FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Online Course Syllabus

Course Number: ATH 900
Course Title: Successful Fund Raising for Athletics

X Online   ☐ Distance Learning

Instructor: Dennis Janzen, Ph.D. **Phone number:** 559-287-8389 **Email:** djanzen@fresno.edu **Contact Website** (FPU-Professional Development): http://ce.fresno.edu/cpd/ **Contact Address:** 5478 Night Heron Drive, Blaine, WA 98230	**Units: 3** **Grade Level: 7-12**

Course Description

In contemporary athletic programs (junior high, high school, collegiate) the issues of funding budgets and fund raising are becoming much more acute as traditional sources of funding are becoming more difficult to procure. Successful athletic programs are becoming increasingly tied to the coach and/or athletic director's ability to generate funds from external sources. Typically, the level of understanding and subsequent application of sound marketing, promotions, and fund raising principles falls far below what is possible and needed for the provision of adequately funded athletic programs. This course offers the athletics coach and/or athletic administrator the opportunity to learn and apply solid principles of athletics fund raising and marketing within a "real world" context. Additionally, a goal of this course will be to develop within the athletic coach and/or athletic administrator an understanding that these principles are useful vehicles not only for the purpose of improving athletic department funding, but also, through the availability of additional funds, a way of providing a greater number of opportunities for interested participants. Assignments contained in this course are closely aligned to National Content Standards in Physical Education for grades Kindergarten through 12th grade.

Course Materials

All course materials and reading selections are included in the course website within each respective module. These resources include web-based articles, pdf articles, PowerPoint notes, and other course-related resources.

> **In addition to the provided materials on the course website, the following booklet from Proactive Coaching LLC is recommended (not required):**

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Course Dates:
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this course Student will be able to:	Standards Addressed *	CE program SLOs
1. The athletic coach and/or scholar will demonstrate an understanding of donor or prospect identification and cultivation specific to athletics programs.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S33	CE1, CE2, CE3, CE4, CE5, CE6
2. The athletic coach and/or scholar will demonstrate an understanding of strategic planning specific to athletics fund raising and revenue generating programs.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S33	CE1, CE2, CE3, CE4, CE5, CE6
3. The athletic coach and/or scholar will identify and apply correct fund-raising and marketing strategies and techniques for a specific sport within the athletic environment.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S33	CE1, CE2, CE3, CE4, CE5, CE6
4. The athletic coach and/or scholar will identify and apply correct fund-raising and marketing strategies and techniques for a complete athletics department.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S33	CE1, CE2, CE3, CE4, CE5, CE6
5. The athletic coach and/or scholar will identify and apply correct revenue-generating strategies and techniques through social media specific to athletics-related programming.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S32; D7-S33	CE1, CE2, CE3, CE4, CE5, CE6
6. The learner will identify and analyze crucial factors culminating into the development of a sound athletics fund raising and marketing plan for a complete athletic program.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D7-S31; D7-S32; D7-S33	CE1, CE2, CE3, CE4, CE6
7. The athletic coach and/or scholar will analyze and identify the complex ethical considerations relative to the development and implementation of a fund-raising or marketing plan in athletics.	SHAPE-NSSC D1-S1; D1-S2; D1-S4; D2-S5; D7-S31; D7-S32; D7-S33	CE1, CE2, CE3, CE4, CE5

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National Content Standards Addressed in This Course:
This course is designed to meet the National Standards for Sport Coaches (NSSC) as a part of the overarching Society of Health and Physical Educators (SHAPE). National and state standards along with the SHAPE Position Statements can be found at the following website:

http://www.shapeamerica.org/standards/pe/
http://www.shapeamerica.org/standards/coaching/index.cfm

Topics, Assignments and Activities
Note: For greater detail, review the "Course Assignment Calendar" document found in this syllabus. A separate Course Assignment Calendar can also be found at the beginning of the Course website.

