Two (2) credit hours
Classroom: Online
Instructor: Liz Moore, MNM
Email: elizabeth.moore@umontana.edu
Phone: 406-461-4964
Office Hours: Virtual/ By appointment – please contact me via text (406) 461-4964 (first preference) or via email to schedule an appointment. I can be reached from 8:00 a.m. to 5:00 p.m. M-F for inquiries. Please allow for up to 24 hours for response. Student inquiries sent over the weekend will be addressed on Mondays.

COMMUNICATION GUIDELINES:
Emails:
- I assume you open your email that is registered with the course (your UM email) regularly, and this is the method I will use to communicate with you directly.

Cell:
- You may text my cell (406-461-4964) judiciously. If you have left an email that requires immediate attention you may text.
- Calling my cell is an option M-F business hours, and should be a last option please. Thank you.

Appointments:
- We all have challenging schedules. I function best if we can quickly set up a time as needed, even for 15 minutes, to talk through questions or concerns. Please email or text if you need to set time. You are a priority.

LEARNING DURING A PANDEMIC

Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal,
state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department’s COVIDSafe FAQ guide.

COLLECTIVE LEARNING AGREEMENT

In our time together this semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Ql̓ispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well.

The first week of our course our self-introduction includes questions about shared expectations. Please read introductions and be mindful of the expectations of others as you respond to posts.

CULTURAL LEAVE POLICY

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

COURSE DESCRIPTION

This ten-week online graduate-level course is for students and professionals interested in learning the concepts, processes and practices of public policy making with a focus on nonprofit advocacy and lobbying. The course will explore the role of nonprofit organizations in shaping public policy as a necessary component of solving community and societal problems. While the course includes a conceptual framework for understanding the public policy-making process, the primary focus is on an applied approach to advocacy planning, strategies and techniques, the relationship between
nonprofits and policymakers, and the legal framework for lobbying at both the federal and state levels.

COURSE LEARNING OBJECTIVES

By the end of this course you should be well-versed in our following learning objectives. Each of these objectives are carried out in the course schedule as you consider weekly topic areas across our learning modules.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>To understand the nature of public policy and public policy processes, including the context, tensions, and significance as they relate to nonprofit advocacy and lobbying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 2</td>
<td>Understand and gain applied skills related to the role nonprofits play, the strategic approaches they use, their legal context and compliance issues, and the variety of activities they undertake to fulfill their public policy and advocacy rights and responsibilities.</td>
</tr>
<tr>
<td>Learning Objective 3</td>
<td>Gain current and future employment skills through critical thinking, analytical skills, technology, verbal communications, and writing.</td>
</tr>
<tr>
<td>Learning Objective 4</td>
<td>Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudices, and DEI in the public and nonprofit sectors through self-reflection, readings, discussions and assignments.</td>
</tr>
</tbody>
</table>

COURSE EXPECTATIONS

**Required Materials:** Course materials are designed to give you *the big picture* as well as information about how it really works – or *the practice* of advocacy and lobbying. The two texts below are required and are very different in nature by design. Together they will give you both a theoretical and conceptual framework as well as the nuts and bolts of practicing advocacy. In addition, you will be assigned articles and research related to current public policy events.

Liz Moore, MNM
Nonprofit Advocacy & Public Policy Syllabus
Spring 2022
• The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level, 2nd Ed., Marcia Avner (Can be purchased through numerous online retailers. Available in print or digital formats. Be sure to get the 2nd edition which was published in 2013.)
• An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, 5th Ed., Thomas A. Birkland (Available for rental or purchase through numerous retailers in various formats)

Moodle: This is a fully online class; students are required to use and check the Moodle system on a daily basis to access lectures, readings, and assignments, and to participate in discussions. Moodle is where you will find all lectures, other reading materials and assignments; critique of written assignments; and where I will participate in, monitor and evaluate reflections and discussion postings. All learning modules will be live at the beginning of the course. However, please log into the Moodle system at least three times weekly so that you review new material which will occasionally be submitted. Material added after Monday of a given week will be noted with an asterisk. Use your Net ID to log on.

