



The Department of Art and Design Education

Pratt Institute

**ADE Program Learning Guide**

**2024-2025**

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Image: Alyssa Pezutti, *Chip Bags Project Example*, 2021. Oil pastel.

## **Overview of the Guide**

This guide provides insight to the program's expectations and institute wide services and support available to students. The Art and Design Education Department is dedicated to supporting students' academic growth and we want to help maximize student success through the program by ensuring the awareness of the support systems available. The ADE Department is excited to share this valuable information to help students as they enter school as a pre-professional.

# DEPARTMENT CONTACTS

## Art and Design Education

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## COMMUNICATION AND COMMUNITY

- Bookmark the [ADE Website](#)
- Follow us on Instagram [@prattarted](#)
- [ADE Weekly Email Blast](#) shares teaching, internships, opportunities and news for students (sent out to current faculty and students weekly on Fridays)
- [ADE Newsletter](#) shares faculty, alumni and students activities and achievements (sent out to alumni, current faculty and students and the department network, published every summer)

# INTRODUCTION

Welcome to Pratt Institute!

Welcome to Pratt Institute's Department of Art and Design Education. We offer four programs: BFA, BFA/MA, MA, and the Advanced Certificate, all of which prepare students for New York State initial teacher certification in visual art (all grades).

Students are entering the exciting and complex field of art and design education. Art and design includes a large number of sub-disciplines or 'studio-cores' such as painting, graphic design, sculpture, 2D animation and many more. In our program students require knowledge of a 'studio core,' and knowledge of child and adolescent development, learning theories, lesson planning, instructional strategies and opportunities to integrate all of the above through clinical experiences, such as student teaching. As a department we value depth of knowledge in a studio core as well as a breadth of knowledge in various sub-discipline areas in art and design.

## [BFA in Art and Design Education](#)

Within the BFA in Art and Design Education, students can opt to select between two different paths: one in art and design education that prepares them for New York State initial teacher certification in visual art (all grades) and one that prepares them to teach in community-based settings and after-schools (CADE).\* Both paths provide the following core experiences:

- Studio Core

Students take a sequence of a minimum of 18 studio credits in an art or design discipline beginning in their sophomore year. Through individual advice sessions, students choose a core studio discipline based on their experiences in the foundation year and evolving studio interest, and examine their progress in the core as they move from one semester to the next. We recommend that students continue to study in their core for their institute-wide electives.

- Clinical Experiences in New York City Public Schools

Students pursuing both degree paths—certification and community art and design education—take courses that immerse them in fieldwork and student teaching in K-12 public schools and other settings. In their junior year, students decide which path they want to pursue. Students who choose the certification path fulfill their additional student teaching requirements in public schools, and students in the community art and design education track fulfill their student teaching requirements in community-based settings.

- Clinical Experiences in Community Settings

All students teach in Saturday Art School, the ADE laboratory school for children from Brooklyn's many neighborhoods, and if in the CADE track have additional clinical experiences in community-settings. All students learn to teach children and young people attending out-of-school or after-school programs in art and design. Students learn to integrate the knowledge, skills and values of their studio-core or major to inform their planning of art and design projects conceived and developed for children and young people ages 6-18 years. Supervised by faculty, students plan for and teach children and young people over the course of the semester culminating in a curated exhibition and/or publication.

- Integrative Capstone

Students complete a capstone course that supports the integration of their studio core with their teaching experiences through reflection and research in the field of art and design education. The capstone course in students' senior year provides a space for students to reflect and build on their learning by investigating a topic in art and design education and developing a senior exhibition and catalog.

\*UG ONLY In advisement in semester 6, students must select one of two tracks- certification track or CADE track, no changes can be made after that time, all students in certification track are required to complete and pass all certification requirements including EdTPA to be recommended for certification.

- Teacher Performance Assessment (TPA)

Students on the certification track submit their TPA in the first semester of their senior year in the class: [ADE 403 Professional Practices](#). **Please note: The grade is entered as INC until TPA scores are received and TPA is passed, at which point a grade change is processed. Students do not graduate until they have successfully passed TPA.**

### [Combined Degree In Art And Design Education \(BFA/MA\)](#)

By completing both undergraduate and graduate degrees in Art and Design Education at Pratt, students can reduce time and cost requirements. Students follow the BFA program and on successful completion of the BFA, enter the fifth year. Students need to remain in good academic standing to continue in the five-year program. Financial aid packages, as well as bursar and other payment situations, convert to graduate student levels.

