GRADUATE COUNCIL
1 February 2007

New Course Requests

A602 EPSY 652 Theory of Hierarchical Linear Models (3-0) Credit 3. Introduction to the theory and application of hierarchical linear models. Prerequisite(s): EPSY 640-641 or STAT 651-652, or any equivalent courses; some knowledge on ANOVA and Multiple Regression; graduate classification; approval of department head.

A603 POSC 634 Diseases of Poultry (3-0) Credit 3. Introduction to Poultry Biosecurity and Diseases. Basic understanding of infectious diseases of poultry; control and prevention of infectious diseases. Prerequisite(s): BIOL 113/123.

A712 BUSH 648 Performance Management in the Public and Nonprofit Sectors (3-0) Credit 3. Drawing on readings, practical exercises and guest lectures, students will examine public sector performance management and measurement as tools for improving strategic planning, resource allocation, organizational learning, internal operational processes, and internal and external accountability. Students will apply their learning to the development of a particular organization’s performance measurement system. Prerequisite(s): Graduate classification.
Texas A&M University

Departmental Request for a New Course

Undergraduate  Graduate  Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department Of Educational Psychology
2. Course prefix, number and complete title of course: EPSY 652 - THEORY OF HIERARCHICAL LINEAR MODELS
3. Course description (not more than 50 words): Introduction to the theory and application of hierarchical linear models.
4. Prerequisite(s) EPSY 640-641 or STAT 651-652, or any equivalent courses; some knowledge on ANOVA and Multiple Regression; graduate classification; approval of department head.
5. Is this a variable credit course? Yes  X No  If yes, from ____________ to ____________
6. Is this a repeatable course? Yes  X No  If yes, this course may be taken n ___ times. Will the course be repeated within the same semester/term? q Yes  q No X
7. Has this course been taught as a 489/689? Yes  X No  If yes, how many times? Indicate the number of students enrolled for each academic period it was taught.
8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  PhD in Educational Psychology
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY</td>
<td>651</td>
<td>THEORY OF HIERARCHICAL LINEAR MODELS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>327030100118200708010366</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]

Head of Department  Date

Head of Department (if cross-listed course)  Date

Submitted to Coordinating Board by:

[Signature]

Dean of College  Date

Director of Academic Support Services  Date  Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OARAS-697

Texas A&M University

Departmental Request for a New Course

2 of 33 B
EPSY 652 Theory of Hierarchical Linear Models

Time: Wed 7-9:40pm
Classroom: EDCT 717

Instructor: Dr. Oiman Kwok
Office: 718A Harrington Tower
Phone: (979) 458-1407 [Office]; (979) 862-1256 [Fax]
Email: omkwok@neo.tamu.edu
Office hours: Thurs. 10am-1pm or by appointment

Teaching Assistant: Ms. Wen Luo

Course Syllabus

Course Objectives
This course will provide you with an introduction to the theory and application of hierarchical linear models. Hierarchical linear model (HLM, Raudenbush & Bryk, 2002), also known as multi-level model (MLM), random coefficient model (Longford, 1993), and multilevel regression model (Hox, 2002), is a statistical technique that can handle hierarchically clustered data flexibly by taking the within-cluster dependency into account. Much data in the behavioral sciences have a multilevel structure, for example, students nested within classrooms, patients nested within hospitals, participants nested within group treatment conditions, and repeated measures nested within individuals.

There are four major goals of this course: to understand the concepts related to hierarchical linear models; to be able to specify your own models and analyze the data using one of the HLM programs; to be able to interpret the statistical findings to lay persons. We will be using the HLM software program including HLM, MPLUS, and SPSS MIXED to perform the statistical analyses.

Prerequisites
Students are expected to have taken: EPSY 640-641, or STAT 651-652, or any equivalent courses. Students are expected to have some knowledge on ANOVA and Multiple Regression. Students who have not taken the required courses have to meet with me before they register for this course.

Grading and Assignments
Assignments and Course Evaluation
Grades will be based on the following:
 a) Participation (0%, come to class, look very happy, and talk about statistical models)
 b) Assignments (20%)
 c) Take home midterm exam (40%)
 d) Final in-class presentation (40%)

Grading Policy
90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F
Note: You are encouraged to work with other students on the assignments. You will work with a partner on the final presentation. You may analyze your own data or data which were collected by other individual (as long as that individual has not analyzed the data addressing the same research questions you are attempting to answer). The final presentation should include the following four sections: Introduction, method, results, and discussion. You should apply the HLM techniques you learn from this course to your final project. You and your partner should schedule a meeting with me to talk about your final presentation before 3/30/06.

Textbooks

Supplementary articles on various topics will be posted on the class webpage.

Software

<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPlus</td>
<td><a href="http://statmodel.com">http://statmodel.com</a></td>
</tr>
<tr>
<td>HLM</td>
<td><a href="http://ssicentral.com">http://ssicentral.com</a></td>
</tr>
<tr>
<td>NCSSCALC</td>
<td><a href="http://www.ncss.com/download.html">http://www.ncss.com/download.html</a></td>
</tr>
<tr>
<td>SPSS Mixed</td>
<td><a href="http://www.spss.com">http://www.spss.com</a></td>
</tr>
</tbody>
</table>

Course Outline

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of multilevel models; brief review of simple regression and data preparation</td>
</tr>
<tr>
<td>2</td>
<td>Brief review of multiple regression &amp; coding schemes for categorical predictors</td>
</tr>
<tr>
<td>3</td>
<td>Two-level models: Part I (random-intercepts model, means-as-outcomes model &amp; software demonstration)</td>
</tr>
<tr>
<td>4</td>
<td>Two-level models: Part II (random-coefficients model, and intercepts- and slopes-as-outcomes model)</td>
</tr>
<tr>
<td>5</td>
<td>Over-parameterized models</td>
</tr>
<tr>
<td>6</td>
<td>Centering predictor variables</td>
</tr>
<tr>
<td>7</td>
<td>Model estimation and evaluation</td>
</tr>
<tr>
<td>8</td>
<td>Longitudinal data analysis I: Linear growth models</td>
</tr>
<tr>
<td>9</td>
<td>Longitudinal data analysis II: Non-linear growth models</td>
</tr>
<tr>
<td>10</td>
<td>Longitudinal data analysis III: Other alternative models (e.g., parallel process model, modeling heterogeneity)</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Three-level Models</td>
</tr>
<tr>
<td>12</td>
<td>Advanced topics I: Multilevel logistic model</td>
</tr>
<tr>
<td>13</td>
<td>Advanced topics II: Power analysis and sample size estimation</td>
</tr>
</tbody>
</table>

**Additional Class Readings**


Students with Special Needs
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall or call 845-1637. Those who would require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation. Helpful information is located at http://disability.tamu.edu.

Handouts
The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Academic Dishonesty
Academic Integrity Statement: An Aggie does not lie, cheat, or steal or tolerate those who do. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues, without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor
**Texas A&M University**
**Departmental Request for a New Course**
**Undergraduate • Graduate • Professional**

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [POULTRY SCIENCE]

2. Course prefix, number and complete title [POSC 634 - DISEASES OF POULTRY]

3. Course description (not more than 50 words) [INTRODUCTION TO POULTRY BIOSECURITY AND DISEASES. BASIC UNDERSTANDING OF INFECTIONOUS DISEASES OF POULTRY; CONTROL AND PREVENTION OF INFECTIOUS DISEASES.]

4. Prerequisite(s) [BIOL 113/123] Cross-listed with [ ]

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☑ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. 2005A - 1; 2006A - 5

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   M.S. in POULTRY SCIENCE; MAg. in POULTRY SCIENCE; Ph.D. in POULTRY SCIENCE

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)
     | POSC 634 | DISEASES OF POULTRY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by: [Signature] 11-10-06
Chair, College Review Committee [Signature] 12-11-06

Head of Department [Signature] Date
Dean of College [Signature] Date

Head of Department (if cross-listed course) [Signature] Date
Dean of College [Signature] 12-22-06 Date

Submitted to Coordinating Board by:

Director of Academic Support Services [Signature] Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

7 of 33 B
POSC 634 – Diseases of Poultry
Course Syllabus
Spring Semester

Instructor: Dr. Blanca Lupiani
458-0591
blupiani@cvm.tamu.edu

I urge you to contact me, by phone or e-mail, if you have any questions regarding course materials or any other scholastic or professional matter. Please keep in mind that I may be attending to prior appointments or commitments and if so pre-occupied I will reply as soon as possible.

Co-Instructors: Dr. Sanjay Reddy
458-0658
sreddy@cvm.tamu.edu

Class: T/TH 11:10-12.25

Overall Goals: The primary objective of this course is to facilitate the study and retention of poultry diseases, its basic principles as well as its prevention and control. Prerequisites for this class include but or not limited to a junior classification and/or Biology 113/123. This undergraduate course will offer a considerable amount of biological and scientific information that will be new to students studying poultry science. Therefore, the completion of the above prerequisites does not ensure successful completion of this class. It is highly recommended by this instructor that students taking this course commit to regular study of class notes and assigned readings. This will not only assist you in the completion of this course but also contribute to a successful career in poultry science and/or other future endeavors.

Absenteeism Policy: This policy is drafted in accordance with the Texas A&M University Regulations Manual. Absences from exams and quizzes will be excused for reasons including the following:

1. Participation in an activity appearing on the University authorized list.
2. Death or major illness in a student's immediate family.
3. Participation in legal or administrative procedures that require a student's presence.
4. Illness of a dependent family member.
5. Religious holy day.
6. Confinement because of illness.
7. Required participation in military duties.

The student must notify the instructor of the excused absence, in person or by telephone, within 48 hours of the last date of absence. Makeup exams will be scheduled and must be completed within 30 days of the last date of absence. Unexcused absences on dates of quizzes or exams will result in grades of F (0 points) on that exam.
In addition to these University mandated regulations, the following policies will also apply to absenteeism in this course. Unexcused absences on days of exams will not be made up. Recorded grades of missed exams will not be dropped.

University ADA Policy:

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life Services for Students with Disabilities in Room 126 of the Koldus building, or call 845-1637.

