

## NASD Competencies Summary

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

**Essential Note:** Items below are excerpts from the *NASD Handbook*. Items 1 through 4 indicate the content and natures of the competencies expected of those graduating with the above degree.

**Only the *Handbook* in its entirety contains all standards and guidelines applicable to and used by all phases of NASD 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 dance degrees including dance education; "(Dance Education)" indicates specific standards for that major.

### Item 1. (Dance Education)

#### **Studio (H-X.C.1.)**

The prospective dance teacher must have concentrated experience leading to proficiency in technique, improvisation, composition, repertory, and performance.

- a. Technique study must be continuous and sequential, and result in the attainment of an intermediate or advanced level (comparable to proficiency required for the institution's non-certification degree) in at least two forms of technique.
- b. Proficiency standards must be established for each level of technique.
- c. Candidates must develop a physical and conceptual understanding of movement and its expressive possibilities, including issues associated with student health and safety.
- d. Candidates must have opportunities to experience and develop an appreciation and understanding of dance forms and styles from diverse cultures.
- e. Graduation requirements must include two years of work in improvisation/composition; and choreography, performance, and production of original work.

### Item 2. (Dance Education)

#### **Theoretical and Historical Studies (H-X.C.2.)**

The prospective dance teacher must have studies leading to knowledge of dance history, repertory, and ethnology; movement analysis; dance and movement sciences; and music and production. Prospective teachers must:

- a. Learn to analyze dance perceptively and evaluate it critically.
- b. Develop working vocabularies (physical, verbal, written) based on an understanding and interpretation of the common elements of dance and be able to employ this knowledge in analysis.
- c. Be able to place dances in historical, cultural, and stylistic contexts, and perceive dance as an evolving arts discipline.
- d. Be able to form, articulate, and defend individual critiques, critical analyses, and evaluations about dance.
- e. Have fundamental knowledge of the body, and understand the fundamentals of developmental kinesiology sufficiently to correlate student learning and development with age and physical motor skills.

### Item 3. (Dance Education)

#### Teaching Competencies (H-X.C.3.)

- a. Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom, studio, and rehearsal management.
- b. An understanding of child growth and development and an understanding of principles of learning as they relate to dance.
- c. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- d. Knowledge of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.
- e. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- f. Basic understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.
- g. An understanding of evaluative techniques and ability to apply them in assessing both the progress of students in dance and the objectives and procedures of the curriculum.

### Item 4. (All)

#### General Education Competencies (H-VII.D.1.a.)

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

- (1) The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical effectiveness.
- (2) An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences 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) A general knowledge of business practices as they relate to the field of dance.
- (5) Understanding of, and experience in thinking about, moral and ethical problems.
- (6) The ability to respect, understand, and evaluate work in a variety of disciplines and contexts.
- (7) The capacity to explain and defend views effectively and rationally.
- (8) Understanding of and experience in one or more art forms other than dance.

#### Please Note:

For specific information regarding curricular structure, see H-X.A.2. Normally, approximately 35-40% of a 120 semester hour program is in dance 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 [NASD Handbook](#).