

O'Neill School of Public and Environmental Affairs
PUBLIC PROGRAM MANAGEMENT AND CONTRACTING
M654, 34097 Spring 2023

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Class Meetings Online Jan 9-May 5, 2023
Zoom Meetings Mondays 6 PM (Optional Attendance)
Office Hours: FaceTime or phone call meeting by appointment.

COURSE DESCRIPTION

This is a graduate-level course on the management of public programs with a focus on contracting/outsourcing. Public and nonprofit managers rely on formal contracts for many public programs as contracts are a principal tool for collaborating across sectors. Students taking this course will gain a theoretical understanding of contracting and become familiar with the skills and competencies necessary for managing the different phases of the contracting process.

Specific Course Objectives

- Learn the language of governance and contracting necessary for a career in public, private or nonprofit management.
- Learn the challenges of establishing organizational goals and measuring effectiveness.
- Learn economic rationales for the efficient delivery of public services
- Consider the various arguments for and against contracting and privatization.
- Learn the various theories relevant to contracting and privatization decisions.
- Learn to communicate more effectively about the implications of contracting for accountability and other democratic values.
- Gain insight into strategies and tactics for planning, managing, and evaluating the contracting processes and contract outcomes.
- Learn to evaluate the success and failure of contracting applications.
- Practice the skill of distilling information and writing in an organized and logical way.

O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Texts/ Required Readings

All reading materials required for this course are available electronically through the university library or posted on Canvas. Several readings this semester are copies of book chapters that I have converted to pdf-format for your convenience. Copies are never perfect but they should be adequate for reading. I do this to save you the cost of buying an entire book. Do not hesitate to contact me if a document is not readable.

Course Format

The course is delivered online and organized by topic and module on Canvas. The schedule of topics appears at the end of this syllabus.

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

We start off with an introductory zoom meeting in week 1. After the first week you will complete 10 modules in the order presented on Canvas. The course is designed so that you can complete each module on your own by following the directions in the module. Although the course is online, I will host a zoom meeting each Monday evening at 6 PM to introduce the module and to be available to answer questions. The zoom meetings are optional. If you are not available on Mondays at 6 PM, do not worry, as I will record each session.

Modules include a mix of readings, some web content, quizzes (due on Thursdays) and discussion posts (original posts due on Fridays, responses and “likes” for classmates’ posts due on Sundays). The module format is replicated on Canvas so that you become accustomed to what is expected each week.

1. *Module Information.* This page briefly describes the module and module goals. You should review this document before the start of each module.
2. *Required Readings and Other Materials.* This page is a list of readings, and possibly web content or podcasts, associated with the module.
3. *Quiz.* Most modules include a link to an online quiz to be completed each Thursday before midnight.
4. *Discussion Post.* Most modules include a discussion based on a prompt. Post original content by Friday at midnight. Respond and “like” at least two other posts by Sunday at midnight.
5. *Additional Resources.* This page includes any additional resources such as supplemental readings. Additional resources are not required but are encouraged for a deeper understanding of the topic

Time Commitment

The course is designed to reflect the expectation of at least 12 hours of work each week, depending on your learning style and your familiarity with the subject matter. So that you can plan your week and have the best learning experience possible, I have summarized the approximate times for various course deliverables reported by previous students.

- Readings. Plan on spending at least 3 hours throughout the week reading and taking notes. Complete readings before any quizzes and posts associated with the module. Previous students who mastered this class report taking reading notes and having these notes available when taking quizzes. Reading notes will also be helpful for the final exam.
- Quizzes: Expect to spend about an hour organizing and reviewing materials before taking the quiz. Also, make sure you have an adequate internet connection before you begin. Quizzes are taken on-line in Canvas, and once you start you must finish. Quizzes vary in length, from 10 to 25 questions. Most questions are T/F and/or multiple choice. You will probably not find the quizzes difficult as long as you understood the readings. Quizzes have time limits, but they are generous; a quiz with a 60-minute time limit usually takes less than 30 minutes. **Quizzes are due on Thursdays.**
- Discussion Posts: For most students, posts take about 30 minutes each week. **Response posts are due on Fridays. Read posts by other students and “like” 2 of the most**

helpful or informative posts by Sunday. Reading posts by other students is a valuable way to get to know topics from the perspective of others. When you “like” a post, you are indicating the information was valuable to your learning experience, in your opinion.

- Topic Paper. Previous students report 8-10 hours to complete the paper, a 3-5 page report evaluating a professional service contract, **due 3 weeks before the end of the semester.**
- Final. To prepare for the **end of semester**, cumulative final exam, review key terms, readings, and notes. Previous students who did well on the final report participating in 1 or 2 group study sessions before taking the final.

COURSE ELEMENTS AND GRADING CRITERIA

Course Element	Percent of Grade	Description
Quizzes	30%	On-line. The average quiz grade after the lowest grade is dropped.
Discussion Posts	20%	Graded “complete” or “incomplete.” You must complete each week for an “A” in the course. The content of your posts is also considered in your participation grade.
Topic Paper	20%	Due 3 weeks before the end of the semester. Instructions and grading rubric will be posted on Canvas in week 3.
Final	20%	Cumulative. The format and substance are similar to the quizzes. You will have 2 hours to complete the final.
Participation	10%	Participation grades include discussion post activity evaluated by the Instructor as well as an evaluation by your peers.

