



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

To: Higher Education Committee

From: Joseph P. Frey

Subject: Continuation of Regents Accreditation of Teacher Education Programs: Pratt Institute

Date: November 1, 2010

Authorizations:

### **SUMMARY**

#### **Issue for Decision**

Should the Board of Regents continue the accreditation of teacher education programs at Pratt Institute?

#### **Reason for Consideration**

Required by State regulation.

#### **Proposed Handling**

The question will come before the Higher Education Committee at its November 2010 meeting, where it will be voted on and action taken. It will then come before the full Board at its November 2010 meeting for final action.

#### **Background Information**

Pratt Institute is an independent institution of higher education with its main campus located in the Clinton Hill section of Brooklyn and the Manhattan Center is located at 144 West 14<sup>th</sup> Street, Manhattan. Pratt consists of four schools: the School of Art and Design, which offers two-year, four-year, and graduate programs; the School of Architecture, which offers undergraduate and graduate programs, including a five-year first-professional Bachelor of Architecture (B.Arch.) degree program; the School of Information and Library Science, which offers an M.S. program in Library and Information Science as well as dual degree programs with Brooklyn Law School and a joint M.S./M.F.A. program with Art History; and the School of Liberal Arts and Sciences, which offers two undergraduate programs in writing and cultural studies.

The Institute offers Teacher Education programs leading to certification in Visual Arts and Library Media Specialist. In fall 2008, 95 full-time candidates were enrolled in the Art and Design Education program leading to visual arts certification, and 4 full-time and 17 part-time faculty members taught the curricula. For the Library Media Specialist program, 16 full-time candidates were enrolled in the program and 2 full-time and 3 part time faculty members taught the curriculum.

Pratt Institute has the following registered programs leading to certification in classroom teaching service, which are the subject of this application:

<u>Program</u>	<u>Certification Area</u>
B.F.A. /M.S., Art and Design Education	Visual Arts Initial/Professional
B.F.A., Art and Design Education	Visual Arts Initial
M.S., Art and Design Education	Visual Arts Initial/Professional
M.F.A. Fine Arts	Visual Arts Initial/Professional
Adv. Cert., Art and Design Education	Visual Arts Initial/Professional
M.S., Library Media Specialist*	Library Media Specialist Initial/Professional
Adv. Cert., Library Media Specialist*	Library Media Specialist Initial/Professional

\* Programs accredited by the American Library Association

### **Summary of Findings and Institutional Responses:**

#### Initial Site Visit Team Findings:

The initial accreditation visit team identified 27 Areas for Improvement (See Appendix A), which focused on five key areas:

1. Adequacy of faculty to offer the required curriculum for programs leading to initial/professional certification in visual arts and library media specialist;
2. Development of a centralized system of program accountability that is authorized to provide and implement policies regarding adequacy of faculty, curriculum review and

development, program and candidate assessment, and program improvements, including budget needs and resource allocations;

3. Curriculum that addresses the pedagogical areas for the Library Media Specialist program and literacy development, technology instruction, special needs instruction, and field placements related to one or both programs;
4. The need for stronger collaboration within the institution and with the New York City Department of Education to address candidates' student teaching placements and assessment; and
5. The design and implementation of a comprehensive systematic assessment system to determine teacher education program effectiveness, based on data analyses of information collected from candidates, graduates, cooperating teachers/mentors, school administrators, education employers, and the community at large, where applicable.

On January 10, 2006, the Regents voted to accredit the teacher education programs offered by Pratt Institute, Brooklyn and Manhattan campuses, with conditions to address areas of deficiency outlined above; that Pratt undergo a focused site visit within three years; and that such site visit shall indicate compliance with Regents Rules.

#### Focused Visit Team Findings

A Focused Site Visit was conducted on December 7 – 9, 2008, to examine the progress the Institute had made towards satisfying the Regents stipulations and areas for improvement (AFI) cited in the initial Comprehensive Compliance Review Report of March 28-31, 2004. The Focused Site Visit team found 15 Areas for Improvement were satisfied; 9 had made progress; and 3 were not satisfied.

In its March 10, 2010 response to the Focused Site Report, the Institute addressed all Areas for Improvement (See Appendix A for responses and staff analyses). In addition, it offered plans to bring its programs into compliance with accreditation standards. The plans and completed actions included the following elements:

- The UFCT AFL-CIO contract now contains a clause exempting full-time faculty in the education programs from institute wide teaching load requirements in order to meet RATE requirements.
- Two part-time faculty members will be appointed full-time beginning fall 2010 to assure compliance with faculty loads and the 51 percent rule.
- A faculty member's administrative responsibilities have been eliminated and her teaching loads have increased. She will be teaching a full-load in fall 2010.
- The Teacher Education Program established the Committee on Educational Programs (CEP), which includes the deans of the two schools, the ADE and LMS program administrators, and one faculty member from each program. In addition the

ADE/LMS Planning and Assessment Committee (PAC) has been constituted to increase accountability and provide greater coordination between the two programs. The PAC will now address common program policies and procedures, assessment, program improvement, faculty adequacy and resource needs.

- The LMS has developed pedagogical courses terminating its dependence on external institutions (CITE).
- The revised course template includes an assessment component that addresses PreK-12 student learning outcomes. Syllabi included in the March 2010 response clearly articulate goals, objectives, learning outcomes and assessment expectation; nevertheless the LMS program has not completed the review and revisions of all its program syllabi.
- The literacy course will be by the newly appointed fall 2010 faculty member with credentials and experiences in teaching literacy.

#### PSPB Recommendation

The Higher Education Subcommittee of the Professional Standards and Practices Board for Teaching (PSPB) reviewed the application for RATE accreditation on May 6, 2010, and voted to recommend denial of accreditation. At the time of the PSPB vote, the Institute had not been able to document that all areas for improvement had been satisfied. The following PSPB concerns, which have been fully addressed in the appeal process, had not yet materialized at the time of the PSPB vote.

#### Deputy Commissioner's Recommendation: Appeal Process

##### Art and Design Program

- The Art and Design program had undergone faculty deployment, course changes, and included plans to add a full-time faculty member in fall 2010 to come into compliance with the 51 percent rule; however, budget allocations for the new faculty member were not addressed in the March 2010 response. In addition, confirmation of fall 2010 faculty appointments was outstanding.

The August/September appeal documents now confirm two full-time faculty appointments via signed contracts and acceptable teaching assignments for academic year 2010/2011. In addition, a qualified new part-time faculty member with credentials and experiences in teaching literacy has been appointed and will begin teaching the newly designed ADE 506 Literacy and Language Acquisition course in fall 2010.

##### Library Media Specialist Program

- The Library Media Specialist (LMS) program had undergone course revisions, specifically LIS 992 Student Teaching and LIS 676 Literature and Literacy for Children to address State Learning Standards, and learning outcomes in measurable terms; however, consistency across the program curriculum was not yet finalized.

The August 2010 appeal materials include revisions of all LMS program syllabi and clearly identify goals and objectives, State Learning Standards and Section 52.21 (b) of the Commissioner's Regulations pedagogical core areas that address teacher preparation in the certificate area.

#### Art and Design and Library Media Specialist Programs

- Data indicate some level of diversity among part-time faculty for both programs; specific diversity information for full-time faculty was not included in the response to this Area for Improvement.

The August 2010 appeal documents outline faculty search policies and procedures, provide evidence of enhanced outreach strategies grounded in the Institute's research findings, including participation of scholars from diverse backgrounds in departmental presentations and special classroom guest speakers, providing for enhanced diverse teaching/learning experiences for faculty/personnel as well as teacher candidates.

- The assessment system is in place and some courses have undergone changes; however, systematic data collection that informs program improvement is yet to be tested.

