NEW COURSE –OR–
REVISION TO EXISTING COURSE PROPOSAL

Please use this form to: **add a new course**, or to **revise the title or content of an existing course**, including changes to co-requisite and pre-requisite unit values.

Before you proceed, please review the approval process in advance and leave time for each involved person or committee to review the proposal.

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<th>DATE: April 6, 2007</th>
<th>U.O.P.</th>
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<tr>
<td>DEPARTMENT/SCHOOL: Jacoby Center, College of the Pacific</td>
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<tr>
<td>CONTACT PERSON: Robert Benedetti</td>
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<td>PHONE: 209-946-7478</td>
<td>APR 20 2007</td>
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<td>BLDG &amp; ROOM NO: Wendell Phillips Center, 242-3</td>
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New Courses: Please complete **this entire** section (items 1-18)
Revisions to Courses: Please complete items 1-4 and only those items 5-18 that are being revised.

1. Please complete a. or b., not both.
   a. **New Courses:**
      - Proposed Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):
        JCTR 135: Public Finance, **prerequisites**: admission into Certificate for Civic Leadership Program, 3 units

For approval of new course numbers: Send the request to this email: registrar@pacific.edu. The request needs to include the department, the course title, and a suggested discipline & number. Please attach the email approving the new course number to this proposal.

b. **Revision to Existing Course:**
   - Current Course Subject/Number/Title/Prerequisites/Units (e.g., HIST 035: History of...: prerequisites - none: 4 units):

   - Proposed new Course Subject/Number/Title/Prerequisites/Units (if applicable):

2. Please attach syllabus with all required elements, including course learning objectives, (see Faculty Handbook 11.7 for Syllabus requirements).
3. Please provide the copy as it is to appear in the catalog. This includes the course description, specific prerequisites, co-requisites, and any restrictions on registration (e.g., majors only). Note: Unless indicated here, a passing grade for a prerequisite course is considered a "D."

**CATALOG COPY:**
This course deals with the financial management of non-profit and public agencies, including budgeting, payroll and accounting practices. This course also addresses the relationship between strategic planning and budgeting and the development of investment strategies and policies.

**DEGREE AUDIT INFORMATION**

4. Does this course satisfy undergraduate General Education requirements?
   
   [x] No  [ ] Yes
   If yes, what area does it satisfy (e.g. IA)?

5. Was this course ever offered under a Special Topics number?
   
   [x] No  [ ] Yes
   If yes, provide info below.

<table>
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<th>Special Topics Subject/Course #</th>
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<tr>
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6. Does this course fulfill General Education or major requirements for your program?
   
   [x] No  [ ] Yes
   If yes, then what area/requirement does it fulfill?

7. Does this course fulfill undergraduate minor requirements for your program?
   
   [ ] No  [x] Yes
   If yes, then what area/requirement does it fulfill (e.g. upper division elective)?
   Core course for the Civic Leadership Minor

**REGISTRATION INFORMATION**

8. Units: 3

9. Grading options available to students who enroll (check all that apply):
   
   [x] Letter (A-F)  [ ] Pass/No Credit  [ ] Audit

10. Schedule Type (check all that apply):
    
    [x] Lecture
    Lab
    [x] Discussion
    Seminar
    Research/Independent Study
    Thesis/Doctoral Project
    Internship, Co-op, Fieldwork
    Applied Music
    Studio Instruction
    Activity Course Practicum
    Correspondence
    On-line
    Other

11. Expected Enrollment: 25 (17 community enrollees and 8 undergraduates)

12. Is a special fee to be charged?
    
    [x] No  [ ] Yes
    If yes, list the charge and fee code:
    [ ] Per unit  [ ] Flat fee
RELATIONSHIP TO OTHER COURSES

13. Is this course **cross-listed** with others?
   [ ] No  [x] Yes  If yes, which courses? In CPCE, same Course name and description

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14. Course Similarities
   a. Is this course similar in content to course(s) in another school or department?
      [x] No  [ ] Yes  If yes, which course(s)?

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   b. If yes, how is this course distinctive?

15. Will other courses be deleted as a result of this proposal when this course is created?
   (Note: if course is still being taught in the future do not delete it here.)
   [x] No  [ ] Yes  If yes, which course(s)?

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16. Is the deleted course cross-listed with other courses?
   [x] No  [ ] Yes  If yes, which course(s)?

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17. What is the anticipated impact on resources (e.g., faculty, funds, facilities, library, technology, etc.) None. Courses will be taught in the Jacoby Center which has adequate resources.

18. Will University computer labs be needed?
   [x] No  [ ] Yes  If yes, what software will be needed?
Please remember to make the corresponding changes to your program’s catalog copy when you receive page proofs for next year’s catalog.

**NEW COURSE –OR– REVISION TO EXISTING COURSE PROPOSAL APPROVAL SHEET**

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Please obtain signatures in the order they appear below, as applicable.

1. **DEPARTMENT CHAIR:**
   - Robert Benedetti
   - DATE: April 6, 2007

2. **CHAIRS OF OTHER INVOLVED DEPARTMENTS (if applicable):**
   - (Signatures needed for new courses and deletions)
   - DATE: __________

3. **CHAIR, SCHOOL/COLLEGE CURRICULUM COMMITTEE:**
   - DATE: __________

4. **DEAN OF SCHOOL/COLLEGE:**
   - DATE: __________

5. **GENERAL EDUCATION COMMITTEE (if applicable):**
   - (Signature needed for new courses and deletions)
   - DATE: __________

6. **DEAN OF THE LIBRARY:**
   - DATE: 5/19/07

7. **DIRECTOR, EDUC. TECH. SERVICES (if computer lab, software needed):**
   - DATE: __________

8. **GRADUATE STUDIES COMMITTEE (if applicable):**
   - DATE: __________

9. **REGISTRAR:**
   - DATE: 4/30/07

**ACADEMIC AFFAIRS COMMITTEE:**

- DATE: 5/3/07

New and Revised Course form, Page 4 of 4
Rev.10/06
Dr. J. Farley Ordonovsky Stanieck

Course Description:
This course addresses the questions of what role the government can, should, and does play in a primarily free-market economy. (We will examine the rationales for government intervention in the economy, the extent and forms of such activity and its effects on the behavior of private individuals and firms.

