## Tables

2.1  Percentage of programs that have culminating experiences as part of their undergraduate curricula  
5.1  Example e-tivity  
9.1  Action verbs corresponding with Bloom’s Revised Taxonomy  
9.2  Sample rubric  
9.3  Example student learning outcome data inserted on reporting sheet  
9.4  Met/not met  
9.5  Total score  
9.6  Average score  
9.7  Three multiple choice and one true/false give outcome no. 1  
13.1  Graduate skills sought by UK employers (in %)  
14A.1  Grading rubric  
14A.2  Teaching assistant rubric—total across all 5 categories = 75  
14A.3  Peer (student) rubric—total across all 5 categories = 25  
18.1  Substance of courses across degree levels  
18.2  Journal articles (single and co-authored) by current and recent doctoral students  
19.1  Ten recommendations for successful undergraduate methods teaching  
27.1  A non-random sampling of some recently published simulations  
30.1  Eight principles of good practice – an example (professor: Elizabeth Bennion, Indiana University South Bend; courses: American Politics, Elections and Voting Behavior)  
30.2  Categorization of experiential learning activities  
30.3  Definitions of experiential learning activities  
32.1  Issues and choices in undergraduate research programs  
32.2  Strategies for support of undergraduate research  
33.1  Films and IR