



Harding began as a senior college in 1924, when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, Ark. Harper had been founded in 1915 in Harper, Kan., and Arkansas Christian had been chartered in 1919. Upon completion of a study begun in May 1978, the board of trustees approved the study's recommended change of Harding to university status, and on Aug. 27, 1979, the name of the institution officially became Harding University.

The following is a compilation of data reflective of the Educator Preparation Program at Harding University

Institutional Classification:

- Independent
Public

Institutional Admissions Selectivity:

- Open Enrollment
Moderately Selective
Selective

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## I. Enrollment and Program Completers

The HEA Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. The table below represents data the EPPs have reported to Title II in the past three years.

**NOTE: Each report year contains data from the year before; i.e., the 2013 report contains 2011-2012 data.**

<b>Enrollment</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Avg</b>
Traditional Route	180	168	207	185
Non-traditional Route	3	40	85	43
<b>Program Completers</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>Avg</b>
Traditional Route	121	95	111	109
Non-traditional Route	0	4	11	5

Source: 2011, 2012, 2013 HEA Title Reports.



## II. Educator Preparation Programs

Initial Educator Licensure Programs			
Program	Required Credit Hours		
	General	Content	Professional Ed
Agriculture*			
Art	56	50	31
Business*			
Drama/Speech	51	46	31
Early Childhood	54	43	31
English	50	60	31
Fam. & Cons. Sci.	38	68	28
French	50	50	31
German*			
Mathematics	50	57	31
Middle Childhood	55	42	31
Music	51	55	31
Physical Education	56	48	24
Life/Earth Science	42	57	31
Physical/Earth Science	45	52	31
Social Studies	41	57	31
Spanish	50	50	31
MATL program	0	0	35

\* program not offered by institution.

Source: Data provided by Harding University.



### III. Praxis Licensure Exam Pass Rates

- The Praxis Tests reported herein are those assessments that are required for teacher licensure in Arkansas.
- Pass Rates are reflective of the numbers of students taking the test and the numbers passing the test between 9/1/12 and 8/31/13.
- IHEs had the opportunity to verify the tests were taken by their students. Data include both Traditional and Non-traditional programs.

Licensure Exam Pass Rates									
Harding University		First Time Score (Test Taken Count 1)				Highest Score (Total)			
		N	Mean Score	# Passing	Percent Passing	N	Mean Score	# Passing	Percent Passing
9135	Art: Content and Analysis	4	*	*	*	6	177	6	100.0%
9235	Biology: Content Knowledge	6	156	4	66.7%	7	155	5	71.4%
9022	Early Childhood: Content Knowledge	111	178	111	100.0%	111	178	111	100.0%
9044	English LLC: Content and Analysis	17	180	14	82.4%	18	180	15	83.3%
9121	Family and Consumer Sciences	5	173	5	100.0%	5	173	5	100.0%
9856	Health and Phys Ed: Cont Knowledge	9	158	8	88.9%	9	159	9	100.0%
9061	Mathematics: Content Knowledge	10	153	8	80.0%	11	152	9	81.8%
5142	Middle Sch: MS English Language Arts Subtest	72	174	67	93.1%	72	174	68	94.4%
5143	Middle Sch: MS Mathematics Subtest	72	144	34	47.2%	79	146	43	54.4%
5145	Middle Sch: MS Science Subtest	72	143	39	54.2%	72	145	45	62.5%
5144	Middle Sch: MS Social Studies Subtest	72	146	41	56.9%	73	147	43	58.9%
9114	Music: Content and Instruction	5	168	3	60.0%	5	168	3	60.0%
9095	Phys Ed: Content and Design	13	162	5	38.5%	18	164	9	50.0%
0481	Physical Science: Content Knowledge	3	*	*	*	4	*	*	*
9621	Prin Learn Teach: Early Child	89	169	77	86.5%	94	169	85	90.4%
9623	Princ of Learn Teach: Grades 5-9	30	173	30	100.0%	32	172	31	96.9%
9624	Princ of Learn Teach: Grades 7-12	42	169	37	88.1%	44	169	41	93.2%
6011	School Leaders Licensure Assesmt	46	175	41	89.1%	48	175	43	89.6%
6021	School Superintendent Assessment	7	171	7	100.0%	7	171	7	100.0%
9086	Social Studies: Cont and Interp	22	156	13	59.1%	23	157	16	69.6%
5195	Spanish: World Language	9	165	4	44.4%	10	168	6	60.0%
9221	Speech Comm: Content Knowledge	3	*	*	*	3	*	*	*
9221	Speech Comm: Content Knowledge	3	*	*	*	3	*	*	*
0641	Theatre	1	*	*	*	1	*	*	*
0841	World Language Pedagogy	8	184	8	100.0%	9	179	8	88.9%

Source: ETS Data Manager via ADE ETS Program Advisor  
Tests taken between 9/1/12 and 8/31/13.

§ indicates data unavailable

\* indicates n < 5.