The August 2010 appeal documents include detailed ADE and LMS information on Annual Academic Program Assessment Reports for 2009-2010 graduates, which include: A. Expected Learning Outcomes; B. Assessment Methods/Tools Used; C. Summary of Findings; and D. Changes/Improvements Made to Selected Findings in item C. Survey data are also included.

Appendix A summarizes the Focused Visit Team's findings, the Institute's March 12, 2010, response to the draft Focused Visit Report as well as August 16, 23, and September 1, 2010 appeal responses, confirming compliance with areas for improvement identified by the focused visit team as "partially satisfied" and "not satisfied."

Upon consideration of Pratt's appeal, the Deputy Commissioner has concluded that Pratt has successfully addressed all areas of deficiency, and RATE accreditation of its teacher education programs should be extended to December 31, 2013, the date on which the institution must transition to national accreditation from its choice of accrediting body.

#### Recommendation:

On the basis of the institution's March 12, 2010 response to the Focused Visit Team Report and the August 15, 23, and September 1 appeal documents received, which provide evidence that the Institute has addressed all areas for improvement and that elements in the plan of action have been achieved as of fall 2010 semester, the Commissioner recommends that the Regents extend accreditation of the teacher education programs offered by Pratt Institute at the Brooklyn and Manhattan campuses

listed above, effective November 16, 2010, for a period beginning immediately and ending on December 31, 2013, with the following conditions:

- (1) that Pratt submit annual reports to the State Education Department with respect to the 27 areas for improvement cited in the Compliance Review Report demonstrating continuing compliance with RATE accreditation;
- (2) that Pratt undergo a follow-up site visit to be conducted before November 16, 2011 and that such site visit shall indicate continuing compliance with Regents Rules, including specific confirmation that:
  - a) the Institute can verify that all teacher education programs are in compliance with the related sections of the Commissioner's Regulations, including faculty credentials, teaching assignment, teaching loads, and sufficiency of full-time faculty;
  - b) the majority of education courses are being taught by qualified full-time faculty;
  - c) the Institute continues to document Art and Design and Library Media Specialist program assessment of candidates' achievement and graduate effectiveness and demonstrates how data inform program improvements; and
  - d) all 27 areas for improvement cited in the Focused Visit Review Report continue to be fully satisfied.

Accreditation beyond November 16, 2011 shall be contingent on a finding that Pratt's teacher education programs are in **all respects** in compliance with Regents Rules, Subpart 4-2.

**Appendix A**  
**Regents Accreditation of Teacher Education: Pratt Institute Areas for Improvement**  
**LMS – Library Media Specialist; ADE – Art and Design Education**  
**December 7-9, 2008 Focused Visit Team Findings**  
**And the Institute’s Responses**

**STIPULATIONS CITED IN THE REGENTS VOTE**

1. That Pratt submits annual progress reports to the State Education Department with respect to the 27 areas for improvement cited in the Compliance Review Report.
2. That Pratt undergo a focused site visit to be conducted three years from this action, and that such site visit shall indicate compliance with Regents’ Rules, including specific confirmation that :
  - (a) the faculty collective bargaining contract complies with Commissioner’s Regulations regarding faculty work load; **(AFI 6)**
  - (b) three new full-time faculty members have been added to the Education Department; and **(AFI 4)**
  - (c) all deficiencies cited in the Compliance Review Report have been corrected.

AREA S FOR IMPRO VEME NT CITED IN THE COMP LIANC E REVIE W REPO RT OF DECE MBER 2009	F o c u s  V i s i t  T e a n , s  C o n c l u s i o n	Institute’s Responses: Not Applicable
1. Course outlines are written in a most creative	<b>A F I</b>	<b>NOT APPLICABLE</b>

style; yet they do not consistently articulate goals and objectives. Identifying goals and objectives need not take away from the creative approach desired, but would clarify expected outcomes.

#  
1  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

**NOT APPLICABLE**

2. There is a need to better define who is responsible for what and to whom at the higher administrative levels, particularly regarding curriculum development and coursework/program approvals. For example, how is a new course approved once a faculty member submits a course proposal? Who approves it at the institutional level? How are resources allocated?

A  
F  
I  
  
#  
2  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D



AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009

F  
o  
c  
u  
s  
  
V  
i  
s  
i  
t  
  
T  
e  
a  
n  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

Institute's  
Responses

March 12, 2010

3. Department  
"coordinator" vs.  
"chair"  
responsibilities  
need to be clearly  
defined.

A  
F  
I  
  
#  
  
3  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

NOT APPLICABLE

4. Additional full-time faculty are needed to comply with regulations requiring that the majority of coursework be taught by full-time faculty, including oversight of the supervision of student teachers, so that the work of the two education departments can be more equitably distributed across committees, advisement, and course/curriculum review.

**Focused Visit Team Findings:**

The ADE programs are not in compliance with regulations requiring that the majority of coursework must be taught by full-time faculty.

**Pratt Response  
March 12, 2010**

**ADE – AFI 4**

Two additional full-time faculty members will be in place for fall 2010, in accordance with the Provost's and Dean's recommendation. ADE combined two Education courses (ED 600 and ED 606, now ED 608); new course to be offered fall 2010. The program is increasing the course load of a current full-time faculty member by eliminating her administrative responsibilities. By fall 2010, she will have a full-load of courses. (See Appendix A for the fall 2010 and spring 2011 course schedules).

**Analysis and Conclusions:**

- The UFCT AFL-CIO contract contains a clause exempting full-time faculty in the education programs from the institute-wide teaching load requirements in order to meet RATE requirements;
- Fall 2010/Spring 2011 – The majority of courses are taught by full-time faculty;
- Fall 2010/Spring 2011 – faculty loads are in compliance with Regulations, based on faculty assignments for

L  
M  
S  
-  
A  
F  
I  
#  
4  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D  
A  
D  
E  
-  
A  
F  
I  
#  
4  
I  
S  
N  
O  
T  
S  
A  
T  
I  
S  
F  
I

E  
D

fall/spring 2010-2011.

- The two part-time faculty members who have been appointed full-time for fall 2010/spring 2011 hold appropriate credentials and scholarship to teach their assigned courses (1. MS in Art and Design; college teaching experience; paper presentations and related art exhibits and publications); (2. MFA, New York State provisional certification, college teaching experiences; scholarly activities – Art Education Consultant (mentored artist-in-residence in NYC public schools; visual arts curator on Hudson River Valley; P-12 classroom experiences; other).

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009

F  
o  
c  
u  
s  
  
V  
i  
s  
i  
t  
  
T  
e  
a  
n  
,  
s  
  
C

Institute's  
Responses

March 12, 2010, August 16, 23, a  
September 1, 2010

o  
n  
c  
l  
u  
s  
i  
o  
n

**ADE:  
AFI # 4  
Continued**

**A  
D  
E  
-**

The newly designed ED 608: The Roots of urban Education continues to address history and philosophy of education with an emphasis on urban/American educational issues.

**A  
F  
I**

**#  
4**

**I  
S**

**N  
O  
T**

**S  
A  
T  
I  
S  
F  
I  
E  
D**

**Staff presentation to the PSPB May 6, 2010**

**C  
O  
N  
C  
L  
U  
S  
I  
O  
N**

**NOT APPLICABLE**

Budget allocations for two ADE

**B  
A  
S  
E**

full-time faculty positions to begin in fall 2010 are not addressed.

