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. Text Books and On-line Articles
Required texts

Online Articles
Many of the articles can be downloaded from class blackboard (https://ecampus.unt.edu). The syllabus indicates which articles are available on class blackboard. We will go over how to retrieve the online articles on the first day of the class.

C. Grading
The grading for the semester is based on the following criteria:
Exams 30%*2 60%
Service Learning Project: Nonprofit Partnership Analysis 20%
Weekly response 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-variably 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.

**Service Learning 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. Specifically, this project aims to develop collaboration management tools for Communities in School of North Texas (CISNT), a community nonprofit organization. Students will develop management tools as service learning project. Students will conduct interviews with the individuals in charge in collaborations with CISNT to report performance evaluations.

**General Organization Assessment (Due: March 19)**

In a two page narrative,

- Identify mission and vision of the organization
- Provide general organization information regarding its workforce, revenue, board, service coverage etc.
- Identify whether the organization currently have any types of partnerships with public entities (or private entities). Describe the nature of partnership.

**Final Paper (Due: April 30)**

In a five to seven page assessment,

- 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 manage sustainable partnership?
- Prepare a 10 minute Powerpoint presentation

**G. Weekly response**

Students will prepare a one-page, typed weekly response that summarizes the key points covered in the assigned readings (articles and chapters) for that week as noted on the syllabus. They should be clearly written, concise. To do well on this, you should read carefully, think about what was included in the readings, and then provide following key points that would help a busy professional get the gist of what the author wanted his or her reader to know.

- Main theme
- Create two questions to be discussed and prepare potential response to them.
The weekly response has to be posted on Blackboard by 9 am on every Wednesday. No late assignment will be accepted. If you know you must miss a class that has a due, read early and turn it the week before.

H. 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

I. Blackboard
Blackboard will be used to supplement work in this course (my.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.

J. 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.

K. 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.

M. Policy on laptops and cell phones in the classroom
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

L. 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
M. Course Schedule and Assignments

Week 1 (Jan 15) 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 American Society?

Week 2 (Jan 22) Nonprofits and Civil Society: Mapping Collective Action

Week 3 (January 29) Defining Government and Nonprofit Relationship

Week 4 (Feb 5) Government and Nonprofits: Blurred Boundaries
- Guest speaker: Ann Pape. Communities in Schools of North Texas.

Week 5 (Feb 12) Managing Under Government Contracts, Through Networks, and in Collaborations

Week 6 (Feb 19) Dark Side of Government Funding
- Guo. 2007. “When Government Becomes the Principal Philanthropist; The Effect of Public Funding on Patterns of Nonprofit Governance.” Public Administration Review.
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**Week 7 (Feb 26) Public Managers in Collaboration**


**Week 8 (Mar 5) Midterm**

**Week 9 (Mar 14) SPRING BREAK**

**Week 10 (March 19) Accountability Challenges in Government and Nonprofit Partnerships**

- **Guest speaker: Allison M. Harris. Grant Services and Resource Development. Dallas County Juvenile Department**

**Week 11 (March 26) Social Entrepreneurship, Innovative Approach for Dealing with Social Issues**

- **Guest speaker: Kayce Strader. Serve Denton**

**Week 12 (April 2) Faith-Based Organizations, Government Funding and Policy Implications**


**Week 13 (April 9) NGOs and Government**
• Boris and Steuerle. 2006. Chapter. 11. 12 In *Nonprofits & Government*.

**Week 14 (April 16) Nonprofit Self-Organized Collaborations**

**Week 15 (April 23) Service Learning Project Workshop**
• Partnerships: Frameworks for Working Together: Capacity Builder’s Nonprofit Resources.

**Week 16 (April 30) Service Learning Project presentation and paper turn in (Digital submission only via BLACKBOARD)**

**Week 17 (May 9) Final exam**

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