

IHE Bachelor Performance Report

Barton College

2011 - 2012

Overview of the Institution

Barton College is an accredited four-year, co-educational college located in Wilson, North Carolina, a city of nearly 50,000 residents. Of the 1,200 students attending Barton, approximately 900 are full-time and 300 part-time. Approximately 28 percent of the student body is African-American. Barton College was founded by the Christian Church (Disciples of Christ) in 1902 under the name Atlantic Christian College. The name of the College was changed in 1990 to Barton College to honor Barton Stone, one of the founders of the Christian Church (Disciples of Christ). For the first 108 years since its founding, Barton had served undergraduate students exclusively. This changed in the summer of 2010 when Barton established its first master's program, a master of education in elementary education. The first cohort of 22 students completed requirements for the degree in August 2011. The second cohort of students began the program in June 2011. Barton offers six baccalaureate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Liberal Studies, Bachelor of Science in Nursing, and Bachelor of Social Work. Thirty-two majors are offered through the five academic schools: Arts and Sciences, Behavioral Sciences, Business, Education, and Nursing. With a student-faculty ratio of 11:1, Barton recognizes the importance of personalized attention. The liberal arts component of a Barton education focuses on the intellectual, physical, social, emotional, and spiritual aspects that comprise the whole student. Barton is committed to helping students become well-rounded; while they hone their skills in a particular area of expertise, they also learn how to apply those skills in a diverse and constantly changing global environment. Through the Global Focus program, Barton offers opportunities through travel and concentrated study during a ten-day period in March of each year. Non-traditional Barton College teacher education candidates are served by the Accelerated Professional Programs (APP). Barton College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the National Council for the Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction (DPI).

Special Characteristics

At Barton College, approximately one out of every five students declares an interest in pursuing a teaching career. Barton serves traditional undergraduate students through the regular day program. The college also strives to serve adults age 22 and older through the Accelerated Professional Programs (APP), which offers courses in the evenings and on weekends on the Barton campus and through online delivery. The Accelerated Professional Programs allow working adults, who would not otherwise be able to obtain a bachelor's degree, access at non-traditional times to the entire elementary education, birth-kindergarten, and special education: general curriculum programs, with the exception of student teaching and practicum experiences. Students in other programs, such as Middle School Education, are also able to get many of their courses in the non-traditional format. Many teacher assistants and other working adults in the

region have taken advantage of the Accelerated Professional Programs and are now licensed classroom teachers. Barton College began offering its first graduate program, leading to the M.Ed. in Elementary Education, in 2010. The first cohort completed the program in August 2011, and a second cohort started the program in June 2011. The addition of this program has expanded the contributions of the teacher education program. The hallmark of the Barton College Teacher Education Program is a commitment to a supportive environment that allows candidates to develop as individuals and to succeed in the teaching profession. The theme of the Evolving Professional Teacher forms the conceptual framework for the Barton College Teacher Education Program and provides its underlying motivation for the undergraduate programs and the graduate program. The Teacher Education Program remains committed to the four components of our conceptual framework - knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills - that we wish to foster in our teacher leader candidates while incorporating our focal 21st century knowledge and skills, and reflecting the guidelines from the State Board of Education. This commitment to individual students is shared not only by faculty within the Teacher Education Program but is also embraced by the Barton College community as a whole.

Program Areas and Levels Offered

Undergraduate licensure areas are Art Education (K-12); Birth-Kindergarten Education (B-K); Education of the Deaf and Hard of Hearing (P-12); Elementary Education (K-6); English Education (9-12); Middle School Education (6-9) in Language Arts, Social Studies, Science, and Mathematics; Mathematics Education (9-12); Science Education (9-12); Health and Physical Education (K-12); Social Studies Education (9-12); Spanish Education (K-12); and Special Education: General Curriculum (K-12). Barton College also offers a program leading to the Masters of Education in Elementary Education (K-6) with licensure on the master's level in Elementary Education for teachers who already hold a teaching license in Elementary Education (K-6) on the undergraduate (A) level.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Margaret Hearne, Vick, and Wells Elementary Schools in Wilson County Schools	Opportunities for teachers to improve their knowledge, skills, and dispositions	Barton College offered half-price tuition to all teachers at Margaret Hearne, Vick, and Wells Elementary Schools who joined the 2011-2012 cohort of the M. Ed. in Elementary Education program.	June 2011 - August 2012	Three teachers from Hearne Elementary School and one from Wells Elementary School applied to the 2011-2012 cohort and were granted half-price tuition.	Four Wilson County Schools elementary teachers have the opportunity to continue to develop their knowledge, skills, and dispositions and will likely become better teachers as a result of their participation in the M.Ed. in Elementary Education program. The half-price scholarships made it possible for these teachers to participate in this program.
Margaret Hearne Elementary School in Wilson County Schools	Opportunities for teachers to improve their knowledge, skills, and dispositions	Barton College offered half-price tuition to 2 teachers at Margaret Hearne Elementary School who are joining the	June 2012 - August 2013	Two teachers from Hearne Elementary School applied to the 2012-2013 cohort and were granted half-price tuition.	Two additional Wilson County Schools elementary teachers have the opportunity to continue to develop their knowledge,