D  
O  
N  
R  
E  
S  
P  
O  
N  
S  
E  
:  
A  
F  
I  
#  
4  
I  
S  
P  
A  
R  
T  
I  
A  
L  
L  
Y  
S  
A  
T  
I  
S  
F  
I  
E  
D

**ADE:  
AFI # 4  
Continued**

**Pratt August 16, 2010 Appeal**

- August 16, 2010 President's letter indicates that in May 2010 the Pratt Board of Trustees met and approved the budget for 2010-2011 which includes full funding for two fulltime faculty positions.
  - The Appeal materials include
-

announcement of two full-time, tenure track faculty positions. Application reviews begin November 1 2010, appointments to be made fall 2011. Position announcements include: Assistant Professor, Art and Design Education, MFA and earned doctorate (ABD considered)

**Concern:** a) A specific budget allocation amount for the two faculty positions is not provided; b) Evidence of state/national search is not included in the documents submitted.

**ADE:  
AFI # 4  
Continued**

**Pratt August 23, 2010 Appeal**

Pratt submitted curriculum vita for two new full-time faculty members who were teaching in the program as adjuncts during the focused visit. The faculty members meet the minimum qualifications required in Commissioner's Regulations.

**ADE:  
AFI # 4  
Continued**

**C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
A  
P  
P  
E  
A  
L**

**Pratt September 1, 2010 Appeal**

Pratt submitted signed contract offers to the new full-time faculty appointed to teach ADE courses beginning Fall 2010, as indicated in faculty charts submitted for academic 2010/2011.

Course assignments are included in the contract. (contract not yet signed by appointed faculty member)

**D  
E  
:  
A  
F  
I  
#  
4  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D**

**AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009**

**F  
o  
c  
u  
s  
  
V  
i  
s  
i  
t  
  
T  
e  
a  
n  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n**

**Institute's  
Responses  
March 12, 2010, August 16  
Appeal**

ADE:  
AFI # 4  
Continued

C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
B  
A  
S  
E  
D  
O  
N  
A  
P  
P  
E  
A  
L  
A  
D  
E  
:  
A  
F  
I  
#  
4  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D  
A  
F  
I

AFI # 4 TO BE CONFIRMED IN  
A FOLLOW-UP SITE VISIT  
WITHIN A YEAR PENDING  
REGENTS APPROVAL OF  
CONTINUING ACCREDITATION  
– See AFI 6 below.

5. There is evidence  
that historically  
underrepresented

ADE & LMS AFI 5  
Pratt Response  
March 12, 2010



groups have been sought in faculty searches, but a greater effort in the outreach to assure racial diversity needs to occur.

**Focus  
ed  
Visit  
Team  
Findin  
gs:**

Data indicate some level of diversity among part-time faculty for both programs; however, outreach to assure diversity is not clearly documented.

**Staff presentation to the PSPB May 6, 2010**

Specific data on

#  
5  
P  
R  
O  
G  
R  
E  
S  
S  
H  
A  
S  
B  
E  
E  
N  
M  
A  
D  
E  
C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
B  
A

The Institute is committed to faculty diversity. Job listings are now posted on web sites, targeting candidates from minority groups (See Appendix F).

**Analysis and  
Conclusions:**

- Appendix F includes a faculty vita from a Latino background.
- 12 websites used to recruit for open positions are listed, including Women in Higher Education, Hispanic Outlook, Black Collegian, etc.

**NOT APPLICABLE**

faculty  
diversit  
y would  
be  
helpful

S  
E  
D  
O  
N  
A  
P  
P  
E  
A  
L  
:  
A  
F  
I  
#  
5  
I  
S  
P  
A  
R  
T  
I  
A  
L  
L  
Y  
S  
A  
T  
I  
S  
F  
I  
E  
D

---

**AFI # 5  
Contin  
ued**

**Pratt August 16, 2010 Appeal**

ADE, LMS, and the  
Pratt administration  
are fully committed  
to diversity.

---

In both the 2010-2011 future searches, the Institute will take a more "active" role in the search process. The College will post positions in 1. NY Timest/Mosnster.com; 2. Chronicle of Higher Education; 3. Hispanic Outlook; 4. Black Collegian, and 9 other listed sources. In addition, the composition of the search committee will include diverse membership as well as outreach to specific higher education individuals from underrepresented groups as sources of information.

**AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W**

**F  
o  
c  
u  
s  
  
T  
e  
a  
n  
,  
s**

**Institute's  
Responses  
March 12, 2010**

AFI # 5  
Continued

- A plan to invite “minority” scholars to make departmental presentations is in place. ADE’s guest speakers last year included Shervone Necles, a local New York City artist, and Jonathan Bogarin, an art/non-teacher education professor at Pratt.
- The institute has conducted research in this area and will apply a broad number of strategies that have been confirmed as effective among “affirmative action” professionals in the field.

S  
A  
T  
I  
S  
F  
I  
E  
D

T  
H  
I  
S

C  
O  
N  
C  
E  
R  
N

I  
S

N  
O  
T

S  
A  
T  
I  
S  
F  
I  
E  
D

**ADE & LMS AFI 6**

**Pratt Response  
March 12, 2010**

Beginning fall 2010, ADE will comply with NYSED faculty semester hours as per the current UFCT AFL-CIO contract. The "Agreement between the Administration of Pratt Institute and the United Federation of College Teachers AFL-CIO, September 1, 2007 – August 31, 2011" contains the following clause exempting full-time faculty in the education programs from the institute-wide teaching load requirements in order to meet RATE requirements:

*"Notwithstanding the provisions of Section 20.2, full-time faculty in the Department of Art and Design Education may work a lesser load (and to the extent) required by the regulations of the New York State*

6. The September 2003 extended contract must comply with faculty teaching loads specified in Commissioner's Regulations, as must any new contract.

**Focused Visit  
Team Findings:**

Based on the interpretation of "contact hours" addressed in the *Pratt Institute and the United Federation of College Teachers AFL-CIO, September 1, 2007 – August 31, 2011* contract, (1 lecture course contact hour and

1.5 studio arts contact hours equal 1 semester credit equivalent), graduate faculty teaching loads are not in compliance with Commissioner's Regulations (full-time graduate faculty loads: 11

contacts hours –  
 lecture course; 12  
 contact hours –  
 studio arts courses).

*Education  
 Department”(see  
 footnote, p. 13).  
 (See Appendix A  
 for Course  
 Schedules and  
 Pratt Faculty  
 Contract excerpts).*

**Analysis and  
 Conclusions:**

- The UFCT AFL-CIO contract contains a clause exempting full-time faculty in the education programs from the institute-wide teaching load requirements in order to meet RATE requirements;
- Fall 2010/Spring 2011 – The majority of courses are taught by full-time faculty;
- Fall 2010/Spring 2011 – faculty loads are in compliance with Regulations, based on faculty assignments for fall/spring 2010-2011.

**AREA  
 S FOR  
 IMPRO  
 VEME  
 NT  
 CITED  
 IN THE  
 COMP  
 LIANC  
 E  
 REVIE  
 W  
 REPO  
 RT OF  
 DECE  
 MBER  
 2009**

**F  
 o  
 c  
 u  
 s  
  
 T  
 e  
 a  
 n  
 ’  
 s  
  
 C  
 o  
 n  
 c**

**Institute’s  
 Responses  
 March 12, 2010, August 16, 23, a  
 September 1, 2010**

I  
u  
s  
i  
o  
n

**Staff  
Presenta-  
tion to the  
PSPB  
May 6,  
2010**

A  
budget  
allocati-  
on for  
the  
ADE  
search  
for a  
perman-  
ent full-  
time  
faculty  
positio-  
n to  
begin  
in fall  
2010 is  
not  
addres-  
sed.

