



U N I V E R S I T Y O F
SOUTH CAROLINA[®]
A I K E N

Inventory of Courses and Activities Promoting Civic Engagement

Conducted in Fall 2003

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Executive Summary

An inventory of courses and student activities that promote civic engagement was conducted in Fall 2003 to provide the USCA American Democracy Project with a better understanding of how components of civic engagement are currently integrated into curricular and co-curricular life. The major findings include:

- Almost half (45%) of the courses in the inventory that deliver civic engagement outcomes are housed in the College of Humanities and Social Sciences. An additional 15% are delivered by the College of Sciences and another 15% are delivered by individuals in administrative units. The remaining 25% originate from among the Schools of Business (4%), Education (8%), and Nursing (13%).
- Almost 60% of the 90 courses and activities in the inventory explicitly state three or more civic engagement outcomes on the syllabus or activity charter.
- *Consideration of multiple perspectives* is the civic engagement outcome most often explicitly listed on syllabi or activity charters (76%). The civic engagement outcomes least often listed are *understanding of political issues* (43%) and *appreciation of global interdependence* (30%).
- *Consideration of multiple perspectives* is the civic engagement outcome most frequently demonstrated by students, and it is exhibited often even when it is not listed as an explicit course objective. *Understanding of political issues* and *appreciation of global interdependence* are the outcomes least frequently demonstrated, and when they are not listed as explicit course objectives they are exhibited least often among all civic engagement outcomes. This finding may indicate that politics and globalism are more circumscribed in the curriculum and co-curriculum, while an emphasis on considering multiple perspectives permeates the curriculum more broadly.
- In assessing civic engagement outcomes:
 - tests or exams are used in about two-thirds of courses
 - essays or research papers are used in about one-third of courses/activities
 - oral presentations are used in about one-fourth of courses/activities.
- Some use of “student-centered pedagogies,” such as collaborative learning, problem-based learning, and service learning, is mentioned in the free response section, but these strategies accounted for less than one-third of all comments and remarks.

Methodology

During the Fall 2003 semester, the USCA American Democracy Project Committee conducted an inventory of courses and activities at the university that promote civic engagement. The committee agreed on the following outcomes as indicators of civic engagement:

- Understanding of ethical issues
- Understanding of social issues
- Understanding of political issues
- Consideration of multiple perspectives
- Appreciation of cultural pluralism
- Appreciation of global interdependence¹

The committee also collaboratively reviewed the data collection instrument, which asked if 1) these outcomes are listed explicitly on a syllabus or club/activity charter, 2) the frequency with which students demonstrate these outcomes, and 3) the means by which these outcomes are assessed. Through the completion of this inventory, faculty and staff members examined and reported the extent to which current curricular and co-curricular activities they conduct promoted civic engagement outcomes.

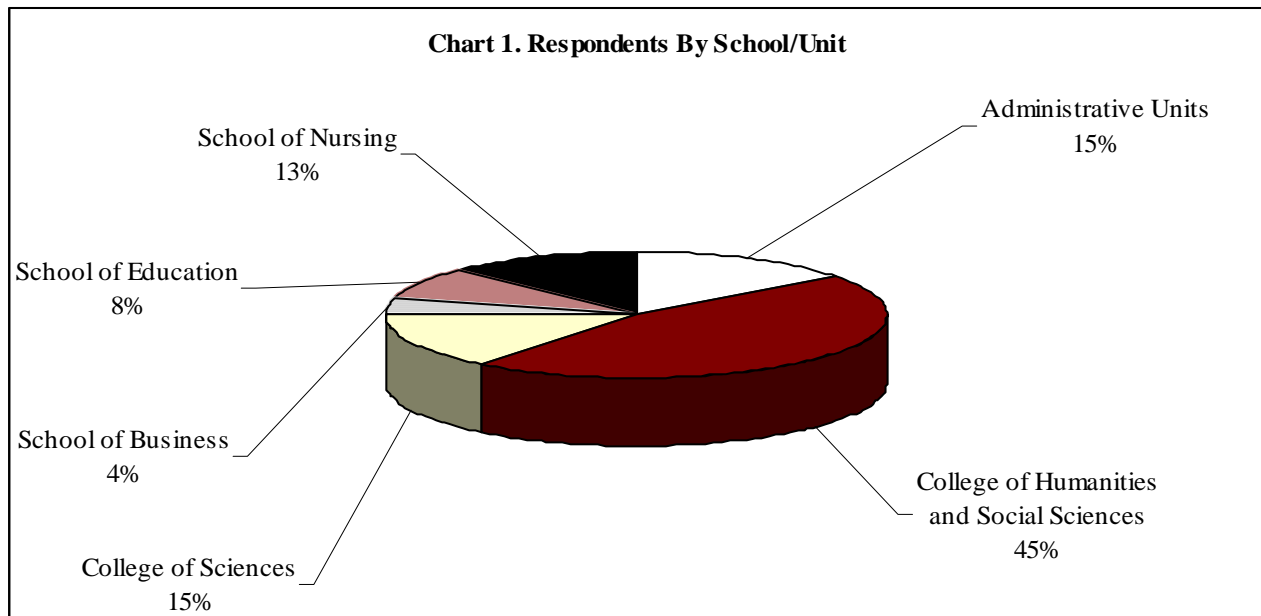
The data collection instrument was placed on the internet using MakeSurvey, a cgi-script online survey creation package, and two emails were sent to the campus-wide USCAList over the course of three weeks requesting faculty and staff to participate. Only inventories completed by faculty and staff members themselves are included in this analysis. For instance, the requests of two respondents that identical information be entered for additional courses were not fulfilled. Nor were entries placed into the inventory when faculty members emailed that none of their courses matched the inventory's criteria for civic engagement.

¹ The committee adapted these outcomes from Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens, *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (San Francisco: Jossey-Bass, 2003), p. 52.

Profile of Respondents

A total of 48 respondents participated in the inventory. Of those participating, 41 were faculty members (37 had tenure or were on tenure track) and 7 were staff members; 60% of respondents were male, and 40% were female. As a benchmark, the South Carolina Commission on Higher Education Management Information System (CHEMIS) reports that in Fall 2002 USCA had 133 full-time faculty members and that male/female ratio was even at 1:1. Twelve academic departments and six administrative units were represented in the inventory.

Table 1. Respondents by Department or Unit			
<u>Academic Departments</u>	<u># Responding</u>	<u>Administrative Units</u>	<u># Responding</u>
Biology/Geology	1	Admissions	1
Business	2	Athletics	2
Communications	3	Career Services	1
Education	2	External Affairs	1
English	7	International Programs	1
Exercise Science	2	Student Life	1
Foreign Language	1	Total	7
History / Political Science / Philosophy	5		
Mathematics	2		
Nursing	6		
Psychology	4	<u>Gender of Respondents</u>	<u># Responding</u>
Sociology	4	Men	29
Visual & Performing Arts	2	Women	19
Total	41	Total	48



Courses and Activities Listed in the Inventory

This inventory covers 83 separate sections, representing 69 different courses and seven clubs or activities. The average number of courses or activities reported by each respondent was 1.9 (max = 8, st. dev. = 1.6). Almost 60% or 53 of the courses and activities in the inventory are offered each semester or constitute ongoing clubs or organizations. In the context of the 798 separate course sections offered by USCA during the Fall 2003 term, this set of perennial offerings represents 6.6% of regularly offered courses or activities.