Technology: Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise, M-F. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

Weekly Modules: Each week’s module will have several components which may include text reading requirements, additional reading (articles, research, etc.), video lecture, guest lectures, and assignments. The weekly material will have links you’re required to read as well as non-required links to take your learning further.

Included in the weekly module is a weekly update and a brief lecture from me so you spend less time on your screen. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are 10-20 minutes and provide a cursory overview of the materials for each week. If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.

Weekly Interaction: Students are asked to fully engage and participate in this course in order to contribute to the learning community – for themselves and for the benefit of others. While the course is online, and is asynchronous, students have the opportunity
demonstrate learning by posting substantive responses and replies in the Discussion Forum and by engaging fearlessly in learning and reflection in Reflective Writing Assignments.

**Zoom:** Week Three and Week Six both include a “live” Zoom lecture. You will have three options to choose from for participation each of those weeks. Signup for these required lectures will be available during Week One. Students have found the Zoom lectures valuable in that they have the chance to meet and interact in real time with their colleagues and course instructor.

**UM Email:** Students are expected to use their umontanastudent email address for all communication and check regularly.

**Student Code Of Conduct:** The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code.

**COURSE PERFORMANCE**

This class employs contract grading, modeling the workplace (e.g. performance evaluation). During the semester I will not assign quantitative scores to individual assignments; you will receive written feedback within seven business days. In each assignment feedback, I will indicate if you have exceeded (E), met/exceeded (ME), met (M), or are below expectations (BE) (criteria listed below). Each assignment’s written feedback is found via Moodle or in the Discussion Forum. Students should keep track of this feedback along the way; your aggregate translates into your final grade. For example, if the plurality of assignments receive an M, you will be awarded a B for the course.

Students are invited to meet with me at least once this semester to discuss your progress in the course (do this earlier in the semester – weeks 3-5). This is not required, but encouraged. At this meeting we will discuss what is going well, what you could improve, and how I can support your learning.

It is challenging to prioritize the learning process over the grade. Providing feedback is an important part of the learning process, and I ask that you re-open graded documents to see instructor comments. Students are asked to focus on the written feedback you receive rather than on the grade instructors are required to enter into the Moodle system. This is especially important in an online course where interaction with the instructor is more limited.
**Grades:** Grades will be posted within seven days of the assignment due date within the gradebook section of Moodle. Work that is submitted early will be graded at the scheduled time.

**PERFORMANCE EVALUATION**

<table>
<thead>
<tr>
<th>Evaluative Criteria</th>
<th>Description</th>
<th>Translation</th>
</tr>
</thead>
</table>
| Below Expectations (BE)              | 1. Does not meet assignment expectations or work is not commensurate with graduate level work (e.g., writing is hurried with many errors);  
   2. Requires prompts/reminders to sign up for or complete expected projects;  
   3. Does not engage in course discussions, zoom sessions, etc.                                                                                                                                     | C           |
| Met Expectations (M)                 | 1. Meets the stated criteria for all assignments;  
   2. Meets due dates for all assignments  
   3. Actively participates in all interactive discussions/assignments;  
   4. Asks thoughtful questions during online discussions and conversations with professor and classmates;  
   5. Edits all assignments using course writing guidelines described in syllabus;  
   6. Checks UM email and Moodle class site regularly and is responsive to inquiries.                                                                                                             | B           |
| Meet/Exceed Expectations (ME)       | Meet expectations (listed above) and:  
   1. Written work demonstrates a sophisticated understanding of the material (e.g., can make clear applications between theory and practice; integrates/connects multiple themes or topics, etc.);  
   2. Watches weekly updates and listen to lectures during week assigned;  
   3. Integrates both opinion and facts (e.g., research, examples, etc.) in online discussions while maintaining respect for diversity of thought and opinion;  
   4. Turns in assignments that are concise, carefully edited, and easy to read;  
   5. Uses non-partisan language in discussions and writing assignments;                                                                                                                               | B+          |
<p>| Exceed Expectations                  | Meet/Exceed Expectations (listed above) and:                                                                                                                                                                 | A           |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Offers and receives critique during discussions and written work in a professional manner;</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates a strong commitment and willingness to learn and grow from assignments and discussions;</td>
</tr>
<tr>
<td>3.</td>
<td>Ensures writing meets chosen academic style guidelines (MLA, APA, etc.);</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrates writing proficiency in a discussion or assignment adequately, avoiding saying too much or too little;</td>
</tr>
<tr>
<td>5.</td>
<td>Produces creative, unique and thoughtful assignments, demonstrating a willingness to go above and beyond (e.g., doing outside research beyond the expectations; making connections across content in discussion forums from week to week and topic to topic)</td>
</tr>
</tbody>
</table>

