

**NIXON** | Governor addresses education, healthcare and job creation

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Nixon's plans include cuts to 50 programs and the elimination of 1,300 "bureaucratic positions."

"I was somewhat disappointed about that announcement," McClanahan said. "We are doing efforts to stimulate job growth, so cutting jobs is quite discouraging."

Even with these job cuts, McClanahan said she hopes to stay positive.

"Perhaps there are people that can do an early retirement," McClanahan said. "I know the governor's office has stated that they have a commitment to help people move to other positions in the government if their positions are eliminated."

In his address, Nixon mentioned plans to give more money to early childhood education and further discussed the level funding he proposed for public higher education institutions in exchange for no tuition increase. Expanding on his higher education announcements from last Wednesday, Nixon introduced the Missouri Compromise. He said the new plan expands on Missouri's current A+ scholarship program, allowing "those students who take advantage

of A+ scholarships to continue at a Missouri public college or university and complete their four-year degree debt free."

"Under my proposed budget, not one Missouri student at a public Missouri college, university or community college will see their tuition go up next year," Nixon said in his address. "And that is a major victory for Missouri families."

Interim University President Darrell Krueger said he spoke with other Missouri university presidents Wednesday morning and said everyone is thankful for Nixon's higher education recommendations. He said public universities also might benefit from a health care increase in Nixon's proposal.

"Apparently there is \$750,000 for nursing and communication disorders in the budget and that is so we can improve the delivery of health

care to citizens in the state," Krueger said.

Nixon's proposals now will move to the General Assembly. Krueger said he plans to "walk the halls" in Jefferson City and become acquainted with members of the legislature.

"We're unified as four-year publics on this issue, so there will be a lot of people speaking for our common concerns," Krueger said.

Even with this new plan, Krueger said Truman will continue planning for the future.

"The best case scenario will be that we get level funding for two years and then we don't know where the money will come from, so after two

years the state will be probably facing another shortfall," Krueger said. "But we might have two years here to really carefully do something fabulous with the University in getting us positioned again for the future."

**"Under my proposed budget, not one Missouri student at a public Missouri college, university or community college will see their tuition go up next year."**

**Jay Nixon**  
Governor

**BUDGET** | Administration seeks to inform and preserve Truman experience through roundtable discussions open to students

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it was important students understand the process for acquiring level funding. Esfeld said that regardless of Nixon's proposal, Truman is not guaranteed level funding for the next year and even if Truman receives level funding next year, there still will be a \$1 million shortfall.

Prior to the round-table discussion, several Truman administrators outlined the University's current situation. Budget Director Dave Rector spoke about Truman's financial future. During his presentation, Rector

said there was a \$342 million deficit in higher education funding in the 2008-09 fiscal year, and an estimated shortfall of more than \$1 billion in the 2009-10 fiscal year. Lou Ann Gilchrist, dean of Student Affairs, followed Rector in the presentation to discuss budget cuts in student affairs next year. Open forums to further discuss the issue will take place Feb. 17 to 19.

Provost Troy Paino spoke briefly at the end of the presentation. He said all hiring for Truman has been suspended.

After the presentation, students participated in a round-table discussion. Junior Grant Berry, a facilitator for the discussion, said facilitators met during the weeks prior to the event and had a lot of information about Truman's situation. He said the goal was to provide information to organization leaders and get them to collaborate on possible solutions. Berry said he thought the round-table discussion was a good idea.

"I think it was very successful," he said. "At the beginning we were a little worried because originally it was only open to leaders of organizations, but we then decided to open it up to everyone."

Senior Elizabeth Koballa attended the discussion to represent Alpha Chi Sigma. Koballa said that as a student, she was concerned about the budget and she found the presentation informative. She said that it was nice to see a breakdown of Truman's \$122.5 billion budget. Koballa also said most students are not aware of the current economic crisis.

"I think most students honestly have no idea about the economy," Koballa said. "We talked tonight mostly about this next year, but we're facing five to 10 years of hard economic times."