Table 2. Frequency of Course or Activity		
<i>6. Select the option that best describes the frequency with which you teach this course or offer this activity</i>		
	(N=90)	Percentage
More than one section each semester	27	30%
One section each semester	19	21%
One section each year	25	28%
One section every two years	11	12%
Less than one section every two years	1	1%
Ongoing activity or group	7	8%

Two faculty members communicated directly that none of their courses fit the criteria listed in the inventory, but these responses were not included in this analysis. Given that other faculty members in these departments included courses similar to those taught by the two faculty members who indicated their courses did not qualify, these replies may be indicative of a wide variation among faculty and staff in how specific outcomes listed in the inventory were interpreted, including what “civic engagement” means.

Such responses may also reflect differences in pedagogical approach. For instance, it may be reasonable to extrapolate from one instructor’s inclusion of AHST 102 History of World Civilizations (a core required course often with 10 sections or more in the Spring) that most sections of AHST 102 promote comparable levels of civic engagement. Yet it may be less valid to draw similar conclusions about AMTH 108 Applied College Algebra (8-10 sections offered each semester), which one instructor also included in the inventory but appears to promote civic engagement through student-centered and problem-based teaching strategies.

Table 3. Courses and Activities Listed in the Inventory**Credit-Bearing Courses²**

AANU	101	Fundamentals of Nursing	AHST	201	United States to 1865
AANU	103	Medical-Surgical Nursing I	AHST	361	History of Modern Latin America
AANU	122	Psychiatric Nursing	AHUM	107	Southern Studies
AART	103	Fundamentals of Art I	AMGT	376	Organizational Behavior
AART	145	Introduction to Graphic Design	AMGT	477	Organizational Theory
AART	346	Intermediate Graphic Design	AMTH	103	Mathematics for Practical Purposes
ABIO	598	Conservation Biology	AMTH	108	Applied College Algebra
ABSN	315	Community Health Nursing	AMUS	175	World Music
ABSN	414	Ethical/Legal Issues in Nursing	ANRS	322	Psychiatric Nursing
ABSN	415	Gerontological Nursing	APHL	102	Introduction to Philosophy
ABUS	225	Fundamentals of Financial Accounting	APHL	311	Ethics
ABUS	478	Strategic Management	APLS	110	Introduction to Politics
AACC	535	Auditing Theory	APLS	201	American National Government
AACC	539	Accounting Information Systems	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	345	The Vietnam War
ACOM	241	Public Speaking	APLS	368	Public Opinion, Interest Groups & Parties
ACOM	241	Public Speaking	APLS	370	Introduction to Public Administration
ACOM	328	Principles of Public Relations	APLS	458	South Carolina & State & Local Politics
ACOM	351	Persuasion	APSY	101	Introductory Psychology
ACOM	353	Advanced Public Communication	APSY	101	Introductory Psychology
ACOM	353	Advanced Public Communications	APSY	101	Introductory Psychology
ACOM	385	Group Communication	APSY	226	Research Methods
ACOM	450	Intercultural Communication	APSY	310	Lifespan Development
ACOM	498D	Gendered Communication	APSY	320	Abnormal Psychology
ACRJ	171	Introduction to Criminal Justice	APSY	790	Practicum
AEDE	540	The Young Child Birth - 4	APSY	500J	Psychology of Addictive Behaviors
AEDL	443	Social Studies in the Elem. School	APSY	N620	Psychopathology
AEGL	101	Composition	ASCY	101	Introductory Sociology
AEGL	101	Composition	ASCY	101	Introductory Sociology
AEGL	101	Composition	ASCY	101	Introductory Sociology
AEGL	101	Composition	ASCY	310	Social Demography
AEGL	101	Composition	ASCY	320	Individual and Society
AEGL	102	Composition and Literature	ASCY	496	Sociological Theory
AEGL	102	Composition and Literature	ASCY	504	Social Stratification
AEGL	284	Survey of American Literature I	ASUP	110	Emerging Leaders
AEGL	285	Survey of American Literature II	ASUP	410	The Senior Year Experience
AEGL	290	Introduction to Women's Literature			
AEGL	407	Shakespeare			<u>Activities and Clubs</u>
AEGL	409	Early British Drama			Circle K Club
AEGL	484	Literacy and Literature			Communications Club
AEXS	116	Beginner Tennis			Double Knot Scholars
AEXS	223	Human Physiology			International At Noon Series
AEXS	223	Physiology			Men and Women Soccer Teams
AFRE	101	Beginning French			Pacer Spirit (student tour guides)
AHST	102	History of World Civilization			Student Nurses' Association

² Multiple entries indicate that separate faculty members listed the same course. As much as possible, course titles were altered to match official titles in the 2003-04 USCA Bulletin. See the Appendix for tables linking courses with specific outcomes.

Explicit Statement of Civic Engagement Outcomes

Of the courses and activities entered into the inventory, 80% explicitly list at least one of the civic engagement outcomes on the syllabus or official charter. Most entries (72%) indicated that three or more of these outcomes are listed. Consideration of multiple perspectives was the outcome most frequently noted (76%), followed by understanding of social issues (66%), appreciation of cultural pluralism (61%), and understanding of ethical issues (58%). The least frequently listed outcomes were understanding of political issues (43%) and appreciation of global interdependence (30%).

As an important qualification, the outcomes considered in this inventory are *cognitive* in nature rather than *behavioral*, in that they focus on what students understand, consider, or appreciate, rather than what they do or perform outside of the instructional or organizational setting. The more active or participatory types of learning promoted by the authors of *Educating Citizens*, such as service learning and experiential learning, were mentioned occasionally in the free response section of the inventory.

Table 4. Explicit Listing/Publication of Civic Engagement Outcomes

7-12. The following outcomes (or similar) are primary and explicit objectives of the course or activity and are listed on the syllabus or official charter.

	Listed on Syllabus (N=90)	Percentage
7. Understanding of ethical issues	52	58%
8. Understanding of social issues	59	66%
9. Understanding of political issues	39	43%
10. Consideration of multiple perspectives	68	76%
11. Appreciation of cultural pluralism	55	61%
12. Appreciation of global interdependence	27	30%

Table 5. Number of Civic Engagement Outcomes Listed Per Course/Activity

	(N=90)	Percentage
No civic engagement outcomes listed	18	20%
One civic engagement outcome listed	4	4%
Two civic engagement outcomes listed	6	7%
Three civic engagement outcomes listed	12	13%
Four civic engagement outcomes listed	17	19%
Five civic engagement outcomes listed	18	20%
Six civic engagement outcomes listed	18	20%