**NOT APPLICABLE**

C  
O  
N  
C  
L  
U  
S  
I  
O  
N

B  
A  
S  
E  
D

O  
N

R  
E  
S  
P  
O  
N  
S  
E  
:

A  
D  
E  
-

A  
F  
I

#

6

I  
S

P  
a  
r

**AFI 6  
Continued**

**t  
i  
a  
i  
l  
y  
  
S  
A  
T  
I  
S  
F  
I  
E  
D  
  
C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
A  
P  
P  
E  
A  
L  
:  
  
A  
D  
E  
-  
  
A  
F  
I  
  
#**

**Pratt August 16,  
23, and  
September 1, 2010  
Appeal**

See AFI 4 above:  
Responses are  
applicable to AFI 6



7. Content and assessment of language acquisition and literacy development by native English speakers and English language learners is lacking in the program. There is no indication that Pratt faculty on either campus has a terminal degree in literacy or adequate preparation to address this concern.

**Focus  
ed  
Visit  
Team  
Findin  
gs:**

Althoug  
h ADE  
and  
LMS  
faculty  
teachin  
g  
literacy  
course  
s have  
underg

**ADE & LMS AFI 7  
Pratt Response  
March 12, 2010**

The ADE/LMS Committee on Educational Programs (CEP) has agreed to add a joint *Literacy and Language Acquisition* course to the Pedagogical Core. We have done extensive outreach to recruit a literacy instructor with the necessary credentials and experience and have filled the position. The revised course will be offered in fall 2010 (See Appendix B).

**Analysis and  
Conclusions:**

- A faculty member, a PhD candidate in English Education, holds a MA degree in Literacy Education and will be teaching the literacy course in fall 2010. She has College

one  
mentor  
ed/train  
ing and  
particip  
ated in  
confere  
nces  
and  
related  
literacy  
activitie  
s,  
credent  
ials,  
certific  
ation  
and/or  
theoreti  
cal  
groundi  
ng in  
langua  
ge  
acquisit  
ion and  
literacy  
develo  
pment  
by  
English  
speake  
rs and  
English  
langua  
ge  
learner  
s  
remain  
a  
concer  
n.

**(Langu  
age  
Acquis  
ition  
and  
Literac  
y and  
Develo  
pment:  
See  
AFI**

teaching experiences in literacy; was English language arts coach at Teachers College; and has P-12 school-based teaching experiences, including students with disabilities and English language learners.

- A revised literacy course ADE 506 Literacy and Language Acquisition is included in Appendix B.

No additional information confirming the appointment of the faculty member with appropriate credentials in English/literacy as stated in the March 12, 2010 response is provided.

12.)

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009

F  
o  
c  
u  
s  
  
T  
e  
a  
m  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

Institute's  
Responses  
March 12, 2010, August 23  
Appeal

Staff  
Presen  
tation  
to the  
PSPB  
May 6,  
2010

C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
R  
E  
S  
P  
O  
N  
S  
E  
:  
  
A  
F

NOT APPLICABLE

I  
#  
7  
I  
S  
P  
O  
T  
E  
N  
T  
I  
A  
L  
L  
Y  
S  
A  
T  
I  
S  
F  
I  
E  
D  
(  
B  
e  
g  
i  
n  
n  
i  
n  
g  
f  
a  
i  
l  
2  
0  
1  
0  
)  
C

Continued

2010 Appeal

O  
N  
C  
L  
U  
S  
I  
O  
N  
B  
A  
S  
E  
D  
O  
N  
A  
P  
P  
E  
A  
L  
:  
A  
F  
I  
#  
7  
S  
A  
T  
I  
S  
F  
I  
E  
D  
A  
F  
I  
#  
8  
I  
S

The Institute submitted a CV for a faculty member, PhD candidate in English Education at Teachers College, who already holds a MA in Literacy Education from New York University. The updated 2010/2011 faculty chart submitted includes her name confirming that she will be teaching the ADE 506 Literacy & Language Acquisition in the Art Classroom. Two sessions of the course will be taught in fall and spring by this part-time faculty member.

**TO BE  
CONFIRMED IN A  
FOLLOW-UP SITE  
VISIT WITHIN A  
YEAR PENDING  
REGENTS  
APPROVAL OF  
CONTINUING  
ACCREDITATION  
– See AFI 6 below.**

8. The LMS coordinator is overworked and needs additional full-time faculty with library media specialist background to instruct the core and LMS strand of

**NOT APPLICABLE**

the program.

9. The ADE chair is overworked and needs additional full-time faculty with art education background to address the instruction and supervision of student teachers and related curriculum responsibilities.

S  
A  
T  
I  
S  
F  
I  
E  
D  
  
A  
F  
I  
  
#  
9  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

**NOT APPLICABLE**

**AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W**

**F  
o  
c  
u  
s  
  
T  
e  
a  
n  
'  
s**

**Institute's  
Responses  
March 12, 2010**

10. The collaborative efforts that were initiated in preparation for the RATE accreditation visit need to be strengthened and to continue between the two education departments. Collaboration is imperative to insure that the NYS Standards are systematically addressed and met. This would also be an enhancing factor to the pedagogical areas.

**Focus  
ed  
Team  
Visit  
Findings:**

Although the ADE and LMS programs demonstrate a number of on-going collaborative efforts (workshops,

**PRATT  
RESPONSE/  
MARCH 12, 2010  
ADE & LMS AFI 10**

The Program Interface Committee (PIC) has been replaced by the ADE/LMS Planning and Assessment Committee (PAC), providing greater coordination between the two programs. Consisting of ADE and LMS faculty, the PAC will develop common policies and procedures regarding curriculum, assessment, program improvement, faculty adequacy and budget needs. These will be reviewed and approved by the Committee on Educational Programs (CEP) (See Appendix C).

PAC will meet at least once every month during the

NYSTCE preparation and data collection, pedagogical courses), there is no formal structure or documentation of decision making as a result of ADE/LMS collaborative engagements

academic year and will post its minutes in a digital archive on an ADE/LMS Google website that will include e-mail correspondence.

The site will allow us to share program materials, information, data and strategies. For example, with our new Survey Monkey our data can be accessed by each program individually and together (See the full site at <https://sites.google.com/site/prattcep/home>)

### **Analysis and Conclusions:**

- Appendix C documents CEP/PAC meeting schedules for Spring 2010; CEP minutes; e-mail correspondence; and a copy of the newly designed ADE 517 Directed Research (2 credit) course, which underwent approval through the CEP/PAC/Senate vote process.
- Minutes of the meetings confirm that the LMS and ADE chair and related representatives were in attendance at said meetings.
- Appendix D includes alumni and administrator surveys, ADE/LMS Assessment Outcome Plans and provides evidence of CEP, PAC, and Senate actions in the design of program review and course approval.

C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
R  
E  
S  
P  
O



**N  
S  
E  
:  
  
A  
D  
E  
:  
  
A  
F  
I  
  
#  
1  
0  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D**

**AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W**

**F  
o  
c  
u  
s  
  
T  
e  
a  
n  
,  
s**

**Institute's  
Responses  
March 12, 2010**

11. Syllabi, particularly in methods courses, need to address learning outcomes to assure an appropriate focus. Candidates also need to learn how to address learning outcomes in concrete, measurable terms as they prepare lesson plans and classroom activities. While Pratt Institute's philosophy stresses teaching as a creative activity, lesson plans that address student learning styles that exhibit a more systematic approach to teaching, and that provide for clear and specific outcomes could enhance learning and classroom management.

**Focus  
ed  
Visit  
Team  
Findings:**

**PRATT  
RESPONSE/  
MARCH 12, 2010  
ADE & LMS AFI 11**

Since the RATE visit in December '08, the Institute has made additional changes to the teaching candidates' lesson plan templates. These templates now include an assessment component that measures, in concrete terms, how ADE students will assess student learning outcomes. More time is now allotted to teaching students how to articulate lesson objectives and design and implement appropriate assessment strategies (See Appendix G for Lesson Plan template and related syllabi).

