Course Description:
A ten-week online graduate-level course intended for students and professionals interested in learning the concepts and application related to government relations as it pertains to nonprofit advocacy and lobbying. The course will examine the role of nonprofit organizations in shaping public policy as a necessary component to solving community and societal problems. The course covers advocacy planning, strategies and techniques, the relationship between nonprofits and policymakers, and the legal framework for lobbying at both the federal and state levels.

Expected Learning Outcomes:
1. Students will understand terms commonly used in public policy and government relations
2. Students will understand the legal context for advocacy and lobbying at the federal and state levels
3. Students will have a working knowledge of the role of nonprofits in shaping public policy through lobbying and advocacy
4. Students will understand and be able to identify, prioritize and initiate the relationships that are key to effective advocacy
5. Students will understand the elements and be able to create an advocacy campaign plan

Method of Instruction:
Students will use the Moodle system to access lectures, readings, and assignments, and to participate in discussions. Instructor will post lectures, other reading materials and assignments; critique written assignments; and participate in, monitor and evaluate discussion postings.
All learning modules will be live at the beginning of the course. However, it is the student responsibility to log into the Moodle system at least three times weekly. It’s possible I will occasionally add new material. I will highlight the added material by including it in red in the To Do section of the weekly module. Please ensure your preferred email address is registered with the university so that you receive important emails from the course.

Grades will be posted within seven days of the assignment due date within the gradebook section of Moodle. Work may be submitted early but will be graded at the scheduled time. Documents submitted by students should be re-opened after receiving grades to see instructor comments.

Course Materials Required:
- 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.)
- Course introduction in Moodle
- The weekly Modules in Moodle
- Links in the Modules that have a “→” symbol

Assignments:
Specific requirements for each assignment and discussion will be clearly outlined in the weekly modules except where general expectations are already covered in the syllabus. For example, students will not be reminded of the expected length of discussion posts or the requirement to reply to at least one peer because that information has already been provided (see below.) Grading rubrics will be found with each assignment in Moodle.

- Self-Introduction and Course Expectations: Each student is asked to post a self-introduction in the Discussion Forum by Thursday evening, January 16, 7:00 p.m.
  
  Self-Introduction is Week One. Reply to other students is not required. If you reply, please make a personal reply or connection of some sort rather than a general welcome. E.g., “Oh, I’m from Miles City also!” or “Didn’t we take grant-writing together?” rather than “Nice to meet you.”

- 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. Please take the time to clearly articulate your posts, including using correct grammar and spelling. Ideally responses to the discussion
questions are around 150-300 words and include ideas from the most recent learning material.

Each student is asked to respond to the question/topic and then reply substantively (50+ words) to at least one peer’s comments. All initial discussion posts are due on Thursday evenings by 7:00 p.m. with initial replies to others due by Sunday nights at 10:00 p.m.

It is expected that each student will help foster a collegial learning environment by sharing their experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others. Treat these interactions as you would an in-class, face-to-face conversation. The Discussion Forum is not Facebook.

Discussion topics are assigned in Weeks One, Two, Four, Six and Eight. On Week One, students will post a response to one Discussion topic in addition to the Self Introduction. All other weeks will have just one Discussion topic.

- Writing Assignments: Students will have writing assignments due every other week starting Week One. Instructions for each assignment are included in the module for the week. All writing assignments are due on Sundays by 10:00 p.m. MT.

Writing assignments on Weeks One and Five are reflective. Assignments for Week Three, Seven and Nine are more critical and will be integrated as components in your final project.

- Final Project: As a final assignment you will be asked to develop an advocacy plan that incorporates many of the elements we are covering during the course. The project is due Friday, March 20 by midnight. See the full description in the Week Three and Week Ten Modules.

- Your writing assignment for Week Three is an introduction to your topic.
- Your writing assignment for Week Seven is a communications piece which will be included in your final project.
- Your writing assignment for Week Nine is your plan to engage the Board and will be included in your final project.

Your Final Project could be ten pages long if it is succinct. It could also be up to fifteen pages if you need the space. Please trim to your best and most concise writing. You won’t be graded on the length, but on the quality. Please be mindful of saying too little or too much. Choose a substantive issue that interests you, even if it’s not related to your current work with a nonprofit.
All writing assignments for this course: Please cite your sources in MLA, APA or another widely accepted style, and include a “references cited” section. Please only include references that were cited.

If you have questions, I’m here. We don’t have the luxury of q/a in a classroom to help as we’re tackling large assignments, so I’m counting on you to let me know if you have questions.