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		2012-2013 cohort of the M. Ed. in Elementary Education program.			skills, and dispositions and will likely become better teachers as a result of their participation in the M.Ed. in Elementary Education program. The half-price scholarships made it possible for these teachers to participate in this program.
Hearne Elementary School in Wilson County Schools	Maintaining print and numeric literacy over the summer for students in grades 1-3; science enrichment for upper elementary students	This program was offered by the first cohort of Barton graduate students to approximately 75 students at Hearne in the summer of 2011. The dean and M.Ed. director continued to meet with the school principal during the spring of 2012 to plan the 2012 summer session that the	Meetings are ongoing throughout the school year. The first program was provided in July 2011, and the second summer session will be held in July 2012.	The Hearne Elementary school principal, assistant principal, Barton Dean of Education, the M. Ed. Director, and the 23 members of the first M.Ed. cohort planned the first session. Approximately 75 Hearne Elementary School students participated in	The first M.Ed. cohort successfully planned and provided a week-long institute of learning activities for 75 students at Margaret Hearne Elementary School. One outcome was that the students who attend this free week of learning enrichment were less likely

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		<p>second cohort of M.Ed. students will offer to Hearne students in July 2012. The M.Ed. students design and provide a free week-long summer program to address student academic challenges for students in grades 1-5 next year. The learning experiences will focus on the identified goals. The actual instruction occurred in July 2011, and plans are in place for the second session in July 2012.</p>		<p>the free week of instruction and enrichment. During the 2011-2012 academic year, the Barton dean and M.Ed. director and Hearne principal met and planned. The second cohort will plan and deliver the instruction in the summer of 2012.</p>	<p>to regress in the targeted reading or math/science skills. The principal noted that the students who attended this session and who needed to be re-tested in reading all passed that test. Students also indicated an increased desire to learn reading skills and science content as a result of this experience. The M.Ed. students, who are public school teachers, also noted that this experience would help them to become better teachers in their own classrooms and that they learned new skills about interacting with diverse groups of students and about meeting</p>

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					the specific learning needs of students. Thus, instruction in 23 different classrooms was impacted.
Hearne Elementary School in Wilson County Schools	Development of science skills related to animal behavior and adaptation for 4 th grade students	The Barton College Science and Mathematics Department and the School of Education provided science instruction for the 4 th grade students at Hearne Elementary.	October 19, 2011	All fourth grade students from Hearne Elementary School (approximately 68 students) and their teachers traveled to the Barton campus for a day of hands-on science instruction provided by 9 Barton faculty members and 4 college students.	The students completed an assessment activity when they returned to the Hearne campus. The results showed that the students learned content related to animal behavior and adaptation.
Hearne Elementary School in Wilson County Schools	Development of science skills related to weather for 5 th grade students	The 75 fifth grade students from Hearne and their teachers traveled to Barton College for science instruction.	Students came to campus on these dates in 2011: October 26 th , November 2 nd , November 9 th , and November 16 th	Two Barton College faculty members, 23 Barton College students in senior level methods courses, 75 Hearne Elementary	Students learned science content and demonstrated their knowledge through assessments given after the last learning session at Barton College.

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				students, and their teachers participated in these learning experiences.	
Hearne Elementary School in Wilson County Schools	Increasing the effectiveness of teaching through the integration of a co-teaching model	A member of the Barton College School of Education provided a free workshop to teachers at Hearne who were selected by the principal to attend. The staff development activities were related to using co-teaching to increase the effectiveness of teaching.	The staff development sessions were conducted on the following dates: for 11/14/2011, 11/28/2011, 12/12/2011, 1/9/2012 and 1/30/2012.	One Barton School of Education faculty member, eleven teachers from Hearne Elementary, and 2 Barton College senior-level students majoring in Teacher Education participated in this workshop.	Teachers reported increased effectiveness as they began to use this model in their classrooms in the spring of 2012.
Hearne Elementary School in Wilson County Schools	Supporting the development of mathematics skills and fostering a positive attitude towards mathematics in students in grades K-5	A mathematics carnival, including over 15 mathematics games on various levels for K-5 students, was conducted at Hearne Elementary School.	November 17, 2011	The 30 senior level Barton College teacher candidates conducted the fair and offered over 15 games to over 100 students and parents who attended this event. Three Barton College cheerleaders provided face	The students and their families reported that students learned valuable mathematics skills and also learned that math can be enjoyable.

