FAU
FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Public Administration

College CDSI

UGPC Approval _____

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

Current Course Prefix and Number	PAD 6143	*Current* Course Title	Public Policy and Nonprofit Organizations

Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: To:

Change course number

From: To:

Change credits*

From: To:

Change grading

From: To:

*Review Provost Memorandum

Change description to:

ASL Designation
(See attached certification)

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Date (TERM & YEAR)	Spring 2019	**Terminate course** List final active term	

Faculty Contact/Email/Phone

Approved by

Department Chair _~~Steven C Bower~~_

College Curriculum Chair ___Dr. Arthur J. Sementelli___

College Dean ___Wesley Hawkins___

UGPC Chair _____

UGC Chair _____

Graduate College Dean _____

UFS President _____

Provost _____

Date
10/17/2018

10/17/18

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 2 4 2018

Received

FAUchangecourseGR, created Summer 2017

Academic Service Learning

Course Designation

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

PL Cruise

Community Engagement College Liaison

10/18/18

Date

Weppner Center for LEAD & Service-Learning

10-16-18

Date

Florida Atlantic University
School of Public Administration
Florida Atlantic University

Public Policy and Nonprofit Organizations PAD 6143
Summer 2018
3 Credit Hours

Instructor: **Palina Prysmakova**
Office Location: **Boca SO 301G**
Office Hours: **via Skype with the previous confirmation through the email**
Contact Phone Number: **561 297 4626**
Email: **via Canvas Emailing System**

Time Commitment per Credit Hour: This course has 3 credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which may be offered over a shortened time frame. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Placement in Program: This is a required course for the MNM program.

Prerequisite: PAD 6142 or permission of instructor

Course Description/Introduction

This course seeks to acquaint students with the theoretical and practical issues confronting nonprofit organizations. The course systematically examines the ways in which the public policy process both supports and regulates the activities of nonprofits and the ways in which nonprofits seek to affect public policy governing their behavior. Students will discuss the role of civic leadership and advocacy and its impact on public policy decisions. Further, this course is designed to prepare current and future nonprofit leaders with the skills and knowledge to pursue effective relationships with government and to influence public policy decision-making. The course stresses advocacy, lobbying and voter education as key strategies for influencing policymakers, the media and the public.

Academic Service-Learning

This is an academic service-learning (AS-L) course, which means the work you do for the organization during your AS-L volunteering is a service to the nonprofit sector and it will allow you to apply knowledge from your course to local, state, and national issues. Your volunteering experience of AS-L is based on the civic engagement. You will also reflect on your AS-L experience about the impact your organization has on the community and your professional and personal development.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve , for the survey link and more information on FAU's Academic Service-Learning program.

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It is important to note that by enrolling in this AS-L course, you accept the risk associated with working in a nonprofit-sector organization and agree to the following statement:

> I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning internship. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Course Objectives

Upon successful completion of this course, students will be able to:
1. Describe historical framework and list current policies in state and federal systems.
2. Differentiate tax and legal issues pertaining to advocacy, lobbying, and political activities.
3. Apply strategies for analyzing public problems and policies in the real-life contexts.
4. Identify how policies are made in legislative, administrative, and legal arenas.
5. Defend techniques for successful public policy advocacy at federal, state, and local levels.
6. Prepare strategies for developing and maintaining successful partnerships and collaborations with government entities.
7. Investigate critical public policy issues that have an impact on the nonprofit sector
8. Work individually and in teams to successfully communicate a nonprofit message to the public and legislature.
9. Practice market analysis for social issues, and share the resulted work with the community.

Course Delivery Mode
This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. Link to Office of Information Technology Help.

The course is organized into units with dates provided for each unit. Dates and durations for each unit may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning unit to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent unit.

Required Text and Materials

- There is no required textbook for the course. The learning material consists of videos, research and journal articles to be found in the weekly modules on the Canvas.

Suggested/Optional Text(s) and/or Materials: *N/A*

- Not Applicable

Technology and Computer Requirements

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents, etc.).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Creating and posting to a discussion board, blog, or wiki.
9. Searching the FAU library and websites.

Computer Requirement

- Operating System
  - A computer that can run Mac OSX or Win XP or higher.
- Peripherals
  - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
  - You may also need headphones with a microphone for varied multimedia in the class.
- Software
  - Once logged in to Canvas, please visit the *Settings* tab located at the bottom of the folders column for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
  - Other software may be required for specific learning units and/or modules. If so, the necessary links to download and install will be provided within the applicable unit and/or module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance:
   eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit Link to Print Screen Instructions.
3. Complete a Help Desk ticket Link to Help Desk. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
   a. Select "Canvas (Student)" for the Ticket Type.
   b. Input the Course ID.
   c. In the Summary/Additional Details section, include your operating system, Internet

browser, and Internet service provider (ISP).

    d. Attach the Print Screen file, if available.

