



Applied Sociology, Clinical Sociology, Public
Sociology and Sociological Practice Programs
Bachelor's Level

SELF STUDY GUIDELINES

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The Commission on the Accreditation of Programs in Applied and Clinical Sociology

**Accreditation of Applied Sociology, Clinical Sociology, Public Sociology
and Sociological Practice Programs
Guidelines for Completing the Accreditation Self Study Report**

These guidelines for completing the Self Study Report (hereafter referred to as the Report) have been prepared by the Commission on the Accreditation of Programs in Applied and Clinical Sociology (hereafter referred to as the Commission) to facilitate the self study process. These instructions are intended for use by the applicant program (hereafter referred to as the Program) to engage in the self study process and prepare the Self Study Report. The Self Study Report provides information on all of the Standards and these Guidelines provide additional specifics on documentation requested. The Standards are the final determinate of accreditation.

The purpose of the Self Study Report is to provide the Commission with information that will enable it to ascertain the extent to which the Program meets the standards set by the Commission for applied, clinical, public sociology or sociological practice programs. These criteria are available in the appropriate Standards for Applied, Clinical, Public Sociology and Sociological Practice Programs (hereafter referred to as the Standards) published by the Commission. Applicant programs should make reference to that document.

Note: A sample Self Study Report for “Big City University” can be found on the Commission homepage at: <http://www.capacs.net/>. Refer to “Preparing for Accreditation.”

Definitions for use in completing this Self Study Report:

- Applicant institution: The college or university in which the Program is located.
- Academic unit: A department, office, school, or other definable sub-unit within an academic institution.
- Applicant unit: The department or other academic unit within the institution in which the Program is located.
- Program: The specific program in sociological practice that is applying for accreditation.
- Chief academic officer: The official who oversees the institution’s academic programs. Normally this is the Provost or the Vice-President for Academic Affairs.
- Program director: The faculty member who has day-to-day responsibility for the Program.
- Sociological practice: An umbrella term that encompasses applied, clinical, and public sociology.

Sections of Self Study Report:

The Self Study Report should be concise, well organized, and readable. The Self Study Report must use the format described in this document.

Cover Page:

See sample *Cover Page* in Appendix A.

Table of Contents:

Provide a list of contents along with the specification of appendices included in the Self Study Report. See sample *Table of Contents* in Appendix B.

Note: Please organize the text of the Self Study Report using the numbering system below. This numbering system corresponds to the sections of the Bachelor's Level Standards.

1.0 PRECONDITIONS FOR REVIEW

The first page of this section shall include:

- Name of institution in which the Program is housed.
- Name, title, address, phone, fax and e-mail of institution's chief academic officer.
- Degrees granted by the institution.
- Name of college, school, division in which the Program is housed.
- Name, title, address, phone, fax and e-mail of college, school or division head.
- Name of the department or unit in which Program is housed.
- Name, title, address, phone, fax and email of the department or unit chair.
- Name of Program applying for accreditation.
- Name, address, phone, fax, and e-mail of Program Director.

1.1 The Institution

Provide a narrative with supportive documents placed in Appendix A of Self Study Report that covers the following:

- Accreditation of the institution (Standard 1.1.1).
- Institution grants a bachelor's degree (Standard 1.1.2).
- Institutional ethical standards for faculty and students (Standard 1.1.3).
- Institutional faculty and student grievance policies (Standards 1.1.4, and 1.1.5).
- Institutional policies and procedures demonstrating nondiscriminatory practices in regard to hiring, promotion and admissions (Standard 1.1.6).
- Institutional policies and procedures to insure the confidentiality of student records (Standard 1.1.7).

1.2 The Program

Specify in narrative form the following information; use tables when applicable.

