

Appendix A – Letters of Support

December 27, 2018

Provost Latha Ramchand
Jesse Hall

Provost Ramchand,

I am very pleased to write in support of the proposed new MA in Atlantic History and Politics. A collaborative endeavor involving the Kinder Institute and faculty in the College of Arts and Science, particularly in History and Political Science, this is a model of interdisciplinary innovation that promises to attract new students to MU.

The proposal has been reviewed by the appropriate faculty committees in the College of Arts and Science, and they have all enthusiastically recommended approval. I am delighted to concur with their recommendations.

Sincerely yours,



Patricia Okker
Dean, College of Arts and Science

26 November 2018

Dear Justin,

On Thursday November 15, the History Department faculty met and voted unanimously to endorse the Kinder Institute's proposals for a BA and MA in Constitutional Democracy. The department vote came at the end of a semester-long process that included review by myself, the Undergraduate Studies Committee, the Graduate Studies Committee, and a "Town Hall" open discussion. My colleagues and I have thoroughly vetted these proposals and have been generally pleased by the good will and spirit of collaboration with which our suggestions were received by Kinder faculty.

There remain a number of details to be worked out between our department and the Kinder Institute (including teaching responsibilities of our shared faculty; coordination of our degree programs; and strategies for future hiring), which we will continue to discuss with Jeff Pasley and yourself. Overall, however, we are hopeful that the new degree programs will benefit the History Department, the Kinder Institute and all of our students by promoting and facilitating the study of the past, which is badly needed at this time. The KI has already contributed considerably to the intellectual environment for historians on our campus and has generated a great deal of excitement among students. We look forward to continuing our department's strong relationship with the Kinder Institute going forward.

Sincerely,



Catherine E. Rymph
Professor and Chair, Department of History

November 26, 2018

A. Cooper Drury
Senior Associate Dean
College of Arts & Science
University of Missouri

Dear Dean Drury:

The proposed BA in Constitutional Democracy is an interdisciplinary degree program with a humanistic focus on U.S. political thought and political history, embedded in an undergraduate residential college, that would be beneficial to the MU campus. The core classes combine a small subset of political science courses focused on political thought with the cognate discipline of political history.

The proposed MA in Atlantic History and Politics emphasizes the Atlantic connections that have shaped the history of the United States and the structure of American government from before the creation of the nation through the present. The core classes complement programming in the Departments of History and Political Science and the Truman School of Public Affairs.

Both degrees present opportunities for new partnerships and collaboration with existing complementary programs. The Political Science faculty voted 13-yes, 1-no in favor of the proposed BA in Constitutional Democracy. The Political Science faculty voted 14-yes, 0-no in support of the proposed MA in Atlantic History and Politics.

We are enthusiastically looking forward to the next steps.

Sincerely,



Moises Arce
Professor and Chair

August 8, 2018

Dear Justin,

I am writing to support the proposed B.A. residential college in Constitutional Democracy and the M.A. in Atlantic History and Politics. The implementation of the proposed M.A. and B.A. would enhance the community of students and faculty interested in public service, which in turn benefits the Truman School. Below I discuss several ways in which the proposed programs would complement the Truman School's existing degrees. The Truman School currently offers a Masters in Public Affairs, as well as a PhD program.

Proposed MA

Coursework in the proposed M.A. would be attractive electives for Truman MPA students, including the study abroad in Oxford. Truman MPA students typically pursue careers in public service both within the United States and abroad. Their ability to be effective in these careers would be enhanced by opportunities to take courses focusing on the political thought and history shaping governance structures and public policies. Those working in the public sector must constantly balance different democratic values. One of the competencies the Truman School must provide MPA students for accreditation from NASPAA (the Network of Schools of Public Policy, Affairs, and Administration) is an understanding of public values.

In addition, the proposed program complements the Truman School because students earning the MA in Atlantic History and Politics (AHP) would benefit from the opportunity to take Truman School courses as electives. Truman courses provide students with the skills to lead, manage and evaluate programs in the public and non-profit sector. These courses might be particularly attractive for AHP students who are more interested in pursuing public service careers upon graduation rather than moving on to a PhD program. Furthermore AHP students might be interested in the variety of career-focused certificate programs offered by the Truman School to complement their M.A.