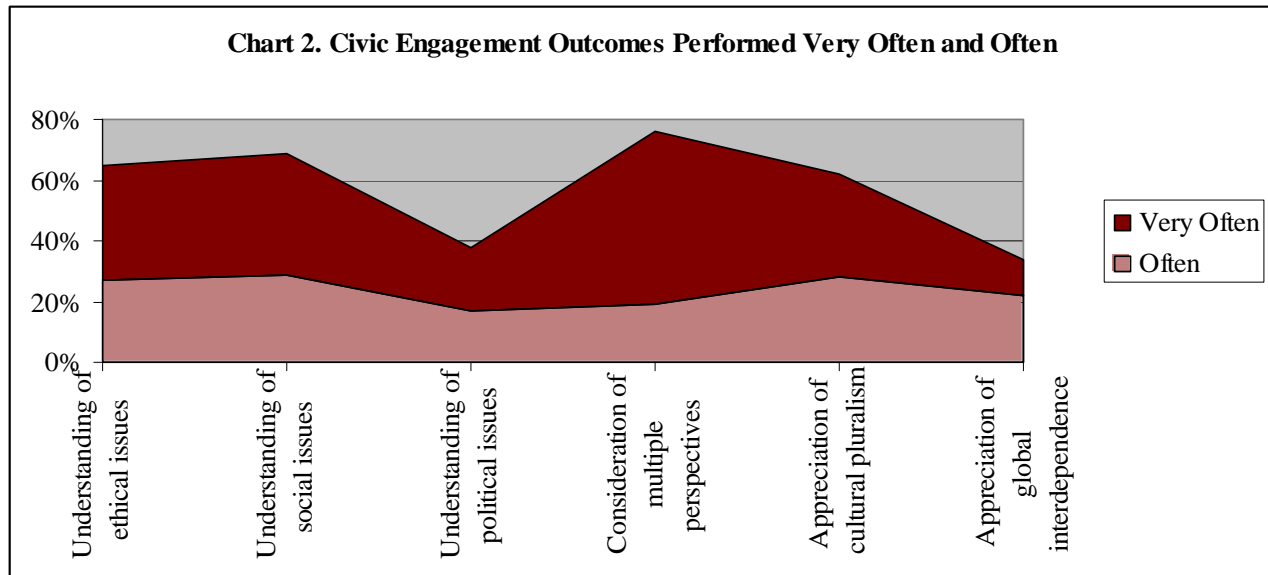
The finding that only four courses/activities list one civic engagement outcome on the syllabus or charter and only six list two outcomes may indicate that faculty and staff were less likely to respond to the call to participate if one or more of their courses did not promote more than two of the civic engagement outcomes. It may also indicate that faculty and staff who try to promote civic engagement most actively do so by fostering multiple civic engagement outcomes.

The Appendix provides a range of tables that indicate the number of civic engagement outcomes explicitly listed or published for specific courses and activities. Tables also show which courses and activities explicitly state that specific civic engagement outcomes result from participation.

Student Performance of Civic Engagement Outcomes

Faculty and staff also reported the frequency with which students exhibited civic engagement outcomes. These frequencies unsurprisingly reflect the pattern of explicit listing of the outcome on the course syllabus or activity charter. Faculty and staff members indicated that students most frequently demonstrate a consideration of multiple perspectives, with 76% reporting that students exhibit this outcome very often or often. In the 50-70% range of frequencies of very often or often are understanding of social issues (69%), understanding of ethical issues (65%), and appreciation of cultural pluralism (62%). The lowest frequencies with which students demonstrate civic engagement outcomes were reported for understanding of political issues (38%) and appreciation of global interdependence (34%).

	Very Often	Often	Sometimes	Seldom	Never
13. Understanding of ethical issues	38%	27%	21%	7%	8%
14. Understanding of social issues	40%	29%	18%	3%	10%
15. Understanding of political issues	21%	17%	36%	17%	10%
16. Consideration of multiple perspectives	57%	19%	16%	0%	9%
17. Appreciation of cultural pluralism	34%	28%	19%	6%	13%
18. Appreciation of global interdependence	12%	22%	19%	20%	27%



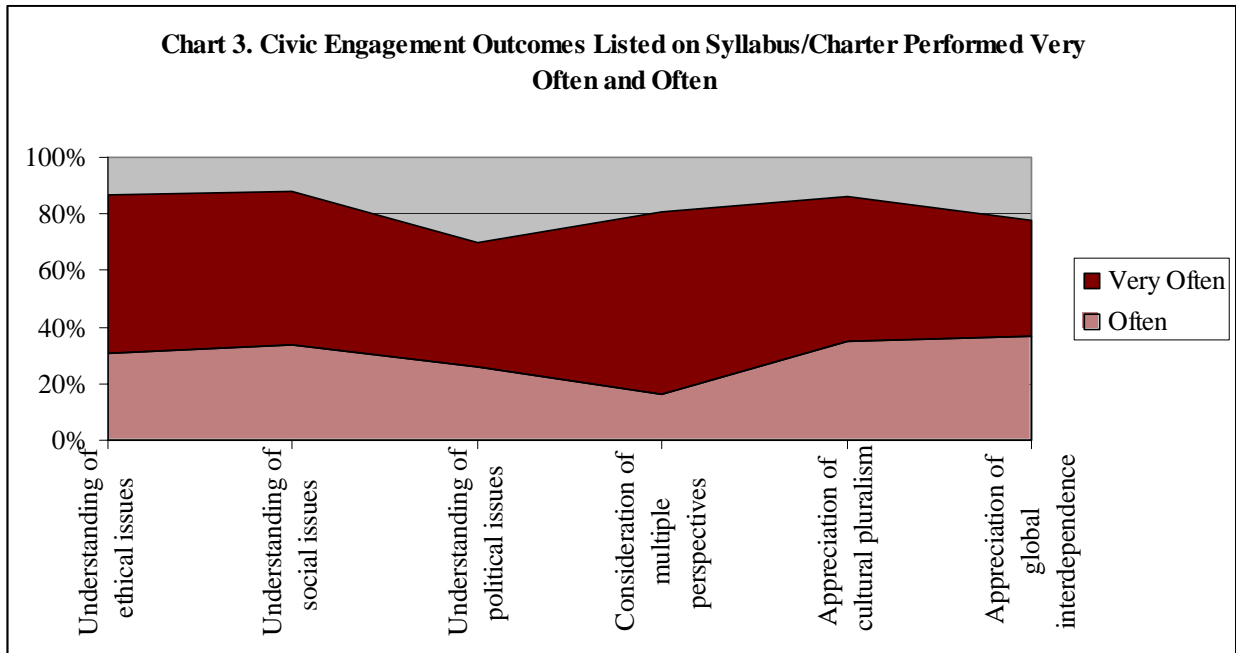
A similar, though less pronounced, distribution of “very often” frequencies for civic engagement outcomes was observed when considering only courses and activities that list those respective outcomes on the course or syllabus (see Table 7 and Chart 3, top graph). The faculty and staff who explicitly placed respective civic engagement outcomes on their syllabi or activity charter still indicated that students most frequently demonstrated a consideration of multiple

perspectives (65% are reported to have done this very often) and least frequently demonstrated an understanding of political issues (44%) and an appreciation of global interdependence (41%). Further, a higher percentage of faculty and staff indicated that students only sometimes or seldom exhibited an understanding of political issues (31%) and an appreciation of global interdependence (23%) than did so for other civic engagement outcomes.

Thus, within this inventory, the civic engagement outcomes that promote understanding of political issues and appreciation of global interdependence appear least often on syllabi or club charters than other civic engagement outcomes. Further, when understanding of political issues and appreciation of global interdependence are listed on syllabi or official charters, students perform these outcomes less often than other civic engagement outcomes.

