



New Program Report

Date Submitted:

07/01/2019

Institution

University of Missouri-Columbia

Site Information

Implementation Date:

8/19/2019 12:00:00 AM

Added Site(s):

Selected Site(s):

University of Missouri-Columbia, 105 Jesse Hall, Columbia, MO, 65211

CIP Information

CIP Code:

451002

CIP Description:

A program that focuses on the systematic study of United States political institutions and behavior. Includes instruction in American political theory, political parties and interest groups, state and local governments, Constitutional law, federalism and national institutions, executive and legislative politics, judicial politics, popular attitudes and media influences, political research methods, and applications to the study of specific issues and institutions.

CIP Program Title:

American Government and Politics (United States)

Institution Program Title:

Constitutional Democracy

Degree Level/Type

Degree Level:

Bachelor's Degree

Degree Type:

Bachelor of Arts

Options Added:

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Hybrid

Student Preparation



New Program Report

Special Admissions Procedure or Student Qualifications required:

Any student admitted to the University of Missouri with demonstrated interest in civic education is eligible to apply to enter the residential college as an incoming freshman. All MU students are also eligible to be a part of the CD major through enrollment in the supplementary sections of common curriculum seminars for the B.A. that will be offered each year.

Specific Population Characteristics to be served:

n/a

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:

A Ph.D. and active research agenda will be required to teach all courses associated with the Constitutional Democracy B.A.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:

75% of courses associated with the B.A. will be taught by full-time MU faculty, with the remaining 25% taught by either Kinder Institute postdoctoral fellows or visiting scholars.

Expectations for professional activities, special student contact, teaching/learning innovation:

Faculty involved with the proposed programs will continue to conduct and publish research in their fields and to attend and share their scholarship at professional conferences. In addition, there will be significant opportunity for special student contact through various extracurricular activities associated with the residential college and B.A., as well as for the development of pedagogically innovative courses co-housed in the Kinder Institute and another academic unit.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 60	Part Time: 0	
Year 2	Full Time: 120	Part Time: 0	
Year 3	Full Time: 180	Part Time: 0	Number of Graduates: 0
Year 4	Full Time: 240	Part Time: 0	
Year 5	Full Time: 240	Part Time: 0	Number of Graduates: 60

Percentage Statement:

n/a

Program Accreditation

Institutional Plans for Accreditation:

There are no accreditation requirements associated with this new program.

Program Structure

Total Credits:

120

Residency Requirements:

Given the specific nature of the curriculum for the B.A. and its affiliation with the residential college, all courses in the major must be taken at or through MU.

General Education Total Credits:

54



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Major Requirements Total Credits:

36

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
POL SC 2540	3	Intellectual World of the American Founders (A)
POL SC 2004	3	Political Science Concepts in Constitutional Democracy (B)
HIST 2120	3	Young Republic (A)
4000-level	3	Experiential Learning Course (C)
HIST 2100	3	Revolutionary Transformation of Early America (A)
4000-level	3	Thesis Workshop or Capstone Seminar
HIST 2004	3	Topics in History-Social Science
POL SC 2455	3	Constitutional Debates (A)
3000/4000-level	12	Elective Courses

Free Elective Credits:

30

Internship or other Capstone Experience:

Students are required to take three hours of thesis or capstone credit, through which a substantial research/writing project is completed, as well as three hours of experiential learning credit, which can include an internship. An internship can service as the basis for but cannot serve in lieu of a thesis or capstone project. See Sections 5.C.3 and 5.C.4 for more detailed descriptions of these requirements.

Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information



New Program Report

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Proposal for New B.A. in Constitutional Democracy
Kinder Institute on Constitutional Democracy

New Degree Program Proposal

Sponsoring Campus: University of Missouri-Columbia

College or School: College of Arts & Science

Department: Kinder Institute on Constitutional Democracy

Program Title: B.A. in Constitutional Democracy

Delivery Site(s): University of Missouri-Columbia Campus

Expected Date of First Graduation: Spring 2024

Author of Proposal: Dr. Justin Dyer, Kinder Institute Director and Professor of Political Science

Name and Phone Number of Person to Contact for More Information:

Dr. Thomas Kane, Kinder Institute Communications Associate, 434-825-4852

Individual(s) Responsible for Success of Program

Dr. Justin Dyer

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EXECUTIVE SUMMARY

Since it opened its doors, the Kinder Institute on Constitutional Democracy has engaged hundreds of MU undergraduates in exploration of the intellectual foundations and historical development of the United States, fields of study that are not simply valuable on their own but also essential to preparing students for meaningful, civil participation in public life. We envision building on this early success by partnering with the College of Arts & Science (A&S) to develop a world-class residential college that provides a foundation for thoughtful citizenship, leadership, and civic engagement through consideration of the nation's evolution from its beginnings to the present, with particular emphasis on how a thorough knowledge of the United States' origins can enrich both our understanding of historical progress and our assessment of the cultural, social, political, and economic problems with which the U.S. has long struggled. The academic component of the residential college is a proposed **B.A. in Constitutional Democracy (CD)** housed in A&S, the unique aspects of which include:

- A first-year living and learning community that integrates shared scholastic experience at the Kinder Institute and undergraduate residence in Wolpers Hall
- A common, interdisciplinary B.A. curriculum focused on the ideas and events that shaped the political institutions and culture of the U.S. during the revolutionary and early republic eras
- Continuation of the common curriculum with upper-level coursework and fieldwork that traces the reverberations of the nation's origins over time and around the globe and that provides students with the opportunity to develop and pursue an area of concentration
- The option to apply to pursue a separately proposed one-year interdisciplinary M.A. in Atlantic History & Politics upon completing the B.A.

At its core, the proposed Kinder Institute Residential College (KIRC) will build and expand on the Freshman Interest Group (FIG) program that for some time has been a cornerstone of MU's programming for first-year students. Specifically, the KIRC will triple the size of a typical FIG cohort (from 20 to 60); engage students in a year of shared inquiry in the classroom, rather than a single semester; and provide greater thematic cohesion in regard to the courses that all college residents take together. The robust sense of scholarly community and academic rigor that the KIRC offers will not only enrich the first-year experience of MU students who take part in it but will also help attract the state's best students to Mizzou (as is evidenced in the nine, highly-decorated inaugural recipients of the Morgan Scholarship associated with the KIRC) and prepare them equally for graduate study across multiple disciplines, public service at the state and national level, and a wide variety of careers in the private sector. In addition, the Constitutional Democracy B.A., which students in the KIRC can seamlessly transition into, will serve as a model of interdisciplinary scholarship, cross-departmental collaboration, and integrated experiential learning at a time when not only Mizzou but universities nationwide are prioritizing precisely these outcomes. With a common curriculum drawn from History and Political Science, and an upper-level curriculum through which students design a focused course of study from classes that span over a dozen departments in A&S, the B.A. can be launched at no cost to the university, using only existing resources, while also providing numerous ways for value to be added through lines built into the Kinder Institute budget for course development, funded research, and student recruitment (among other things). The B.A. is also structured to facilitate double majoring, particularly with History and Political Science, which will only further enhance the interdisciplinary approach of students majoring in it, and we are developing the degree with every intention of pursuing new collaborative opportunities throughout the UM System, whether that be in the form of student exchanges, systemwide faculty and graduate research colloquia and workshops, or something not yet

devised. In terms of enrollment, with less than a semester to advertise and promote the Fall 2019 soft launch of the KIRC, the Kinder Institute recruited a cohort of 44 incoming students of diverse background and distinguished academic record, and hitting this target with such a short runway gives us every confidence that we can successfully grow the KIRC and major to our target of 60 students in AY 2020-21 and sustain this momentum going forward.

1. Introduction

The Kinder Institute was founded in 2014 (as the Kinder Forum) by Professors Justin Dyer (Political Science) and Jeff Pasley (History), with a grant from the Kinder Foundation of Houston, TX. We had the goal of creating an academic center that prioritizes the study of political thought and history and, in doing so, furthers the cause of civic education at MU. By launching an interlocking set of undergraduate programs, faculty hires, and graduate and postdoctoral fellowships, all in association with the Departments of History and Political Science, we wanted to enable the students and professors involved with the Institute to devote an even more significant and more focused portion of their university experience to building a deeper understanding of the philosophical principles underlying American government, as well as the issues of theory and practice that have arisen as efforts to realize these principles have played out over the course of American history.

As outlined in Section 3.A.2, interest in our undergraduate programs was immediate and has grown steadily since our first year. Of particular relevance to this proposal, we awarded 34 Certificates in American Constitutional Democracy awarded during AY 2017-18, up from 16 in AY 2016-17 and 19 in AY 2015-16, and the four courses currently associated with our *Constitutionalism & Democracy* Honors College series—which will be re-purposed as the core curriculum for the CD major—have seen an aggregate 85% surge in enrollment over the past three years.

In speaking with students about their interest in Kinder Institute programs, they often emphasize two criteria. First, they express enthusiasm for the subject matter on which the Kinder Institute's academic and extracurricular programs focus and the rigor with which study of it is pursued. Second, they stress culture: the intellectual relationships that they are able to forge both with faculty and peers through the Institute's various programs and small, discussion-based courses, as well as the opportunities these programs and courses afford to discuss and debate issues of historical and contemporary importance with students of different backgrounds, views, and majors.