Proposed B.A. Major in Constitutional Democracy

Students graduating with a major in Constitutional Democracy interested in public service will be well prepared to apply to the Truman School MPA program. One focus of the proposed major is developing students' written communication skills. This is a crucial skill for MPA students. Furthermore, the BA and MPA both focus on public service. Therefore creating the major will help build a pipeline of

students that may be interested in the MPA. The Truman School has already enrolled several students in our MPA who received a minor from the Kinder Institute. I anticipate that the new major would increase that pipeline of students.

In sum both the proposed MA and BA complement programming in the Truman School of Public Affairs. These new programs will increase the ability of MU to offer a rich set of academic programs that would be of interest to students seeking a public-service career. Adding the proposed M.A. and B.A. to our existing strengths in public service education will help make MU competitive in attracting the top students with these interests to campus.

Sincerely,

A handwritten signature in black ink that reads "Lael Keiser". The signature is written in a cursive style with a large initial "L" and a long, sweeping underline.

Lael Keiser, Professor
Director of the Truman School of Public Affairs
University of Missouri
Columbia, MO 65211

31 August 2018

Professor Justin Dyer
Director, Kinder Institute
409C Jesse Hall
University of Missouri
Columbia, MO 65211

Dear Justin,

As you know I have been associated with the Kinder Forum and the Institute for some time now. I have witnessed first-hand the growth and success of the Institute and seen its programs energize faculty and inspire students. I have taught associated courses and participated in seminars. I am continually impressed by the enthusiasm of the students the Institute attracts and by the range of approaches and methodologies that have defined the Institute's programs. From my perspective, therefore, the introduction of a residential college, a BA in Constitutional Democracy, and an MA in Atlantic History and Politics seems a logical and necessary next step, one that builds on the Institute's strengths and establishes a dynamic framework for future growth and development. At the same time, these plans engage and satisfy many of the core values and missions of the University of Missouri. I can only think that the implementation of these plan will make the College and the University a better place for students and faculty alike.

Certainly, the formation of a residential college, in conjunction with the renewed Honors College, will provide (as residential colleges have elsewhere) many MU students with an educational experience that can compete with that offered by the best liberal arts colleges and (some) research universities. As this proposal argues, this will surely help MU attract and retain bright and highly motivated students in an increasingly competitive atmosphere. This in turn will undoubtedly have an impact on faculty retention. We all want to be part of an exciting and thriving enterprise. But the real gem here is the role the BA, the Institute, and the University can (continue to) play in the education of our students in the history, theory, and practice of democratic government. This is an obligation that we, a public university, must take seriously. It was clear to every ancient thinker who thoughtfully considered questions of politics and constitutions (e.g., Plato, Aristotle, and Cicero), and whom most of our Founders read, that education of the citizenry was a (if not the) key component in ensuring stable and socially responsible government.

It is also largely self-evident that the introduction of a BA in Constitutional Democracy, which can be foundational to such a wide range of post-graduate options, addresses concerns that parents, students, and faculty share about the utility of education in the

social sciences and humanities—without succumbing to a narrow vocational model. The proposed curriculum offers students a broad range of learning experiences from small seminars to experiential internships. It combines a core curriculum based on close reading, discussion, and critical thinking with more personalized interdisciplinary work at the upper levels. The experiential programs push students to think nationally and internationally. Outcomes are myriad as students are prepared for a wide range of educational and career options—or continuation into the MA in Atlantic History and Politics. But they will also, of course, be better prepared to lead active and reflective lives and fulfill responsibly the demands of national and global citizenship in an age when we face so many questions of paramount importance. It will only be extra bounty if the endeavor also makes the University of Missouri a destination for students already committed to such ideals and sets us apart as a place that fulfills its mission with action.

At the same time, the MA represents a creative way forward in graduate education. It offers both a fifth-year graduate school experience to students in the BA program (and others) and a liminal or transitional phase that can lead on to graduate school, professional school, or a career choice. The one-year commitment reduces the financial burdens and partnership with the RAI of Oxford distinguishes the proposed program among its competitors.