- Name of applicant program and degree level (Standard 1.2.1)
- If there are areas of concentration within the Program, (e.g., a concentration in evaluation studies and another in clinical sociology) give the names of these concentrations (Standard 1.2.1).
- If the Program's name does not include some combination of *applied sociology*, *clinical sociology*, *public sociology*, or *sociological practice*, indicate why this is so, and how students and others can be expected to identify the program as one in sociological practice (Standard 1.2.1).
- The year the Program was initiated (Standard 1.2.4).
- Budgetary/resource information that includes the following (Standards 1.2.2 - 1.2.4):
 1. Develop a table that lists faculty with rank, years in rank, number of years of service in the institution, salary, and FTE in the practice program.

2. The supply and service budget for the department. How is the budget determined?
3. The total number of clerical and other support positions for the department, in FTE'S.
4. The number of clerical and other support positions allocated to the Program, in FTE's. How is the distribution of support positions determined?
5. The number of graduate assistantships, if any, allocated to the Program, in FTE's. How is the allocation of graduate assistantships determined?
6. The allocation for library acquisitions (e.g., books, electronic holdings, etc.) in the field of the applicant department/unit (Standards 1.2.3 and 2.3.4). How is this allocation determined?
7. How does the Program ensure that its students have access to teaching resources in sociological practice? For example do students have access to the *Journal of Applied Social Science*? ASA teaching resources publications on Applied and Clinical Sociology?
8. What resources are available for other specific expenses of the Program, including:
 - a. data analysis and word processing capabilities.
 - b. statistical consultation and computer assistance for ongoing research and data analysis activities.
 - c. administrative support to assist the Program in securing resources for sociological practice activities, including supervised experiential learning for students.
 - d. professional, technical, and financial support for instructional development and assessment.
9. What specific resources are allocated to the practice experience required of students? How is this allocation determined?

2.0 PROGRAMMATIC STRUCTURE

Provide a narrative with supportive documents placed in Appendices B-E of the Self Study Report.

2.1 Mission and Goals

- Provide a narrative in the Self Study Report that: (1) discusses the Program's mission as a program in or emphasizing sociological practice (Standard 2.1.1); (2) identifies Program goals that clearly reflect the Program's mission (Standard 2.1.2); and (3) links and measures (quantitatively and/or qualitatively) the Program's learning goals and associated learning outcomes to student ability upon completion of the Program (Standard 2.1.3).
- Attach as Appendix B all statements concerning the mission and goals of the program that are provided to students, faculty, and others interested in the program, including copies of the information provided in official catalogues, bulletins, or website.

2.2 Administrative and Organizational Structure

Provide a narrative with supportive documents placed in Appendix C of the Self Study Report that covers the following:

- Describe how the Program maintains relationships with sociological practitioners in the community (Standard 2.2.1). Specifically, indicate if the Program, its sponsoring department, or members of the department hold memberships in the Association for Applied and Clinical Sociology, the Section on Sociological Practice and Public Sociology in the American Sociological Association and/or other relevant practice oriented professional association?
- Describe how the Program is marketed to students and others; attach as Appendix C copies of the information provided in official catalogues, institutional bulletins, other documents, or websites describing the department/unit and the Program, including (Standard 2.2.2):
 1. how students enter the program,
 2. minimal program requirements,
 3. matriculation requirements,
 4. opportunities for supervised experiential learning, and
 5. financial aid information.
- Does the Program have on file (printed and/or digital) copies of its course syllabi for the past five (5) years (or since its inception, if it is less than five [5] years old), (Standard 2.2.5)?
- If not included in Appendix C above, include in Appendix D copies of information provided to students about (Standard 2.2.6):
 1. career possibilities,
 2. program requirements, prerequisites and offerings,
 3. student learning outcomes and assessment procedures,
 4. admission processes and procedures,
 5. additional cost of the Program to the student, if applicable,
 6. course registration, including frequency of course offerings,
 7. any additional time in school required to complete the Program,
 8. student financial aid,
 9. withdrawal and dismissal policies and procedures,
 10. when applicable, accreditation status of the Program.