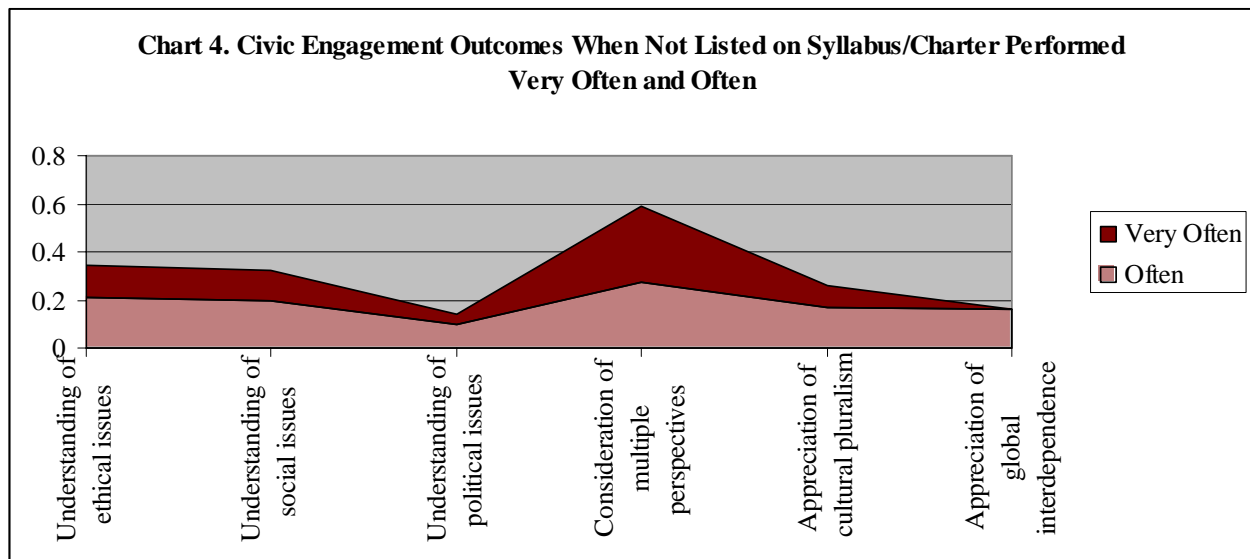
Table 7. Student Performance of Civic Engagement Outcomes When Outcome Appears on Syllabus/Charter 13-18. At the end of the course/activity, students in general demonstrate the following outcomes:

	Very Often	Often	Sometimes	Seldom	Never
13. Understanding of ethical issues	56%	31%	13%	0%	0%
14. Understanding of social issues	54%	34%	12%	0%	0%
15. Understanding of political issues	44%	26%	28%	3%	0%
16. Consideration of multiple perspectives	65%	16%	19%	0%	0%
17. Appreciation of cultural pluralism	51%	35%	15%	0%	0%
18. Appreciation of global interdependence	41%	37%	19%	4%	0%



In crafting the inventory instrument, the Committee deliberately left open the possibility that students might be prompted to demonstrate outcomes of civic engagement even though the outcomes were not explicitly mentioned on the course syllabus or activity charter. Indeed, faculty and staff reported that in about two-thirds of their courses or activities, students exhibited civic engagement outcomes even when such outcomes were *not listed* on the syllabus. The level of frequency with which these outcomes were exhibited, while demonstrably lower in all categories, reflects the same ranking of outcomes, with consideration of multiple perspectives as the most often observed, while understanding of political issues and appreciation of global interdependence were least frequently observed.

Table 8. Student Performance of Civic Engagement Outcomes When Outcome Does Not Appear on Syllabus/Charter					
<i>13-18. At the end of the course/activity, students in general demonstrate the following outcomes:</i>					
	Very Often	Often	Sometimes	Seldom	Never
13. Understanding of ethical issues	13%	21%	32%	16%	18%
14. Understanding of social issues	13%	19%	29%	10%	29%
15. Understanding of political issues	4%	10%	41%	27%	18%
16. Consideration of multiple perspectives	32%	27%	5%	0%	36%
17. Appreciation of cultural pluralism	9%	17%	26%	14%	34%
18. Appreciation of global interdependence	0%	16%	19%	27%	38%



These findings may indicate that civic engagement outcomes are secondary objectives elicited by in some courses/activities, even though they are not primary outcome goals. They may also represent spontaneous outcome behaviors of students as they transfer knowledge across the curriculum. In either case, these results suggest that understanding of political issues and appreciation of global interdependence appear more circumscribed in the curriculum and co-curriculum, could be limited to discrete courses and activities, and may not be reinforced in multiple areas. By contrast high level of frequency with which the civic engagement outcome of consideration of multiple perspectives is observed even when it is not an explicitly stated outcome may indicate that it is more thoroughly integrated throughout the USCA experience.

Assessment Methods Used to Measure Civic Engagement Outcomes

Assessment methods used by faculty and staff were remarkably consistent for civic engagement outcomes, with the exception of the appreciation of global interdependence (see Table 9). When civic engagement outcomes were listed on the syllabus, they were assessed about two-thirds of the time by means of test or examination, which is perhaps unsurprising given the cognitive nature of the outcomes in the inventory. Essays or research papers were used to measure civic engagement outcomes just over one-third of the time, and oral presentations were used about a quarter of the time. Methods of assessment other than those listed in the inventory were also used about one fourth of the time; the free response comments (see below) suggest that observation during class discussion prominently figures into this category.

Table 9. Assessment Methods Used to Measure Civic Engagement Outcomes When Outcome Appears on Syllabus or Charter

19-24. I assess this outcome by means of (check all that apply):

	Test / Exam	Essay	Project	Oral Presentation	Port- folio	Other	Not Assessed
19. Understanding of ethical issues	63%	33%	13%	29%	2%	25%	4%
20. Understanding of social issues	66%	41%	14%	24%	2%	20%	7%
21. Understanding of political issues	67%	49%	15%	23%	0%	23%	8%
22. Consideration of multiple perspectives	68%	38%	15%	22%	3%	18%	4%
23. Appreciation of cultural pluralism	65%	33%	16%	22%	2%	20%	4%
24. Appreciation of global interdependence	56%	26%	11%	19%	4%	22%	19%

The appreciation of global interdependence appears not to fit this pattern, since a significant number of courses or activities (19%) do not assess the outcome at all, even though it is listed on the syllabus or published in the official activity charter. In part, this may be due to the relatively lower number of syllabi or other official group documents that list the outcome (only 27 explicitly list this outcome), and three of these were co-curricular activities.

Data collected by the National Center for Educational Statistics indicate that assessment methods across various disciplines in higher education employ exams of various types to assess outcomes in general at about the same or slightly lower rates than USCA faculty use tests to assess civic engagement outcomes. However, the same data also suggest that term/research papers are used at a higher rate than similar methods at USCA to assess civic engagement outcomes. The disparate methods of data collection between these studies may make comparisons problematic, yet the similarity among results for testing may lend some validity to the comparison.

Table 46-1 Percentage of postsecondary instructional faculty and staff who used specific assessment methods in some or all of their undergraduate classes, by teaching discipline: Fall 1998

Teaching discipline	Essay exams	Multiple-choice exams	Short-answer exams	Term/research papers	Student evaluations of work	Multiple written drafts
Total	59.7	57.3	62.4	60.1	44.3	39.4
Agriculture/home economics	63.4	60.8	79.5	69.5	42.9	30.5
Business	61.3	76.6	69.6	65.2	41.0	34.8
Education	63.1	56.4	59.3	67.6	56.9	49.4
Engineering	44.6	40.6	60.9	52.8	37.4	27.9
Fine arts	51.5	42.3	54.5	52.3	59.8	30.2
Health sciences	47.6	72.0	56.6	57.5	44.8	31.9
Humanities	80.1	40.1	59.5	72.0	57.8	66.2
Natural sciences	48.1	55.9	68.5	41.3	27.1	23.2
Social sciences	70.9	65.5	62.9	76.5	32.3	41.5

SOURCE: U.S. Department of Education, NCEES, National Study of Postsecondary Faculty (NSOPF:1999), Data Analysis System.