- Undergraduate students: Students who are taking this course for undergraduate credit will not have a Graduate Student Project. Please notify your professor during week 1.

Grading/Points Possible:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Introduction:</td>
<td>20</td>
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<tr>
<td>Forum Discussions:</td>
<td>100 (20 points each)</td>
<td></td>
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<tr>
<td>Reflective Writing Assignments:</td>
<td>40 (20 points each)</td>
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<tr>
<td>Critical Writing Assignments:</td>
<td>150 (50 points each)</td>
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<tr>
<td>Final Project:</td>
<td>230 (maximum possible)</td>
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<tr>
<td>Graduate Student Project</td>
<td>175 (maximum possible)</td>
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<tr>
<td><strong>Total Points Possible for the Course (Graduate Students)</strong></td>
<td><strong>715</strong></td>
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</table>

Grading Scale:

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-79
- D: 63-66
- D-: 60-62
- F: 59 or lower
Participation:
Students are asked to fully engage and participate in this course. While the course is online, and is asynchronous, students should demonstrate learning by post substantive responses and replies in the Discussion Forum.

In Week Five we will meet “live” via Zoom. To accommodate schedules we will have three choices for the Zoom meeting time. During Week One you will be asked to select the meeting time that works for you.

Submitting Assignments:
Pleases format your paper with name, course, date. Please consistently use one format of your choosing (MLA, APA, etc.) All assignments should be submitted through Moodle.

No assignments will be accepted via email.

Papers that do not meet the course requirements may or may not receive a grade, at my discretion.

Pleases 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.

References
Students are required to use appropriate references in your work. Please consistently use one widely accepted format of your choosing (MLA, APA, etc.)

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

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.

Student with Disabilities
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 them. I will work with you and
Disability Services to provide an appropriate modification. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text).

**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.

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.

**Communication:**

**Emails:**
- The best way to reach me is by sending an email (I check email often).
- I will answer your email within 24 hours—and usually much faster.
- If you send me an email after normal work hours on Friday I may or may not respond until Monday.
- 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 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 even then. 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.
Course Schedule – Spring 2020

