D. Narrative Section
Members on the College Computation Advisory Committee (CAC) for the College of Human Sciences serve as a link between the College and University computer-related committees, as well as between the College and individual departmental committees, with equal faculty/student representation. The departments and unit involved include 1) Apparel, Educational Studies, and Hospitality Management (AESHM), 2) Curriculum and Instruction (CI), 3) Educational Leadership and Policy Studies (ELPS), 4) Food Science and Human Nutrition (FSHN), 5) Kinesiology (KIN), 6) Human Development and Family Studies (HDFS), and 7) CHS Central Labs.

All six departments and the college central labs unit are allocated funds based upon student enrollment and credit hours taught. Expenditure categories for the student computer fee money are hardware, software, expendable supplies, student access to networks, security and protection, support personnel and personnel involved in course development. Each department requests items for purchase that move the College in a positive direction for improving and enhancing instruction for our students. Recommendations from the CAC committee are then forwarded and approved by Associate Dean of the College.

In the following sections, the six departments and the college central labs unit describe their current projects, future projects and planned allocations.

Apparel, Educational Studies and Hospitality Management (AESHM)

1. Current projects and impact on student learning
To support students’ successful learning in various programs, the AESHM makes a sizable and ongoing investment in various areas that directly benefit the AESHM student body. This includes hardware and software, in a variety of physical AESHM locations as well as the advanced instructional technologies. Across all these areas, the AESHM makes use of CAC allocations and seeks to ensure that students benefit optimally from this particular use of their computer fees.

CAC funds in FY10-11 were used to upgrade equipments for several classrooms including labs in LeBaron Hall to improve student learning environments (i.e., ceiling plate and mount, Dell computer, equipment cart, speakers, projector, digital document camera, electronic screen and brackets).

AESHM also equipped a digital SLR camera and accessories (i.e., zoom lens, memory card, batteries) for student use in documenting students’ engagement in classroom activities and students’ involvement with fundraisers and service activities. A camcorder
along with its accessories was also equipped to take videos of students’ peer teaching in class. These videos were used for poster displays and PP presentations. Two multimedia video projectors and one Elmo digital document camera were equipped. One projector was for replacing misbehaving exiting cart projector. This one is stored on a computer cart and available for check-out for instructional purposes for classrooms that don’t have audio-visual equipment in them. Another projector and the document camera were installed in 2063 LeBaron Hall for use in various AESHM courses to present lecture content and visual images.

Various DVDs were also purchased to use in courses of HRI and AMD majors. The DVDs would help facilitate student learning through visual display of various concepts. Students really enjoyed seeing videos and appeared to learn more when multiple forms of educational delivery methods were used.

We also purchased the one year license of StyleSight – fashion forecasting site to provide students with experience in searching up-to-date forecasting information and incorporating these to their projects. This site was one of highly useful resources for most of AMD courses (i.e., AESHM 275, AESHM 342, TC 165, TC 321, TC 467, TC 496, and more). Various licenses were also renewed such as HOTS simulation program and OptiTex patternmaking and 3D visualization software. HOTS license (Simulation program) was renewed and used in HRI 452 Lodging Operations II to provide students with experience in managerial and operational issues in the hotel industry. OptiTex upgrade and maintenance was for apparel design students to use this advance technology in the most up-to-date conditions.

In sum, we AESHM tried our best to allocate CAC funds to up-to-date various technological equipments we currently have so our students could benefit from all of these hi-tech equipments. Students would be able to be more competent with other competitors in their future job markets.

2. Future projects and anticipated future need
One expense is for purchasing Siemens PLM (product lifecycle management) program and its maintenance plan. This program will be used in various AMD courses for students to understand an all-encompassing vision for managing all data relating to the design, production, support, and ultimate disposal of manufactured goods. Our aim is be able to introduce the most current data management program that apparel industry currently uses.

In order for faculty to teach this cutting edge industry program to our students, graduate students and faculty may need to be trained in order to learn the full scope of capabilities that the PLM program has to offer. Expenses may be involved for this training.

