

those courses. But the freedom in this is that students have options in how they satisfy these core requirements. Students in PULSE have self-selected in, so it is the best of both worlds. BC's structural framework requires the core courses, and students who have chosen PULSE want it.

Maybe the larger question is what is the role of education in the university for social change, and what is the purpose of a university? And if it is to develop students who are civically minded, politically active individuals, then some form of engaged learning is probably a good idea. Because service learning consists of working with individuals in direct relationship with people who are somewhat marginalized, it is potentially dangerous to send students into settings if they are not properly equipped or if they don't want to be there. Thus, having a good disposition and a desire is an important part of this. So I would not want to push

someone into service learning if they did not want to do it. There are other ways to do engaged learning.

OWENS: Would it make more sense to do the PULSE core as a junior or a senior in order to help shape that disposition and that sense of readiness to engage? Or does the current model help students throughout the rest of their time at BC?

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minded, sophisticated, and eager. I think those are good dispositions to have for engaging service learning.

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