

Oct. 25, 2021

**Board of School Administrators Board Room**  
**St. Paul College**  
**317 Marshall Ave.**  
**St. Paul, Minnesota**

**Committee Meetings: All Committees meet in the Board Room**

ETHICS Committee

8:00 a.m.-9:30 a.m.

LICENSING Committee

9:30 a.m.-10:30 a.m.

PROF. DEV. AND PRO.REVIEW COMM.

*No Meeting*

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**Board Members**

**Chair:** Nancy Antoine

Dr. Scott Wallner, Dr. Jinger Gustafson, Jill Lofald, Mary Frances Clardy,  
Christine Osorio, Dr. Melissa Schaller, Dr. Tracy Reimer, Louise Sundin, Drew Hildenbrand

## **Board Meeting Agenda**

**DATE:** Oct. 25, 2021

**TIME:** 11:00 a.m. – 1:00 p.m.

- I. Convene**
- II. Approval of Agenda**
- III. Approval of Minutes**
- IV. Welcome to St. Paul College by President Deidra Peaslee**
- V. Discussion of MASA issues with Dr. Deb Henton, executive director of the Minnesota Association of School Administrators**
- VI. Discussion of community education issues with John Klaber, executive director of the Minnesota Administrators for Special Education. Also testifying are:**

*Dena Hagen, Director of Special Education for the Northern Lights Special Education Cooperative.* Dena is in her 6th year as the Director of the NLSEC which consists of 12 member districts around Duluth. Before that, she was a Special Education teacher for Duluth Public Schools for Learning Disabilities, Emotional Behavior Disorders, Developmental Disabilities, and Physical Impairments. She also serves as the current MASE Secretary and was recently appointed to Capella University's Advisory Board.

*Jill Skarvold, Specialist for Special Education with Lakes Country Service Cooperative.* Jill spent 40 years as a special education director, principal as well as general education and special education teacher. She served as the Executive Director of Learner Support Services for Moorhead Area Schools for 15 years. She served on the Minnesota State University-Moorhead (MSUM) Dean's Advisory Committee as well as developed and taught two graduate leadership courses at MSUM: Special Education and Services for Principals and Leadership of the Special Education Director.

## **VII. Executive Director's Report**

- A. Approval of new liability policy for BOSA (see attachment)
- B. Review of the revised Approval of a Continuing Education Program form (see attachment)

- C. Discussion of a proposal to add additional flexibility for those seeking an administrative license without teaching experience (see attachment)
- D. PELSB is asking BOSA for a clarification of the policy on licensure. The question is ----does the language “beyond a bachelor's degree that includes a Master’s degree” imply that these credits must be completed at the graduate level or may a candidate submit undergraduate credits they earned *after* receiving their Bachelor’s Degree to also meet the 60 credit standard highlighted below?

“An applicant for licensure as a superintendent, principal, or director of special education must complete, at a regionally accredited institution, a specialist or doctoral program consisting of a minimum of 60 credits or a program consisting 60 semester credits beyond a bachelor's degree that includes a master's degree and a demonstration of competence in the core areas identified in part 3512.0510. Completion of an administrative licensure program approved by the board under part 3512.2500 shall be evidence that an applicant has demonstrated competence in the core areas identified in part 3512.0510. Applicants who complete preparatory programs that have not received board approval under part 3512.2500 must meet the requirements of part 3512.2600.”

**Background:**

This section of the rule envisions two pathways toward licensure. First, a candidate can complete a “specialist or doctoral program” which would involve graduate credits. Or, secondly, a candidate can complete a program “consisting of 60 semester credits beyond a bachelor's degree that includes a Master’s degree.”

**Variables to consider**

**Historical precedent impeding diversity**

The vast majority, if not all the Minnesota-approved universities have interpreted this language to mean the 60 semester credits must be at the graduate level. Moreover, BOSA staff, when reviewing applications for provisional licenses, have interpreted this rule to mean the 60 credits must be at the graduate level. However, some contend that this historical interpretation of the rule reflects a bygone era and is an unnecessary barrier to producing more administrators of color and since baccalaureate credits are significantly cheaper allowing them will reduce time to completion and cost.

Influences me to keep the interpretation    Has no impact    Influences me to change the interpretation

**Cost**

Some say that allowing undergraduate credits to count will benefit the state by lowering the cost of obtaining an administrative thus increasing the pool of administrators. Others say that cost is not the primary driving force behind whether someone seeks an administrative license and other factors such as family obligations, modality of delivery, quality of the program, location, career aspirations, etc., impact potential applicants when considering an administrative licensure program.

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**Loss of revenue for universities**

Some say changing this historical precedent will result in a loss of revenue for universities at a time when the marketplace is extremely competitive and universities are facing unprecedented budget cuts. Furthermore, some argue that universities will make up this lost revenue by simply increasing their tuition rate or requiring more credits to complete the program (BOSA Rule only sets the minimum number of credits needed to obtain licensure). Others argue Minnesota has the highest number of credits required for administrative licensure in the nation far exceeding Wisconsin, for example, which only requires a Master's degree to become licensed.

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**Quality**

With a 60 credit beyond a bachelor's degree requirement and the 99 competencies to become an administrator contained in our rule, Minnesota has the highest standards in the nation to become an administrator. The state has always felt high standards lead to better quality administrators. Many argue that continuing the historical precedent to require these

credits to be at the graduate level, will continue Minnesota’s commitment to high-quality administrators. Others counter that 49 other states in the nation seem to be able to produce administrators with fewer less credits and allowing baccalaureate credits to be counted is a cost-effective and simple way to reduce the burden on students without changing the rule through the time-consuming and expensive rule-making process.

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E. Review of the 2022 schedule

- Does the board want to continue to meet on the last Monday of the month?
- Does the board want to continue to have the committees meet from 8 a.m. to 11:00 a.m. with the full board meeting at 11:00 a.m.?

**VII    Marquette Stokes Report**

**VIII.    Dr. Bill Bjorum’s Report**

**IX.    Committee Reports:**

- a. Licensing Committee
- b. Ethics Committee
- c. Communication/Legislative Update
- d. Professional Development/Program Review

**X    MDE Report**

**XI    Board Member Report**

**XII    Public Comments**

**XIII    New Business**