Academic Integrity:

1. If you cheat, you betray the honor and trustworthiness traditions established and bestowed upon this University and fellow Aggies.
2. If you cheat and get caught, you fail!!!!!!! Plain and simple, no ifs, ands or buts.
3. Plagiarism is cheating (see items 1, 2 and 4 of Academic Integrity).
4. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Class Rules:

Excessive or continuous tardiness along with sleeping or talking in class will not be tolerated. These incessant distractions are considered disrespectful to the instructor and others in the class and will result in prompt removal from the laboratory or classroom.

Course Grade Determination:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
<td>720-800</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
<td>640-719</td>
</tr>
<tr>
<td>Exam III</td>
<td>100</td>
<td>560-639</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>480-559</td>
</tr>
<tr>
<td>Review Paper I</td>
<td>100</td>
<td>&lt;480</td>
</tr>
<tr>
<td>Mini-proposal</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

Total: 800

Examinations: All lecture examinations will be cumulative.

Review Papers: As per the class schedule, students will critically read one instructor selected peer reviewed journal article and write a paper review. The review paper will be no longer than two pages and will consist of answers to questions pre-determined by the instructor.
Mini-proposal: A 5-10 page paper will be turned in at the end of the semester. Ideas for this mini-grant shall be of novel thought and creation from the student and should be derived from problems discussed in lectures. Each proposal shall contain an introduction (literature review), justification, materials and methods (project design), and hypothesized results. Students will need prior written authorization from the instructor before starting this project.

**Class schedule:**

Along with this syllabus you will find a schedule reflecting classroom subjects that will be discussed this semester. Please keep in mind that this schedule is at most a tentative reflection of available course topics and may be altered at anytime by the instructor.

**Resources:**

Suggested Textbooks and Journals:

*Textbooks*


*Journals*

Avian Diseases and Avian Pathology
### Diseases of Poultry -- SPRING 2007 -- Class T/TH 11:15

<table>
<thead>
<tr>
<th>DATE (tentative)</th>
<th>CLASS</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Intro. – Industry</td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>Biosecurity</td>
<td></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Intro. Immunology</td>
<td>lymphatic system of a chicken, as well as cells involved in the immune system and if time allows innate immune system</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Immunology</td>
<td>discuss at an elementary level the cellular immune system</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Immunology</td>
<td>review the cellular immune system and discuss the humoral immune system and how they intertwine.</td>
</tr>
<tr>
<td>Feb 3</td>
<td>Immunology</td>
<td>Immune system response to bacterial and virus infection</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Exam I</td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>Parasitic Diseases</td>
<td></td>
</tr>
<tr>
<td>Feb 14</td>
<td>Mycoplasmosis</td>
<td></td>
</tr>
<tr>
<td>Feb 16</td>
<td>Mycotic Diseases</td>
<td></td>
</tr>
<tr>
<td>Feb 21</td>
<td>Intro. Bacterial Diseases</td>
<td>What is a bacteria, composition, structure, gram +/-, how does it cause disease, how do antibiotics work etc.</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Bacterial Diseases</td>
<td>Salmonellosis - Pullorum - fowl typhoid - Arizonosis - Paratyphoid - zoonosis - enteritis</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Bacterial Diseases</td>
<td>Fowl cholera, coryza, colibacillosis, necrotic enteritis and agents of gangrenous dermatitis</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Exam II</td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>Intro. Viral Diseases</td>
<td>Review Paper due</td>
</tr>
<tr>
<td>Mar 9</td>
<td>NDV</td>
<td></td>
</tr>
<tr>
<td>Mar 9</td>
<td>IBV</td>
<td></td>
</tr>
<tr>
<td>Mar 23</td>
<td>AI</td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td>AI</td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td>ILT</td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Exam III</td>
<td></td>
</tr>
<tr>
<td>April 6</td>
<td>ALV</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>MDV</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>IBDV</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>CAV</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>ALV</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Misc. Viruses</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Novel Vaccines</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>April 29</td>
<td></td>
<td>Mini-proposal due</td>
</tr>
<tr>
<td>May 5</td>
<td>Final Exams</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [Department Name].  
2. Course prefix, number and complete title: BUSH 648: Performance Management in the Public and Nonprofit Sectors

3. Course description (not more than 50 words): Drawing on readings, practical exercises, and guest lectures, students will examine public sector performance management and measurement as tools for improving strategic planning, resource allocation, organizational learning, internal operational processes, and internal and external accountability. Students will apply their learning to the development of a particular organization’s performance measurement system.

4. Prerequisite(s): Graduate Classification

5. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ___ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught: 0 in Spring 2006/7; 0 enrolled for Spring 2007.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix: BUSH  
   Course #: 648  
   Title (exclude punctuation): Performance Management in the Public and Nonprofit Sectors

   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3

   Do not complete shaded area.

   Approval recommended by:

   Head of Department  [Signature]  1/25/07
   Date

   Head of Department (if cross-listed course)  [Signature]  1/25/07
   Date

   Submitted to Coordinating Board by:

   Director of Academic Support Services  [Signature]  1/25/07
   Date

   Chair, College Review Committee  [Signature]  1/25/07
   Date

   Dean of College  [Signature]  1/25/07
   Date

   Dean of College  [Signature]  1/25/07
   Date

   Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
BUSH 648: Performance Management in the Public and Nonprofit Sectors

Instructor: Dr. Deborah Kerr
Prerequisite: Graduate Classification
3 Credit Hours

When you can measure what you are speaking about, and express it in numbers, you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind.