A few program/software upgrade/maintenance fees are needed. The anticipated expense is for OptiTex software upgrade. OptiTex CAD design program was purchased three years ago, installed in 307 MacKay CAD lab and 1055 LeBaron Digital Printing
Technology Lab, and has used various AMD courses. Apparel companies are currently using Computer-Aided Design (CAD) program to draft clothing patterns instead of using traditional pattern making methods so we teach students this digitized pattern development process in classes. StyleSight.com (forecasting site) should be renewed as well for students continuously to explore current fashion trends. It is crucial for our design, merchandising, and product development students to know/understand current fashion trends to complete their course assignments. It is beneficial for them to understand past, current, and future trends of fashion, textiles, and in general. HOTS simulation program license also needs to renew for the usage of HRI students.

New DVDs will be purchased to use in courses of HRI and AMD majors and these are for facilitating student learning through visual display of various concepts. Continuous equipment upgrades in various classrooms in MacKay and LeBaron will be occurred. We are also under discussion on hiring a lab monitor of digital textile printing lab so students can fully utilize this lab more efficiently.

Lastly we will have in-depth discussion with our industry board members to see what kinds of skills students need to have full ability before they are in job markets. Based on the discussion, we will plan to obtain new programs/software to teach students with the most-up-to-date skills so each student would be able to keep up with new technologies in current industry.

3. Planned allocation and allocation methods for the next fiscal year (2011-2012)
Most of the FY11-12 allocation will be spent on on-going maintenance and support of the existing infrastructure as well as hiring a hourly lab assistance/monitor in digital textile printing lab.

The AESHM’s allocation methods do not vary from year to year. A budget is prepared by the Dean in consultation with her administrative cabinet, and is reviewed by the CHS (internal) CAC Committee, which consists of faculty member, P&S employee, and appointed student representatives. Student representatives are chosen in a manner to encourage diversity (e.g., balance between undergraduate/graduate, male/female, science & technology/social sciences & humanities backgrounds, etc.). This same committee has a variety of other responsibilities, including: (1) reviewing the internal proposals from CHS faculty for one-time CAC-funded purchases, and making recommendations regarding these proposals to the CHS Dean; (2) reviewing and commenting on any CHS proposals for competitive central CAC funds, and (3) providing feedback and advice to the CHS representative to the University CAC committee.

Curriculum and Instruction (CI)

1. Current projects and impact on student learning
The primary use of C&I CAC funds is to provide technology support for preservice teachers in early childhood, elementary, and secondary programs, and for graduate students in Curriculum and instruction. This support is coordinated through the Center
for Technology in Learning and Teaching (CTLT), which includes a four-lab teaching and open-access facility, multimedia classrooms with video telecommunication capabilities, equipment checkout (laptop carts for classroom use, individual laptop computers, digital still cameras, digital video cameras, InTow technology kits that allow students to take class sets of popular technologies to school classrooms for practica and student teaching, etc.), and a student support desk staffed by undergraduate students.

To support CTLT activities during the 2010-2011 fiscal year, we replaced computers in two C&I classrooms and purchased an interactive whiteboard to be shared among C&I labs and classrooms on the basement level of Lagomarcino Hall. We purchased 15 laptop computers and ten flip video cameras for use in our checkout system. We also purchased six new laptop computers for use by 201/202 teaching assistants to replace the seriously aging computers they had previously used. It is essential that TAs for these courses have access to reliable computers as they prepare instruction, conduct lab activities, and grade student work that was produced on the current computers available in CTLT labs.

We also used CAC funds to replace and/or repair some existing equipment (e.g., hard drives and motherboards) that had failed, purchase new pedals for usb transcription machines, new laptop bags to replace existing bags that have become worn out, and replace consumables like batteries. These upgrades and repairs allow the CTLT labs to function and provide services that enhance the educational opportunities and learning experiences of UTEP students—who represent students from colleges of Human Sciences, Agriculture and Life Sciences, Business, Design, and Liberal Arts and Sciences.

The CTLT includes four computer laboratories—two Macintosh teaching labs, one Windows teaching lab, and an open access lab that includes both Mac and Windows machines. Each lab is on a four-year replacement rotation, allowing us to have reasonably current hardware in all labs. We also maintain laptop carts that are used in classrooms throughout Lagomarcino Hall. This year we purchased 25 Mac laptop computers to upgrade the computers in the N061 lab. We decided to purchases laptop computers for this lab because Iowa schools are increasingly moving toward 1-1 laptop programs and we felt the flexibility provided by a 1-1 type lab would allow us to better prepare students for teaching in these schools.