EXTREMELY IMPORTANT!!! *Please know that for all writing assignments, you MUST follow these instructions and formats. The most common reasons for losing points on assignments are when:*
1. *The student fails to follow assignment instructions and formats.*
2. *The student fails to meet the minimum length requirements.*
3. *The writing is not at graduate student level (contains spelling mistakes, poor grammar, fragment sentences, or incorrect/lack of APA style.*
4. *The student performs at a minimum effort level. Note that when this occurs, their grade will reflect this minimum effort level. Example: If an AR paper minimum is 600 words...and you write 627 words, you will likely get a score of possibly 14 - 15 points out of 20. That's assuming that what you did write fully avoided the above three issues. You will get out of this course what you put into this course.*

1. **Forum (Point value varies based on assignment – 10 pts.)**
   Forums are an important part of this course. These discussions provide opportunities to dialogue and share with other professionals about a specific discussion statement/question presented in a particular Module. You will be dialoging with others who are also taking the course.

   In some Modules, there will be one or more assignments that are intended to encourage the student to reflect more deeply in an applied way through a thoughtful response that will serve as a catalyst for online class discussion between class members. The intention of the Forum is to create connections between theory and real world application. Your assignment is to write a STRONG RESPONSE AT A GRADUATE STUDENT LEVEL plus a well thought-out reaction to the provided assignment. Expected length will be indicated and specific to the particular Forum assignment. Your Forum Discussion posts will be a minimum of 100 words; maximum 300 words (unless the forum assignment calls for more.). **However, please know that if your forum post(s) only meets the minimum requirement, the grade will be commensurate to a minimum effort.**

2. **Analysis-Reaction (AR) Paper Format Requirements (20 pts.)**

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Purpose - Analysis-Reaction papers (A-R papers) are the principle mechanism by which each student accomplishes the following:

- Provides a written overview of each specific reading assignment.
- Interacts/reacts with the reading assignment by responding via a written reaction to each presented topic.
- Via the reaction portion of the A-R paper, the student is encouraged to elaborate/expand upon a particular idea which may be especially relevant to the student.
- Verifies and demonstrates through the completion of the A-R paper that the student has indeed adequately completed the reading assignment.

Procedure - Successful completion of an AR paper will include the following:

A) For the Analysis section:
- List of each of the major points presented within the reading selection.
  - For each of the major points within the reading selection, a complete, but brief description/overview.
B) For the Reaction section:
- Personal reaction and expansion to the major point(s) that are of special interest to the student.
- Discussion of potential application and/or modification of a major reading selection point(s)/position(s) that are of special interest.
C) **Format** - All Analysis-Reaction papers MUST be presented in the following form:
- Double spaced
- Bibliography and footnotes are NOT required.
- **Paper length not including the title page (minimum).**
  - **Analysis portion of the paper – 300 words.**
  - **Reaction portion of the paper – 300 words.**

Note: These are minimum requirements. A minimum effort will result in a commensurate grade. <u>You are strongly encouraged to provide at least 500 words per portion (i.e. at least 1000 words total in order to fully develop the topic.)</u>

3. **Enhanced Analysis-Reaction (EA-R) Paper Format Requirements (30 pts.)**
   Purpose – In addition to the above-mentioned purposes and format requirements listed for the Analysis-Reaction paper assignments, Enhanced Analysis-Reaction papers (A-R papers) are used whenever the length of the reading is longer than normal and/or there are multiple topics or themes within the assigned reading.
   - **Paper length not including the title page (minimum).**
     - **Analysis portion of the paper – 600 words.**
     - **Reaction portion of the paper – 600 words.**

Note: These are minimum requirements. A minimum effort will result in a commensurate grade. <u>You are strongly encouraged to provide at least 750 words per portion (i.e. at least 1500 words total in order to fully develop the topic/s.)</u>

4. **Applied Activity – (Points based on the type Applied Activity assigned.)**
   An Applied Activity is intended to provide an opportunity for the student to be introduced to practical experiences that are important and useful for a coach to

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strengthen/enhance the performance psychology of athletes. Each Applied Activity assignment is unique in terms of what the specific activity involves. Applied Activities include experiences such as listening and responding to selected video presentations on a topic, administering, then evaluating and reflecting from the results of a survey, or reflecting on typical psychological performance scenarios…"What would/should I do?".

