University of Idaho
2009-2010
FACULTY SENATE AGENDA

Meeting #28

3:30 p.m.
Tuesday, April 27, 2010
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2009-10 Faculty Senate Meeting #27, April 20, 2010

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Approval of Awarding Degrees Spring 2010

VI. Committee Reports.

   Faculty Affairs:
   • FS_10-036rev: Distinguished Professor - FSH 1565

   UCC:
   • FS-10-049: NOI - UCC-10-064 – College of Education Reorganization (McMurry)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Jack Miller, Chair 2009-2010, Faculty Senate

Attachments:
FS 2009-10 Minutes #27
Committee Nominations
FS-10-036rev
FS-10-049
University of Idaho  
Faculty Senate Meeting Minutes  
2009-10 Meeting #27  
Tuesday April 20, 2010  

Present: Baillargeon, Baird, Baker (w/o vote), Barlow, Edwards, Eveleth, Fritz, Geist, Graden, Guilfoyle, Hill (w/o vote), Horn, Huber, Joyce, Limbaugh, Marshall, Mihelich, Miller (Chair), Padaghn-Albrecht, Stark, Williams, Wilson. Campus Center Senators: Budwig (Boise), Dakins (Idaho Falls), Newcombe (Coeur d’Alene). Absent: Battaglia, Holbrook, Murphy. Guests: 8.

A quorum being present, the Chair opened the meeting at 3:30 p.m.

Minutes: It was moved to accept the minutes of meeting #26 (Miller/Eveleth). Approved.

Chair’s Report: The Chair provided a brief synopsis of yesterday’s President’s Cabinet meeting. The FY11 budget at the university level was close to being balanced. At present variables such as enrollment numbers, unavailable until early fall would affect the final figure. Fee increases had been approved by the SBOE, but below the requested level. The Chair reminded senate that internal budget reallocations from two years ago had been handled at the unit level using one-time funds. However, these will become permanent and solving this issue will need further discussion at the unit level. It is hoped that enrollments will be strong and that there will be no further hold-backs. The President also announced the beginning of a renewal phase of the present strategic plan that will require appointment of a steering committee. The President is requesting faculty nominations that can be sent via the Chair or directly to the President’s Executive Assistant, Patty Houle. It was anticipated that the process of revising the strategic plan would be completed by December, 2010 in time for the next accreditation round. The last meeting of the senate would be May 4 and on the same day the first meeting of the new senate will be held for the express purpose of the election of officers. To have full voting representation in officer elections new senators should be in place and the Faculty Secretary’s office notified prior to this meeting.

Provost’s Report: On the topic of enrollment, the Provost noted that focus would be upon yield. That is, securing full enrollment of students who have applied to UI. Some faculty may be asked to assist in the process by either calling students, sending e-mail messages or both. He noted that the SBOE had approved the Art and Architecture course fee that had been passed by senate a few weeks ago. The process of renewing the strategic action plan (SAP) had come due, the present SAP designed to serve the period from 2005-2010. The Provost noted that he saw UI being a better institution than it was five years ago, but it was time to consider what we might do differently. With respect to accreditation, the North West Commission on Colleges and Universities has new standards and a new accreditation time frame being rolled out. The first report is due in fall 2011. He noted that Vice-Provost for Academic Affairs, Jeanne Christiansen and Jane Baillargeon were presently doing ground-work prior to the accreditation report preparation. Other changes that will interface with the accreditation process includes changes at the SBOE that was introducing some planning steps at system level. In addition, the President’s six themes identified in the fall would be dove-tailed into the renewed SAP.

The Athena Woman of the Year awards had been held last night at the President’s residence. Recipients included Library Dean Lynn Baird, CLASS Associate Dean Debbie Storrs and Executive Assistant to the President, Patty Houle. The Provost noted that all of the recipients were highly deserving and offered his congratulations. His sentiment was reflected with a round of applause for the winners.
The faculty excellence awards were being conducted at the SUB Ballroom this evening and faculty were encouraged to attend. The list of winners would be read out at the end of this meeting if time permitted.

The Deans, Provost and President had lunch today with representatives from thirteen student groups who participated in Alternative Spring Break activities. One student last year had helped in Haiti and this year had served in Detroit. The student was struck by the prevalence of poverty in the city and had developed a deep appreciation for the predicament of the poor who faced great difficulties in escaping from the ‘poverty cycle’.

**Senate Constituent Feedback on Provost’s Response – Efficiency Memo.** The Chair noted that his impression was that the Provost had generally accepted senate recommendations. He called for questions raised from the broader faculty constituency.