#### IV. Novice Teacher Survey Results

First year teachers are requested to complete the “Novice Teacher Survey” after completion of their first full year of teaching. The survey is designed to collect information on how well they feel their teacher education preparation program prepared them to teach. The survey questions and results from Spring 2013 are indicated below. Data include both Traditional and Non-traditional programs.

Novice Teacher Survey Results		
	Harding	State Averages
Knowledge of learner development	4.043	4.207
Content knowledge preparation	4.319	4.209
Lesson planning skills	4.340	4.258
Instructional strategies and skills	4.213	4.230
Use of instructional technology	4.000	4.019
Consideration of diversity among your students	4.191	4.291
Establishing a culture for learning	4.340	4.271
Creating an effective learning environment (classroom management)	4.128	4.140
Managing student behavior	3.957	3.898
Assessment of student learning	4.277	4.122
Communicating with families	3.936	3.940
Leadership, collaboration and professional growth	4.340	4.213
Extent that your instructors modeled best teaching practices and use of technology	4.021	3.993
Availability of resources to support instruction and research	4.149	4.077
Quality of student teaching experience	4.532	4.261
Avg. of all 15 items	4.186	4.142
	Number of respondents	
	47	1,054

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."

SCALE: 1. NOT AT ALL prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. VERY WELL prepared

Source: ADE Educator Preparation Program Advisor



## V. Supervised Clinical Experience and Faculty Numbers

The following table represents information about supervised clinical experience, also known as student teaching, during the 2011-12 academic year. This table was reproduced from the 2013 HEA Title II report.

Clinical Experience, Student Teaching, Faculty Numbers		
	Traditional Route	Non-traditional Route
Hours required prior to Supervised Clinical Experience	48	0
Hours required in Supervised Clinical Experience	600	640
Number FTE faculty in Supervised Clinical Experience	18	3
Number adjunct faculty in Supervised Clinical Experience	195	12
Number of students in Supervised Clinical Experience	117	14

Source: HEA Title II Report – 2013



## VI. Number of Teachers Prepared Annually

The number of teachers prepared in each subject area is reported each year in the HEA Title II report. These data include both Traditional and Non-traditional programs. The table below represents the average number of teachers prepared over three years (2010, 2011, 2012).

3-yr Average Number of Teachers Prepared Annually	
Area	Harding
Agriculture	0.0
Art	3.3
Business	0.0
Drama/Speech	1.7
Early Childhood	56.0
English	5.7
Fam. & Cons. Sci.	2.3
French	1.0
German	0.0
Mathematics	3.3
Middle Childhood	13.0
Music	3.7
Physical Education	7.7
Science	1.3
Social Studies	8.0
Spanish	3.7
Total	110.7

Source: 2010, 2011, 2012 HEA Title II Reports



## VII. Enrollment/Race Data

Each year EPPs report enrollment, race, ethnicity and gender of their students in educator preparation programs to HEA Title II. Data from the 2013 HEA Title II report is presented below. These are the number of students in each initial licensure program in 2011-12. Note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

HEA Title II Enrollment/Race Data	Program type	Male	Female	Total Enrollment	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
HARDING UNIVERSITY	Traditional	159	48	<b>207</b>	3	1	3	1	0	194	7
HARDING UNIVERSITY	Non-traditional	24	61	<b>85</b>	1	0	0	3	0	80	2

Source: 2013 HEA Title II Report



**VIII. Number of First-year Program Completers Working in Arkansas Public Schools**

All 2011-2012 Arkansas EPP program completers (both Traditional and Non-traditional) were reported by the IHEs to the Arkansas Research Center. Those found as working in Arkansas public schools in 2013 are represented below.

<b>2011-2012 Program Completers Teaching in Arkansas Public Schools During 2012-2013</b>			
	Program Completers 2011-2012	Working in AR public schools 2012-2013	Percent
<b>Harding University</b>	124	31	25%
<b>Statewide</b>	1,789	955	53%

Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ARC.

**IX. Out-of-State Students**

Since some out-of-state students return to their home state to teach the table below represents program out-of-state students.

	<b>Total</b>	<b># from out-of-state</b>	<b>% of Total</b>
Enrolled in the IHE (2013-2014)	6,235	3,729	59.8%
Enrolled in the EPP (2013-2014)	721	176	24.4%
Program Completers (2012-2013)	282	88	31.2%

Source: Data provided by Harding University.



## X. Glossary

Educator Preparation Program (EPP) – a unit authorized to prepare individuals to meet state licensure requirements. This unit may be housed within a university’s college of education, or it may be non-IHE based. Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (Traditional route to licensure) , IHEs offering alternative programs (Non-traditional Route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation programs are the individual programs offered within each provider.

HEA Title II (also known as Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II report includes requirements, conditions and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education. Also referred to as a college or university.

Non-traditional Route to licensure – a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the function or work of a teacher; teaching; the art or science of teaching; education; instructional methods.

Praxis licensure exams - examinations taken by individuals entering the teaching profession as part of the licensure process that is required by many states, including Arkansas. Passing scores are required on the appropriate pedagogy, and content-area assessments as mandated by the State Board of Education.



### Glossary cont'd.

Program completer - a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements.

Supervised clinical experience – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional Route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional.