# Texas State University Course Addition Form

1. Effective Semester: Fall 2016

<table>
<thead>
<tr>
<th>2. College: Liberal Arts</th>
<th>3. Department/School/Program: Department of Political Science / MPA Program</th>
</tr>
</thead>
</table>

4. Prefix/Subject | Number
--- | --- | --- | --- | --- |
P | A | 5 | 3 | 6 | 2 |

5. Course Title:
- Proposed Long: Alternative Public Service Delivery Systems
- Abbreviated (18 characters only including spaces): ALT SERVICE\_DELIV

6. Course Description (complete sentences in 50 words or less):
This course examines alternative delivery of public services. The reliance on market mechanisms, contracting out, and privatization are explored.

7. Prerequisites (Including Minimum Grade Required):
None

8. Co-Requisites (Including Concurrent Enrollment Allowed):
None

9. Restrictions: None
10. Course Data

CIP Code (10 digits - no spaces or periods)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>2-Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Practicum/Internship/Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Seminar</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Private Lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-Thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-Individualized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-Clinical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Intensive? | Topics Course?

Valid Grade Mode
(choose only one)
(See PPS 4.07 for definitions.)

<table>
<thead>
<tr>
<th>Standard Letter</th>
<th>Credit/ No Credit</th>
<th>Leveling/Assistantships/ESL</th>
<th>Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Justification for the course action:

Degree: Master of Public Administration

Major: Public Administration

Minor: None

Certificate: None

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

PA 5362 will replace POSI 5336A as part of the Master of Public Administration program prefix change. This prefix change has been triggered by the lack of available course numbers under the current prefix, POSI. It will also allow students to more easily distinguish between the three graduate level programs housed within the Political Science Department which now share the same POSI prefix.
12. Course Goals and Objectives:
- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom's Taxonomy of Measurable Verbs.

By the end of this course, students should be able to:

- Discuss which services may be best delivered by the private sector.
- Identify critical success factors to include in service contracts to ease contract administration.
- Manage a procurement engagement and leveling the playing field for competition and evaluation.
- Negotiate performance based public sector services contract.
- Work in the environment in which public procurement is conducted; ethics, confidentiality and public information, protests and disputes.
- Compare outcomes of contracted public sector services.

13. Description of Instructional Methodologies:
- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

This seminar course has class discussions and group projects. Instructional methods include lecture, discussions, and cooperative learning.

14. Assessment of Student Learning:
- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

Classroom participation. 40% of final grade
Collaborative research project. 40% of final grade
Weekly reading reaction. 20% of final grade
15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.

<table>
<thead>
<tr>
<th>Week 1: Introduction to Public Procurement</th>
<th>Week 9: Privatization's Risks and Critics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Contracting for Public Sector Services</td>
<td>Week 10: Competitive Contracting Programs and Process</td>
</tr>
<tr>
<td>Week 3: Deciding to Contract</td>
<td>Week 11: Nonprofits as a Contractor</td>
</tr>
<tr>
<td>Week 4: Public and Private Sector Competition</td>
<td>Week 12: Contractor Evaluation</td>
</tr>
<tr>
<td>Week 5: Performance Based Contracts</td>
<td>Week 13: Bringing Contracted Services back to the Public Sector</td>
</tr>
<tr>
<td>Week 6: Contract Administration</td>
<td>Week 14: The Future of the Contracting State</td>
</tr>
<tr>
<td>Week 7: Best Practices in Acquisition</td>
<td>Week 15: Research day</td>
</tr>
<tr>
<td>Week 8: Best Practices in Contract Administration</td>
<td>Week 16 (Finals Week): Projects due</td>
</tr>
</tbody>
</table>

16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)

17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)