Gevirtz Graduate School of Education Executive Committee Annual Report: 2016-2017

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.

2016-2017 Members
Chair, Jill Sharkey – GGSE Credential Leadership Committee Representative (Department of Counseling, Clinical and School Psychology)
Richard Duran – Department of Education Representative
Andrew Fedders – Teacher Education Program Representative
Hunter Gehlbach – Department of Education Representative
Maryam Kia-Keating – Department of Counseling, Clinical and School Psychology Representative
Matthew Quirk – Department of Counseling, Clinical and School Psychology Representative
Elissa Ross – Non-Senate Faculty Representative (Teacher Education Program)
Chunyan Yang – Department of Counseling, Clinical and School Psychology Representative
Student Representative: Noreen Balos, Department of Education
Student Representative: Agustina Bertone, Department of Counseling, Clinical and School Psychology
Ex-Officio – Jeff Milem, Dean

Executive Summary
The Faculty Executive Committee met eight times during the 16-17 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:
• The FEC of the GGSE reviewed and affirmed the changes of APM-015 though it noted that the term “workplace” could be better defined.
• Regarding the proposed Revised Regents Policy 3103 and 3104 about professional degree supplemental tuition, the FEC:
  o supported the revisions,
  o liked to underscore support for equity and access for underrepresented students,
  o added support to confirming that UC PDST fees remain lower than private university fees, and
  o asked that Professional Degree Programs continue to track to the success rates of students who earn diplomas and go on to work in their respective fields.
• The FEC supported revisions to the presidential policy on travel regulations – G28 of the Business and Finance Bulletin.
• The FEC also unanimously voted that no GGSE departments undergo Academic Program Review in 2018-2019.
• The FEC provided feedback to the Academic Senate regarding the proposed Teaching Professor title and associated changes to the LSOE position.

Curricular and Academic Matters:
• The FEC unanimously voted to approve changing the registration restrictions for ED 20 from “Freshmen Only” to “Freshmen or Sophomores without transfer work”
• The FEC unanimously voted to approve revisions to CNCSP 101 and 110.
• The FEC unanimously voted to approve revisions to minors in Educational Studies and Science and Mathematics Education requirements.
• The FEC unanimously voted to approve the Department of CCSP’s request to add “Sex, Gender, and Related Constructs in Applied Psychology” and “Qualitative Methods in Applied Psychology.”

GGSE Matters:
The FEC discussed:
• ideas related to housing an undergraduate major within the GGSE,
• working groups focused on adding graduate degree programs,
• FTE planning with the Dean,
• the upcoming PRP for the Department of Education, and TEP
• changes in the Teacher Education Program and visions for the future, and
• GGSE workload policy and unanimously approved a revised version for adoption
• Streamlining paperwork process for faculty and staff

FEC Membership and Elections
Department Counseling, Clinical and School Psychology elected new members to the FEC at their June Faculty Meeting. Department of Education will elect new members to the FEC to ensure compliance with bylaws. FEC also exploring changing the bylaws to allow more flexibility of the non-senate member as well as to ensure Teacher Education Program representation while not limiting Department of Education representation.