William Thompson (Lord Kelvin)
Mathematician and physicist
1824-1907

Course Description, Overview, and Purpose
Running public agencies is hard. If it were easy, the private sector would be doing it.

Finding the key to effectively running an agency is hard, too. The National Academy of Public Administration has worked with many agencies and they are clear that high performance starts with creating a culture of excellence based on setting high goals and defining measurable standards that make a difference to the public. Discovering how that happens is the center of our attention this semester.

This course focuses on figuring out how people who run and work in public agencies perform. We’ll study the concepts of performance management including strategy, performance measurement, performance budgeting, and management accountability.

In this course you will examine various aspects of performance management through theoretical and applied views. Theory presents statements about the interrelationships between concepts that allow prediction and explanation of various processes and events. These should interest to you as a practitioner insofar as you learn to apply the valuable information that theory provides about behavior in organizations. Through readings, discussion, and conversations with distinguished guests, you will learn about the application of performance management strategies and techniques in the day to day operations of public service.

You will apply what learn from the readings in analytical papers and a major class project.

1 www.napawash.org
Course Goals
At the end of this course, having completed the readings and assignments, asked questions, and participated in discussions, you should be better prepared to:

Goal                                    Real Life Application

...understand the theoretical and academic writings about performance management If you can’t apply theory, you are doomed to repeat measurement failures of the past.

...analyze various performance management approaches and tools identifying strengths and limitations If you understand the various approaches, you are better able to work toward successful adoption of a system that will work for your organization. You’ll look smarter (and be smarter) if you can address the shortcomings of the approach.

...understand the basic components of a performance management system To be successful you have to understand the mechanics

...create basic performance measures and the infrastructure to support initial implementation While you will still be a beginner at the end of the course, you will have some hands-on time under your belt

Class environment – some guidelines

1. **Respect** is key to an effective learning environment. Please arrive on time and prepared to contribute. Please turn pagers and phones to silent mode. Do not talk over others (that is, interrupt) during class discussions. Respect, in this setting, also requires that (a) you are prepared and (b) that you contribution reflects that preparation.

2. **All assigned readings are to be completed before class.** You are going to have to talk intelligently about this stuff in class – give yourself the advantage of being familiar with it.

3. Please check email (before and after class, not during, please). I will communicate with you via email, both individually and as a class. You are responsible for being aware of the information distributed through that medium. You have plenty of information about assignments before they are due.

4. For writing assignments, please use either Times New Roman (11 or 12 point) or Arial (10 or 11 point). Please single space, double space between paragraphs. You may use a two-column presentation if you like. All written work is submitted
electronically to WebCT. Please name documents as instructed for each assignment.

**Required Texts**


Additional readings will be available on reserve.

**Grading Requirements and Assignments**

**Reading Review (10%)**

Each week, some or all students will provide the class with a 1-page summary outline containing the major points made in each of the assigned readings. Each article or chapter will be summarized on 1 page and the summary will contain the message of the article (in one sentence) and bullets of the major supporting points. Definitions will also be included. The summary will also note similarities and differences with other articles.

**Analysis Papers (30%)**

Students will write two two-page analysis papers during the semester. Students will analyze the readings for the weeks they prepare reading reviews (above). Content of the analyses should focus on the readings for the assigned week; however, relevant points from other readings should be used to strengthen the analysis and support for the thesis. Post the papers on WebCT by Saturday, midnight.

This assignment is intended to reinforce in-depth understanding of the class readings. You should explore the theoretical and practical concepts to find the strengths, limitations, and benefits. You should also be thinking of how the approach / model / theory / framework applies to practice situations and how accurately it can describe, explain, or predict performance outcomes.
This assignment is also intended to continue the development of your critical and analytical thinking. Your papers should present an argument or viewpoint supporting or refuting a particular practice, theory, or set of theories. You should demonstrate that you have not only read the week’s material, but that you understand it and how it relates to other concepts presented in the class.

**Issue Paper (30%)**

This individual 5 page paper presents your analysis of a management theory or issue that we address in class. It is designed to develop expertise in a particular topic in performance management. The content will be based on your reading of 7-10 articles in the public or non-profit management literature. Your paper will be distributed to all class members as way of increasing our collective knowledge. You will present your paper to the class and will lead a discussion on the topic you have chosen. The papers will be due **March 20**. This paper and the presentation are worth 30% of your grade. Sample topics include Total Quality Management; Balanced Scorecards/Organizational Report Cards; Organizational Learning; Activity-Based Management; Performance Management in the Public Sector

**Performance Management Project (30%)**

The purpose of this project is to provide you with experience in creating a useful management and measurement system. The class will work together to apply their learning for a public sector or nonprofit manager. The specific project will be selected early in the semester by the class members with assistance from the instructor. The project will be due **April 17** and makes up 30% of your grade.

**Plagiarism**

The University Student Rules define plagiarism as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources,"(p. 19).

Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or
submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

**More on Plagiarism**

There are instances when establishing whether a particular text demonstrates evidence of plagiarism can be a complicated and confusing task, but the definition of plagiarism is a simple one:

*Plagiarism is the use of someone else’s words or ideas without offering appropriate credit to that person.*

In certain contexts, the consequences and attitudes toward plagiarism are more severe than others, but in a society driven by information, every effort should be made to appropriately attribute information.

Andrea Lunsford of Stanford University offers the following discussion of the dangers of plagiarism in a research context:

“There is,” the Bible says, “No new thing under the sun.” In a way, this saying is true of research as well as of life: whatever research we do is influenced and affected by everything we have already read and experienced. Giving full acknowledgment to those sources presents a challenge, but trying to do so is important for several reasons. First, acknowledging your sources allows you to thank those whose work you have built on and thus avoid plagiarism. Second, it helps readers by placing your research in the context of other thinking and research; it shows how your research is part of a larger conversation and lets your readers know where they can find more information. Finally, acknowledging your sources helps you critically examine your own research and thinking. How timely and reliable are your sources? Have you used them appropriately and accurately?

Acknowledging sources fully and generously, then, provides a means of establishing your *ethos* or your credibility as a researcher. Failure to credit sources breaks trust with both the research “conversation” and your readers; as a sign of dishonesty, it can easily destroy the credibility of the researcher and research.

While Dr. Lunsford’s discussion obviously demonstrates the influence of her position within a university, the same dangers inadequate citation poses to academic research
damage research and written communication in a professional setting. Using the work or writing of others without citations not only can damage professional relationships, but also undermines the credibility of a report. The source of information for a report helps the reader fashion opinions about the report’s credibility, particularly when conflicting data exists on an issue. In addition, unless you are a known scholar or authoritative source on the report’s subject matter, citation of authoritative sources adds strength to any recommendation or proposal you are attempting to make.

For this class you will be expected to follow TAMU guidelines for crediting the works of others and to use an appropriate citation system to do this. (If you need help with this, see Bush School’s writing consultant.) One of the cornerstones of the Bush School is leadership with integrity, and labeling the work of others as your own through a failure to credit your sources runs directly counter to that foundational principal.

**Personal Needs**
The American’s with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

**Course Topics, Calendar, and Assignments**
(May be adjusted during the semester; watch for WebCT announcements.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1    |      | What is strategy?  
And why should a public manager care? | • Locke and Latham, Goal Setting  
• Moynihan, Chapter 1  
• Dubnick, Spirited Dialogue…  
• Hatry, Chapter 1  
• Nutt and Backoff, Chapters 1 and 2  
• Wholey, Joseph, Performance-based Management: Responding to the Challenges |
| 2    |      | Performance: definitions and elaborations |
| 3 | New Public Management Theoretical Foundation | • The Government Reorganization and Program Performance Improvement Act of 2005  
• Moynihan, Chapter 2  
• Marschke, The Economics of Performance Incentives …  
• Kettl, The Global Revolution in Public Management…  
• Barker, Political Responsibility … |
| 4 | Basic Aspects of Performance Management | • Brown, Moore, Honan, Strategic Accountability…  
• Follett, Preface, Introduction, Bio  
• Moynihan, Chapters 3 and 4  
• Poister and Streib, Strategic Management in the Public Sector…  
• Hatry, Chapters 2, 3, and 4 |
| 5 | Performance Measurement and Strategic Planning | • Follett, Chapter 1  
• Behn, Why Measure Performance?  
• Hatry, Chapters 5, 6, and 7  
• Moynihan, Chapter 5 |
| 6 | Federal Performance Management | • Ingraham and Moynihan, Evolving Dimensions of Performance  
• Mihm, Implementing GPRA  
• Radin, The Government Performance and Results Act and the Tradition of Federal Management Reform  
• U.S. General Accounting Office. *Executive Guide: Effectively Implementing the Government Performance and Results Act*  
• Moynihan and Patricia W. Ingraham, Integrative Leadership… |
| 7 | Federal Performance Management: PART | • Moynihan, Chapter 7  
• Hatry, Chapter 12,  
• Lewis and Gilmour, *Does Performance Budgeting Work*  
• Grizzle and Pettijohn, Implementing Performance-Based Program Budgeting |
<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>State Performance Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Break</td>
<td>• Moynihan and Ingraham, Look for the Silver Lining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moynihan, Managing for Results in State Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Berry, Brower, and Flowers, Implementing Performance Accountability in Florida</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Durant, The Political Economy of Results-Oriented Management</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Performance Management and Contracting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Frederickson, <em>The Potential of GPRA</em></td>
</tr>
<tr>
<td></td>
<td>• Johnston and Romzek. Contracting and Accountability in State Medicaid Reform</td>
</tr>
<tr>
<td></td>
<td>• Boyne, Bureaucratic Theory Meets Reality</td>
</tr>
<tr>
<td></td>
<td>• Byrnes and Freeman, Using DEA Measures of Efficiency and Effectiveness …</td>
</tr>
<tr>
<td></td>
<td>• Hodge, Competitive Tendering and Contracting Out</td>
</tr>
<tr>
<td></td>
<td>• Behn and Kant. Strategies for Avoiding the Pitfalls of Performance Contracting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>Performance Management and Scorecards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Kerr, Accountability by Numbers</td>
</tr>
<tr>
<td></td>
<td>• Kaplan and Norton, Chapters 1 and 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>Using Performance Management Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Hatry, Chapter 8, 9, 10, and 11</td>
</tr>
<tr>
<td></td>
<td>• Streib and Poister, Assessing the Validity, Legitimacy, and Functionality of Performance Measurement Systems in Municipal Governments</td>
</tr>
<tr>
<td></td>
<td>• Ammons, A Proper Mentality for Benchmarking.</td>
</tr>
<tr>
<td></td>
<td>• Overman and Loraine. Information for Control: Another Management Proverb.</td>
</tr>
<tr>
<td>13</td>
<td>Reform as Symbol</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>• Roy and Seguin, The Institutionalization of Efficiency-Oriented Approaches for Public Service Improvement.</td>
</tr>
<tr>
<td></td>
<td>• Behn, The Psychological Barriers to Performance Management.</td>
</tr>
<tr>
<td></td>
<td>• White, <em>More Than An Analytical Tool: Examining the Ideological Role of Efficiency.</em></td>
</tr>
<tr>
<td></td>
<td>• Beckett, The Government Should Run Like a Business Mantra</td>
</tr>
<tr>
<td></td>
<td>• Moynihan, How and Why State Governments Adopt and Implement Managing for Results Reforms.</td>
</tr>
<tr>
<td></td>
<td>• Carlin and Guthrie, Accrual Output Based Budgeting Systems in Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>Performance Management Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student presentation of project results</td>
</tr>
</tbody>
</table>

