

PSCI 405
Nonprofit Administration Advocacy and Public Policy
Syllabus

Instructor: Dr. Cindy Briggs, CFRE
Office phone: 801.957-.4358
Skype: dr.cindybriggs
Email: cindy.briggs@umontana.edu

Office Hours (online):
By appointment only

Course Description:

A ten- week online **graduate-level course** intended for students and professionals interested in learning the concepts related to nonprofit advocacy and public policy. The course will examine how policy influences nonprofits as well as how nonprofits impact policy. It will address the role of nonprofit organizations in the public policy process including advocacy strategies and techniques and examine in turn how laws shape nonprofit involvement in that process.

Expected Study Learning Outcomes:

1. Students will understand common terms used within advocacy and public policy
2. Students will understand the legality of advocacy and lobbying
3. Students will understand and be able to apply the legislative process to an advocacy campaign
4. Students will have a working knowledge of how nonprofits shape public policy through advocacy
5. Students will be able to develop an advocacy campaign including a lobbying component



Important Communication Tips:

Emails:

- The best way to reach me is by sending an email (I check email often). I will answer your email within 24 hours—this is usually much quicker.
- If you send me an email after normal work hours on Friday I may not respond until Monday. This is not definite- I often do check emails over the weekend, but I do reserve weekend's to be with my family.
- Very important: I must assume that you open your email that is registered with the course (your UM email) regularly, as this is the method I use to communicate with you directly.

Skype/WebEx:

- Skype is free online service that allows real time communication. You can download the software and then request me as a contact (dr.cindybriggs). When I am available—I turn my Skype “on” and you can feel free to ask questions, or just say hi. Think of it as my “open door”
- I will also utilize WebEx for online meetings.

Telephone:

- You may call me at my office number (listed above).
- Please also send me an email if you have left a message on my office phone.

Appointments:

- Online education can be tough—I want to be available to you. Please use my Skype option whenever necessary or write me with a time that is convenient.

Method of Instruction:

Students will use the Moodle system to access lectures, Readings/Assignments, and assignments, and to participate in discussions. Instructor will post lectures, other reading materials and assignments; critique written assignments; and monitor and evaluate discussion postings. When I return graded work, it will be through the gradebook. Please note we will all be working with the same organization unless you make prior arrangements with the instructor.

Course Materials

Required: All required materials will be found within Moodle. (No textbook needed)

Suggested by not required (all papers need to be in APA style)

(1) American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association. ISBN #1-4338-0562-6.



Grading

- Introduction assignment (contact info, 25 pt.)
- Moodle responses (10 points possible per week):100 points
- Written assignments: Advocacy paper (50 points)/ Grassroots (50 points)
- Final Project: 150 points possible
- Graduate Student Article analysis: 150 possible points (grad students ONLY)

Course grades will be based on university scale (90-100%= A, 80-89%= B, etc.)

My Philosophy

I believe in education. I also believe that you get out of something what you are willing to put into it. This course is a college-level course. The expectations will be that of college students (typically graduate students). You may register for this course as a professional development course, and I do appreciate that, but please remember that the expectations will be the same for everyone. I am tough and I do not make any apologies for this; however, I do tell my students that my goal is always the same and that is for you to leave this course with a better understanding of the material. I also remind my students that while this is an online course, I want you to think of it the same as if you were coming to a class. I hope you will schedule time to work on this course on a regular basis, and that you understand I try to be available as possible to help you. All of you have taken college courses before, so you understand that a professor is not just there to impart knowledge, but to help you learn even more. I want you to learn about advocacy & public policy, but my greater goal is that you learn even more about the nonprofit sector.

Graduate Student Requirement

Students who are taking this course for graduate credit will also be required to do an analysis of two separate PEER REVIEWED journal articles. This assignment will be in-depth article reviews (5-8 pages). **You can find details for this requirement at the end of this syllabus.**

Participation

Students will be expected to fully engage and participate in this course. While the course is online, and is asynchronous, students should be prepared to post in the discussion board. At a minimum you should do the reply and then a response to a classmate. Remember... this is just a different format of the classroom. This is not an independent study or correspondence course! The grading rubric for posts and an example can be found at the end of this syllabus.

Submitting Assignments

Be sure to format your paper as you would if you were turning it in (name, course, date, etc.) I reserve the right to not grade papers that do not meet the course requirements. All assignments should be submitted through the learning unit tab. **No assignments will be accepted via email.**

Course time and preparation

Students can expect to spend approximately 5-8 hours per week on this course. The goal of the instructor is to have you gain workable knowledge on all main parts of advocacy and public policy.

PLEASE NOTE: Absolutely **NO** late assignments will be accepted during this course. This is a graduate level course and

you will be expected to uphold professional requirements. Therefore; in this course, I will not accept late work for any reason. Technology issues will not be accepted as a reason for late assignments. If you have any questions, make sure you ask prior to an assignment being due.

Withdraw

Please see the University of Montana Extended Learning website for information on withdrawing from courses and on refund policies.

Student with Disabilities

Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).

Student Conduct Code

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](#). It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic [netiquette](#) rules. You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.



Please Note:

I do try to make this syllabus as complete and correct as possible. I do reserve the right to make any necessary changes. If that happens, I will give ample time and post notes in the announcement section and via email. I do not foresee this needing to happen, but please understand that sometimes circumstances may warrant such action.

Course Calendar: Advocacy and Public Policy

Week	Modules	Assignment(s)
#1:	Introduction to Course and Online Learning	Post contact information via the online system Discussion board responses Readings/Assignments: All posted in learning unit
#2:	Legislative Process	Discussion board responses Readings/Assignments: All posted in learning unit
#3:	Advocacy 101	Discussion board responses <u>Grad Students</u> - Article names (2) due to Dr. Briggs Readings/Assignments: All posted in learning unit
#4:	Advocacy 101 Part 2	1. Discussion board responses 2. ASSIGNMENT : 1-2 page paper on any advocacy campaign <ul style="list-style-type: none"> - Locate any advocacy program via web or in person. - Give overview of the program - What did you like/dislike - What can you learn from it Readings/Assignments: All posted in learning unit
#5:	Lobbying- The Basics	1. Discussion board responses Readings/Assignments: All posted in learning unit
#6:	Lobbying Plans	1. Discussion board responses Readings/Assignments:
#7:	Legal issues affecting public policy plans	1. Discussion board responses Readings/Assignments: All posted in learning unit
#8:	Mobilizing & Grassroots Advocacy	1. Discussion board responses 2. <u>Grad Students</u> : Article review due

		Readings/Assignments: All posted in learning unit
#9:	Communication	1. Discussion board responses Readings/Assignments: All posted in learning unit ASSIGNMENT: Written communication via social media
#10:	Special topics and careers in advocacy/public policy	1. Discussion board responses 2. Final project due Readings/Assignments: Posted in learning unit