

# MPA Curriculum Proposal: PNAPP

## Lucky and Cali

The intention of this proposal is to suggest a set of classes that will meet the learning needs of students, expectations of employers, and provide for a fair and equitable teaching load for faculty in line with peer programs and our CBA. According the NASPAA, the Universal Required Competencies for a program such as ours are:

- to lead and manage in public governance
- to participate in and contribute to the policy process
- to analyze, synthesize, think critically, solve problems and make decisions
- to articulate and apply a public service perspective
- to communicate and interact productively with a diverse and changing workforce and citizenry

As faculty, we should commit to articulating how each of these objectives is met in each component of our core program.

Our intention is to capitalize on and reinforce the diverse strengths of core faculty in professional experience, formal training, and areas of expertise to help our students meet and exceed these competencies in and increasingly complex and data-driven policy environment. We suggest that all students in the program, regardless of concentration, would benefit from a faculty that actively engages with the process of developing their expertise and focus through *repeated* teaching of specific core and elective courses, which students can then count on as they plan their own academic careers and recommend the program to others.

## Class Time: Core

- Tuesdays and Thursdays
- 3 hours per night
- 2 person teaching teams, one team for Tuesdays (4 credits) one team for Thursdays (4 credits)
- Tuesday nights and Thursday nights cover different core subjects: 1) quantitative reasoning, data, statistics, evidence-based policy; 2) theory and applications
- These are on different nights for Tacoma and Olympia when in the same cohort year
  - Example: In Tacoma, Tuesday night is quantitative/data and Thursday night is theory/applications
  - Meanwhile, in Olympia, Tuesday night is theory/applications and Thursday night is quantitative/data

### **Credits and Teaching Load: PNAPP *Core* Year 1**

- Tuesdays and Thursdays
- 3 hours per night twice a week + 4 more hours = 64 seat hours per quarter
  - *Currently, 48 seat hours generates 6 credits per quarter*
  - *Equivalently, 64 seat hours would generate 8 credits per quarter*
- 8 credits per quarter
- 24 hours core in Year 1

### **Credits and Teaching Load: PNAPP *Core* Year 2**

- Tuesdays and Thursdays
- 3 hours per night twice a week + 4 more hours = 64 seat hours per quarter
- 8 credits per quarter
- 24 hours core in Year 2

### **Electives**

- No electives allowed for students in the first quarter of the program
- 2 or 4 credits of TG electives required for all students to be taken at any other time
- No other required electives
- Core is expanded to cover essential topics as per NASPAA standards
- Core faculty teach 4 credit hours of *core* per quarter
- Core faculty teach 4 credit hours of *core* or *electives* per quarter
- Total = 8 hours teaching load per quarter

### **Examples: Faculty Teaching Load per quarter**

- Cali teaches Thursday nights (4 credits core) and Wednesday nights (4 credits elective)
- Amy teaches Tuesday nights (4 credits core) and one 2 weekend intensive elective (4 credits elective)
- Lucky teaches Olympia Thursday nights (4 credits core) and Tacoma Tuesday nights (4 credits core)
- Eric teaches Tuesday nights (4 credits core) and two different weekend intensive electives (total = 4 credits of elective)

- Meghan teaches 60 seat hours of TG core (3 intensive weekends)
- Doreen teaches Tacoma Thursday nights (4 credits core) and Monday nights (4 credit elective)

### **Examples: Student Class Load**

- Student A takes first year PNAPP in Olympia
  - Fall: Y1 PNAPP Core (8) = 8
  - Winter: Y1 PNAPP Core (8) + elective (4) = 12
  - Spring: Y1 PNAPP Core (8) + elective (2) = 10
  - *Total* = Y1 credits = 30
- Student A takes second year PNAPP in Olympia
  - Fall: Y2 PNAPP Core (8) + elective (4) = 12
  - Winter: Y2 PNAPP Core (8) + elective (2) = 10
  - Spring: Y2 PNAPP Core (8) = 8
  - *Total* = Y2 credits = 30

### **Student Tuition Burden**

- According to the office of financial aid<sup>1</sup>, students (resident and nonresident) are charged the same tuition rate for 10 - 16 graduate credits
  - 8 credits = \$3,172.50 resident / \$6,912.50 nonresident
  - 10 credits = \$3,921.00 resident / \$8,596.00 nonresident
  - 12 credits = \$3,939.50 resident / \$8,614.50 nonresident