There is so much that is exciting about this proposal, and the Institute's record of success so far leaves little doubt that the goals outlined therein will be met if not surpassed.

A handwritten signature in black ink, appearing to read "Dennis Trout". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Dennis Trout
Professor of Ancient Mediterranean Studies



18 June 2018

Kinder Institute
Board of Directors
Columbia, MO

Dear Board,

As Director of the Honors College, I am writing in support of the Kinder Institute's proposal for an integrated B.A. in Constitutional Democracy and their pursuit of a residential college.

The Honors College has worked extensively with the Kinder Institute since I arrived on campus in August 2015. The success of this partnership is due, in large part, to a shared philosophical vision and approach to undergraduate education at Mizzou.

This shared vision has been operationalized in three co-coordinated endeavors: the Institute's *Constitutional Democracy* Honors Freshman Interest Group (FIG), the Honors *Constitutionalism and Democracy* course series (coordinated by Kinder Institute professor Carli Conklin), and the Institute's sustained contribution to the Honors College's tutorial curriculum.

These endeavors reflect not only our mutual commitment to holistically building intellectual communities at MU but also our mutual understanding of how important these communities are to students' academic growth and general well-being, particularly on a campus as large as this one. By 'holistically building,' I mean creating environments in which students learn with and from one another, environments in which shared courses of study encourage both spirited debate and intellectual development and independence. These communities do not simply help Mizzou attract and retain academically elite students; they likewise function as spaces in which students grow personally and intellectually.

The year-over-year growth of the Kinder Institute's FIG gives me every confidence that the initial target of doubling it in size (to 40 students) can be met quickly. Moreover, and more importantly, the proposal to expand the shared course of study in which students engage to a four-year B.A. curriculum, while keeping the intellectual community itself consistent and close-knit, introduces exciting new possibilities for student growth and achievement into an already successful model.

Much of what the Kinder Institute envisions is an intensive pedagogical continuation of the Honors course series and Honors tutorial models. Based on the Oxford style of teaching, the tutorials pair a small group of Honors students (2 to 5 per tutorial) with a distinguished faculty to intensely examine a topic, author, book(s), or issue(s) over the course of a semester. These are courses that allow students to build off of and further refine the intellectual skills and habits that they develop in first- and second-year learning communities, and unsurprisingly, they are a

fertile seedbed for competitive fellowships (Truman, Schwarzman, Fulbright, et al) recipients at MU.

Since 2015, the Kinder Institute has taught several tutorials over a dozen times in the Honors College, and they have made these courses central to the proposed degree program.

Creating programs that are academically rigorous and that animate students' spirit of intellectual curiosity are essential to bringing the best students in Missouri to MU, to keeping them here, and to helping them realize their full potential.

And even more than at the granular level of curriculum design, this is where the philosophies of the Honors College and Kinder Institute overlap—in the beliefs that we need to challenge ourselves to create more of these programs across campus; that we need to be as innovative as possible in conceiving of these programs; and that, by doing so, Mizzou will distinguish itself from state universities and liberal arts colleges alike. The proposed B.A. and residential college will certainly advance these goals on its own and also by creating new avenues for cross-campus and system-wide collaboration.

The synergies between the Kinder Institute and Honors College that might arise as a result of getting these programs off the ground are a particular cause for optimism and create the beginnings of an outline for how we could work together in the coming years to chart revolutionary new paths in undergraduate education at the university.

Thus, I write in strong support of the Kinder Institute's proposals.

Sincerely,



J.D. Bowers
Director
Honors College

17 July 2018

Dr. Justin Dyer, Director
Kinder Institute on Constitutional Democracy
409C Jesse Hall
University of Missouri
Columbia, Missouri 65211

Dear Justin,

I strongly support the concept of establishing a residential college in which first-year students share a living-and-learning experience based on a common curriculum established through the Kinder Institute on Constitutional Democracy.