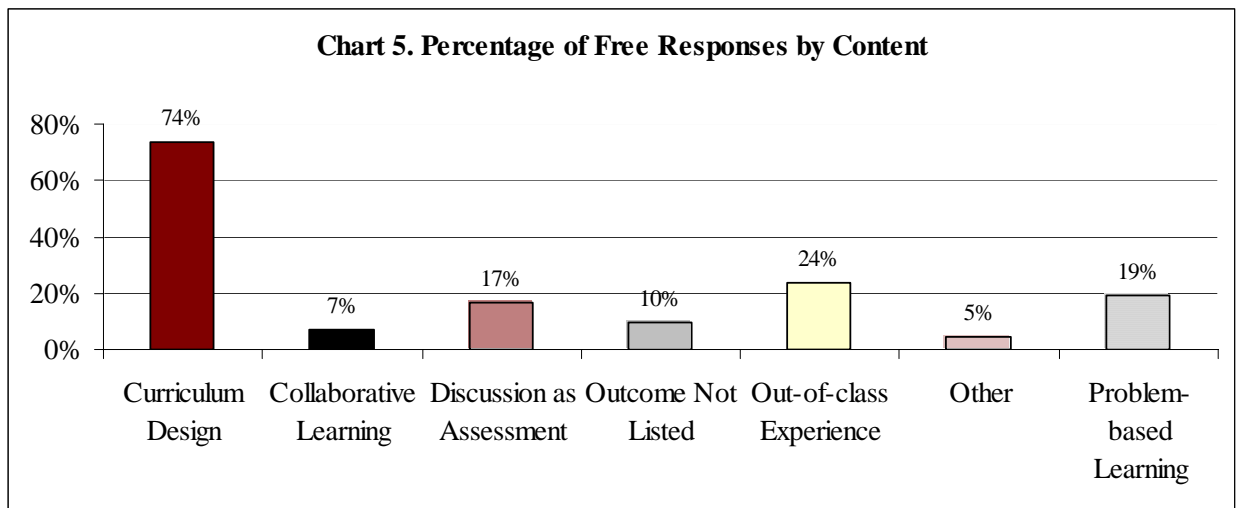
(This chart is reproduced from The Condition of Higher Education, U.S. Dept. of Education, 2001, p. 176)

Free Response Comments

Respondents were asked to provide any other remarks about how students apply this type of knowledge as well as other comments they might have. Forty-two of the 90 entries in the inventory were accompanied by a free response. These free responses were analyzed and coded in the following manner:

CD: Curriculum Design	Includes responses referring to curriculum design, such as the content of course readings, the structure or sequence of assignments, material covered in lecture, and the content of tests
CL: Collaborative Learning	Includes responses that mention collaborative learning in which students work together on assignments or projects, critique each others' work, etc.
DSC: Discussion as Assessment	Includes responses that specifically or indirectly mention class discussion as the assessment technique used to measure the extent to which civic engagement outcomes are achieved
NL: Outcome Not Listed	Includes responses that make specific mention of outcomes or goals for civic engagement not appearing on the course syllabus or club charter
OC: Out-of-Class Experience	Includes responses that make specific mention of experiential pedagogies, such as activities or projects that promote civic engagement outside of class – e.g. service learning, field trips, etc.
OTH: Other	Includes responses that do not fit into the above categories.
PL: Problem-Based Learning	Includes responses that identify assignments or activities that focus on concrete, real-world problems

The vast majority of responses (30 out of 42) elucidated the content of their readings, paper assignments, projects, or examinations that reflect some intersection with the outcomes of civic engagement mentioned in the inventory instrument. About a fifth of the responses (8 out of 42) indicate that in-class discussions represent a means of assessing civic engagement outcomes. Four responses (about 10%) indicate that civic engagement outcomes are not listed on the syllabus or official charter.



The free responses exhibit some use of “student-centered pedagogies.”³ Ten responses (#2, #7, #19, #22, #24, #27, #28, #29, #40, and #42) mentioned some sort of out-of-class experiential learning activity, although five of these responses referred to an organized extra-curricular activity. Eleven responses directly mention some form of collaborative learning (#17, #18, #40) or problem-based learning (#1, #4, #13, #17, #20, #21, #30, #40); it is likely that if participants were asked directly about assigning group projects in or out of class, that this number would increase.

Table 10. Coded Free Responses

25. Please comment on any ways that students in your class or activity apply this knowledge in practice. Feel free to list any additional comments in this space.

	CD	CL	DSC	NL	OC	OTH	PL
1. Students read, summarize, and take stances on cultural issues and articles by writing several academic papers including a literature review, an academic argument, and a redirected, public stance piece such as letters and personal essays.	X						X
2. The focus of Circle K is community service. The club does a wide range of service projects through the school year and has around 50-60 members. I can provide more information as needed.					X		
3. The Intro course as I teach it is more focused on Western thought, especially epistemology and metaphysics.	X						
4. Students have to view selected films (we do some film clips in class--three) and then they are required to analyze the ethical actions of characters, usually principal ones, in light of a particular ethical theory. Very effective in bringing real-world experiences to the theoretical discussion.	X						X
5. In students' oral and written feedback, they indicated that they became more understanding, tolerant of diversity, and aware of social prejudices. Students showed that they were aware of ethnocentrism and its unethical foundation.	X		X				
6. Readings, class discussions, activities, and written assignments all encourage and allow students to reflect and critically analyze the above objectives. Students demonstrated their understanding of gender development and their appreciation for diverse perspectives.	X		X				
7. One of the most valuable ways that my students learn about global interdependence is by attending the Hunger Banquet, which is held annually here on campus.					X		
8. We cover many of these areas through readings, case analysis, and general discussion.	X		X				
9. Examinations in this class are all essay. The course is designed to help the students make connections of these and many other areas.	X						
10. OB deals with the influences that motivate personal behavior. Social and ethical influences on behavior are a large part of the classroom discussion as well as examination.	X		X				
11. Although not specifically listed in the syllabus or tested, all of these issues play an important role in each one of my language classes. They are often brought up in lectures and sometimes are implicit or explicit in the language learning itself. I will not fill out a form for each course I teach. Please fill in the identical information for AFRE 102, 103 (taught 2 semesters in three) and ALAT 101, 102, 103 (taught every other year).	X			X			
12. Although not explicitly stated in the syllabus, the issues described above play an overt role in the sequence of assignments required for the course portfolio.	X			X			

³ A discussion of these strategies in relation to civic engagement appears on *Educating Citizens*, pp. 134 ff.