One senator sought clarification of intent with respect to course section size. The Provost responded that the intent was to strategically deal with small, inefficient section offerings and to properly manage these. If there are small sections being taught, the expectation is that the dean responsible will be able to justify why the section should continue to be offered. If there is no strategic reason, then small sections will be closed.

On an off-topic issue another senator was concerned that the expectation of the strategic plan to increase student numbers to 16,000 and research expenditures to $150 million would put additional pressure on faculty who were already feeling steadily mounting pressures over time. The issue of establishing larger sections is likely to be part of this growth and there is a need to accommodate these changes as part of the SAP.

**Health Benefits Satisfaction Survey Response from the Benefits Advisory Group (BAG) Chair.** The BAG had been requested by senate to use the services of the Social Sciences Research Unit (SSRU), in the early fall of 2009 to conduct a survey of staff and faculty satisfaction with the health benefits package. Several reminders had been sent requesting that this task be completed. Following a recent reminder the following response was received:

> “The recommendation for a survey is not a good use of funds at this time as health care reform at the federal level will affect many aspects of our health plan. The regulations will be trickling out of the government for the next few months. When the dust is settled, we will then know what rules we have to follow and what options we can consider.”

The Chair asked for senate’s response to the message. Concern of senators was restated, as a primary issue was the level of affordable coverage provided by the package for employees who were towards the lower end of the pay-scale. This issue had been raised as a concern by senators in October 2007 in a discussion with then President, Tim White, with BAG representatives present. The revamped health benefits scheme had been implemented without a faculty vetting process. There had been no senate appointed member on the BAG, despite the nomination of senator Eveleth by the senate in September, 2008. This senate nomination had apparently been ignored by BAG. The request to have the survey conducted had been brought to the attention of the BAG on several occasions in the interim and no response had been forth-coming. Another senator noted that the request in the fall of 2009 should have received a response before the implementation of the revised benefits plan for the 2010 calendar year. The lack of responsiveness of this committee was a real concern to the senate. The question of to whom
this committee reports was raised. The Chair speculated that it was likely the Vice-President for Finance and Administration and ultimately, the President.

It was moved (Guilfoyle/Williams) to renew the senate request for a survey to be conducted by SSRU as requested in fall 2009; i.e., given the critical need for all employees to perform preventative and wellness-oriented behaviors, and given, the fact that representatives from the Benefits Advisory Group reported to the senate that they have insufficient data to know much if anything about employee behaviors, the senate recommended that funds be used from the health trust fund to hire the Social Science Research Unit to survey University employees and retirees about their health-benefit-related behaviors. In addition, the senate requests that a report on the results of the survey be provided to senate by December, 2010. The request should be copied to the executive leadership. Approved.

**FS-10-048 Final Exam Schedule.** There being no discussion, the item was approved.

**FS-10-044 Bistate Department of Statistics.** Professor Edgeman was invited to join the meeting. He noted that the two departments at UI and WSU had enjoyed a long and productive relationship, extending from academic collaboration to social gatherings. There was some overlap in the two programs. The Provost’s efficiency memo of fall 2009 was a catalyst that began formal discussions of a merger between the departments. An external review of the UI program last year had recommended closer co-operation of the programs. Both programs offered an MS and it was considered that a medium-term objective of the merged programs would be to offer a PhD in Statistics. Statistics units might be considered one of the original multidisciplinary programs. It was considered that the merger would deliver greater efficiencies, lead to an improved MS degree and benefit both graduates and undergraduates at both institutions. It was envisaged that the structure would evolve such that there would be a single chair following the model of the merged Food Science Departments. It was further hoped that eventually new faculty would be jointly appointed across both departments, salaries at UI and WSU for Statistics being relatively similar. Senator Joyce offered that he supported the proposal. His own appointment would extend next year into a partial appointment in the Department of Statistics. As Director of the Bioinformatics program, he noted that Statistics MS graduates provided an excellent source of candidates for the Bioinformatics PhD program. The Provost congratulated Professor Edgeman and the Statistics faculty for the creative approaches they brought to the merger and acknowledged that preparation for the merger had involved a great deal of work. There being no further discussion, the question was called. Approved.

**FS-10-045 and FS-10-046:** Rename option in BS BAE and Discontinue Graduate Certificate in Communication Systems. There being no discussion the question on each item was called. Both approved.

