Applied Sociology, Clinical Sociology, Engaged Public Sociology, Translational Sociology, Forensic Sociology, and Rural Sociology Programs in Sociological Practice

Bachelor's Level

SELF-STUDY GUIDELINES

**Self-study Guidelines for Preparing the Self-study Report for the Accreditation of
Applied Sociology, Clinical Sociology, Engaged Public Sociology, Translational Sociology,
Forensic Sociology, and Rural Sociology Programs in Sociological Practice
Bachelor's Level**

The *Self-study Guidelines* are provided by the Commission on the Accreditation of Programs in Applied and Clinical Sociology (hereafter also referred to as the Commission or CAPACS) to the applicant program (hereafter also referred to as the Program) to facilitate the self-study process and prepare the Self-study Report (hereafter also referred to as the Report). The Self-study Report provides the Commission with information on all the standards. The *Self-study Guidelines* provide the Program with instructions for formatting the Self-study Report and attaching the documentation requested for each Standard. The *Standards* are the final determinate of accreditation.

The purpose of the Self-study Report is to provide the Commission with sufficient evidence to determine the extent to which the Program complies with the standards for applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, and rural sociology programs in sociological practice at the degree level at which the Program is applying (hereafter referred to as the *Standards*). The Commission's *Standards* are published on the CAPACS website and can be downloaded on the Documents web page. Programs should refer to the *Bachelor's Level Standards* in conjunction with the *Self-study Guidelines* (this document) for preparing the Self-study Report.

Notes:
- A sample "Self-study Report for Big City University" can be found on the "Preparing for Accreditation" web page on the CAPACS website.
- Supplemental documents in these *Self-study Guidelines* are attached and numbered as "addenda" (e.g., Addendum 1, and so forth). The addenda are to be differentiated from the "appendices" that the Program will attach and letter in the Self-study Report (e.g., Appendix A, and so forth), as indicated in this document.

Terms and Definitions Used for Preparing the Self-study Report:[1]

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 or housed.
FERPA:	Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Under certain conditions (34 CFR § 99.31), FERPA allows schools to disclose student education records to specified parties and officials without the consent of parents or students of legal age. One of these conditions includes

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[1] For additional terms and definitions, see Addendum 9, at the end of this document (Bachelor's Level *Self Study Guidelines*).

"Accrediting Organizations" such as the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS). CAPACS recognizes FERPA and will honor other applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States.

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 sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, and rural sociology, including other approaches of sociological practice and identity that may emerge consistent with the program curricula, education, training, and professional work recognized by the Commission.

Sections of the 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 Addendum 1.

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 Addendum 2. The table of contents should include live links to the narrative and supporting materials in the appendices for all required elements.

Note: Please organize the text of the Self-study Report using the numbering system below. The 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 (if available), and e-mail address of the 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 (if available) and e-mail address of college, school or division head.
- Name of the department or unit in which the Program is located or housed.
- Name, title, address, phone, fax (if available), and email address of the department or unit chair.

- Name of the Program applying for accreditation.
- Name, address, phone, fax (if available), and e-mail address of the Program Director.

1.1   The Institution

Provide a narrative with supportive documents placed in Appendix A of the Self-study Report that covers the following standards (provide URLs or use embedded links for digital documents):

- Standard 1.1.1: Accreditation of the institution.
- Standard 1.1.2: Institution grants a bachelor's degree.
- Standard 1.1.3: Institutional ethical standards for faculty and.
- Standard 1.1.4: Institutional faculty grievance policies.
- Standard 1.1.5: Institutional student grievance policies.
- Standard 1.1.6: Institutional policies and procedures demonstrating nondiscriminatory practices in regard to hiring, promotion and admissions.
  They shall conform to the principles of nondiscrimination with regard to race, color, ethnicity, religion, creed, gender, gender identity, sex, sexual orientation, age, national origin, disabilities, genetic status, and marital status (also see Section 1.2, in the [Accreditation Policies and Procedures](#)). In instances where the institution and/or State (domestic or foreign) does not recognize all classifications, the Commission will consider compliance on a case-by-case basis.
- Standard 1.1.7: Institutional policies and procedures to insure the confidentiality of student records.

