MPA Curriculum Meeting 12.03.2019

Present: Amy, Dhara, Doreen, Eric, Puanani, Lucky, Mike C, Anna, Mike F, Cali, Meghan

**Facilitator Role**

A. Decision making assertiveness vs relationship-community building

Consequences of inaction

Discussion: Community building, healing is action, must have a relationship to make decisions. If we have pain points and things we may see as problems, if we don’t healing around that, our program will be not become better. Morale is low at the college and in the program and key staff are leaving, which is challenging. We can speak about structural change in this meeting as long as we don’t decide today. Pace of decision making important and ensure that everyone is heard and respected.

Mike F: specific, personal things need to get resolved and more community building is needed

B. Adequate information threshold

C. Facilitator continuing in this support role

**Decisions**

**Cohort Model Good Fit?**

Cali isn’t wedded to this model and believes it hinders us in some ways.

Definition-Taking core with a certain group that comes in. Evergreen follows a learning community cohort model so we would need to speak with administration if we wanted to change it. Forcing a learning community is working really well in one and in another it’s not working as well so Doreen sees that if faculty are not promoting the learning community, it’s not successful. Mike would like to keep some kind of a cohort model to maintain structure. The problem with the cohort model is when there is someone in the cohort that doesn’t want to be there, they poison the class. There needs to be something in place for a process of dismissal. There is no process at the college to deal with a student who is bullying other students. Eric suggests that we look at what is working and what isn’t working about the cohort. A byproduct of the cohort model is creating a sense of territory. We might speak about others stepping in to lobby and advocate for those cohorts. Willing to move forward with the cohort model.

**Present Cohorts appropriate?**

1. Build on 4-credit core (Cali) (Anna and Meghan)
2. 4 core + 2 concentration (Doreen & Eric) (Anna and Meghan)
3. 6-hour core with required concentration (creates too much competition with online MPA courses however we can now offer more of our program online)
4. Separate cohorts (Amy)

Public Policy

Tribal Governance

Public Non-profit Administration

Cohort is admitted class and core for public policy and non-profit however tribal governance is almost a totally different program. Can tribal governance also serve students who want to do PNAPP? There can be pushback about diluting tribal governance however students can’t take some of the electives they want or need. No concentrations and instead several cores.

Weekend classes are **60 hours of class time and week classes are 48 hours** of class time.

Assignment for next steps on required hours

Group decide

Catalog

Alert Admin

Policy Statement

**Homework for next step**

**People can work alone or in groups to discuss and summarize points regarding B. (4+2) model**

Which values are you trying to achieve?

What does implementation look like?

What do we mean by model?