

## SUMMARY BUCCS 4

In BUCCS 4 participants to consider how four fairly divergent curriculum models would connect to the attributes desired in Bradley graduates that were a result of earlier BUCCS sessions captured in these three broad areas: Knowledge and Practice, Citizenship, and Character and Professional Development. The task posed was:

Review the list of student learning outcomes derived in BUCCS 1. Then study the four core curriculum models provided. Your task is to determine how these student-learning outcomes could be addressed within the framework of each of the individual models.

In brief, the four models presented were:

Institution A has no specific core requirements. Students are encouraged to pursue a broad education and to “sample” liberally from many areas of study before declaring a major. All freshmen are required to take a tutorial course taught in every department that integrates aspects on Knowledge and Practice. All courses at the institution are writing intensive and promote discussion and student/faculty interaction.

Institution B has a list of required areas of knowledge in which all students should be conversant. Categories are developed for each area and students must select one or two courses from each category.

Institution C is similar to Institution B, but has a category of Practical Application Courses that support faculty-student collaboration in research, service learning, and project based courses.

Institution D has decided that there are knowledge bases and skills that students should have as educated persons. All freshmen must take a two-semester course in communication. The freshman and sophomore years have several required courses in history, logic, ethics, mathematical systems and reasoning and governance in a globalized world. The purpose is to assure that students have the core knowledge and skills. All majors have a core set of courses that are required with some electives, taken primarily in the senior year.

- While the analysis of the models fit in relationship to desired attributes of Bradley graduates, a number of questions needing consideration were identified:
- How do we address disciplinary differences regarding such areas as types of projects students complete, the process of collaboration, and what to assess need to be considered when designing core requirements?
- How much structure do students need?
- Are students prepared to consider complex issues? Do they have prerequisite knowledge and skills?
- Is Ethics Across the Curriculum too “dicey”?
- Should we employ seminars instead of tutorials with current events themes changed periodically?
- If we focus on critical thinking, what model of critical thinking are we using?
- How do we address co-curricular approaches?
- If we move to a more open model, how do we address assessment as relates to accreditation?
- Do we need the list of knowledge areas to complete our task?
- Which skills & attributes should be integrated across multiple courses versus in a separate course/experience?