PRT 560: Theory and Practice of Partnerships for Conservation and Community Sustainability

In Workflow
1. 15PRT GR Director of Curriculum (leung@ncsu.edu; esmoney@ncsu.edu)
2. 15PRT Grad Head (myron_floyd@ncsu.edu)
3. CNR CC Coordinator GR (ccornel@ncsu.edu)
4. CNR CC Meeting GR (ccornel@ncsu.edu)
5. CNR CC Chair GR (Ilona_Peszlen@ncsu.edu)
6. CNR Final Review GR (ccornel@ncsu.edu)
7. CNR Dean GR (nagkirk@ncsu.edu)
8. elseekam (elseekam@ncsu.edu)
9. ABGS Coordinator (mlnosbis@ncsu.edu)
10. ABGS Meeting (mlnosbis@ncsu.edu)
11. ABGS Chair (mlnosbis@ncsu.edu)
12. Grad Final Review (mlnosbis@ncsu.edu)
13. PeopleSoft (none)

Approval Path
1. Wed, 08 Feb 2017 17:21:11 GMT
   Yu-Fai Leung (leung): Approved for 15PRT GR Director of Curriculum
2. Thu, 16 Feb 2017 15:33:41 GMT
   Myron Floyd (myron_floyd): Approved for 15PRT Grad Head
3. Thu, 16 Feb 2017 15:57:43 GMT
   Yvonne Lee (yvonne_lee): Approved for CNR CC Coordinator GR
4. Wed, 22 Mar 2017 14:34:08 GMT
   Yvonne Lee (yvonne_lee): Approved for CNR CC Meeting GR
5. Wed, 22 Mar 2017 14:40:44 GMT
   Ilona Peszlen (Ilona_Peszlen): Approved for CNR CC Chair GR
   Yvonne Lee (yvonne_lee): Approved for CNR Final Review GR
   Adrianna Kirkman (nagkirk): Approved for CNR Dean GR
8. Wed, 12 Apr 2017 13:57:35 GMT
   Erin Seekamp (elseekam): Approved for elseekam
9. Wed, 12 Apr 2017 14:37:52 GMT
   Melissa Nosbisch (mlnosbis): Rollback to elseekam for ABGS Coordinator
    Erin Seekamp (elseekam): Approved for elseekam
11. Wed, 19 Apr 2017 15:35:38 GMT
    Melissa Nosbisch (mlnosbis): Approved for ABGS Coordinator
12. Tue, 02 May 2017 14:45:27 GMT
    Melissa Nosbisch (mlnosbis): Approved for ABGS Meeting

New Course Proposal

Date Submitted: Wed, 08 Feb 2017 17:04:26 GMT

Viewing: PRT 560 : Theory and Practice of Partnerships for Conservation and Community Sustainability

Changes proposed by: asingh4
Change Type
Major

Course Prefix
PRT (Parks, Recreation, and Tourism Management)

Course Number
560

Dual-Level Course
No

Cross-listed Course
No

Title
Theory and Practice of Partnerships for Conservation and Community Sustainability

Abbreviated Title
Partnerships for Conservation

College
College of Natural Resources

Academic Org Code
Parks, Recr & Tourism Mgmt (15PRT)

CIP Discipline Specialty Number
31.0301

CIP Discipline Specialty Title
Parks, Recreation and Leisure Facilities Management, General.

Term Offering
Fall Only

Year Offering
Offered Alternate Odd Years

Effective Date
Fall 2017

Previously taught as Special Topics?
Yes

Number of Offerings within the past 5 years
2

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Semester/Term Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT 595 002</td>
<td>Fall 2013</td>
<td>11</td>
</tr>
<tr>
<td>PRT 595 002</td>
<td>Fall 2015</td>
<td>5</td>
</tr>
</tbody>
</table>
Course Delivery
Face-to-Face (On Campus)

Grading Method
Graded/Audit

Credit Hours
3

Course Length
15 weeks

Contact Hours (Per Week)

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
</tbody>
</table>

Course Is Repeatable for Credit
No

Instructor Name
Erin Seekamp

Instructor Title
Associate Professor

Grad Faculty Status
Full

Anticipated On-Campus Enrollment
Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

<table>
<thead>
<tr>
<th>Enrollment Component</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>15</td>
<td>15</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td>Lecture</td>
<td>15</td>
<td>15</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>

Course Prerequisites, Corequisites, and Restrictive Statement
None.