**WRITING GUIDELINES**

Writing is a core component of the course performance criteria. This is a graduate level course and all written assignments should meet and use the following criteria:

1) Unless indicated otherwise, all written work, including citations, must follow an academic style guideline such as APA, MLA or Chicago. You may choose what works for you but you will be expected to consistently follow it throughout a given assignment. Intext citations and a reference page are necessary. Please only include references that were cited.

2) All assignments must be turned in electronically via Microsoft Word (not pdf). The Word format assists with offering feedback in an instructive manner which is a component of the learning process. If the instructor cannot open the document the student will not receive a grade. Submission of assignments via email will not be accepted unless specific arrangements have been made.

3) Student collusion is not allowed for individual assignments will be treated as an act of plagiarism.

4) The writing center experts should be used for reading student draft assignments. Make an appointment with UM’s Writing and Public Speaking Center prior to the submission of written work. Please make certain your preferred email address is registered with the university so that you receive important emails from the course.

**ASSIGNMENTS**

Specific requirements for each assignment, reflection and discussion will be clearly outlined in the weekly modules. Below is an overview of the various types of assignments you can expect from week to week.
**Self-Introduction and Course Expectations:** Each student is asked to post a brief self-introduction in the Discussion Forum by Thursday evening, January 20, 7:00 p.m. MT. No reply to other students is required, but if you do reply please make it personal rather than generic. (E.g., “Hey, I’m from Miles City also!” rather than “Welcome!”)

**Discussion Forum:** The discussion board serves as our classroom. It is where we will engage and share ideas and insights. The only way to really learn from the classes is to fully engage with your peers. Discussion Forums will be included on Weeks 2, 4, 6, and 8. Please take the time to clearly articulate your posts, including using correct grammar and spelling. Ideally responses to the discussion questions are around 200-300 words and include ideas from the most recent learning material. All initial discussion posts are due on Thursday evenings by 7:00 p.m. MT with initial replies to at least two other students due by Sunday nights at 10:00 p.m. MT. Full instructions are included in the weekly Module.

**Reflective Writing:** Students will be asked to complete journaling/reflective writing weeks 2-9 of the course. Reflective writing deepens learning by creating an avenue for personal musing, exploring ideas, self-expression and questioning. Reflection prompts will be provided based on the reading material for the week. Reflections will be reviewed regularly and will include comments, feedback, and follow-up questions. Reflections are required, ungraded, two-three paragraphs long. They are a discussion between the professor and student – not the class as a whole. Reflective writing must be completed by Sunday night, 10:00 p.m. MT.

**Writing Assignments:** Students will have three writing assignments, three-five pages in length, in addition to the Final Project. Instructions and grading rubric for each assignment are included in the module for the week. All writing assignments are designed to be incorporated into the Final Project. All writing assignments are due on Sundays by 10:00 p.m. MT.

**Final Project:** As a final assignment you will be asked to develop an advocacy plan that includes both research and many of the practices we are covering during the course. The project is due Friday, March 25 by midnight, MT. See the full description in the Week Three and Week Ten Modules.

