As we all know, the past several years of self-reflection, have called our communities attention to a few potential issues regarding the structure of the Kent core, without wanting to give short shift to any of them, we were especially motivated by two the first was the desire to make the cord distinct to Kent State, and the second was the fact that so many students that they felt like the core was just a set of disjointed hurdles to get over, rather than a coherent and relevant educational experience Our approach suggest addressing these issues in two ways. The first is the organize Kent core courses, or as you’ll see in the next slide clusters of those courses in the categories, related to the distinctive characteristics of Kent State separate committee had worked for about a year before us, conducting multiple conversations across Kent campuses, and they came up with such characteristics which you can see on your screen. Was our culture of care was local to international partnerships, third was innovative solutions, depressing problems, and the fourth was civic responsibility. We also had a fifth category to allow student flexibility, which we call the Kent State experience as it happens. These terms also make a lovely acronym click organizes the core under these headings in order to be sure that students get something Kent State specific from the core experience.

Our second recommendation is the courses be clustered into groups of three in a way that speaks to a particular theme within those categories of distinctiveness the way we see it working is that faculty from three different units will decide to work together to make their units core courses speak, explicitly to one another that would mean the concept problems method, and so on would reappear in multiple context, and this kind of linking between courses is a great way to help students remember the ideas see links across disciplines, and apply the material and new contacts, including their major in their career on your screen you see a few examples of potential clusters under the distinctive characteristic of cat states culture of care you might have for example, a cluster of three courses that to economic inequality, depending on faculty interest you might have one course from the humanities one from the social sciences and one from the natural sciences or maybe it could be a different Mix the point is that learning is sustained over three courses and links are explicitly drawn both to the other courses in the cluster and problems beyond the classroom in our thinking, while faculty would be the ones to make final design decisions. The idea for a cluster could come from faculty students, or any other source of inspiration as a final note in our ideal world the course of themselves would probably be multidisciplinary, but for now, the reality of Ohio’s requirements for general education means that the clusters would be multidisciplinary by being built from disciplinary courses."