ADE and LMS begin with the same lesson plan template and

Assessment of outcomes is a high priority. The use of rubrics implies measurability; however, the quantification of outcomes is not evident.

then make discipline-specific adjustments. ADE and LMS pre-service teachers now learn how to set appropriate goals and learning outcomes for their students and design assessment tools that are in alignment with learning outcomes (See attached lessons plan templates and corresponding syllabi—relevant sections marked with tabs; red—ADE and blue—LMS).

**Analysis and Conclusions:**

- Documents submitted include an ADE Lesson Plan Template that includes: goals, learning outcomes, preparation before class, lesson development, conclusion, and assessment issues. In addition, 11 course syllabi are included which reflect lesson plan template elements.
- The LMS Lesson Plan Template, which is the second phase of the ADE/LMS Lesson Plan Template includes: Brainstorming the lesson, writing the plan and an Action plan that covers: goals, objectives, environment/materials, special needs, and reflection. A student teaching course: LIS 692 Student Teaching II: Secondary Level addresses pedagogical core goals, course goals, student learning objectives and student teacher assessment expectations.

VEMENT  
NT  
CITED  
IN THE  
COMPLIANCE  
E  
REVIEW  
W  
REPORT OF  
DECEMBER  
2009

u  
s  
  
T  
e  
a  
n  
,  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

Appeal

AFI 11  
Continued

P  
R  
O  
G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A  
D  
E

- Moreover, the LIS 676 Literature and Literacy for Children also demonstrate the Lesson Plan Template components that include: Pedagogical core, goals and objectives, assessment and overall requirements.
- In summary, the Lesson Plan Templates as well as course syllabi clearly articulate goals, objectives, learning outcomes and assessment expectations.

Staff presentation to the PSPB May 6, 2010

C  
O  
N  
C  
L  
U  
S  
I  
O

NOT APPLICABLE

It is not clear that all LMS courses, other than the LIS 992 (student teaching) and LIS 676, included in the response, address learning outcomes in measurable terms and how the Lesson Plan Template is reflected in the remaining program courses.

N  
B  
A  
S  
E  
D  
O  
N  
R  
E  
S  
P  
O  
N  
S  
E  
:  
L  
M  
S  
-  
A  
F  
I  
#  
1  
1  
I  
S  
P  
A  
R  
T  
I  
A  
L  
L  
Y  
S  
A  
T  
I  
S  
F  
I

E  
D

LMS -  
AFI #  
11  
CONTI  
NUED

C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
B  
A  
S  
E  
D  
O  
N  
A  
P  
P  
E  
A  
L  
L  
M  
S  
:  
A  
F  
I  
#  
1  
1  
(  
S  
A  
M  
E  
A  
S  
A  
F  
I

**Pratt August 16,  
2010 Appeal**

The 10 LIS syllabi submitted with the appeal, clearly identify goals and objectives, State Learning Standards and Section 52.21 (b) pedagogical core areas that address requirements for teacher preparation in the certificate area.

12. There is a need to articulate how the various courses identified as providing literacy skills address literacy requirements. Neither the ADE nor LMS programs have specific courses to address “language acquisition and literacy development by native English speakers and students who are English language learners.”

**PRATT  
RESPONSE/  
MARCH 12, 2010  
ADE & LMS AFI 12**

The literacy course will be strengthened by changes to the syllabus by the new Literacy instructor (See Appendix B). In addition, the PAC committee will be meeting with the new instructor to advise on how to relate the subject to both programs.

**Analysis and  
Conclusions:**

As already noted in Regents Stipulation 1 and 3 and AFI 7, a new course has been designed and a faculty member with credentials and experiences in literacy has been hired to teach the course. See information below:

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009

F  
o  
c  
u  
s  
  
T  
e  
a  
m  
,  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

**Institute's  
Responses**  
**March 12, 2010, August 23  
Appeal**

AFI 12  
Contin  
ued

Focus  
ed  
Visit  
Team  
Findin  
gs

Progre  
ss has  
been  
made

Literac  
y is

P  
R  
O  
G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A  
D

- A faculty member, a PhD candidate in English Education, holds the MA degree in Literacy Education and will be teaching the literacy course in fall 2010. He has College teaching experiences in literary; was English language coach at Teachers College; and has P-12 school based teaching experiences, including students with disabilities and English language learners.
- A revised literacy course ADE 506 Literacy and Language Acquisition is included (Appendix B).



included in required ADE and LMS courses designed to address this certification requirement and is integrated throughout the curriculum; however, the Team did not uncover clear methodologies and specific pedagogical applications to language acquisition and literacy development in the P-12 classroom.

E

**Staff presentation to the PSPB**

**C  
O  
N  
C  
L  
U**

**NOTE APPLICABLE**

May 6,  
2010

S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
R  
E  
S  
P  
O  
N  
S  
E  
:  
  
A  
D  
E  
-  
  
A  
F  
I  
  
#  
1  
2  
  
I  
S  
  
P  
O  
T  
E  
N  
T  
I  
A  
L  
L  
Y  
  
S  
A

**T  
I  
S  
F  
I  
E  
D**

**(  
B  
e  
g  
i  
n  
n  
i  
n  
g  
  
f  
a  
l  
l  
  
2  
0  
1  
0  
)**

**R  
e  
l  
a  
t  
e  
d  
  
t  
o**

**A  
F  
I**

**4**

**a  
n  
d**

**6**

)  
(  
S  
a  
n  
e  
  
a  
s  
  
A  
F  
I  
  
#  
7  
)

**AFI 12  
Contin  
ued**

**Pratt August 23,  
2010 Appeal**

The Institute submitted a CV for a faculty member, PhD candidate in English Education at Teachers College, who already holds a MA in Literacy Education from New York University. The 2010/2011 faculty chart submitted does not include her name or confirmation that she will be teaching the ADE 506 Literacy & Language Acquisition in the Art Classroom. Two sessions of the course will be taught in fall and spring by part-time faculty.

<p style="text-align: center;">AREA S FOR IMPRO VEME NT CITED IN THE COMP LIANC E REVIE W REPO RT OF DECE MBER 2009</p>	<p style="text-align: center;">F o c u s  T e a n ' s  C o n c l u s i o n</p>	<p style="text-align: center;">Institute's Responses  March 12, 2010, September 1, Appeal</p>
<p>AFI 12 Contin ued</p>	<p style="text-align: center;">C O N C L U S I O N  B A S E D  O N  A P</p>	<p style="text-align: center;"><b>Pratt September 1, 2010 Appeal</b></p> <p>Pratt submitted a signed contract offer to the new part-time literacy faculty member who will teach the new 506 Literacy &amp; Language Acquisition course beginning Fall 2010 (contract not yet signed by appointed faculty member). The faculty member's teaching</p>

assignments are included in the contract as well as the updates fall/spring faculty charts.

P  
E  
A  
L  
:

A  
D  
E

-

A  
F  
I

#  
1  
2

I  
S

S  
A  
T  
I  
S  
F  
I  
E  
D

(  
R  
e  
l  
a  
t  
e  
d

t  
o

A  
F  
I

4

a

n  
d  
  
6  
;  
  
s  
a  
n  
e  
  
a  
s  
  
A  
F  
I  
  
#  
7  
)

13. The ADE program could consider requiring a course in the use of technology in instruction for its teacher candidates.

A  
F  
I  
  
#  
  
1  
3  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

**NOT APPLICABLE**

14. The programs need to assure that candidates have experiences with students with disabilities in a school art class setting. These experiences could then be discussed

A  
F  
I  
  
#  
  
1  
4  
  
I

**NOT APPLICABLE**

in class as students reflect and share first hand knowledge and experiences with other candidates.