Building on the current structures, including the minor and certificates in Constitutional Democracy, the residential college plan should serve as a strong feeder into the Scholars and Fellows programs that have already proven themselves as valuable assets in MU's undergraduate offerings. I envision that students enrolled (with disparate yet overlapping interests) would build strong bonds through intentional efforts by KICD to develop academic, co-curricular, and social programs that regularly involve faculty and staff. Doing so should create a form of experiential learning *on campus*, but within the context of an interdisciplinary program that also takes those same students *off campus*—whether to museums and libraries across the state, Jefferson City, Washington, or Oxford—for breadth as well as depth.

I am also intrigued by the coursework and other offerings that KICD includes in its proposed major. Tutorials, seminars, internships, off-campus study, and research opportunities all should deepen a student's undergraduate experience—and all within the context of a unified course of study.

In addition, the proposed one-year master's program could be quite popular. Currently, each year several of our own students (and hundreds nationwide) apply for similarly "themed" master's programs in Ireland and the United Kingdom, especially, through Mitchell, Marshall, and Fulbright scholarships. These degree programs attract many high-caliber students from across the United States and around the world. These students might not seek academic careers but wish to expand their knowledge on an academic topic—especially one that crosses traditional disciplinary boundaries (e.g., the international slave trade, conflict studies, post-colonial studies)—prior to entering, say, law school, a public policy program, or government service.

I look forward to learning more about the proposal and am more than willing to participate in planning discussions.

Sincerely,



Timothy H. Parshall
Director



June 18, 2018

Dr. Justin Dyer
Director, Kinder Institute on Constitutional Democracy
Professor, Political Science
204 Professional Building
University of Missouri
RE: Letter of Support

Dear Dr. Dyer,

On behalf of the Department of Residential Life at the University of Missouri (MU), I am writing in full support of the proposal by the Kinder Institute on Constitutional Democracy for their formation of a residential college. As the Associate Director of Residential Life, I work closely with the leadership of the Kinder Institute on current curricular and co-curricular initiatives and see this proposal as a meaningful and sustainable impact on the MU student experience.

Residential Life seeks to provide a multi-year experience that supports campus community, fosters a sense of belonging, and promotes students' learning and development. We house over 5,500 students in over 20 halls. Thus, our department cannot meet such goals alone. Through a strategic collaboration with the Kinder Institute, our mutual efforts to create a rich community of undergraduates, graduate students, and faculty with a shared commitment to intellectual pursuits will be enhanced.

By creating this university's first residential college, we will have the ability to coordinate more academic, cultural, and personal support programs and activities. Additionally, participation in a residential college can increase student retention and academic success. Long-term, this proposal could serve as a model for additional residential colleges, as we consider the ever-changing needs of our diverse student population.

My staff are enthusiastically looking forward to the next steps. I am happy to answer logistical questions and to provide additional information, as needed.

Best regards,

Dr. Tyler Page
Associate Director for Residential Life

June 13, 2018

Dr. Justin Dyer
Director, Kinder Institute on Constitutional Democracy
Professor, Political Science
204 Professional Building
University of Missouri
RE: Letter of Support

Dr. Dyer,

It is with great pleasure that I write this letter of support for the Kinder Institute Residential College housed at the University of Missouri. A residential college focusing on constitutional democracy can make a positive impact on enrollment goals and the overall mission of the University of Missouri.

Having a program of this caliber at MU increases our reputation and illustrates our commitment to solving the complex social and global issues facing our society. Prospective students will be able to utilize the resources of both the Kinder Institute and a Research I institution, to create a truly unique and empowering undergraduate education, preparing them for their future careers and post-baccalaureate education. Fostering learning in a residential experience creates a sense of community critical to retention and the well-being of our students.

Please let us know if there is anything the Division of Enrollment Management can do to help you bring this incredible opportunity to the students of the State of Missouri.

Sincerely,



Dr. Pelema Morrice
Vice Provost for Enrollment Management and Strategic Development
211 Jesse Hall
University of Missouri

August 14, 2018

Dr. Justin Dyer
Director, Kinder Institute on Constitutional Democracy
409C Jesse Hall
University of Missouri
Columbia, Missouri 65211

Dear Dr. Dyer:

The American Legion Boys State of Missouri, Inc. supports the Kinder Institute's creation of a new degree program for constitutional democracy, as well as the establishment of a new residential college focused on those studies.