2.3 The Students

Provide a narrative with supportive documents placed in Appendix D of the Self Study Report that covers the following:

- Student admission to the program: Is there a formal admission process for the program, or do students simply elect it with or without consultation with an advisor (Standard 2.3.1)?
- If there is a formal admissions process, please describe it including the criteria that are used for admission, who is involved in the decision, etc. (Standard 2.3.1)
- Does the program assign an advisor to each student (Standard 2.3.2)? If yes, describe:
 1. how the advisor is selected,
 2. the responsibilities of the advisor and of the student, and
 3. other relevant information about the advisement process.
- Does the program maintain a file (printed and/or digital) on each student in the program (Standard 2.3.3)?
If yes, what information is contained in that file?

- What advice and assistance is provided to students in making career decisions and in seeking employment after graduation (Standard 2.3.4)?

2.4 The Faculty and Staff

Provide a narrative (use tables when applicable) with supportive documents placed in Appendix E of the Self Study Report that covers the following:

- List all faculty members in the department/unit, faculty in other units in the institution that are involved in the Program, and individuals from practice settings who are involved in the Program. For each, please indicate (Standards 2.4.1 – 2.4.9):
 1. Areas of specialty.
 2. % of FTE (full time equivalent) employed by the university, % of FTE assigned to department/unit, % FTE assigned to the Program.
 3. How they are involved in the Program through:
 - a. teaching,
 - b. student advising,
 - c. research activities,
 - d. practice activities,
 - e. supervision of field work,
 - f. administration,
 - g. in some other way?
 4. Are they certified or licensed in any practice area? If so, indicate which areas.
 5. Briefly describe any sociological practice in which they are involved.
 6. If department faculty members are not involved in the Program, so indicate.
 7. Briefly describe faculty involvement in public and professional outreach and service (local, state, national, and/or international)
- If any faculty are included in a collective bargaining unit that determines conditions of employment, indicate which faculty are and are not included in the bargaining unit. Attach a copy of the agreement in Appendix E of the Report or provide an URL for electronic access to this agreement. Please note that a hard copy will need to be provided for the site visitors.
- In Appendix E of the Report, provide a copy of an abbreviated (focus on past five [5] years) curriculum vitae of each faculty member in the department/unit, of faculty members from other units who are involved in the Program, and individuals from practice settings who are involved in the Program. Please note that complete curriculum vitae will need to be provided for the site visitors.

2.5 Structure of the Practice Experience

Provide a narrative with supportive documents placed in Appendix F of the Self Study Report that covers the following:

- Describe the organization and structure of the Program's practice experience.
 1. Document that the practice experience consists of a minimum of 120 hours that is overseen by an on-campus academic advisor or an internship coordinator, and by a practice site supervisor in the field. In some cases, the academic advisor or internship coordinator may serve in both roles (e.g., in a practicum). The practice experience arrangement must be approved by the Program Director. (Standard 2.5.1).

2. Document the expectations for the practice experience and their availability to academic and site supervisors as well as students, as specified in items a-f in Standard 2.5.2. Place supportive documents in Appendix F of the Report.
3. Provide evidence that the student file will include, at minimum, the following documentation of the practice experience: (a) practice experience agreement between the Program, the site organization, and the student, (b) period covered by the agreement, (c) evaluation of student progress, and (d) a mechanism, such as a portfolio, to document student learning outcomes in the practice experience (Standard 2.5.3). *(The student files should be in printed and/or digital content that should be secured and made accessible to academic and site supervisors, as well as students.)* Place supportive documents in Appendix F of the Report.
4. Document that the Program demonstrates having adequate time and resources to support faculty and students in the practice experience, which meet the criteria specified in items a-c in Standard 2.5.4.
5. Provide evidence that the Program develops and maintains connections in the community enabling the developing and sustaining of appropriate field placements as specified in Standard 2.5.5.

2.6 Areas of Specialization/Concentration

Some Programs provide specializations or concentrations at the bachelor's level.