- 15. Core courses with multiple sections taught by different professors can contain very varied content. More inter-curriculum coordination is needed.

**Focus  
ed  
Team  
Findin  
gs:**

**Progre  
ss has  
been  
made**

A course template has been created to provide uniformity and consistency across course sections. In addition, a

S  
S  
A  
T  
I  
S  
F  
I  
E  
D  
P  
R  
O  
G  
R  
E  
S  
S  
H  
A  
S  
B  
E  
E  
N  
M  
A  
D  
E

**ADE & LMS AFI 15  
PRATT  
RESPONSE/  
MARCH 12, 2010**

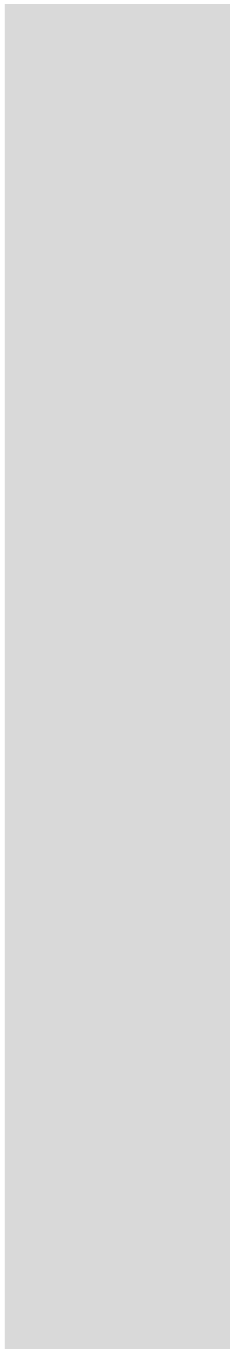
During the past two semesters (Fall 2009 and Spring 2010) the course offerings across sections have been consistent and faculty members have worked together to ensure consistency. Course sections will be further strengthened by the addition of two new full-time faculty members (See Appendix H).

**Analysis and  
Conclusions:**

ADE and LMS Lesson Plan Template that includes: goals, objectives, outcomes, and assessments have been submitted and are covered in AFI 11 above.



curriculum committee structure is in place and faculty and administrators are committed to periodic review and consistency across the curriculum; however, its effectiveness remains to be tested.



<b>AREA S FOR IMPRO VEME NT CITED IN THE COMP LIANC E REVIE W REPO RT OF</b>	<b>F o c u s  T e a n ' s  C</b>	<b>Institute's Responses  March 12, 2010, and August 16 Appeal</b>

<p><b>DECEMBER 2009</b></p>	<p>o n c l u s i o n</p>	
<p><b>Staff presentation to the PSPB May 6, 2010</b></p> <p>It is not clear how LMS courses, other than the student teaching (LIS 692) and literacy (LIS 676) courses submitted with the response, address learning outcomes in measurable terms and how the Lesson Plan Template is reflected in the remaining pedagogical courses. See AFI 16 that follows.</p>	<p>A F I  #  1 5  I S  P A R T I A L L Y  S A T I S I F E D</p>	<p><b>NOT APPLICABLE</b></p>
<p><b>AFI 15 Continued</b></p>	<p>C O N C L U S I O N S  B</p>	<p><b>Pratt August 16, 2010 Appeal</b></p> <p>The 10 LIS syllabi submitted with the appeal clearly identify goals and objectives, State Learning Standards and Section 52.21 (b) pedagogical core areas that</p>

A  
S  
E  
D  
O  
N  
A  
P  
P  
E  
A  
L  
:  
L  
M  
S  
-  
A  
F  
I  
#  
1  
5  
(  
s  
a  
r  
e  
a  
s  
A  
F  
I  
#  
1  
1  
)  
I  
S  
S

address requirements for teacher preparation in the certificate area.

A  
T  
I  
S  
F  
I  
E  
D

16. New York State Learning Standards need to be specifically addressed in curriculum and student work, particularly lesson plans.

**Focus  
ed  
Visit  
Findin  
gs:**

The LMS program is encouraged to align all applicable pedagogical syllabi with NYS standards. ADE and LMS lesson plans reviewed address NYS learnin

A  
D  
E

-

A  
F  
I

#

1  
6

I  
S

S  
A  
T  
I  
S  
F  
I  
E  
D

L  
M  
S  
:

A  
F  
I

#  
1  
6

P  
R  
O

**LMS AFI 16  
March 12, 2010**

The LMS coordinator and SILS faculty are currently collaborating on adjusting SILS core course syllabi (LIS 651, 652, 653, 654) to New York State Standards. Core syllabi will then undergo the Institute's course approval process. This process will be completed by fall 2010 so that the four core courses will be aligned with the NYS standards. (See Appendix C for the course approval process and a new version of the LIS 651 syllabus showing NYS standard alignment as an example.

**Analysis and  
Conclusions:**

The LMS Template does address the State Learning Standards. In addition, so do the two LIS courses

g  
standards.

G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A  
D  
E

included in the  
response: LIS 676  
Literature and  
Literacy for  
Children and LIS  
692 Student  
Teaching II. And  
LIS 651  
Introduction to

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMPLIANCE  
REVIEW  
REPORT OF  
DECEMBER  
2009

F  
o  
c  
u  
s  
  
T  
e  
a  
m  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

**Institute's  
Responses**  
**March 12, 2010, August 16  
Appeal**

AFI 16  
Continued

L  
M  
S  
:  
  
P  
R  
O  
G  
R

Information  
Profession  
addresses State  
pedagogical  
requirements, NYS  
Content Specialty  
Test Frameworks,  
students with  
disabilities,  
differentiated

instruction, and use of technology, etc.

ES  
S  
H  
A  
S  
B  
E  
E  
N  
M  
A  
D  
E

NOT APPLICABLE

**Staff  
Presenta-  
tion  
to the  
PSPB  
May 6,  
2010**

L  
M  
S  
-  
A  
F  
I

The Team findings state that "The LMS program is encouraged to align all applicable pedagogical syllabi with NYS standards. The materia

#  
1  
6  
I  
S  
P  
A  
R  
T  
I  
A  
L  
L  
Y  
S  
A  
T  
I  
S

Is  
submit  
ed do  
not  
addres  
s "All"  
pedago  
gical  
syllabi.

**LMS -  
AFI #  
16  
CONTI  
NUED**

I  
F  
E  
D  
  
C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N  
  
A  
P  
P  
E  
A  
L  
:  
  
L  
M  
S  
  
-  
  
A  
F  
I  
  
#  
  
1  
6  
  
I  
S  
  
S  
A  
T

**Pratt August 16,  
2010 Appeal**

The 10 LIS syllabi were submitted with the appeal, clearly identify goals and objectives, State Learning Standards and Section 52.21 (b) pedagogical core areas that address requirements for teacher preparation in the certificate area.

I  
S  
F  
I  
E  
D  
(  
R  
E  
L  
A  
T  
E  
D  
  
T  
O  
  
A  
F  
I  
#  
1  
5  
)

17. While the ADE programs are sensitive to addressing the needs of students with special needs, an exploration of research-based pedagogy might enhance candidates' knowledge and skills in this area.