5. **Web Search (20 pts. ea.)**
   Becoming familiar with the relevant literature along with knowing where to locate such literature is important for the applied and theoretical professional. Whether you are, or will be, serving in the role of teacher, coach, athletics trainer, administrator, and/or scholar, this is an important component towards personal and professional excellence and competence.

   Web Search Assignment Format Guidelines
   The student will search and locate, then read the web source/ article. The student will then write a minimum 600 word review and summary. A minimum five web sources must be used and cited in APA format.
   - Write a minimum 600 word review and summary from the web sources used (Or as indicated by the specific assignment).
   - A minimum five web sources must be used and cited using APA format.

   Format - All Web Activity papers must be presented APA compliant – **with the following exceptions:**
   - **DOUBLE-SPACED, 600 word minimum (Or as indicated by the specific assignment).** You are strongly encouraged to write a graduate level summary which goes significantly beyond this minimum if you wish to achieve an "Excellent (Exemplary)" or "Excellent" grade equivalency in points.
   - Bibliography and footnotes are required.
   - Use an APA correct title page.

6. **Web Search PowerPoint Project (WSPP) - Module Eight – Using Social media for Effective Fund-Raising   WEB SEARCH POWERPOINT PROJECT – USING THE SOCIAL MEDIA FOR EFFECTIVE FUND RAISING:** In today's world the social media is becoming the preferred method of communication. Effective fund raising and/or the generation of marketing revenue is dependent upon getting a coherent message of need to enough people within a relevant population. The effective use of social media (e-mail, Facebook, Twitter, Text messaging, etc.) are all available for effective and inexpensive communication of fund raising appeals and needs.

   Project Question: *Develop and present a coherent and comprehensive fund raising or marketing campaign utilizing the social media.*

   A. Conduct a web-search for sources (10 sources minimum) that provide understanding on how to build a successful social media-based fund-raising campaign or marketing campaign. As a starting point, some keywords for your search can be found in the phrase, "social media-based fund-raising campaign or marketing campaign." You may

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select any capital project (e.g. softball batting cages, basketball team locker room upgrades, covered fan seating for the swimming pool, etc.) or marketing objective (e.g. football season tickets, advertising revenue for the baseball season, increase game attendance, etc.).

B. Present your fund raising or marketing plan in PowerPoint (PPT) form. Be sure to read the "PowerPoint Aid - Making Effective PowerPoint Presentations" which is located below in this module. Build your presentation in a way that you could use this as an actual presentation piece to a prospective donor or marketing client. Make it attractive and engaging.

C. Present your findings and plan in 15 slides or less (note the "Rule of 10". Be sure to include your basic presentation, description of your project and need, case statement, method of collection of resulting funds, funding/advertising opportunities, levels of support, any other information necessary to understand your campaign.

D. Each PPT slide should have some kind of picture or image, brief text/information, and be dome in an attractive color/design. Remember that the most effective PPT presentations are not text-heavy. Note also that you should not build a Voice-Enhanced PPT. The "voice" needs to be your own so that when you present to the prospective donor or client, you can read and react with your prospective donor or clients reactions.

E. Post your finished Web-Search PPT Project on the project post location site.

Module Assignment Schedule

Module Topics	Module Assignments	Points
Module 1 – Introduction to Successful Fund Raising	Get Acquainted - Forum Ch. 1, 3, and 8 Reading Assignment 1.1 EA-R paper Assignment 1.2 Forum	10 30 10
Module 2 – Techniques for Effective Fund Raising	Ch. 7 and 9 Reading Assignment 2.1 EA-R paper Assignment 2.2 Forum	 30 10
Module 3– Fund Raising Code of Ethics	Reading – Ethics Standards Assignment 3.1 Web Search	 30
Module 4 – Strategic Planning and Revenue Generation	Assignment 4.1 Applied Activity – Strategic Fund Raising Plan Assignment 4.2 Student-Instructor Telephone Conversation	 100 20
Module 5 – Athletics Department One-Year Fund-Raising Plan	Assignment 5.1 Applied Activity – One-Year Fund-Raising Plan	 50
Module 6 – Sport-Specific Athletics Fund Raising Plan	Assignment 6.1 Applied Activity – Sport-Specific Fund Raising Plan	 50
Module 7 – Comprehensive	Ch. 2 Reading	

