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)

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 repertories 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 3. (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. 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 and contexts.
6. The capacity to explain and defend views effectively and rationally.
7. Understanding of and experience in one or more art forms other than dance.

Item 4. (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.

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.