

MPA Curriculum Facilitated Meeting 12.03.19

Present: Mike Craw, Anna Rhoads, Eric Trevan, Amy Gould, Doreen Swetkis, Cali Ellis, Lucky Anguelov, Meghan Doughty, Puanani Nihoa, Dhara Katz (note taker), and Mike Fraidenburg (facilitator, DRC).

Clarification of Facilitator Role:

- Decision making assertiveness vs. relationship/community building and consider the consequences of inaction
 - MPA Group feedback:
 - Must have relationships to make decisions, healing is action
 - Low morale in the College is a contributing difficulty
 - Pace of decision making should be considered
 - Ensure that everyone is heard and respected
- Adequate information threshold: how much information do we need in order to make a decision?
- Facilitator is willing to continue in this role for group and administration to decide

Decisions:

1. Cohort Model Good Fit?

- a) Cohort model is what Evergreen operates from so if changing would need to have administration approval
- b) Cohort system helps to support the admissions process and eases curriculum planning
- c) Need process of dismissal in place for students who don't want to be in the cohort and "poison" the rest of the cohort
- d) Learning communities are the most successful when faculty are backing and promoting the model

Consensus that a cohort model of some form should be retained, though particular problems may need to be resolved

2. Present Curriculum Models We Are Considering

- a) Build on 4 credit core
- b) 4 core + 2 concentration
- c) 6-hour core with required concentration
- d) Separate cohorts vs. merging cohorts

3. Homework

In groups or individually discuss and summarize pros and cons of cohort model B, i.e. the 4 core + 2 concentration model, to bring to next meeting

- i. What do we mean by a model?
- ii. Which values are you trying to achieve?
- iii. What does implementation look like?

Next MPA Curriculum Meeting: January 16th, Thursday 11:00am-1:00pm in Lab I - 3033