| 15 | The Future of Performance Management |
January 11, 2007

MEMORANDUM

TO: Dr. William F. West
    Director, Master of Public Service and Administration Program
    Bush School of Government & Public Service

FROM: Dr. R. Duane Ireland
       Head, Department of Management

SUBJECT: Proposed New Course from the Bush School

Thank you for your memo to Dr. Michael Pustay regarding the proposed new course, BUSH 648, Performance Management. As I am the Head of the Department of Management, I thought it more appropriate that I supply the memo you requested.

Subject to two caveats, the Management Department is happy to support your course request. The first caveat is about the course title. We would prefer you eliminate the word “management” from the course title and make clear that its focus is on public organizations—perhaps something like “Performance Assessment in Public Organizations.”

My second caveat concerns preemption. In the future, should the Management Department decide to offer a similar course focused on for-profit organizations, we would be very upset should the Bush School block such a request based on the existence of BUSH 648. We would like a written statement from the Bush School agreeing to our right to offer such a course and agreeing not to stand in our way of offering such a course in the future.

I presume you will find these two caveats neither onerous nor unreasonable, but I will be happy to discuss them with you at your convenience. Thank you.

R. Duane Ireland
Head, Department of Management

FOREMAN R. AND RUBY S. BENNETT CHAIR IN BUSINESS
PROFESSOR OF MANAGEMENT
DEPARTMENT HEAD
420C Wehrner Building | 4221 TAMU | College Station, Texas 77843-4221 | Tel 979.862.3963 | Fax 979.845.9641 | Direland@mays.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ________

2. Course prefix, number and complete title: BUSH 648: Performance Management

3. Course description (not more than 50 words) This course will focus on figuring out how people who run and work in public agencies perform, and will examine various aspects of performance management through theoretical and applied views. Students will study the concepts of performance management, performance budgeting, and management accountability.

4. Prerequisite(s) Graduate Classification Cross-listed with Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. In Spring 2006 / Enrollment TBD for Spring 2007

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

MPSA (Master of Public Service and Administration Program)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)
    BUSH 648 | PERFORMANCE MANAGEMENT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>.</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-3/04
Performance Management
Bush 689 - 602
Deborah L. Kerr, Ph.D.

Office:
Allen Building 1066

Office Hours:
Monday 2:00 – 2:45 PM and by appointment after class

I am available by phone and by email for consultation at other times.

Contact Information:
E-mail: deborah@dlkerr.com
Phone: 512.342.8539

When you can measure what you are speaking about, and express it in numbers, you know something about it; but when you cannot measure it, when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind.

William Thompson (Lord Kelvin)
Mathematician and physicist
1824-1907

Course Overview and Purpose

Running public agencies is hard. If it were easy, the private sector would be doing it.

Finding the key to effectively running an agency is hard, too. The National Academy of Public Administration has worked with many agencies and they are clear that high performance starts with creating a culture of excellence based on setting high goals and defining measurable standards that make a difference to the public. Discovering how that happens is the center of our attention this semester.

This course focuses on figuring out how people who run and work in public agencies perform. We’ll study the concepts of performance management including strategy, performance measurement, performance budgeting, and management accountability.

In this course you will examine various aspects of performance management through theoretical and applied views. Theory presents statements about the interrelationships

1 www.napawash.org
Assignments

Reading Review (10%)

Each week, some or all students will provide the class with a 1-page summary outline containing the major points made in each of the assigned readings. Each article or chapter will be summarized on 1 page and the summary will contain the message of the article (in one sentence) and bullets of the major supporting points. Definitions will also be included. The summary will also note similarities and differences with other articles.