1.2   The Program

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

- Standard 1.2.1: Name of applicant program and degree level.
  - *If the Program's name does not include some combination of applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, rural sociology (e.g., development and global) and/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.*
  - *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 1.2.2: Provide a statement with examples discussing how the program functions autonomously or under its own governance in its administration.
  Specifically, describe how the Program ensures its authority and responsibility for decision-making with respect to goal setting, program planning, assessing and documenting program outcomes, and achieving specified goals.

- Standard 1.2.3: Discuss how the Program obtains resources that are sufficient to ensure its continued operation.
  The factors discussed, below, should be examined within the context of the resources of the institution. Provide budgetary and resource information where indicated:
  - 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.
  - Discuss the supply and service budget for the *department/unit* that houses the Program. How is the budget determined?
  - Discuss the total number of clerical and other support positions for the *department/unit* in FTEs. How is the distribution of support positions determined?

If clerical and other support positions are not resourced to the department/unit, discuss how administrative duties are distributed and managed. For example, are the duties equitably shared amongst all department/unit faculty? Describe the software and technologies that are being used, if applicable.

- o Discuss the number of clerical and other support positions allocated to the *Program*, in FTEs. How is the distribution of support positions determined?
If clerical and other support positions are not resourced to the program, discuss how administrative duties are distributed and managed. For example, are the duties equitably shared amongst all program faculty? Describe the software and technologies that are being used, if applicable.
- o Discuss the number of graduate assistantships, if any, allocated to the Program, in FTEs. How is the allocation of graduate assistantships determined?
- o How does the Program ensure the ongoing expenses of the practice component? How is this allocation determined?
Provide an overview of the source(s) and process(es) for the allocation here. (You will provide details on specific resources that are accessible to the Program to support teaching, research, and practice experiences for students under Standard 2.2.3.)
- o Discuss the allocation for library acquisitions (e.g., books, electronic holdings, etc.) in the field of the applicant department/unit. How is this allocation determined?
Provide an overview of the source(s) and process(es) for the allocation here. (You will provide details on specific library/institutional resources under Standard 2.2.4.).

- • Standard 1.2.4: Indicate the year the Program was initiated. For each item, below, provide a brief statement that discusses whether:
  - o The Program has been in operation (enrolled students) for at least two (2) years prior to the initial application for accreditation or was recognized during that period in the institution's literature.
  - o The department or unit in which the program is housed has at least (2) full-time faculty members, one of whom serves as the director/coordinator of the Program. Does the department or unit support a separate appointment for an internship coordinator?
You will provide detailed information on the Program's structure, composition, and the identities of the faculty members who serve as the program director and internship coordinator (if applicable), under Standard 2.4.1.
  - o The majority of full-time faculty have graduate degrees in sociology or closely related fields.
You will list the specific degrees earned by, and provide descriptive information for, all faculty and individuals in practice settings who are involved in the Program in the narrative and table(s) you will develop for Standards 2.4.2 and 2.4.3.

2.0 PROGRAMMATIC STRUCTURE

For each standard below, provide a narrative with supportive documents placed in Appendices B-E of the Self-study Report.

2.1 Mission and Goals

- • Standard 2.1.1: Discuss the Program's mission as a program in or emphasizing sociological practice.
- • Standard 2.1.2: Identify and discuss the *program goals* that clearly reflect the Program's mission.
- • Standard 2.1.3: Identify and discuss the *student learning goals* and associated *student*

learning outcomes that specify what graduates will be able to do upon completion of the program. Identify the quantitative and/or qualitative measures that are used to evaluate student learning outcomes (e.g., quizzes, exams, essays, projects, presentations, capstones). *Student learning outcomes shall encompass those listed in sections 3.1 – 3.4 of the Standards. For Programs supporting a specialization or concentration, student learning outcomes shall encompass those listed in section 2.6.1(a) of the Standards. You will provide detailed information on the program's mission, assessment plan, and direct and indirect measures of student learning outcomes (SLOs) under Standards 4.2.1 – 4.2.3.*
Attach as Appendix B of the Report all statements concerning the mission and goals of the program that are provided to students, faculty, and others interested in the program, Include copies of this information published in official catalogues, bulletins, pamphlets, handbooks, and other documents. The documents may be printed and/or digital or published on the website (provide URLs or embedded links in the narrative and in Appendix B).