Table 10. Coded Free Responses (continued)							
	CD	CL	DSC	NL	OC	OTH	PL
13. Students study the mathematics of voting alternatives and paradoxes, including the Huntington-Hill method used by U.S. and preference voting used in newer democracies and U.N. Students study the mathematics of "fair division"---divisions used by nations, used by divorce proceedings, used by estate planners.	X						X
14. Both the ethical and diversity issues covered in class relate to the world of work.	X						
15. Comments in class discussions sometimes reveal the extent to which students grasp the significance of these issues and perspectives. I am more concerned that they understand the issues than that they agree with any "correct" views on them.			X				
16. Some of the citizen's responsibilities in a democratic society involve the ability to research and analyze critical issues, listen carefully to alternative perspective, and the willingness to speak up in situations where their point of view matters. A major focus of ACOM 241 is on preparing individuals to function effectively as speakers, listeners and decision-makers in their various societal roles.	X						
17. I use a number of application exercises that enable students to explore how they communicate one-on-one and in small groups. Much of the focus is on developing students' ability to recognize and explore the ideas and frames of reference of others. I stress how the knowledge and skill sets students take away will help them to function effectively in various relations, social, political and business settings.	X	X					X
18. The focus of ACOM 353 is two-fold: (1) to develop further the students' public speaking skills and (2) to develop their knowledge and skills as rhetorical critics. The social and political history of the US can be examined through the analysis of speeches delivered by men and women who felt compelled to voice their thoughts and appeal for understanding, belief and/or action. In this class, each student selects a speaker and a speech or speeches delivered by that individual. As rhetorical critics, student research, analyze and evaluate how their speaker responded to the rhetorical imperatives (occasion, audiences, and events) associated with critical social, political, legal issues that compelled them speak.	X	X					
19. Students attend a Council on Aging center during the semester. They check blood pressures and assist with the activities of the day. They write a short paper on their activities and observations which include things related to diversity among the guests at the Council site. Students do 40 hours of clinical at an extended medical facility in which they administer care to clients. Their health assessments and care plans include cultural diversity, ethical issues, medical and social issues.	X				X		
20. I teach these concepts in relation to health issues as this is a nursing clinical course	X						X
21. I teach these concepts in relation to health issues as this is a nursing clinical course.	X						X

	CD	CL	DSC	NL	OC	OTH	PL
22. The USCA Student Nurses' Association (SNA) is a member of the South Carolina SNA, which is a member of the National Student Nurses' Association (NSNA). (The NSNA is the pre-professional organization for the American Nurses' Association.) Each local chapter has a board of officers which include a Pres., V.P., Sect., Trea., Legislative Director, Community Health Chairperson, Break Through to Nursing Director (BTN), Newsletter Editor, Scrapbook Editor, Fundraising Chairperson, and Class Representatives. The local chapters have their own By-Laws and activity agendas each year. They interface with the state board of SNA in monthly meetings and in participating in state-wide projects. The state organization holds a state convention yearly as does the national organization. Some examples of activities in which the USCA SNA has participated include: Teaching good health hygiene to kindergarden students at "Teddy Bear Clinics" Teaching the forward thrust technique with "Chokin' Charlie" to young children at SEED Day, Girl Scout Jamborees, and Boy Scout meetings; Assisting with health fairs at USCA and at local businesses, such as ASCO and Pepperhill Nursing Home; Teaching Self Breast Examinations during National Breast Cancer Awareness month; Registering Voters for Aiken County; letter writing campaigns for state and federal health issues; Adopt-A-Highway quarterly; Providing treats for Helping Hands children's safehours for Halloween and Easter; Providing toiletry items for the Cumbee Center -- Abused Women's Facility; collecting coats/food for ACTS of Caring; Collecting aluminum cans for the Burn Center in Augusta; Collecting aluminum tabs for the Ronald McDonald House; Donating time to the Free Clinic of Aiken; Recruiting high school/jr. high/elementary students for the profession of nursing; Raising money for scholarships for nursing students at USCA. There are many other activities, too - the USCA SNA has and continues to be very active. All of these activities expose the students to many cultural, political, and social issues at several levels and help to build the students ability to interact with others in a more positive way.					X		
23. I also teach Intermediate and Advanced tennis each semester. The poll would be the same for those classes.						X	
24. Students participate in clinical practice in community health agencies where they often have opportunities to interact with people who have very different values than their own.					X		
25. History courses are not "hands on" courses usually, but through readings, web-based activities and class discussion students gain knowledge of the issues and develop appreciation of the perspectives you list.	X						
26. What students learn in a History course may not be immediately applied, but they certainly develop an awareness of the issues and perspectives listed above.	X						
27. Although the Pacer Spirit does not have a charter listing the specific outcomes this survey asks about, the required initial training and ongoing monthly meetings emphasize understanding of several of those concepts as essential for successful participation in this group which represents USC Aiken to visitors and prospective students. I assess outcomes by means of direct observation and by evaluations done by visitors.				X	X		

Table 10. Coded Free Responses (continued)							
	CD	CL	DSC	NL	OC	OTH	PL
28. This group is a loosely organized group of the top scholarship recipients on campus (Valedictorians, Palmetto Fellows, & Chancellor's Scholars). Although there are no stated goals for understanding of the concepts addressed in this survey, we do emphasize the importance of these talented young people giving back to the community and the University through service. I believe this helps to foster development of civic responsibility and participation. Outcomes are measured through direct observation and student self-reporting of involvement in service.				X	X		
29. They apply similar lesson/knowledge at clinics we conduct for various youth soccer teams in the community, as well as coaching at some of the elementary, middle and high schools with the same philosophies.					X		
30. First, we read and discuss essays about issues that affect them personally or are controversial in our society. Secondly, students are required to write argumentation/persuasion essays and a research paper about those issues. Examples this semester include: education (public, private, and home school environments; school vouchers; inclusion; admissions policies) the possibility of compulsory national service, media (sex, violence, and adult language; advertising), same-sex marriage, hypocrisy in the church, mandatory drug testing in the workplace, bi-racial/cultural adoption, Pete Rose and the Baseball Hall of Fame, reparations, bonding, etc.	X						X
31. In essay examinations--by comparing literary works by authors of varied social, racial, and cultural backgrounds. 2) In in-class discussions of the works of these authors.	X						
32. Essay examinations, research papers, and in-class discussions.	X		X				
33. Through developing perspectives and positions on issues that arise in essays and learning to write about them to others with (possibly) different perspectives and positions.	X						
34. As this is an introduction to literature we study point of view, narrativity, symbols and other literary devices that require a broadening of perspective beyond the individual's view. The content of the literature we read deals with the great human questions and issues, and I select material that is multicultural, diverse, and challenging.	X						
35. The course provides a significant amount of historical perspective on the social and cultural position of women <i>vis a vis</i> patriarchy and beyond, and the literature reflects woman's on going struggle to achieve a voice both individually and collectively. Hence the issues defined in 19-23 are directly addressed in both background and critical reading and analysis. Literary selections are global although African American and American lit usually dominate.	X						
36. Students must answer questions on essay exams and in class that raise the issues above in the context of the plays' contents.	X		X				
37. Students apply this knowledge in their analysis of the plays.	X						
38. Students apply their understanding of access to or restriction from literacy across the centuries to analyze their own culture.	X						
39. All of the items checked above are viewed within the context of ethical and legal issues related to nursing and how the student must include both the social, cultural and political context within which ethical and legal issues are approached.	X						

Table 10. Coded Free Responses (continued)							
	CD	CL	DSC	NL	OC	OTH	PL
40. The class has a service learning component where students work in groups to address a community need. They have to write a proposal where they can document or argue for the need. Then they work in groups to address the need or problem. We study leadership and ethics as part of the class and we examine the impact of gender and culture on communication and working in groups. They learn about social issues only as a by-product, except to the extent that ethics, and gender and cultural issues can be views as social issues.	X	X			X		X
41. At present, no.						X	
42. I have just become the Club's advisor and plan to influence activities toward a greater focus on those parts of the Charter which emphasize application of effective communication skills in situations outside the classroom.					X		

Appendix

Tables A1-A7. Courses and Activities by Number of Civic Engagement Activities

(The courses and activities that articulate more civic engagement outcomes would be expected to produce higher levels of civic engagement)

ABIO	598	Conservation Biology	AMGT	477	Organizational Theory
ABSN	315	Community Health Nursing	APLS	110	Introduction to Politics
ACOM	450	Intercultural Communication	APLS	201	American National Government*
ACOM	498D	Gendered Communication	APLS	345	The Vietnam War
AEGL	101	English Composition*	ASUP	110	Emerging Leaders
AHST	102	History of World Civilization	--	--	Student Nurses' Association
AHST	201	United States to 1865	--	--	International At Noon Series
AHST	361	History of Modern Latin America			

* Although these courses appear more than once in the inventory, only one respondent reported that the course lists all six civic engagement outcomes.

