

GENERAL EDUCATION PROGRAM COURSE INCLUSION APPLICATION TO RECERTIFY		ODUCITON
<b>INSTRUCTIONS</b>		
<ul style="list-style-type: none"> <li>✓ <b>At least Microsoft Office 2010 is needed to complete this form.</b> An easy, free upgrade is available by contacting the IT helpdesk at ext. 2400 or <a href="mailto:helpdesk@winthrop.edu">helpdesk@winthrop.edu</a></li> <li>✓ <b>Save the file using the following file name: CONST_[course designator and number]_[semester of submission].</b> So, a political science course numbered 444 submitted for the Constitution requirement credit in the spring of 2013 would lead to a file named: <b>CONST_PLSC444_S13.DOC</b></li> <li>✓ <b>Initial Submitter:</b> After saving the file, email it along with your syllabus and additional material (if any) to your <b>Department Chair.</b></li> <li>✓ <b>Department Chair:</b> After approving the application by typing your name and the date on the last page, <b>please forward to General Education Committee Chairperson</b> at <a href="mailto:gnedcommittee@winthrop.edu">gnedcommittee@winthrop.edu</a>.</li> </ul>		✓
<b>COURSE INFORMATION</b>		
Course Designator (e.g.,ENGL): <b>ECON</b>	Course Number: <b>103</b>	
Course Title: <a href="#">Introduction to Political Economy</a>		
Submission Date: 3/13/2018 <a href="#">Click here to enter a date.</a>	Submitter: <b>Laura D. Ullrich</b>	
Department Chair: = <a href="#">Gary L. Stone</a>		
Is the Proposed Course currently being modified through the Curriculum Application System? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
<b>Global Learning Initiative Information:</b>		
Does this course participate in the Global Learning Initiative? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, please describe how: ECON 103 engages students in global learning in a variety of ways, including: 1. An understanding of why countries specialize in the production of certain goods and services (based on comparative advantage) 2. Understanding how international trade takes place and benefits countries. 3. Knowing how currencies are exchanged for each other and the impact of changes in the foreign exchange rate. 4. Comparing different countries in areas such as education, freedom, crime, resources, and health. 5. Understanding how the American economy affects and is affected by the world economy.		
<b>University-Level Competencies</b>		
For inclusion in the General Education Program, the course must contribute to the development of at least one ULC. Click in the checkbox for each applicable ULC; then below the applicable ULC(s), briefly but specifically state how the course contributes to the development of each applicable ULC. <b>Also, include each applicable ULC on the syllabus each time the course is offered.</b>		

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**COMPETENCY 1**  
 **Winthrop graduates think critically and solve problems.**  
 Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.  
 ECON 103 requires students to think critically about the causes of social and economic issues, to evaluate alternative solutions to those issues, and to defend what they feel is the optimal solution.

**COMPETENCY 2**  
 **Winthrop graduates are personally and socially responsible.**  
 Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.  
 Based on the foundation of civic responsibility contained in the Constitution and the Declaration of Independence, students in ECON 103 understand how their actions affect others and that they have a responsibility to contribute to the well-being of society.

**COMPETENCY 3**  
 **Winthrop graduates understand the interconnected nature of the world and the time in which they live.**  
 Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens. By analyzing a variety of domestic and international issues, ECON 103 shows students how they function in larger spheres than that of their own personal lives.

**COMPETENCY 4**  
 **Winthrop graduates communicate effectively.**  
 Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas. Students in ECON 103 discuss issues and alternative solutions to those issues. There are written assignments throughout the course. Students are exposed to different perspectives on the issues and are asked to support their views on issues.

<b>Learning Objectives Related to the Constitution Component</b>	
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<p>The objective for this requirement is to ensure students demonstrate competency in their understanding of the principles and applications of the U.S. Constitution and related topics. The Constitutional Competency is defined as, "the essentials of the United States Constitution, the Declaration of Independence and the Federalist Papers, including the study of American institutions and ideals." (derived from Section 59-29-120 of the South Carolina Code.)</p>	
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<b>Criteria for Inclusion</b>	
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<p>Constitution Requirement courses are required to meet all of the following criteria. Briefly but clearly explain how the proposed course meets each criterion.</p> <ol style="list-style-type: none"> <li>1. Students read, write, and speak standard English on topics related to the essentials of the United States Constitution, the Declaration of Independence and the Federalist Papers.                      ECON 103 students must read the Constitution, the Declaration of Independence, and a selected group of the Federalist papers. Students are engaged in written and oral discussions of these documents, and throughout the course apply the tenets of the documents to examination of a variety of economic and social situations. Using these documents as a foundation of the exploration of these situations is a strength of the ECON 103 course.</li>   <li>2. Students understand American institutions and ideals and appreciate how their culture is influenced by these factors.                      ECON 103 requires students to understand American political, economic, and cultural institutions. This context is necessary for an effective analysis of issues such as poverty, crime, education, health care, international trade, and government policies. Diversity of opinions exposes students to different views and arguments in each area.</li>   <li>3. Students understand how their roles in school, work and community involvement are impacted by the structures and ideas emanating from the Constitution, Declaration of Independence, and the Federalist Papers. Students in ECON 103 develop an appreciation of how their rights and responsibilities as citizens, workers, and consumers arise from these key documents. Students discuss how these rights are protected.</li>   <li>4. Students recognize problems and issues that confront citizens.                      This is the main idea of ECON 103. Students are given the tools to recognize problems that are faced by members of our society. Some problems are obvious (e.g., pollution and crime), while others are less obvious to students who have not confronted them (e.g., poverty, unemployment, and lack of health care.)</li>   <li>5. Students are able to analyze and effectively choose among the choices available to citizens confronting problems and issues.                      Economic reasoning skills are developed and applied throughout ECON 103. Students recognize different possible solutions to a variety of economic and social issues. They apply critical analysis to evaluate each possible solution. There is discussion of the pros and cons of each suggested solution. Students are exposed to different values and different opinions, and see that often there is no unanimously accepted answer to a problem.</li> </ol>	
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6. Students understand their civic responsibilities.  
A strength of the ECON 103 course is the discussion of each person's civic responsibilities beyond her/his personal concerns. Students understand that their actions can positively or negatively affect others in society. The Constitution, the Declaration of Independence, and the Federalist Papers are used to illustrate the interdependence of all citizens and provide a basis for dialogue on civic responsibilities.

7. Constitution Component courses must include a writing component: a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments. How will the proposed course meet this requirement?  
Students are given four separate assignments, requiring students to answer questions about the Constitution and selected Federalist Papers. The writing assignments exceed the required eight pages by a significant margin. Exams in the course also require written answers to some questions.

**SIGNATURES**

**Submitter**

**To be approved, the submitter must agree to include the following on the syllabus every time the class is taught:**

- 1. The appropriate ULCs and how they are met,**
- 2. The appropriate "criteria for inclusion" above.**
- 3. The syllabus must list the assignments that fulfill the writing component requirement.**

Submitted By: **Laura D. Ullrich**

Date: 3/13/2018

*\* send via email to the Department Chair (please refer to directions on page 1)*

**Department Chairperson**

The chairperson acknowledges responsibility for insuring that each instructor of the course has the educational background and experience necessary for competent delivery of the course and that all the selected learning objectives and appropriate ULCs will appear on the syllabus every time the class is taught.

Department Chairperson: **Gary L. Stone**

Date: 3/16/2018

*\*send via email to the GenEd Committee (please refer to directions on page 1)*