- Provide a program matrix with accompanying narrative of learning outcomes by area of specialization or concentration, as specified in Standard 2.6. Identify the courses and/or learning experiences that are in place to meet these outcomes. *(See an example of a program matrix showing learning outcomes by courses and/or learning experiences for each area of specialization or concentration in Appendices C-G of this document).*
- The program matrix along with accompanying narrative will provide the Accreditation Review Committee with an understanding of the following:
 1. How does each area of specialization or concentration in the Program constitute an applied, clinical and/or engaged public sociology component that is eligible for accreditation as a program in sociological practice?
 2. How does the Program meet the following additional standards for each area of specialization or concentration?
 - a. Document a separate set of student learning outcomes (theory, research methods, skills, practice experience, professional orientation and ethics) written for applied sociology, clinical sociology, engaged public sociology or sociological practice that is appropriate to the particular area of specialization or concentration.
 - b. Provide evidence of the special qualifications of faculty in each area of specialization or concentration.
 - c. Demonstrate the direct relevance of the practice experience to both the area of specialization or concentration *and* applied sociology, clinical sociology, engaged public sociology or sociological practice.
- The narrative should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the “additional outcomes as determined by Program” category at the end of each section (refer to sample program matrices) to list any other experiences that will enable students to accomplish the learning outcomes in the set.
- The narrative should also include the following:

1. A statement as to whether or not every student experiences this.
2. Evidence of how often each course and/or learning experience is offered.
3. A discussion of the requirements vs. the opportunities for each experience.

3.0 STUDENT LEARNING GOALS AND OUTCOMES

Provide a program matrix with accompanying narrative for each goal and learning outcome specified in Section 3.0 of the Standards. In this section each standard begins with a broad statement or goal. For example, Standard 3.1.1 states that: *Students who complete the [fill-in Bachelor's Program] will be able to discuss the role of theory in sociological practice, and the interaction between theory and practice.* Each goal is followed by a series of student learning outcomes. For example, in Standard 3.1.1 the student learning outcomes are covered in Standards 3.1.1a – 3.1.1f. *(See an example of a program matrix showing learning outcomes by courses and/or learning experiences in Appendices C-G of this document).*

- Through a program matrix of learning outcomes by course and/or learning experiences, show how the Program provides an overview of the common core of theory, research methods, skills, practice experience, and professional orientation and ethics that are desired outcomes of preparation programs for all sociological practitioners. *(See an example of a program matrix for each goal in Section 3.0 showing student learning outcomes by course and/or learning experience in Appendices C -G of this document).*
- These program matrices with accompanying narratives and course syllabi (placed in Appendix G of the Self Study Report) will provide the Accreditation Review Committee with an understanding of the following:
 1. Sociological Theory: Which courses and/or learning experiences will enable students to discuss the role of theory in sociological practice, and the interaction between theory and practice, specifically as it relates to learning outcomes a-f in Standard 3.1.1?
 2. Sociological Research Methods: Which courses and/or learning experiences will enable students to discuss the role of evidence and qualitative and quantitative methods in sociology, specifically as it relates to learning outcomes a-c in Standard 3.1.2?
 3. Skills: Which courses and/or learning experiences will enable students to have the skills that facilitate the work of sociological practitioners, specifically as it relates to learning outcomes a-d in Standard 3.2.1?
 4. Practice Experience: Which courses and/or learning experiences will enable students to integrate academic studies with occupational realities through a practice experience, specifically as it relates to learning outcomes a-f in Standard 3.3.1?
 5. Professional Orientation and Ethics: Which courses and/or learning experiences will enable students to complete the Program in order to maintain a professional identity as a sociological practitioner and adhere to the standards and values of the profession, specifically as it relates to learning outcomes a-e in Standard 3.4.1?
- The narrative for each standard in Section 3.0 (Theory, Methods, Skills, Practice Experience, Professional Orientation and Ethics) should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the “additional outcomes as determined by program” category at the end of each section (refer to the sample program matrices) to list any other experiences that will enable students to accomplish the learning outcomes in the set. The narrative should also include the following:

1. A statement as to whether or not every student experiences this.
2. Evidence of how often each course and/or learning experience is offered.
3. A discussion of the requirements vs. the opportunities for each learning experience.