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				painting for the students. The Hearne administration provided free pizza for students and families.	
Hearne Elementary School in Wilson County Schools	Supporting the love of reading and the development of reading skills of students in grades K-5	A carnival focused on reading activities was conducted. The event was called the "Reading Rodeo." Teacher candidates from Barton College read selections of books from various genres, conducted readers' theater presentations with groups of students, and provided other activities designed to foster a love of reading.	March 15, 2012	The 30 senior level Barton College teacher candidates and 9 teacher candidates in a junior level class provided the activity. Over 50 Hearne students and family members attended the event.	Teachers reported that students were enthusiastic about reading and some requested to read more stories like they heard at this event.
Wilson County Schools	To provide food for chronically hungry school children in Wilson County	The Dean of the School of Education represented Barton College by	Fall 2011 and Spring 2012 meetings	Barton College provided 200 book bags for use by students in a	This action helped to support the effort to provide food for hungry

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	on weekends and in the summer.	participating in the development of “Project CHEW” by various Wilson County non-profit agencies to provide food for chronically hungry children in Wilson County on weekends and in the summer.		middle school and a high school to transport the food home discreetly on Friday afternoons.	students, which supports their health and their ability to learn.
Hearne Elementary School in Wilson County Schools	Improvement of learning in reading, mathematics, science, and health in K-5 students	Barton College and Hearne Elementary School partnered together to write and submit a grant that was awarded funding for 2012-2015 by Golden LEAF Foundation to support these goals.	The plans were developed beginning in August 2011, the grant application was submitted 12/9/2011, and approval was received 2/7/2012. Planning meetings for implementation and the preparation of additional supporting paperwork continued through the spring of 2012. Implementation will begin	The Hearne Elementary School principal, assistant principal, and leadership were involved in this plan. Also, the deans of Education and Nursing at Barton College, the college president and vice presidents, and the faculty in the Schools of Education and Nursing were actively	The grant was funded, and plans were made for 3 years of implementation, beginning in June 2012.

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			June 2012.	involved in creating this plan that will impact the teachers and students at Hearne Elementary School.	
Eastern North Carolina School for the Deaf	To support the efforts of ENCSD to remain open.	The coordinator of Barton's deaf and hard of hearing program spoke in an open forum concerning the important role ENCSD plays in serving as a lab school for Barton students. This event was held on the campus of Barton College at no charge.	September 22, 2011	There were about 200 individuals present.	Comments by the coordinator, along with many other individuals, contributed to keeping ENCSD open.
Eastern North Carolina School for the Deaf	To improve the writing skills of deaf and hard of hearing children at ENCSD and to improve Barton students' ability to analyze their writing. This is an important	Barton students in EDU 430 Teaching Language to the Deaf assisted ENCSD students by writing back and forth on a	September to December 2011	Four students from Barton College and five students from ENCSD.	This is a long-standing project that is beneficial to both ENCSD students and Barton deaf education majors. Deaf students have an on-going

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	goal since deaf children typically have many problems with written language.	weekly basis during the fall semester through a dialogue journal project.			relationship with a Barton student, who serves as a role model for grammatically correct English, while Barton students experience first-hand the writing challenges of their deaf dialogue journal partner.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education. Having outlets to discuss personal topics is often more difficult for deaf adolescents, and weekly writing exchanges provides an outlet for communication .	Through writing back and forth on a weekly basis for a semester, ENCSD students were able to share information with Barton students and developed personal relationships with them.	September to December 2011	Four students from Barton College and five students from ENCSD	Teachers have noted that ENSCD journal partners are often willing to share on a personal level through writing in ways that they may be hesitant to share face-to-face. Because the age difference between Barton students and students at ENCSD is closer than between ENCSD students and

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					their teachers, they are sometimes willing to share in ways that they might otherwise not.
Eastern North Carolina School for the Deaf	To foster the partnership between ENCSD and Barton.	The coordinator of the Education of the Deaf and Hard of Hearing Program is a member of ENCSD's Human Rights Committee.	Meetings are held each year in September, November, January, March, and May	About 10 members are on this committee.	Membership on this committee gives Barton's program coordinator an opportunity to provide input concerning issues dealing with students' rights on campus.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English and to provide Barton students with continued exposure to sign language.	Students in the American Sign Language III class went to an 8 th grade class to participate in reader's theater and lessons focusing on reading, grammar, and vocabulary.	October 18, 2011; November 29, 2011; December 6, 2011	Seven Barton students and six ENCSD students.	ENCSD students benefitted from this activity by practicing reading in a fun, motivating way and by having help in grammar and reading. Barton students continued to develop sign fluency.
Eastern North Carolina School for the Deaf	To provide support for ENCSD students through a variety of	Thirteen individuals from Barton's Phi Beta Lambda organization	October 19, 2011	Eleven business majors from Barton and two faculty sponsors.	Barton business majors benefitted by exposure to a population they were, for the

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	activities on Barton's Day of Service.	organized books by reading levels and labeled the books in the library. They also sorted clothes and videos, cleaned the physical training room, and separated supplies.			most part, unfamiliar with. ENCSD students benefitted from the assistance provided by Barton students.
Eastern North Carolina School for the Deaf	To support the efforts of ENCSD to remain open.	The coordinator of Barton's deaf and hard of hearing program attended meetings at the Wilson Chamber of Commerce of community leaders committed to keeping ENCSD open.	October 26 and December 13, 2011.	About 30-40 individuals were present at these meetings, including legislators and, at the last meeting, Dr. June Atkinson.	Participation by the coordinator, along with many other individuals, contributed to keeping ENCSD open.
Eastern North Carolina School for the Deaf	To provide deaf students with a fall carnival and to provide contact with Barton students who encourage the ENCSD students to be successful in	Barton students planned and executed a fall carnival for children at ENCSD.	November 3, 2011	About 10 Barton students and 60 students from ENCSD participated.	ENCSD children benefitted from having the fall carnival, which also provided them with an opportunity to interact with college students who are