2.2   Administrative and Organizational Structure

For each standard below, provide a narrative with supportive documents placed in Appendix C of the Self-study Report that covers the following:

- Standard 2.2.1: Describe how the Program maintains close, reciprocal, and ongoing relationships with sociological practitioners and practitioner associations. Specifically:
  - Discuss how program faculty establish and maintain relationships with sociological practitioners in the community or communities served by the Program.
  - Discuss whether the Program, its sponsoring department, or members of the department hold organizational and/or individual memberships in the Association for Applied and Clinical Sociology, the Section on Sociological Practice and Public Sociology in the American Sociological Association, the Research Committees of Sociological Technics - Sociological Practice or Clinical Sociology in the International Sociological Association, the Rural Sociological Society and/or other relevant practice-oriented professional association (the Program shall demonstrate the association's identification with sociological practice through documentation acceptable to the Commission).
  Provide an overview of practice association memberships with examples here. You will provide detailed information on the memberships of individual program faculty in the narrative and table required under Standards 2.4.2 and 2.4.3, with supportive evidence included in their curricula vitae placed in Appendix E.

- Standard 2.2.2: Describe how the Program is marketed to students, faculty, and others interested in the program. Specifically, discuss how the current institutional catalogue or bulletin accurately describes the department/academic unit and the program(s) offered, including:
  - admission criteria,
  - minimum program requirements,
  - matriculation requirements,
  - opportunities for supervised practice experience, and
  - financial aid information.
  Attach as Appendix C of the Report copies of the information used for marketing the program provided in official catalogues, institutional bulletins, pamphlets, handbooks, and other documents. The documents may be printed and/or digital or published on the website (provide URLs or embedded links in the narrative and in Appendix C). You will provide detailed information on how students enter the program under Standard 2.3.1, with supportive evidence placed in Appendix D.

- Standard 2.2.3: Describe the resources that are accessible to the Program to support teaching, research, and practice experiences for students (e.g., internships, practica, and field placements). Discuss the resources that are available for the specific expenses of the Program including, but not limited to:
  - data analysis, word processing, and other productivity software capabilities;
  - statistical consultation and computer assistance for ongoing research and data analysis activities;
  - administrative technologies (e.g., Blackboard and Workday, etc.) and support (when necessary) to assist the Program in securing resources for sociological practice activities, including supervised practice experience for students; and
  - professional, technical, and financial support for instructional development and assessment.

- Standard 2.2.4: Discuss whether the Program has access to printed and/or digital resources in library facilities and the internet (e.g., interlibrary loan) that are appropriate for scholarly inquiry, research, and practice by Program faculty and students. Specifically:
  - Indicate whether the Program has access to historical and current scholarly materials relevant to sociological practice such as the *Journal of Applied Social Science,* (supersedes the *Journal of Applied Sociology* and *Sociological Practice*) and the *Clinical Sociology Review* from 1982 to 1998 (Volumes 1-16) relaunched in 2022, as an open-access journal (continuing with volume 17).
  - Indicate whether the Program has access to additional teaching resources and publications in applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, and rural sociology, etc.) from the Association for Applied and Clinical Sociology, the American Sociological Association, the International Sociological Association, and/or the Rural Sociological Society, etc.
  - Indicate whether the Program has developed a list of basic readings in classic and contemporary sociological practice.
  As noted, journals, teaching resources, and readings may be printed and/or digital or published on the website and should be made easily available to program faculty and students (provide URLs or embedded links in the narrative and in Appendix C). Assistance in developing the list of readings in classic and contemporary sociological practice is available from the Commission.

- Standard 2.2.5: Indicate whether the Program maintains on file, for five (5) years, printed and/or digital syllabi for all courses taught that include, at minimum, course objectives/student learning outcomes, course content, course assignments, and mechanisms used to evaluate the progress of students in the course.
  If the Program has been in operation for less than five (5) years, it should maintain syllabi meeting these requirements from the time of its inception. Sample syllabi for all courses taught in the program should be placed in Appendix C. The syllabi may be printed and/or digital or published on the website (provide URLs or embedded links in the narrative and in Appendix C). During the site visit, the Program will provide access to all syllabi taught in the program for inspection by the site visit team.

