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Proposal #
(Academic Affairs use only)

AY20-610 Proposal #
(College use only) **Revisions made based on LACC comments**

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
POL	5xx3	Public Sector Economics

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 44.0401

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.
Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

Public Sector Economics analyzes the roles that local, state, and national governments play in the operation and regulation of a market economy. Emphasis is placed on the decentralized, federal nature of the American political system and its consequences for economic governance.

Political Science
Department submitting the proposal

Dr. Alyssa L. Provencio Person to contact with questions	aprovencio@uco.edu email address	Ext. 5537 Ext. number
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Approved by:


 Department Chairperson 9/18/2020
 Date

Dean Catherine Webster Digitally signed by Dean Catherine Webster
Date: 2020.09.21 09:27:54 -05'00'

College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Office of Academic Affairs Date

Rozilyn Miller Digitally signed by Rozilyn Miller
Date: 2020.09.18 16:28:46 -05'00'
 College Curriculum Committee Chair Date
 (Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change?
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____
5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
None
7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
None
8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
None
9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.
10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May May not
 Major Code: _____
11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:
- | | | |
|----------------------|----------------|-------------------------------------|
| Graduate | (2) 19 + hours | <input checked="" type="checkbox"/> |
| Graduate | (1) 0-18 hours | <input checked="" type="checkbox"/> |
| Post Baccalaureate * | | <input type="checkbox"/> |
| Senior | | <input type="checkbox"/> |
| Junior | | <input type="checkbox"/> |
| Sophomore | | <input type="checkbox"/> |
| Freshman | | <input type="checkbox"/> |
- * Graduate level courses are not open to Post Baccalaureate students.
12. Check or list other restrictions for this course.
- | | |
|--------------------------------|-------------------------------------|
| Admission to Graduate Programs | <input checked="" type="checkbox"/> |
| Admission to Nursing Program | <input type="checkbox"/> |
| Admission to Teacher Education | <input type="checkbox"/> |
| Other | _____ |

13. Course objectives: Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

1. Define and identify public and other collective goods, and evaluate government's contribution to them.

2. Explain the tenets of welfare economics and the scope of government interventions to prevent market failures and compensate for market externalities.

3. Balance the competing priorities of efficiency and equity in the evaluation of government actions and programs across selected policy domains.

4. Evaluate the contributions and limitations of cost-benefit analysis in the public sector.

5. Assess, from an empirical and normative perspective, the American tax system and the patterns of fiscal federalism it sustains.

Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

 L **Lecture only (L)**

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

None.

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None.

19. The UCO Library has the required library resources available for this new course?
 Yes **No** If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
 1/29/20, Aaron Sterba

"Hello Alyssa, I searched the library resources using the keywords you provided and have collected some search result numbers for total, peer reviewed resources, and books. I have also provided a small sampling of publication titles the articles are coming from.
 This initial search shows that we have a large number of supporting materials for these topics. Feel free to offer your opinion on the collection as well.

As always, If you and your colleagues would like specific materials in support of any new curriculum, please contact us and we will work on getting them added to the collection.

....
 "Public sector economics"
 2,363 + results
 1,506 + peer reviewed results
 7 book results
 Publications such as: International journal of public sector management, American journal of economics and sociology, public sector economics
"

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

20. Names of current faculty qualified to teach this course.
Dr. Loren Gatch, Dr. Kenneth Kickham

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:
None

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.
This course will be taught by Dr. Loren Gatch once throughout the school year. There are no additional costs associated with offering this course. This course will be taught by current POL faculty. This course is intended to alternate with POL 5813 Political Philosophy in the course rotation schedule.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.
 n/a

24. Projected enrollment for two academic years following approval of new course:

Semester	AY 22	AY 23
Fall	10	15
Spring	0	0
Summer	0	0

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

- | | |
|-------------------------------------|-------------------------------|
| <input type="checkbox"/> | Non-liberal arts and sciences |
| <input checked="" type="checkbox"/> | Liberal arts and sciences |

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

This proposed course targets a gap in the current course offerings at the graduate level at UCO as these offerings relate to the graduate curriculum in Public Administration. UCO's MPA program assumes a basic, working familiarity with micro- and macroeconomic concepts on the part of its students as a condition for mastering topics such as public finance and budgeting. Students who wish to pursue more formal study of economics may take the standard micro and macro courses that are offered in the Department of Economics and International Business. In addition, there are some graduate offerings in that department—Urban Economics, the Economics of Education, for example—which individually address aspects of the field that are relevant to a public administration curriculum. However, there currently exists no single course that provides a comprehensive introduction to students of the fundamentals of Welfare Economics, let alone an overview of the manifold relationships between government and the economy.