4.0 MONITORING AND QUALITY CONTROL

Provide a narrative with supportive documents placed in Appendices H-K of the Self Study Report.

4.1 Evaluation of the Program Implementation

Specify how the Program:

- Collects and maintains printed and/or digital records (Standard 4.1.1) concerning:
 1. appropriate curriculum materials,
 2. faculty credentials and professional development activities,
 3. student evaluations of the Program, course content, quality of instruction, and practice experiences,
 4. program data, including number of students in the program at each level, number graduating, etc. If a summary of this information is available place this information in Appendix H of the Self Study Report,
 5. database on graduates that includes each student's current address, present occupation, occupational address, etc.? If a summary of this information for recent graduates is available, place this information in Appendix I of the Self Study Report.
- Identifies Program goals and how these goals are being met; include how this data leads to implemented changes (Standard 4.1.2).
- Maintains appropriate records to document its administrative and academic activities for two (2) years or from the date of last accreditation (Standard 4.1.3).

Specify:

- If the Program or the unit in which it has been housed has been reviewed by the institution in the past 5 years. If yes, attach a copy of the review(s) as Appendix J of the Report (Standard 4.1.4).
- What changes have been made in the Program as a result of recommendations from self-studies, accreditation reviews, and/or external reviews (institutional or departmental) (Standard 4.1.4).

4.2 Assessment of Student Learning Outcomes

Through a narrative, discuss the Program's assessment plan as related to Program goals and student learning outcomes.

- The assessment plan includes:
 1. a mission statement (Standard 4.2.1a),
 2. an assessment matrix of multiple measures (direct and indirect) showing where student learning outcomes are met in the Program's courses or other activities (Standards 4.2.1b-c and 4.2.2b-c),
 3. a timeline showing which student learning outcomes will be assessed during the assessment cycle (Standards 4.2.1d and 4.2.2a),

4. review by faculty of the Program (Standard 4.2.3a-b),
 5. follow-up studies of Program graduates (Standard 4.2.3c),
 6. feedback from an external or oversight advisory group (Standard 4.2.3c).
- How is the information gained in items 1-6 listed above used to make changes in the Program?
 - If the Program is seeking re-accreditation, attach copies of annual reports to the Commission in Appendix K of the Self Study Report.

5.0 ADDITIONAL INFORMATION

- Summarize the strengths and weaknesses of the Program in each Section (1-4) reported in this self study report.
- Provide any additional information in this section that will be useful to the Commission in evaluating the Program's request for accreditation or reaccreditation.

Self Study Report Guidelines
Appendices

- Appendix A: Sample Cover Page
- Appendix B: Sample Table of Contents
- Appendix C: Sample Student Learning Outcome (Program) Matrix for Sociological Theory
- Appendix D: Sample Student Learning Outcome (Program) Matrix for Sociological Research Methods
- Appendix E: Sample Student Learning Outcome (Program) Matrix for Skills
- Appendix F: Sample Student Learning Outcome(Program) Matrix for Practice Experience
- Appendix G: Sample Student Learning Outcome(Program) Matrix for Professional Orientation and Ethics

Appendix A: Cover Page

ACCREDITATION SELF STUDY REPORT

[insert program name]

[insert institution name]

[insert location—city, state]

submitted to

The Commission on the Accreditation of Programs in
Applied and Clinical Sociology

for Accreditation of a Program

at the Baccalaureate Level

[insert date]

Appendix B

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Self Study Report

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Section 2.	Programmatic Structure	[insert page #]
Section 3.	Student Learning Goals and Outcomes	[insert page #]
Section 4.	Monitoring and Quality Control	[insert page #]
Section 5.	Additional Information	[insert page #]

