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 criteria:
   Exams  25%*2  50%
   Service Learning Project: Nonprofit Partnership Analysis  30%
   Discussion leading and 1 page memo  10%
   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: Strengthening Nonprofit Collaborative Capacity
This project will prepare a structured guide for managing collaboration and preparing tools to evaluate collaboration success for nonprofit organizations. Student will choose a nonprofit organization 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 blackboard (Preferably, this is an organization for whom you would like to work or volunteer) (Due: Sept 13)

2nd assignment: General Organization Assessment (Due: Sept 27)
In a two page narrative,
  o Identify mission and vision of the organization
  o Provide general organization information regarding its workforce, revenue, board, service coverage etc.
  o 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.

3rd assignment (in-class activity): Stakeholder Analysis: Analyze current and potential stakeholders of your chosen organization and work on assessment of the partnerships that help achieve strategic objectives. (Class activity on Oct 25)

Class Powerpoint Presentation (Nov 29 and Dec 6): Prepare a 10 minute professional presentation to board members of your organization. The presentation will evaluated based on:
  o Are the analyses and recommendations sound?
  o Are they persuasively presented?
  o Are they presented confidently, clearly, concisely, and energetically?

Final Paper (Due: Dec 6)
In a five to seven page assessment,
  o Conduct an interview and analyze the data
  o 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.
  o 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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<td>Presentation</td>
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<td>Final paper</td>
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Total points 300
*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 blackboard

F. Class Discussion Leading (10%)
Each student will present an article (or a book chapter) to the class and the presentation should be less than 10 minutes. Student has to present a brief overview, key findings and his/her own critiques and prepare 1 (or 2) question(s) to discuss with class. Each student should post 1 page double-spaced memo. The memo is due by Tuesday 10 pm and submission has to made on blackboard. A sign-up sheet will be circulated early in the semester for this purpose.

G. 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

H. Blackboard
Blackboard will be used to supplement work in this course (learn.unt.edu). Checking blackboard 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

L. Course Schedule and Assignments

Week 1 (Aug 30) Course Introduction and Syllabus Review
- 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 (Sept 6) Nonprofits and Civil Society
- Anheier. Chapter 3. Concepts
- Frumkin, “The Idea of Nonprofit and Voluntary Sector.”
- McCurry “Dependence on Non-Profits During Major Disaster Relief.”
Week 3 (Sept 13) Government and Nonprofits: Blurred Boundaries

- Boris and Steuerle. Introduction
- Case discussion: Quality pre-K works but needs sustained funding and commitment. https://www.dallasnews.com/opinion/editorials/2016/11/30/quality-pre-k-works-needs-sustained-funding-commitment


Week 4 (Sept 27) Defining Government and Nonprofit Relationship: Triangular Model

- Boris and Steuerle Chapter 1. “Complementary, Supplementary, or Adversarial? Nonprofit and Government Relations.
- Boris and Steuerle Chapter 2. “Meeting Social Needs through Charitable and Government Resources.”

Week 5 (Oct 4) Defining Collaborative Governance

Week 6 (Oct 11) Midterm

Week 7 (Oct 18) Mapping Collaborative Governance
- Forrer et. al. Chapters 1, 2, 3 and 4.

Week 8 (Oct 25) Managing Collaborative Networks
- Forrer et. al. Chapter 5.

Week 9 (Nov 1) Accountability Challenges in Government and Nonprofit Partnerships

Week 10 (Nov 8) Leading Across the Boundaries
Week 11 (Nov 15) Intersector Collaboration Case analyses
- Saving Shelter Animals in New York City
- Building a Neighborhood of Economic Opportunity in Atlanta
- Improving Educational Outcomes for Foster Children in Marion County

Week 12 (Nov 22) Strengthening Nonprofit Collaborative Capacity
- Research project workshop

Week 13 (Nov 29) Research Project
- Partnerships: Frameworks for Working Together: Capacity Builder’s Nonprofit Resources.

Week 14 (Dec 6) Research Project (Final paper turn in)
- Partnerships: Frameworks for Working Together: Capacity Builder’s Nonprofit Resources.

Week 15 (Dec 13) Final exam

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.