The idea that there is a market for a program that unifies these criteria into a single, four-year offering for incoming students anecdotally emerged from prospective students who would stop by our office with their parents asking how they could get a degree from the Kinder Institute. This hypothesis has recently been quantifiably substantiated. Since early February 2019, when we coordinated with the Department of Admissions to become a department that high school students could choose to visit while they are touring campus, we have met with over a student a day on average, the vast majority of whom have expressed enthusiastic interest in joining the KIRC in Fall 2020.

In terms of how students will be able to academically pursue their interest in American political thought and history, the KIRC will allow incoming MU freshmen to immediately dive into study of these subjects through taking the first four (of six) courses in the major's required curriculum, the whole of which is completed over three semesters and takes a humanistic, interdisciplinary approach to examining the intellectual and political history of the U.S. in the period from 1760-1820, as well as the lasting questions raised by and during the unfolding of this formative era. The B.A.'s upper-level

coursework will then allow students to continue this inquiry through classes that drill more deeply into these foundational ideas and events and that further trace their reverberations across eras, around the globe, and into the present state and practice of constitutional democracy (it should be added that one primary goal is for this upper-level curriculum to empower students to define for themselves the trajectory of their inquiry through working with an advisor to design a thematically-coherent, wholly interdisciplinary “bundle” of 3000- and 4000-level courses). The core components of the 36-credit hour major (detailed in 5.C) are:

- 18 hours of required seminars, taken during students’ first and second years at MU
- 12 hours of additional elective credit, completed through upper-division seminars, small writing-intensive tutorials, and study abroad/away classes
- 3 hours of experiential learning coursework/fieldwork
- 3 hours of required thesis or capstone credit

In terms of outcomes, our goal is for the major to produce citizens who possess a historically- and philosophically-informed knowledge of public affairs, as well as the analytical skills—archival research, close reading, persuasive writing—to wield this knowledge with purpose. Which is to say that we aim to produce conceptual thinkers who approach the ideas, events, and figures central to American political thought and history as subjects worthy of both appreciation and careful, intense scrutiny—as subjects whose relevance to contemporary discourse must be considered in terms of the debates that importantly still surround them. As alumni of our programs have demonstrated, students equipped with this knowledge and these critical thinking skills are prepared for any number of trajectories after college. Though incomplete, a list of some of the opportunities pursued by our first waves of alumni includes: professional training in Law, Public Administration, and Education; graduate studies in History, Political Science, Economics, Media Studies, and Theology; political jobs with the Department of Justice, First Lady of Missouri, Missouri Democratic Party, and U.S. Chamber of Commerce; employment at consulting firms like Booz Allen Hamilton and at non-profit organizations and think tanks across the ideological spectrum, including the Intercollegiate Studies Institute, Institute for Justice, American Constitution Society, and Consortium of Social Science Associations; and an internship that led to a reporting job on the political investigations team at ABC’s D.C. affiliate.

History of the Concept of the Program

The concept emerged (a) from the fact that the Kinder Institute, as currently constituted, is uniquely positioned to build on, add greater depth to, and unify in one program the university’s already robust commitment to civic education and experiential and interdisciplinary learning; and (b) from our observation of demand on campus for an undergraduate degree that takes an interdisciplinary, student-driven approach to studying the history, theory, and practice of constitutional democracy and that is delivered in close quarters, with rigorous expectations and pedagogical variety.

Further, the concept is predicated on the belief that, as a truly interdisciplinary degree program, the B.A. will tap into the spirit of collaboration that exists at the Kinder Institute and MU in two important ways: (a) by encouraging faculty to develop classes in their areas of expertise that will expand CD students’ ability to conceptualize, design, and pursue thematically concentrated courses of upper-level study; and (b) by fashioning a degree program that, in its flexibility and its temporal and thematic focus, inspires students to go beyond the CD major in pursuing coursework on related subjects in which associated departments, especially History and Political Science, have particular strength and

depth. In this sense, the proposal was conceived with the intentions of increasing the visibility of MU in the state, region, and nation; attracting ambitious and elite students to MU; capitalizing on the momentum of the Kinder Institute; and advancing the strategic development of other departments at the university, specifically History and Political Science.

Timeline of events leading up to the degree proposal

In Summer/Fall 2014, Kinder Institute Director Justin Dyer and Associate Director Jeff Pasley, in partnership with faculty in the School of Law, the Departments of Economics, Philosophy, History, and Political Science, and the Classical Humanities program, forged the curriculum for the Minor and Certificate in American Constitutional Democracy, with particular emphasis placed on working with the MU Honors College to develop one-credit hour tutorials.

See <https://democracy.missouri.edu/programs/undergraduate-programs/minor-certificate/>.

In Fall 2015, ahead of the originally planned schedule, the Kinder Foundation made a \$25 million gift to endow the Kinder Institute as a signature academic center at MU, enabling us to add six faculty members, including an Endowed Chair, who hold joint appointments in the Department of History, the Department of Political Science, the Truman School, and the MU Law School.

In Fall 2016, we launched our *Constitutionalism & Democracy* honors series. Consisting of four courses—two in History and two in Political Science—the series allows students to work closely with professors and peers in engaging with the primary texts necessary for fruitful examination of the interplay of ideas and events in the period from before the American Revolution roughly through the Missouri Crisis.

See <https://democracy.missouri.edu/programs/undergraduate-programs/honors-collegefig/>.

In Fall 2017, we welcomed the first, 13-student cohort of our *Constitutional Democracy* Freshman Interest Group, through which students co-enroll in the first course in the Honors College series, “Intellectual World of the American Founders.” Demand for the “Intellectual World” course on campus was robust enough that we have had to open a second, non-FIG section of the class each fall, which has been oversubscribed both times it has been offered.

In Spring 2018, we launched or co-launched “Race and the American Story,” a one-credit hour tutorial on “the confrontation between American political principles and the practice of racial injustice throughout history” co-developed by then-Kinder Institute Professor Adam Seagrave and then-Chair of Black Studies Stephanie Shonekan; and “Global History at Oxford,” a four-credit hour seminar led by KICD Chair Jay Sexton that situates U.S. history within a transnational context and brings students to Oxford for a week to study with leading scholars in the field of global history who are housed there.

In Spring 2019, we successfully recruited 40 students for the “soft launch” of the Residential College. These students, many of whom we met with on campus through Meet Mizzou Days or appointments set up through the Admissions office, will live together in Wolpers Hall during their first year and co-enroll in four courses: “Intellectual World of the American Founders” (POL SC 2450); “The Civil War-A Global History” (HIST 2150); “Revolutionary Transformation of Early America” (HIST 2100) or “Constitutional Debates” (POL SC 2455); and “Race and the American Story” (which we are currently re-adapting and re-proposing as a three-credit hour lecture course).

The data underlying the narrative touchstones on this timeline support wedding these now disparate academic offerings in a single B.A. program. In addition to the Residential College, Certificate, and

Honors Series figures cited previously, 347 students enrolled in the nine Fall 2018 courses offered as part of our Minor/Certificate program, 92% enrollment-to-capacity which is ahead of aggregate enrollment in 2017-18; student interest in “Race and the American Story” required that multiple sections of the class continue to be taught; and the “Global History” class exceeded capacity in only its second year. These last figures are especially relevant, given that they represent the kinds of focus areas we would encourage students to pursue through their upper-level coursework in the C.D. major.

Person and department responsible for the success of the program

The B.A. and Residential College will be overseen by an interdisciplinary committee comprised of faculty from the Kinder Institute and appointed by the Dean of the College of Arts & Science. Kinder Institute Director of Undergraduate Studies Carli Conklin will serve as Director of the Residential College, and Kinder Institute Chair in Constitutional Democracy Jay Sexton will serve as Director of the concurrently proposed M.A. Program.

2. Fit with University Mission and Other Academic Programs

2.A. Alignment with Mission and Goals

As the University of Missouri mission statement (<https://missouri.edu/about/mission.php>) explains,

Our distinct mission, as Missouri’s only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world’s best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

The proposed programs’ alignment with the university’s goals can be traced through a number of key phrases in this mission statement:

- “Tightly interlocked missions”: The B.A. advances the university’s core missions of teaching, research, public service, and economic development by educating students who, having studied the philosophical roots and historical development of U.S. government and politics, will be equipped not only to understand the nation’s guiding aspirations but also to apply this understanding to the important tasks of identifying where gaps between aspiration and practice have existed and continue to exist and assessing how these gaps have been and can be resolved.
- “Side by side”: As often as possible, the proposed programs will aim to deliver courses in small settings, where students work closely with faculty and peers to develop insight into nuanced theoretical and historical questions that remain vital to ensuring the health of civic society.
- “Produce and disseminate knowledge”: The overall goal of the program is to arm students with the historical, theoretical, and experiential knowledge necessary to become the next generation of leaders who advance public interest on a state, national, and global level.

Alignment with recently articulated campus goals and priorities

The B.A. and residential college will also advance many of the objectives from the UM System's "Compact Response Plan," particularly those related to promoting excellence in student success:

- Secure nationally competitive fellowships, scholarships, awards, and honors: Alumni of existing Kinder Institute programs have gone on to receive Fulbright, Schwarzman, and Truman Scholarships, as well as competitive fellowships with the Institute for Justice and American Constitution Society. We already work closely with the MU Fellowships Office to encourage students to apply for these opportunities and anticipate the B.A.'s more structured, multi-year program of student engagement translating into more student referrals to the Fellowships Office.
- Increase the number of National Merit Scholars and other talented students who will elevate MU: We will recruit not only high G.P.A./test score students to the residential college but also students who demonstrate passion for the study (and practice) of constitutional democracy in less easily quantified ways. We will interpret ambition and diversity in the broadest, most all-encompassing and all-inclusive way, with the goal of building cohorts of college residents who, above all else, share an appetite for pursuing a rigorous course of study in a program that prioritizes communal learning.
- First-year experience: By combining academic rigor and focus, a close-knit learning community, and robust extracurricular programming, the residential college will provide first-year students with an educational experience that is dynamic and challenging and, importantly, that they have a direct hand in collectively shaping.
- Innovative Instruction: We hope to deliver the majority of the B.A. curriculum through pedagogical methods that have proven most successful in promoting excellence in undergraduate learning on campus: small, discussion-based seminars, tutorial-style teaching, writing-intensive instruction, frequent one-on-one work with faculty, etc.
- Increase high-impact experiential learning opportunities: We will conceive of experiential learning in broad terms, both as a way to enrich students' academic experience and as a way to provide practical context for their studies. For example, we envision:
 - Providing students with opportunities to gain hands-on experience in the professional fields where they have post-college interest
 - We will also work with units such as the Truman School and Schools of Law and Education to develop tutorial coursework that introduces students to issues and expectations relevant to these fields
 - Strongly encouraging students to seek out pre-existing experiential opportunities in other departments—e.g., the programs associated with the Department of History's Public History Emphasis and the Department of Political Science's Office of Participatory Democracy; the internship courses in these and other departments; and study abroad classes such as Prof. Marvin Overby's "Developing Dynamics of Democracy" and Prof. Linda Reeder's "From Fascism to Liberation in Rome."
 - Leveraging existing relationships with organizations such as the State Historical Society of Missouri, Missouri State Archives, Missouri Historical Society, Truman Presidential Library and Fred W. Smith National Library, Missouri Humanities Council, World War I Memorial & Museum, White House Transition Project, and Monticello to expose students to sometimes less-heralded professional opportunities that are particularly well-suited for humanities and social science majors

- Re-thinking the terms of experiential learning to include higher education-related options, such as research assistantships and program and curriculum development opportunities

In addition to offering students enhanced experiential learning opportunities, beginning in the residential college and continuing throughout the B.A., an emphasis will likewise be placed on mentorship. For example, monthly workshops will be held in the residential college that expose students to internship and research assistantship opportunities available to students of their unique skillset and interest base. From here, students will work with an advisory council—consisting of Kinder Institute and MU faculty and staff, as well as off-campus liaisons—to strategically translate their particular interests into an experiential learning opportunity that best serves them. Effectiveness of these initiatives will primarily be measured in terms of the frequency with which students pursue either graduate education or professional careers in fields that are relevant to the experience they gained, and that utilize the skills they refined, through their internships or assistantships (and the advisory council will meet yearly to assess effectiveness).

Additionally, the proposed programs will advance priority objectives beyond those directly related to student success:

- Establish internal support mechanisms for faculty in the humanities and social sciences to conduct scholarship and team-based interdisciplinary research: The Kinder Institute already has a number of programs in place that promote faculty scholarship and that foster the formation of cross-unit research networks, including: course development and research and travel grants; an interdisciplinary colloquium series through which faculty on campus and from around the Midwest share current research projects; and regional, national, and international scholarly conferences. The requirement that CD majors take 12 hours of upper-level coursework in non-Kinder Institute academic units will further animate this spirit of interdisciplinary collaboration by encouraging faculty in other MU departments, programs, and schools to develop—or, ideally, jointly develop—classes and tutorials for the B.A., an outcome from which team research would organically emerge.
- Attracting and retaining the best people: We expect the B.A. to attract elite, ambitious students both because of its highly-focused curriculum and because of how its strong connection to other departments will allow and encourage undergraduates to develop truly multi-dimensional double majors. We anticipate the same will hold true for attracting elite faculty and postdocs as well—i.e., that the new residential college and B.A. will be appealing not only because of the opportunity to work with these students in this setting but also because of the opportunity to work collaboratively with faculty across departments.
- Effective communication of our value and importance/Attracting positive publicity and strategic partnerships: In the past three years, the Kinder Institute has placed press-positive op-eds in the *Kansas City Star*, *Columbia Tribune*, *St. Louis Post-Dispatch*, and *USA Today*; hosted major conferences attended by some of the globe's leading scholars; built media relationships with C-Span and Newsy to showcase the scholarship of MU faculty; and, through our partnership with the Missouri Humanities Council, launched a summer conference for Missouri high school teachers and held events on campus for national grants programs sponsored by the NEH, Pulitzer Foundation, and Mellon Foundation. We have also established relationships with the organizations mentioned in the section on experiential

learning, as well as with Missouri Boys State, DESE, the Missouri Bar Association, members of the state legislature and state supreme court, and University of Oxford. And as seen in our “sold out” biennial distinguished lectures and regular capacity audiences at more informal scholarly talks, we have successfully engaged in communicating the value of the university to our local community.

Reasons for the program as a campus priority

One of the many fronts on which the battle to maintain enrollment is waged involves bringing the most diverse group of the highest-potential students to MU, and it is here where the proposed programs can help most. It is no surprise that the university’s most ambitious and curious students are attracted to those academic and extracurricular opportunities that best embody the university’s core strengths—again, especially relevant here are civic education, interdisciplinary study, experiential learning, close faculty-to-student interaction, and first-year learning communities. By integrating these strengths into a single program that is open to all incoming students and that focuses on subject matter which has already proven attractive on campus, the residential college and B.A. will help the university keep pace with and attract students away from peer institutions that have already had great success in developing residential academic programs that sell themselves on being scholastically distinguished, civically-minded, and community-oriented: e.g., Michigan State University’s James Madison College, Oklahoma’s Dunham and Headington Colleges, University of Michigan’s LSA Residential College, University of Georgia’s Franklin College, Arizona State’s School of Civic and Economic Thought and Leadership, and even Yale’s Directed Studies and Harvard’s History and Literature programs.

There is also an immediate-term relevance to a program like this one on campus and throughout the nation. As political society becomes more polarized, and as political discourse simultaneously becomes more contentious and less historically- and philosophically-tethered, we’ll experience a pressing need for citizens whose conviction is rooted in nuanced consideration of the ideas and events—the achievements and injustices—of the past and, moreover, whose conviction was honed in a diverse educational setting where debate was encouraged, spirited, and civil.

As laid out in more detail in 2.B, the benefits will extend across campus. Our goal is not simply for the residential college to recruit and produce Constitutional Democracy majors. Our broader hope is that it will bring students of diverse academic interest and background to Mizzou and that its common first-year curriculum will arm them with the critical thinking and writing skills necessary to thrive in any course of study, whether they choose to pursue the CD major after their first year or not.

2.B. Duplication and Collaboration within Campus and across System

Duplication of existing programs within the UM System or state of Missouri

The temporally and thematically-focused nature of the B.A.’s curriculum, especially when combined with its relationship to the KIRC and with students’ ability to craft interdisciplinary areas of scholarly concentration within it, ensures that there will be no duplication of existing programs on campus, nor in the UM system or state. But this misses a larger point. Our goal for the B.A. is not to avoid duplication but rather to complement and bolster existing strengths at the university both by encouraging students to pursue coursework in departments and programs across the College of Arts and Science, and by encouraging faculty development of new courses not only in A&S but also in

units—namely the Truman School and School of Law—that have traditionally only or primarily offered graduate classes.

Collaboration with existing complementary programs

As mentioned above, one outlet for collaboration will be via course development, and we will actively foster this not only in the departments and programs with which we have already collaborated in our Minor/Certificate—Black Studies, Classical Humanities/Ancient Mediterranean Studies, Public Affairs, Political Science, History, Economics, and Philosophy—but also where points of scholarly connection have yet to be established: English and Linguistics, Sociology, Anthropology, Women’s and Gender Studies, International Studies, and Communication, to name only a few, as well as non-A&S units such as the Schools of Journalism and Education, and the Department of Health Sciences. The same is true “going in the other direction” as well—i.e., we will prioritize providing Kinder Institute faculty members with opportunities to develop and teach seminars in their areas of expertise that will be cross-listed with other departments’ curricula, when applicable.