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	school.				encouraging personal and school success
Eastern North Carolina School for the Deaf	To support the efforts of ENCSD to remain open.	The coordinator of Barton's deaf and hard of hearing program wrote a letter to the editor of the <i>Wilson Times</i> to support ENCSD's effort to remain open.	November 23, 2011	The circulation of the <i>Wilson Times</i> is about 12,500 people.	Written comments by the coordinator, along with many other individuals, contributed to keeping ENCSD open.
Eastern North Carolina School for the Deaf	To foster relationships between ENCSD students and Barton College students who are majoring in deaf education and to expose deaf students to the possibility of attending college. Deaf students often have fewer individuals with whom they can communicate comfortably, and they attend college in smaller	Deaf students who had written in dialogue journals with Barton students came for a Christmas candlelight dinner at Barton, followed by the lighting of the Barton Christmas tree and the singing of some songs in voice and sign language.	November 29, 2011	Four students from Barton College and five students from ENCSD.	Teachers note the value of this event for meeting their dialogue journal partner face-to-face as well as the importance of exposing these students to the possibility of attending college. The event benefits Barton students in that it provides an additional opportunity to use sign language with deaf students.

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	percentages than hearing students.				
Eastern North Carolina School for the Deaf	To provide ENCSD students the opportunity to attend a college event.	Children from ENCSD attended a Barton College women's basketball game at no charge.	November 30, 2011	Ten students from ENCSD attended.	Attending this basketball game gave ENCSD students exposure to college life and may have helped plant the seed of college as a possibility.
Eastern North Carolina School for the Deaf	To provide Barton students with the opportunity to assess the language and reading abilities of selected students at ENCSD and to provide additional information on selected students to classroom teachers at ENCSD who use the data to improve instruction.	Seniors in EDU 430 Teaching Language to the Deaf and juniors in EDU 364 Teaching Reading to the Deaf carried out language and reading assessments, respectively, on selected children.	December, 2011 and May, 2012	Four students and five students, respectively.	Assessments are helpful to teachers in pinpointing strengths and weaknesses in reading and language for these students. Teachers used the data to improve instruction. Barton students benefitted by gaining insight into the language and reading issues facing deaf children, learning how to give assessments, and communicating

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					this information in a coherent manner.
Eastern North Carolina School for the Deaf	To provide ENCSD students the opportunity to enjoy a production done entirely in sign language.	Children from ENCSD attended a Christmas sign language performance.	December 1, 2011	About 15 Barton students and 40 ENCSD students.	Students and staff members at ENCSD expressed appreciation for the performance.
Eastern North Carolina School for the Deaf	To provide ENCSD with support at their winter festival.	Barton sign choir members performed at the winter festival held at ENCSD.	December 8, 2011	Eight Barton students performed for an audience of about 75 students.	Performing at events like the winter festival indicates support for ENCSD and helps to solidify the bond between the two institutions.
Eastern North Carolina School for the Deaf	To provide ENCSD with support at their homecoming basketball game.	Barton cheerleaders performed at half-time for the ENCSD girls basketball game.	February 11, 2012	About eight cheerleaders performed.	Performing at events like a homecoming basketball game indicates support for ENCSD and helps to solidify the bond between the two institutions.
Eastern North Carolina School for the Deaf	To provide deaf students with models of reading English	Students in the American Sign Language II classes worked with	February 15, 2012; March 26, 2012	Eight Barton students and 12 ENCSD students.	ENCSD students benefitted from this activity by learning

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		elementary children at ENCSD, along with their teachers, to teach vocabulary related to spring and vocabulary with multiple meanings.			vocabulary in a fun, motivating way and by getting assistance in grammar and reading.
Eastern North Carolina School for the Deaf	To expose Barton College students to the use of running records with deaf and hard of hearing students and to provide data for ENCSD teachers about the students who were evaluated	The reading specialist at ENCSD spoke to students in the teaching reading to the deaf class about how to do running records with deaf children.	March 27, 2012	Five students.	Students in the class did their own running record and shared the results with the classroom teachers, who used the data to inform reading instruction.
Eastern North Carolina School for the Deaf	To provide ENCSD students the opportunity to enjoy a production done entirely in sign language.	Children from ENCSD attended a spring sign language performance.	April 19, 2012	Nineteen Barton students and 52 ENCSD students.	ENCSD students and staff members shared how much they had enjoyed the performance, which helped to foster additional language development and love of language.