A  
F  
I  
#  
1  
7  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

**NOT APPLICABLE**

18. Candidates in the BWCCS after school field experiences need supervision.

A  
F  
I  
#  
1

**NOT APPLICABLE**



19. Pratt Institute may consider exploring a partnership with the New York City Department of Education to place LMS candidates who have completed all required coursework in paid supervised internships in the schools in lieu of the required practica. If candidates are successful in passing the New York State Teacher Certification

8  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D  
A  
F  
I  
#  
1  
9  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D

NOT APPLICABLE

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE

F  
o  
c  
u  
s  
T

Institute's  
Responses  
March 12, 2010

**COMPLIANCE REVIEW REPORT OF DECEMBER 2009**

**examinations  
conclusion**

**AFI 19 Continued**

**AFI # 19 IS SATISFIED**

**NOT APPLICABLE**

Examinations; this would address the critical shortage of certified LMS professionals in New York City and the need for LMS candidates to have an income while completing the student teaching experience. No Child Left Behind (NCLB) regulations for highly qualified faculty would also

be addressed.

20. The programs need to develop a comprehensive, systematic assessment plan to gather periodic data of its graduates and school administrators who have hired Pratt teacher education graduates to determine program effectiveness and need for curricular change, where appropriate.

**Focused Visit Team Findings:**

Based on alumni surveys (fall 2007 – 86 responses; fall 2008 - 24 responses; principal/ mentor/ supervisor evaluations - only 2 responses) some progress has been made in the assessment of teaching effectiveness of graduates; however employer responses and data analysis that informs program improvement is in the initial phase.

A  
D  
E  
  
A  
N  
D  
  
L  
M  
S  
  
A  
F  
I  
  
#  
  
2  
0  
:  
  
P  
R  
O  
G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A  
D  
E  
  
-

**PRATT  
RESPONSE/  
MARCH 12, 2010  
ADE & LMS AFI 20**

After reviewing the instruments used in previous surveys, it was determined by the PAC that more succinct instruments could be used in data collection from alumni across the two programs (See Appendix D for revised surveys).

**Analysis and Conclusions:**

Appendix D includes alumni and administrator surveys, ADE/LMS Assessment Outcome Plans and provides evidence of CEP, PAC, and Senate actions in the design of program review and course approval.

**AREAS FOR IMPROVEMENT CITED IN THE COMPLIANCE REVIEW REPORT OF DECEMBER 2009**

**Focus Team's Conclusion**

**Institute's Responses  
March 12, 2010, August 16 Appeal**

**Staff presentation to the PSPB May 6, 2010**

**AFI # 20 Continued**

The Assessment System is in

**CONCLUSION BASED**

**NOT APPLICABLE**

place. It provides specific goals and objectives, measures and criteria to assess achievement, various assessment methods as well as a "Plan for Improvement" based on data collected. However, it is not clear that the process has been fully implemented regarding the use of data that informs program improvement. Yet, there is eviden

O  
N  
  
T  
H  
E  
  
R  
E  
S  
P  
O  
N  
S  
E  
:  
  
A  
F  
I  
  
#  
  
2  
0  
  
I  
S  
  
P  
A  
R  
T  
I  
A  
L  
L  
Y  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

ce that some courses have been revised and new courses have been developed (ADE 517 Directed Research in Art and Design Education) to improve program offerings that may or may not be tied to specific survey data.

AFI # 20  
CONTINUED

C  
O  
N  
C  
L  
U  
S  
I  
O  
N  
  
B  
A  
S  
E  
D  
  
O  
N

Pratt August 16,  
2010 Appeal

The appeal materials include Art and Design and Library Media Specials detailed information on Annual Academic Program Assessment Reports for 2009-2010 graduates. The reports include four components:

A  
P  
P  
E  
A  
L  
:

A  
F  
I

#

2  
0

I  
S

S  
A  
T  
I  
S  
F  
I  
E  
D

A. Expected Learning Outcomes; B. Assessment Methods/Tools Used; C. Summary of Findings; and D. Changes/Improvements Made to Selected Findings in C. Survey data, supporting the report findings are also included.

21. The ADE programs should explore collaborating with the LMS programs in the initiative to evaluate the assessment of candidates within the mission, goals, objectives, coursework, and certification requirements of the programs.

P  
R  
O  
G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A

NOT APPLICABLE

D  
E

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE  
W  
REPO  
RT OF  
DECE  
MBER  
2009

F  
o  
c  
u  
s  
  
T  
e  
a  
n  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

Institute's  
Responses  
March 12, 2010

AFI  
#21  
Contin  
ued

Focus  
Visit  
Team  
Findin  
gs:

Progre  
ss has  
been  
made

Some  
elemen  
ts of  
collabo  
rative

P  
R  
O  
G  
R  
E  
S  
S  
  
H  
A  
S  
  
B  
E  
E  
N  
  
M  
A  
D  
E

ADE & LMS AFI 21  
PRATT  
RESPONSE/  
MARCH 12, 2010

ADE/LMS have recently revised our program outcomes for Pratt's upcoming Middle States report, October '09 (See Appendix D). We also will identify the common program outcomes across the two programs by May, 2010.

**D. AFI 20: Survey  
Documentation**

The ADE/LMS



efforts in the development of systematic assessment of program outcomes are in place, others remain to be developed. The ADE and LMS CEP and CTL efforts are not yet formalized.

Planning and Assessment Committee (PAC) worked together to develop two 2008-2009 surveys (First Year Graduate and Administrator) to be used by both programs and sent out this semester. Only one of the questions is discipline specific. These online surveys will allow us to analyze the aggregate data for both educational programs as well as disaggregated data about each individual program (See attached drafts which will be on Survey Monkey.com). We will then make specific programmatic changes based on the results.

Both programs maintain close ties with their graduates as well as their employers. This more informal feedback has been consistently positive.

(See alumni section on new ADE Website with alumni bios, <http://www.prattade.org>). In addition, both programs plan to conduct in-depth interviews of a sampling of alumni.

I  
O  
N  
B  
A  
S  
E  
D  
  
O  
N  
  
R  
E  
S  
P  
O  
N  
S  
E  
:  
  
A  
F  
I  
#  
2  
1  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

ADE and LMS  
Outcomes  
Assessment Plans,  
October 2009 (See  
attached).

**Analysis and  
Conclusions:**

- Lesson Plan Templates, the revised Assessment System, CEP/PAC meeting schedules; and curricular changes and course approvals all provide evidence of existing collaboration and some examples of the outcome of such collaboration.
- Appendix D includes alumni and administrator surveys, ADE/LMS Assessment Outcome Plans and provides evidence of CEP, PAC, and Senate actions in the design of program review and course approval.

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E

F  
o  
c  
u  
s  
  
T  
e  
a  
n

Institute's  
Responses  
March 12, 2010

**REVIEW  
REPORT OF  
DECEMBER  
2009**

**CONCLUSION**

22. Assessment of candidates' deficiencies, followed by appropriate course content and academic support to assure that candidates are prepared to pass the NYSTCE exams, needs to be designed and implemented.

**Focus Visit Team Findings:**

The process for LMS candidate assessment of deficiencies and the provision of academic support is not

**AD E : A F I # 2 2 I S S A T I S F I E D L**

**LMS AFI 22**

**PRATT  
RESPONSE/  
MARCH 12, 2010**

LMS continues to build upon our efforts to ensure that students are well prepared for NYSTCE exams. We have designed and implemented a preparatory course for all LMS students to help students overcome deficiencies and continue to raise our admissions standards (See Appendix J).

**Candidates: Test Preparation**

Since spring 2009, the LMS coordinator has taken the lead in the preparation of candidates for NYSTCE exams. Every term she teaches a preparatory course for the Content Specialty Test

formalized, nor is there a specified individual to lead this effort

M  
S  
:  
A  
F  
I  
#  
2  
2  
P  
R  
O  
G  
R  
E  
S  
S  
H  
A  
S  
B  
E  
E  
N  
M  
A  
D  
E

(CST) which includes general test-taking preparedness.

LMS has also created a timeline and guidelines for student test-takers to increase success.

Information on testing materials is available on-line via wiki (See <http://prattlms.wikispaces.com/CST+Test+Prep> and Google presentations).