**Submitting Assignments:**
- Please format your paper with name, course, date. Please consistently use one format of your choosing (MLA, APA, etc.)
- Submit all assignments through Moodle; email is not accepted unless arranged in advance.
• Papers that do not meet the course requirements may or may not receive a grade, at my discretion.
• Turn assignments in by the time outlined in the syllabus. Late assignments will be accepted only as an exception and at my discretion. This is a graduate level course and the timeliness of the work submitted should be similar to professional work requirements such as grant deadlines, reports to the Board, etc.

**Course time and preparation:** Students can expect to spend approximately 6-8 hours per week on this course.

MPA PORTFOLIO

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture final graded feedback to save with your files. We ask that you very carefully read the [MPA Portfolio requirements](#) listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, Contact the MPA Director.

**FOOD & HOUSING INSECURITY:**

If you face challenges securing food or housing, and believe that this could affect your performance in this course, please contact any or all of the following campuses resources:

**FOOD PANTRY PROGRAM**

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the [UM Food Pantry website](#) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).
ASUM RENTER CENTER

The Renter Center has compiled a resource list for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRIO STUDENT SUPPORT SERVICES

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check eligibility for TRiO services online. You can also start by visiting with a member of the teaching team. We will do our best to help connect you with additional resources.

DISABILITIES SERVICES FOR STUDENTS:
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

WITHDRAW:
Please see the University of Montana Extended Learning website for information on withdrawing from courses and refund policies. Kindly let me know if you are considering withdrawing. Thank you.
Please note: Occasionally changes may be made to the syllabus. Please check the week’s information in Moodle at least three times each week. The weekly video lecture will be added by Sunday night, 10:00 p.m. each week.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TO DO</th>
<th>WHAT YOU WILL LEARN</th>
<th>FOR SUBMISSION</th>
</tr>
</thead>
</table>
| 1 (Jan 18-Jan 22) | Introduction to Nonprofit Public Policy and Advocacy | - Watch Introductory Video  
- Read Week One Module and links  
- Read pp. xi-xvii and pp. 1-28 of Introduction to the Policy Process  
- Read Yes, You Can – and Should! Nonprofit Advocacy as a Core Competency  
- Doodle Poll | - Course Basics and Expectations  
*The Big Picture*:  
- Public Policy Background and Definitions  
*The Practice*:  
- Nonprofit Advocacy as a Component of Public Policy  
- The Relevance of Advocacy  
- Intro to Advocacy Resources | Discussion Forum: Introduction and Course Expectations  
Doodle Poll: your choice for Week Three and Six “live classrooms” via Zoom |
| 2 (Jan 23-29)   | Nonprofit Advocacy as an Element of the Policy-Making System       | - Watch Video Lecture  
- Read Week Two Module and links  
- Read pp. 24-60 of Lobbying and Advocacy Handbook  
- Read pp. 32-69 of Introduction to the Policy Process | *The Big Picture*:  
- Elements of The Policy Making System  
- Where Advocacy Fits in the System  
*The Practice*:  
- What Advocacy is and is Not  
- What it Means to be Political but Nonpartisan  
- Electioneering  
*Current Events*: | Discussion Forum: Johnson Amendment vs. Freedom of Speech  
Reflective Writing: News Media and Public Policy (pp 65-66) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 3 (Jan 30- Feb 5) | Demystifying and Debunking Lobbying | - Participate in “Live” Zoom class  
- Read Week Three Module and links  
- Read pp. 147-159 Lobbying and Advocacy Handbook  
- Read pp. 162-197 Introduction to the Policy Process | The Big Picture:  
- The Unofficial Actors in Public Policy Making  
- The Role of Nonprofits in Influencing Policy  

The Practice:  
- Lobbying Rights and Responsibilities  
- What Lobbying is and is not  
- What are Ballot Measures and Why We Care  