AANU	101	Fundamentals of Nursing	AMGT	376	Organizational Behavior
AANU	122	Psychiatric Nursing	ANRS	322	Psychiatric Nursing
AART	145	Introduction to Graphic Design	APHL	311	Ethics
ABUS	478	Strategic Management	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	368	Public Opinion, Interest Groups...
ACOM	353	Advanced Public Communications	APLS	370	Intro to Public Administration
AEDE	540	The Young Child Birth - 4	APSY	310	Lifespan development
AEGL	284	Survey of American Lit I	APSY	790	Practicum
AEGL	484	Literature and Literacy	--	--	Communications Club

AANU	103	Medical-Surgical Nursing I	AHUM	107	Southern Studies
ABSN	414	Ethical/Legal Issues in Nursing	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APSY	101	Introductory Psychology
ACOM	328	Principles of Public Relations	APSY	226	Research Methods
ACOM	353	Advanced Public Communication	APSY	N620	Psychopathology
ACRJ	171	Introduction to Criminal Justice	ASCY	101	Intro to Sociology
AEDL	443	Social Studies in the Elem. School	--	--	Circle K Club
AEGL	285	American Literature Survey II	--	--	Men's and Women's Soccer Teams
AEGL	290	Introduction to Women's Lit			

ABSN	415	Gerontological Nursing	AMTH	103	Mathematics for Practical Purposes
ACOM	241	Public Speaking	APHL	102	Introduction to Philosophy
ACOM	351	Persuasion	APLS	458	SC and State and Local Politics
ACOM	385	Group Communication	ASCY	101	Introductory Sociology
AEGL	101	English Composition	ASCY	496	Sociological Theory
AEGL	102	Composition and Literature	ASCY	504	Social Stratification

ACOM	241	Public Speaking	ASCY	101	Introduction to Sociology
AFRE	101	Beginning French	ASCY	320	Individual and Society
AMUS	175	World Music	ASUP	410	The Senior Year Experience

AACC	535	Auditing Theory	AEXS	223	Physiology
AEGL	101	Composition	APSY	320	Abnormal Psychology

AACC	539	Accounting Information Systems	AEXS	116	Beginner Tennis
AART	103	Fundamentals of Art 1	AEXS	223	Human Physiology
AART	346	Intermediate Graphic Design	AMTH	108	Applied College Algebra
ABUS	225	Fundamentals of Financial Acct.	APSY	101	Introductory Psychology
AEGL	101	College Composition	APSY	101	Introductory Psychology
AEGL	101	College Composition	APSY	500J	Psychology of Addictive Behaviors
AEGL	102	Literature and Comp	ASCY	310	Social Demography
AEGL	407	Shakespeare	--	--	Pacer Spirit (student tour guides)
AEGL	409	Early British Drama	--	--	Double Knot Scholars

Tables A8-A13.Courses and Activities by Civic Engagement Outcomes

AACC	535	Auditing Theory	AEGL	484	Literature and Literacy
AANU	101	Fundamentals of Nursing	AHST	102	History of World Civilization
AANU	103	Medical-Surgical Nursing I	AHST	201	United States to 1865
AANU	122	Psychiatric Nursing	AHST	361	History of Modern Latin America
AART	145	Intro to graphic design	AMGT	376	Organizational Behavior
ABIO	598	Conservation Biology	AMGT	477	Organizational Theory
ABSN	315	Community Health Nursing	ANRS	322	Psychiatric Nursing
ABSN	414	Ethical/Legal Issues in Nursing	APHL	102	Introduction to Philosophy
ABSN	415	Gerontological Nursing	APHL	311	Ethics
ABUS	478	Strategic Management	APLS	110	Introduction to Politics
ACOM	201	Interpersonal Communication	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	345	The Vietnam War
ACOM	241	Public Speaking	APLS	368	Public Opinion, Interest Groups ...
ACOM	241	Public Speaking	APLS	370	Intro to Public Administration
ACOM	328	Principles of Public Relations	APSY	101	Introductory Psychology
ACOM	351	Persuasion	APSY	226	Research Methods
ACOM	353	Advanced Public Communication	APSY	310	Lifespan development
ACOM	353	Advanced Public Communications	APSY	790	Practicum
ACOM	385	Group Communication	APSY	N620	Psychopathology
ACOM	450	Intercultural Communication	ASUP	110	Emerging Leaders
ACOM	498D	Gendered Communication	ASUP	410	The Senior Year Experience
ACRJ	171	Introduction to Criminal Justice	--	--	Circle K Club
AEDE	540	The Young Child Birth - 4	--	--	Men's and Women's Soccer Teams
AEDL	443	Social Studies in the Elem. School	--	--	Student Nurses' Association
AEGL	101	English Composition	--	--	International At Noon Series
AEGL	284	Survey of American Lit I	--	--	Communications Club

Table A9. Understanding of Social Issues Published on Syllabus or Charter

AANU	101	Fundamentals of Nursing	AMGT	477	Organizational Theory
AANU	103	Medical-Surgical Nursing I	AMTH	103	Mathematics for Practical Purposes
AANU	122	Psychiatric Nursing	ANRS	322	Psychiatric Nursing
AART	145	Intro to graphic design	APHL	311	Ethics
ABIO	598	Conservation Biology	APLS	110	Introduction to Politics
ABSN	315	Community Health Nursing	APLS	201	American National Government
ABSN	414	Ethical/Legal Issues in Nursing	APLS	201	American National Government
ABUS	478	Strategic Management	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	345	The Vietnam War
ACOM	201	Interpersonal Communication	APLS	368	Public Opinion, Interest Groups ...
ACOM	351	Persuasion	APLS	370	Intro to Public Administration
ACOM	353	Advanced Public Communication	APLS	458	SC and State and Local Politics
ACOM	353	Advanced Public Communications	APSY	101	Introductory Psychology
ACOM	450	Intercultural Communication	APSY	226	Research Methods
ACOM	498D	Gendered Communication	APSY	310	Lifespan Development
ACRJ	171	Introduction to Criminal Justice	APSY	790	Practicum
AEDE	540	The Young Child Birth - 4	APSY	N620	Psychopathology
AEDL	443	Social Studies in the Elem. School	ASCY	101	Introduction to Sociology
AEGL	101	English Composition	ASCY	101	Intro to Sociology
AEGL	101	English Composition	ASCY	101	Introductory Sociology
AEGL	102	Composition and Literature	ASCY	320	Individual and Society
AEGL	284	Survey of American Lit I	ASCY	496	Sociological Theory
AEGL	285	American Lit Survey II	ASCY	504	Social Stratification
AEGL	290	Intro to Women's Lit	ASUP	110	Emerging Leaders
AEGL	484	Lit and Literacy	--	--	Circle K Club
AHST	102	History of World Civilization	--	--	Men's and Women's Soccer Teams
AHST	201	United States to 1865	--	--	Student Nurses' Association
AHST	361	History of Modern Latin America	--	--	International At Noon Series
AHUM	107	Southern Studies	--	--	Communications Club
AMGT	376	Organizational Behavior			