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<sup>1</sup><https://www.evergreen.edu/financialservices/tuition-2019-20>

# **Proposal**

## **MPA Curriculum**

### **4+ 2 Core Flexible Model**

**Eric S Trevan, PhD**

**Member of the Faculty**

**Masters of Public Administration**

**The Evergreen State College**



## Priorities

### Equity

- Curriculum
- Competency
- Classes
- Eliminate inequities between co-horts

### Meet Student Demand

- Support Evergreen (TESC)
- Increased students
- Greater options and flexibility
- Increase revenue to TESC
- Support students of color

### Relevance

- Increase MPA exposure
- Increase students and TESC revenue
- Increased student opportunity-productive class time/rigor
- Broaden offerings (i.e. possibly add Non Profit, Entrepreneurship/Social Enterprise, Public Manager....)
- Greater flexibility leads to more involvement in the community
- Greater involvement improves MPA brand



## 4 + 2 Core Model

### Core (24 Credits)

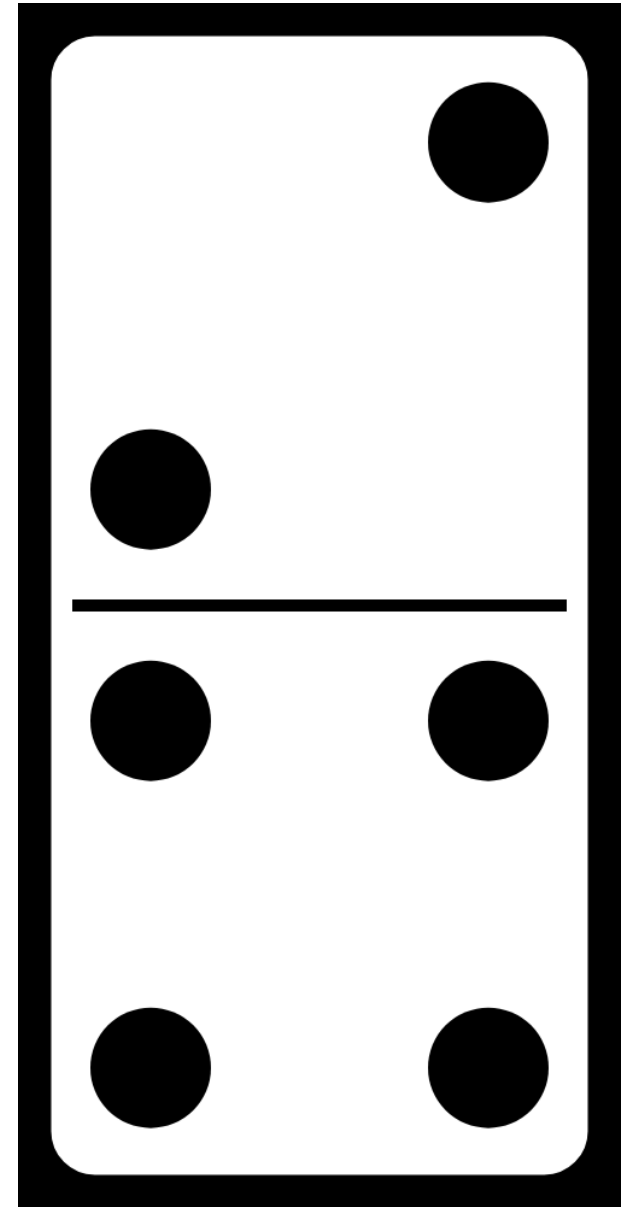
- 4 Credit Core Classes
- 6 Required Core Classes
- 24 Core Credits
- Non-Discrimination-Allow any concentration to take any core class
- Surveys state increased in Saturday/Online/Hybrid Classes
- Allows greater flexibility of Faculty with varied areas of competency

### Cohort (12 Credits)

- Complete a 20 hour/2 Credit Class per quarter
- Exclusive for specific co-hort
- All 2 credits co-hort has 4-8 hours a quarter with other co-horts (i.e. 3<sup>rd</sup> Saturday of Quarter)
- Options (open to additional options)
  - 3 Fridays and 1 combined weekend class
  - 3 Saturdays and 1 combined weekend class
  - 3 Tuesdays and 1 Combined weekend class



# 4+2 Core Curriculum Flexible Proposal





## Benefits

- Remove inequities between students and co-horts
- Meets our mission as MPA program and TESC
- Model meets co-hort requirements w/required electives and exclusive classroom time
- Positive adjustments to meet student demand (Survey 56% Weekend Classes and 76% Online/Hybrid Classes)
- Meet full capacity of Members of the Faculty (15 students per Faculty)-reduce cost with additional Faculty costs
- Increased Students – Potentially 20 Additional Students Per Year
- Additional Revenue- 20 Additional Students \* 10 Credits \* \$365 Credit Hour=\$73,000 a quarter/\$219,000 annually
- Greater flexibility for Faculty to teach different classes/co-horts/concentrations
- Greater flexibility leads to new opportunities to connect in different communities
- New curriculum will guide/balance Faculty credit demand (30, 28, 24 credits per year?)

## Bonus

\*If no support for 2 Credit Cohort remove requirement and add 3 additional 4 credit core or required electives





## Core

- Interchangeable for PP, TG and PNA (Core Class Times Are Not Tied To A Concentration)
- All concentrations can take different core classes at different times and different locations
- Set up different priority enrollment
- Try to provide equity/special accommodations for classes
- Required Core classes (6 classes/24 Credits)
  - Quarter Structure
    - Every Thursday (10 Classes)
    - Intensive Weekends (3 Weekends)
  - Consist of 6 x 4 Credit Core Classes
  - Keep Consistent Most Core Classes
  - Core Classes
    - Context Public Administration
    - Doing Democratic Administration
    - Finance and Budget (Remove Policy)
    - ATPS/Policy Analysis I
    - ATPS/Policy Analysis II
    - Capstone



## Co-Hort

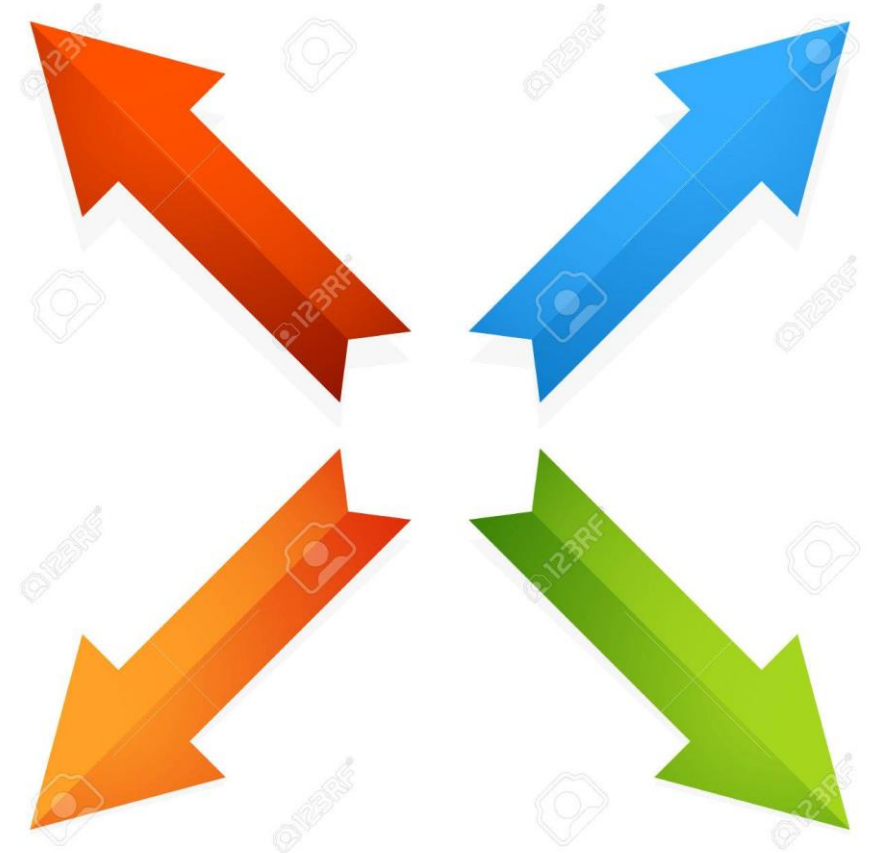
- Established through 2 groups
  - 6 \* 2 Credit Classes (2 Credits per quarter)
  - Required Electives (See Electives)
- Can Vary From Core Classes
- Increase enrollment for all qualified applicants (est. 20 new students)
- 20 Hours (Meet 3 Days in Quarter x 4 Hours + 1-8 Hour Saturday)
- Complete a 20 hour/2 Credit Class per quarter
- Focus on aligning Core Classes with Concentration Areas
- Exclusive for specific co-hort
- All 2 credits has 4-8 hours a quarter with other co-horts (i.e. 3<sup>rd</sup> Saturday of Quarter)
- Options
  - 3 Fridays and 1 combined weekend class
  - 3 Saturdays with 1 combined weekend class
  - 3 Tuesdays and 1 Combined weekend class