Founded in 1938, Missouri Boys State is an eight-day summer leadership program that teaches high school students about the institutions and processes of our constitutional democracy. The goal is to instill in the participants a desire to be engaged in their community and government, even if they never seek elected office.

The program hosts approximately 1,000 young men every summer - their backgrounds reflect the diversity of our state, and include young men from the urban core, suburbs, and tiny rural towns. These students represent the best and brightest of Missouri's youth - scholars, artists, athletes, and emerging leaders.

During Boys State, participants immerse themselves in the concepts underlying a constitutional democracy: the balance of powers among competing institutions, the importance of civic engagement, and the role of free and independent elections.

Not surprisingly, many Boys State participants have a strong interest in government and politics. Additionally, many of our alumni choose the University of Missouri for their college education.

We believe that the Kinder Institute's proposal for a residential college and a constitutional democracy degree program would serve these students well, and augment the work and goals of the Boys State program. It would, in effect, allow these young scholars to continue the work they started at Boys State in a university setting.

We have no doubt that several Boys State alumni would be interested in this course of study, particularly given that several of our alumni are already involved with the Kinder Institute and its current offerings.

We look forward to working with the Kinder Institute to educate our alumni about these enhanced offerings at the University of Missouri, and continuing to foster ways our two programs can work together in the future.

In the meantime, though, please consider this letter an expression of our unmitigated support for the Kinder Institute's pending proposal.

Respectfully submitted,



Matthew L. Dameron
Director, Missouri Boys State



June 19, 2018

Dr. Justin Dyer
Director, Kinder Institute on Constitutional Democracy
409C Jesse Hall
University of Missouri
Columbia, MO 65211

Dear Dr. Dyer:

The Missouri Humanities Council ardently supports the Kinder Institute's recent proposals to create two new degree programs, each to be housed under the Kinder Institute. These programs, as outlined, would most certainly enhance educational opportunities at the University, provide students an unrivalled learning opportunity and preparation for a professional career, clearly enhance student recruitment and, ultimately, result in higher enrollment. The proposed degree programs would undoubtedly attract outstanding students from within this state and from across the nation, thus making the University of Missouri a premier destination for scholarly excellence.

The MHC and the Kinder Institute share a mission to increase programmatic offerings that enhance public education, that demonstrate the importance of civics education and increased understanding of and participation in the democratic life of this nation, and that promote greater knowledge of our history and heritage as the foundation for this augmented civic involvement. Both of our organizations also understand the need for such programming, as proposed by the Kinder Institute, to enhance educational opportunities in the wake of reduced state funding. Our organizations possess, moreover, the capacity, the requisite resources, and the commitment to succeed in expanding higher education in our state.

The Kinder Institute's proposed programs clearly transcend the classroom, providing students real world experience that few other programs across the nation can offer. The Kinder Institute can, moreover, count on the full cooperation and support of the MHC in advancing the proposed programs. Our organization looks forward to continuing our current partnerships, and, through the proposed programs, augment that relationship for the benefit of our citizens and society.

Professionally,

A handwritten signature in blue ink that reads "WS Belko".

Dr. William S. Belko
Executive Director

Appendix B – Financial Projections

se see first tab for instructions.

UNDERGRADUATE PROGRAM PRO FORMA

UNIVERSITY OF MISSOURI - COLUMBIA
 PROFORMA: Kinder BA in Constitutional Democracy Projection as of 4/9/19