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Eastern North Carolina School for the Deaf	To share stories with children at ENCSD as Barton students gain practice in translating children's books into American Sign Language.	Barton students in the teaching reading to the deaf class read children's books to students in selected classrooms at ENCSD.	Five separate dates in April, 2012	One Barton student participated in each of five separate classrooms.	The stories read by Barton students were evaluated both by the students themselves and by the classroom teacher at ENCSD. Feedback from teachers indicated that that the children in the classroom enjoyed the stories and benefitted from the experience. Comments made by the teacher to the Barton students were helpful as they develop their ability to translate stories from English to ASL.
Public schools in Wilson, Nash-Rocky Mount, Johnston, Wake, Harnett, and other eastern NC school systems	Improvement of instruction through the use of Responsiveness to Instruction (RtI) strategies	The school of education at Barton College and Campbell University partnered to offer the Responsiveness to Instruction (RtI) forum on	April 23, 2012	The conference was attended by 100 teachers and administrators from the eastern part of the state. Ten college	Teachers and administrators completed an electronic post-evaluation survey and reported using ideas from the conference to improve

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		the Barton College campus.		professors and other educational leaders conducted the sessions.	instruction.
Nash-Rocky Mount, Halifax, Edgecombe, Northampton, and Wilson county public school systems	Support classroom teachers in improvement of student retention and achievement	Saturday Drive in Conference, Retention and Achievement through Technology and Effective Instruction (1 st RATE)	June 9, 2012	The conference was attended by 50 teachers from these school systems. Sessions were conducted by 2 Barton College professors and 6 other educational leaders.	The teachers reported their plans to use several of the strategies in their classrooms next year to enhance learning for their future students.
Two Nash-Rocky Mount elementary schools	To improve reading instruction in second grade classrooms	One faculty member has worked with two groups of second grade teachers in Nash County to assist them in planning reading instruction linked to the Common Core standards. She wrote four integrated reading units that were also embedded with	March – June 2012	One School of Education professor and the second grade teachers at two elementary schools	The teachers were able to demonstrate successful use of the units and of the reading strategies to improve instruction for their students.

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		differentiation strategies. She also met with the PLC groups to help them better understand and implement differentiated instruction in the reading classes.			
Students in art classes in 6 area high schools	To enrich instruction in secondary level art courses	A professor from the Art Department made presentations to high school students about his series of paintings, "From Murphy to Manteo—An Artist's Scenic Journey."	6 dates in the 2011-2012 academic year	The professor made presentations to 13 classes of high school students.	Students and their teachers noted that they learned about the art of painting from this artist.

B. Brief Summary of faculty service to the public schools.

The following activities exemplify Barton College's commitment to the public schools during the 2011-2012 school year. In January, Barton hosted the Scholastic Art Awards for students from approximately 140 schools in 62 counties in North Carolina. Fourteen school groups visited the Barton Art Department during the school year. One faculty member served as an evaluator for art portfolios for International Baccalaureate students in North Carolina and beyond. Another, as artist-in-residence, visited six area high schools and spoke to 13 different classes about his series of paintings, "From Murphy to Manteo—An Artist's Scenic Journey." Another faculty member advised eight students on their senior art projects at a local high school and, in addition, spent 16 hours mentoring a high school student for a project involving future careers. Another faculty member mixed glazes and explained the use of a clay extruder for an elementary school pottery night, advised an elementary art teacher concerning kiln firing

technique, and did an all-day presentation on making pottery and Caribbean masks for students at an elementary school in Union County.

Barton's Physical Education program also provided service by working with middle and high school at-risk girls at an Empowerment Workshop on the campus of Barton in March. The men's soccer program conducted soccer clinics at three local elementary schools, with over 200 children in attendance at two of the clinics and 90 at the third. Five students in the physical education program served as assistant volunteer coaches in football, basketball, baseball, soccer, and volleyball, respectively, at an area middle school and high school. Other volunteer activities included dressing as A.J. Rightway, a mascot who exemplifies good character in Wilson County Schools, for a special presentation at Vinson-Bynum Elementary School, helping with an Easter Egg Roll for children with mental disabilities, volunteering at field days for two elementary schools, doing fitness testing at an elementary school and a high school, chaperoning an ice skating field trip at a local high school, helping with Jump Rope for Heart at an elementary school, and assisting in a health fair at an area middle school. The Athletic Training Program presented information at a high school health professions career fair and at the Wilson County Schools health and wellness fair.

Barton hosts a Day of Service each October, and groups of students often choose to serve in public schools on that day. This year, ten social work seniors and three faculty members worked in classrooms and the library at Jones Elementary School in Wilson. Several students from the English Club, along with English Department faculty members, worked with classroom teachers at that same school. Seven faculty members from the Science Department worked with students and teachers from a nearby low-achieving elementary school, Margaret Hearne, and they were joined by several members of the School of Education.

Barton faculty members make many individual contributions to area schools. Barton hosted two continuing education seminars for economics teachers who participate in the Students in Free Enterprise program, with a Barton faculty member speaking at each one. A biology faculty member has visited three school programs to do a DNA extraction experiment. He also has spoken with middle school students about careers in science and math and spoke at a World Autism Day Open House at Barton in April attended by 15 students. A faculty member from China spoke to students in two elementary schools about Chinese culture. An English faculty member pronounced words for the Scripps Howard Spelling Bee for middle school students, and another was a judge for the North Carolina Soil and Water Conservation speech contest for middle school students. A member of the art faculty provided Spanish interpreting for parent conferences, Title I orientation sessions, kindergarten registrations, and other events requiring Spanish. A member of the history department served as a social studies expert for the DPI review of the Praxis II in April.

The Barton College library grants library privileges to International Baccalaureate students at the three local high schools. Librarians offer orientation sessions to these students, who come regularly to Barton either as a class or individually to work on research projects. Nine media center student workers from Goldsboro High School were on campus in October to learn about the services available through the Barton library.

