**MPA Curriculum Facilitated Meeting 01.16.20**

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

**Homework from Last Curriculum Meeting and Next Steps:**

* 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
	+ 1. What do we mean by a model?
		2. Which values are you trying to achieve?
		3. What does implementation look like?
		4. Each workgroup come prepared with its proposal visually illustrated in some way on flip chart paper
* Decided to wait to decide on the target for the meeting until after hearing each group or individual present their model

**Presentations from Each Workgroup (see photos and addendums):**

1. **Meghan and Amy**
	1. 4 Credit Core & 2 Concentration Courses-each faculty would teach a 4 credit core and a 4 credit elective; retains current cohort structure; 6 credits per quarter for electives; 10 hours per quarter and 2 years for students to graduate
	2. Model follows a caucus mentality; creating a comfortable space for each cohort to do their best work in addition to providing more opportunities for cohorts to mingle in class and in electives
	3. Crucial to have hybrid learning environments
	4. Unity across instruction hours across the curriculum; cohesion in naming courses to provide more clarity for students
	5. Separate out capstone as a 2nd year class,
		1. Note: in the last decade we’ve begin offering many more weekend classes, 2 credit offerings and ILCs

*Values: Social equity, rigor, outstanding alternative education, student empowerment, practitioner focus, cohesive and consistent curriculum, recruitment, retention.*

1. **Doreen, Puanani and Anna**
	1. 4 Core + 4 Concentration; first year is scripted (36 hours); keep concentrations; maintain Tacoma and Tribal cohorts; 3 concentrations instead of 2; 24-hour core and 12-hour concentrations
	2. Evergreen employees would have to pay some portion of tuition
	3. Not a whole year of ATPS
	4. Tribal Governance has some curriculum choice, which they don’t currently have
		1. (Public Tribal Non Profit in Action)
	5. Path to Sovereignty be required for all students to take

*Values: Equity, rigor, student choice, student centered, simplicity, cohesive and consistent curriculum, recruitment, retention, provides an easy model to sell to students.*

1. **Cali and Lucky**
	1. For PNAPP Only: 48 Core Credits out of 60; Tuesdays and Thursdays would offer core skills in different areas of reasoning with a different set of 2 person teaching teams on Tuesdays and Thursdays; no electives offered in first year; no required electives because core would be expanded; operating off of model 64 seat hours = 8 credits
		1. Note: With a graduate assistant, instructors would go over 15 hours
		2. Note Resident and on-resident students will pay the same amount above 10 credits
		3. Example of reasoning skills students need: getting data from the website, putting into Excel and talking about it in front of a group

*Values: Options, flexibility, meeting the learning needs of students, meeting the expectations of employers, provide a fair and equitable teaching load for faculty in line with peer programs and
our CBA.*

1. **Eric**
	1. Change 6 credit into a 4 credit core class; 48 hours of cohort concentration hours and then more flexibility around electives; remove exclusive labels from core classes; pick a certain time that the cohort would have exclusive time together; required electives would define the cohort
	2. Flexible Core; cohorts based on buckets of electives; flexibility around student’s work schedules
	3. Flexibility about which campus faculty teach on
	4. Some Native American content in all of the cohorts; have Tribal Governance classes with other concentrations
	5. Consistent core would be taught the same so there would be a metta teaching team for core

*Values: Equity, meeting student demand, flexibility, relevant, rigor, whole program to have more time together, reduce student barriers, generate more funds for the college.*

**Other Areas to Consider:**

General consensus to change the current statistics requirement to something else, perhaps research analysis with other types of prior learning accepted to fulfill this requirement (students could state what they’ve taken that would count towards our requirements in their application.) This would help with recruitment and it would require research methods to be embedded within MPA to ensure that students leave the program with those skills and that they show up on their transcript. Idea to embed Policy Analysis within MPA. Important to continually find ways to be relevant to students with regards to their careers and advocacy interests. We need to create more flow between Core I and Core II to help students adapt to the change in the program. We should stay competitive with other MPA programs that are beginning to offer more and more certificates. Let’s not forget that we’re creating agents of transformational change that are asking the bigger questions and that’s what makes our program “special.”

**Decision and Next Steps:**

Synthesize and develop two new models to consider at our next meeting: 2 teams/2 proposals that include a student planning worksheet based on TG/PNA/PP.

Team members are:

a. Puanani, Lucky, Amy, Doreen, Mike

b. Anna, Cali, Meghan, Eric, Mike, Cheryl

*Next MPA Curriculum Meeting: February 20th, Thursday 11:00am-1:00pm in Lab I - 3033*