**FS-10-047 a and b:** Professional Science Masters Degree – Major in Natural Resources and Environmental Science. Professor Mulkey was invited to join the meeting. He noted that this was a different graduate program and had evolved through discussions between the academe and industry. There was a need to train graduates who were industry-ready. Industry considered that many MS graduates who were well-trained technically lacked other needed skills and training such as technical writing, science communication and ethics. Graduates would be entering the work-force as mid-level managers. Requirements for the supporting structure included the need for an industry advisory board. In addition it was considered that an internship component was essential. There would be nine tracks in the degree. This terminology is used to maintain flexibility of the streams. These do not appear on the degree and do not require additional SBOE approval if other tracks were introduced later. There were predictors that suggested that there would be 20% growth in the program by 2011. The introduction of
the degree had been supported by a proposal to NSF that had now been recommended for funding. Only 21 awards out of 270 applications were made. It was hoped that the degree would be ready to offer in fall 2010. Although the NSF award would assist to establish the initial student enrollment (much of the $25,000 per fellowship provided by the award would be returned to the university through the course fee), the course was designed to evolve to full fee-paying status. A senator asked how this course was different from the present MS program and if the present program would be continued. The present program was a non-thesis MS. It would be continued for the next two to three years and it would then be reviewed. The Provost added that the new Professional MS was much in line with the recommendations of the Yardley Report to increase the offerings of Professional Science degrees. There being no further discussion, the question was called. Approved.

**Faculty Excellence Awards – List of Awardees**

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<tr>
<th>Award</th>
<th>Recipient</th>
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<tr>
<td>Advising Excellence Award</td>
<td>Elizabeth Reynolds</td>
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<td>Donald Crawford Graduate Faculty Mentoring Award</td>
<td>Lisette Waits</td>
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<td>Hoffman Award in Teaching Excellence</td>
<td>Matthew Brehm</td>
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<tr>
<td>Interdisciplinary or Collaborative Efforts Excellence Award</td>
<td>Jan Boll, Barbara Cosens, and Martin Scholar’s Program - Sarah M. Nelson, Sandra Reineke, Sean M. Quinlan, Bill L. Smith</td>
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<tr>
<td>Outreach and Engagement Excellence Award</td>
<td>Kathy Canfield-Davis</td>
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<tr>
<td>Outstanding Graduate Student Research and Creative Activity Award</td>
<td>Judy Bayham and Stacey Dunn</td>
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<tr>
<td>Outstanding Graduate Student Teaching Award</td>
<td>Denim Jochimsen and Matthew Bauman</td>
</tr>
<tr>
<td>Research or Creative Activity Excellence Award</td>
<td>Bob Wrigley</td>
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<tr>
<td>Teaching Excellence Award</td>
<td>Steven Penoncello</td>
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The Provost commended all of the recipients.

**Adjournment:** It was moved (Padgham-Albrecht/Edwards) to adjourn at 4:36 p.m. The motion carried unanimously.

Respectfully submitted,

Rodney A. Hill, Faculty Secretary and Secretary to Faculty Senate
The acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The title rank of University Distinguished Professor1 will be bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship2, outreach, and service. The title rank will be held for the remainder of the recipient’s active service at the University of Idaho; if the recipient retires while still employed by the University of Idaho, the title University Distinguished Professor Emeritus will be conferred upon retirement. The title rank is meant to be highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University of Idaho. University Distinguished Faculty will receive a stipend of at least $5000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.).

Criteria for Selecting University Distinguished Professors: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University of Idaho via their activities.

Specifically, a University Distinguished Professor will have achieved a superior record, as judged by peers, in at the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching in their discipline; and university service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will may be conferred on members of the UI Faculty who have attained the rank of Professor and have served at the UI a minimum of seven years.

Selection Process: University Distinguished Professorships will be awarded by the PresidentState Board of Education upon recommendation of The University Distinguished Professorship Advisory Committee Provost and President. An advisory committee of deans and faculty will assist the Provost and President in making their recommendations. The composition of the committee should reflect all dimensions of diversity in the university community. The committee will be appointed by the Provost and will serve three-year terms on a staggered basis. Nominations for committee members will be made by Faculty Senate Council and the Academic Deans, in consultation with faculty and administrators of departments and schools. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach.