The five-year program provides students with opportunities to explore new and related areas in the field of art and design education: puppetry and performance, museum education, community art and design education, and curriculum research. Students complete a project in curriculum research and design.

### **MA in Art and Design Education**

The MA in Art and Design Education (Initial teacher certification) is designed for individuals who seek Initial Certification in the visual arts to be able to work as artist-teachers in public schools and other educational settings, from pre-kindergarten through high school. In addition to certification, this intellectually challenging pathway supports research on curriculum design, pedagogical practice, and the historical and contemporary state of the field in art and design education. Through the integration of research and practice, the program contributes to professional renewal, leadership and innovation. The program can be completed in three semesters.

This 33-credit degree program is open to individuals with a minimum of a 3.0 in their bachelor's degree and 25 credit hours in art, design, and/or the history of art from an accredited higher education institution or the equivalent of the bachelor's degree from an international institution of acceptable standards.

### **Advanced Certificate in Art and Design Education**

This 24-credit program is open to individuals who already hold an MFA degree, or to those currently enrolled in an MFA program at Pratt. This program is 24 credit hours and may be completed in three semesters.

## **PROFESSIONAL VALUES, MISSION AND LEARNING OUTCOMES**

### **Professional Values**

All students are required to uphold ADE's mission and professional values related to equity. We are committed to offering program curriculum and clinical experiences focused on equity; address the systemic barriers to school and career outcomes in art and design for K-12 pupils, and incorporate the perspectives of those most affected by inequity into ADE curriculum and pedagogy. As pre-professionals, all students adhere to a professional code of conduct described in the Fieldwork Handbook, Student Teaching in the Public School Handbook, Student Teaching in Saturday Art School Handbook and in the Data Protection Training. All documents can be found under [ADE Student Resources](#) on the Pratt Institute website.

### **Mission and Learning Outcomes**

The mission of Art and Design Education is the preparation of artists and designers as accomplished educators who can work effectively with pupils in diverse cultural contexts and apply interdisciplinary perspectives in a variety of educational settings, including schools, museums, and community organizations. Students work collaboratively with their peers, community members, and professionals in the field, while they learn to develop lessons and construct environments that promote critical inquiry and creative practice. Through individual



and community practices students become engaged artists, educators, and researchers. When students complete their degree program they are able to:

- Integrate studio knowledge and skills—grounded in contemporary art practice—into the art and design curriculum
- Articulate, apply and reflect upon knowledge of pedagogy and instruction in art and design education.
- Apply knowledge of learners, belief in their ability to learn, and cultural awareness to planning and instruction.
- Demonstrate the ability to work collaboratively within school and community contexts to promote culturally relevant pedagogy and equitable learning opportunities

## **INSTITUTE AND DEPARTMENT POLICIES**

### **Assessment and Grading**

#### *Pratt Institute Grade System*

<u>Grade</u>	<u>Evaluation</u>	<u>Quality Points per Credit</u>
A	Excellent	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Above Average	2.3
C	Average	2.0
C-	Below Average (UG only)	1.7
D+	Less than Acceptable (UG only)	1.3
D	Less than Acceptable (UG only)	1.0
F	Failure	0.0
WF	Failure Due to Lack of Attendance	0.0

Note: C is the lowest passing grade for graduate students.

Faculty share their grading rubrics and evaluation tools in their syllabi and in class. Faculty also conduct mid-semester course evaluations and monitor students learning regularly. Faculty believe in the value of assessment for learning and welcome student feedback on their progress.

### **Program Rubric**

Guiding the learning outcomes of the program and assessment is the ADE Program rubric. Here is a [link](#).

# FEEDBACK ON THE PROGRAM

The ADE Department welcomes feedback on the programs. Throughout the programs many opportunities exist for students to do so through institute course evaluations, focus groups and department surveys:

## Focus Groups

Focus groups take place at the end of selected classes. The questions asked in the focus groups are:

- What helps your learning in this online course?
- What could be changed to support your learning in this online course?
- What could (you) do differently to support your learning?

Additional questions are added as required by our accreditation process.

Additional opportunities to offer formal and informal feedback on the program are listed in the [feedback table](#).

