A. Course Description
The public sector recognizes the value of relationships with nonprofit organizations. The key is that these collaborations must be mutually beneficial, strategic, and well thought out. This course is designed for nonprofit organizations and public agencies to address the increasingly important topic of partnerships. This course provides an understanding of public-nonprofit partnership theories, management functions, ethical dilemmas and leadership skills that are necessary for successful collaboration initiatives. Case studies, experiential exercises, and other projects are used to help expose students to theoretical and common practices. Upon successful completion of this course, students should demonstrate a range of knowledge and skill competencies. The course will be conducted as a seminar, though there will be some lecturing by the professor. Class participation is important; each student should come to class prepared to participate in discussions.

B. Readings
- Online Articles

C. Grading
The grading for the semester is based on the following categories:

- Exams 30%*2  60%
- Nonprofit Partnership Analysis  30%
- Class participation  10%

D. Exams
The examination will be based on lectures, reading assignments, class activities, and discussions in class. Exam will be in class and closed book, requiring essays and short answers- predominantly essays. **Final exam will be cumulative in nature.** The exam provides students the opportunity to express their knowledge of the material, covered readings and lectures supplemented by their own real-world experiences. Exam cannot be made up unless you notify the professor before the time of an exam that you cannot take the exam and you have to have an official and reasonable excuse.
E. Research Project: Nonprofit Partnership Analysis

This project will prepare a structured guide for managing collaboration and preparing tools to evaluate collaboration success for nonprofit organizations (or a network of public services). Student will choose a nonprofit organization (or a service network) that you want to work with over the course of this class. Student will develop management tools to be used by nonprofit organizations as a part of this service learning project. Students will conduct interviews with the nonprofit manager who is in charge in collaborations with other organizations.

1st assignment: Drop the name and web address of the organization to the Canvas (Preferably, this is an organization for whom you would like to work or volunteer) (Due: February 4)

2nd assignment: General Organization Assessment (Due: March 18)
In a short essay that is about 700 word count:
- Identify mission (and vision), objectives, priorities, target goals etc.
- Present general organization information regarding its workforce, revenue, board, service coverage etc.
- Identify whether the organization currently have any types of partnerships with other organizations. Describe the nature of partnership in terms of membership, formality, resource sharing etc.

Class Presentation(April 22 and 29): Prepare a 10 minute professional presentation to board members of your organization. The presentation will evaluated based on:
- Are the analyses and recommendations sound?
- Are they persuasively presented?
- Are they presented confidently, clearly, concisely, and energetically?

Final Paper (Due: April 29)
The final paper has to be about seven page length that is ranging between 1700-2000 word count,
- Conduct an interview and analyze the data
- Define and outline the partnership- benefits to both parties; the benefit to end user/clients/constituents; strengths and weaknesses of the partnership; challenges experienced and expected.
- Recommendation: Using your own analytical skills, answer the question “what could be done to make this partnership stronger or more effective?” Envision a successful partnership; use mission, vision and values to guide the development of a successful partnership. How can you achieve sustainable partnership?

Assignments and points attached to them are as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>1st assignment</td>
<td>20</td>
<td>February 4</td>
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<td>2nd assignment</td>
<td>50</td>
<td>March 18</td>
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<tr>
<td>Presentation</td>
<td>50</td>
<td>April 22 and 29</td>
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<tr>
<td>Final paper</td>
<td>180</td>
<td>April 29</td>
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<td><strong>Total points</strong></td>
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*All written assignments must be turned in digital format. No hardcopy will be accepted. Written assignments must be submitted on or before the due date.