Particularly in regard to collaborating with the Departments of Political Science and History, a second outcome will be actively pursued. On one hand, the required first-year curriculum for college residents arms them with the knowledge, skills, and credit hours to transition seamlessly into these majors after their first year should they choose to. Thinking more ambitiously, the curriculum for the B.A. is tailored—and the Kinder Institute faculty is primed—to encourage students to consider how their upper-level course of study in the CD major would be significantly enriched by pursuing a second, related area of concentration in which the Department of History or Political Science has significant strength. For example, we imagine that the student concentrating on transnational history will naturally gravitate toward taking additional history courses outside the CD major, and that the student focusing on political thought would do the same with political science courses. When the ability to apply nine credit hours of coursework to two different majors is factored in—along with the flexibility the CD degree offers in terms of which courses to double-count—students opting to pursue a double major in Constitutional Democracy and History or Political Science becomes likelier and likelier (and, in the process, the nuance of students’ work becomes more and more refined).

It is worth noting here that the B.A. curriculum is likewise structured in such a way to ensure that *existing* modes of cross-departmental collaboration continue un-interrupted. Specifically, and as outlined in Section 5.F, current Kinder Institute faculty can meet all instructional needs unique to the B.A. while still continuing to teach lecture and seminar classes in the Departments of History and Political Science, whether these classes apply to the major or not, as well as courses at the Truman and Law Schools.

We will also work to ensure that the curriculum and extracurricular programs associated with the B.A. and residential college are supported by partnerships throughout the UM system and outside the university. This will include deepening our partnership with the University of Oxford to provide students in the major with new opportunities to study and conduct research there; and it will certainly mean building stronger relationships with UMKC, UMSL, Truman State, and Washington University’s Danforth Center, and thinking creatively about ways to promote student exchanges and undergraduate collaboration between these campuses. We also recently sent a student to an undergraduate research conference sponsored by Arizona State University’s School of Civic and Economic Thought and Leadership, where former Kinder Institute Professor Adam Seagrave serve as Associate Director, and anticipate continuing to build this relationship. In addition, though it is still very much in the planning

stages, we have begun discussing the idea of co-sponsoring a national undergraduate conference built around the “Race and the American Story” course.

3. Business-Related Criteria and Justification

3.A. Market Analysis

3.A.1 Need for Program

As the job placements of our recent alumni indicate, there are myriad professional fields and academic opportunities open to someone who has studied and who understands the vital contemporary significance of American political thought and history. Based on past experience, we imagine that approximately 50% of CD students will immediately enter careers in professional fields for which the degree either directly prepared them or helped them refine skills that they built in a second major (e.g., Journalism, Public Health, or Education). Again, based on trends we have seen in alumni of our existing programs, we imagine that the remaining 50% of CD majors will pursue graduate study in a wide array of academic disciplines: not only law, public affairs, history, and political science, but also media studies, theology, or library science. Regardless, all majors will graduate with a well-rounded content expertise, as well as honed analytical and communication skills, that will serve them well in any post-baccalaureate pursuit.

Recent research supports this assessment of the broad value of the course of study we are proposing. A 2015 survey of employers commissioned by the Association of American Colleges & Universities found agreement on the desirability of the following learning outcomes for university education, regardless of a student’s chosen field of study (<https://www.aacu.org/leap/public-opinion-research/2015-slides>):

- Educational experiences that teach students how to solve problems with people whose views are different than their own
- Understanding of democratic institutions and values
- Civic knowledge, skills, and judgment essential for contributing to our democratic society
- Broad knowledge in the liberal arts and sciences
- Intercultural skills and an understanding of societies and countries outside the United States

In terms of both content-specific and general skills-based points of focus, this list represents exactly what the curriculum for the proposed B.A. will be built around. For example, the degree will prepare students to contribute to democratic society precisely because it will demand that they think with conscientiousness and comprehensiveness about all that is subsumed under this very concept: democratic society’s values and contradictions; the important, though still incomplete, ways in which the former have been realized and the latter resolved and the role institutions have played in this process; and how both ‘value’ and ‘contradiction’ have shifted over time. Additionally, the close-knit, discussion-based, diverse environment in which learning will unfold in the B.A.—not to mention the numerous opportunities it offers to study U.S. history and politics in global context—will ensure that consideration of other views and cultures is a priority outcome for CD majors.

Zooming in, the Bureau of Labor Statistics’ projections for job sector growth from 2016-2026 (<https://data.bls.gov/projections/occupationProj>) show anticipated increases in employment

opportunities in fields that CD majors would be particularly well-suited to enter. In many cases, the BLS list overlaps with the kind of internship opportunities that we have already helped students secure* and that we will continue to focus on as we build out the experiential learning component of the major. Opportunities requiring Master's-level education are included because of the concurrently proposed M.A. that we believe CD majors will frequently transition into upon degree completion. In addition to projected sector growth percentages, median salary and entry-level education are included:

- Social and community service managers: 18%, \$64,100, Bachelor's
- Health educators: 14.5%, \$53,940, Bachelor's
- Archivists: 14.3%, \$51,760, Master's
- Curators: 14.0%, \$53,770, Master's
- Community and social service specialists: 13.2%, \$41,570, Bachelor's
- Urban and regional planners: 12.8%, \$71,490, Master's
- Museum technicians and conservators: 12.4%, \$40,670, Bachelor's
- Technical Writers: 11.0%, \$70,930, Bachelor's
- Public relations and fundraising managers: 10.4%, \$111,280, Bachelor's
- Arbitrators, mediators, and conciliators: 10.4%, \$60,670, Bachelor's
- Public relations specialists: 8.8%, \$59,300, Bachelor's
- Lawyers: 8.2%, \$119,250, Doctorate
- Legislators: 7.1%, \$25,630, Bachelor's
- Economists: 6.3%, \$102,490, Master's
- Historians: 6.0%, \$59,120, Master's
- Social science research assistants: 4%, \$46,000, Bachelor's
- Political scientists: 2.8%, \$115,110, Master's
- Survey researchers: 2.5%, \$54,270, Master's

*Through our Kinder Scholars D.C. Summer Program, we have helped students pursue internships: at major archives (Smithsonian, National Archives); at non-profits and other community and social service-oriented NGOs (SurvJustice, Victory Fund, Children's Defense Fund, International Justice Mission); with major think tanks (Federalist Society, Heritage Foundation, Bellwether Education Partners, Center for International Policy); in government offices (Department of State, Department of Defense, FCC, the Federal Reserve); and at PR/marketing firms (FleishmanHillard and FLM+).

How the program will help meet Missouri's academic and economic needs

Economically, the BLS statistics are telling in regard to how they suggest that Missouri will experience a growing demand over the next decade for graduates who are trained both in identifying the needs of the state's communities and in working with and within civic institutions—community centers, housing authorities, health departments, state legislatures—to meet these needs. In this, the state will face a demand for graduates who understand the ambitions and inner-workings of governing apparatuses and who address complex, substantive issues knowledgeably, inclusively, and with rich historical perspective. A program like the proposed B.A., which asks students not only to consider but also to problematize the nation's political history as they draw connections between the original purpose and present state of government and as they trace the evolution of democratic culture, is uniquely positioned to fill this demand.

Academically, the proposed B.A. will help meet state needs in any number of ways: it will ensure that Missouri's most ambitious and civically-engaged students stay in-state at Mizzou and that the university continues to build a national reputation as an elite destination for the study of politics and history; it will provide a scholastically rigorous, pedagogically innovative education that has the potential to transform the high school social studies classroom and curriculum, should graduates pursue that path; it will provide the scholarly foundations for the next generation of professors; and it will foster a broad, outward-facing understanding of civic education as an academic *and* communal endeavor that can re-shape public spaces and public discourse for the better.

Letters of Support

See Appendix A for the letters of support we received from campus faculty and leaders, as well as from individuals outside the university. In addition, the proposal has received the endorsement of the A&S undergraduate curriculum committee, and the pre-proposal has been signed off on by the appropriate faculty and administrative bodies.

3.A.2 Student Demand for Program

The steadily increasing interest on campus in existing Kinder Institute programs serves as the surest indicator of strong demand for the proposed programs:

- Applications for our Kinder Scholars D.C. Summer Program and our yearlong Society of Fellows program have increased 48% (from 33 to 49) and 93% (from 29 to 56), respectively, since 2015-16.
 - The applicant pool for the 2018-19 Society of Fellows and 2019 Kinder Scholars Programs included students from 20 different majors at MU, including a noticeable uptick in interest from students in STEM-related fields.
- We have awarded 75 Certificates in American Constitutional Democracy since Spring 2015, including 34 in AY 2017-18.
 - Over the past three semesters, an average of 427 students per semester have enrolled in 2000-, 3000-, and 4000-level course associated with our Minor/Certificate in American Constitutional Democracy. As a percentage of capacity enrollment, this has translated into 100% enrollment (Fall 2017), 76% (Spring 2018), and 92% (Fall 2018).
- Enrollment in our Honors College series is up 85% in aggregate since it launched in Fall 2016.
 - For reference, from the first to most recent times the courses in the series have been taught, non-FIG enrollment has increased from 11 to 25 for “Intellectual World of the American Founders”; from 7 to 18 for “Revolutionary Transformation of Early America”; from 14 to 16 for “Constitutional Debates”; and from 8 to 15 for “Young Republic.”
- The “Global History at Oxford” course that launched in Fall 2017 exceeded capacity during its second year after drawing 15 students in its first, while 84 students enrolled in one of five sections of the “Race and the American Story” course (two sections of the “Race and the American Story” course had to be opened last minute in Spring 2019 to accommodate student demand).

For additional context, each of these programs roughly represents one of the core competencies that we hope to promote through the Constitutional Democracy major:

- Honors College Course Series: To develop understanding of the intellectual traditions and early historical development of the American republic and to consider the ways in which this understanding is enriched by studying across disciplines;
- ACD Minor/Certificate (of which the “Global History” and “Race and the American Story” courses are a part): To apply this understanding of origins to the study of American politics and political history in the 20th and 21st centuries as a means not only of tracing consistencies but also of unearthing contradictions and evolutions;
- Kinder Scholars: To consider imperative connections between theory and practice—i.e., to experience how the study of politics and history can inform practical work in these fields and vice versa;
- Society of Fellows: To model how a shared spirit and communal pursuit of intellectual curiosity can serve as the basis for civil discourse among a group of diverse—and at times ideologically divergent—thinkers

Strong interest in all of these programs and courses, as well as a high degree of overlap in students who apply for or take them, suggests demand for a program that unifies these competencies. As they are currently constituted, however, the Kinder Institute’s existing programs are ill-equipped to provide such unity. On one hand, there is an issue of access; the Fellows and Scholars programs, as well as the Honors College courses, are capped at 20 students. On the other hand, there is an issue of cohesion. Specifically, the constraint of not having a major course of study means (a) that students often have to choose between examining the origins *or* the 20th- and 21st-century state of constitutional democracy; and thus (b) that they have limited opportunity not only to apply the knowledge of the former to the study of the latter but also to refine both their content expertise and research skills through focused study of an idea, theme, institution, or era in the history of American constitutional democracy. The residential college and B.A. will address each of these issues in a variety of ways. The 18-credit hour common curriculum, for example, is structured in such a way that it establishes a shared and nuanced base of knowledge about the origins of American constitutional democracy across all students pursuing the major; introduces all majors to the integrated practice of interdisciplinary study (i.e., not simply taking courses in multiple disciplines but the cross-application of the methods of one discipline to another); and provides students with concept-based opportunities to begin drawing connections across centuries and identifying a specific subject to concentrate on in their upper-level study. Upper-level coursework, in turn, will allow students to pursue this particular area of scholarly interest while also widening the interdisciplinary lens of the degree beyond History and Political Science to include coursework in multiple departments, programs, and schools. Importantly—and as evidenced in how the Constitutional Democracy major will drop the ‘American’ qualifier of the Minor/Certificate—one priority in building out the upper-level curriculum will be to provide more opportunities for students to study constitutional democracy in a global or transnational context. And this prioritization of expansiveness as a way of achieving greater nuance in undergraduate study applies more broadly to the upper-level curriculum. Particularly through the course development funds and faculty fellow positions already accounted for in the Kinder Institute budget, faculty will be able to grow the curriculum in concert with student interest by designing courses around which thematic bundles of upper-level courses can be built or through which existing bundles can be enriched.

As for the other competencies, the communal living arrangement of the residential college and our emphasis on delivering the B.A. curriculum through small, discussion-based courses as often as possible will provide students with ample opportunity to practice and model the kind of civil discourse

we aspire to, while also enabling them to build substantive relationships both with their peers and faculty. These relationships will be essential to maintaining an innovative, multi-faceted, and flexible approach to experiential learning. On one hand, a high degree of faculty-student familiarity will ensure that students receive the kind of mentorship alluded to earlier, which is key to their seeing experiential learning not as a requirement to be fulfilled but as a way to substantively pursue a specific professional or academic interest. On the other hand, the familiarity with peers that will begin developing during students' first semester on campus will encourage active undergraduate development of extracurricular programs that wed their work in the classroom and their interests outside of it (such programs will be housed in, but not exclusive to students who participate in, the residential college). This is essential to how we interpret the confluence of theory and practice and the very term 'experiential.' Specifically, we don't at all believe that experiential learning is an exclusively pre-professional or practical term; it also refers to a pursuit through which students can explore the myriad ways, venues, and media through which issues related to constitutional democracy play out in the public square, the institutions of the arts, and the domestic space, among many other arenas.

One way in which the proposed residential college and B.A. will address the issue of access is by opening the Honors College series that will make up two-thirds of the degree's common curriculum to non-Honors students (there is no Honors requirement associated with the residential college, through which students will take these courses, though we have already seen strong interest in the residential college from students who are Honors-eligible). There is also the matter of volume. Currently, our Fellows and Kinder Scholars programs are capped at 20 students, as are sections of our Honors series, which are only taught once per year. Our goal is to enroll 60 students in the residential college at the proposed Fall 2020 launch date, a target which we find to be exceedingly attainable given that we recruited 40 students to participate in Fall 2019 with less than a semester of prep time and while only being able to allocate (max.) five hours per week of personnel resources to these efforts. We expect this 60-student figure to remain stable year-over-year and to have a cohort of 240 students across four MU classes pursuing the B.A. beginning in AY 2023-2024 and going forward. As the financial projections suggest, accounting for anticipated attrition from residential college-to-B.A., as well as for anticipated interest in the major from outside the residential college, we expect 10% of each cohort of 60 majors to transfer into the B.A. after their freshman or sophomore year, and an additional section of the four common curriculum seminars will be offered each year to support this projection and to provide students from outside the major with access to these classes.

The stable target of 60 students in each cohort (vs. a more traditional upward trajectory) is not predicated on the assumption of stable demand; quite on the contrary, we expect demand for the residential college and B.A. to exceed that number and rise each year. Instead, this figure is tied to the design of the program and the resources needed to ensure this design's integrity. Specifically, creating a unique, communal learning experience, particularly for first-year students in the residential college, requires emphasizing certain structural factors—namely small class sizes and continuity of instruction—that put something of a hard cap on the number of students that can be served by the major. For reference, our goal is for the required first-year seminars to be capped at 20 students and taught by Kinder Institute faculty; the writing-intensive tutorials and thesis workshops to be capped at 10-15 students; and, more generally, for students to have multiple opportunities to work closely on major research/writing projects with faculty members with whom they have previously studied.

One other note on recruitment. Given that the residential college in particular will provide a more thematically coherent, scholastically innovative, and publicly relevant alternative to similar academic programs at peer universities such as Michigan State, University of Oklahoma, and University of

Georgia, we imagine that many of the 60 students enrolled in the KIRC each year will be choosing it over these peer programs. Similarly, though on the other end of the spectrum, we imagine that the interdisciplinary nature of the curriculum, as well as the intimate mode of delivering it, will likewise position the residential college and Constitutional Democracy B.A. as an attractive option for students who would otherwise be pursuing matriculation at small liberal arts colleges.

Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).

Year	1	2	3	4	5
Full-Time	60	120	180	240	240
Part-Time	0	0	0	0	0
Total	60	120	180	240	240

Table 1b. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were new to campus).

Year	1	2	3	4	5
Full-Time	54	108	162	216	216
Part-Time	0	0	0	0	0
Total	54	108	162	216	216

Table 1c. Projected Number of Degrees Awarded

Year	1	2	3	4	5	6	7	8	9	10
# of Degrees Awarded	0	0	0	60	60	60	60	60	60	60

3.B. Financial Projections

3.B.1 Additional Resources Needed/Expenses

As Table 3 indicates, there are no additional resources/expenditures required to launch the B.A.

3.B.2 Total Revenue

Per the financial projections developed by MU Senior Finance and Accounting Consultant Amy Bohnert, the B.A. will generate \$196,957 in revenue in Year 1 (listed as Year 0 on the proforma sheet), \$324,587 in Year 2, \$431,185 in Year 3, \$514,885 in Year 4, and \$522,609 in Year 5.

3.B.3 Net Revenue

Net revenue for the B.A. is calculated as total revenue less tuition/fees for students who transfer into the B.A. after their first year and totals \$177,262 in Year 1, \$292,371 in Year 2, \$388,066 in Year 3, \$463,397 in Year 4, and \$470,348 in Year 5.

3.B.4 Financial and Academic Viability

The program will be financially viable in its first year at any enrollment, given that there are no expenditures associated with it. However, we consider financial viability as also being tied to filling the

courses for which we have allocated faculty resources, which would mean 45 students per year. While we anticipate awarding 60 degrees per year, beginning in the B.A.'s fourth year, we would likewise consider the program academically viable at 45 students/majors.

Table 2. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.

Viability	Minimum Enrollment
Financial	45
Academic	45

Table 3. Financial Projections for Proposed Program for Years 1 Through 5.

