

Current Issues Groups (*as of July 2009*)

Caucus on Social Theory and Art Education (CSTAE)—Established 1982

Purpose: To promote the use of theoretical concepts from the social sciences; to study visual culture and the teaching of art; to inform art educators about theory and practice in the social sciences, thus acting as a liaison between social scientists and art educators; to encourage research into the social context of visual culture and teaching art; and to develop socially relevant programs for use in teaching art.

Caucus on the Spiritual in Art Education (CSAE)—Established 2008

Purpose: The Caucus on the Spiritual in Art Education (CSAE) seeks to study the relationship between the spiritual impulse and the visual arts, to examine the spiritual aspects of art from various cultures and historical eras, including the use of spiritual icons and signifier, and to define spiritual concepts in art education. It also seeks to develop a comprehensive paradigm for holistic art education and to encourage research on the transformative aspects of the visual arts as a therapeutic or healing modality. Additionally, the CSAE seeks to develop art education curriculum theory and practices that encourage the study of the spiritual in art in all levels of education, within the boundaries of the constitutional separation of church and state, and the establishing of a community of art education professionals who participate in scholarly research and publication on topics related to the spiritual in art education.

Committee on Lifelong Learning (LLL)—Established 1990

Purpose: We are advocates for quality art education programs for all ages, which are primarily community-based, but also we are active in the support of the community out-reach efforts of secondary schools, and of higher education institution's non-credit, short term classes offered through a college or university division of continuing and adult education. Also, we do research and offer support for those who teach adult students in higher education institutions with degree programs in Art and Art Education. We examine cultural policy issues in relation to lifelong learning, arts and aging, and offer resources, guidance to those wishing assistance in developing or expanding community based art education. As educators, we respect lifelong learners of all ages and hope to remind our colleagues that learners, such as adults, have different learning styles and needs than younger adults; as do informal and nonformal participants versus formal schooling.

Committee on Multiethnic Concerns (COMC)—Established 1971

Purpose: To promote, strengthen, and encourage the role of the visual arts education while fostering respect for and a greater understanding of cultural diversity within our society.

Design Issues Group (DIG)—Established 2001

Purpose: To provide for an informal yet focused, exchange of ideas, issues, activities, resources, and programs about the built environment in the field of art education. The group seeks to provide a forum for those concerned with the built environment to learn of each other's ideas and activities, and to share these resources with the NAEA members and non-members.

Early Childhood Art Educators (ECAE)—Established 2000

Purpose: To define and establish the role of the Early Childhood Art Educators as a special interest group of NAEA; to conduct programs of professional activities at state and national levels concerning appropriate art education practices for children from 0-8 years; to inform State Associations and NAEA of current issues and research relevant to the area of early childhood education; to provide leadership in art education for young children to early childhood professional organizations, museums and other organizations involved with programs for young children; to develop materials and provide information about appropriate art education practices for the early childhood years.

Electronic Media Interest Group (EMIG)—Established 1995

Purpose: To define and establish the role of the Electronic Media Interest Group as an affiliate of NAEA; conduct professional activities at state and national levels; promote the use of electronic media in art education; to establish a structure where art educators interested in electronic media may share ideas and information.

Independent School Art Education (ISAE)—Established 2008

Purposes: The purposes of the Independent School Art Education Special Interest Group shall be to encourage active involvement of independent school art educators by:

1. Promoting sound methods and philosophies of art education.
2. Providing opportunities for development of relationships among independent school educators within each state and as a nation.
3. Creating professional development opportunities specifically for independent school art educators.
4. Encouraging participation in state and national art education conferences.
5. Supporting strong working relationships within each school between art teachers and administrators.
6. Promoting and facilitating lesson sharing, curriculum discussions and group study of the problems that confront those involved in arts education in independent schools.
7. Educating our members on job negotiation and job security.
8. Creating positive relationships among independent school art educators through networking and regional conferences designed specifically for independent schools.

9. Developing the leadership potential of each independent school art instructor to better advocate for the arts in his or her community.
10. Educating on marketing the arts to the school community.
11. Maintaining regional and national contacts with other groups of arts educators and others whose objectives coincide with those in NAEA.
12. Securing cooperation of legislative, state, county officials, administrators and foundations in establishing conditions that shall render the efforts of arts educators more effective.
13. Circulating information and keeping members informed of the significant developments in the field of arts education.
14. Adhering to a policy that does not discriminate against individuals on the basis of race, color, national or ethnic origin.

Lesbian, Gay, Bisexual, Transgendered Issues Caucus (LGBTIC)–Established 1996

Purpose: To make visible lesbian, gay, bisexual, and transgender issues within the field of art education. It is poised to actively work against misrepresentation and bias in our culture and teaching institutions to produce safer spaces for all people in our schools and society.

National Association of State Directors of Art Education (NASDAE)–Established 1966

Purpose: To identify and promote sound art education curricula, programs, and policies; to work cooperatively with the National Art Education Association, its affiliated organizations, and other professional organizations in developing policies, programs, projects, publications, legislation, and research which will help clarify, strengthen, and expand the role of the visual arts and other arts in education and society; to encourage the establishment, maintenance and furtherance of art education positions in state departments of education; to exchange ideas and information among members of the Association.

Public Policy and Arts Administration (PPAA)–Established 1985

Purpose: To promote study, research, and teaching of issues in public policy and arts administration as they affect and are affected by arts education in schools, arts organizations, and community settings. In so doing, PPAA draws on theoretical concepts and research methods from the visual and performing arts, arts education, law, public administration, and the social, political, and administrative sciences; it thus seeks to widen the pedagogical and research bases of art education, cultural policy, and arts administration.

Retired Art Educators Affiliate (RAEA)–Established 1985

Purpose: To define and establish the role of the retired art educators as an affiliate of NAEA; to conduct programs of professional activities at state and national levels; to encourage continued personal involvement and development in art education, to inform State Associations and NAEA of concerns relevant to members of long-standing; to encourage and provide mentorship for members of the National Student NAEA Chapter.

Seminar for Research in Art Education (SRAE)–Established 1970

Purpose: To provide for an informal yet focused, exchange of ideas about research and inquiry in the field of art education. Essentially, the group seeks a means for those concerned with research to come together to learn of each other's activities, discuss work in the field, and project means by which the Seminar might further research efforts.

Special Needs in Art Education (SNAE)–Established 2001

Purpose: To promote art education for learners with special needs through professional development, educational collaboration, advancement of knowledge, and leadership.

Student Chapter (SC)–Established 1978

Purpose: To provide opportunities for growth and advancement among student members; to encourage nationwide networking among art education students; to advance the understanding and scope of future art educators; to nourish an environment for students to share experiences and ideas; to increase communication between the NAEA Student Chapter national officers and university chapters; to increase visibility of the NAEA Student Chapter within the art education community; to promote an exchange of ideas between the art education arena and other disciplines.

United States Society for Education through Art (USSEA)–Established 1986

Purpose: To provide a network with art educators who wish to share their interests in multicultural and cross-cultural concerns relevant to the field of art education. The organization shall encourage cross-cultural research and professional relationships to promote greater understanding and respect for learners from diverse backgrounds.

Women's Caucus (WC)–Established 1976

Purpose: To represent and work to advance the concerns of women art educators and artists, and to address issues of gender in art and education.