Please note: Occasionally changes may be made to the syllabus. If so, these changes will be noted in red on the To Do section of the weekly module by Monday morning. 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>
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<tbody>
<tr>
<td>1 (Jan 13- Jan 19)</td>
<td>Introduction to Nonprofit Advocacy</td>
<td>- Watch Introductory Video</td>
<td>- Course Basics and Expectations</td>
<td>Discussion Forum: Introduction and Course Expectations</td>
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<tr>
<td></td>
<td></td>
<td>- Read Week One Module and links</td>
<td>- Background on Nonprofit Advocacy</td>
<td>Assignment: Exploring Resources</td>
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<td></td>
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<td>- Textbook Reading pp. 13-24 and 171-178</td>
<td>- Advocacy as a Component of Public Policy</td>
<td>Email Instructor: your choice for Week Five</td>
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<td>- Read Dyana P. Mason, Yes, You Can – and Should!</td>
<td>- The Relevance of Nonprofit Advocacy</td>
<td>“live classroom” time via Zoom</td>
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<td>- Nonprofit Advocacy as a Core Competency</td>
<td>- Background Resources</td>
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<td>2 (Jan 20- 26)</td>
<td>What Advocacy Is and Is Not</td>
<td>- Watch Video Lecture</td>
<td>- Range and Scope of Advocacy Activities</td>
<td>Discussion Forum: Johnson Amendment vs. Freedom of Speech</td>
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<td>- Watch Guest Video</td>
<td>- Differentiate Between Lobbying and Advocacy</td>
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<td>- Read Week Two Module and links</td>
<td>- Nonpartisan vs. Partisan Activities</td>
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<td>- Textbook Reading pp. 24-60</td>
<td>- Ways to Engage Policymakers Besides Legislation</td>
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<td>3 (Jan 27- Feb 2)</td>
<td>Lobbying as a Component of Advocacy</td>
<td>- Watch Video Lecture</td>
<td>- Get out the Vote</td>
<td>Assignment: Final Project Topic</td>
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<td></td>
<td></td>
<td>- Read Week Three Module and links</td>
<td>- What Lobbying Is/Is Not</td>
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<td>- Textbook Reading pp. 147-159</td>
<td>- Lobbying Regulations for Different Tax Exempt Structures</td>
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<td>- Section 527</td>
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<td>- Grassroots vs. Direct Lobbying</td>
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<td>- Ballot Measures</td>
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<td>- Electioneering and Issue Advocacy</td>
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<td></td>
<td>- Citizens United</td>
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<tr>
<td>Week (Dates)</td>
<td>Topic</td>
<td>Activities</td>
<td>Discussion Forum</td>
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| 4 (Feb 3-9) | The Legal Framework for Lobbying | - Watch Video Lecture  
- Watch Guest Video  
- Read Week Four Module and → links  
- Textbook Reading pp. 62-87 and 179-18  
- Regulatory Context  
- How to Stay Legal and Compliant  
- 501(h) Election  
- Reporting  
- Bill-making Processes | Discussion Forum: Money in Politics |
| 5 (Feb 10-16) | How to Lobby | - Participate in Live Classroom via Zoom (Choose a Time)  
- Read Week Five Module and → links  
- Textbook Reading pp. 90-130  
- Interview Nonprofit Executive  
- 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 | Assignment: Nonprofit Executive Interview |
| 6 (Feb 17-23) | Elements of an Advocacy Campaign | - Watch Video Lecture  
- Watch 30-minute advocacy video  
- Read Week Six Module and → links  
- Textbook: Review worksheets pp. 202-264  
- The Common Elements of an Advocacy Campaign  
- Other Activities: Public Comment, Administrative Rules, and the Interim Session | Discussion Forum: Asymmetric Warfare as an Advocacy Framework |
| 7 (Feb 24-Mar 1) | Communications as the Core of Advocacy | - Watch Video Lecture  
- Read Week Seven Module and → links  
- Textbook Reading pp. 131-138 and 187-201  
- Communication Tools in an Advocacy Campaign  
- Considerations: Reach, Frequency, Cost, Feasibility  
- Working with the Media  
- The Power of Story  
- Engaging a Younger Audience  
- Digital Advocacy Platforms | Assignment: Advocacy Communications |
| 8 (Mar 2-8) | Building Effective Relationships as an Advocate | - Watch Video Lecture  
- Read Week Eight Module and → links  
- Textbook Reading pp.159-178  
- Interview Legislator  
- Identify the Audience  
- Tools for Learning about Elected Officials  
- The Relationship Building Process  
- How to Prepare for an Advocacy Meeting | Discussion Forum: Interview with Legislator |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
| 9 (Mar 9-15) | The Nonprofit Board’s Role in Advocacy | - Watch Video Lecture  
- Read Week Nine Module and links  
- Read Stand for Your Mission | - Why the Nonprofit Board Should Be Involved  
- Various Board Roles in Advocacy  
- How to Develop a Board that Advocates  
**Assignment:** Engaging the Board |
| 10 (Mar 16-20) | Pulling it All Together | - Watch Video Lecture | **Final Assignment Due midnight March 20** |
NPAD 405: Advocacy and Public Policy Final Project

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 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Plan includes information specifically relevant to the nonprofit and topic, and has these required sections:</td>
<td>100</td>
</tr>
<tr>
<td>• Organizational Background (including mission)</td>
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<tr>
<td>• Introduction (based on Week 3 Writing Assignment)</td>
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<td>• Primary components of Advocacy Plan as covered in Week 6 and beyond</td>
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<td>• One “messaging piece” (can use Week 7 Writing Assignment)</td>
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<tr>
<td>Student shows evidence of understanding the various aspects of nonprofit advocacy using appropriate sections and information</td>
<td>50</td>
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<tr>
<td>Project has a professional appearance and is written at a professional level</td>
<td>30</td>
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<tr>
<td>Strategies and tactics are realistic; this could be a real plan</td>
<td>25</td>
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<tr>
<td>Project is technically free of mechanical and grammatical errors</td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

Additional detail is included in Week Three Module in the Writing Assignment
NPAD 405: Advocacy and Public Policy
Special Project Details (Graduate Students Only)

As a graduate student you are required to submit an additional project within the course. I am open on this project because I want it to be useful in your particular situation. We will discuss your ideas/proposal in Week Three. However, to start thinking about it, here are some options:

1. You can choose an additional project as a component of your regular Final Project. For example, you could develop a communications plan for an additional audience, or develop a board training on your topic of interest, or draft a plan for legislation that includes a conversation with a legislator who will be active in 2020.

2. You could do an in-depth literature review (publication ready) on a complex advocacy or public policy topic such as we have explored during the courses. This would be a good choice if you are interested in publishing in peer reviewed journals or presenting at a peer reviewed conference.

3. Another choice (with approval). Do you have something you would like to work on? I would enjoy the opportunity to work with you to make your learning experience relevant and exactly what you would like it to be.

Your project proposal will be due Week Three.

The grading rubric will be tailored to your choices and will be provided to you by Week Five.