ADMISSION TO THE TEACHER PREPARATION PROGRAM

Students should apply to the Teacher Preparation Program BEFORE the end of their sophomore year and should meet the following requirements at that time.

1. Overall GPA of 2.70.

2. "C" or better in both English 111 or 113 (Composition I) and English 211 (Composition II).

3. "C" or better in EdFd 202 – Intro. to the Teaching Profession.

4. "C" or better in EdFd 203 – Child & Adolescent Development (Vocational Family and Consumer Science Education majors must take FCS 323 instead.)

5. "C" or better in COMM 101 – Speech Communication.

6. "C" or better in Math 151 – College Algebra.

7. Praxis CORE or ACT/SAT Test scores. Please contact the Teacher Preparation office for the most current cut scores accepted.


NOTE:

Please understand that, in the final analysis, it is your responsibility to become acquainted with the requirements of the Cannon – Clary College of Education published in the Harding University catalog and to comply with those requirements. Nevertheless, we are pleased to assist you in planning your program and receive much personal satisfaction in seeing you progress through your academic career at Harding.

Teacher Preparation Program
Thornton Education Center 130
HU Box 12254
Attn: Georgann Guptill
Searcy, AR 72149-2254
Telephone: (501) 279-5107
CHECKLIST FOR TEACHER PREPARATION PROGRAM

1. _____ Application for Admission to the Teacher Preparation Program. Return to the Teacher Preparation Office. (Form A)

2. _____ Student Reference Request and FERPA Release Form and “Cause” for Non-Issuance of a Teaching Certificate Statement. Return to Teacher Preparation Office. (Forms B & C)

3. _____ Curriculum Plan for Admission to Teacher Preparation Program. Have your academic advisor sign this form. Return to the Teacher Preparation Office. (Form D)

4. _____ Praxis CORE Test. Sign up online at www.ets.org OR SAT/ACT scores. Please contact the Teacher Preparation office for cut scores. Be sure to have your scores sent to Harding University.

5. _____ Recommendation for Admission Forms. Fill out the top and give to the four professors listed at the bottom of the application form. (Transfers may use professors at their previous school. Send stamped envelopes with the following address: Teacher Preparation Office, Harding University, HU Box 12254, Attn: Georgann Guptill, Searcy, AR 72149-2254.)
APPLICATION FOR ADMISSION TO
TEACHER PREPARATION PROGRAM

Please fill application out in black or blue pen. No pencil please.

Name ___________________________ Preferred ____________ Date ________

Social Security # ___________________ Classification ______________________

Harding ID# ______________________ Harding E-Mail _______________________ 

University P.O. Box No._________________ Cell # ________________________

Local Address _________________________ Street or P.O. Box No. __________
City State Zip__________________________

Major(s) ___________________________ Minor(s) __________________________

List all areas for which you are certifying ________________________________

Faculty Academic Advisor ________________________________

Give the names of four teachers at Harding University with whom you have had classes.
If you are a transfer this semester, please list four of your teachers from the college you last
attended and mail the recommendation forms to them enclosing a stamped, return envelope with
each one.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Teacher Preparation Program
Thornton Education Center 130
HU Box 12254
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Searcy, AR 72149-2254
Telephone: (501) 279-5107

Form A
Harding University

Student Reference Request and FERPA (Family Educational Rights & Privacy Act) Release

Request

Student Name (please print):

I request the Cannon-Clary College of Education at Harding University to serve as reference for me. The purpose(s) of the reference are: (initial all selected purposes)

- application for employment
- all forms of scholarship or honorary award
- admission to another education institution

The reference may be given in the following form(s): (initial one or both spaces)

- written
- oral

Authorization

I authorize the Cannon-Clary College of Education at Harding University to provide references, release information and education records, and provide an evaluation about any and all information from my education at Harding University and at other institutions I have previously attended which are part of my education records at Harding University. (initial all applicable spaces)

1.____ all prospective employers
2.____ all educational institutions to which I seek admission
3.____ all organizations considering me for an award or scholarship

