Chair Michael Mello called this meeting to order at 4:35 PM and acknowledged that a quorum was present.

Committee members present:
   Michael Mello, Chair
   Bishop Jeffery Williams

Rhode Island Office of the Postsecondary Commissioner (RIOPC) staff present:
   Deanna Velletri, Specialist
   Dr. Tammy Warner, Assistant Commissioner

Community College of Rhode Island (CCRI) participants:
   Rosemary Costigan, VP Academic Affairs

Rhode Island College (RIC) participant:
   Helen Tate, Provost

Rhode Island School of Progressive Education participants:
   Christine Alves, President
   Melanie Griffith, VP Strategy and Partnerships

1. **Acceptance of the Agenda**

Chair Mello called for a motion that the Academic Affairs and Student Success Committee accept the agenda for the meeting of July 27, 2022.

On a motion duly made by Jeffery Williams and seconded by Mike Mello, it was:

VOTED: THAT The Academic Affairs and Student Success Committee accept the agenda for the meeting of July 27, 2022.
2. Approval of Minutes

a. June 16, 2022 Meeting

On a motion duly made by Jeffery Williams and seconded by Mike Mello, it was:

VOTED: THAT The Academic Affairs and Student Success Committee accept the minutes for the meeting of June 16, 2022.

VOTE: 2 members voted in the affirmative and 0 members voted in the negative.

YEAS: Michael Mello and Jeffery Williams

NAYS: 0

ABSTAINS: 0

3. Report from the Chair of the Academic Affairs and Student Success Committee

Chair Mello gave a brief overview of the agenda and welcomed committee members and guests. He introduced Tammy Vargas Warner to lead the discussion items presented on the agenda.

4. Discussion Items

a. Rhode Island School of Progressive Education

Following are excerpts from Christine Alves’ and Melanie Griffith’s presentation:

The first teacher certification program we launched was our ESOL certification program for current practicing teachers. We’re currently training our sixth cohort of Rhode Island educators and we’ll be launching our 7th in January of 2023. To date, we have served and certified about 100 teachers. So far, we’ve worked with teachers who serve in public schools in Providence, Woonsocket, Central Falls, Pawtucket, North Smithfield, East Providence, and a number of urban and urban ring charter and private schools,
and we’re continuing to grow both in terms of size and geographic focus. We’ve also been able to craft custom designed certification programming that are RIDE compliant for partner districts like Central Falls for both ESOL certification and Multilingual Learner Endorsement. Our small size and our willingness to be flexible, responsive, and mission-driven have allowed us to continue to adapt to the actual needs of our urban school districts, teachers, and their English Learners. We also received funding support from the Rhode Island Foundation in addition to the aforementioned $2.2 million total to offset the cost of tuition for teachers seeking to train at RISPE.

Our alternative certification programs get new teachers of color into classrooms sooner, making an immediate impact on the students. On June 27th, we launched our inaugural cohort of teachers for the Elementary Alternative Teacher Certification program. This program was designed for candidates who already have Bachelor’s degrees and experience with youth; they will enable candidates to become teachers of record and earn a first-year teacher salary while pursuing certification, and they combine a streamlined version of RISPE’s Master’s-level coursework with extensive mentoring and coaching. We have recruited heavily from populations already working with youth like TAs, after-school staff, youth development workers, and substitute teachers. 83% of our current, inaugural cohort identifies as a person of color. These groups are primarily people of color in the urban districts, they live in the community, they are multilingual, and many of them have children of their own attending our urban public schools.

We are still working to raise the funds necessary to launch our degree granting program. Through a combination of earned revenue from our certification programs and fundraising, we hope to launch our MAT program at zero cost to our candidates in 2024. We would follow that launch with a launch of the MEd in Urban School Leadership program, pending successful fundraising, in 2025. Both of these programs are residency programs, requiring a fulltime, yearlong immersive hands-on residency in an urban school classroom alongside our rigorous, anti-racist, liberatory Master’s-level coursework.

b. RIC Notices of Change

i. Certificate of Undergraduate Studies in Workplace Diversity

The new Bachelor of Professional Studies (BPS) degree, approved by the Undergraduate Curriculum Committee in April 2021, was designed to include a certificate (CUS) embedded within each concentration’s requirements. The purpose was to give students a stackable credential around the midpoint of their program. This was strategic to encourage retention and completion of the degree. The existing Nonprofit Studies certificate (CUS) was embedded into the requirements for the Social Services concentration, which launched in spring 2022.