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Athletics Marketing and Promotions Plan	Assignment 7.1 A-R paper Assignment 7.2 Applied Activity – Marketing and Promotions Plan	20 50
Module 8 – Sport-Specific Sponsorship /Marketing and Promotions Plan	Assignment 8.1 Applied Activity – Sport-Specific Marketing and Promotions Plan	50
Module 9 – Web Search PowerPoint Project: Using Social Media for Effective Fund Raising	Assignment 9.1 WSPP Project Assignment 9.2 Student-Instructor Telephone Conversation	200 20
Module 10 – The Importance of Saying "Thank You"	Assignment 10.1 Applied Activity – Writing an Outstanding "Thank You" letter.	20
	Total	700

Course Assignment Schedule

Note: This is a fully online, independent study course designed to give both a thorough applied practical review of effective fund raising and revenue generation in athletics. There will be several opportunities to connect the course work to real-world situations typically encountered by athletics personnel. The student will complete ten modules total. All assignments are to be turned in within the Moodle course site and are to follow APA formatting. Instructions for turning in student work are available with each assignment. The following is my e-mail address. Please feel free to connect at any time for anything.

djanzen@fresno.edu

Thank You. Enjoy the course! Your Forum Discussions are to be posted within the course site at each respective Forum Discussion site. This will allow other course students to respond and interact through online conversation. Always a rich, enjoyable experience!

Course Assignment Schedule

Getting started…

1. Look over the Course Introduction and Instructor Welcome, and the Course Documents paying particular attention to the Student Welcome Letter, Course Syllabus, Course Assignment Schedule, the Course Assignment Format Guidelines, the Course Rubrics, and the instructions titled "IMPORTANT: HOW and WHEN to turn in your assignments".
2. How to set up the Electronic grading procedures are described in detail in the "Student Welcome Letter".
3. **NOTE: All assignments must use APA format (Google "APA Purdue OWL) for APA details. A link is located on the course website under "Course Documents"**

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Module One
Introduction to Successful Fund Raising

Complete the following assignments:
    1.1 **Getting Acquainted Exercise** - I don't know every student in the class. With that being said, after you have read through the attached documents, please post a short 100 word bio/background introduction of yourself in this first Module. Thanks – I look forward to getting to know you a bit better.
    1.2 **Enhanced Analysis-Reaction Paper – Introduction to Successful Fund Raising**
        Please select and read any two of the three reading selections included in this module. Actively read each selection, then write an Enhanced Analysis-Reaction paper (combining the two readings into a single paper). Be sure to look at the "Assignment Guidelines..." for assignment details.
    1.3 **Forum Discussion Assignment:** Please respond to the following Forum Discussion. You are encouraged to respond to other forum posts with your thoughts and reactions
        Discussion – What are some of the most challenging things a fund raiser might face when making an "ask" for money? Preparing for the "ask" may not be nearly as difficult as actually making the "ask". There are a lot of reasons why this is so difficult for many people. Share what you see as some of these challenges and what you might suggest for people to overcome some of these things. (100 - 300 words)

Module Two
Techniques for Effective Fund Raising

Complete the following assignments:
    2.1 **Enhanced Analysis-Reaction Paper – Techniques for Effective Fund Raising**
        Please read the two reading selections included in this module. Actively read each selection, then write an Enhanced Analysis-Reaction paper (combining the two readings into a single paper). Be sure to look at the "Assignment Guidelines for " assignment details. Note that an Enhanced Analysis-Reaction paper contains a minimum 500 word "Analysis" (overview of the reading(s), and a minimum 500 word "Reaction" (personal thoughts and reaction of the reading(s)
    2.2. **Forum Discussion Assignment:** Please respond to the following Forum Discussion. You are encouraged to respond to other forum posts with your thoughts and reactions.
        Discussion – Share and describe the most effective fund raiser you've ever done (or been involved with). Almost everyone has been involved at some point in a fund raiser. Share what that was, what you did, and why you think it was successful. (At least 100 words).