Table A10. Understanding of Political Issues Published on Syllabus or Charter

AANU	101	Fundamentals of Nursing	AHUM	107	Southern Studies
AANU	122	Psychiatric Nursing	AMGT	477	Organizational Theory
AART	145	Intro to graphic design	AMTH	103	Mathematics for Practical Purposes
ABIO	598	Conservation Biology	ANRS	322	Psychiatric Nursing
ABSN	315	Community Health Nursing	APHL	102	Introduction to Philosophy
ABSN	414	Ethical/Legal Issues in Nursing	APHL	311	Ethics
ACOM	353	Advanced Public Communication	APLS	110	Introduction to Politics
ACOM	353	Advanced Public Communications	APLS	201	American National Government
ACOM	450	Intercultural Communication	APLS	201	American National Government
ACOM	498D	Gendered Communication	APLS	201	American National Government
ACRJ	171	Introduction to Criminal Justice	APLS	345	The Vietnam War
AEDE	540	The Young Child Birth - 4	APLS	368	Public Opinion, Interest Groups ...
AEGL	101	English Composition	APLS	370	Intro to Public Administration
AEGL	284	Survey of American Lit I	APLS	458	SC and State and Local Politics
AEGL	285	American Lit Survey II	APSY	226	Research Methods
AEGL	290	Intro to Women's Lit	ASUP	110	Emerging Leaders
AEGL	484	Lit and Literacy	--	--	Student Nurses' Association
AHST	102	History of World Civilization	--	--	International At Noon Series
AHST	201	United States to 1865	--	--	Communications Club
AHST	361	History of Modern Latin America			

Table A11. Consideration of Multiple Perspectives Published on Syllabus or Charter

AANU	101	Fundamentals of Nursing	AHUM	107	Southern Studies
AANU	103	Medical-Surgical Nursing I	AMGT	376	Organizational Behavior
AANU	122	Psychiatric Nursing	AMGT	477	Organizational Theory
AART	145	Intro to graphic design	AMTH	103	Mathematics for Practical Purposes
ABIO	598	Conservation Biology	AMUS	175	World Music
ABSN	315	Community Health Nursing	ANRS	322	Psychiatric Nursing
ABSN	415	Gerontological Nursing	APHL	102	Introduction to Philosophy
ABUS	478	Strategic Management	APHL	311	Ethics
ACOM	201	Interpersonal Communication	APLS	110	Introduction to Politics
ACOM	241	Public Speaking	APLS	201	American National Government
ACOM	241	Public Speaking	APLS	201	American National Government
ACOM	328	Principles of Public Relations	APLS	201	American National Government
ACOM	351	Persuasion	APLS	345	The Vietnam War
ACOM	353	Advanced Public Communication	APLS	368	Public Opinion, Interest Groups ...
ACOM	353	Advanced Public Communications	APLS	370	Intro to Public Administration
ACOM	385	Group Communication	APLS	458	SC and State and Local Politics
ACOM	450	Intercultural Communication	APSY	101	Introductory Psychology
ACOM	498D	Gendered Communication	APSY	226	Research Methods
ACRJ	171	Introduction to Criminal Justice	APSY	310	Lifespan development
AEDE	540	The Young Child Birth - 4	APSY	320	Abnormal Psychology
AEDL	443	Social Studies in the Elem. School	APSY	790	Practicum
AEGL	101	English Composition	APSY	N620	Psychopathology
AEGL	101	English Composition	ASCY	101	Introduction to Sociology
AEGL	101	English Composition	ASCY	101	Intro to Sociology
AEGL	102	Composition and Literature	ASCY	101	Introductory Sociology
AEGL	284	Survey of American Literature I	ASCY	320	Individual and Society
AEGL	285	American Literature Survey II	ASCY	496	Sociological Theory
AEGL	290	Intro to Women's Lit	ASCY	504	Social Stratification
AEGL	484	Lit and Literacy	ASUP	110	Emerging Leaders
AEXS	223	Physiology	--	--	Student Nurses' Association
AFRE	101	Beginning French	--	--	International At Noon Series
AHST	102	History of World Civilization	--	--	Communications Club
AHST	201	United States to 1865	--	--	Circle K Club
AHST	361	History of Modern Latin America	--	--	Men's and Women's Soccer Teams

Table A12. Appreciation of Cultural Pluralism Published on Syllabus or Charter

AANU	101	Fundamentals of Nursing	AHST	201	United States to 1865
AANU	103	Medical-Surgical Nursing I	AHST	361	History of Modern Latin America
AANU	122	Psychiatric Nursing	AHUM	107	Southern Studies
AART	145	Intro to Graphic Design	AMGT	376	Organizational Behavior
ABIO	598	Conservation Biology	AMGT	477	Organizational Theory
ABSN	315	Community Health Nursing	AMUS	175	World Music
ABSN	414	Ethical/Legal Issues in Nursing	ANRS	322	Psychiatric Nursing
ABSN	415	Gerontological Nursing	APHL	311	Ethics
ABUS	478	Strategic Management	APLS	110	Introduction to Politics
ACOM	201	Interpersonal Communication	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	201	American National Government
ACOM	241	Public Speaking	APLS	201	American National Government
ACOM	328	Principles of Public Relations	APLS	345	The Vietnam War
ACOM	353	Advanced Public Communications	APLS	368	Public Opinion, Interest Groups ...
ACOM	385	Group Communication	APLS	370	Intro to Public Administration
ACOM	450	Intercultural Communication	APSY	101	Introductory Psychology
ACOM	498D	Gendered Communication	APSY	310	Lifespan development
AEDE	540	The Young Child Birth - 4	APSY	790	Practicum
AEDL	443	Social Studies in the Elem. School	APSY	N620	Psychopathology
AEGL	101	English Composition	ASCY	101	Intro to Sociology
AEGL	101	English Composition	ASCY	101	Introductory Sociology
AEGL	102	Composition and Literature	ASUP	110	Emerging Leaders
AEGL	284	Survey of American Lit I	ASUP	410	The Senior Year Experience
AEGL	285	American Lit Survey II	--	--	Student Nurses' Association
AEGL	290	Intro to Women's Lit	--	--	International At Noon Series
AEGL	484	Lit and Literacy	--	--	Communications Club
AFRE	101	Beginning French	--	--	Men and Women Soccer Teams
AHST	102	History of World Civilization			

Table A13. Appreciation of Global Interdependence Published on Syllabus or Charter

ABIO	598	Conservation Biology	APLS	110	Introduction to Politics
ABSN	315	Community Health Nursing	APLS	201	American National Government
ABUS	478	Strategic Management	APLS	201	American National Government
ACOM	201	Interpersonal Communication	APLS	345	The Vietnam War
ACOM	201	Interpersonal Communication	APSY	310	Lifespan development
ACOM	328	Principles of Public Relations	APSY	790	Practicum
ACOM	450	Intercultural Communication	ASCY	101	Intro to Sociology
ACOM	498D	Gendered Communication	ASCY	496	Sociological Theory
AEGL	101	English Composition	ASCY	504	Social Stratification
AHST	102	History of World Civilization	ASUP	110	Emerging Leaders
AHST	201	United States to 1865	--	--	Student Nurses' Association
AHST	361	History of Modern Latin America	--	--	International At Noon Series
AMGT	376	Organizational Behavior	--	--	Circle K Club
AMGT	477	Organizational Theory			