Prepared by: Amy Bohnert

Approved by: Dr. Matt Martens & Dr. Justin Dyer

| PROGRAM: | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------------------------------------------------|----------------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | FY21 | FY22 | FY23 | FY24 | FY25 | FY26 | FY27 | FY28 |
| Enrollment Projections | | | | | | | | |
| Head Count Students - new incoming | 54 | 108 | 162 | 216 | 216 | 216 | 216 | 216 |
| Head Count Students - transfers within campus | 6 | 12 | 18 | 24 | 24 | 24 | 24 | 24 |
| Student Credit Hours | 720 | 1,170 | 1,530 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 |
| Tuition Rate/Credit Hour | 292 | 297 | 301 | 306 | 310 | 315 | 320 | 324 |
| Fee Rate/Credit Hour | 41 | 42 | 43 | 43 | 44 | 45 | 45 | 46 |
| Tuition Discount Rate (%) | 18% | 18% | 18% | 18% | 18% | 18% | 18% | 18% |
| Revenue Projections | *****CALCULATED CELLS***** | | | | | | | |
| Tuition | 210,384 | 347,002 | 460,579 | 549,985 | 558,234.77 | 566,608.29 | 575,107.42 | 583,734.03 |
| Supplemental & Other Fees | 29,808 | 49,165 | 65,257 | 77,924 | 79,092.81 | 80,279.20 | 81,483.39 | 82,705.64 |
| Scholarship Allowances | (43,235) | (71,310) | (94,650) | (113,024) | (114,719) | (116,440) | (118,186) | (119,959) |
| Net Tuition and Fees | 196,957 | 324,857 | 431,185 | 514,885 | 522,609 | 530,448 | 538,404 | 546,481 |
| Other Income | | | | | | | | |
| TOTAL PROGRAM REVENUE | \$196,957 | \$324,857 | \$431,185 | \$514,885 | \$522,609 | \$530,448 | \$538,404 | \$546,481 |
| Recurring State Support | | | | | | | | |
| TOTAL REVENUE | \$196,957 | \$324,857 | \$431,185 | \$514,885 | \$522,609 | \$530,448 | \$538,404 | \$546,481 |
| Expenditure Projections | | | | | | | | |
| Faculty Salaries detail | | | | | | | | |
| Technical Salaries detail | | | | | | | | |
| Support Salaries detail | | | | | | | | |
| Total Salaries | - | - | - | - | - | - | - | - |
| Benefits | - | - | - | - | - | - | - | - |
| Subtotal Salaries and Benefits | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Operating Expense | | | | | | | | |
| Computing Expenses | | | | | | | | |
| NonCapital Maintenance & Repair | | | | | | | | |
| Noncapital Equipment | | | | | | | | |
| Supplies | | | | | | | | |
| Professional & Consulting | | | | | | | | |
| Travel & Training | | | | | | | | |
| Misc. Expenses | | | | | | | | |
| Subtotal Operating Expense | - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| One-time Expenditures (Startup Costs) | | | | | | | | |
| Additional Space Costs | | | | | | | | |
| Subtotal One-time Expense | \$ - | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| DIRECT MARGIN | \$196,957 | \$324,857 | \$431,185 | \$514,885 | \$522,609 | \$530,448 | \$538,404 | \$546,481 |
| CUMULATIVE DIRECT MARGIN | \$196,957 | \$521,814 | \$952,999 | \$1,467,884 | \$1,990,493 | \$2,520,941 | \$3,059,345 | \$3,605,826 |
| Subtract: | | | | | | | | |
| Revenue from Transfers within Campus | \$ 19,696 | \$ 32,486 | \$ 43,118 | \$ 51,489 | \$ 52,261 | \$ 53,045 | \$ 53,840 | \$ 54,648 |
| NET MARGIN TO THE CAMPUS | \$177,262 | \$292,371 | \$388,066 | \$463,397 | \$470,348 | \$477,403 | \$484,564 | \$491,832 |
| CUMULATIVE NET MARGIN TO THE CAMPUS | \$177,262 | \$469,633 | \$857,699 | \$1,321,096 | \$1,791,444 | \$2,268,847 | \$2,753,411 | \$3,245,243 |
| Campus Overhead Allocation | \$ 88,631 | \$ 146,186 | \$ 194,033 | \$ 231,698 | \$ 235,174 | \$ 238,701 | \$ 242,282 | \$ 245,916 |
| MARGIN AFTER CAMPUS OVERHEAD | \$88,631 | \$146,186 | \$194,033 | \$231,698 | \$235,174 | \$238,701 | \$242,282 | \$245,916 |
| CUMULATIVE MARGIN AFTER CAMPUS OVERHEAD | \$88,631 | \$234,816 | \$428,849 | \$660,548 | \$895,722 | \$1,134,423 | \$1,376,705 | \$1,622,622 |