The proposed course, Public Sector Economics, is designed to provide MPA students with a foundational exposure, theoretical and empirical, to these relationships. Like all varieties of capitalism, the United States has a "mixed" economy containing both public and private elements. Beginning with an introduction to the distinction between public and private goods and the characteristic problems experienced in the private sector (externalities, market failures), students taking this class will gain an appreciation for the ways in which governments structure and enable market transactions. Government interventions in the private sector typically occur through regulation; accordingly, this course introduces students to the principal theories of regulation, including public choice and cost-benefit analytical perspectives. Given that market economies by their nature generate unequal distributions of income, this course also explores the pros and cons of government redistributive policies. For a given type of intervention, students are encouraged in this course to assess the strengths and weaknesses of alternative policy recommendations.

As a counterpart to a focus on the 'outputs' of governmental policies, this course also provides an overview of 'inputs', principally the tax system by which government aggregates resources. Students will gain an understanding of the impact of different taxes on the distribution of income (tax incidence); of the effect of taxes on the efficiency of resource allocation; and on the ways in which taxes alter the behavior of individuals and firms. As a result, students will gain insight into the principles of public finance as they apply to a federal political system. At this point, the proposed course

connects directly with the department's existing instruction in public finance and budgeting.

As a graduate-level survey class, Public Sector Economics will be taught through a combination of lecture and class discussion. Assessments in the form of quizzes and exams will ensure a highly-structured learning environment. The final paper/case study, requiring modest outside research will provide students the opportunity to apply the tools acquired in this class on a particular policy area or problem. While this course presumes a certain logical capacity on the part of students as well as an ability to interpret graphs, this class does not require advanced quantitative skills or mathematical abilities.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

- | | |
|---|---------------|
| Discipline Knowledge | <u> X </u> |
| Leadership | <u> </u> |
| Research, Scholarly and Creative Activities | <u> X </u> |
| Service Learning and Civic Engagement | <u> </u> |
| Global and Cultural Competencies | <u> </u> |
| Health and Wellness | <u> </u> |

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES
Course Level Characteristics

Please describe how this course meets this requirement.

1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	Public Sector Economics requires students to master and employ standard economic tools like partial equilibrium analysis and marginal utility theory.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Public Sector Economics presumes that students either possess, or will acquire, a sophisticated familiarity with a range of government policy areas and modes of intervention.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	Using the analytical tools and perspectives of Public Sector Economics, students will be able to generate their own independent and evidence-based assessments of public policy. Course requirements build toward this outcome in the form of a final case study/policy paper.

Pol 5xxx Public Sector Economics

Fall Semester 2021

Instructor: Dr. Loren Gatch

Phone Number: 405-974-5543

Email: lgatch@uco.edu, or through D2L email

Office Location & Hours:

Communication response times: I will respond to all emails within twenty-four hours. Weekend email responses may wait until the following Monday.

Preferred Method of Communication: email preferred, phone acceptable.

About the Instructor

Professor, Department of Political Science, University of Central Oklahoma. Main teaching areas: International Relations, International Political Economy, Political Theory.

Instructor Education

PhD, Cornell University, 1999

Course Description

This class analyses the roles that local, state, and national governments play in the operation and regulation of a market economy. Topics surveyed in this course include: public responses to market concentration; the responsibility of governments in the provisioning of public goods; government regulation of private economic activity and theories of regulatory capture; externalities and spillovers; and the macroeconomic impacts of government policies. Emphasis is placed on the decentralized, federal nature of the American political system and its consequences for economic governance.

Course Objectives

Given students' conscientious reading of the text and other assigned material, regular class attendance, and active participation in class discussions, students will be able to:

1. Define and identify public and other collective goods, and evaluate government's contribution to them.
2. Grasp the tenets of welfare economics, and the scope of government interventions to prevent market failures and compensate for market externalities.
3. Balance the competing priorities of efficiency and equity in the evaluation of government actions and programs across selected policy domains.
4. Appreciate the contributions and limitations of cost-benefit analysis in the public sector.
5. Assess, from an empirical and normative perspective, the American tax system and the patterns of fiscal federalism it sustains.

