



Haskell Indian Nations University  
Traditional Report AY 2022-23  
Kansas



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

155140

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Lawrence

STATE

Kansas

ZIP

66046

SALUTATION

Mrs.

FIRST NAME

Jacqueline

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## List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	

**Total number of teacher preparation programs:**

1

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

### 1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Kansas Teacher Work Sample (KTWS)"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Teacher candidates interested in applying to Elementary Education Program are required to take the Praxis Core Academic Skills for Educators Exam in the areas of Reading, Writing, and Mathematics. The required cut scores for the Praxis Core Exam is Reading – 168, Writing -165, and Math – 162.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="345"/>
Number of clock hours required for student teaching	<input type="text" value="1125"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

<b>Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom</b>	
<b>Years required of teaching as the teacher of record in a classroom</b>	

<b>All Programs</b>	
<b>Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)</b>  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	1
<b>Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)</b>	0
<b>Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year</b>	2
<b>Number of students in supervised clinical experience during this academic year</b>	2

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

The design and structure of this ETEP provides teacher candidates with a significant number of field and clinical experience which aligns closely with course content and classroom applications. Sequence of Field and Clinical Experience Requirements for Field and Clinical Experience Teacher candidates are responsible for transportation to and from their host school as well as submitting timesheets. The structure of field and clinical experience courses varies. Therefore, timesheets may be required weekly to biweekly. Timesheets will be submitted in Haskell's learning platform (e.g., Blackboard) for each field and clinical experience course. Early Field Experience - EED 280 Exploration in Elementary Education (30 hours) Teacher candidates will explore the education profession in an elementary classroom by completing 30 hours of observation. The observation schedule will be set up by the teacher candidate and their host teacher at the beginning of the semester. Each observation should be scheduled no less than one hour. The observations must be done when the elementary students are in the classroom (e.g., not in specials). Candidates will keep a reflective journal to record instructional activities, student and teacher interactions, classroom procedures, verbal and nonverbal communication, bulletin board ideas, and any other teaching ideas or events. Field Experience I - EED 354 Intro to Curr Instr/Assmt Comp - Field Exp (105 hours) As teacher candidates learn and investigate about the various curriculum models, instructional procedures/strategies, and assessment frameworks in the lecture portion of the course, they will have an opportunity to apply their understanding and knowledge of how all three components are used to support the learning and development of students and their diverse needs through an embedded field experience. The field experience placement will be in a primary grade classroom, 1-day per week for 14 weeks from 7:30 am to 3:30 pm. Candidates will begin as observers and then transition to engaging one-on-one and small group interactions, and implementation of mini-content lessons. Lessons will be tailored toward the content area of math and English language arts. Candidates will also prepare a 2-day social studies lesson on a specific tribal affiliation to impart contemporary American Indian issues and knowledge. Field Experience II - EED 355 App of Curr Instr/Assmt Comp-Field Experience (210 hours) Teacher candidates will be provided with hands-on and practical application of curriculum, instruction, and assessment as it relates to the teaching profession. Theoretical knowledge will be applied as candidates create and implement various lesson and unit plans for content areas in classroom and field experience settings. Candidates will be placed in an elementary classroom for 2-days per week from 7:30 am to 3:30 pm to provide practice, meaningful connections, and application of real-world teacher duties and responsibilities while making data driven decisions to improve learning and achievement for all students. Clinical Residency Experience I - EED 491 Clinical Residency Experience I (562.5 hours) Teacher candidates will be placed in a year-long clinical residency experience in an assigned elementary classroom for the entire school year in their home community or Kansas. In part one, teacher candidates will gain a solid foundation of the preparation and collaborative planning process that occurs at the beginning of a school year as routines and procedures are established, curriculum is sequenced, and assessments of students' knowledge are conducted and analyzed. Being involved with these rudimentary tasks will allow teacher candidates the opportunity to gain insight of "behind the scenes activities" as well as practicing content and pedagogical knowledge, skills and dispositions under the guidance and mentorship of a veteran classroom teacher. The clinical experience will employ the models of applying theory into practice, co-teaching, parallel teaching, team teaching, collaborative planning, and reflective teaching as the teachers begin to gradually assume the role of the teacher. Candidates are encouraged to apply for a Kansas Substitute Teaching License. With this license, candidates may serve the role of a substitute teacher sparingly throughout the 16 weeks of clinical residency experience I. We define the term sparingly as 1-2 days biweekly. The time spent as a substitute teacher cannot be recorded as clinical experience hours. As candidates gain knowledge of their students and the curriculum, they will begin to plan and design their capstone project - Kansas Teacher Work Sample (KTWS) Task 1 and 2 during part one of the clinical residency experience. Clinical Residency Experience II - EED 492 Clinical Residency Experience II (562.5 hours) As teacher candidates complete the second part of the year-long clinical residency experience, they will further cultivate, refine, and practice content and pedagogical knowledge, skills, and dispositions as they assume the full-time duties and responsibilities of a teacher. Teacher candidates will gain practical hands-on experience with everyday situations impacting the learning and development of all learners under the mentorship of a veteran classroom teacher. Candidates will engage in a three-phase gradual release model. In phase one teacher candidates will gradually assume the duties and responsibilities of the host teacher. Each week the candidate will acquire and maintain 1-2 new content areas to plan, teach, and assess. Candidates will also assume teacher duties such as morning meetings, recess, and lunch duties, etc. This phase-in process can range