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Expenses per year					
A. One-time					
<i>New/Renovated Space</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Consultants</i>					
<i>Other</i>					
Total one-time	\$0	\$0	\$0	\$0	\$0
B. Recurring					
<i>Faculty</i>					
<i>Staff</i>					
<i>Benefits</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Other</i>					
Total recurring	\$0	\$0	\$0	\$0	\$0
Total expenses (A+B)	\$0	\$0	\$0	\$0	\$0
2. Revenue per year					
<i>Tuition/Fees</i>	\$240,192	\$396,167	\$525,836	\$627,909	\$637,328
<i>Institutional Resources</i>	(\$43,235)	(\$71,310)	(\$94,650)	(\$113,024)	(\$114,719)
<i>State Aid -- CBHE</i>					
<i>State Aid -- Other</i>					
Total revenue	\$196,957	\$324,857	\$431,185	\$514,885	\$522,609
3. Net revenue (loss) per year	\$177,262	\$292,371	\$388,066	\$463,397	\$470,348
4. Cumulative revenue (loss)	\$177,262	\$469,633	\$857,699	\$1,321,096	\$1,791,444

3.C. Business and Marketing Plan: Recruiting and Retaining Students

Initial marketing plan for the new degree program

During Spring 2018, the Kinder Institute worked with University of Missouri Strategic Sourcing Specialist Kyla Rogers to establish parameters for a nationwide search for a higher education-focused PR firm with whom to work during AY 2018-19 on developing and launching a Missouri-centric marketing campaign for the residential college and B.A. We will also take the following steps to supplement this larger-scale recruitment effort:

- Use existing budget lines to hire two on-campus alumni of our undergraduate programs whose primary responsibilities will be: (a) developing and promoting a multi-platform social media campaign that captures the dynamism of undergraduate life at the Kinder Institute; and (b) serving, along with DUGS Carli Conklin, as ambassadors at high school recruitment fairs on campus and throughout the state and region;
- Continue to work with MU videographer Mike Boles on developing high-quality videos that feature undergraduate programs and accomplishments
- Leverage relationships we have built with the Missouri State Teachers Association, DESE Social Studies Director Dixie Grupe, and Missouri Bar Association Director of Citizenship Education Tony Simones to advertise the program to social studies teachers throughout the state (particularly those who teach dual-credit classes)
- Identify events-of-opportunity for additional recruitment, such as Boys and Girls State and state Mock Trial and Model U.N. competitions
 - For reference, we generated approximately 30% of our inaugural, 44-student cohort at the KIRC through a January 2019 mailing to Boys and Girls State participants.
- Continue to work with the MU's News Bureau, Office of Advising, Admissions and Enrollment Management Offices, and Office of Residential Life on promotion and publicity
- Using our undergraduate scholarship fund to identify, recruit, and support students on the basis both of need and merit.

On campus, we will advertise the B.A. and KIRC as we have our other undergraduate programs: on MU Info; via information sessions and in-class faculty and undergraduate liaison presentations; through academic advisers across campus; on social media and our website; and via print materials.

Projected program growth over time

As has been the case with our other undergraduate programs, we expect interest in the B.A. to increase rapidly on campus through both word of mouth and public programming associated with it, and we assume the media campaign will ensure that the same is true across the state. We also will pursue opportunities to work with MU admissions reps to reach out to students in fertile MU recruiting grounds (e.g., Chicago, Atlanta, Houston, Minneapolis, Denver), and especially as the M.A. gains traction, we expect the entire suite of new programs to garner national and international attention.

Estimated costs of marketing

All costs related to marketing are already accounted for in the Kinder Institute's regular marketing budget, so advertising for the KIRC and B.A. will come at no additional cost to the university.

Plans to retain students

Many of our existing students have cited the combination of scholarly camaraderie, rigor, and diversity as the reason that they applied to a Kinder Institute program in the first place and then continued to seek out other opportunities that the Institute offers. We believe that this will also be true of students in the residential college, who will have an opportunity to start forging an intellectual community with peers and faculty immediately upon arriving on campus. The academically challenging, communal learning environment that the residential college fosters will be the primary, but not only, factor in retention strategy for the B.A. Others include: the emphasis placed on students developing their own upper-level courses of study, as well as the pedagogical variety of upper-level and experiential learning course options; the strong connection to departments like History and Political Science and the ability to study with faculty across a wide range of A&S disciplines through the major; exposure and access to other Kinder Institute programs; and faculty-led and student-designed extracurricular programs housed in and funded through the residential college.

Plans to ensure program enrollment outcomes

We believe the front-loaded structure of the degree—which has the majority of anticipated B.A. students completing a third of the required 36 credits in their first year on campus—will incentivize degree completion and be the single biggest factor in ensuring program outcomes. Importantly, this structure also frees students up to pursue other interests and makes double-majoring, especially in History and Political Science, far easier and more attractive: easier because of the flexibility that students will have in terms of applying CD courses to two or more degrees; and more attractive because of how the strengths of the Kinder Institute and these departments align in such a manner that students will be able to use the double major in its most productive sense, as a way to synergistically trace interest in a particular subject matter across disciplines. In terms of enrollment outcomes, based on current interest in the courses in our Honors College series, which the required first-year seminars are derived from, and the fact that these courses will now be open to all incoming students, we believe the target of 60 students per residential college cohort to be highly achievable.

4. Institutional Capacity

The personnel and instructional resources necessary to launch the residential college and B.A. in Fall 2020, and to sustain these programs going forward, are already in place at the Kinder Institute and elsewhere on campus, including in the History and Political Science Departments, and at MU's Honors College, School of Law, and Truman School of Public Affairs (See 5.F for additional details).

Technology & Facilities

The A/V technology in place in the Kinder Institute seminar room, Wolpers Hall, and other classrooms on campus will satisfy any curricular or extracurricular needs associated with the proposed programs. The same is true of facilities, though we will evaluate needs related to physical space after year three of the new programs (and will continue to periodically do so going forward). In addition, we have worked with the Department of Residential Life to ensure that there is room in Wolpers to accommodate our anticipated 60-student KIRC cohort.

5. Program Characteristics

5.A. Program Outcomes

The purpose of the proposed residential college and B.A. is to build on the university's commitment to civic education through an innovative, interdisciplinary, humanistically-oriented course of study in American political thought and history. To elaborate further, our goal both in giving shape to the major's core curriculum and in identifying opportunities to build on and refine this core through upper-level work in other departments is to provide students with exposure to the most rounded-out version of the national narrative: one that highlights the transformative voices and contributions of historically subordinated peoples and problematizes those figures who are often interrogated with insufficient rigor; one that acknowledges the global forces that heavily influenced the contours of U.S. history at all points on the nation's timeline; one that examines the myriad currents that comprise the history of political thought in the U.S. and how progress has often emerged from conflicts between them. In other words, our aim is to expose students to the breadth of subject matter that is necessary not only to become conversant in the origins of the United States but also to think comprehensively, independently, and critically about these origins in their own historical context as well as in relation to the role they played in the United States' development and the influence they continue to have on American politics. Specific content-based program outcomes include:

- To build understanding of the philosophical antecedents of U.S. government
- To become conversant in arguments concerning the causes and consequences of the American Revolution
- To diagnose the questions, issues, and debates that arose during the process of drafting the U.S. Constitution; the compromises that led to ratification and the problems they perpetuated; and the tensions that drove transforming the Constitution into a working political system
- To develop the critical framework and vocabulary necessary to meaningfully trace the United States' historical and philosophical foundations into the whole of the national narrative, as well as into the narrative of the nation's engagement with the wider world
- To gain firsthand experience with the practical application of civic education coursework

The writing-intensive, discussion-based nature of how a majority of B.A. classes will be delivered also promotes a number of skills-based outcomes related to written and oral argumentation, critical and conceptual thinking, analysis/synthesis, and the global and cross-era application of ideas. When combined with the understanding of American politics and political history that students will develop, these skills will support a number of post-college outcomes, including but not limited to:

- Graduate study in a related academic or professional discipline
- Work in local, state, and federal government
- Private sector policy research
- Niche and technical writing employment

As indicated in Section 5.D., Kinder Institute officials will annually assess, revise, and append these outcomes based both on students' work and post-baccalaureate pursuits.

5.B. Structure

Housed in the College of Arts & Science, and open to all MU students, the B.A. in Constitutional Democracy requires 36 credit hours, 18 of which come through the major's required, 2000-level

courses and the remainder of which must be 3000- or 4000-level coursework. No less than 21 of the 36 credits will be taught by Kinder Institute faculty, postdoctoral fellows, or visiting scholars, and no more than 15 will come from coursework in other academic departments or programs. As the footnotes-to the proforma financial projections indicate, we anticipate that students will frequently fulfill elective requirements through courses in other departments or programs that are taught by Kinder Institute faculty and, in turn, that the number of B.A. credit hours taught by Kinder Institute professors will regularly be 30 vs. the minimum 21 (also accounting for anticipated frequency of students fulfilling their experiential requirement through Kinder Institute-sponsored courses). Qualifying students in the B.A. can also begin taking classes for the Kinder Institute's proposed one-year M.A. in Atlantic History & Politics during their fourth year.

1. Total credits required for graduation: 120 credits (standard)

2. Residency requirements, if any: Given the specific nature of the curriculum for the B.A. and its affiliation with the residential college, all courses in the major must be taken at or through MU.

3. General education (54 credit hours)*

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs
English 1000	3	Biological, Physical, Mathematical Sciences	9
Math 1100 or 1050	3		
Foreign Language	12-13		
Behavioral Sciences	5-6		
Social Sciences	9		
Humanities/Fine Arts	12		

*Note that this does not include the Math Reasoning Proficiency or Writing Intensive course requirements, since those can be fulfilled in the process of meeting other distribution requirements

4. Major requirements (36 credits)

Total credits specific to degree:

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs
POL SC 2450: Intellectual World of the American Founders (A)	3	3000/4000-level Elective Courses	12
HIST 2100: Revolutionary Transformation of Early America (A)	3	4000-level Experiential Learning Course (C)	3

POL SC 2455: Constitutional Debates (A)	3	4000-level Thesis Workshop or Capstone Seminar	3
HIST 2120: Young Republic (A)	3		
POL SC 2004: Political Science Concepts in Constitutional Democracy (B)	3		
HIST 2004: T	3		

A. POL SC 2450, HIST 2100, POL SC 2455, and HIST 2120 already exist at the Kinder Institute, and the two required POL SC and HIST 2004 seminars are currently being developed.

B. The elective requirement can be fulfilled using existing course offerings at the Kinder Institute and in other A&S Departments and Programs, though the list of elective courses will grow over time as a result of program assessment and course development.

C. A for-credit model internship course model exists in the Departments of History and Political Science, and ours will be adapted from that. We also have the resources and partnerships necessary to provide the mentorship and guided, academic alternatives to internships referenced previously.

5. Free elective credits

Students who complete the B.A. will have at least 30 elective credits remaining

6. Requirement for thesis, internship, or other capstone experience

Students are required to take three hours of thesis or capstone credit, through which a substantial research/writing project is completed, as well as three hours of experiential learning credit, which can include an internship. An internship can service as the basis for but cannot serve in lieu of a thesis or capstone project. See Sections 5.C.3 and 5.C.4 for more detailed descriptions of these requirements.

7. Any unique features such as interdepartmental cooperation

See 5.C.2, 5.C.3, and 5.C.5

5.C. Program Design and Content

1. Common Curriculum (18 credit hours)

Students in the KIRC are required to enroll in the first four common curriculum seminars, and an additional section of each will be taught every year for non-residential college students.

Required Common Curriculum Seminars (three credit hours each)

The first four courses in the required common curriculum will be small, discussion-based seminars that focus on the creation of the United States, tracing the intellectual origins and historical development of the nation from the Revolution to the Constitutional Convention, and through to the Missouri Crisis. The fifth and sixth courses will then focus on select concepts and themes that arose during the first four seminars—federalism or representation, for example, or revolutions or sovereignty—with the goals of: (a) asking students to map major ideas and events from the era of the United States’ creation onto the 20th and 21st centuries and around the globe; (b) providing additional training in the method of inquiry that the B.A.’s interdisciplinary curriculum calls for; and (c) giving students the opportunity to begin determining a scholarly area of interest that they would like to concentrate on in their upper-level work in the major. Multiple sections of these fifth and sixth required seminars will be taught each year, and enrollment will be open to all MU students.

The interdisciplinary focus of the common curriculum is ensured by students taking one history and one political science course during each of their first three semesters (all common curriculum classes are cross-listed with one of these departments), with classroom emphasis placed on discussing how inquiry into the curriculum’s subject matter is enhanced by drawing on the rich connections between the critical methodologies of these two disciplines. Kinder Institute faculty members or postdoctoral fellows will teach all common curriculum seminars, lectures, and sections. Descriptions of the six required classes can be found in Appendix C.

2. Elective Curriculum (12 credit hours)

Area Courses (3 credit hours each, 3000- or 4000-level)

The elective requirement for the major is fulfilled by taking 12 credit hours in a non-Kinder Institute academic department or program, with the additional condition that, in fulfilling this requirement, students must take courses in at least two different departments or programs. The “area courses” designation is an important one, as the goal is to provide students with every opportunity to use electives to pursue a highly focused course of study in an area of scholarly interest. The Kinder Institute will work with faculty members in other departments/programs to curate lists of recommended courses for areas of concentration such as: “Race and the American Story,” “Transnational History,” “20th-Century Political Thought, Theory, and Practice” and “Constitutional Law.” As they are completing required coursework for the major, students will also have the option of working with faculty advisors at the Kinder Institute and in another A&S program or department to develop their own area of concentration and to identify a list of classes that would fit it. The benefits of this methodology are numerous, but two stand out: (1) Providing students with the focused background necessary to conceive of, develop, and carry out a thesis project; (2) Encouraging students to pursue coursework outside the major that relates to, expands on, and further refines the concentration they are pursuing in the Constitutional Democracy B.A. Since the maximum nine credit hours of elective coursework in another department can potentially be applied to a degree in that department, the elective requirement would not obstruct double-majoring but, instead, make it more likely, easier, and more fruitful. This is especially true of double-majoring in History and Political Science, where curricular overlap will be the strongest.

Any course developed and/or taught by a Kinder Institute faculty member for the B.A.’s upper-level, elective curriculum will be open to non-CD majors, and cross-listed with another department when applicable. If cross-listed, students pursuing the B.A. will be able to enroll under whichever course designator best fits their degree path.

3. Experiential Requirement (3 credit hours, 4000-level)

As outlined in 2.A, our goal in giving shape to the major's experiential learning requirement is to ensure that students can fulfill it in a variety of ways. In terms of Kinder Institute-sponsored options, students can fulfill the requirement by:

- Completing the "Global History at Oxford" hybrid on-ground/study abroad course, which includes a week embedded as a student at Oxford's Corpus Christi College, or the "Beltway History & Politics Course" through the Kinder Scholars D.C. Program
- Taking one of the ten-student, writing-intensive tutorials that the Kinder Institute will offer each year and that will require students to complete a substantive research and writing project
- Designing and proposing a higher education-focused experiential project (a research or program development assistantship) approved/overseen by a Kinder Institute faculty mentor

In addition to these academically-oriented experiential learning opportunities, the experiential learning advisory council mentioned previously will work with students during their sophomore and junior years to identify more professionally-oriented internship opportunities that best suit their interests. Should students go this route, they can take a faculty-led class offered each semester at the Kinder Institute through which internship work will be assessed, and they will be paired with a faculty or staff mentor either at or affiliated with the Kinder Institute for guidance. Students will also be able to pursue experiential opportunities outside of the Kinder Institute, such as the CLIP program; the Public History emphasis; the Model UN, Mock Trial, Mizzou Debate, and Moot Court programs sponsored by the Office of Participatory Democracy; or a study abroad or internship class offered in another department. Students will be able to petition to count the "Global History at Oxford" or "Beltway Politics & History" classes or a writing-intensive tutorial toward the major's elective course requirement, provided they are on track to fulfill the experiential requirement by other means.

The Kinder Institute will continue to actively build its Undergraduate Scholarship Fund, which will be used to support students' participation in study abroad/away courses and their pursuit of internship opportunities that present financial burden.

4. Thesis/Capstone Requirement (3 credit hours)

During the second semester of their junior year, CD majors will be eligible and encouraged to propose a thesis project to a three-person faculty committee. Students whose thesis proposals are approved will then enroll in one of three yearlong, three-credit hour, faculty-led thesis workshops during their senior year, through which they will complete a substantial, primary source-based research and writing project (in addition to taking the workshop course, students completing a thesis will also meet regularly one-on-one with a faculty advisor). The thesis workshop will meet two hours per week during the fall semester, and the curriculum for the first semester will consist of research instruction, faculty-led writing workshops, peer review workshops of thesis/chapter drafts, and one-on-one meetings with the course instructor. A full draft of the thesis will be completed by the end of the fall semester. The workshop will then meet for one hour per week during the spring semester, at the conclusion of which a final draft of the thesis will be submitted and defended. Spring instruction will largely feature the same curricular components as the fall, with slightly greater emphasis placed on one-on-one meetings and with class time allocated for discussion of the revision process. Students will also defend their

thesis at the end of the spring semester. Students who choose not to propose a thesis, whose thesis proposals are not approved at the conclusion of their junior year, or who are completing a thesis in another department as part of a double major will be required to take a 4000/7000-level seminar that is designated 'capstone-eligible' and taught by a Kinder Institute faculty member during their senior year, through which they will complete and defend an article-length writing project that incorporates significant primary- and secondary-source research. We anticipate designating at least four seminars per semester 'capstone-eligible.'

5. Optional Coursework

'Optional' can be construed in one of two ways: (1) The Kinder Institute will sponsor a regular program of one-credit hour tutorials (4000-level, max. 5 students) which either intensely focus on a single subject or provide insight into ideas, questions, and issues relevant to professional fields in which students might have interest; (2) Kinder Institute faculty will encourage students to capitalize on the option of pursuing coursework outside the Constitutional Democracy B.A. and help them identify classes in other departments or programs that will advance their work in the major.