Is the course required or an elective for a Curriculum?
No

Catalog Description
Understanding of collaborative processes and the role of partnerships in public land management, community based conservation, tourism development, and community health and recreation. Examination of literature and evaluation of collaboration and partnerships in practice.

Justification for new course:
Collaboration and partnerships are critical strategies to leverage capital and meet programmatic and strategic goals in park, recreation, tourism, and natural resource management and administration in an era of constrained funding. The course provides critical knowledge for students in PRTM, as well as other natural resource and public administration disciplines, including stakeholder identification, stages of partnerships, collaboration versus consensus, and common barriers to and indicators of success. Additionally, students will gain exposure to new technologies for collaboration and techniques for effective facilitation of collaborative processes.
Does this course have a fee?
No

Consultation

<table>
<thead>
<tr>
<th>College(s)</th>
<th>Contact Name</th>
<th>Statement Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Humanities and Social Sciences</td>
<td>Craig Brookins</td>
<td>I find no overlap in current offerings among our courses in the Department of Psychology. As a graduate course, however, I find potential synergy with the needs of our students in Applied Social and Community Psychology. We currently do not have courses on collaboration and partnership building although many students desire this practical knowledge and competency. Thus, although some of the topical areas of focus for the course are outside of our student interests, the knowledge and strategies should be very useful. I endorse PRT 560 and support its approval.</td>
</tr>
<tr>
<td>College of Agriculture and Life Sciences</td>
<td>Andrew Behnke</td>
<td>Having reviewed the syllabus, I feel this course is definitely unique as it has different assignments, readings, and content covered. There are some similarities but the only one that worries me is the title of the course. I would suggest adding another word prior to &quot;collaboration&quot; or a rewording of the title in a way to make it more distinct for students. Thanks so much for considering my suggestion.</td>
</tr>
</tbody>
</table>

Instructional Resources Statement

This course is part of the faculty member’s regular teaching load. No new resources are needed.

Course Objectives/Goals

This course is designed to provide students with theoretical knowledge and practical tools to build collaborative capacity and enhance partnership success. Additionally, the course is designed to provide students with research experience evaluating the success of a current or recent partnership.

Student Learning Outcomes

By the end of the course, the students will be able to

* Articulate the differences between the terms collaboration and partnership.
* Write joint venture agreement, memorandum of understanding, shared vision statement, and conflict resolution process.
* Identify the stages and phases of a partnership’s lifecycle.
* Identify strategies for identifying stakeholders.
* Describe the types of capital that can be pooled in collaborative endeavors.
* Articulate the differences between partnership structure, function and network.
* Identify intrapersonal, interpersonal, and institutional motivations for initiating and/or engaging in collaborative endeavors.
* Describe how synergy is the collaborative advantage.
* Reflect on the human and political realities of partnerships.
• Understand good practices for facilitation.

• Evaluate a partnership in terms of its success using a case study research design.

• Present research findings (written and verbally).

Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Assignment</td>
<td>250 points</td>
<td>Term Project: Collaboration/Partnership Case Study. In groups of 3-5, you will need to identify a collaborative process or a partnership to study. You will be conducting case study research (see Yin, 2009) to evaluate the collaborative venture based on the 8 “lessons” described by Wondolleck &amp; Yaffee (2000). To do this, I expect that you view this project as a process of collaboration itself and, therefore, that all group members commit to the process and products of your joint effort. You will also need to create your own joint-venture agreement (30 pts), document a shared vision statement (10 pts), and develop a process for conflict resolution (10 pts). The final product, along with the aforementioned products, of your case study will be written as a manuscript (100 points), with the potential goal of publishing your study. As such, it will be beneficial to determine the target journal once you identify your case. You will also need to develop a 20-minute presentation of your project that you will share with the class (50 pts). As it is very likely that you will need to receive IRB approval for your case study (i.e., if you are conducting interviews or survey research, or both, and want to publish your results), you will need to complete the IRB application, explicitly describing your protocols and including your interview guide or survey questionnaire as an appendix. Therefore, you will need to submit these to me for review prior to submitting to the Human Subjects Committee (50 pts).</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>100 points</td>
<td>Reflective Essay: Identify and reflect upon the theoretical constructs we've discussed in class that emerged in the real-world stories about the human and political realities of partnership work. For example, could you identify where they are in a life cycle? Were any processes described for identifying stakeholders? Are there indicators of partnership success? What barriers were encountered or hindered collaboration? What lessons did you learn?</td>
</tr>
</tbody>
</table>
Oral Presentation 50 points

Facilitate Course Discussion: Each student will be required to facilitate the class discussion twice during the semester with another class member (this is a collaborative assignment). Facilitators will be expected to provide an overview of key constructs and/or methodological techniques, but will spend the majority of the class period posing discussion questions and guiding the subsequent discussions.

Discussion 100 points

Participation in Course Discussion: Yes, participation in course discussion is part of your grade. It may be helpful to outline the key points and constructs in each reading, as well as writing down any questions you may have.

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>See syllabus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Syllabus

PRT 560 Syllabus.pdf

Additional Documentation

Additional Comments

minosis 3/22/2017:
1) Catalog description should be listed on the syllabus and match that in CIM.
2) Student evaluation methods on the CIM form should match the breakdown provided on the syllabus. List items and their point value, rather than the percentage.
3) No directly overlapping courses, but suggest possible consultation with the Youth, Family, and Community Sciences graduate program because of YFCS 554: Collaboration and Partnerships in Family and Youth Settings. Please email the DGP Kimberly Allen (kiallen@ncsu.edu) for a consultation and enter the summary in the consultation summary field.

ABGS Reviewer Comments:
- Any reason indicated as to why enrollment declined so drastically? Is there an expectation that this will turn around once given its own course designation? RESPONSE: I believe the course enrollment will increase once officially designated within the system. Word-of-mouth advertising does not effectively inform students across majors about the course offering, particularly given the availability of course in odd-years only (several students inquired in 2014 about the course). In 2013, I was able to effectively advertise within the Masters of Natural Resources program; however, the same level of advertising was not achieved for 2015. Additionally, there were fewer MS students in PRTM and there were fewer MNR-Outdoor Recreation students enrolled in the MNR program in 2015); hence, the reduction in course numbers. Official listing in the course catalogue will likely overcome this advertising issue and enable students to better plan for the course in their POW.
- Is all the detail presented in the student evaluation methods needed in the course action? I can see it in the syllabus. Also, isn't there the possibility the details could changes over time, which can be adjusted in the syllabus? This level of detail potentially leaves the instructor with limited flexibility from year to year if changes are desired. RESPONSE: the course action should reflect a current snapshot of the course, so this is fine. As it changes in the future, a course action should be submitted to edit the CIM page.

Course Reviewer Comments

minosis (Wed, 12 Apr 2017 14:37:52 GMT): Rollback: Please address the comments under the "Additional Comments" section, at the bottom of the course action, before approving.

eelseekam (Wed, 19 Apr 2017 13:25:10 GMT): 1. Catalog description is now listed on the syllabus and matches the text in CIM. 2. Student evaluation methods are listed by items and point value. 3. Consultation with DGP Kimberly Allen and Andrew Behnke (professor who teaches YFCS 554) yielded the following response: “Having reviewed the syllabus, I feel this course is definitely unique as it has different assignments, readings, and content covered. There are some similarities but the only one that worries me is the title of the course. I would suggest adding another word prior to "collaboration" or a rewording of the title in a way to make it more distinct for students. Thanks so much for considering my suggestion.” To address this concern, the course title is now “Theory and Practice of Partnerships for Conservation and Community Sustainability”

Key: 13842