New software purchases were limited to necessary maintenance and upgrades of existing software licenses, operating systems and security systems.

Finally, CAC funds were used for data service charges for CTLT and C&I classrooms and labs, and to fund hourly student support personnel. Support personnel in the CTLT play a key role in ensuring that students make optimal use of computing equipment, information technologies, and online information resources and services. In FY10-11 CAC funds supported hourly undergraduate students who provided individual support to
students using the facility, equipment checkout, transport of laptop carts, and monitored lab usage and security.

2. Future projects and anticipated future need
Since the CTLT is a fully functioning service facility, which support thousands of ISU students each semester, we have certain recurring expenses including hourly student support personnel and lab upgrades. Further, the nature of instructional technologies requires us to monitor the field and provide technologies and services that will benefit our students as they leave the university and enter the workplace. To that end, we will use CAC funds to continue funding hourly student personnel, and to upgrade one of the CTLT labs. Further, the laptop carts that allow mobile computing for methods and other classes taught in Lagomarcino Hall are rapidly becoming out of date. We have designated unused FY10-11 funds to be held in a carryover account to be used in replacing computers in the laptop carts on a rotating basis. We hope to be able to replace a laptop cart every three years using this funding strategy.

3. Planned allocation and allocation methods for the next fiscal year
As mentioned above, the majority of future funding will go toward supporting hourly student personnel and upgrading one of the CTLT labs. We will also use some funds for repair and replacement of outdated and broken equipment. We may also encounter an unforeseen need or opportunity that requires funding, but it seems likely that remaining funds will be allocated to carryover and be used for replacement of the laptop carts.

The C&I CAC allocation methods do not vary from year to year. A committee composed of three faculty representatives, undergraduate and graduate student representatives (typically 4-6), and CTLT administrative staff is formed to oversee the allocation process. Proposals for purchase of hardware and software, and support for projects are solicited from faculty and students using flyers and announcements in classes, and estimates for ongoing purchases are prepared by the CTLT administrative staff. The committee then meets to discuss all proposals and make decisions about priorities for allocating the current year funding. That proposal then goes before the College of Human Sciences CAC where it accepted, or returned to the C&I CAC for further discussion. Upon approval, the CTLT administrative staff makes purchases and implements the plan.

Educational Leadership and Policy Studies (ELPS)

1. Current projects and impact on student learning
ELPS is an unique department in CHS because of its focus on graduate education. Two program areas, specifically community college leadership and education administration, enroll large off-campus cohorts of graduate students. The unique needs of these distance students along with the on campus students have been the focus of the ELPS CAC committee. One of the major projects completed during FY 2010-2011 was the technology enhancement of Room N243-B Lagomarcino Hall. With the purchases of LCD panel and other equipments, this room has become a “high-tech”
distance-learning classroom that allows our students to conduct their meetings with peers as well as professors from distance.

Three educational research software packages were purchased and renewed licenses to support the computers in N221E, which is the ELPS lab for graduate students as well as other laptops for student checkouts. These software packages were important for conducting qualitative and quantitative analyses for research. The Qualtrics software is an online survey tool that was available to ELPS graduate students to conduct online surveys for projects and research.

Taken together, the hardware and software purchased during 2010-11 enhanced ELPS graduate student learning. The ELPS CAC committee, which is comprised of graduate students, faculty and staff in ELPS made the recommendation for purchase.

2. Future projects and anticipated future need
The ELPS CAC committee will continue to investigate the prices and feasibility of a “high-tech” distance-learning classroom this year. The room would allow professors to have highly interactive classes that are blended between face to face and distance students. This would be a huge advantage for the many ELPS students who now travel great distances for one course.

3. Planned allocation and allocation methods for the next fiscal year
The ELPS CAC committee is comprised of 4 faculty, 2 staff and 7 graduate students. The committee will solicit feedback from graduate students about their CAC needs and will consider proposals for funding.

Food Science and Human Nutrition (FSHN)

1. Current projects and impact on student learning
HDFS invests CAC allocations in a variety of ways that directly benefit our undergraduate and graduate students. This includes purchasing hardware and software for instruction, enhancing instructional facilities in a variety of physical locations, and supporting the use of advanced instructional technologies.

