According to Academic Senate Divisional Bylaws and Regulations, the Executive Committee of the Gevirtz Graduate School of Education is a committee of the Academic Senate authorized as an organization through which the Faculty of the School can coordinate the academic affairs of the School. The Committee reports to, and is responsible to, the Academic Senate and its officers. The Executive Committee is distinguished from Administrative Committees that are created by the Administration and are responsible to, and report to, Administrative Officers.

2019-2020 Members
Andrew Fedders, Chair – GGSE Credential Leadership Committee Representative, Teacher Education Program Representative, Department of Education
Tarek Azzam – Department of Education Representative
Andrew Maul – Department of Education Representative
Ty Vernon – Department of Counseling, Clinical and School Psychology Representative
Maryam Kia-Keating – Department of Counseling, Clinical and School Psychology Representative
Victoria “Tory” Harvey – Non-Senate Faculty Representative (Teacher Education Program)
Shane Jimerson, Vice Chair – Department of Counseling, Clinical and School Psychology Representative
Stephanie Arguera, Student Representative - Department of Education
Vacant, Student Representative - Department of Counseling, Clinical and School Psychology
Jeff Milem, Dean
Aaron Ballett, Advisor
Briana Villasenor, Advisor

Executive Summary
The Faculty Executive Committee met seven times during the 2019-2020 academic year and addressed policy matters, curricular and academic matters, and Gevirtz Graduate School of Education (GGSE) matters presented by the Academic Senate and members of the GGSE.

Policy Matters:
- ESCI Ad Hoc Committee
  - The FEC appreciates the Ad Hoc committee’s work and began to look at alternatives or augmentations to the ESCI also
- Report of the Ad Hoc Committee on Online Course Evaluations
The FEC echoes the concerns about low response rates of online course evaluation though we understand the inordinate amount of staff time required for paper evaluations. Potential changes or augmentations to the ESCI could help alleviate concerns about response rates and skewed results by providing more context and data on the quality and effectiveness of our instruction.

- NCAA Eligibility Requirements
  - The FEC supports UCSB adopting the NCAA eligibility requirements
- BOARS Recommendation to Eliminate the ACT-SAT Essay Requirement
  - The FEC approves the recommendation to eliminate the SAT/ACT Essay requirement for undergraduate admission
- Report of the Academic Council’s Standardized Testing Task Force
  - The FEC also agree with the additional recommendation by Glater, Gardana, Lynch, Maul, Cai, and Francis that the UC system consider “eliminating consideration of scores on these standardized tests in admissions in a shorter time period than the nine-year span contemplated by the Report and potentially before an alternative suite of assessments is developed”.
- Flexibility of Grading Options
  - The FEC did not have a planned meeting in time for the deadline on this item, and requested feedback email did not meet a quorum, but those that offered feedback did so in support of the proposed changes
- Units for Program Review in 2021-22
  - The FEC recommends that programs that have not undergone reviews in ten or more years be prioritized. This would include Computer Science, East Asian Languages and Cultural Studies, Film and Media Studies, Media Arts and Technology Program, Latin American and Iberian Studies Program, Environmental Studies Program, Anthropology, Sociology, and Military Science
- Fall 2020 Registration Timeline Pilot
  - The GGSE opted not to opine

Curricular and Academic Matters:
- UG Ocean Literacy Course
  - The FEC approved the creation of this proposed new course
- Master of Education in School Psychology
  - The FEC approved the reinstatement of the M.Ed in School Psych
- ED Minor Changes
  - The FEC approves the creation of a new undergraduate course: ED 196, a general practicum course as an elective in the Educational Studies minor.
We also approve the increase of ED 128, ED 129, ED 130, and ED 131 to be increased from 3 to 4 units. This also will result in an increase in the units required in the Science and Mathematics Education minor tracks. This increase will be from 24 to 26 upper-division units in the Elementary Track and from 22 to 23 upper-division units in the Secondary Track.

**GGSE Matters:**

- **Syllabi Statements for GGSE**
  - In the 2017-18 school year the FEC worked to draft school wide language to be used in all syllabi. After further review, discussion, and vetting with other campus offices, the FEC voted to adopt the language and use it in all syllabi.

- **ESCI**
  - There have been repeated critiques that ESCI scores reflect implicit bias against racial minorities and women. In an effort to explore alternatives, the FEC has been reading and discussing research pertaining to teacher evaluation, other efforts on campus to find alternatives/additions to the ESCI. This work is ongoing and will be explored more fully in the next academic year.