COURSE POLICIES

Communication and Correspondence

I use Canvas tools for email, announcements and important dates (see Calendar) to keep students as informed as possible. Please use Canvas email for all correspondence relevant to this course and copy the TA; I will do my best to respond the same day.

Attendance

This is an online class without an attendance requirement. Zoom meetings are scheduled but optional.

Religious Observation

There is some flexibility built into the schedule to give students' room for personal days and for religious observances. However, if your school work conflicts with a religious observance, please reach out to me and we can discuss a work-a-round.

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Late Assignments

All submissions will have a placeholder on Canvas before they are due. Please avoid emailing me assignments and use Canvas instead. In general, **I do not accept late submissions**. I will consider making individual exceptions to this policy, but only if an exception is requested in advance, is legitimate, and can be documented.

Make-up Quizzes and Tests

I expect all students to take quizzes and tests as scheduled. I will consider making individual exceptions to this policy, but only for some extraordinary circumstance such as severe illness.

Academic Integrity and SPEA Honor Code

Any student found cheating or engaging in any form of academic dishonesty will receive a failing grade for the course and will be reported to the Dean of Student Affairs. Other sanctions are possible. Academic misconduct includes, but is not limited to, cheating on exams or quizzes, copying or collaborating on papers, and misrepresenting information related to missed exams or assignments.

Please refer to <http://www.iu.edu/~code/> for complete information on student responsibilities regarding academic integrity. Also refer to SPEA's Honor code requirements: https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

Plagiarism

Plagiarism is cheating, pure and simple. Plagiarism is not just copying from another student. In our field, proper attribution must be given to a quote or when you paraphrase another author. Your thoughts about a specific article, chapter, or book cannot and should not be taken directly from that publication without citations and references.

A definition of plagiarism, along with ideas on how to avoid plagiarism can be found at: <https://www.indiana.edu/~academy/firstPrinciples/overview/shouldDo.html>

Use of Class Materials

Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules).

Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Incompletes.

The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete is given only when the completed portion of a student's work in the course is of passing quality and only upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work.

(<https://policies.iu.edu/policies/aca-67-incompletes/index.html>)

Late Withdrawal.

Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. The student must be passing the course at the time of withdrawal.

Changes to Syllabus

This syllabus, reading materials, assignments, and assignment due dates are subject to change or update. If any changes become necessary, they will be announced on Canvas.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Disclosure of Student Records.

The 1974 Family Educational Rights & Privacy Act (known as "FERPA") protects the privacy of students' educational records and generally prohibits the release or disclosure of student records by school officials to any third party without the student's prior written consent. Faculty should ensure that, prior to communicating with parents or any third party about a student's educational records (including grades, papers, performance, etc.), they have obtained the necessary prior written consent from the student. The Office of the Registrar has compiled FERPA resources for instructors, including a tutorial, a list of best practices, and a standard consent form. <http://registrar.indiana.edu/policies/student-privacy-ferpa.shtml>.

Emergency Response.

To report an emergency, call the IU Police Department at 9-911 from any campus phone or (812-855-4111 from off campus). For information about campus emergency preparedness: <http://protect.iu.edu/emergency>

Counseling and Psychological Services

In partnership with the Health Center and Counseling and Psychological Services (CAPS), O'Neill offers students a Counselor in Residence. Students wanting to make an appointment should call 812-855-5177 and indicate they are O'Neill students.

In addition, check out these [CAPS workshops](#) and [the O'Neill Mental Health Guide](#).

For additional information about services offered to students by CAPS, please visit <http://healthcenter.indiana.edu/counseling/index.shtml>.

Students in Financial Crisis

The Student Advocates Office can help students work through personal and academic problems as well as financial difficulties and concerns in order to help students progress towards earning a degree. In addition to advising student on appeal and financial issues such as financial aid or tuition, they also have emergency funds for IU students experiencing emergency financial crisis.

<https://studentaffairs.indiana.edu/student-advocates/>

Emergency Food Relief

If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

Crimson Cupboard: <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>

Emergency Meal Project @ IU: <https://www.dining.indiana.edu/news-updates/emergency-meal.html>

Mother Hubbard's Cupboard Food Pantry: <https://www.mhcfoodpantry.org/>

Other pantries: <https://www.foodpantries.org/ci/in-bloomington>

Emergency Funding

For emergency funding issues, please visit the Student Advocates Office (SAO) [website](#). For additional concerns not covered by the SAO, apply for funding from the O'Neill School [here](#).

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Schedule of Modules and Topics

Module	Module Topic(s)
0	Class introductions and expectations.
1	Organizational Goals, Performance and Effectiveness
2	A Bird's Eye View: Contracting for public services and programs; the various perspectives
3	Contracting Actors: Who are the various contracting partners and how do they differ? What is the role of each actor?
4	Regulations that guide practice at the federal, state, and local levels
5	Contracting Theories Part 1: Theories that inform the make-buy decision and contract design.
6	Contracting Theories Part 2: Theories that inform management (relational and formal relational). Part 2
7	An Overview of the Contracting Lifecycle. Alphabet Soup of Source Selection and Solicitations: SOWs, RFPs, RFFs, RFI's and more.
8	Choosing Contract Type: Fixed Cost, Cost Plus and their many variations
9	Resolving Disputes, Transitions and Termination
10	Best Practices: Steps to a Formal Relational Contract

Note: The schedule assumes most modules will take 1 week to complete but it provides some room for adjustment based on our pace of learning. We should be able to complete all modules, while also allowing a week off for Spring Break and a review week before the end of the semester.