## Community Standards

Full details on policies and procedures can be found on the Pratt [website](#) or in the Office of the Vice President for Student Affairs, Main Building, Lower Level. All Pratt students, faculty, and staff members are expected to value and uphold the [community standards](#) essential to the pursuit of academic excellence and social responsibility. These include expectations for social conduct, academic integrity, non-discrimination, and other policies described in the link above, and apply to all Pratt-sponsored activities, on or off campus.

## Academic Integrity

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them.

At Pratt,

- We do our own work,
- We are creative, and
- We give credit where it is due.

When students submit any work for academic credit, they make an implicit claim that the work is wholly their own, completed without the assistance of any unauthorized person. These works include, but are not limited to exams, quizzes, presentations, papers, projects, studio work, and other assignments and assessments. In addition, no student shall prevent another student from making their work. Students may study, collaborate, and work together

on assignments at the discretion of the instructor.

Examples of infractions include but are not limited to:

The following examples are drawn from the Academic Integrity Code and should be curated or supplemented based on assignments for your course.

1. Plagiarism, defined as using the exact language or a close paraphrase of someone else's ideas without citation.
2. Violations of fair use, including the unauthorized and uncited use of another's artworks, images, designs, etc.
3. The supplying or receiving of completed work including papers, projects, outlines, artworks, designs, prototypes, models, or research for submission by any person other than the author.
4. The unauthorized submission of the same or essentially the same piece of work for credit in two different classes.
5. The unauthorized supplying or receiving of information about the form or content of an examination.
6. The supplying or receiving of partial or complete answers, or suggestions for answers; or the supplying or receiving of assistance in interpretation of questions on any examination from any source not explicitly authorized. (This includes copying or reading of another student's work or consultation of notes or other sources during an examination.)

The Academic Integrity Standing Committee (AISC) is charged with educating faculty, staff, and students about academic integrity practices. Whenever possible, we strive to resolve alleged infractions at the most local level possible, such as between student and professor, or within a department or school. When necessary, members of this committee will form an Academic Integrity Hearing Board to hear cases regarding cheating, plagiarism, and other infractions described below; these infractions can be grounds for citation, sanction, or dismissal. Detailed procedures are explained in the full version of the [Academic Integrity Policy](#).

### **ADE Department Attendance Policy 2024-2025**

Art and Design Education (ADE) faculty work in collaboration with the Department Chair, Assistant Chair and one another to ensure that all students succeed in the program, which requires that students attend class regularly and actively participate. This includes classes with an off-campus clinical component. Students must come to classes on time and prepared with all required materials, reading and writing assignments.

ADE recognizes that some students might need to miss class due to a medical emergency or to observe a day of religious or cultural significance. In the event of a medical related absence, faculty excuse the absence if accompanied with a note from a doctor. Planned absences to observe days of religious or cultural significance must be communicated to faculty in advance.

If late or absent for any reason, it is a student's responsibility to notify faculty before class and to catch up on work before the next class. In the event that a student is late to or misses student-teaching or fieldwork in a school, museum or community-based organization with groups of children or adults, it may be necessary to extend the time of the teaching or fieldwork placement beyond the end of the semester. It is not possible to extend the time of student-teaching in the Saturday Art School. In the event that a student is late to or misses student-teaching in the Saturday Art School, the course may need to be re-taken.

Grades may be lowered a letter grade for each unexcused absence, at the discretion of the instructor. As few as two unexcused absences in some courses (especially those that predominantly involve teaching/learning in-person with groups of children) may result in an automatic "F" for the course.

The ADE Chair, Assistant Chair and faculty work actively with the Learning Access Center (LA/C) so that students with accommodations related to excused absences/lateness are able to succeed in the program; regular conferences are scheduled with faculty and/or ADE Chair and Assistant Chair to ensure that all students succeed in the program.

## **PRATT ATTENDANCE POLICIES**

Consistent attendance is essential for the completion of any course or program. Attending class does not earn students any specific portion of their grade, but is the precondition for passing the course, while missing class may seriously harm a student's grade. Pratt Institute respects students' requirements to observe days of cultural significance, including religious holy days, and recognizes that some students might need to miss class to do so. In this, or other similar circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss. Reasonable accommodations for students with documented disabilities will continue to be provided, as appropriate. For full details, see Pratt's [Attendance Policy](#).