Module Three
Fund Raising Code of Ethics

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Complete the following assignment:

An important part of any fund raising campaign must include conducting the effort with a full understanding of and commitment to the highest of ethical standards.

3.1 .**Web Search – Fund Raising Code of Ethics**

This module contains a document which contains three different lists of standards and ethics related to best practices for coaches and athletics administrators. Within these lists are ethical standards which either directly or could easily apply to the practice of ethical fund raising. Review each list, then conduct your own web search of "Ethical Fund Raising". Include at least five web sources and write a 600 word review and reaction to what you've found.

Module Four
Strategic Planning and Revenue Generation

Complete the following assignment:

Effective revenue generation through fund raising and marketing sponsorship comes in several forms. Two of the largest budget categories are capital needs and operational needs. Program planning cannot be restricted or planned simply from an annual perspective. Most successful organizations and programs work from well-developed and planned out 3-5 year strategic plans. Strategic planning provides a clearer picture of what the funding needs will be, thus providing a well-thought out, intentionally planned approach for the generation of necessary funding. Quality facilities, equipment, personnel, and other operational support are required for organizational success. Strong strategic planning (3-5 years) is required in order to effectively develop the necessary funding for these important elements.

4.1 **Applied Activity – Three-Year Strategic Plan for Revenue Generation**
- Please read the "Assignment Instructions for Developing Your Strategic Plan for Revenue Generation".
- Look at the "Tip Sheet for Writing a Strategic Plan (Taken from U.S. Dept. of Health and Human Services)
- Please read "Understanding and Developing an Effective Strategic Plan for Fund Raising" for additional examples and ideas regarding format and content.

4.2 **Student-Instructor Telephone Conversation   (559-287-8389 – Dr. Janzen)**

The intent of this conversation is to provide opportunity for the student to bounce ideas or ask questions regarding relevant past or current experiences. Ideas for the future are also to be talked about at this time. This is intended to be an open discussion.

Module Five
Athletics Department One-Year Fund Raising Plan

Complete the following assignment:

5.1 Applied Activity – Athletics Department One-Year Fund Raising Operating Plan

The purpose of this exercise is to provide the student with the practical, hands-on experience of developing an overall one year fund-raising operating plan which is relevant to their particular situation. Based on management principles developed and

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used by the IBM Corporation, the 1 page "Operating Plan" is the final document which reflects direction, purpose, and goals for your fund-raising efforts.

Module Six
Sport-Specific Athletics Fund Raising Plan

Complete the following assignment:
6.1 **Applied Activity – Sport-Specific Athletics Fund Raising Plan**
The purpose of this exercise is to provide the student with the practical, hands-on experience of developing a sport-specific athletic fund-raising plan which is relevant to their particular situation. Specific to this purpose is:
- Being exposed to the elements of a complete, well thought out, sport-specific athletic fund-raising plan.
- The opportunity for the student to conduct an organized analysis of the athletic marketing and fund-raising potentials of their respective community.
- To encourage the facilitation of a particular fund-raising idea that may be especially relevant or interesting to the student.
- Verifies and demonstrates through the completion of the sport-specific athletic fund-raising plan that the student has indeed adequately developed understandings necessary for success in athletic fund-raising.
- PROCEDURE - Please read the "Assignment Instructions for Developing Your "Sport-Specific Athletics Fund Raising Plan".