OR____ specific employers
(1st list on reverse side)

OR____ specific educational institutions
(1st list on reverse side)

OR____ specific organizations
(1st list on reverse side)

Release

I understand I have the right to consent to the release of my education records and I have a right to receive a copy of any written reference upon request. This consent shall remain in effect until revoked by me, in writing, and delivered to the Cannon-Clary College of Education at Harding University, Searcy, White County, Arkansas, but that any such revocation shall not affect disclosures previously made by Harding University prior to receipt of any such written revocation. I have reviewed the above information and understand this is the information to be released should my references be checked. In consideration and return for the Cannon-Clary College of Education issuing the information authorized under this authorization, I release the Cannon-Clary College of Education, Harding University and its governing board, employees and agents from any and all liabilities, claims and actions that may arise pursuant to this release, disclosure pursuant to this release, and any consequences of such disclosure. I understand that this authorization covers liability claims and actions caused entirely or in part by the acts or failures to act of the Cannon-Clary College of Education, Harding University or its governing board, employees or agents, including but not limited to negligence, mistake or failure or other conduct.

Student’s Signature __________________________ Date ______________

Student’s S.S. No. __________________________ Harding ID# __________________________
"CAUSE" FOR NON-ISSUANCE OF A TEACHING CERTIFICATE

Certificates will not be issued or renewed for individuals who have committed acts that constitute "cause" for revoking certificates as specified in ACT 866 of 1989. Section One of Act 866 defines "cause" as:

1. Conviction of a felony.
2. The acknowledged or admitted commission of an act which would constitute a felony under the Arkansas Criminal Code.
3. Holding a teaching certificate obtained by fraudulent means.
4. Revocation of a certificate in another state.
5. Intentionally compromising the validity of security of any student test or testing program administered by and/or required by the Arkansas Department of Education.
6. Knowingly submitting, through the superintendent or directly to the Arkansas Department of Education, falsified information which is requested or required by the Arkansas Department of Education.

An individual will not be admitted to the teacher education program/professional field experiences at Harding University if they have committed any of the acts listed above which constitute "cause" for the non-issuance of a teaching certificate.

In the event a student who has been admitted to the teacher preparation/professional field experiences program is cited, indicted, or arrested for a criminal offense which may reasonably impact their fitness to teach, immediate suspension from the teacher education/professional field experiences program will result. A plea of guilty, nolo contendere or a judgment of guilty will result in the student being dropped from the teacher preparation/professional field experiences program.

I ___________________ , SSN __________ verify that I have not committed any act which would impact my fitness to teach or would constitute "cause" for non-issuance of a teaching certificate under Act 866 of 1989.

Teacher Preparation Program
Thornton Education Center 130
HU Box 12254
Attn: Georgann Guptill
Searcy, AR 72149-2254
Telephone: (501) 279-5107

Form C
CURRICULUM PLAN FOR ADMISSION TO TEACHER PREPARATION PROGRAM
HU Box 12254, Searcy, AR 72149-2254

Name ___________________________ Date ___________________________

Major ___________________________ Licensure Area __________________

Beginning with courses you are taking now, fill in all of the remaining courses you plan to take to certify to teach. Clearly indicate which semester you expect to do your student teaching.

Sum _______ Fall _______ Spring _______

Sum _______ Fall _______ Spring _______

Student’s Signature ____________________ Date ________________

Expected Graduation Date ____________________

*Academic Advisor’s Signature ____________________ Date ________________

ATTENTION CANNON – CLARY COLLEGE OF EDUCATION ADVISORS: Attach copy of curriculum worksheet.

*Your signature indicates your approval for this student to be admitted to the Teacher Preparation Program.
CANNON-CLARY COLLEGE OF EDUCATION
HARDING UNIVERSITY

Evaluation of Candidate's Professional Dispositions

Teacher Candidate: _________________________ H# __________ Date: _________________

Classification: Fr So Jr Sr Licensure Area: _____________________

I (the student) have signed the Student Reference Request and FERPA (Family Educational Rights & Privacy Act) Release. However, I have waived __ not waived __ my right of access to this recommendation form.