Funds were used to purchase 1 Dell projector for use in FSHN classrooms to improve visibility of student presentations and faculty lectures for students. Presentations by instructors and students are enhanced by fully functional screens, projectors, and audio equipment.

Partial funding of 6 laptop computers for use in teaching was supported. Laptops are checked out to faculty exclusively for teaching purposes.

Network access was increased in the Food Sciences Building with the purchase of a wireless adaptor. Undergraduate students use this laboratory and had reported limited access to network resources.
Additional funds were used for supplies and maintenance directly related to CAC equipment previously purchased, i.e. mice, video cameras, etc.

In sum, all HDFS CAC expenditures were made in order to directly enhance the learning experiences of undergraduate and graduate students.

2. Future projects and anticipated future need
Expenditures next year will include replacement of some laboratory desktop computers (rotating schedule) and additional supplies and maintenance of current equipment.

3. Planned allocation and allocation methods for the next fiscal year
The FSHN budget is allocated by the FSHN CAC committee consisting of 3 faculty, 1 staff and 2 student members plus the department computer support specialist. Student representatives are 1 undergraduate and 1 graduate student. Student input is highly valued on this committee and their votes are required on all votes regarding the allocation of CAC funds. The committee reviews proposals and makes recommendations to the college committee.

Remaining funds will be used next year for replacement desktops and the FSHN committee will also evaluate if any further media equipment upgrades are needed in FSHN classrooms.

Kinesiology (KIN)

1. Current projects and impact on student learning

The majority of CAC funds for the Department of Kinesiology are used in support of the student computer lab in the 287 Forker Building. This support includes maintaining and upgrading computers (both PC and Mac), printing capabilities, software, and supplies for student use, and for paying the student monitors for oversee the computer lab and assist students with problems. Additional support goes to maintaining and upgrading laptop computers that are available for checkout by students and wireless access within Forker Building.

In 2010-11 we also expanded and enhanced classroom teaching technology through the addition of clicker technology, installation and upgrades to Smartboards, expansion of Elmo projection systems, and recording capabilities for podcasting. Because faculty often go to other classrooms for teaching, we purchased two mini-laptop computers in 2010-11 dedicated to use in teaching outside Forker Building. Further, we continue to support a half time graduate assistant to assist faculty with course development and students with projects utilizing various technologies.

Two special projects were included in our 2010-11 plan for CAC funding: 1) installation of permanent computer based presentation and projection facilities in the Exercise Clinic classroom in 140 Forker, and 2) the purchase of Nexus biofeedback hardware...
and software to be used primarily in instruction in KIN 365 Psychology of Sport. The cost of this latter system was shared between Kinesiology CAC funding and other department funding sources. The rationale for this cost sharing was based on our expectation that the biofeedback equipment will also be available for research use at some time in the future. At this time, however, the system is being targeted only for instructional purposes. Purchases and installations for both projects were completed in 2010-11. Both systems should be fully operational in 2011-12.

Impact on student learning is always difficult to judge. However, we feel strongly that providing faculty with the latest hardware and software for delivering instruction and assisting them with the development and use of new instructional materials and equipment is an important component of effective instruction. Further, we feel that making access to computer technology highly convenient through the student computer lab in 287 Forker and other student spaces (e.g., Forker lobby, 211 Forker, 102 Forker) facilitates students' efforts to complete their coursework successfully and efficiently.

2. Future projects and anticipated future need

The following will continue to be high priority needs for our department: a) sustaining up-to-date hardware and software capabilities in the student computer lab in 287 Forker, b) providing access to laptop computers through a checkout program, c) monitoring the student computer lab and assisting students with computing problems on site, and d) supporting faculty instructional activities by providing the latest hardware, software, and related teaching tools in our classrooms and labs and supporting their course development and revision activities.

On a larger scale, we are anticipating the need to refurbish or freshen the student computer lab in 287 Forker through fresh paint and new carpeting, lighting, and computer furniture. We will investigate costs of this refurbishing during 2011-12.

3. Planned allocation and allocation methods for the next fiscal year (2011-2012)

The allocation methods used in Kinesiology do not vary substantially from year to year. Continuing priorities are noted in response to question 2 above. Recommendations for special projects are solicited from faculty and students as part of the proposal development process. Kinesiology uses a committee comprised of 3 faculty, 2 undergraduate students, and 1 graduate student to oversee the development of the annual CAC proposal and the allocation process.