The Admissions Staff also hosts many middle and high school student groups, through AVID, Gear Up, and other programs. During the 2011-12 academic year, a total 31 groups—1149 students -- were on campus. Of that number, 10 groups--377 students--were from the AVID program.

C. Brief description of unit/institutional programs designed to support beginning teachers.

Barton professors communicate with recent graduates throughout the year. The faculty provided support as it was requested. For instance, an art professor provided extra college art textbooks and posters to two beginning teachers for use in their classrooms in Nash and Wake Counties. He gave gallery tours for the Scholastic Art Awards exhibition at Barton Galleries. Two School of Education faculty “adopted” a beginning teacher through a Delta Kappa Gamma initiative and helped that teacher acquire supplies for her classroom. Beginning teachers who graduate from Barton are offered free library privileges and are encouraged to use Barton’s Curriculum Lab to check out books and other materials for their classrooms. They also utilize the science, mathematics and instructional technology materials from the Barton College Merck Lab. In addition, students are reminded of the resources that are available to them via their LiveText accounts, which they established as Barton students. Each fall, a graduate survey is sent by the School of Education to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. Seven Health and PE students supported a new HPE teacher by assisting her with strategies and classroom suggestions and helping with a PTA program at the school. The Director of Field Experience stays in close contact with the Initially Licensed Teacher (ILT) coordinator in Wilson County Schools. The two professionals work together to ensure that beginning teachers in Wilson County receive the advice and support needed. Barton College is a small institution, a characteristic which helps us maintain contact with our beginning teachers, building on relationships with the students. The faculty members at Barton continue to be sensitive to the needs of beginning teachers, to check on teachers and to offer support and provide additional assistance as requested.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

The Barton College Teacher Education Program has traditionally partnered with the Department of Public Instruction and surrounding school districts to provide coursework for lateral entry teachers at times convenient for full-time working professionals. Much of the coordination for the lateral entry program occurs through DPI’s Regional Alternative Licensure Program (RALC) located in Nash County. The coordinator of this program stays in touch with the Dean of the School of Education at Barton to ensure that Barton courses are aligned with course requirements listed by the RALC for each licensure area. In an effort to accommodate lateral-entry teachers, Barton College offers options that include offering classes in the evenings, on weekends, and in online formats through the Accelerated Professional Programs (APP) at Barton College. Lateral entry teachers also take advantage of tuition reduction offered to students who take courses offered in APP. Classes offered through APP may lead to licensure in elementary education, special education: general curriculum, and birth-kindergarten education. Additional licensure

areas are available outside of APP, though candidates in these areas may take some of their required coursework through APP. Brown Bag Lunch Sessions are held on selected Saturdays during the year to provide additional information to students seeking licensure through the APP course offerings. These sessions include times for the Dean of the School of Education to interact with the students, answer questions, and present pertinent information.

E. Brief description of unit/institutional programs designed to support career teachers.

Barton offered a special scholarship (1/2price tuition) to any teachers from Margaret Hearne Elementary, in Wilson County Schools who enrolled in the Elementary Education Master's Program for the 2011 – 2012 cohort year. This scholarship was provided to 3 additional teachers from Margaret Hearne Elementary School who joined the 2012-2013 cohort. The Barton College teacher education faculty met with and assisted career teachers on an as-needed basis during the semester. One faculty member has worked with two groups of second grade teachers in Nash County to assist them in planning reading instruction linked to the Common Core standards. She wrote four integrated reading units that were also embedded with differentiation strategies. She also met with the PLC groups to help them better understand and implement differentiated instruction. The Barton School of Education partnered with Campbell University to offer the first annual RtI Forum. The Forum was held on Barton's campus and was attended by 100 teachers and administrators from the eastern part of the state. Barton also offered a Saturday Drive in Conference- Retention and Achievement through Technology and Effective Instruction (1st RATE) for 50 teachers from Nash, Halifax, Edgecombe, Northampton, and Wilson counties. An art professor provided technical advice, use of coil extruder, and glazes to help a teacher prepare for a parent pottery night at Rock Ridge Elementary School. He also helped career teachers prepare for and showcase The Scholastic Art Awards Eastern North Carolina regional exhibition at Barton Galleries. A health and physical education professor facilitated students working with career teachers in seven different schools during the semester. The HPE professor also worked collaboratively with a teacher at Barnes to provide health and PE lessons to students in grades K-5. Five Health and PE majors worked with teachers during the Hoops for Heart competition. The students in the Health and PE department also assisted career teachers with Special Olympics. The HPE professor and a career teacher worked over the semester to organize a Wellness Night for a local middle school. Seven HPE majors assisted with this event.

Cooperating teachers met in the spring at the annual Cooperating Teacher Seminar. This year, Malinda Pennington, regional teacher of the year, shared ideas about how to better meet the needs of special education students within the classroom.

The School of Education offered the use of the Barton College Merck Science and Mathematics Teaching Laboratory for K-8 career teachers. We provided owl pellets, manipulatives, and educational materials for classroom projects in science and math.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

In Wilson County Schools, there were no schools this year that were designated as “low-performing”. However, there were three schools that were designated as “priority” schools – Hearne Elementary, Vick Elementary, and Barnes Elementary. Barton College offered the opportunity for any teachers at two of these schools who applied and were accepted into the 2011-2012 cohort of the M.Ed. program to attend at half price. Of these three schools, Hearne Elementary School was also noted as not making expected growth. The Barton College Teacher Education Program decided to make a focused effort at offering assistance to Hearne Elementary School, which is located a block from the college. The principal of the school is pleased to partner with Barton College and is determined to improve the test scores of the students and the expectations of some of the teachers. Plans are underway to require course-aligned field experiences at Hearne Elementary School in the upcoming school year. One of the last courses taken in the M. Ed. program, EDU 532 - Teaching Diverse Learners, includes a week-long on-site capstone practicum experience in which the M. Ed. cohort members design, provide, and assess instruction for a group of students in grades K through 5. In July 2012, the second M.Ed. cohort will complete this practicum experience by offering a week of educational experiences to students at Hearne Elementary at no expense to the school system. Many other specific activities designed to improve instruction and learning at Hearne Elementary, such as “Science on the Go,” a math carnival, the “Reading Rodeo,” and a co-teaching workshop were implemented and were outlined in detail in the chart of public school involvement included elsewhere in this document. Finally, the administrators and leadership team from Hearne Elementary School partnered with the School of Education, the School of Nursing, and the Barton College senior administration to submit a grant to the Golden LEAF Foundation, which was approved for funding in the spring of 2012. The grant will provide support for the 3-year plan of work outlined in this proposal. Implementation of the grant activities will begin in June 2012.

G. Brief description of unit/institutional efforts to promote SBE priorities.

Over the last couple of years, Barton College Teacher Education Program focused on the restructuring of all the Teacher Education Programs in accordance with the State Board of Education goals and developed blueprints for all teacher education programs. The blueprints for all undergraduate programs were approved in December 2009. The blueprint for the first graduate level program, which leads to the Master of Education in Elementary Education degree, was approved in November 2010. The Barton College Teacher Education Program began transitioning to the new program in the 2010 - 2011 academic year, and they participated in the official pilot year of implementation in 2011-2012. There has been an overall emphasis on preparing teacher candidates to become strong teachers and leaders of schools in the 21st century. Preparation for teacher leadership has been emphasized in all the teacher education programs, and it was given special emphasis in the graduate program. Student teachers were evaluated with the new rubric, the Certification of Capacity, which was designed to assess their performance in implementing 21st Century knowledge, skills, and dispositions. All teacher candidates completing the program in 2011-2012 were required to produce the new six key

evidences. Each product was evaluated by two faculty members. As the evaluations were completed, the faculty members took notes to share with the whole group so that strengths can be noted and areas for improvement can be discussed. This evaluation process will be ongoing. Each semester, the candidates' work and performance will be evaluated. In addition, the teacher education faculty will use these results to evaluate and improve the programs. Two faculty members from the Barton College School of Education are serving as evaluators for the state in the summer of 2012 as part of the piloting process.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

During the 2010-2011 academic year, Barton's special emphasis has been on continuing the implementation of the M.Ed. program. Not only is this program the first graduate program to be offered in the teacher education program, but it is the first graduate level program offered by Barton College in any program area. This program offers the Masters of Education degree in Elementary Education, leading to licensure on the Master's level in Elementary Education. The first cohort began the program in June 2010, and 22 of the 24 candidates who enrolled completed this intense program on August 12, 2011. The second cohort of 15 candidates began their program of study on June 17, 2011. In an effort to support career teachers, Barton College decided to offer this program at a greatly discounted price, compared to the price they had planned to charge and would likely charge for programs not designed for teachers. They made this offer as a way to help make this program affordable for career teachers who want to improve their teaching skills and enhance their effectiveness in the classroom. In addition, Barton College offered scholarships to teachers at local elementary schools. The scholarship offer is for a discount price of one-half the charges for the program. Four teachers from these schools decided to apply to the program, were accepted into the program, and were awarded the one-half tuition charge for the 2011-2012 academic year. The program is designed as a practitioner-based program, offered only to teachers who are currently teaching and who have a license in Elementary Education. Thus, the focus of this program is to help career teachers improve their skills in the classroom and to develop skills that allow them to become more effective teacher leaders. Of course, the program focuses on priorities outlined by the State Board of Education, including helping the teachers to develop the skills required to be effective 21st Century professionals who produce globally competitive students.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The Entrance Criteria Coordinator monitors Praxis requirements and the available resources on campus. She makes suggestions to the librarians as to the changes in products on the testing web site. Copies of study guides for Praxis I and Praxis II are purchased for the library, and these materials are maintained as reference material so that all students have access. The School of Education at Barton College informs students who intend to seek a degree in education about the various requirements for successful

program completion. This includes information on various self-help praxis opportunities as well as class structured course work aligned with teaching standards. Faculty members teaching methods courses incorporate class assignments that are standards driven and that reflect strategies germane to passing Praxis II

