

## **Learning Goals and Assessment Resources from Disciplinary Associations**

### Accounting

#### **American Accounting Association**

*“Assessment for the New Curriculum: A Guide for Professional Accounting Programs.”*  
This guide was commissioned by the Accounting Education Change Commission (AECC) to help accounting educators develop practical, effective assessment programs to provide information for curricular and instructional improvement. "Improvement" in this context is broadly defined to reflect the diverse educational environments, curricular goals, approaches to curricular change, and organizational cultures of accounting programs nationally.

#### **American Institute of Certified Public Accountants**

Core Competency Framework & Educational Competency Assessment Web Site. Defines a set of skills-based competencies needed by all students entering the accounting profession.

### Art and Art History

#### **College Art Association**

Since its founding in 1911, CAA has regularly issued Standards and Guidelines—professional practices for the fields of art and art history—which are developed by CAA’s committees and special taskforces and presented to the Board of Directors for approval. CAA encourages all members, institutional and individual, to read, understand, and use these documents. Published formally since 1973, the Standards and Guidelines are divided into nine categories.

### Business

#### **National Business Education Association**

The association’s curriculum forum provides business education standards, a curriculum and program standards link, and policy statements/guidelines to serve as yardsticks against which the effectiveness of the components of business education and the total discipline can be measured. Limited information is available online. Publication purchase costs \$55 (\$32 for members).

### Chemistry

#### **American Chemical Society**

ACS Committee on Professional Training’s set of guidelines for undergraduate Chemistry Programs, including essential skills for undergraduate students.

### Computer Science

#### **IEEE Computer Society**

The Computing Curricula section of the IEEE website contains multiple documents on curricula in the discipline.

## English / Writing

### [Council of Writing Program Administrators Outcome Statement for First-Year Composition](#)

Desired student learning outcomes (knowledge, skills and attitudes) for first-year composition programs adopted by the Council of Writing Program Administrators in 2000.

### [National Council of Teachers of English and the Council of Writing Program Administrators White Paper on Writing Assessment in Colleges and Universities](#)

Joint NCTE-WPA statement on writing assessment in postsecondary education.

## Foreign Languages

### [American Council on the Teaching of Foreign Languages](#)

Presents standards for foreign language learning resulting from a three-year grant in collaboration with ACTFL, AATF, AATG, AATI, AATSP, ACL, ACTR, CLASS and NCJLT-ATJ. General standards provided on website; publication available for purchase for \$27.50.

## History

### [American Historical Association](#)

Resources on teaching history – includes a separate section on teaching history to undergraduates. Of particular note is *Internationalizing Student Learning Outcomes in History: A Report to the American Council on Education and Liberal Learning and the History Major*.

## Math

### [Mathematical Association of America](#)

Supporting Assessment in Undergraduate Mathematics – a page of the organization's web site, it includes links to assessment sites, policy and philosophy of assessment, reports on best practices in assessment, and case studies. [Guidelines for Assessment of Student Learning](#).

## Nursing

### [American Association of Colleges of Nursing](#)

Curriculum Standards page contains many documents about what undergraduate and graduate level nursing students should be learning to meet the health care challenges of a new century. The "[Essentials Series](#)" outlines the most necessary competencies for nursing students.

## Philosophy

### [American Philosophical Association](#)

Committee on Teaching Philosophy's statements on assessing Undergraduate Programs – includes two presentations about what undergraduate philosophy students should be learning.

## Physics

### [American Association of Physics Teachers](#)

Guidelines for Self-Study and External Evaluation of Undergraduate Physics Programs.

## Political Science

### [American Political Science Association](#)

Assessment in Political Science Education – section includes compilations of reports and recommendations in two broad areas: Student Assessment/Learning Outcomes and Program Assessment.

## Psychology

### [American Psychological Association](#)

The Assessment CyberGuide for Learning Goals and Outcomes in the Undergraduate Psychology Major contains information on understanding assessment, designing assessment plans, sustaining an assessment culture, and applying assessment strategies in Psychology.

Also from APA:

- [Choosing Assessment Methods](#)
- [2002 APA report on Undergraduate Learning Outcomes](#)
- [“Teaching, Learning, and Assessing in a Developmentally Coherent Curriculum”](#)

## Sociology

### [American Sociological Association](#)

Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-first Century.

## Statistics

### [American Statistical Association](#)

Guidelines for Assessment and Instruction in Statistics Education (GAISE) project and recommendations for introductory statistics courses at the college level.

## Theology

**[The Association of Theological Schools in the United States and Canada](#)**

Online assessment resource pages offer Web-based tools to help departments evaluate the effectiveness of their degree programs and institutional assessment practices.