Current Events:  
- The Impact of Citizens United  |
| Assignment: Final Project Topic  
Reflective Writing: Choose a reflective question from pp 198-199, Birkland Text |
| 4 (Feb 6- Feb 12) | How Change Actually Happens: From 1000 Feet to Nuts and Bolts | - Watch Video Lecture  
- Read Week Four Module and links  
- Read pp. 62-87 and 179-186 Lobbying and Advocacy Handbook  
- Read pp. 205-239 Introduction to the Policy Process | The Big Picture:  
- Who is Setting the Agenda?  
- Power Dynamics in Policymaking  

The Practice:  
- The Regulatory Context  
- Legal Compliance  
- How to Stay Legal and Compliant  
- 501(h) Election  
- Reporting  
- Bill-making Processes  

Current Events:  
- Money in Politics  |
| Discussion Forum: Money in Politics  
Reflective Writing: Power, Agenda Setting and Money |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Practice</th>
<th>Big Picture</th>
<th>Discussion Forum</th>
<th>Assignment</th>
<th>Reflective Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (Feb 13- Feb 19)</td>
<td>The Practice of Lobbying</td>
<td>Watch Video Lecture - Read Week Five Module and → links - Read pp. 90-131 Lobbying and Advocacy Handbook (up to “Media Advocacy and Social Media Advocacy”) - Interview Nonprofit Executive - Observe Legislative Committee Hearing (2021 Legislature) of your choice or a current interim committee meeting of your choice</td>
<td>The Practice: - The Legislative Session - How to Track a Bill - How to Read a Bill - How to Testify For/Against a Bill - Other Activities: Public Comment, Administrative Rules, and the Interim Session</td>
<td>Nonprofit Executive Interview</td>
<td>Reflective Writing: The Legislature</td>
<td></td>
</tr>
<tr>
<td>7 (Feb 27- Mar 5)</td>
<td>Communications as the Core of Advocacy</td>
<td>Watch Video Lecture - Read Week Seven Module and → links - Read pp131-138 and 187-201 Lobbying and Advocacy Handbook - Read pp. 57-81 and 154-174, The Quest for Attention (provided in Module 7)</td>
<td>The Practice: - Communication Tools in an Advocacy Campaign - Considerations: Reach, Frequency, Cost, Feasibility - Working with the Media - The Power of Story</td>
<td>Advocacy Communications</td>
<td>Reflective Writing: Social Media</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Viewing</td>
<td>Discussion/Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (Mar 6-Mar 12)</td>
<td>Building Effective Relationships as an Advocate</td>
<td>- Watch Video Lecture</td>
<td>Discussion Forum: Civil Dialogue: How to Change a Mind</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read Week Eight Module and → links</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read pp.163-169</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lobbying and Advocacy Handbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read pp. 113-151</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to the Policy Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Big Picture:</td>
<td>- Who are the Official Actors in Public Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Practice:</td>
<td>- Identify the Audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tools for Learning about Elected Officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The Relationship Building Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How to Prepare for an Advocacy Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How to Change a Mind: What Works and What Doesn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 (Mar 13-Mar 19)</td>
<td>The Nonprofit Board’s Role in Advocacy</td>
<td>- Watch Video Lecture</td>
<td>Assignment: Engaging the Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read Week Nine Module and → links</td>
<td>Reflective Writing: What I Used to Think but Don’t Anymore <del>or</del> What I Didn’t Know I Didn’t Know</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a Final Project you will develop an advocacy plan that incorporates many of the elements we are covering during the course. You may choose a topic relevant to the nonprofit you work in, or another topic of interest related to another nonprofit organization. Your plan should focus on a substantive issue, provide a thorough research-based background for the issue, and be a working document a charitable nonprofit organization could use for advocacy.

Your writing assignment in Week Three will be an introduction to your project. If you have questions about whether your topic is appropriate for the Final Project it is imperative you reach out before your Week Three assignment is due.

The result of your project will be a usable advocacy plan. This entails creating a plan that includes information unique or particularly relevant to the nonprofit and issue you’re working with but will also include the required items listed below. The goal is for you to deliver a plan that demonstrates your learning of courses material throughout. Additional detail is included in Week Three Module.