from 2-4 weeks, depending on the candidates' comfort and part one clinical residency experience. In phase two candidates will engage in the role of full-time teacher assuming all duties and responsibilities. Candidates will be in this phase for 8 weeks or the minimum KSDE requirement. During phase one and two of clinical residency experience II, candidates cannot assume the role of substitute teacher. In phase three candidates will gradually return teaching duties and responsibilities to the host teacher and can assume more opportunities as a substitute teacher in the building/school. Teacher candidates are encouraged to implement and reflect on their final capstone project – KTWS during part two of clinical residency experience.



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	9
Subset of Program Completers	3

Gender	Total Enrolled	Subset of Program Completers
Male	2	0
Female	7	3
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	9	3
Asian	0	0
Black or African American	0	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

# Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education—Chemistry" category.

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="3"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="284 1732 1258 1774" type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

**1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

- Yes  
 No

**2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

- Yes  
 No

**3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

- Yes  
 No  
 Program does not prepare special education teachers

**4. Prospective general education teachers are prepared to provide instruction to students with disabilities.**

- Yes  
 No

**5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

- Yes  
 No

**6. Prospective general education teachers are prepared to provide instruction to students from low-income families.**

- Yes  
 No

**7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

- Yes  
 No

**8. Describe your institution's most successful strategies in meeting the assurances listed above:**

1)Local Agency and State Needs - Our teacher candidates are prepared to work locally in Kansas, as well as other states seeking elementary education teachers. Our teacher candidates are even able to transition to tribal and public schools in their own communities. Their preparation at our university is of high quality and rigor to meet the demands of CCSS, legislation, and the unique characteristics of students they encounter. 2)Needs of the schools - Our candidates are thoroughly prepared to meet the needs of schools and curriculum as they learn best practices and current curriculum strategies and techniques from instructors through workshops, training sessions, case studies, and role-playing scenarios. 3)Special Education Teachers - Not applicable as we do not prepare special education teachers. However, all candidates are required to take EED 332 Understanding Exceptionalities to learn the fundamentals of special education. Details are highlighted in section 4 below. 4) Providing instruction to children with

disabilities - Candidates thoroughly examine the state and federal laws (P.L. 94-142, Section 504 and ADA). Every principle is presented and tested in each law. Candidates are required to role play an IEP meeting and create a mock IEP document. Candidates create and present a task analysis lesson focusing on one adaptive skill for a student with moderate mental retardation. In all content lesson plans, candidates are required to describe accommodations/modifications for four types of learners in their lesson plans. They are required to address all ranges of abilities. For example, dyslexia, vision impairment, behavioral disorder and gifted and talented students. Candidates are also practicing various co-teaching models for the classroom. Their instructors also model co-teaching in the classroom with colleagues. In May of 2020, we hired a new faculty member who worked as a Special Education teacher which brings a wealth of knowledge, experience, and current practices to the program.

5) Providing instruction to limited English proficient students - Candidates examine guidelines for working with ELLs, read classroom scenarios and reflect on those stories to spark discussion of effective problem-solving solutions for the classroom. Classroom discussions are integrated with the textbook outline. Examples of discussion questions are listed - How do I assess student's English, how do I get my reluctant speakers to speak English, how do I teach grade level content to English beginners, and how do I help students build learning strategies? Candidates also observe an ELL classroom and interact with the ELL teacher.

6) Providing instruction to children from low-income families - Candidates reflect and respond to various real classroom scenarios. Candidates examine and explore solutions for children who have experienced poverty or whose learning may be affected by socio-economic status.