Signed: ____________________________ H# __________ Date: ________________

Major: _____________________________ Teaching Level: (check all that apply)

- Elementary
- Middle Level
- Secondary
- K-12
- Special Ed. K-12
- Early Childhood/SPED B-K

I was enrolled in your class entitled ______________________ during _________ (semester & year)

Please complete this form by circling the appropriate number and return to the Teacher Preparation Office, HU Box 12254, Attn: Georgann Guptill, Harding University, Searcy, AR 72149-2254.

Rating Scale

<table>
<thead>
<tr>
<th>Professional Dispositions</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Expectations - demonstrates the belief that all students can learn, recognizes</td>
<td>1.</td>
</tr>
<tr>
<td>the role of assessment and differentiation in learning</td>
<td></td>
</tr>
<tr>
<td>2. Respect for Diversity - interacts with others appropriately and respectfully,</td>
<td>2.</td>
</tr>
<tr>
<td>recognizes the context of interactions, seeks and uses knowledge of diversity that</td>
<td></td>
</tr>
<tr>
<td>contributes to effective interactions</td>
<td></td>
</tr>
<tr>
<td>3. Fairness - shows willingness to consider multiple perspectives on social and</td>
<td>3.</td>
</tr>
<tr>
<td>institutional factors that can impede or enhance students' learning</td>
<td></td>
</tr>
<tr>
<td>4. Professionalism - arrives punctually and prepared for classes and required activities,</td>
<td>4.</td>
</tr>
<tr>
<td>dresses appropriately, communicates professionally with others</td>
<td></td>
</tr>
<tr>
<td>5. Reflection - seeks and uses feedback to change ineffective processes</td>
<td>5.</td>
</tr>
<tr>
<td>6. Curiosity - asks questions, shows curiosity and enthusiasm for content, seeks deep</td>
<td>6.</td>
</tr>
<tr>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td>7. Honesty - exhibits honesty and integrity in coursework, with other students and</td>
<td>7.</td>
</tr>
<tr>
<td>teachers</td>
<td></td>
</tr>
<tr>
<td>8. Compassion - demonstrates genuine interest in others, is involved in volunteer</td>
<td>8.</td>
</tr>
<tr>
<td>efforts or community out-reach programs</td>
<td></td>
</tr>
<tr>
<td>9. Advocacy - builds positive relationships with others, seeks to understand the</td>
<td>9.</td>
</tr>
<tr>
<td>issues and challenges facing students</td>
<td></td>
</tr>
<tr>
<td>10. Dedication - actively participates in class, and is consistent in attendance,</td>
<td>10.</td>
</tr>
<tr>
<td>exhibits a positive attitude, is prompt with work</td>
<td></td>
</tr>
</tbody>
</table>

Based on your interactions with this candidate, what is your recommendation regarding this person's continuation in the teacher education program?

- ___ fully support
- ___ support with reservations
- ___ do not support

Signature: _________________________ Print Name: _________________________

Adapted from Washington State University Dispositions Assessment Form February 2014

PLEASE PUT ADDITIONAL COMMENTS ON BACK
# Evaluation of Candidate's Professional Dispositions

**Teacher Candidate:** ___________________  
**H#** ___________________  
**Date:** ___________________  

**Classification:** Fr So Jr Sr  
**Licensure Area:** ___________________  

I (the student have signed the Student Reference Request and FERPA (Family Educational Rights & Privacy Act) Release. However, I have waived ____ not waived ____ my right of access to this recommendation form.

**Signed**  
**H#** ___________________  
**Date** ___________________

**Major:** ___________________  
**Teaching Level:** (check all that apply)  
- Elementary  
- Middle Level  
- Secondary  
- K-12  
- Special Ed. K-12  
- Early Childhood/SPED B-K

I was enrolled in your class entitled ___________________ during ___________________.

Please complete this form by circling the appropriate number and return to the Teacher Preparation Office, HU Box 12254, Attn: Georgann Guptill, Harding University, Searcy, AR 72149-2254.