Written assignment format
- 12 point font Times Roman
- 1 inch margin Double spaced
- MS word format submitted to the Canvas

F. Participation
Students will be expected to be full participants in shaping the character of the seminar; that requires all students to come to class prepared to discuss the readings for each session. Some of the assigned readings are in the form of cases. To prepare for case discussions, you should carefully read and thoroughly analyze the case. The instructor would provide a brief lecture to the topic of each class sessions. In order to earn a high grade for participation, students should:
- Attend every class
- Arrive at class on time and stay for the entire class
- Read all the assigned readings and come to class with questions about and thoughts on the readings
- Consistently take an active part in class discussions
- Participate in small group and class discussions of readings and in-class activities

G. Canvas
Canvas will be used to supplement work in this course. Checking Canvas account frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the instructor will send emails to the entire class via UNT student assigned email accounts.

I. Academic Dishonesty: POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the assignment. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams. Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

**J. Special Needs**
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

**K. Student Behavior in the Classroom:**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

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**L. Course Schedule and Assignments**

**Week 1 (Jan 14) Course Introduction and Syllabus Review**
- Anheier. Chapter 3. Concepts
- Discussion: Public sector and private (business and nonprofit) sector organizations.
  - What are their purposes, what are their similarities, what are their differences?
  - What needs and roles do they fill in our society?

**Week 2 (Jan 21) MLK No class**

**Week 3 (Jan 28) Nonprofit Organizations in a Democracy: Varied Roles and Responsibilities**
- Boris and Steuerle. Introduction, Chapters 1, 2, and 3
- Case discussion: Quality pre-K works but needs sustained funding and commitment.

**Week 4 (Feb 4) Government and Nonprofits: Blurred Boundaries**
- Boris and Steuerle. Chapter 4.
- McCurry “Dependence on Non-Profits During Major Disaster Relief.”
- Case discussion: Cities ask tax exempt groups to pay for services
- Case discussion: Nonprofits could pay St. Paul something like taxes, but ask nicely, says task force
Week 5 (Feb 11) Government Funding of Nonprofit Organizations

- Boris and Steuerle. Chapters 6, 7 and 8.
- The Importance of Network Administrative Organizations (NAOs) in Social Service Implementation: A National Nonprofit Manages an Assortment of Federal Programs in Rapidly Changing Environment.
- Guest speaker: Courtney Banatoski, President and CEO of Cumberland Presbyterian Children’s Home

Week 6 (Feb 18) Government and Nonprofits: Clash of Values

- Boris and Steuerle. Chapters 9 and 10.
- Case discussion: Happy giving Tuesday! Here are 3 ways foundations go beyond giving- and influence politics and policy
- Case discussion: National Council of Nonprofits opposes latest efforts to politicize charitable nonprofits and foundations

Week 7 (Feb 25) Defining Collaborative Governance

- Case discussion: Let’s Rethink Our Homeless Shelters

Week 8 (Mar 4) Midterm

Week 9 (Mar 11) Spring Break

Week 10 (Mar 18) Various Collaborative Arrangements of Public Enterprises

- Forrer et. al. Chapters 1, 2, 3 and 4.

Week 11 (Mar 25) Managing Collaborative Networks

- Forrer et. al. Chapter 5.
- Guest speaker: Ann Pape Wilson, CEO of Communities of School of North Texas

Week 12 (Apr 1) Field Trip to Serve Denton
Week 13 (Apr 8) Nonprofit Alliances, Partnerships and Mergers

Week 14 (April 15) Leading Across the Boundaries
- The Eight Neighbors: A Case Study in Collaboration and Formalization

Week 15 (April 22) Intersector Collaboration Case analyses and Research Workshop 1
- Seattle Day Nursery: Filling the Needs of Children at Risk, A, B, C
- Research project workshop
- Integrating Housing and Social Services: Local Initiatives vs Federal Mandate, A, B, C

Week 16 (April 29) Intersector Collaboration Case analyses and Research Workshop 2
- Integrating Housing and Social Services: Local Initiatives vs Federal Mandate, A, B, C
- Research project workshop

Week 17 (May 6) Final exam
Note: The schedule and assignments may be revised as the course progresses and new material becomes available.