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
- Instructional cases

C. Grading
The grading for the semester is based on the following categories:
Exam (Feb 26) 30%
Research paper 40%
Discussion leading 15%
Class participation 15%

D. Exam
The examination will be based upon lectures, reading assignments, class activities, and in-class. Both exams will be in class and closed book, requiring essays and short answers—primarily essays. The exam is intended to provide students the opportunity to express their knowledge of the materials covered in the readings and lectures supplemented by their own real-world experiences. Students are not allowed to make-up either exam unless the professor is notified prior with a reasonable and official excuse as to why the exam cannot be taken at the scheduled time.
E. Research Paper (40%)
The research paper gets the great weight in grading because developing the ability to write such papers essential to a successful career as a PhD student. In this course each of you will write an original paper on a challenging question in the field. Choose a topic that interests you. This is a chance for you to interject YOUR agenda in this course. It is ideal that you work on a topic that is of interest to you and which might be part of your dissertation research.

One page description of a topic: A research question in a problem statement format that is no more than 1 page. (Due: February 5)

Class Presentation (April 22 and 29): Prepare a 10 minute research presentation

Final Paper (Due: May 6)
There is no formal length required, but I’d guess that most of you will be in the double spaced 15-20 page range. Much shorter and you probably didn’t develop it enough- much longer and you probably have either too big of a topic or too much detail and fluff in the paper. Use either APA or Chicago Style guide for citations. Your essay will include a separate cover page with an appropriate title, a 150 word abstract and a reference page at the end.

Grading criteria.
- Abstract (150 words)
- Identify research question(s)
- Literature review and theory: chart what is known about the subject (complete literature review), and plot the precise area of ignorance for which further research is needed.
- Theory
- Analyses including data and method
- Findings/Conclusion
- So What? (Explain why this work is important.)
- Writing style (clear, concise, correct grammar, complete sentences, citations) and presentation style (clear and efficient delivery and professional manner)

*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. Discussion leading
Student will be assigned to a week to lead a class discussion on the assignment readings. The purpose of the discussion leading is not to summarize the content of the readings. Discussion leaders will raise critical issues and questions regarding the readings for class discussion and indicate how ideas in that particular reading relate to others in the same week and (or) from previous week.
Student will prepare five questions and email them to the instructor for approval. Two of five questions should be related to the practice and real world examples. Email has to be sent to me at least two days prior to class (by Monday of 5 pm).

G. Participation
Students will be expected to be full participants in shaping the character of the seminar; that requires all students attend class prepared to discuss the readings for each session. Some of the assigned readings are in the form of case studies. To prepare for case study discussions, you should carefully read and thoroughly analyze the case. The instructor will 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 to class on time and stay for the entire class.
• Read all the assigned readings and come to class with questions and thoughts about the readings.
• Consistently and actively take part in all class discussions.
• Participate in small group and class discussions involving the readings and other in-class activities.

H. 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. DO NOT USE CANVAS EMAIL DROP BOX.

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 (Jan 15) 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 22) Nonprofit Organizations in a Democracy: Varied Roles and Responsibilities**
- Boris and Steuerle. Introduction, Chapters 1 and 2
- Case discussion: Quality pre-K works but needs sustained funding and commitment.

**Week 3 (Jan 29) Government Funding of Nonprofit Organizations**
- Boris and Steuerle. Chapters 3 and 6
- The Importance of Network Administrative Organizations (NAOs) in Social Service Implementation: A National Nonprofit Manages an Assortment of Federal Programs in Rapidly Changing Environment.

**Week 4 (Feb 4) Government and Nonprofits: Blurred Boundaries**
- Boris and Steuerle. Chapter 4. Tax Treatments of Nonprofit Organizations
- 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 12) Government and Nonprofits: Clash of Values
- Boris and Steuerle. Chapters 8 and 9
- 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 6 (Feb 19) Defining Collaborative Governance
- Case discussion: Let’s Rethink Our Homeless Shelters

Week 7 (Feb 26) Exam 1 (Will be at Chilton 255 Backlab)

Week 8 (Mar 4) Various Collaborative Arrangements of Public Enterprises 1
- Forrer et. al. Chapters 1 - 4.
- Guest speaker: Gary Henderson, President & CEO, United Way of Denton County

Week 9 (Mar 11) Spring Break

Week 10 (Mar 18) Various Collaborative Arrangements of Public Enterprises 2
- Forrer et. al. Chapters 1 - 4.

Week 11 (Mar 25) Managing Collaborative Networks

Week 12 (Apr 1) Leading Across the Boundaries
• The Eight Neighbors: A Case Study in Collaboration and Formalization

**Week 13 (Apr 8) Nonprofit Alliances, Partnerships and Mergers**

- Preventing Homelessness and Creating Lasting Solutions through Housing Development, Service Provision and Advocacy: Staying for Cause for the Right Cause.

**Week 14 (April 15) Exam 2 (Will be at Chilton 255 Backlab)**

**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

**Week 16 (April 29) Intersector Collaboration Case analyses and Research Workshop2**

- Integrating Housing and Social Services: Local Initiatives vs Federal Mandate, A, B, C
- Research project workshop

**Week 17 (May 6) Final paper turn in: Digital submission to CANVAS**

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