

NASAD Competencies Summary

Degree: BA or BS in Art Education, *teacher preparation in the context of a liberal arts degree*

Essential Note: Items below are excerpts from the *NASAD Handbook*. Items 1 through 3 indicate the content and natures of the competencies expected of those graduating with the above degree. Item 4 indicates desirable personal qualities and recommendations for competency development.

Only the *Handbook* in its entirety contains all standards and guidelines applicable to and used by all phases of NASAD membership reviews. In the text below “H.” indicates the location of the excerpted text in the *Handbook*; the term “(All)” indicates standards applicable to all liberal arts undergraduate art/design degrees including art education; “(Art Education)” indicates specific standards for that major.

Item 1. (Art Education)

Art Competencies (H.XII.C.2.)

The following basic competencies are essential to all prospective art teachers:

- a. **Studio Art.** The prospective art teacher must be familiar with the basic expressive, technical, procedural and organizational skills, and conceptual insights which can be developed through studio art and design experiences. Instruction should include traditional processes as well as newer technological developments in environmental and functional design fields. Prospective art teachers must be able to make students emphatically aware of the all-important process of artistic creation from conceptualized image to finished art work.
- b. **Art History and Analysis.** The prospective art teacher must have an understanding of:
 - (1) the major styles and periods of art history, analytical methods, and theories of criticism.
 - (2) the development of past and contemporary art forms.
 - (3) contending philosophies of art.
 - (4) the fundamental and integral relationships of all these to the making of art.
- c. **Advanced Work.** The student in a Bachelor of Arts program should have an opportunity for advanced work in at least one or more studio and/or art application areas. These studies should build upon the competencies outlined in Standards for Accreditation XII.C.1., 2.a. and b., and should require 6–9 semester hours.
- d. **Technical Processes.** The prospective art teacher should have functional knowledge in such areas as the physics of light, chemistry of pigments, the chemical and thermal aspects of shaping materials, and the basic technologies involved in printmaking, photography, filmmaking, and video.

Item 2. (Art Education)

Teaching Competencies (H.XII.C.3.)

The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education. Specific competencies include:

- a. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
- b. An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
- c. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.

- d. Knowledge of current methods and materials available in all fields and levels of art education.
- e. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
- f. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- g. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
- h. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

Item 3. (All)

General Studies Competencies (H.VII.D.1.)

Specific competency expectations are determined by the institution. Normally, students graduating with liberal arts degrees have:

- a. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
- b. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, and with the main forms of analysis of the historical and quantitative techniques needed for investigating the workings and developments of modern society.
- c. An ability to address culture and history from a variety of perspectives.
- d. Understanding of, and experience in thinking about, moral and ethical problems.
- e. The ability to respect, understand, and evaluate work in a variety of disciplines.
- f. The capacity to explain and defend views effectively and rationally.
- g. Understanding of and experience in one or more art forms other than the visual arts and design.

Item 4. (Art Education)

Desirable Personal Qualities (H.XII.C.1.)

Desirable characteristics of the prospective art/design teacher are:

- a. The potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences.
- b. The ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education.
- c. The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.
- d. The ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.

Please Note:

For specific information regarding curricular structure, see H.XII.A.2. Normally, approximately 30-45% of a 120 semester hour program is in art/design studies, and 15-20% in professional education, to ensure that time is available to develop the requisite competencies.

For a table of contents for all standards, see [NASAD Handbook](#).