## **ADVISEMENT**

Advisement is organized differently for the undergraduate and graduate programs:

### **Undergraduate**

Undergraduate advisement is organized in collaboration with the Office of UG advisement and UG students have two appointments--one meeting with their advisor and the other a group advisement with the ADE Chair/Assistant Chair/Assistant to the Chair. UG Advisement for the fall takes place in spring, usually in March/April, and the advisement for spring usually takes place in October. During advisement, your progress toward meeting the certification requirements is also reviewed. More information is available on the webpage of the office of [Undergraduate Advisement](#).

## **Graduate**

The graduate advisement is organized by departments and led by Chair/Assistant Chair and Assistant to the Chair. Graduate advisement for the fall takes place in spring usually in March/April and the advisement for spring usually takes place in October. During advisement, the Chair and Assistant to the Chair review progress on the certification requirements.

## **DATA PROTECTION**

On entering the ADE program all students are required to complete the EdLAW data protection training and sign all the required paperwork for the NYSED and for Pratt Institute. Full details are available under the Student Resources tab on the ADE website: [data protection](#)

## **CLINICAL EXPERIENCES**

### **Introduction**

As pre-professionals, all students adhere to a professional code of conduct both on-campus and off-campus. When ADE students enter NYC public schools or community settings off-campus they are representatives of Pratt and ADE in New York City's public and professional sphere and as such, uphold ADE's mission and professional values based on equity as well as the expectations of the organizations that they enter.

The fieldwork cards indicate the fieldwork requirements for all clinical experiences (fieldwork and student teaching) throughout the undergraduate and graduate programs:

- [Undergraduate](#)
- [Graduate](#)

### **Handbooks**

Professional expectations for Fieldwork, Student Teaching in the Public Schools, and Student Teaching in Saturday Art School (SAS) are online. Students are required to read, sign and submit all required paperwork online.

#### Fieldwork

Prior to enrolling in student teaching, Art and Design Education majors and masters candidates complete a minimum of 100 hours of pre-student teaching fieldwork. These fieldwork hours are embedded into several different courses, with each experience designed to afford the student the opportunity to look at education through a specific lens. The Fieldwork Handbook captures the expectations and requirements of fieldwork:

- [Fieldwork Handbook and Information](#)

#### Student Teaching in Public Schools

Student teaching hours are completed in two courses over two semesters. Please note: The required number of student teaching hours for UG and G are different. The Student Teaching Handbook captures the expectations and requirements of student teaching:

- [Student teaching in K-12 public schools](#)

#### Student Teaching in Community Settings

Student teaching in community settings is completed in one to two courses over one or two semesters. The Student Teaching in Community Settings captures the expectations and requirements of student teaching in community settings:

- [Student Teaching in Saturday Art School \(SAS\) Handbook](#)

## **LESSON PLANNING RESOURCES**

The following resources are designed to support students learning in lesson planning, in conceptualizing and planning innovative projects inclusive of all learners.

- [ADE Lesson Plan Template\\*](#)

\*Throughout all programs, faculty will refer to the ADE Lesson Plan Template. Students in Saturday Art School will work with a lesson plan template specific to Saturday Art School.

- [ADE Glossary of Terms](#)
- [NYS Standards in Visual Arts](#)
- [NYC Blueprint for Teaching and Learning in Visual Arts: Pre-K-12.](#)
- [NYSED Culturally Responsive-Sustaining Education Framework](#)

### **Project Example**

Making a project example is a key pedagogical tool in undergraduate and graduate art teacher education. It is the first step in lesson planning, and provides student-teachers the opportunity to produce work in the same method children will be called to do. Documenting the process of making the project example gives student-teachers an opportunity to gain insights into the project's potential, plan instruction, and to troubleshoot possible missteps within the lesson before executing it.



Toni Shi, *Tunnel Book Project Example*, 2021. Various Materials

## INITIAL TEACHER CERTIFICATION

The New York State Education Department (NYSED) and the American Association Quality Educator Preparation (AAQEP), our accreditation agency, distinguishes between a degree completer - a student who has met all curricular requirements and is eligible to be awarded a degree or certificate, and a program completer - a student who has met all degree requirements **and** met all NYSED initial teacher certification requirements (visual arts-all grades) - at the completion of the BFA, BFA/MA, MA or Advanced Certificate program. In NYS, initial teacher certification is valid for 5 years. Here is a link to the different types of certification: [Types of Certification](#).