4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).

6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.

7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Course Assessments, Assignments, Grading Policy, and Course Policies

Assessments for this Course Include:
- Informal Self-Assessment
- Discussion Board Participation
- Journal Responses
- Personal Blog
- Group Project
- Quizzes
- Final Paper

Informal Self-Assessment: 2 points

Informal Self-Assessment on the course related topics will be posted two times during the course: in an introduction unit and in the final unit. Self-Assessment is in a form of a short-essay quiz. The quiz can be taken as many times as necessary to achieve 100%. The purpose of this assessment is to help learners evaluate their initial knowledge on the subject of the course and assess its deepening after the course is completed.

Discussion Boards: 4 points each, for a total of 12 points for the semester.

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least 2 other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette must be followed. Replies are not texts with your friends. Full sentences, proper spelling, proper source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting reading content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**). For maximum points, please reference external research or examples as well as the discussion rubrics.

All original posts must be submitted on time (see the schedule) for each discussion assignment. A point will be deducted for each day late. Responses to peers are due according to the schedule for each discussion assignment.

Journal Response: 4 points each, for a total of 12 points for the semester.

Through the duration of the course, each student will write several short essays guided by the questions prepared by the instructor. The journal responses help the student summarize the knowledge obtained in a learning unit and are assessable for the author's and instructor's views only.

Group Project: 20 points

An important part of advocacy is presenting complex issues and positions in a factual, concise and compelling manner. To gain skills in this area, you will be invited to participate in a team project that will involve collaborating with other students to produce a final product. The maximum number of team partners is three people per group. This assignment offers you the opportunity to practice virtual collaboration skills that are applicable to the 21st Century global workforce. Though group work is often challenging, it is a reality in nearly every employment setting. Learning to be a supportive team member, resolve conflicts, and discover your role preferences within group projects is an important part of the skills you will develop through your FAU education.

The final product of the team project will be a posted page fact sheet for the policy body. Detailed instructions on how to sign in the groups and how to use this student-friendly platform will be posted in the course's Canvas. The groups' presentations to the class will be assessed based on the relevance of content, clarity of communication, and material prepared.

Cumulative Quizzes: 10 points each for a total of 20 points for the semester

There will be two cumulative quizzes that will include material from the consequent lectures. Quizzes will be based on readings, videos, homework, and class discussions. The quiz will include multiple choice, true/false and/or short answer questions. Good answers will demonstrate that you have read and understood the chapters, and actively participated in classroom discussions. Exams will be taken online in the Canvas Learning Management System. Test will be timed. See make-up policy in the separate section below.

Personal Blog: 7 points for each section with the comments, for a total of 14 points for the semester

The personal blog consists of two parts to be completed through the duration of the course. To earn the maximum points on both sections of the blog, students are invited to post their work as well as read and comment on the blogs of others. Think of this assignment as draft sections of the final paper shared with the classmates to view and to comment.

Section 1: Initial Advocacy Issue Post

Each section should start with plagiarism statement signed by the student (see on Canvas)

Identify an issue that interests you – for example child education, public health, educational equity, immigration reform, global warming. Survey the field and describe how this issue is being addressed through advocacy efforts by nonprofit organizations. In this way, prior to your volunteering experience, you will study the market of the service your selected organization provides and place the main issues it addresses in the context of the local, domestic and international levels.
Which organizations are working on it, including locally? What are their goals? How are they addressing the issue? What arenas are they targeting? It will be 5-8 pages in length. APA is not required.

Section 2: Post on Service Learning Project
Each section should start with plagiarism statement signed by the student (see on Canvas)
Identify an advocacy organization in South Florida that is doing work on a single project related to the issue you have chosen. For example, a specific piece of legislation, or an education/information event. Contact that organization and identify the relevant person in charge of advocacy work. Agree to work with them for at least 10 hours on that specific project. Therefore, while visiting and assisting the nonprofit, you will reflect on the materials studied in the class room and collect information about your nonprofit to further place it on the local, domestic and international arena.

In your second section of your blog discuss how the organization is organizing their advocacy efforts for that specific project. Critique the advocacy approach from the inside. Conclude with your assessment of the advocacy efforts of that organization including lessons learned by you. APA is not required.

Final Paper: 20 points

Final paper should start with plagiarism statement signed by the student (see appendix)
A final paper, 10-15 pages long, combines the two parts of the personal blog in a one document. The both parts of the blog text used to write the paper should reflect on the comments received from your classmates. For the deadlines, please, follow the course schedule. APA is required. Failure to use APA will reduce grade by 5 points.

You will also submit your final report to the nonprofit, so that they can use it in their market analysis and further development. Your supervisor in the nonprofit organization will sign AS-L completion form that acknowledges the receiving of the final report by the organization. The form should be returned to the instructor in due time.

How written assignments will be evaluated:

"A" assignment meets the following criteria:
1. You have answered the question or addressed the problem assigned
2. Your written response demonstrates an understanding of the required readings
3. Your response is succinct and well written (structurally, e.g. paragraphs and length limits, and grammatically)
4. You have cited at least 6 assigned reading sources used and provide their references (using correct APA style see guide or go to Purdue Owl online)
5. You have returned AS-L completion form on time.

"B" assignment meets the following criteria:
1. You have answered the question or addressed the problem assigned
2. Your written response demonstrates some understanding of the required readings
3. Your response is structured well and is mostly grammatically correct
4. You have cited some of the assigned reading sources used and provide their references (using correct APA style see guide or go to Purdue Owl online)
5. You have returned AS-L completion form on time.

"C" assignment meets the following criteria:
1. You have partially answered the question or addressed the problem assigned
2. Your written responses are based on the general knowledge
3. Your response has some grammatical and structural mistakes

4. You refer to general knowledge and cite some of outside sources.
5. You have returned AS-L completion form on time.
"D" assignment does not meets the criteria for "C" grade.
A student receives "F" when no assignment has been turned in.

Papers in whole or part from prior classes are not permitted and subject to an "F" grade for this assignment. Plagiarism is a serious violation of the University Code of Academic Integrity and will result in a zero grade and may be subject to further disciplinary actions.

Your final grade will be based on the following weighted distribution:

Discussion Board and Journal Participation (6)	*24%*
Personal Blog Posts (2)	*14%*
Quizzes (2)	*20%*
Group Project Work	*20%*
Final Paper	*20%*
Self-Assessment Participation (2)	*2%*

Grade Scale:

Total Points	100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-67	66.9-63	62.9-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Attendance Policy Statement. Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Online Attendance: Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Late Assignments Policy. Assignments should be turned in via the Canvas the week it is due. If work is to be late, please communicate via email prior to due date, if possible. If work is turned in late without notification the penalty will be 5 points for every 24 hours. After the second 24 hour period without notification the penalty will increase to 10 points for every 24 hours.

If work is turned in on time, but is incomplete, the student will be notified if additional time will be allocated. If time is given and the project is neither completed nor turned in properly, the student will receive the equivalent of a 0 – 50% towards their grade.

Make-up Policy for Tests. Make-up quizzes will be given ONLY for documented reasons (see above). However, you must contact me PRIOR to the exam date. If an exam is missed for reasons other than the above circumstances, the make-up exam will carry a 20% penalty.

Incomplete Grade Policy. The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

Disability policy statement. In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center. Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Code of Academic Integrity policy statement. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

> Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Special Course Requirements

The main special requirement associated with the course is to volunteer at an advocacy organization in South Florida. This organization should be doing work on a single project related to the issue you have chosen for your final paper. Agree to work with them for at least 6 hours on that specific project to get insight of the advocacy process.

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Netiquette and Classroom Etiquette Policy

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Netiquette

> Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.

> For more in-depth information, please see the FAU statement on Netiquette at:

> <u>Link to Netiquette policy</u>

Classroom Etiquette/Disruptive Behavior Policy Statement

> Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct:

<u>Link to Student Conduct Policy</u>

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Communication Policy

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Expectations for Students

- Announcements
    - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email
    - You are responsible for reading all of your course email and responding in a timely manner.
- Course-Related Questions
    - Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts.

Instructor's Plan for Classroom Response Time & Feedback

- Email Policy
  - o Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the *FAQ discussion board within the course.*
- Assignment Feedback Policy
  - o Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to students by the instructor.
- Course-Related Questions
  - o Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
  - o

Support Services and Online Resources

Office of Information Technology Online Help Desk:	Link to FAU Help Desk
FAU Libraries:	Link to FAU Library
Center for Learning and Student Success:	Link to FAU Center for Learning
University Center for Excellence in Writing:	Link to FAU Excellence in Writing
Math Learning Center:	Link to FAU Math Center
Office of Undergraduate Research and Inquiry:	Link to FAU Undergraduate Research
Student Accessibility Services:	Link to FAU Student Accessibility Services
Office of International Programs and Study Abroad:	Link to FAU International Programs
Freshman Academic Advising Services:	Link to FAU Freshman Advising

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

Instructor reserves the right to adjust this syllabus as necessary.

Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Link to FAU Registrar Office

Course Schedule

Unit	Date	Topic	To Do	Readings
START HERE		START HERE	• Syllabus Quiz • Submit Syllabus Agreement Form	• Syllabus • Course Schedule
1	May 14–May 20	Introduction to Public Policy and Nonprofit Organizations and Syllabus	• Write an Informal Assessment • Discussion Board Post and Responses	• Instructor Lecture Unit 1 • APA Guidelines.docx • Eisenberg-A Crisis in the Nonprofit Sector • Intro to Nonprofit Sector: 1. The-Nonprofit-Sector-in-Brief 2013 2. Salamon The Nonprofit Sector 3. What U Should Know About Nonprofits
2	May 21–May 27	Public Policy Process	Journal Response #1	• Instructor Lecture Unit 2 • Required Readings: 1. Starting to Understand (Stella Theodoulou) 2. Nonprofit Organizations, Political Engagement and Public Policy 3. Chapters 3,4,5, and 6 in Larry N. Gerston (2010). Public Policy Making, Process and Principles (3rd.) • Recommended Readings Chapters 1,2 and 7 in Larry N. Gerston (2010). Public Policy Making, Process and Principles (3rd.)
3	May 28 – June 3	Government and Nonprofits Relations	• Discussion Board Post and Responses • Sign up for the Group Project Opens (Due In Unit 4)	• Required Readings: 1. Nonprofits and Local governments (Feiock&Andrew 2006) 2. Alternative Models of Government (Young 2000) • Additional Reading 1. Government-nonprofit partnership (Brinkerhoff 2002) 2. New governance (Bingham, Nabatchi, O'Leary 2005) 3. Purpose of Partnership (Gazley&Brudney 2007)
4	June 45 – June 10	Writing an Advocacy Statement	• Blog Section 1: Initial Paper and Comments • Sign up for the Group Project	• Read two blogs of your classmates

5	June 11 - June 17	Advocacy and Lobbying I	• Journal Response #2 • WORKING AHEAD: GROUP PROJECT - DUE UNIT 8.	• Instructor Lecture Unit 5 • Required Readings: 1. Lobbying and Advocacy 2. The L Word Nonprofits, Language and Lobbying 3. Roles and Practices of Core Advocacy Organizations • Advocacy Resources 1. Nonprofit Advocacy Handbook A Michigan Primer 2. Roles and Practices of Core Advocacy Organizations 3. advocacy_toolkit_1 • Lobbying Reference 1. Nonprofit Lobbying Guide, Second Edition. By Bob Smucker
6	June 18 - June 24	Advocacy and Lobbying II: 10 Steps to Successfully Lobbying Local, State or National Legislators	• Quiz 1 DUE SAT • Lobbying Strategy Handbook Videos. • Post the name of your organization for the final paper • WORKING AHEAD: GROUP PROJECT - DUE UNIT 8	• Instructor Lecture Unit 6 • Required View: The steps come from The Lobbying Strategy Handbook: 10 Steps to Advancing Any Cause Effectively by Pat Libby & Associates. • 10 Video Lectures (also included in Quiz 1)
7	June 25 - July 1	Communicating Your Message	Discussion Board Post and two responses.	• Power Point Lecture: Communicating Your Message • Required Readings: 1. Communication Guide Now Hear This 2. Center for Community Change 3. Pathfinder 4. Preparing your story
8	July 2 - July 8	Team Projects Week	• Submit Team Project • Post a copy of a project on BB • Individually comment on projects of others	Read/ view presentations of each group

9	July 9 - July 15	Special Interest Groups and Political Campaigning	Journal Response # 3	• Power Point Lecture: Interest Groups
				• Power Point Lecture: Money and Elections
				• Required Readings:
				  1. PAC
				  2. Harrison - Chapter 8
				  3. Citizens_United_Fact_Sheet
				  4. Citizens-United-Chart

10	July 16 - July 22	Social Capital And Community Building	• Blog Section 2: Service Learning Project
			• Comment on the blogs of others
				• Power Point Lecture: Social Capital
				• Required Readings:
				  1.Bowling Alone.
				  2.Social Capital and Nonprofits.
				  3.Putnam
				  4.Building community through advocacy
				  5.How To Guide Community Building
				  6.Increasing Community Voices
				• Additional Readings on Canvas

11	July 23 - July 29	Controversies Surrounding Nonprofits and Public Policy	Quiz 2 DUE SAT	• Required Readings:
				  1. IRS to Rubber-Stamp Tax-Exempt Status for Most Charities After Scandal.
				  2. Democratizing the NPS
				• Required Material from Web Resources Posted on Canvas

12	July 30 - Aug 5	Final Week	• Final Advocacy Paper DUE WED • Self-Assessment #2 • Obtaining an A.S-L completion form from the nonprofit and returning it to the instructor.	

This syllabus is tentative and may be subject to change.