- Standard 2.2.6: Does the Program provide accurate and comprehensive information about the Program to prospective and enrolled students?
  If not included in Appendix C, above (refer to Standard 2.2.2), attach in Appendix D information that is provided to students (printed and/or digital) or published on the website (include URLs or use embedded links) that addresses:
  - *career information, including information about the job placements of alumni of the Program;*
  - *program requirements, prerequisites and offerings, including appropriate courses offered through other departments;*

- *student learning outcomes and assessment procedures, as described in Sections 2.6.1a (for Programs supporting a specialization or concentration), 3.0 (see sections 3.1—3.4), and 4.0 (see section 4.2) in the Standards;*
- *admission processes and procedures;*
- *additional cost of the Program to the student, if applicable;*
- *course registration, including information about the frequency of course offerings;*
- *any additional time in school required to complete the Program;*
- *student financial aid;*
- *withdrawal and dismissal policies and procedures; and*
- *when applicable, accreditation status of the Program.*

General information on program requirements, admission processes and procedures, and financial aid also is requested under Standard 2.2.2, above, for marketing the Program. If documentation for this information was placed in Appendix C under Standard 2.2.2, above, you can cross-reference it here (provide URLs or use embedded links in the narrative to re-direct the ARC to this documentation in Appendix C and corresponding information published on the website). You will provide detailed information on how students enter the program under Standard 2.3.1, below; how students are advised and assessed on learning outcomes under Standard 2.3.2, below; and how students are advised on career possibilities and provided with assistance in making career decisions and seeking employment after graduation under Standard 2.3.4, below, with supportive evidence placed in Appendix D.

2.3   The Students

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

- Standard 2.3.1: Discuss how students are admitted into the program. Specifically:
  - Indicate whether there is a formal admission process for the Program or do students elect it (specify if the election is with or without consultation with an advisor)?
  - Indicate whether there is a formal admissions process. If so, please describe it. Include the criteria that are used for admission.
  - Identify the party who is involved in the admissions decision.

  If supportive documentation on student admissions was placed in Appendix C under Standard 2.2.2 and/or Standard 2.2.6, above, it can be cross-referenced, here (provide URLs or use embedded links to re-direct the ARC to this documentation in Appendix C and corresponding information published on the website).

- Standard 2.3.2: Does the program assign an advisor to each student? If yes, describe:
  - how the advisor is selected,
  - the responsibilities of the advisor and of the student,
  - how the advisor assists the student in developing a plan of study. Specifically, does the plan of study include:
    - student learning outcomes for the program;
    - curricular experiences required to meet student learning outcomes (this shall include core requirements along with specialized and elective curricular requirements, as appropriate);
    - supervised practice experience requirements; and
    - methods of assessing achievement of student learning outcomes.
  - other relevant information about the advisement process.

- Standard 2.3.3: Does the program maintain a file (printed and/or digital) on each student in the program? If yes, describe the information that is contained in that file. Specifically, discuss whether the student file:

- is protected under FERPA[2] and other applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States.
- documents the student's progress and includes, but is not limited to, such items as:
  - a plan of study;
  - academic record/transcript; and
  - documents related to the practice experience.

  During the site visit, the Program will provide access to student files maintained by, or for, the program for inspection by the site visit team with the necessary permissions.

- Standard 2.3.4: Discuss the advice and assistance that is provided to students in making career decisions and in seeking employment after graduation?
  If documentation for this information was placed in Appendix C under Standard 2.2.6, above, you can cross-reference it here (provide URLs or use embedded links in the narrative to re-direct the ARC to this documentation in Appendix C and corresponding information published on the website).

2.4   The Faculty and Staff

Instructions:

1. Place in Appendix E of the Report: (1) a curriculum vitae for each faculty member in the department/unit who is involved in the Program, (2) a curriculum vitae for each faculty member from other departments/units in the institution who is involved in the Program, and (3) a curriculum vitae and/or résumé for each individual from practice settings who is involved in the Program.
   Curriculum vitae and résumés may be printed and/or digital or published on the website (provide URLs or embedded links in the narrative and in Appendix E). Printed vitae and résumés that are attached in Appendix E may be abbreviated (e.g., focusing on the past five [5] years). During the site visit, the Program will provide access to complete curriculum vitae and résumés for all faculty members and individuals in practice settings who are involved in the program for inspection by the site visit team with the necessary permissions.

2. Next, develop a table or set of tables in the Report that list(s): (1) all faculty members in the department/unit, (2) all faculty members in other departments/units in the institution who are involved in the Program, and (3) all individuals from practice settings who are involved in the Program. For each, indicate:
   - The degrees earned and granting discipline (include professional degrees, if applicable).
   - Areas of specialization.
   - Percent (%) of FTE (full-time equivalent) employed by the university, percent (%) of FTE assigned to department/unit, and percent (%) FTE assigned to the Program.