Analysis Papers (30%)

Students will write two two-page analysis papers during the semester. Students will analyze the readings for the weeks they prepare reading reviews (above). Content of the analyses should focus on the readings for the assigned week; however, relevant points from other readings should be used to strengthen the analysis and support for the thesis. Post the papers on WebCT by Saturday, midnight.

This assignment is intended to reinforce in-depth understanding of the class readings. You should explore the theoretical and practical concepts to find the strengths, limitations, and benefits. You should also be thinking of how the approach/model/theory/framework applies to practice situations and how accurately it can describe, explain, or predict performance outcomes.

This assignment is also intended to continue the development of your critical and analytical thinking. Your papers should present an argument or viewpoint supporting or refuting a particular practice, theory, or set of theories. You should demonstrate that you have not only read the week’s material, but that you understand it and how it relates to other concepts presented in the class.

Issue Paper (30%)

This individual 5 page paper presents your analysis of a management theory or issue that we address in class. It is designed to develop expertise in a particular topic in performance management. The content will be based on your reading of 7-10 articles in the public or non-profit management literature. Your paper will be distributed to all class members as way of increasing our collective knowledge. You will present your paper to the class and will lead a discussion on the topic you have chosen. The papers will be due March 20. This paper and the presentation are worth 30% of your grade. Sample topics include Total Quality Management; Balanced Scorecards/Organizational Report Cards; Organizational Learning; Activity-Based Management; Performance Management in the Public Sector
between concepts that allow prediction and explanation of various processes and events. These should interest to you as a practitioner insofar as you learn to apply the valuable information that theory provides about behavior in organizations. Through readings, discussion, and conversations with distinguished guests, you will learn about the application of performance management strategies and techniques in the day to day operations of public service.

You will apply what learn from the readings in analytical papers and a major class project.

Course Goals

At the end of this course, having completed the readings and assignments, asked questions, and participated in discussions, you should be better prepared to:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Real Life Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>...understand the theoretical and academic writings about performance management</td>
<td>If you can’t apply theory, you are doomed to repeat measurement failures of the past.</td>
</tr>
<tr>
<td>...analyze various performance management approaches and tools identifying strengths and limitations</td>
<td>If you understand the various approaches, you are better able to work toward successful adoption of a system that will work for your organization. You’ll look smarter (and be smarter) if you can address the shortcomings of the approach.</td>
</tr>
<tr>
<td>...understand the basic components of a performance management system</td>
<td>To be successful you have to understand the mechanics</td>
</tr>
<tr>
<td>...create basic performance measures and the infrastructure to support initial implementation</td>
<td>While you will still be a beginner at the end of the course, you will have some hands-on time under your belt</td>
</tr>
</tbody>
</table>

Class environment – some guidelines

1. **Respect** is key to an effective learning environment. Please arrive on time and prepared to contribute. Please turn pagers and phones to silent mode. Do not talk over others (that is, interrupt) during class discussions. Respect, in this setting, also

---

requires that (a) you are prepared and (b) that you contribution reflects that preparation.

2. **All assigned readings are to be completed before class.** You are going to have to talk intelligently about this stuff in class – give yourself the advantage of being familiar with it.

3. Please **check email (before and after class, not during, please).** I will communicate with you via email, both individually and as a class. You are responsible for being aware of the information distributed through that medium. You have plenty of information about assignments before they are due.

4. For writing assignments, please use either Times New Roman (11 or 12 point) or Arial (10 or 11 point). Please single space, double space between paragraphs. You may use a two-column presentation if you like. All written work is submitted electronically to WebCT. Please name documents as instructed for each assignment.

**Texts**


Additional readings will be available on reserve.
Performance Management Project (30%)

The purpose of this project is to provide you with experience in creating a useful management and measurement system. The class will work together to apply their learning for a public sector or nonprofit manager. The specific project will be selected early in the semester by the class members with assistance from the instructor. The project will be due April 17 and makes up 30% of your grade.

**Plagiarism**

The University Student Rules define plagiarism as "failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources," (p. 19).

Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

**More on Plagiarism**

There are instances when establishing whether a particular text demonstrates evidence of plagiarism can be a complicated and confusing task, but the definition of plagiarism is a simple one:

*Plagiarism is the use of someone else’s words or ideas without offering appropriate credit to that person.*
In certain contexts, the consequences and attitudes toward plagiarism are more severe than others, but in a society driven by information, every effort should be made to appropriately attribute information.

Andrea Lunsford of Stanford University offers the following discussion of the dangers of plagiarism in a research context:

“There is,” the Bible says, “No new thing under the sun.” In a way, this saying is true of research as well as of life: whatever research we do is influenced and affected by everything we have already read and experienced. Giving full acknowledgment to those sources presents a challenge, but trying to do so is important for several reasons. First, acknowledging your sources allows you to thank those whose work you have built on and thus avoid plagiarism. Second, it helps readers by placing your research in the context of other thinking and research; it shows how your research is part of a larger conversation and lets your readers know where they can find more information. Finally, acknowledging your sources helps you critically examine your own research and thinking. How timely and reliable are your sources? Have you used them appropriately and accurately?