Module Seven
Comprehensive Athletics Marketing and Promotion Plan

Complete the following assignments:
7.1 **Analysis-Reaction Paper –** "Organization and Administrative Ingredients of Sport Promotions, Public Relations, and Fund Raising"
Complete an Analysis-Reaction paper on the reading. Be sure to note the format requirements for the A-R paper.

7.2 **Applied Activity – Comprehensive Athletics Marketing and Promotion Plan**
The purpose of this exercise is to provide the student with the practical, hands-on experience of developing a reasonably comprehensive athletic marketing and promotions plan which is relevant to their particular situation. Specific to this purpose is:
- Exposing the student to the elements of a complete well thought out, athletic marketing and promotions plan.
- The opportunity for the student to conduct an organized analysis of the athletic marketing, promotions and fund-raising potentials of their respective community.
- To encourage the facilitation of a particular athletic marketing and promotions or fundraising idea that may be relevant or interesting to the student.
- Verifies and demonstrates through the completion of the athletic marketing and promotions plan that the student has indeed adequately developed understandings necessary for success.

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- PROCEDURE - Please read the "Assignment Instructions for Developing your "Comprehensive Athletics Marketing and Promotion Plan".

Module Eight
Sport-Specific Sponsorship/Marketing and Promotions Proposal

Complete the following assignment:

5.1 Applied Activity – Sport-Specific Sponsorship/Marketing and Promotions Proposal
The purpose of this exercise is to provide the student with the practical, hands-on experience of developing a sport-specific athletic sponsorship proposal which is relevant to their particular situation. Be sure to follow read and follow the "…Assignment Guidelines…

Module Nine
Web Search PowerPoint Project (WSPP): Using the Social Media for Effective Fund Raising

Complete the following assignment:

9.1 **WEB SEARCH POWERPOINT PROJECT – USING THE SOCIAL MEDIA FOR EFFECTIVE FUND RAISING:**   In today's world the social media is becoming the preferred method of communication. Effective fund raising and/or the generation of marketing revenue is dependent upon getting a coherent message of need to enough people within a relevant population. The effective use of social media (e-mail, Facebook, Twitter, Text messaging, etc.) are all available for effective and inexpensive communication of fund raising appeals and needs.

Project Question: Develop and present a coherent and comprehensive fund raising or marketing campaign utilizing the social media.

1. Conduct a web-search for sources (10 sources minimum) that provide understanding on how to build a successful social media-based fund-raising campaign or marketing campaign. As a starting point, some keywords for your search can be found in the phrase, "social media-based fund-raising campaign or marketing campaign." You may select any capital project (e.g. softball batting cages, basketball team locker room upgrades, covered fan seating for the swimming pool, etc.) or marketing objective (e.g. football season tickets, advertising revenue for the baseball season, increase game attendance, etc.).

2. Present your fund raising or marketing plan in PowerPoint (PPT) form. Be sure to read the "PowerPoint Aid - Making Effective PowerPoint Presentations" which is located below in this module. Build your presentation in a way that you could use this as an actual presentation piece to a prospective donor or marketing client. Make it attractive and engaging.

3. Present your findings and plan in 15 slides or less (note the "Rule of 10". Be sure to include your basic presentation, description of your project and need, case statement, method of collection of resulting funds, funding/advertising opportunities, levels of support, any

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other information necessary to understand your campaign.

4. Each PPT slide should have some kind of picture or image, brief text/information, and be dome in an attractive color/design. Remember that the most effective PPT presentations are not text-heavy. Note also that you should not build a Voice-Enhanced PPT. The "voice" needs to be your own so that when you present to the prospective donor or client, you can read and react with your prospective donor or clients reactions.

5. Post your finished Web-Search PPT Project on the project post location site.

9.2 **Student-Instructor Telephone Conversation   (559-287-8389 – Dr. Janzen)**
The intent of this conversation is to provide opportunity for the student to bounce ideas or ask questions regarding relevant past or current experiences. Ideas for the future are also to be talked about at this time. This is intended to be an open discussion.