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[2] For additional information on FERPA (Family Educational Rights and Privacy Act), including a link to its definition and conditions on the United States Department of Education website, see the entry for "FERPA" in "Terms and Definitions Used for Preparing the Self-study Report" at the beginning of this document or "Addendum 9 – Glossary" at the end of this document (*Bachelor's Level Self Study Guidelines*). One of the conditions allows schools to disclose student education records to specified parties and officials without the consent of parents or students of legal age, including "Accrediting Organizations" such as the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS). With appropriate documentation, CAPACS will honor other applicable privacy and confidentiality laws or requirements of the State and/or the institution, including similar laws enacted outside the United States, as indicated.

- How he/she/they are involved in the program through:
  - teaching,
  - student advising,
  - research activities,
  - practice activities,
  - supervision of field work,
  - administration,
  - in some other way?
- Membership in professional sociological practice associations or other relevant professional associations (*identification with sociological practice shall be demonstrated through documentation acceptable to the Commission*).
- Are they certified or licensed in any practice area? If so, indicate which areas or professions.
- Briefly describe any sociological practice in which they are involved.
- If department faculty members are not involved in the Program, so indicate.
- Briefly describe faculty involvement in public and professional outreach and service. (local, state, national, and/or international).

3. Finally, provide a narrative in the Report with supportive documents placed in Appendix E of the Report that cover the following standards (the narrative can reference information included in the table or set of tables, above, and previous standards):

- Standard 2.4.1: Describe the department or unit in which the Program is housed and its history in the college or university (institution),
  - Indicate whether the department or unit operates independently or is part of an interdisciplinary or multidisciplinary department or unit in the college and/or university (institution).
  - Indicate whether there are at least two (2) full-time faculty members in the department or unit.
    - Identify the department or unit faculty member who currently serves as the Program Director/Coordinator.
    - If the department or unit supports a separate appointment for an internship coordinator for the Program, identify the faculty member who currently serves in that position.
  - If the department or unit is larger than the minimum of two (2) full-time faculty members, indicate the total number of full-time faculty.
    This number should be consistent with the number listed in the table or tables above.
  - If the Program has been operational for more than (2) years, indicate whether the number of full-time faculty has changed significantly over time or recently? If so, describe the circumstances.
  - 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 a URL for electronic access to this agreement.
    During the site visit, the Program will provide access to the agreement in hardcopy and/or digital format (e.g., through a secure URL or portal) with the necessary permissions for compliance with applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States for inspection by the site visit team.

- Standard 2.4.2: Provide a narrative that discusses whether the director/coordinator of the program is a full-time member of the faculty and the person responsible for the coordination of the program. Is the director/coordinator of the Program the person to whom inquiries regarding the overall program are addressed? If the department or unit

supports a separate appointment for an internship coordinator for the Program, discuss the distribution of duties between the parties.
The narrative should expand on information that is included in the table or set of tables, above, and previous standards.

- o Does the director/coordinator of the Program (or both parties) have:
  - ▪ A doctoral degree in Sociology?
    Alternatively, a doctoral degree in a closely related field along with a master's degree in sociology shall suffice. In such cases, the Program shall document how the work of the director/coordinator is essentially sociological.
  - ▪ Documented experience in sociological practice (e.g., applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, rural sociology) or related field?
  - ▪ Membership(s) in the Association for Applied and Clinical Sociology, the American Sociological Association (Section on Sociological Practice and Public Sociology), the International Sociological Association (Research Committees on Sociological Technics - Sociological Practice or Clinical Sociology), the Rural Sociological Society, or other relevant professional association (identification with sociological practice shall be demonstrated through documentation acceptable to the Commission).
  - ▪ Sufficient release or formal appointment effort time to adequately fulfill the administrative duties associated with the Program. (Include a statement describing the formula and process required for release or formal effort time.)
    Attach as Appendix E of the Report a table or list of the administrative tasks, the time required for their completion, and the adequacy of resources, personnel, and time to complete the tasks. If applicable, indicate where this information is published in official faculty handbooks and other documents. Supportive documentation may be printed and/or digital or published on the website (provide URLs or embedded links in the narrative and in Appendix E).
    [MSF: Items in the list above are published in the CAPACS *Standards* and