1. Each year the Provost will determine the maximum number of conferrals of the title rank University Distinguished Professor permitted for that year and then request nominations from faculty, deans, directors and department heads.
2. Written nominations will be submitted to the Provost and will include:
   a. A cover letter making the nomination and providing a brief summary of the candidate’s achievements;
   b. The candidate’s curriculum vitae, including a list of any significant previous awards;
   c. Letters of endorsement from the appropriate deans and department heads or directors. The candidate also may include letters of support, as appropriate, from students or from colleagues at the University of Idaho or other institutions.
3. The University Distinguished Professorship Advisory Committee is a standing advisory committee composed of four faculty members and three deans who will review the nominations and make recommendations to the Provost for transmittal to the President.
4. Because the rank of title University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no suitable candidates will be identified.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

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1 As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a name may be added to the title.
2 Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Education
Name of Department(s) or Area(s): 

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic ___ Professional - Technical ___

This is a New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one) leading to:
The restructuring of the College of Education (Degree or Certificate)

Proposed Starting Date: Fall 2010

For New Programs:  For Other Activity:

Program (i.e., degree) Title & CIP
2000

☐ Program Component
☐ (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other

Dean’s signature on file 2/25/2010

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The College of Education is currently configured in 4 units (departments). The desire of the college is to reduce the overall number of departments to three. The department of Adult, Career and Technology Education (ACTE) will be discontinued. The Professional-Technical and Technology Education (PTTE) program is moving to the Department of Curriculum and Instruction (C&I) and the Adult and Organizational Learning and Leadership (AOLL) program will move to the Department of Counseling and School Psychology, Educational Leadership (CASPEL).
The three remaining units will have the following focus areas: educational and organizational leadership, teaching and learning, health and wellness. Unique unit names have not been determined and are in process.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.)

By reducing the number of departments the college will be positioning programs into thematic areas which will align programs with similar strengths and opportunities for future growth and development. By moving the PTTE program into the C&I department economies will be realized with respect to course offerings in secondary teacher preparation. Due to the state reductions in support it is also necessary to reduce the number of departments the college has to capture savings from reduced administrative salaries and realignment of staff.

Restructuring the AOLL program into the department of CASPEL will allow for economies of scale with respect to leadership courses and will offer the opportunity to blend adult education with educational leadership and counseling. AOLL is the largest doctoral program on campus and the integration of faculties will allow more flexibility for students to build committees and spread the advising load more equitably across faculty. All current graduate programs will be retained and with the integration of AOLL a stronger faculty and focus on higher education leadership will be possible.

The reorganization will require the following adjustments to programs and departments which will be reflected in the UI catalog.

- ACTE, as a department, will be discontinued.
  - The current PTTE program will be moved to the department of curriculum and instruction.  The PTTE program title/prefix has been changed to CTE (Career and Technical Education), effective summer 2010.
  - The current ADOL program will be moved to the CASPEL department (see name change below).
    - The ADOL program title/prefix has been changed to AOLL (Adult, Organizational Learning and Leadership), effective summer 2010.
  - As a result of the integration of the AOLL program into the CASPEL department the CASPEL department will change its name to “Leadership and Counseling”.

Specific curricular changes:

1.) Change the major in Professional-Technical and Technology Education (B.S.Ed.) to Career and Technical Education.
   - Change the name of option b. from Professional-Technical Education to Occupational Education.
   - Change the name of option c. from Technology Education to Engineering & Technology Education.

2.) Discontinue the major in Professional-Technical and Technology Education (M.Ed.). There are 16 students in this degree currently – they will be able to finish the degree as the courses required will be retained under the C & I department. New students who need this degree will not be impacted for employment or advancement due to the recognized CTE emphasis area under the C&I M.Ed.

3.) Create an emphasis area under the major of Curriculum and Instruction (M.Ed.) called Career and Technical Education.
4.) Drop the degree Education Specialist in Professional-Technical Education (Ed.S.P-T.Ed.) and its associated major of Professional-Technical and Technology Education. There are currently 5 (2 in the current term) students enrolled in this major, however it is to be retained as the Idaho Professional/Technical Leadership Academy uses this degree for leadership development. The unique courses will be retained under the department of curriculum and instruction.

5.) Create the degree Education Specialist (Ed.S.)

6.) Create the major of Curriculum and Instruction (Ed.S.)
   a. Create an emphasis area called Career and Technical Education. See attached program of study.

7.) Change the name of teaching minor in Technology Education (NOI pending approval from the SBOE) to Engineering and Technology Education.

8.) Move the following academic certificates:
   a. Certificate = Adult Basic Education/GED Instructor – Should move with the AOLL program to CASPEL.
   b. Certificate = Human Resource Development -- Should move with the AOLL program to CASPEL.
   c. Certificate = Technical Workforce Training – Should move with the CTE program to C&I.