Acknowledging sources fully and generously, then, provides a means of establishing your ethos or your credibility as a researcher. Failure to credit sources breaks trust with both the research “conversation” and your readers; as a sign of dishonesty, it can easily destroy the credibility of the researcher and research.

While Dr. Lunsford’s discussion obviously demonstrates the influence of her position within a university, the same dangers inadequate citation poses to academic research damage research and written communication in a professional setting. Using the work or writing of others without citations not only can damage professional relationships, but also undermines the credibility of a report. The source of information for a report helps the reader fashion opinions about the report’s credibility, particularly when conflicting data exists on an issue. In addition, unless you are a known scholar or authoritative source on the report’s subject matter, citation of authoritative sources adds strength to any recommendation or proposal you are attempting to make.

For this class you will be expected to follow TAMU guidelines for crediting the works of others and to use an appropriate citation system to do this. (If you need help with this, see Bush School’s writing consultant.) One of the cornerstones of the Bush School is leadership with integrity, and labeling the work of others as your own through a failure to credit your sources runs directly counter to that foundational principal.
Personal Needs

The American’s with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.
**Course Schedule** (May be adjusted during the semester; watch for WebCT announcements.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 1    |      | What is strategy? And why should a public manager care? | Locke and Latham, Goal Setting  
Moynihan, Chapter 1  
Dubnick, Spirited Dialogue…  
Hatry, Chapter 1  
Nutt and Backoff, Chapters 1 and 2  
Wholey, Joseph, Performance-based Management: Responding to the Challenges |
| 2    |      | Performance: definitions and elaborations | The Government Reorganization and Program Performance Improvement Act of 2005  
Moynihan, Chapter 2  
Marschke, The Economics of Performance Incentives …  
Kettl, The Global Revolution in Public Management…  
Barker, Political Responsibility … |
| 3    |      | New Public Management Theoretical Foundation | Brown, Moore, Honan, Strategic Accountability…  
Follett, Preface, Introduction, Bio  
Moynihan, Chapters 3 and 4  
Poister and Streib, Strategic Management in the Public Sector…  
Hatry, Chapters 2, 3, and 4 |
| 4    |      | Basic Aspects of Performance Management | Follett, Chapter 1  
Behn, Why Measure Performance?  
Hatry, Chapters 5, 6, and 7  
Moynihan, Chapter 5 |
<p>| 5    |      | Performance Measurement and Strategic Planning | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 6    |      | Federal Performance Management | • Ingraham and Moynihan, Evolving Dimensions of Performance  
• Mihm, Implementing GPRA  
• Radin, The Government Performance and Results Act and the Tradition of Federal Management Reform  
• U.S. General Accounting Office. *Executive Guide: Effectively Implementing the Government Performance and Results Act*  
• Moynihan and Patricia W. Ingraham, Integrative Leadership… |
| 7    |      | Federal Performance Management: PART | • Moynihan, Chapter 7  
• Hatry, Chapter 12,  
• Lewis and Gilmour, *Does Performance Budgeting Work*  
• Grizzle and Pettijohn, Implementing Performance-Based Program Budgeting |
| 8    |      |       | **Spring Break** |
| 9    |      | State Performance Management | • Moynihan and Ingraham, Look for the Silver Lining  
• Moynihan, Managing for Results in State Government  
• Berry, Brower, and Flowers, Implementing Performance Accountability in Florida  
• Durant, The Political Economy of Results-Oriented Management |
| 10   |      | Performance Management and Contracting | • Frederickson, *The Potential of GPRA*  
• Johnston and Romzek. Contracting and Accountability in State Medicaid Reform  
• Boyne, Bureaucratic Theory Meets Reality  
• Byrnes and Freeman, Using DEA Measures of Efficiency and Effectiveness …  
• Hodge, Competitive Tendering and Contracting Out  
• Behn and Kant. Strategies for Avoiding the Pitfalls of Performance Contracting |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| 11   |      | Performance Management and Scorecards | • Kerr, Accountability by Numbers  
• Kaplan and Norton, Chapters 1 and 5 |
| 12   |      | Using Performance Management Information | • Hatry, Chapter 8, 9, 10, and 11  
• Streib and Poister, Assessing the Validity, Legitimacy, and Functionality of Performance Measurement Systems in Municipal Governments  
• Ammons, A Proper Mentality for Benchmarking  
• Overman and Loraine, Information for Control: Another Management Proverb |
| 13   |      | Reform as Symbol | • Roy and Seguin, The Institutionalization of Efficiency-Oriented Approaches for Public Service Improvement  
• Behn, The Psychological Barriers to Performance Management  
• White, More Than An Analytical Tool: Examining the Ideological Role of Efficiency  
• Beckett, The Government Should Run Like a Business Mantra  
• Moynihan, How and Why State Governments Adopt and Implement Managing for Results Reforms  
• Carlin and Guthrie, Accrual Output Based Budgeting Systems in Australia |
| 14   |      | Performance Management Today | • Student presentation of project results |
| 15   |      | The Future of Performance Management |