The concentration in Organizational Leadership will be launched in fall 2022 with its first cohort group. Because there was no existing CUS that would be
relevant for this concentration, we created a new CUS in Workplace Diversity made up of 16 credits of required courses in the Organizational Leadership concentration. This was designed in collaboration with the Dean of the School of Business (who serves as the BPS degree liaison for the Organizational Leadership concentration) and the Chair of the Management and Marketing department.

Because the Nonprofit Studies Certificate in the Social Services concentration is already available to any RIC undergraduate degree student regardless of major, the new CUS in Workplace Diversity will also be available to students outside the BPS program. It is also open to any undergraduate student who has a minimum of 45 earned credits. A 2.0 cumulative GPA will be required in the designated certificate courses.

This may have particular appeal to management majors in the general management concentration. They would need just two additional courses to complete their major requirements to complete the CUS in Workplace Diversity. Students in the Human Resource Management concentration would need a total of 3 courses. A CUS in Workplace Diversity will also be attractive for internship and employment opportunities.

**ii. Education Doctoral Program**

Changes to the doctoral program in education can be broadly summarized as follows:

1. Adding two required courses (EDP 600 and EDP 601) to better serve new students in introducing them to the program and program faculty, and understanding the academic expectations of the doctoral program.
2. Given program redesign, making some previously required courses electives (EDP 611 and EDP 621).
3. Changing course prerequisites and corequisites to match new program requirements and allow some flexibility with course registration.
4. Changing course titles to better reflect course content (EDP 610, EDP 620, EDP 621, EDP 630, EDP 631, EDP 641).

Additional changes, such as "permission of instructor" as a prerequisite for EDP 612 allows instructors, when class sizes are small, to meet enrollment requests from graduate students in other programs (e.g., Nursing) to fulfill a research methods requirement not currently offered by their program.

These changes do not increase the time for students to complete their programs. Again, the addition of two required courses was offset by making two previously required courses electives. Importantly, not only will students complete the program in the same time frame as before, their experience in the doctoral program will be more streamlined. They will begin the program
with clear expectations for doctoral-level work, and progress through rigorous, engaging, and meaningful learning experiences that will prepare them for their dissertation work and beyond.

c. Year in Review: Institutional Updates on Low-Completion Programs

Dr. Warner explained that due to recent transitions at RIC, their presentation would focus on the program review process underway to complete their report on low-completion programs, whereas CCRI is farther along to completion. She said the process is more important as it informs us if campus policies are sufficient to lead us to our state education achievement goals.

i. CCRI

Provost Tate shared results of the on-campus review including the following:

- Phasing out Homeland Security program since the TSA now trains its own employees;
- Reviewing and revamping Fire Science
- Offering the Histotechnician program in high schools
- Re-branding the Advanced Manufacturing program
- Launching the Wind Turbine and Ocean Technology programs

ii. RIC

Vice President Costigan explained that RIC’s approach involved giving each department the necessary data set and resources required to complete their review and come up with a plan of action. The action plans submitted were used to inform the vice president and her team in recommendations.

5. Action Items

a. Approval of Recommendation to the Council regarding Initial Approval of a Proprietary School: Jane Addams Resource Corporation

On a motion duly made by Jeffery Williams and seconded by Mike Mello, it was:

VOTED: THAT the Academic Affairs and Student Success Committee recommend to the Council on Postsecondary Education that it approve the application from Jane Addams Resource Corporation to operate as a proprietary school in Rhode Island

VOTE: 2 members voted in the affirmative and 0 members voted in the negative.

YEAS: Michael Mello and Jeffery Williams
Academic Affairs and Student Success Committee
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NAYS: 0
ABSTAINS: 0

4. Next Meetings
To be determined.

5. Adjourn
The meeting adjourned at 6:05 PM.

On a motion duly made by Jeffery Williams by and seconded Michael Mello, it was:

VOTED: THAT The Academic Affairs and Student Success Committee adjourn the meeting of July 27, 2022.

VOTE: 2 members voted in the affirmative and 0 members voted in the negative.

YEAS: Michael Mello and Jeffery Williams
NAYS: 0
ABSTAINS: 0