## Rating Scale

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### Professional Dispositions

<table>
<thead>
<tr>
<th>Rating</th>
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<th>Description</th>
</tr>
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</table>
| 1.     | 4                         | High Expectations  
  demonstrates the belief that all students can learn, recognizes the role of assessment and differentiation in learning |
| 2.     | 4                         | Respect for Diversity  
  interacts with others appropriately and respectfully, recognizes the context of interactions, seeks and uses knowledge of diversity that contributes to effective interactions |
| 3.     | 4                         | Fairness  
  shows willingness to consider multiple perspectives on social and institutional factors that can impede or enhance students' learning |
| 4.     | 4                         | Professionalism  
  arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others |
| 5.     | 4                         | Reflection  
  seeks and uses feedback to change ineffective processes |
| 6.     | 4                         | Curiosity  
  asks questions, shows curiosity and enthusiasm for content, seeks deep understanding |
| 7.     | 4                         | Honesty  
  exhibits honesty and integrity in coursework, with other students and teachers |
| 8.     | 4                         | Compassion  
  demonstrates genuine interest in others, is involved in volunteer efforts or community out-reach programs |
| 9.     | 4                         | Advocacy  
  builds positive relationships with others, seeks to understand the issues and challenges facing students |
| 10.    | 4                        | Dedication  
  actively participates in class, and is consistent in attendance, exhibits a positive attitude, is prompt with work |

Based on your interactions with this candidate, what is your recommendation regarding this person's continuation in the teacher education program?

- _____ fully support  
- _____ support with reservations  
- _____ do not support  

**Signature:** ___________________  
**Print Name:** ___________________  

**Adapted from Washington State University Dispositions Assessment Form**  
**February 2014**

**PLEASE PUT ADDITIONAL COMMENTS ON BACK**
CANNON-CLARY COLLEGE OF EDUCATION
HARDING UNIVERSITY

Evaluation of Candidate's Professional Dispositions

Teacher Candidate: ____________________________ H# ________ Date: ____________

Classification: Fr So Jr Sr Licensure Area: ________________

I (the student have signed the Student Reference Request and FERPA (Family Educational Rights & Privacy Act) Release. However, I have waived ______ not waived ______ my right of access to this recommendation form.

Signed H# ________ Date ____________

Major: ____________________________ Teaching Level: (check all that apply)

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_____ fully support ___ support with reservations ___ do not support

Signature: ____________________________

Print Name: ____________________________

Adapted from Washington State University Dispositions Assessment Form February 2014

PLEASE PUT ADDITIONAL COMMENTS ON BACK
CANNON-CLARY COLLEGE OF EDUCATION
HARDING UNIVERSITY

Evaluation of Candidate's Professional Dispositions

Teacher Candidate: ___________________________ H# ___________ Date: __________

Classification: Fr So Jr Sr

Licensure Area: ___________________________

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(semester & year)

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Rating Scale

Exceptional --- Satisfactory --- Needs Improvement --- Unsatisfactory

1. High Expectations
   demonstrates the belief that all students can learn, recognizes the role of assessment and differentiation in learning
   Rating: 4-3-2-1

2. Respect for Diversity
   interacts with others appropriately and respectfully, recognizes the context of interactions, seeks and uses knowledge of diversity that contributes to effective interactions
   Rating: 4-3-2-1

3. Fairness
   shows willingness to consider multiple perspectives on social and institutional factors that can impede or enhance students' learning
   Rating: 4-3-2-1

4. Professionalism
   arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others
   Rating: 4-3-2-1

5. Reflection
   seeks and uses feedback to change ineffective processes
   Rating: 4-3-2-1

6. Curiosity
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7. Honesty
   exhibits honesty and integrity in coursework, with other students and teachers
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_____ fully support
_____ support with reservations
_____ do not support

Signature: ___________________________

Print Name: ___________________________

Adapted from Washington State University Dispositions Assessment Form
February 2014

PLEASE PUT ADDITIONAL COMMENTS ON BACK