Requirements for initial certification are determined by NYSED and not by Pratt Institute's Department of Education. ADE submits an "Institutional Recommendation Form" (IRF) in the New York State TEACH system as an attestation that students have completed all requirements in one of our approved programs: BFA, BFA/MA, MA or Advanced Certificate program. Please note that if enrolled in the BFA at the time of completing the BFA, we recommend for certification at completion of the BFA; and if enrolled in the BFA/MA at the time of completing the BFA portion of the combined degree according to NYSED guidelines we *must* wait and recommend for certification at completion of the combined BFA/MA. The institutional recommendation is not an attestation that students have completed all certification requirements as these are non-curricular requirements and as such it is the student - and not the ADE department - who is responsible for submitting and passing all the tests/assessments required to become certified. However, the requirements and a recommended schedule for taking the tests/assessments are shared with students during advisement and are also available here: [UG](#) and [G](#). Please note: the fees for the workshops and tests/assessments can

be charged as part of the cost of tuition and can therefore be part of the student loan package as needed.

The content of the courses in our programs help to prepare students to take the required tests/assessments. We advise students to familiarize themselves with all tests and assessments and if available take the practice tests. We also advise students to take the Content Speciality Test after the class: Media and Materials (Media and Materials 1- UG and Media and Materials -G); Educating All Students (EAS) after the class, The Inclusive Classroom (UG and G), and preparing for the Teacher Performance Assessment (TPA) is the content of the class, Professional Practices (UG and G).

All students are encouraged to create a free account with New York State Education Department: [Teach New York](#) (TeachNY), which is an online platform that supports pre-service teachers becoming certified and seeking employment in New York State. Benefits include access to many resources such as: step by step guides to certification, resources and articles, scholarships and assistance applying to jobs. (Please note: this is distinct from the New York City: Teach NYC [platform](#)).

The following resource is available for reference:

- [Teacher Certification requirements](#)





# STUDY ABROAD OPPORTUNITIES

There are opportunities for ADE student to study away or abroad:

- **Pratt in Puerto Rico**

The course [ADE 401/601 Community Matters](#) includes a section with a spring break to Puerto Rico. In addition to a deep dive into Puerto Rican history, politics and culture, students work with children and young people in schools and museums. Students can also register for and attend the program (not for credit). Application required. All students eligible to apply.

- **Pratt in Portugal**

A semester-long exchange with [Lusófona University](#) in Lisbon, Portugal. Students have the opportunity to undertake coursework in art and design education, studio classes and teach visual art (in English) in Lisbon high schools. Application required. BFA seniors and BFA/MA graduate students in their fifth year are eligible to apply.

Questions about any of these opportunities? Email [awilson2@pratt.edu](mailto:awilson2@pratt.edu)

# INSTITUTE-WIDE ACADEMIC SUPPORT

ADE encourages all students to maximize the resources available at Pratt Institute. Institute-wide services are made available to meet each student's academic needs. For academic support, students are encouraged to seek assistance from the Writing and Tutorial Center, Pratt Libraries, or consult with an academic advisor about other support resources.

## Pratt Libraries

Pratt Institute Libraries provide outstanding service and access to a resource-rich environment that facilitates critical thinking and creative teaching and learning in the Pratt community.

- **Brooklyn Campus Library**

Pratt's Brooklyn Campus Library is located in the neighborhood of Clinton Hill, in a handsome 1896 landmark building with interiors by the Tiffany Glass & Decorating Company. Collections and services are focused on the visual arts, architecture, design, creative writing, and allied fields. Additional materials of general interest support the general education curriculum. The Brooklyn Campus Library houses more than 200,000 volumes of print materials, including 600+ periodicals, rare books, and the college archives.

- **Manhattan Campus Library**

The Pratt Manhattan Center (PMC) Library is located in historic Greenwich Village bordering the gallery district of Chelsea. The spacious and well-appointed library boasts wired reading tables, a study room, comfortable seating and a garden view. The PMC Library supports the PMC Community and the larger Pratt Community, as well as visiting researchers by appointment. The library collection consists of monographs, serials, multimedia and a picture collection of approximately 30,000 images.

- **Mission Statement**

The mission of the Pratt Institute Libraries is to provide outstanding service and access to a resource-rich environment that facilitates critical thinking and creative teaching and learning in the Pratt community. Learn more about the libraries' collections.

