

NASAD Competencies Summary

Degree: BFA in Art Education, a professional undergraduate degree

Essential Note: Items below are excerpts from the *NASAD Handbook*. Items 1 through 5 indicate the content and natures of the competencies expected of those graduating with the above degree. Items 6 and 7 indicate 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 professional undergraduate art/design degrees including art education; “(Art Education)” indicates specific standards for that major.

Item 1. (All)

Common Body of Knowledge and Skills (H.VIII.B.)

1. **Studio.** Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualization, process, product, and critique.

Irrespective of major or specialization, students must:

- a. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
- b. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
- c. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
- d. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Studio work normally begins at the freshman level and extends with progressively greater intensity throughout the degree program.

There should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion.

2. **Art/Design History, Theory, and Criticism.** Through comprehensive courses in the history of art/design, students must:
 - a. Learn to analyze works of art/design from both Western and non-Western cultures perceptively and to evaluate them critically.
 - b. Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.
 - c. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.

In certain areas of specialization, it is advisable to require that students study the historical development of works within the specialization.

Normally, studies in art and design history and analysis occupy at least 10% of the total

curriculum.

3. **Technology.** Students must acquire a working knowledge of technologies and equipment applicable to their area(s) of specialization.
4. **Synthesis.** While synthesis is a lifetime process, by the end of undergraduate studies students should be able to work independently on a variety of art and/or design problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology.

Item 2. (All)

Results (H.VIII.C.)

Upon completion of any specific professional undergraduate degree program:

1. Students must demonstrate achievement of professional, entry-level competence in the major area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently, and a coherent set of artistic/intellectual goals, which are evident in their work.
2. Students must demonstrate their competence by developing a body of work for evaluation in the major area of study. A senior project or final presentation in the major area is required.
3. Students must have the ability to form and defend value judgments about art and design and to communicate art/design ideas, concepts, and requirements to professionals and laypersons related to the practice of the major field. They are able to work collaboratively as appropriate to the area(s) of specialization.

Item 3. (Art Education)

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

(in addition to those stated for all degree programs in VIII.B. and C.):

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 4. (Art Education)

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

(in addition to those stated for all degree programs in VIII.B. and C.):

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 5. (All)

General Studies Competencies (H.VIII.A.6.)

- a. **Competencies.** Specific competency expectations are determined by the institution. Normally, students holding a professional undergraduate degree in art and/or design are expected to have:
 - (1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
 - (2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences and with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
 - (3) An ability to address culture and history from a variety of perspectives.
 - (4) Understanding of, and experience in thinking about, moral and ethical problems.
 - (5) The ability to respect, understand, and evaluate work in a variety of disciplines.
 - (6) The capacity to explain and defend views effectively and rationally.
 - (7) Understanding of and experience in art forms other than the visual arts and design.

Item 6. (Art Education)

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

(in addition to those stated for all degree programs in VIII.B. and C.):

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.

Item 7. (All)

Recommendations for Professional Studies (H.VIII.D.)

Students engaged in professional undergraduate degrees in art/design should have opportunities to:

1. Gain a basic understanding of the nature of professional work in their major field. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, business and leadership skills necessary to engage in professional practice in their major field.
3. Develop teaching skills, particularly as related to their major area of study.
4. Explore areas of individual interest related to art/design in general or to the major. Among the many possible examples are: aesthetics, theory, specialized topics in art/design history, analysis, and technology.
5. Explore multidisciplinary issues that include art and design.
6. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion (see Standards for Accreditation III.G.).

Please Note:

For specific information regarding curricular structure, see H.XII.A.1. Normally, approximately 55-60% 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](#).