7) Urban and rural schools - Candidates engage in group dialogue sessions after reading articles dealing with urban and rural education topics. The groups then share those discussions with the class. There are many times when candidates expand their knowledge by providing insight into their own urban or rural school experience. The strength of meeting these assurances lie in our field and clinical experiences. Our candidates are placed in school settings where most of these characteristics are present in the school and community. Candidates observe veteran teacher interactions with students and eventually experience those interactions when in the student teaching role. Candidates also assume the responsibilities and duties of their cooperating teacher during the student teaching semester, which means they attend all meetings regarding professional development and student issues such as SIT meetings, IEP meetings, parent/teacher conferences, etc. This provides candidates with multiple opportunities to work with children from various backgrounds and abilities.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We prepare elementary educators in grades K-6th to teach all content areas - Language Arts, Math, Science, Social Studies. Candidates enroll in the following sequence of math courses to prepare them for teaching mathematics in a general education classroom - EED 230 Introduction to Math Methods, 3 credits, EED 332 Math Methods for K-2 Learners, 3 credits, and EED 336 Math Methods for 3-6 Learners. Candidates must pass each

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Science

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We prepare elementary educators in grades K-6th to teach all content areas - Language Arts, Math, Science, and Social Studies. Candidates enroll in the following courses to prepare them for teaching science in general education classroom - BIOL 103 General Biology with Lab, 5 credits, PSCI 100 Physical Science with Lab, 5 credits, EED 352 Science Methods for K-6 Learners, 3 credits. Candidates must pass each course with a "C" or higher

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We prepare elementary educators in grades K-6th to teach all content areas - Language Arts, Math, Science and Social Studies. Candidates enroll in the following course EED 323 Understanding Exceptionalities, 3 credit to prepare them for working with students who have exceptionalities in a general education classroom. In all methodology courses, candidates are required to create lesson plans that accommodate the needs of three diverse students

to demonstrate their ability to plan, guide, and monitor students with varying levels of exceptionalities. Candidate also role play and IEP conference to gain exposure to the process and engage in collaborative work with a team. During the clinical residency experience, the candidate is able to attend SIT and IEP meetings with the Host Teacher.

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.



# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

## Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We prepare elementary educators in grades K-6th to teach all content areas - Language Arts, Math, Science, and Social Studies. Candidates enroll in the following course EED 260 Multiculturalism and English Language Learners, 3 credits to prepare them for working with students who are English

Language Learners in a general education classroom. In all methodology courses, candidates are required to create lesson plans that accommodate the needs of three diverse students to demonstrate their ability to plan, guide, and monitor students at varying levels of English proficiency. Candidates create a listing of strategies to use in the classroom and are expected to apply these strategies in their field and clinical residency experience.

## Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(\\$205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS7813 -ELEM ED CKT: MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS7812 -ELEM ED CKT: READING LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS7814 -ELEM ED CKT: SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS7815 -ELEM ED CKT: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	2			

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	3		
All program completers, 2021-22	2		
All program completers, 2020-21	2		
All program completers, combined 3 academic years	7		

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program.  [\(§205\(a\)\(1\)\(D\), §205\(a\)\(1\)\(E\)\)](#)

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The integration of technology within Haskell's ETEP curriculum, instruction, and assessment occurs in all education courses at all levels of the program. Faculty play an integral role as they model, facilitate, and teach colleagues and teacher candidates about various technology platforms, resources, instructional tools, and models. The platforms being utilized are Blackboard, Microsoft Teams, Google, and Zoom. The resources and interactive tools consist of Kahoot It, Peardeck, Nearpod, Prezi, Seesaw, Epic Books, Reading A-Z, Study.com, Google Jamboard, Quizlet, Augmentative and Virtual Reality websites and integration, and virtual manipulatives (Toy Theater | Fun Online Educational Games for Kids and Virtual Manipulatives for Math (didax.com)). These resources and tools are not only embedded in the instruction of content, but teacher candidates are also required to use and model the resources and tools in their course assignments, microteachings, lesson plans, and the Kansas Teacher Work Sample (KTWS) which is a capstone project. Teacher candidates and faculty are experimenting with and utilizing Swivl hardware, tools, and resources to deliver lessons through various online models such as asynchronous, synchronous, hybrid, and hyflex classrooms. Candidates are expected to deliver lessons in various models to support the diverse learners and their unique characteristics. A technology survey is conducted in EED 230 Introduction to Math Methods to determine candidates' comfort and use of various platforms, technology shortcuts, and applications. The survey results serve as a baseline for where the candidates are at the beginning of the program. A post-technology survey will be administered to graduating seniors to determine technology growth and learning while in the program. To determine if application of technology is present in workplace (classroom setting) - a first-year and third-year graduate surveys are sent to graduates and employers. The results from the surveys can be found on Haskell's Professional Schools – School of Education website. As a result of the data, a new course was created and adopted - EED 222 Educational Technology, 2 credits to be offered in the



spring of 2024. The course will be collaborative taught by all education faculty.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