The course is divided into three sections. First we consider government expenditures—how much is spent? On what? Much more importantly—WHY? What are the consequences? Might there be a better way to achieve the same outcome? Here we will specifically address the role of non-profit organizations. Secondly, we will examine the revenue (taxation) side of the budget equation—Where, exactly, does the government get all this money it spends? Why has it chosen these revenue sources and why are they structured as they are? What are the effects of various types of taxes? Are there more effective ways to raise the same amount of revenue? Finally, the Course will look at the role of budgets and budget making in governmental and non-profit organizations.

Required Readings:


Students are also expected to read a major newspaper on a regular basis in order to keep us with current issues in public finance. The New York Times as this paper provides the fairly comprehensive coverage of current issues related to public finance in the U.S. The paper is very conveniently available by subscription at the bookstore information desk.

Lastly, a few additional articles from economics journals may be placed on reserve over the course of the semester. The extent to which the student will be responsible for the content of each of these articles will be discussed in class.

Grading:
Your grade in the course will be determined by a variety of factors: exams, assignments, and participation, all of which are described in greater detail on the following page.
Written assignments

Assignments will be in the form either of short (3-5 page) papers or small collections of essay questions and/or mathematical and graphical analysis problems. The purpose is for you to apply and extend the material you have learned in class to help you develop a broader perspective and a deeper understanding of the subject. To this end, discussion of the assignments with your colleagues (or any other interested party) is not only permissible but also highly desirable. However, after this intellectually stimulating discussion, each student must undertake the written analysis entirely on her/his own.

There will be 5 or 6 such assignments over the course of the semester. The due dates (which will be timely yet reasonable) will be announced upon distribution of the assignment. Assignments received after 9:35 am on the due date (where “received” means in my hands not under my door) will lose 30% of the earned grade immediately, and an additional 10% at 9:30am each succeeding day until the assignment is submitted. However, maximum penalty will not exceed 70%.

These assignments will account for 25% of your final grade (i.e. each will be worth about 4-5% of your final grade). The assignments will be graded with more emphasis placed on evidence of intelligent, independent thinking and effort rationally applying what you have learned than on simply having the "correct" answer.

Exams

Exams will consist of problems and short essays designed to test your understanding of concepts by applying them to new problems. The final exam will be comprehensive, with a slightly stronger emphasis placed on material covered after the second exam.

The two exams during the semester will each be worth 18% of your final grade; the final exam will count for 25%. An exam missed for ANY reason without prior discussion of the situation with the professor will result in a grade of zero. In extreme and well-documented emergency situations, a make-up exam may be possible; however, this is entirely at the discretion of the instructor.

Class participation

Attendance and participated is expected, encouraged and rewarded. Much valuable learning can occur through class discussion of applications of public finance theory to current government activities. Effective participation requires first (and obviously) that one attends class and second that one has some idea what is being discussed.
Class will typically begin with a discussion of public finance issues in the news; thus, it is imperative to read the newspaper regularly with an eye to interesting and relevant stories which you can bring to the attention of the class or to contribute to class discussion.

In addition, you are expected to have read the assigned material prior to coming to class so that you can participate fully and intelligently in the asking and answering of questions during the class period. On some occasions short questions on the readings or current lecture material will be assigned, to which you will be expected to provide brief, informal written answers. This preparation will make the lectures and the discussions much more productive and valuable experiences for everyone. Late completion of these questions will receive no credit. Effective participation will contribute 14% of your final course grade, 6% of which will be based on your completion of the informal readings/lecture questions.

Course outline:
Following is a tentative outline of chapters to be covered and exam dates. All aspects of this schedule are flexible and are subject to change based on the progress of the course, acts of nature, and whims of the instructor. However, every effort will be made to keep the tests on the dates indicated so that you may plan your lives accordingly. If a change of test date is necessary, the class will be notified a minimum of three class periods in advance.

Week of  Topic

One     Introduction to Public Finance (Ch. 1-2)
Two     Analytical Tools of Welfare Economics (Ch. 3)
Three    Public goods, Role of Non-Profits (Ch. 4)
Four    Externalities (Ch. 5)
          Market failures and environmental policies
Five     Public choice, Role of Non-Profits in choice (Ch. 6)
Six      Issues of equity - Income distribution and redistribution (Ch. 7)
Seven Exam 1
          Welfare spending (Ch. 8)
Eight  Social insurance programs
      Social Security & unemployment (Ch. 9)
      Health care (Ch. 10)

Nine   Introduction to tax theory, tax incidence (Ch. 12)
      Efficiency issues in taxation (Ch. 13)

Ten    Taxation and efficiency continued (Ch. 13)
      Optimal tax theory (Ch. 14)

Eleven Personal income tax system in the U.S. Charities (Ch. 15)

Twelve Effects of the income tax system on the behavior of individuals.
       Corporate taxation and its effects on firm behavior (Ch. 16-7)

Thirteen EXAM 2
       Alternatives to the current income tax system (Ch. 19)
       The Deficit and the debt (Ch. 18)

Fourteen Budgets and Budget Making in Governmental and Mission Driven
       Organizations

Fifteen Sub-national public finance (Ch. 20)

FINAL EXAM