The Dean of the School of Education purchases the Plato Learning Program yearly for student practice. She maintains the department web site and updates links to various sites that students may use for practice. Use is monitored by the Entrance Criteria Coordinator so that the department will have important assessment data as to student strengths and areas of need. This data is used to encourage students to seek the help of Barton College's free services such as the math lab and writing center.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The 2011-2012 was a busy year for recruiting in the School of Education. The college provided 3 open houses for first-year students only, 3 open houses for transfer students only, 3 open houses for Accelerated Professionals Program (APP) students and 3 open houses for the Masters of Education program. At these open houses prospective teacher education majors were introduced to the profession in a general meeting and in individual meetings with faculty in different licensure areas. In addition to these open houses, the college provided Academic Days which offered events that focused on specific majors. Two of the Academic Day events were focused on recruiting Education majors. There was one in the fall and one in the spring. We had about 5 Education majors at each event. Academic Days are mini-open houses that focus on a particular major. Prospective students meet with Admissions, Financial Aid, and a faculty member in their intended major, tour campus and eat lunch in the cafeteria. They do all the things students do at an Open House, but it's a much smaller event, and the prospective students feel more connected to their major because they spend the day with students who want to pursue the same degree that interests them. To promote the Birth- Kindergarten Education program, the admissions office sent out a letter to childcare programs in Wilson County, Johnston County, and Wake County, letting them know about our B-K Program. A faculty member did several visits in the fall of 2011 to different facilities to speak with teachers and answer questions about our programs. This faculty member also spoke with 2 classes at Johnston Community College and gave them an overview of our B-K Licensure program. In the spring of 2012, two members of the APP staff attended a Career Fair at Wake Technical Community College to provide students with an opportunity to learn about our APP. A faculty member worked closely with Wake Technical Community College to sign an Articulation Agreement with them. They have signed this agreement, and we are currently waiting for Dr. Marsden and Dr. Kneten to sign this agreement. Wake Tech has approximately 860 Early Childhood students, and this agreement will allow us to have a close working relationship with their students, and hopefully recruit a number of students to our program at Barton. The School of Education website, which is updated on an ongoing basis, is also an effective means of recruiting students. Once students enroll at Barton College, they attend a "career fair" in October and a "meet your major" event in January. Both events offer the opportunity for faculty in the teacher education program to promote this choice to first year students.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

Student recruitment is a priority for all education programs. Barton College seeks the recruitment and retention of minority students for the regular education program as well as the Accelerated Professional Program (APP), which has classes that are offered on the weekends, evenings, and in an online format. Counselors in this program work to attract students from across eastern North Carolina, assist minority teacher assistants and others who seek licensure while maintaining their employment. The program serves non-traditional students and others who are interested in obtaining a degree and licensure in elementary education, birth-kindergarten education, and special education.

The office of admissions of Barton College is intentional in its efforts to recruit qualified students from among all racial and ethnic groups within the United States as well as globally. Teacher education faculty members partner with the office of admissions in an effort to recruit and retain minority students. First year seminar advisors talk with students about career goals and encourage students to attend the Meet Your Major night programs. Current students lead discussions with potential majors and encourage them to select education as a career. One successful campus activity is the departmental forum led by alumni of the education program.

Faculty in the school of education serve as recruiters for the Teacher Education Program, and they utilize available resources in the minority recruitment efforts. These efforts include participation in College Open Houses, talking with potential students and parents who visit the campus during the year, emailing potential students, and talking with students who are enrolled in an effort to maintain their enrollment at the College.

Barton College offers numerous scholarships, of which two are specifically designated for minority students in the Teacher Education Program who excel academically. The largest of these is the Ruth Patton Grady Scholarship, which is valued at more than \$20,000 per year and is designated for students majoring in elementary education, with the first priority given to students from minority groups who have chosen this major.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	1
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	1
	Hispanic	Hispanic	
	White, Not Hispanic Origin	6 White, Not Hispanic Origin	42
	Other	Other	2
	Total	6 Total	46
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	1 White, Not Hispanic Origin	1
	Other	Other	
	Total	1 Total	1
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	4
	Hispanic	Hispanic	
	White, Not Hispanic Origin	1 White, Not Hispanic Origin	9
	Other	Other	1
	Total	1 Total	14
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	3
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	6
	Other	Other	1
	Total	Total	10

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	5	3
Elementary (K-6)	2	2
Middle Grades (6-9)	0	0
Secondary (9-12)	1	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	8	5
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	984
MEAN SAT-Math	501
MEAN SAT-Verbal	496
MEAN ACT Composite	20
MEAN ACT-Math	19
MEAN ACT-English	20
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.30
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	4		
Elementary (K-6)	1	17		2
Middle Grades (6-9)		3		
Secondary (9-12)				
Special Subject Areas (K-12)	1	3		
Exceptional Children (K-12)		3		
Vocational Education (7-12)				
Special Service Personnel				
Total	3	30		2
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	11	100
Spec Ed: General Curriculum	7	100
Institution Summary	18	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	15	4			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1			3	1	
U Licensure Only	1	1				
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	36	89	58
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Wilson County Schools	214
Johnston County Schools	160
Wake County Schools	117
Nash-Rocky Mount Schools	117
Wayne County Public Schools	103
Franklin County Schools	34
Edgecombe County Schools	33
Granville County Schools	29
Pitt County Schools	27
Craven County Schools	24

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	4	12