A second round-table discussion will take place tonight at 6 p.m. in the Activities Room of the Student Union Building.

**Budget Forums Schedule**

Tuesday 7 p.m.  
Ryle Main Lounge

Monday Feb 2nd  
Chariton Room 7 p.m.

Thursday Feb 5th  
Centennial Main Lounge

Student Affairs Forum Dates: (7:30 - 9:30 p.m.)

- \* Feb 17th - Counseling, Health & Multicultural Affairs
- \* Feb 18th - Greek Life, CSI, & Career Center
- \* Feb 19th - Residence Life, Student Union & Recreation

Student Senate Dates:

- \* Feb 7th - Lobbyist Training Opportunity
- \* Feb 25th - "Storm the Capitol"

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**CHARTER** | Social fraternity awaits approval from student affairs

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asked him to send her a letter about IFC's decision.

"I'll quote the words of the motion, and tell her we voted 13 to one to recommend that they come back and thank her for giving us the opportunity to have some input," Jayne said in regards to the letter to Dean Gilchrist.

President of AKL senior Justin Rowles

said the charter process is not yet finished.

"Basically, the [Center for Student Involvement] gave us back our constitution with some revisions and so I made the necessary revisions, and turned it back in to them," Rowles said. "It's basically waiting to be put on the dean's desk for her signature. ... We don't know exactly when or if she's going to sign it. It could be next week to whenever."

**CAREERS** | Students rethink careers to correlate with economy

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passions and their interests and [available] environmental jobs," Ketterlinus said.

Ketterlinus said that regardless of the current job market, students should work hard in order to stand out in their field of choice instead of allowing market trends to dictate their future plans.

"What I frequently tell students is if you know you're going into a field that is very competitive ... there are still positions," Ketterlinus said. "It simply means that the bar will be higher. It becomes the employer's market."

Ketterlinus said the Career Center can help students learn the skills they need to stand out in order to get a job.

"Students need those soft skills — that perfect résumé, savvy interviewing skills, networking, even [dinner etiquette]," Ketterlinus said. "They need all of those things, partnered with this great Truman education that they get in order to get them to the forefront of an employer's hiring list."

**Choosing grad school**

Many students aim to stand out to potential employers by attending graduate school. Alumna Ashley Gove has completed graduate school and is working on a student internship. She attended graduate school in hopes that it would make her

more marketable in her field.

"My reasoning for going to graduate school in education was that I would have my master's degree — it would make me more marketable as an educator," Gove said.

Although Gove does not have a job yet, she said graduate school has helped her to get an internship at the school where she wanted to teach.

Ketterlinus said the state of the economy has more students thinking about furthering their education but warned students to remember that experience also is important.

"If you don't get some experience while you're getting that additional education, you may not be as marketable as you would like to be," Ketterlinus said.

**Paying off the loans**

Some students who do not find a job right away might find themselves in a pinch if they have taken out student loans to pay for college. Cari Watson, a loan officer with the Bank of Kirksville, said typical student loans have a six-month deferment period. If students are unable to pay due to unemployment after that deferment period, they have to talk to the Missouri Higher Education Loan Authority, a loan servicing agency in Missouri.

After acquiring a student loan, MOHELA provides

payment options beyond what the original loans offered. Several repayment plans exist, as well as deferment and forbearance plans. These plans either reduce or temporarily cease monthly payment, and could prove useful to someone who is entering the workforce in a low-paying job, or who is unable to immediately find employment.

"Usually, by the time a student has graduated from college, MOHELA has already purchased that loan from the bank," Watson said. "They handle any problems the student may have."

Graduate student Amy Bockelman, who pays for school using student loans, said she understands that it will take a while to pay them off completely.

"I do have loans, and I will have loans after the next year of graduate school," Bockelman said. "I just hope that I will get a job right away. That will help."

Ketterlinus said she understands that students stress about job availability when they graduate but said they should also view it as an opportunity.