Module Ten
The Importance of Saying "Thank You"

Complete the following assignment:
10.1.   Applied Activity – The Importance of Saying "Thank You"
Read the following article. **"Donor-Centered Thank You Letters: Your First Step to the Next Gift"**. Feel free to look at the sample thank you letters that are on this article's website. Write a one-page thank you letter to a donor or sponsor who has just provided financial support to your athletics department or your specific sport. Use as many of the 20 suggestions as you can that "make the letter superior". Obviously you will not be able to hand write it.

One of the most important parts of any fund raising or marketing effort is saying "Thank You". Saying "Thank You" can come in a variety of ways...face-to-face, in letter form, electronically, etc. It is important to say "Thank You", regardless of the size of the donation or amount, or regardless of whether the answer was "yes" or "no". Even if turned down, it is important to still convey in some form a "Thank You". Side note... I once worked with a very successful fund raiser who would say, "There is no such thing as an absolute NO. If you hear a 'No', it almost always means either, 'No' not at this time', 'No' not this project', or 'No, not for this amount' ". In other words, you will almost certainly have contact again with this person regarding a possible donation or sponsorship arrangement. The point of this illustration underscores the importance of saying "Thank You" and for continuing to build the relationship between you, your organization, and the prospective donor/client.

Technology Requirements
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu

Grading Policies and Rubrics for Assignments

- Assignments will be graded according to criteria presented in the course grading rubrics. (Provided as a separate document in course materials.)
- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Writing Requirements to include in rubrics

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- **Superior:** Writing is clear, succinct; reflects graduate level expectations. (100 – 90%)
- **Standard:** Writing is acceptable; very few mistakes in grammar and spelling. (89 - 80%)
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. (79 – 0%)
- **Written assignments and papers need to follow APA formatting** (1" margins, Times New Roman font - size 12, double spaced; **c**entered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact Information:

This course in athletics fund raising is intended to have opportunities for interaction. This can occur between students through the Forums – share and talk about ideas. There are a lot of interesting ideas that can be shared for everyone's benefit when it comes to successful fund raising/revenue generation in athletics. Conversation can also occur between student and instructor. Please feel free to contact me at any time for anything whether you have a question about the course, or you would like to share or discuss a particular thought regarding fund raising or some other revenue generating idea. I would encourage you to contact me either by email (djanzen@fresno.edu) or by telephone (559-287-8389).

Relevant text and online resources for fund raising and revenue generation in athletics

Online Resources

Websites – Fund Raising for Athletics

These carefully selected web pages contain very useful material to assist your efforts in fund raising and marketing for athletics. We have not attempted to sort them according to the virtues they teach because they all teach many virtues.

ATHLETICS – FUND RAISING/DEVELOPMENT PLAN
*www.uaa.rochester.edu/nadiiiaa/.../WU%20**Fund**%20**Raising**.doc***Similar**
File Format: Microsoft Word - **Quick View**
How is use of **athletic fund raising** revenues determined – University policy? **Athletic** Department policy? – Charter of **fund raising** organization? – we have **...**

Sports Fundraising **| Team Sponsorship | My Sports Dreams**

*www.my**sports**dreams.com/***Cached** - **Similar**

Leading sports **fundraiser** generating sponsorship dollars for +21000 college, HS, and youth teams. Risk-free, nothing to sell & guaranteed profit. Unique**...**

Athletics - Fund Raising & Support: Marist College

*www.marist.edu/athletics/fundraising.html*Cached - Similar
Representatives from the Red Fox Club's Board of Directors and the Marist **Athletics** Department organize **fundraising** events throughout the year to benefit**...**

CASE - Fundraising for Athletics

*www.case.org/Conferences_and_Training/FRA12.html*Cached
Learn how to strengthen the **athletic** department's relationship with the advancement office. Explore how an institution can use **athletics** as part of its total**...**

Economy Affects Fundraising for College Athletic Facilities

*athleticbusiness.com/articles/article.aspx?articleid=3718&zoneid...*Cached
That college sports can be big business isn't exactly breaking news. Nor is the institutional strain that exists between academics and **athletics**.