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## Concentrations

- Option 1
  - Summary
    - Required Elective Classes
    - Three (3) Required Electives Per Concentration
    - Possible Increased Online/Hybrid Classes
  - Concentrations (VERY OPEN TO DISCUSSION)
    - Public Administration
      - Organizational Behavior
      - Public Management, Strategy and Leadership (new)
      - Tribal Sovereignty and Self Determination (similar to Path to Sovereignty)
    - Tribal Governance
      - Intergovernmental Relations
      - Tribal Economics
      - Tribal Sovereignty and Self Determination (similar to Path to Sovereignty)
    - Public Policy
      - Foundations of Public Policy
      - Tribal Policy
      - Tribal Sovereignty and Self Determination (similar to Path to Sovereignty)
    - Non Profit
      - Non Profit Theory and Practice
      - Non Profit Development
      - Tribal Sovereignty and Self Determination (similar to Path to Sovereignty)
- Option 2
  - Develop Committees to Oversee Concentrations
  - Adjust Required Electives
  - Serve As Advisors for Required Electives



## Summary 4 + 2 Core Credit Model

### Core (4 Credits each/24 Credits Total)

- Interchangeable
- PNA
- Tribal Governance
- PP
- Tacoma (PP and PNA)

### Co-horts (2 Credits each/12 Credits Total)

- Identified 2 Ways
  - Co-hort Classes
  - Required Electives

### Concentrations (4 Credits Each/12 Credits Total)

- Four Concentrations (Maybe more 😊!)
- Three Required Electives

### Electives (12 Credits)

- 12 Credits Total
- Combination
  - Multiple Credit Electives
  - ILC/Internships





**THANK YOU!**

**Proposal**

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**Year 1** = 4 credit Core + 4 credit concentration (plus additional electives if students choose)

	<b>TG</b>	<b>PP</b>	<b>PNA</b>
Fall Core: Critical Thought...	Path	Path	Path
Winter Core: ...in Action	Ethics	Ethics	Ethics
Spring Core: Finance & Budgeting...	Econ	FPP	Econ

**Year 2**= 4 credit Core + electives

Fall Core:

ATPS I	Electives	Electives	Electives
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Winter Core:

ATPS II	Electives	Electives	Electives
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Spring Core:

Capstone	Electives	Electives	Electives
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Graduation Time:

Slow grad—4years

Medium grad—2.5 years

Fast grad—2 years



**Rationale:** each course has the same instruction hours for the same credit load.

As per CBA section 7.2 “Credit Hour Policy”:

“Evergreen’s interdisciplinary and coordinated curriculum includes some offerings with more or less direct faculty instruction than the standard, including, but not limited to:

- Programs and courses that have components of independent study (such as internships, research, community service, and study abroad) and that reduce the overall proportion of direct faculty instruction. Such offerings will indicate the proportion of the offering devoted to independent study in the program description, and that proportion will not exceed 50% of the offering;”

*Example Schedule: 4 credit weekend core*

**Weekend 1:**

Saturday, 9am-4pm

Sunday, 9am-4pm

**Weekend 2:**

Saturday, 9am-4pm

Sunday, 9am-4pm

**Weekend 3:**

Saturday, 9am-4pm

Sunday, 9am-4pm

**Total:** 36 direct instruction hours for 4 credit core (excluding lunch hours on Sats/Suns)

*Example Schedule: 4 credit weekly core*

**PNAPP Tacoma**

9 Wednesdays, 5-9pm

**PNAPP Oly**

9 Thursdays 6-10pm

**Total:** 36 direct instruction hours for 4 credit core

*Example Schedule: 4 credit elective*

Tuesday (three times) 6-10pm

Sat & Sun (twice) 9am-4pm

**Total:** 36 direct instruction hours for 4 credit elective (excluding lunch hours on Sats/Suns)

*Example Schedule: 2 credit elective*

Sat & Sun (once) 9am-5pm

**Total:** 14 direct instruction hours for 2 credit elective (excluding lunch hours on Sat/Sun)

**\*Note:** We can offer some courses in part or in whole online.