Alumni of SILS who have earned an MLS and opt for the individual path toward certification years after graduation have also inadvertently lowered our test score averages. When registering for NYSTCE exams, many report that they are current Pratt students. Having no preparation for the exam and often little background in school library coursework, these students do not perform well on the exam. Thus, we receive score reports for students pursuing the individual path who may have attended Pratt up to a

decade ago.

**Analysis and Conclusions:**

The response indicates support through advice, workshops and preparation for NYSTCE and provides an explanation on how test scores are affected by applicants that pursue the transcript review pathway, some who attended Pratt 10 years ago and were not recommended for certification by Pratt Institute.

AREAS FOR IMPROVEMENT CITED IN THE COMPLIANCE REVIEW REPORT OF DECEMBER 2009

F  
o  
c  
u  
s  
  
T  
e  
a  
m  
'  
s  
  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n

**Institute's Responses**  
**March 12, 2010**

AFI #  
22

C  
O • A review of Title II Library Media Specialist CST outcomes for

Continued

N  
C  
L  
U  
S  
I  
O  
N  
B  
A  
S  
E  
D  
O  
N  
R  
E  
S  
P  
O  
N  
S  
E  
:  
L  
M  
S  
-  
A  
F  
I  
#  
2  
2  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D

academic years 2005 through 2008 indicate that fewer than 10 candidates took the CST each academic year.

- “LMS continues to build upon our efforts to ensure that students are well prepared for NYSTCE exams. We have designed and implemented a preparatory course for all LMS students to help students overcome deficiencies and continue to raise our admissions standards (See Appendix J).”

23. A job placement agreement with the New York City Department of Education might be explored to place candidates in New York City and thereby provide for access to information and more directly assess candidates' achievement.

AFI # 23 IS SATISFIED

NOT APPLICABLE

24. The Institute should move forward with the completion of the dedicated computer lab for the Art and Design Education Program and the Saturday Art School.

AFI # 24 IS SATISFIED

NOT APPLICABLE

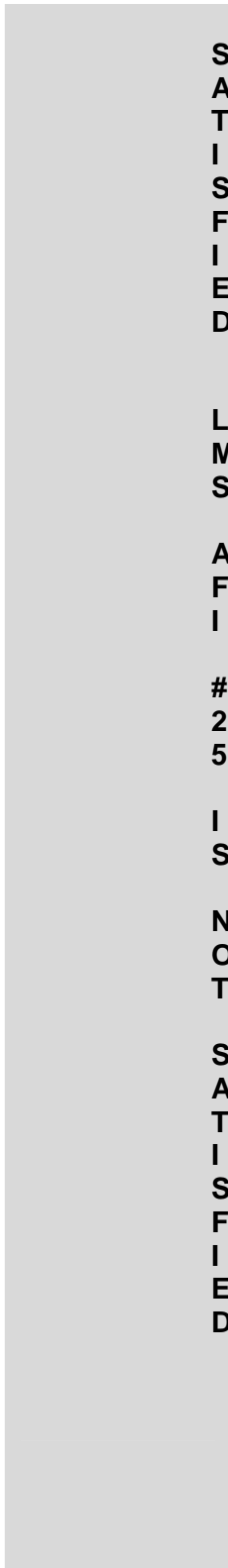
25. The Institute needs to develop annual budgets for both education programs, including a budget for library acquisitions. The budget and the acquisition plan should

AFI # 25 IS

**Pratt Response  
March 12, 2010  
K. Standard 4,  
LMS AFI 25  
Budget**

The Library Media Specialist program is housed within the

demonstrate how and when the ACRL standards will be met.



S  
A  
T  
I  
S  
F  
I  
E  
D  
  
L  
M  
S  
  
A  
F  
I  
  
#  
2  
5  
  
I  
S  
  
N  
O  
T  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

School of Information and Library Science. This means that a significant portion of the costs of running the LMS program for administration and office staff, facilities for teaching and learning and student services are absorbed by the School's budget. Thus, we have not included these costs in the LMS budget. For example, LMS students have full use of the School's classrooms equipped with cutting-edge technology such as the Cultural Informatics Lab, Digital Media Lab, as well as three seminar/lab classrooms, a conference room, two lecture classrooms and large lecture hall.

<p><b>AREA S FOR IMPRO VEME NT CITED IN THE</b></p>	<p><b>F o c u s  T</b></p>	<p><b>Institute's Responses  March 12, 2010</b></p>
---	--	---



**COMPLIANCE REVIEW REPORT OF DECEMBER 2009**

**Conclusion**

**AFI #25 Continued**

**Focus  
ed  
Visit  
Team  
Findings:**

The 2008 School of Information and Library Science (SILS) budget does not specify an allocation amount for the LMS program;

**LMS**

**AFI #25**

**ISSNOTSATED**

The following LMS budget represents those specific costs associated with delivering the LMS curriculum--namely faculty salaries and expenses associated with supporting that curriculum and its related activities.

The LMS budgetary calculations are based on faculty salaries for delivering these courses for the academic year (fall, spring, and summer) where the full-time faculty cost per course is averaged at \$15,000 and part-time faculty cost per course at \$6,500--that includes fringe benefits, the one-course release time for the LMS coordinator and non-personnel costs such as

therefore, the Team could not confirm an equitable budget distribution for the program.

The LMS coordinator was not aware of a library budget allocation for the teacher education program.

instructional supplies and travel (See Appendix K).

1. Faculty salary cost per academic year = \$341,500 (see budget by term below);
2. SILS non-personnel budget (OTPS) = \$90,000 per year (includes travel, conferences fees, memberships, workshops, copying, etc. and facilities fees--technology and supplies for teaching and learning) = \$85,000. Non-personnel costs and facilities fees for LMS figured at 12% of \$175,000 = \$22,000;
3. Release time for LMS Coordinator = \$30,000. The Institute estimates the LMS library materials budget at \$1,500 per academic year. In addition to this, the Pratt Library pays for subscriptions to full-text online databases and services that support the LMS program such as: Education, Emerald, ERIC, Humanities, JSTOR, Library, Literature and Information Science, and Social Science (See Appendix K).

**Analysis and Conclusions:**

The information provided in the response addresses LMS budget allocations concerns raised by the team at the time of the focused visit

A  
S  
E  
D  
O  
N  
  
A  
P  
P  
E  
A  
L  
:  
  
L  
M  
S  
-  
  
A  
F  
I  
  
#  
2  
5  
  
I  
S  
  
S  
A  
T  
I  
S  
F  
I  
E  
D

AREA  
S FOR  
IMPRO  
VEME  
NT  
CITED  
IN THE  
COMP  
LIANC  
E  
REVIE

F  
o  
c  
u  
s  
  
T  
e  
a  
n  
,

**Institute's  
Responses**  
March 12, 2010, August 16, 23, a  
September 1, 2010

**W  
REPO  
RT OF  
DECE  
MBER  
2009**

**S  
C  
o  
n  
c  
l  
u  
s  
i  
o  
n**

26. The institution is urged to follow through on plans to assess student needs and to enhance support services, particularly at the Manhattan Center, which offers only ten hours of academic support a week.

**A  
F  
I  
#  
2  
6  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E  
D**

**NOT APPLICABLE**

27. The Institute is urged to review the Inventory of Registered Programs and compare it against its advertisements, catalog entries, student handbooks, websites, recruitment brochures, and related information materials to assure compliance with advertisement

**A  
F  
I  
#  
2  
7  
I  
S  
S  
A  
T  
I  
S  
F  
I  
E**

**NOT APPLICABLE**

standards,  
including  
statements of  
facts supported by  
State Education  
Department  
registration  
documents

