**MPA Curriculum Meeting 02.20.20**

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

**Introduction:**

* Read ground rules-any updates needed?
  + 1. Celebrate successes
    2. Monthly meeting decision making - quorum is 51%

**Presentations from Two Workgroups (see photos and addendums that follow):**

* **Team A-Lucky, Amy, Doreen, Mike, Puanani**

They are all right with doing away with pre-requisites, as long as the top 4 are in Core. They have to choose a core and concentration when they apply. Therefore, they wouldn’t change these around during the year. Would consider prior life experience as prerequisite. Concentrations aren’t attached to Core. FT MPA Faculty would teach 4 credit core and 4 credit concentration or elective and a quarterly total would be 8 credits. It would still take 10 credits per quarter for students to graduate in 2 years. Important for Institutional Research would have a summary statement in their annual report re: restructuring of program didn’t change requirements for students.

* **Team B-Cali, Meghan, Eric, Cheryl, Anna**

Core is interchangeable with 2 credit concentration and 4 credit cores including capstone and path of sovereignty and that would establish the concentration their focused on. At least 16 credits for electives. 2 credit concentration would be taken every quarter with their cohort. Cohort is decoupled from core. Students choose their core but then if there is space open, they can move around.

* **Discussion**

Positives: Teaching team would figure out the distribution of schedule and content. With 4 lenses or umbrellas, each faculty would teach 25%; these are TG (Path 2 Sovereignty), Ethics, Economics and Methodological Inquiry. Learning objectives determine everything. For instance, there’s a way to teach finance from an ethics perspective. The 4 lenses would hold faculty accountable to covering these topics. Additionally, this model would help faculty to plan more thoroughly over the year rather than compartmentalized to a quarter.

**Considerations:** Look at how many Faculty we have and whether or not they can stretch across this model. Staffing involved in delivering curriculum. Maybe students could change cohorts 3 times instead of 6, maybe Fall and then Winter and then by the 2nd year, the student decides.

If we maintain 2 credits per quarter for a cohort, this provides connection. 2+2+4 for faculty are too many classes to manage per quarter. Both groups agree that capstone would be outside of core.

**Final difference between the two models:** How concentration courses are offered – 4x3 or 2x6? Will discuss at next MPA Curriculum Meeting. Decided that Mike Craw to facilitate that meeting rather than Mike Fraidenburg, as outside facilitation not needed for this phase.

*Next MPA Curriculum Meeting: March 17th, Thursday 11:00am-1:00pm in Lab I – 3033*