Predicting Fund Raising Revenues in NCAA ... - The Sport Journal

*www.thesportjournal.org/.../predicting-fund-raising-revenues-ncaa-di...*Cached - Similar
This study created a model to predict annual **fund raising** contributions to NCAA Division I-A **athletic** programs using 13 explanatory variables, re-examining an **...**

Group Tickets - Fundraising Opportunities | oaklandathletics.com ...

*oakland.athletics.mlb.com/oak/.../group_options.jsp?...fundraising*Cached
Whether you're a school, religious organization, youth sports team, or looking to raise funds for your PTA or afterschool program, the A's have a **fundraising...**

Fundraising - University of Maryland Official Athletic Site

*www.umterps.com/school-bio/md-fundraising.html*Cached - Similar
Athletics Fundraising. The Terrapin Club: "Championships Begin with Scholarships" The Terrapin Club is comprised of more than 8000 alumni, friends and fans **...**

University of Hawaii Athletic Fundraising | 'Ahahui Koa Ānuenue

*www.koaanuenue.org/*Cached - Similar
The Official Site for UH **Athletic Fundraising** Society of the Rainbow Warrior **...** 2nd Annual AKA Scholarship **Fundraiser**. Wed, 04/04/2012 - 5:30pm - 8:30pm**...**

The Sports IQ | Interview: Fundraising for Sport and Athletics

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*www.thesportsiq.com/interview-**fundraising-for-sport**-and-**athletics/**Cached*

Additional Website Sources

Meredith, J., (2016), 25 *Unique Youth Sports Fund Raising Ideas*. SignUpGenius. Retrieved

from   http://www.signupgenius.com/sports/youth-sports-fundraising-ideas.cfm

Author Unknown, (2016). *How to Get Sponsors for Your Team*. Piggybackr. Retrieved from

https://www.piggybackr.com/how-to-get-sponsors

McMannon, C., *How the Role of Fund Raising is Transforming Athletic Departments*,

Retrived from

http://fundraisingforsports.com/2007/01/how_the_role_of_fundraising_is_transforming_a

thletic_departments/

Bonn, R., (2009) *Best Practices: Fund Raising Small College Style.* Retrieved from

http://www.nacda.com/sports/naadd/spec-rel/111009aaa.html

Author Unknown, (2016). *Marketing and Fund Raising: So You Want to be an AD* Retrieved

from http://www.ncaa.org/governance/marketing-and-fundraising

Godow, D., and Zellner, K.. (2012). *Budget Models and Fund Raising Strategies of Division III*

Athletics Programs. The Advisory Board Program, Washington D.D. Retrieved from

https://www.etsu.edu/125/documents/Budget%20Models%20and%20Fundraising-

D3%20Athletics.pdf

Author Unknown, (2016). *Fund Raising Ideas for High School Athletics Directors. Athletic*

Business, Dec., 2013 issue. Retrieved from

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http://www.athleticbusiness.com/fundraising/fundraising-ideas-for-high-school-athletic-directors.html

Books and Texts

Kelley, David J., (2012). *Sports fundraising: Dynamic methods for schools, universities, and youth sport organizations*, 1st Ed., New York, NY: Routledge.

Leonard, Richard, (2012). *Fundraising for sport and athletics*, 1st Ed. Morgantown, W.V.: Fitness Information Technology.

Mullin, B, Hardy, S., and Sutton, W., (2014). *Sport marketing*, 4th Ed. Champaign, IL: Human Kinetics.

Newman, Tim, (2013). *Social media in sport marketing*, 1st Ed., Scottsdale, AZ: Holcomb Hathaway Publishers.

Stotlar, D. K., (2009). *Developing successful sport sponsorship plans*, 3rd Ed. Morgantown, W.V.: Fitness Information Technology.

Continuing Education Program Student Learning Outcomes:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

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CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

Other Courses Offered by this Instructor

http://ce.fresno.edu/cpd/dennis-janzen/

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