Transformative Learning Tenets (Central Six)

This course directly incorporates the following Transformative Learning Goals:

1. Discipline Knowledge – students acquire the analytical tools to understand dynamics of the political economy.
2. Leadership –students appreciate the opportunities and constraints which economic variables impose on policymakers.
3. Problem Solving (Research, Scholarly, and Creative Activities)—students learn to analyze complex arguments, to create informed arguments by careful readings and research.
4. Service Learning and Civic Engagement Activities – students explore the possibilities for economic policymaking in a pluralist political system with multiple points for stakeholder access.

5. Global and Cultural Competencies—students gain increased ability to place the American ‘policy style’ in international context.

Prerequisites:

Graduate status

Course Requirements/Expectations and Goals

Class requirements are highly structured so as to provide students with regular feedback regarding their mastery of course content. Students must complete regular quizzes, administered through D2L, on assigned readings. More comprehensive assessments of student progress occur through three exams: Public Sector Fundamentals (Week Five); Public Sector Expenditures (Week Ten); and Public Sector Taxation (Week Fifteen). Finally, by Week Sixteen students must submit a case study, in the form of a 10-15 page final paper, using the concepts and analytical tools introduced in the course, to assess aspects of a government policy chosen by the student (and approved by the instructor).

Required Text

Joseph Stiglitz and Jay K. Rosengard, *Economics of the Public Sector* 4th ed. (New York, NY: W.W. Norton & Company, Inc. 2015)

Required Materials

Other required materials can be found in the course packet (hereafter labeled “CP”) for this course.

Week	Topic	Reading	Exercises
Week One	Introduction: The Mixed Economy	S&R chs. 1-2	
Week Two	Market Efficiencies and Market Failures	S&R chs. 3-4	Quiz
Week Three	Public Goods: Externalities and Spillovers	S&R chs. 5-6	Quiz
Week Four	Social Choice and Private Interest	S&R ch. 7	Quiz
Week Five	Public vs. Private Production	S&R chs. 8-9	FUNDAMENTALS Test Submit paper proposals
Week Six	Analyzing and Evaluating Public Expenditures	S&R chs. 10-11	Quiz
Week Seven	Case: Health Care	S&R ch. 13	Quiz
Week Eight	Case: Education	S&R ch. 14	Quiz
Week Nine	Case: Welfare and Income Redistribution	S&R ch. 15	Quiz
Week Ten	Case: Old-Age Insurance	S&R ch. 16	EXPENDITURES Test
Week Eleven	Taxation: Theory, Incidence, and Efficiency	S&R chs. 17-19	Quiz
Week Twelve	The Optimal Tax System	S&R chs. 20-21	Quiz
Week Thirteen	Income Tax: Individual	S&R ch. 22	Quiz
Week Fourteen	Income Tax: Corporate	S&R ch. 23	Quiz
Week Fifteen	Fixing the Tax System	S&R ch. 24-25	TAXATION Test
Week Sixteen	Fiscal Federalism	S&R chs. 26-27	Quiz
FINALS WEEK			FINAL PAPER DUE

Date	Subject
Week Five	Fundamentals Test
Week Ten	Expenditures Test
Week Fifteen	Taxation Test

The cumulative performance on the top ten quiz scores will be worth 20% of the final class grade. Each of the three exams is worth 20% of the final class grade. The final paper/case study represents the final 20% of the final class grade. The grading scale is as follows:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = F

All quizzes taken through Mindtap involve some form of multiple choice exercise or short answer questions. Tests involve either multiple-choice exercises; a mix of multiple choice and essay answer; or essay answers alone. All results will be weighed by their appropriate percentage in determining the final course grade. The paper will be graded on a scale from A (90-100%) to F (below 60%). Requirements for the paper will be given in separate instructions.

Attendance Requirements

Regular class attendance is highly correlated with superior educational outcomes. Excessive absences will significantly impact students' final course grades.

[Student Information Sheet and Syllabus Attachment](#)