**MPA Curriculum Meeting 04.16.20**

**Meeting held via Zoom**

Present: Mike Craw, Eric Trevan, Amy Gould, Doreen Swetkis, Cali Ellis, Lucky Anguelov, Meghan Doughty, Puanani Nihoa, Marcia Zitzelman and Dhara Katz (note taker).

**Meeting Goal:**

Analysis of previously proposed 4 X 3 and 2 X 6 models for offering concentrations and to ascertain which model will inform a proposed MPA curricular restructure for the 2021-2022 academic year.

**Discussion:**

1. Welcome to Marcia Zitzelman as interim Assistant Director!
2. Last meeting saw consensus on several points:
	1. 28 hour core curriculum (a sequence of 6 4 hour courses, plus a 4 hour capstone)
	2. A required 12 hour concentration from three options: Public and Nonprofit Administration, Public Policy, and Tribal Governance
	3. Three formats: Olympia evening, Tacoma evening, and Weekend Intensive
3. Remaining decision point: format for offering concentrations:
	1. 4X3 option: concentration will be completed by taking 3 4-credit courses in one of the concentration fields
	2. 2X6 option: concentration will be completed by taking 6 2-credit hour courses in one of the concentration fields.
4. Each option has implications for teaching:
	1. Under both models, much more of the faculty teaching load will be in concentration courses than has been the case in the past. Faculty will have limited ability to teach electives, unless we rotate adjunct faculty into teaching concentration courses.
	2. Team teaching in the concentration courses will not be possible as a rule, since we will need to offer the Public Policy and the Public and Nonprofit Administration concentrations in both Tacoma and Olympia and in weekend format.
	3. Under both models, our capacity for offering electives in Spring goes down because of the need to teach both core and capstone, but so will demand for electives.
5. Per agreement in our February curriculum meeting, the core does not include a Path to Sovereignty course. Instead, tribal governance will be integrated throughout the core curriculum.
6. The way to be flexible and to provide specific learning outcomes is to have established learning objectives and then each faculty member develops class specific policy objectives and learning objectives for MPA.
7. We need to be mindful about the implications for average student courseload. Will some students take fewer hours and/or pursue a part-time track? Would this have implications for financial aid and/or for program enrollment on an FTE basis?

**Decision and Next Steps:**

* Meeting participants reached consensus on the 4X3 model
* A workteam consisting of Mike Craw, Amy Gould, Puanani Nihoa, and Marcia Zitzelman will prepare a complete proposal, including analysis of implications for enrollment and financial aid and in consultation with Financial Aid, Registrar and Institutional Research.
* Intent to have a working document by the first week of May so that MPA can review the document before the next MPA Curriculum Meeting.

*Next MPA Curriculum Meeting: May 21st, Thursday 11:00am-1:00pm*