**Human Development and Family Studies (HDFS)**

1. Current projects and impact on student learning

HDFS invests CAC allocations in a variety of ways that directly benefit our undergraduate and graduate students. This includes purchasing hardware and
software for instruction, enhancing instructional facilities in a variety of physical locations, and supporting the use of advanced instructional technologies.

We have 2 graduate assistants who are helping HDFS instructors with classroom technology. They are working with instructors with the Blackboard system, holding weekly meetings to answer questions, give demonstrations and tips for Blackboard and other technology in teaching. This will help to increase the effective use of technology in the classroom and provide instructors more up-to-date teaching methods that students can engage in. The use of clickers provides instructors feedback on concepts learned.

We anticipate continuing with the graduate assistantships in the future to further the integration of online teaching with face to face teaching, as well as to possibly expand online course offerings.

In sum, all HDFS CAC expenditures were made in order to directly enhance the learning experiences of undergraduate and graduate students.

2. Future projects and anticipated future need
Expenditures next year will include replacement of some laboratory desktop computers (rotating schedule) and additional supplies and maintenance of current equipment.

3. Planned allocation and allocation methods for the next fiscal year
The HDFS CAC allocation methods do not vary from year to year. A committee comprised of 1 faculty, 1 staff and 2 students is formed to oversee the allocation process. Proposals for purchase of hardware and software, and support for projects are solicited from faculty and students, and estimates for ongoing purchases are prepared by the HDFS administrative staff. The committee then meets to discuss all proposals and make decisions about priorities for allocating the current year funding. That proposal then goes before the College of Human Sciences CAC where it accepted, or returned to the HDFS CAC for further discussion. Upon approval, the HDFS administrative staff makes purchases and implements the plan.

Central Labs

1. Current projects and impact on student learning
Central Labs will continue to replace older computer systems with new ones in order to attain our goal of a 4 year replacement cycle which will improve reliability and maximize uptime. We are also in the design phase of improvements to the open computer lab in 1230 Lebaron. As the use of computers and software applications in classes taught in Human Sciences increases, so does the need for access to these applications.

2. Future projects and anticipated future need
As the demand for Central Labs team continues to evolve and expand as a result of supporting additional student labs in Human Sciences, there is an obvious need for a
lab assistant to assist the Central Labs manager with the transition and maintenance of the labs. The assistant will have a very high impact on student learning, much as the current lab management does, by assisting the lab manager with responding to faculty and student requests for software and hardware updates and fixes as well as implementing new campus “best practices” as put forth by the various campus IT groups and committees in order to manage the labs more effectively.

We are also looking into improvements to the classroom in 106 Mackay which should make the room more instruction friendly. Part of the improvements will include a new video projector and screen, as well as a new audio system.

Another project is to improve security by replacing the old door locks on 108 and 307 Mackay. The current combination locks are old and we are unable to change the codes for these old locks. Our plan is to replace these with computerized locks so the access can be controlled not only with an access code but by time of day. As a part of this project we will also purchase new cameras to replace old ones and to monitor areas not currently being observed. We will also be purchasing new software to record activity in the labs.

3. Planned allocation and allocation methods for the next fiscal year
The Centrals Labs budget is allocated on a percentage of the College CAC committee AESHM, FSHN, HDFS, and ELPS. The committee reviews the proposed budget and makes recommendations to the Central Labs team.
## FY2010-2011 CAC Report - College of Human Sciences

### A. Summary section

#### Allocation and Expenditures Summary

<table>
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<tr>
<th>Allocation and Carryover</th>
<th>FY11 Allocation</th>
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#### Expenditure Category Breakdown

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<th>Security and Protection</th>
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### Long Term Projects and Planned Carryover

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### FY2010-2011 CAC Report - College of Human Science

#### Department: Educational Policy and Leadership Studies (EPLS)

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<td>EPLS has not been able to convene their CAC committee meeting to discuss the carryover plan. The new EPLS CAC committee will plan to meet very soon to propose the carryover plan.</td>
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<td>Remaining funds will be used next year for replacement desktops.</td>
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