Quick Links:

- [Pratt Libraries](#)
- Library Catalog ([PrattCat](#))

## **Academic Support**

Multiple academic support resources are available to students across campus:

- For assistance with time management and/or studio, subject, and software tutoring, contact the Student Success Center at [success@pratt.edu](mailto:success@pratt.edu)
- For assistance with writing assignments, contact the Writing and Tutorial Center at [wtc@pratt.edu](mailto:wtc@pratt.edu). The [Pratt Libraries](#) can also help with research and citations.
- Academic advisors are also a great resource; students can find their advisor's contact information or schedule an appointment through [Starfish](#).

## **Accessibility**

The [Learning/Access Center \(L/AC\)](#) coordinates access for students with disabilities. Students who identify as having any type of disability are entitled and encouraged to enroll with the L/AC in order to determine and implement reasonable accommodations. Contact the Learning/Access Center at [lac@pratt.edu](mailto:lac@pratt.edu) or 718.802.3123 for information or to schedule an appointment.

## **Wellbeing**

Pratt is dedicated to creating a culture where the entire community can flourish and thrive. Taking time to care for yourself and seeking appropriate support is important to achieving your academic and professional goals. Several resources are available through [Starfish](#), including our Student Advocate and Care Coordinator, who can also be reached at 718.399.4546 or [studentadvocate@pratt.edu](mailto:studentadvocate@pratt.edu). If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings, or challenging life events, the Counseling Center can be

reached 24/7 by calling 718.687.5356. To schedule a consultation, please call or email [therapy@pratt.edu](mailto:therapy@pratt.edu)

## **Starfish**

[Starfish](#) provides students with contact information for advisors, instructors, department chairs, and support services across the campus. Faculty can also use Starfish to inform students of their progress in class and connect them with resources. Students are contacted by support offices whenever a flag is raised.

## **THESIS**

Graduate students are required to produce a thesis, original scholarly research on curriculum in art and design. ADE students are asked to reference APA style early in the written work produced as part of the degree. It is the standard in our field.

The Brooklyn Campus Library acts as a repository of theses, the final academic project required for graduation from most of Pratt's graduate programs. The Libraries have prepared a thesis submission guide to prepare students. This guide must be followed by all students.

Faculty support students throughout this year-long project.

## **STUDENT RESOURCES**

### **INSTITUTE-WIDE STUDIOS AND LABS**

Facilities on campus fully staffed and open to all students:

- **2D [PRINTING](#)**

Free printing workshops are held 10 weeks per semester to help students gain an understanding of proper file preparation. Students receive a \$10 printing credit for attending the workshop.

- **3D [PRINTING](#)**
- **[ELECTRONIC DESIGN](#)**
- **WOODSHOPS**

A non-credit course on shop safety must be taken for access to the Wood Shops.

#### **FA-001 SHOP SAFETY - (0 Credits)**

This non-credit course is required for all Pratt students who wish to use the Wood Shops in Fine Arts or Industrial Design. Students gain information, practices, and skills required for the safe use of equipment as well as information on proper environmental standards to be followed

in these shops. Successful completion provides students with safety certification, allowing them to use either shop for the duration of the student's enrollment at Pratt. Course IND 001 provides equivalent certification.

- **STUDIO SPACE**

UG students in ADE declare a studio core and register for between 3-6 credits in their studio core each semester and have access to the labs and workshops related to these courses.

## **DEPARTMENT RESOURCES**

### **SH 205 (materials are for faculty-led classes)**

South Hall 205 is the classroom dedicated to the department and is our principal pedagogical space and as such has teaching tools and materials for faculty-led classes. Materials are organized, labeled and set up in ways that model some practices useful to art and design teachers K-12. Supplies should only be used in this room during scheduled classes, it is not open to students outside of class time.

### **Main 205 “The Makerspace” (materials are for students)**

Main Building 205 aka “The Makerspace” is a dedicated studio space for ADE students with materials, tools and equipment including three MAC computers and a printer for student use. Access is by key/key box code, the code is 1212. Use the QR code located above the door knob to retrieve the alarm code and key box code. **Only ADE students are permitted access and use of the space.** The opening hours are posted on the door. Materials, tools and equipment should not be taken out of this room and may not be used for teaching children in Saturday Art School. Art supplies are limited, please use materials responsibly. It is the responsibility of each community member to leave the space tidy, return supplies to the labeled containers or shelves, put their name on their work if storing it and ensure the room is secure if the last to leave. Please read the Community Rules posted in the space. If supplies are low or there are not the materials you need for your project example please let Jonell Joshua at [jjoshua@pratt.edu](mailto:jjoshua@pratt.edu) in the ADE office know. A two-week lead time is required for ordering supplies.