"This is a chance for Truman students to really shine — to step ahead and to show that they are that outstanding candidate to get that job," Ketterlinus said.

**CURRICULUM** | Commission seeks feedback on models

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regardless of which model is adopted.

He said the commission has focused on improving students' first-year experiences and providing more opportunities for experiential learning, which includes research, study abroad, internships and service learning.

In addition, Hayes said the commission's report is littered with ideas designed to make the curriculum more interdisciplinary, an area in which some say the current Liberal Studies Program has failed.

"A lot of students feel that the Modes of Inquiry just amount to taking several different classes that don't end up equaling or amounting to anything at the end of their education," Hayes said. "They're a disparate set of courses that really are just general education."

Hayes said the survey also addresses areas that the commission has yet to resolve, such as adding pluses and minuses to the grading system or eliminating the choice between a BA or a BS degree within a single major.

Marty Eisenberg, residential college program dean and associate provost, said current Truman students will not be affected by any curriculum changes unless they choose to be.

"Most students don't realize that [their] curriculum is determined by the catalog in which [they] enter Truman," Eisenberg said. "Students have the option to move forward in the catalog when changes are made, but are not required to do so."

The survey that students receive is nearly identical to the one sent to faculty, which includes additional questions about willingness to teach the courses proposed. Eisenberg said the 17-page survey assumes a level of familiarity with the curriculum proposals, and although some have expressed concern that the length and difficulty of the survey might deter students, he said that he believes this format will provide the most

relevant feedback.

"We tried to make it easy for people by creating links within that survey so that [they] could go to the relevant section of the document ... but it really is about getting feedback on that particular document, so I would say we're pretty unapologetic about [the format]," Eisenberg said.

Eisenberg said the Undergraduate Council asked the commission to submit a revised document by March 1 and action could be taken as early as the end of this year. The adoption of a new curriculum model requires a faculty vote.

Commission chair Debra Cartwright said the survey results will help the commission determine which of their five proposed models will work well for the Truman community.

The models cover a range of options that would change various aspects of the current LSP curriculum.

Cartwright said the first two proposed models, The Minor Change Mode Model and The Grammars Model, are similar to the LSP with a few modifications.

The Minor Change Mode Model suggests consolidating the life science and physical science requirements into a single scientific mode and the literature and fine arts requirements into a single aesthetic mode.

Cartwright said that although she would like to see every student take a literature course, one course in aesthetics would be sufficient to learn how to engage in a conversation about the arts, which is the goal of the model.

"Every student is different in what they want to focus on, and I would hate to think that they don't have the time to pursue some of those avenues ... because they are locked into this system where they have to take all of these classes, and then they don't have any choices left," Cartwright said.

The Grammars Model modifies the current modes and redefines them as "Grammars," which is designed so that students can learn about conversations in other areas of discipline.

"To me, the Grammars [Model] is maybe closer to what many envisioned the modes would be, but never developed fully," Cartwright said.

The final three models deviate further from Truman's current curriculum, she said.

The Thematic Clusters Model proposes consolidating to four modes grouped by themes to promote interdisciplinary study of the same question or topic. Cartwright said students would be given the opportunity to choose among several clusters or create their own.

The Double FINs model suggests requiring two first-year interdisciplinary seminars, "Critical Thinking about the Self" and "Critical Thinking about the World," instead of a set of clusters or modes.

Finally, the Portfolio Model proposes doing away with required courses, aside from a one-hour portfolio seminar each semester, in favor of a stronger emphasis on portfolio entries, which demonstrate mastery of learning objectives.

"There would not necessarily be any prescribed courses, [students] would just have to demonstrate the outcomes through portfolio entries," Cartwright said.

Whichever model is chosen, the final model probably will be some combination of these suggestions. Cartwright said the commission would like to see the portfolio become a more integral part of the curriculum.

"The portfolio would be done along the way and turned in at certain points as you're doing the assignments rather than waiting until your senior year and putting it all together," Cartwright said.

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