9.) Move the following programs to the College of Engineering
   a) Major in Technology Training and Development (M.S.)
   b) Graduate Certificate in Emergency Planning and Management
   c) Undergraduate Certificate in Human Safety Performance

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   Accreditation will not be threatened. By moving the PTTE program into the department of C&I, accreditation efforts across two units will be streamlined to one unit. The technological expertise which PTTE will bring the C&I unit will enhance and strengthen both the faculty capacity and position the unit to meet the changing technological requirements for preparing teachers. The ADOL program moving to CASPEL will increase the capacity of the department to meet the adult and higher education need of the state.

   U of I has been awarded a grant to integrate both general education and professional / technical education for the last 5 years. The grant was focused on bringing general education teachers and PTE teachers together in an effort to integrate content for improved student learning and retention

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   No other institutions have a similar departmental structure. Other institutions have similar programs but aligned appropriately for their institution. No other institutions offer a degree area in Professional Technical Education. No other institutions offer a degree in Adult and Organizational Learning.
Enrollment and Graduates (i.e., number of majors or other relevant data)  
By Institution for the Proposed Program  
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
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<td>Current</td>
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<td>BSU</td>
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<td>LCSC</td>
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<td>UI</td>
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Degrees offered by school/college or program(s) within disciplinary area under review

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<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<tbody>
<tr>
<td>BSU UG Secondary Education</td>
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<td>Secondary Education</td>
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5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The University of Idaho has maintained a College of Education since 1920, the college programs are core to the mission of the university. The proposed changes strengthen the focus of the secondary education preparation program and provide additional opportunities for students seeking a graduate program in the leadership area.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes _____ No X _____

If not on 8-year plan, provide a justification for adding the program.

By reducing the number of departments the college will be positioning programs into thematic areas which will align programs with similar strengths and opportunities for future growth and development. Due to the state reductions in support it is also necessary to reduce the number of departments the college has to capture savings from reduced administrative salaries and realignment of staff.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.): The amounts below only represent the administrative costs – faculty costs are fixed and will not change respective to the department restructuring exercise.

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
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<tr>
<td>1. Personnel</td>
<td>389,272</td>
<td>301,454</td>
<td>301,454</td>
<td>992,180</td>
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<tr>
<td>2. Operating</td>
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<td>3. Capital Outlay</td>
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<td>4. Facilities</td>
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<td><strong>TOTAL:</strong></td>
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<td><strong>B. Source of Funds</strong></td>
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<td>1. Appropriated-</td>
<td>389,272</td>
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<td>301,454</td>
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<td>reallocation</td>
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<td>2. Appropriated – New</td>
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<td>3. Federal</td>
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<td>4. Other:</td>
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<td><strong>TOTAL:</strong></td>
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<td><strong>B. Nature of Funds</strong></td>
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<td>1. Recurring *</td>
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<td>2. Non-recurring **</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>389,272</td>
<td>301,454</td>
<td>301,454</td>
<td>992,180</td>
</tr>
</tbody>
</table>

* Recurring is defined as ongoing operating budget for the program, which will become of the base. **Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Curricular Requirements for Emphasis Areas in Career and Technical Education:

**Degree:** Master of Education (M.Ed.)  
**Major:** Curriculum & Instruction  
**Emphasis:** Career & Technical Education

**Emphasis Area:** (minimum of 12 credits, required for emphasis)  
**Career and Technical Education (CTE)**  
- CTE 430 Leadership and Student Organizations (2cr)  
- CTE 431 Supervising CTE Student Organizations (1cr)  
- CTE 464 Career Guidance & Transitioning to Work (3cr)  
- CTE 551 Principles and Philosophy of CTE (3cr)  
One of the following (3cr)  
- AOLL 573 Adult Learners: Foundations and Characteristics (3cr)  
- AOLL 574 Adult and Transformational Learning (3cr)  
- AOLL 575 Strategies for Facilitating Adult Learning (3cr)  

*Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.*

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**Degree:** Education Specialist (Ed.S.)  
**Major:** Curriculum & Instruction  
**Emphasis:** Career & Technical Education

**Emphasis Area:** (minimum of 24 credits, required for emphasis)  
**Career and Technical Education (CTE)**  
- CTE 430 Leadership and Student Organizations (2cr)  
- CTE 431 Supervising CTE Student Organizations (1cr)  
- CTE 464 Career Guidance & Transitioning to Work (3cr)  
- CTE 551 Principles and Philosophy of CTE (3cr)  
One of the following (3cr)  
- AOLL 573 Adult Learners: Foundations and Characteristics (3cr)  
- AOLL 574 Adult and Transformational Learning (3cr)  
- AOLL 575 Strategies for Facilitating Adult Learning (3cr)  

- CTE Electives to total 24 credits in the emphasis.  
*Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.*