Appendices – Supporting Documents for Sections 1-4 of Self Study Report

Appendix A	Preconditions for Review (Section or Standard 1.0)
Appendix B	Statement of Program Mission and Goals (Section or Standard 2.1)
Appendix C	Description of Administrative and Organizational Structure of the Program (Section or Standard 2.2)
Appendix D	Additional Program Information Available to Students (Sections or Standards 2.2.6 and 2.3)
Appendix E	Collective Bargaining Agreement (if applicable), and Curriculum Vitae (Section or Standard 2.4)
Appendix F	Supportive Documents for Practice Experience (Section or Standard 2.5)
Appendix G	Course Syllabi (Section or Standard 3.0)
Appendix H	Program Data (Section or Standard 4.1.1d)
Appendix I	Database on Program Graduates (Section or Standard 4.1.1d)
Appendix J	Previous Program Reviews and Self Studies (Section or Standard 4.2)
Appendix K	Annual Reports for Programs seeking re-accreditation (Section or Standard 4.2)

Appendix C
Sample Program Matrix for Theory

Sociological Theory 3.1.1: *Students who complete the Program will be able to discuss the role of theory in sociological practice, and the interaction between theory and practice.*

Student Learning Outcomes Met Strongly (X) or Met (x) by the Program

Student Learning Outcome	Learning Experience			
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
a. compare and contrast the theoretical perspectives of sociology that are particularly relevant to sociological practice.	X	X	x	x
b. demonstrate knowledge of the micro, meso, and macro levels of analysis		x	x	
c. describe how practice informs and modifies sociological theory.		X		x
d. use sociological theory in identification and resolution of individual and social problems.	x	X		X
e. link theory and practice in their area of specialization or concentration, if appropriate.				
f. provide knowledge about the history of sociological practice		x	x	
g. additional outcomes as determined by the Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the program matrix above. Follow the description in the standards to generate your narrative.

Sample Narrative: In SOC 302, Classic Sociological Theory, students are given an overview of proto-sociological and founding theorists of sociology including the Scottish Moralists, the Christian Social Philosophers and 19th and 20th Century European social theorists. Student learning outcome 3.1.1a is strongly met in two ways in this course. First, students explore the theoretical contributions of early functionalists and what might be culled from it to be used in sociological practice. Second, students discuss the emergence of conflict theory focusing on the contribution of Karl Marx and its embedded assertion that sociology should not only strive to understand the world but change it.

Appendix D
Sample Program Matrix for Research Methods

Sociological Research Methods 3.1.2: *Students will be able to discuss the roles of evidence as it relates to qualitative and quantitative methods in sociology.*

Student Learning Outcomes Met Strongly (X) or Met (x) by the Program

Student Learning Outcome	Learning Experience			
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
a. compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.	x	x	X	X
b. describe how data can be used as the basis for examining issues and making recommendations to clients.		x	X	X
c. link research methods and practice in their area of specialization or concentration, if appropriate.				
d. additional outcomes as determined by the Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the program matrix above. Follow the description in the standards to generate your narrative.

Sample Narrative: All students are required to take SOC 310 which covers both qualitative and quantitative methods. Standard 3.1.2a is strongly met in this class in two ways. Students create a survey studying some aspect of student life. They also do a short term participant observation assignment on the same aspect of student life. As a follow up exercise they compare the kind of data collected from these alternative approaches to research methods.

Appendix E
Sample Program Matrix for Skills

Sociological Skills 3.2.1: *Students who complete the Program will have skills needed in sociological practice.*

Student Learning Outcomes Met Strongly (X) or Met (x) by the Program

Student Learning Outcome	Learning Experience			
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
a. communicate effectively with appropriate audiences through written, oral, and/or graphic presentations.	x	x		X
b. understand group processes and decision-making.	x	X	X	X
c. identify, locate and retrieve information relevant to the practice of sociology.	x		X	X
d. link these skills with their area of specialization or concentration, if appropriate.				
e. additional outcomes as determined by the Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the program matrix above. Follow the description in the standards to generate your narrative.

Sample Narrative: Students develop the skills listed above in a variety of ways. For example, in the introductory course (SOC 101) students work in groups to be introduced to group processes and decision making (Standard 3.2.1.b). This experience is reinforced in the required practice experience (SOC 480). In the practice setting students work with professionals and clients and observe firsthand how such group experiences lead to solutions that address client needs. In addition, students keep journals that help them articulate their understanding of group processes and decision making. On occasion students are able to participate in the decision making process and actually communicate their ideas about a client’s needs. This happens most often with our students who are working with the local probation and parole office.

Appendix F
Sample Program Matrix for Practice Experience

Practice Experience 3.3.1: *Students will be able to integrate academic studies with occupational realities through a practice experience. The purpose of the practice experience is to provide students with supervised work experiences at a site where they can learn how to apply sociological theories, methods, skills, a professional orientation, and ethics.*

Student Learning Outcomes Met Strongly (X) or Met (x) by the Program

Student Learning Outcome	Learning Experience			
	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:				
a. demonstrate the ability to utilize theory, methods and skills in their practice experience.		X	x	X
b. recognize the individual, group, and/or organizational processes within a specific practice setting.				X
c. adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.	x			X
d. realize the influence of their personal values and perceptions as related to other individuals and groups in practice settings.	x	x	x	X
e. function as an effective member of a work team or group in a specific practice setting.				X
f. demonstrate additional learning outcomes in their area of specialization or concentration relevant to their practice experience, if appropriate.				
g. additional outcomes as determined by the Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the program matrix above. Follow the description in the standards to generate your narrative.

Sample Narrative: The practice experience is the culmination of the student’s combined learning experiences including course work. Each of the standards listed above are met strongly in the following ways. For example, in the required theory course (SOC 302) students read about public

policy and then evaluate the effect of this policy from each of the major theoretical perspectives in sociology. In the required practice experience (SOC 480) students do an internship with a local organization. A major part of the internship experience is to map out the organizational structure of the internship placement. This assignment strongly meets Standard 3.3.1b.

Appendix G
Sample Program Matrix for Professional Orientation and Ethics

Professional Orientation and Ethics 3.4.1: *Professional orientation and ethics provide standards and values that guide sociological practitioners in their work. These also provide important peer accountability guidelines thus protecting the clients, the practitioner and the profession.*

Student Learning Outcomes Met Strongly (X) or Met (x) by the Program

Student Learning Outcome	Learning Experience			
	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
Students who complete the [fill-in Bachelor's] Program will demonstrate the ability to:				
a. acquire and maintain a professional identity as a sociological practitioner.	x		X	X
b. comply with the code of ethics of the Association for Applied and Clinical Sociology the American Sociological Association, and/or other relevant professional association.	x		x	X
c. recognize the social, political, and ethical constraints on sociological practice.	x		x	X
d. understand the procedures for the protection of research subjects and the privacy of client records.			x	x
e. demonstrate a professional and ethical orientation in their area of specialization or concentration, if applicable to the Program.				
f. additional outcomes as determined by the Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the program matrix above. Follow the description in the standards to generate your narrative.

Sample Narrative: Standards 3.4.1 [a-e] are strongly met in the following ways. Students are first introduced to professional and ethical issues in the introductory course (SOC 101). This introduction is given more depth in the required methods course (SOC 310) when students read about the research of others and conduct their own research. The most intense emphasis on professionalism occurs in the required practice experience (SOC 480). It is in the practice experience that students actually come to terms with the experience of working with clients. Students

keep a journal documenting the ethical dilemmas they experience and the professional guidelines they use to solve these dilemmas. Students also share these experiences in weekly group discussion which is part of the practice experience course.