



MINNESOTA STATE

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March 3, 2021

Representative Ruth Richardson, Chair, Education Policy Committee
House Education Policy Committee Members
Sent via e-mail

RE: HF 1376

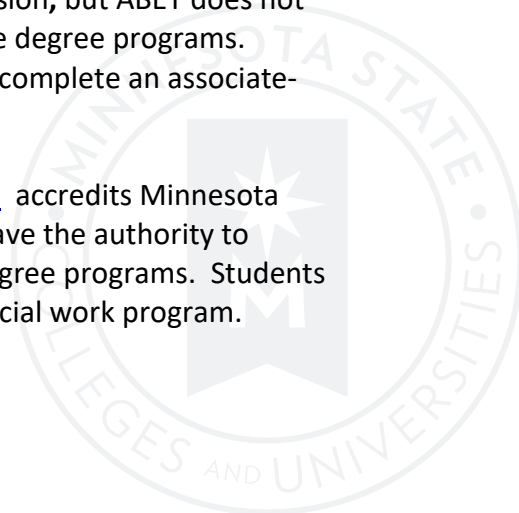
Chair Richardson and Members of the House Education Policy Committee,

Thank you for the opportunity to provide Minnesota State's concerns with HF 1376. Our concern with the bill is found in **Section 18, Subd. 2**, which adds language authorizing PELSB to approve two-year transfer pre-education programs.

On May 5, 2020, I sent the attached memo to the PELSB Executive Director Alex Luizzi, and Board Chair Brian Rappe communicating that Minnesota State would not be requiring our two-year associate-level pre-education programs to go through the PELSB unit and program approval processes. PELSB does not have authority over non-licensure associate-level transfer degree programs, and students completing an associate degree are not eligible for licensure. We respectfully request that Sec. 18, Subd. 2 which references two-year transfer pre-education programs be deleted from the bill.

Minnesota State has in place Board of Trustees policies and procedures not only for new program review and approval, but for quality assurance of existing college and university programs. Consider, for example, Minnesota State Engineering programs. The baccalaureate programs are accredited by [ABET's](#) Engineering Accreditation Commission, but ABET does not have the authority to approve our pre-engineering associate of science degree programs. Similar to Education, students are not eligible for licensure when they complete an associate-level engineering transfer degree.

Social Work is another example. The [Council on Social Work Education](#) accredits Minnesota State baccalaureate and master's degree programs, but they do not have the authority to approve our Pre-Social Work Transfer Pathway associate of science degree programs. Students are not eligible for licensure when they complete an associate-level social work program.



Another section of the bill we want to bring to your attention is **Section 9, Subd. 2**, which amends the Board composition. We believe with consideration to the membership changes being proposed in the bill, that it would be prudent to add additional higher education seats to the Board.

Minnesota State educates over 50% of Minnesota's teachers, however there are no seats on the board specifically for representatives of public university teacher preparation programs or American Indian teacher preparation programs. The proposed board composition includes nine seats for teachers, but only one seat for an "*educator currently teaching in a Minnesota-approved teacher preparation program.*"


Minnesota State's university education programs do not have a voice at the table to shape and shepherd policies and practices that support diversifying our pool of teachers.

Fond du Lac Tribal and Community College is authorized by the Minnesota Legislature to offer a baccalaureate in Elementary Education teacher preparation, however they do not have a voice at the table to help shape and shepherd policies and practices that would support an increase in indigenous teachers.

Communication and collaboration with Minnesota university teacher preparation programs would be greatly enhanced if there were additional teacher preparation program seats on the board, specifically for public university education programs and American Indian teacher preparation programs.

Thank you for your time and consideration of our strong opposition to the language in Section 18, Subd. 2.

Sincerely,



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