Assumptions:

- a. Assuming an increase in the per credit hour Tuition Rate and A&S Supplemental Fee Rate of 1.5% per year.
- b. Maximum class size of 60 students used for estimates.
- c. 10% of class size built on student transfers within campus.
- d. Assuming 100% of students enrolled are Missouri residents.
- e. No operating costs associated with Degree Program, is to be accomplished with Kinder Institute's current faculty after proposed expansion.
- f. Conservative Revenue Model used. Revenue Model only includes revenue for new courses offered through this program, and estimate of 50% of 12 credit hours of elective requirements (3 ch Sophomore, 6 ch Junior, 3 ch Senior) being taught by Kinder Faculty. General education requirements & other currently offered A&S courses not included.
- g. Degree Program requires a 3 hour capstone and 3 hour experiential learning opportunity. Experiential learning opportunity could be taken outside of degree program based on approved opportunities. Proforma includes revenue credit for both 3 ch requirements, using current estimate that Kinder Faculty opportunities will be selected.
- h. Campus Overhead built on current model of 50% of generated revenue.

Appendix C – Course Descriptions

Appendix C: Common Curriculum Course Descriptions

Intellectual World of the American Founders (2000-level, cross-listed POL_SC)

An overview of “what the Founders were reading,” this course will introduce students to the antecedents of early American political thought, from the philosophy of Classical Greece and Republican Rome through the political and social innovations and upheavals of the Protestant Reformation and European Enlightenment. Focus will be placed on analyzing both influence and divergence, with the ultimate goal that, upon completion of the course, students will understand the currents of thought that the Founders took into account when shaping the political values and institutions of the new nation, the ways in which they deviated from prior models in order to construct a system that would meet the unique demands and conditions of North America, and the way in which this combination of philosophical innovation and indebtedness contributed to many of the issues that the nation faced in its first decades.

The Revolutionary Transformation of Early America (2000-level, cross-listed HIST)

This course is designed to provide students with an opportunity to explore the practical and theoretical causes and ramifications of colonists’ resistance to British rule as well as the major events of the independence movement and ensuing Revolutionary War. In examining the process that set the British Empire’s mainland American colonies on a surprising, transformative trajectory toward republicanism and democracy, students will engage with primary sources that expose the contradictions Americans began to confront during this era, such as fighting for liberty and equality in a slave society and building a nation out of lands originally occupied by indigenous peoples.

Constitutional Debates (2000-level, cross-listed POL_SC)

While students in this course will draw on material covered in the previous two classes, the focus here is on political thought in practice. Specifically, the purpose of the class is for students to arrive at a nuanced understanding of the issues and objectives that shaped the design of the U.S. Constitution by examining the practical problems of governance that the Founders took it upon themselves to resolve as well as the debates about the structure and function of government and the character of democratic society that raged during the drafting and ratification processes.

The Young Republic (2000-level, cross-listed HIST)

Students will focus on the time period during which the nation’s political institutions and identity began to take shape. On one hand, this will involve examining practical questions regarding commerce, religion, and international order (among many other topics) that the United States faced during the early national era. On the other hand, the course will address broad, theoretical concerns and tensions regarding the nature and character of the new union that arose as leaders and citizens engaged in the process of building a working political system following the Constitution’s minimal instructions.

Political Science Concepts in Constitutional Democracy (2000-level, cross-listed POL_SC)

Students will study select political science concepts such as federalism, bureaucracy, institutions, separation of powers, representation, political parties and interest groups, rights and liberties, and

elections. The goal is that they will consider the development of key theories, processes, or institutions over time, with the ultimate end of connecting concepts from the first-year seminars to political practice in the present day, both in the United States and globally.

Themes in the History of Constitutional Democracy (2000-level, cross-listed HIST)

Students will study select themes in the history of constitutional democracy, such as revolutions, crises of union, sovereignty and treaty-making, citizenship, slavery and freedom, political economy, and environmental regulation, with the goal of drawing connections between material studied in the first-year seminars and later eras in U.S. and global history.