### **SH 203 SAS Supply Room (materials are for children)**

Students enrolled in [ADE 405/406/621/621b Teaching in Saturday Art School](#) gather the materials, supplies and equipment in SH 203 for teaching the children in Saturday Art School.



Gallery shot of exhibition in Nancy Ross Space: *Object, Gesture & Story*, exhibition of work by students in Professor Theodora Skipitares' class Puppetry and Performing Objects.

## **Nancy Ross Project Space**

The ADE Department hosts exhibitions throughout the semester. Certain exhibitions are scheduled every semester, including those for Student Teaching and Curating Learning. Other curatorial proposals from ADE students, alumni, and faculty are welcome.

The mission of The Nancy Ross Project Space is to:

- Exhibit the work of the Art and Design Education (ADE) faculty, students, and alumni
- Share the variety and scope of departmental research
- Showcase curated exhibitions of interest to the ADE community and to the Institute
- Support the realization and vision of emerging educational curators

The background of the Nancy Ross Project Space:

Nancy Ross was a longtime member of the Pratt community. After graduating with an M.F.A. in printmaking from Pratt in 1969, she taught art in a public high school and college in Staten Island. In 1973, she began her long tenure in what was then called the Art Education Department, as a professor and Director of the Saturday Art School, retiring in 2005.

The Nancy Ross Project Space was opened on April 10, 2010 by then ADE Chair Amy Brook Snider and Larry Ross, Nancy's husband, with an exhibition of Nancy's paintings. In attendance were ADE alumni, students, faculty, and Pratt staff. The space came into being through the generous support and encouragement of many of the people who loved and admired Nancy—her family, students, friends, and colleagues.

### **Student Resources Webpage**

All resources needed for: [fieldwork](#), [student teaching in K-12 public schools](#) and other settings including [Saturday Art School](#), a laboratory school for children ages 6-18 from Brooklyn's many neighborhoods, [data protection](#) and [certification](#) have been compiled by faculty and staff into easily accessible handbooks and available [online](#).

### **ADE Club**

The Art and Design Education Club is a student-led extracurricular club that focuses on mentoring and sharing valuable information regarding the field of art and design education, particularly teacher certification. The club holds weekly meetings that discuss workshops, test preparation and group study opportunities with peers.

Faculty Advisor: Professor Rebecca Krukoff

Current leadership: TBD

## **EMPLOYMENT AND CAREER RESOURCES**

Resources are available for employment opportunities both on campus and off:

### **Institute-wide Resources**

The Center for Career and Professional Development (CCPD) provides life-long access to career management education, inspiration, and support for students and alumni to develop their full potential as creative practitioners.

- [Pratt's Career Center](#)
- [Handshake](#)

### **Department Career and Employment Resources**

The ADE Office has compiled a list of employment resources that we hope will be of help to current students and alumni who are seeking jobs, internships, and other opportunities.

- Job Listings

A link to our list of employment resources is available [here](#). The department also hosts events with alumni, and workshops focused on preparing for job interviews and the 1st year of teaching.

- On-Campus Student Employment

The ADE office hires a limited number of work study students to work in the office and to work alongside faculty in SAS. Contact Jonell Joshua at [jjoshua@pratt.edu](mailto:jjoshua@pratt.edu) if interested.

## **INTERNATIONAL STUDENTS**

### Employment

- Initial Teacher Certification with NYSED requires the completion of an approved program (all the ADE programs are approved programs) and completion of all non-curricular tests and assessments and fingerprint clearance. In terms of employment, international students are entitled to work in the US (having an EAD card, I-20 with OPT recommendation, I-94, and passport) with an organization as long as the position is "directly related to the field of study." Contact [OIA@pratt.edu](mailto:OIA@pratt.edu) for more information.

## **Public Safety & Emergency Contacts**

The Department of Public Safety provides 24-hour-a-day protection to the campus, including an [emergency response guide](#). Contact Public Safety at [security@pratt.edu](mailto:security@pratt.edu) or 718.636.3540.

The Pratt Emergency Alert System is used to send urgent messages to registered mobile devices and emails (faculty, staff, and students have the option to opt-out, which must be renewed each year). You can update your emergency contact information in the [Safety](#) section of OnePratt.