In EED 323 Understanding Exceptionalities, candidates are exposed to IEP documents, IEP meetings, and IEP referral process. They also experience the process via scenario situations and mock IEP meetings. Candidates are also provided with knowledge about the various disabilities - prevalence, characteristics, accommodations, instructional strategies, and assessment practices. The accommodations, instructional strategies and assessment practices are further enhanced in all methodology courses and lesson planning as candidates must provide differentiated instruction for four or more types of learners. Candidates are familiar with all state and federal legislation related to special education (PL 94-142, Section 504, ADA, etc.). Candidates are taught the various co-teaching models throughout the program as faculty model and co-teach several courses. Candidates are required to practice co-teaching with peers in courses, so they are comfortable with applying the co-teaching models in their field and clinical experiences. The faculty member who is responsible for teaching EED 323 Understanding Exceptionalities has a master's degree and recent work experience as a Special Education Teacher.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

During the clinical residency experience, teacher candidates can observe and participate in IEP teams as they assume and follow the roles and responsibilities of their host teacher. Depending on the school, some candidates can be active members of an IEP team and in others the candidate are active observers. Those candidates who are active members may also be involved in the gathering and recording of data. Candidates are also involved in student intervention teams (SIT) if a student is identified under Section 504.

#### c. Effectively teach students who are limited English proficient.

Candidates are encouraged to address strategies for working with students who are limited English proficient in their lesson plans as most of the candidates are placed in schools where there is limited or no enrollment of students with limited English. Candidate who are placed in schools with limited English proficient students work collaboratively with the host teacher and school's ELL resource person to plan lessons that are embedded with ELL strategies to assist the learner. For example, some candidates are familiar with preparing newsletters and notes in both English and Spanish and creating activity sheets and materials that contain Spanish texts, more visuals, and personal copies of ELL Learner so focus can be on the document verse transferring text to paper. Some candidates are role-playing Parent/Teacher Conference in Spanish to prepare for future Parent/Teacher Conferences.

### 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

#### a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

c. Effectively teach students who are limited English proficient.

# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

There is a long history associated with this university. Haskell officially opened its doors in 1884 under the name of the United States Indian Industrial Training School. The purpose of the school was to provide an agricultural education to young American Indian children in grades one through five. By 1927, high school classes were being offered. In 1935 another transition was made as Haskell began offering vocational-technical courses. The last high school class graduated in 1965. In 1970, Haskell began offering junior college curriculum and became known as Haskell Indian Junior College. In 1992, the National Haskell Board of Regents recommended a new name to reflect its vision for Haskell as a national center for Indian education, research, and cultural preservation. In 1993, the Assistant Secretary for Indian Affairs approved the change, and Haskell became "Haskell Indian Nations University." Haskell Indian Nations University is the only inter-tribal university in the United States. Students who attend Haskell represent many federally recognized tribes across the United States making the student body the most diverse group imaginable. Haskell offers four baccalaureate programs in elementary education, American Indian Studies, business administration, and environmental science. Haskell still offers associate degree programs in four areas education, business, science, and the arts. The Elementary Teacher Education Program was the first baccalaureate program offered at Haskell Indian Nations University. The ETEP was established to prepare American Indians and Alaska Native teachers to return to their native communities and teach. The first cohort graduated in 1997. At the end of 2022-23 academic year, we will have 195 program completers from the Elementary Teacher Education Program from Haskell Indian Nations University. The School of Education faculty and SOE Advisory Board continue to work collaboratively to ensure our mission and vision are being met. The mission of the Elementary Teacher Education Program at Haskell Indian Nations University is to provide a quality Elementary Teacher Education Program grounded in traditional and contemporary American educational philosophies and theories, current best practices, and K-6 curriculum standards while integrating Native American cultural perspectives to foster equitable learning communities for children. The SOE Vision is dedicated to developing Native Leaders who are critical thinkers, high achievers, reflective practitioners, and caring leaders for tomorrow's learners. In April 2020, we were granted CAEP accreditation from spring 2020 to spring 2027 with the next accreditation visit in the fall of 2026. We also received State accreditation from Kansas.

## Supporting Files

No files have been provided.

**You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.**

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jacqueline Boyd

TITLE:

Dean, College of Education and Health Sciences

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Rhonda LeValdo

TITLE:

Interim Vice President of Academic Affairs