5.D. Program Goals and Assessment

National and/or local assessments: While there are no standardized assessment tests for this field, we will internally assess the success with which the degree is delivering on stated program outcomes. Assessment methods will include:

- Curriculum mapping not only to ensure that courses being offered are fulfilling subject-specific learning objectives but also to identify where these stated objectives can be refined or expanded
- Independent review of senior thesis/capstone work to chart development and integration of conceptual/analytical thinking and written argumentation skills
- "Exit interviews" with graduating students to track the professional and academic fields that they are entering post-college and to receive feedback on degree and program components that they feel best prepared them for these pursuits

Retention and graduation rates: Our expectation is that 54 members of each residential college cohort will complete the major in four years, as well as six students unaffiliated with the KIRC.

Graduates per annum at three to five years: We expect 60 students to graduate with a B.A. in Constitutional Democracy in Spring 2024 and that this figure will remain steady going forward.

Proportion of students who will achieve licensing, certification or registration: There is no licensing or registration system for this field.

Placement rates in related field, in other fields, and unemployed: Based on the past four years of experience with alumni of existing Kinder Institute programs, we anticipate that roughly 50% of students who receive the B.A. will go on to graduate school within a year of receiving their degree and that the other 50% will gain employment immediately upon graduation.

5.E. Student Preparation

Preparation recommended for students entering program to ensure success

Any student admitted to the University of Missouri with demonstrated interest in civic education is eligible to apply to enter the residential college as an incoming freshman. All MU students are also eligible to be a part of the CD major through enrollment in the supplementary sections of common curriculum seminars for the B.A. that will be offered each year.

5.F. Faculty and Administration

Name and position of the individual who will be responsible for the success of this program

Dr. Justin Dyer, Kinder Institute Director and Professor of Political Science

How instructional needs will be met

The Kinder Institute's in-house faculty members, postdoctoral fellows, and visiting scholars—who represent 9.5 FTE in aggregate (assuming a 2-2 course load = 1 FTE)—can meet all per-year, non-elective instructional needs associated with the proposed B.A., which at most would include:

- Three sections each of the six common curriculum seminars: 54 credit hours or 4.5 FTE
- One section each of the “Beltway History & Politics” and “Global History at Oxford” courses, as well as two sections each of the proposed writing-intensive experiential learning tutorials and the internship course: 18 credit hours or 1.5 FTE
- Three sections of the thesis writing workshops: 9 credit hours or .75 FTE

In addition, Kinder Institute faculty will be responsible each year for serving as instructors for a total of nine credit hours (.75 FTE) associated with the proposed M.A. in Atlantic History & Politics, meaning that launching the residential college, B.A., and M.A. requires a total of 7.5 FTE, leaving ample room for Kinder Institute faculty to continue to teach courses in other departments.

Special requirements for assignment of teaching for this degree program

A Ph.D. and active research agenda will be required to teach all courses associated with the Constitutional Democracy B.A.

Estimate the percentage of credit hours assigned to full-time faculty

75% of courses associated with the B.A. will be taught by full-time MU faculty, with the remaining 25% taught by either Kinder Institute postdoctoral fellows or visiting scholars.

Expectation for faculty involvement in professional activities, special student contact, teaching/learning innovation

Faculty involved with the proposed programs will continue to conduct and publish research in their fields and to attend and share their scholarship at professional conferences. In addition, there will be significant opportunity for special student contact through various extracurricular activities associated

with the residential college and B.A., as well as for the development of pedagogically innovative courses co-housed in the Kinder Institute and another academic unit.

5.G. Alumni and Employer Survey

To ensure continuous improvement of the program, the Kinder Institute will commence self-study procedures after the first year of the residential college that, in time, will specifically target feedback from alumni of the B.A. These will be largely similar to the assessment protocols discussed in Section 5.D. and will include:

- Faculty feedback on presentations of senior thesis work at a yearly conference for CD majors hosted by/at the Kinder Institute;
- Surveys with majors concerning where they are employed or pursuing graduate study;
- Conversations with directors of internship sites to gain insight into both the success of our students in their experiential learning endeavors and trends in various professional arenas where the B.A. in Constitutional Democracy might be especially relevant;
- All-campus surveys to assess the visibility of and opinions about the Kinder Institute, in general, and the Constitutional Democracy B.A. and residential college, in particular

In addition, we will survey students with an eye toward subject-based learning objectives, particularly soliciting feedback on where curricular gaps exist and how they might be filled; what extracurricular opportunities could be further or newly developed; and students' evolving professional areas of interest. Finally, while they are still on campus, we will utilize our undergraduates as ambassadors for the B.A. and residential college, having them present to prospective and current students and develop and execute promotional campaigns aimed at raising campus awareness not only about the B.A. and KIRC but also about the various Kinder Institute-related opportunities that students who are not in these programs can still take part in.

5.H. Accreditation

There are no accreditation requirements associated with this new program.

Pro Forma Completion Instructions:

General approval process: School/College Dean > Campus Finance Staff > System Academic Affairs & Finance

Please use separate Pro Forma for Undergraduate Program and Graduate Program.

- (1) Fill in Campus name, new program name, projection date, preparer's name, and approver's name.
- (2) Break down headcount by students new to the campus and students transferred from other departments within your campus.
- (3) Refer to below website for Tuition and Other Enrollment Related fees.
<https://www.umsystem.edu/ums/fa/budget/student-fee-data>
- (4) For Undergraduate Program, estimate Tuition Discount Rate. For reference, below are the discount rates for FY2017.

	MU	UMKC	S&T	UMSL
Undergraduate Resident	18%	15%	30%	18%
Undergraduate Non-Resident	32%	50%	34%	47%

For Graduate Program, estimate Scholarship Allowance amounts.

- (5) Revenue Projections (gray cells) are calculated based on credit hours, tuition and fee rates, and discount rates/scholarship allowance projections.
List salary by position type (e.g. tenure track faculty, non tenure track faculty, adjunct faculty, etc.) in the detail section and insert additional rows as needed.
- (6) Current flat benefit rate estimate is 27.97%, and the tax rate is 7.65%. Please factor in benefit rate increases for future years.
Please provide details of any Misc Expenses.
- (7) List one-time expenditures (startup costs) in detail categories and insert additional rows as needed.
- (8) If this program requires additional space, please provide details of space needs and associated cost. This may include costs for additional new space or renovating existing space.
- (9) Estimate revenues generated from students transferred from other departments within your campus.
- (10) Contact your campus budget office for the campus overhead allocation rate per credit hour.
- (11) Describe assumptions used in your projections.
- (12) Use tab Undergraduate/Graduate Scenario to complete sensitivity analysis on enrollment projection.
Fill in % increase or decrease and student credit hour will be calculated. Add a tab for each different scenario.

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 FY21	Year 1 FY22	Year 2 FY23	Year 3 FY24	Year 4 FY25	Year 5 FY26	Year 6 FY27	Year 7 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	\$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	\$0
One-time Expenditures (Startup Costs)								
Additional Space Costs								
Subtotal One-time Expense	\$0	\$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	\$ 19,898	\$ 32,486	\$ 43,118	\$ 51,489	\$ 52,281	\$ 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:

- Assuming an increase in the per credit hour Tuition Rate and A&S Supplemental Fee Rate of 1.5% per year.
- Maximum class size of 60 students used for estimates.
- 10% of class size built on student transfers within campus.
- Assuming 100% of students enrolled are Missouri residents.
- No operating costs associated with Degree Program, is to be accomplished with Kinder Institute's current faculty after proposed expansion.
- 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.
- 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.
- Campus Overhead built on current model of 50% of generated revenue.

se see first tab for instructions.

UNDERGRADUATE PROGRAM PRO FORMA

UNIVERSITY OF MISSOURI - COLUMBIA

PROFORMA: Kinder BA in Constitutional Democracy

Projection as of 3/31/19

Prepared by: Amy Bohnert

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

PROGRAM	Year 0 FY18	Year 1 FY19	Year 2 FY20	Year 3 FY21	Year 4 FY22	Year 5 FY23	Year 6 FY24	Year 7 FY25
Enrollment Projections								
Head Count Students - new incoming								
Head Count Students - transfers within campus								
Enrollment Sensitivity (+-%)								
Student Credit Hours	41	42						
Tuition Rate/Credit Hour								
Fee Rate/Credit Hour								
Tuition Discount Rate (%)								
Revenue Projections	*****CALCULATED CELLS*****							
Tuition								
Supplemental & Other Fees								
Scholarship Allowances								
Net Tuition and Fees								
Other Income								
TOTAL PROGRAM REVENUE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Recurring State Support								
TOTAL REVENUE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$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	\$0
One-Time Expenditures (Startup Costs)								
Additional Space Costs								
Subtotal One-Time Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DIRECT MARGIN	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CUMULATIVE DIRECT MARGIN	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtract:								
Revenue from Transfers within Campus								
NET MARGIN TO THE CAMPUS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CUMULATIVE NET MARGIN TO THE CAMPUS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus Overhead Allocation			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
MARGIN AFTER CAMPUS OVERHEAD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CUMULATIVE MARGIN AFTER CAMPUS OVERHEAD	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Assumptions:

a. Uses same assumptions as Undergraduate Pro Forma but planning on a ramp-up period and that levels off after FY25.