

Position Statement on Supporting, Sustaining, and Retaining Art Education Programs in Colleges and Universities

[Adopted March 2017; Reviewed and Revised March 2020; Reviewed and Revised February 2021; **Approved as Standing March 2026]**

PLATFORM: RELATIONSHIPS

NAEA places a high value on the university/college preparation of visual arts, **design, and media arts** teachers who are certified to teach a wide range of the visual arts in diverse art educational settings. Visual arts education programs aim to introduce preservice art education students to the essential pedagogical and philosophical foundations of the disciplines of studio art and art education. Visual arts education programs also offer extensive supervised field and practicum experiences with the aim to bridge theory and practice. The strength and diversity of college and university visual arts education programs is critical to achieving the preparation of highly qualified preK–12 art educators today.

All university/college programs (undergraduate, certificate, **license**, credential, master's, and doctoral programs) seek qualified professors and instructors with degrees and practical experience aligned with institutional programs needs and teacher certification requirements.

Visual arts education programs in colleges and universities also make important contributions to the field through the research they conduct to improve the teaching, learning, and advocacy of art at all levels. Faculty members within university/college art education programs should therefore demonstrate a commitment to scholarly activity that can advance the field.

Mentoring, professional learning, community outreach, and interdisciplinary collaborations contribute to the advancement of visual arts education as a field of study. University/college visual arts education programs need support and funding to advance these practices with the goal of strengthening recruitment and retention, professional renewal, and preK–12 partnerships with university and college visual arts programs.

Finally, college/university visual arts education programs must be supported, sustained/reinstated, and revisited in order to:

- assess student learning and programmatic outcomes
- maintain the vitality of preK–12 and university and college visual arts programs

- recruit and retain diverse faculty members, instructional staff, and students
- prepare preK–12 visual art educators to meet the increasing and changing demands of teaching art in diverse contexts.

Resources:

- **NAEA Teacher Recruitment and Retention Task Force:**
<https://www.arteducators.org/community/committees/art-teacher-recruitment-and-retention-task-force>