



**Council for the  
Accreditation of  
Educator Preparation**

## ACCREDITATION ACTION REPORT

School of Education  
Haskell Indian Nations University  
Lawrence, Kansas

Accreditation Council April 2020  
Accreditation Application Date: 1/31/2012

*This is the official record of the Educator Preparation Provider's accreditation status.  
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

### ACCREDITATION DECISION

**Accreditation** is granted at the initial-licensure level. This Accreditation status is effective between Spring 2020 and Spring 2027. The next site visit will take place in Fall 2026.

### SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

### AREAS FOR IMPROVEMENT AND STIPULATIONS

**Areas for Improvement:** Identified areas for improvement are addressed in the provider's annual report.

**Stipulations:** Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

### INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

#### STANDARD 1: Content and Pedagogical Knowledge

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of consistent instruction in technology. (component 1.5)	There is a lack of evidence of candidate's ability to model and apply technology.

## STANDARD 2: Clinical Partnerships and Practice

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of a process to ensure mutually beneficial arrangements for clinical preparation for candidates. (component 2.1)	While there have been discussions on how to create a more mutually beneficial partnership, and updated MOUs to reflect such, these are still in the planning stages and have yet to come to fruition and no formal action plan meeting CAEP standards was provided.
2	The EPP provided insufficient evidence of professional development for host teachers on using evaluation instruments. (component 2.2)	Documentation was not provided that reflected training for host teachers on evaluation instruments. Host teachers confirmed they did not have formal training and only informal support.

## STANDARD 3: Candidate Quality, Recruitment, And Selectivity

	Areas for Improvement	Rationale
1	The EPP provided an insufficient plan to include the use of disaggregated recruitment data to monitor, plan, and modify recruitment strategies. Limited evidence was provided on how the EPP identified community, state, national, regional, or local needs for hard-to-staff schools and shortage fields. (component 3.1)	The EPP provided a limited recruitment plan. The plan provides insufficient evidence to indicate how recruitment results are recorded, monitored, and used in planning and modifying recruitment strategies; identifying employment opportunities; and addressing employment opportunities on enrollment patterns.

## STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence of content validity or inter-rater reliability for multiple EPP-created assessments. (component 5.2)	At the time of the visit, the EPP had not completed measurements of reliability and validity on all EPP-created assessments.

## AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

### Removed:

Area for Improvement or Weakness	Rationale
(1) [NCATE STD2]The unit has not fully implemented evaluation measures to manage and improve unit operations. [ITP]	1. Per Standard 5: Most EPP instruments have not been shown to be valid and reliable. Recommend remove as this is covered in Standard 5
(2) [NCATE STD2]The unit has not completed steps to eliminate bias in assessments and establish fairness, accuracy, and consistency of its assessment procedures and instruments. [ITP]	2. Per Standard 5: Most EPP instruments have not been shown to be valid and reliable. Recommend remove as this is covered in Standard 5.
(3) [NCATE STD5]None of the unit faculty have earned a doctorate. [ITP]	3. No longer required
(4) [NCATE STD5]Unit faculty are not actively engaged in	4. No longer required
	5. No longer required

scholarly work related to their academic areas of specialization. [ITP]

(5) [NCATE STD6] Faculty workloads do not allow professional education faculty members to be systematically engaged in scholarship. [ITP]

## INFORMATION ABOUT ACCREDITATION STATUSES

**Accreditation** for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

**Accreditation with stipulations is granted for 2 years** if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

**Probationary Accreditation** is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

## SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial-licensure and advanced level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels

- leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
- 2. Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

***NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.***

**End of Action Report**