- Standard 2.4.3: For each program faculty member, discuss whether he/she/they have:
  - o An advanced degree in sociology or other closely related field.
  - o Documented experience in sociological practice (e.g., applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, rural sociology) or related field.
  - o Membership(s) in the Association for Applied and Clinical Sociology, the American Sociological Association (Section on Sociological Practice and Public Sociology), the International Sociological Association (Research Committees on Sociological Technics - Sociological Practice or Clinical Sociology), the Rural Sociological Society, or other relevant professional association (identification with sociological practice shall be demonstrated through documentation acceptable to the Commission).
    The narrative should expand on information that is included in the table or tables, above, and previous standards.

- Standard 2.4.4: Discuss whether Program faculty are assigned to provide instruction (classroom, online, distance, or hybrid/blended learning) only in areas for which they have experience and/or training.

- Standard 2.4.5: Discuss whether there is an effort to recruit Program faculty:
  - o from practice as well as academic settings; and
  - o who represent a diversity among people in society (e.g., women, racial and ethnic minorities, persons with disabilities, sexual orientation, and gender identity).

This is interpreted to mean that the Program follows the institutional guidelines related to equal employment opportunities.[3]

- Standard 2.4.6: Discuss whether individuals from practice settings are involved as adjunct faculty, guest speakers, members of an advisory group, and/or in other roles as deemed appropriate by the Program.
  Provide a narrative describing their involvement and roles in the Program. Attach in Appendix E a list of these individuals (include their occupational titles and positions and provide URLs to their employment or professional websites, if available).

- Standard 2.4.7: Discuss how faculty members provide evidence of their continued involvement in in some aspect of scholarly, practice, and/or professional development and renewal, in addition to teaching, to keep up-to-date and well-informed.
  The narrative should expand on information that was entered into the table or set of tables, above, and previous standards, as applicable. A wide variety of scholarly activities are appropriate to a practice program. They include contributions to basic scholarship, application, and instructional development. While scholarship may be in any area, programs are encouraged to emphasize practice-oriented contributions as part of the scholarly activities of the Program. Refer to Standard 2.4.7 in the CAPACS Standards for additional information.

- Standard 2.4.8: Discuss how resources are provided for faculty participation in scholarly and professional organizations that are relevant to the Program's mission.
  The narrative should expand on information that was entered into the table or set of tables, above, and previous standards, as applicable.

- Standard 2.4.9: Discuss how faculty are involved in public and professional outreach and service (local, state, national, and/or international levels) that is consistent with the Program's goals, institutional setting, and external context.
  The narrative should expand on information that was entered into the table or set of tables, above, and previous standards, as applicable.

2.5   Structure of the Practice Experience

Provide narratives that cover the standards below. Place supportive documents in Appendix F of the Self-study Report (URLs or embedded links may be used in the narratives to re-direct the ARC to this documentation in Appendix F and to corresponding information published on the Program's website).

During an international crisis or pandemic such as COVID-19, the program may substitute a virtual practice experience in lieu of a conventional (e.g., organization- or field-based) experience for compliance with the Standards. Refer to Section 2.5 of the CAPACS Standards (Bachelor's Level) for guidance.

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[3] Faculty recruitment should also adhere to the tenets of "diversity, equity, and inclusion" (DEI) or approved successor program and the policies and practices of the institution receiving Federal financial assistance under Title VI, and the prohibitions and amendments against employment discrimination under Title VII, of the Civil Rights Act of 1964, other corresponding laws of the United States (includes similar titles, or their equivalent, and laws enacted outside the United States), for all protected classes of persons. For additional information, see the section on "Diversity & Inclusion" under "Research & Insights" in the menu on the website of the American Council on Education (ACE).

- Standard 2.5.1: Describe the organization and structure of the Program's practice experience (place supportive evidence in Appendix F). Specifically, discuss whether:
    - The practice experience consists of a minimum of 120 hours.
    - The practice experience is supervised by an academic advisor or an internship coordinator on-campus or virtually, and by a practice site supervisor in the field or virtually, as specified in Section 2.5 of the *CAPACS Standards (Bachelor's Level)*. *In some cases, the academic advisor or internship coordinator may serve in both roles (e.g., in a practicum).*
    - The practice experience arrangement is approved by the *Program Director*.
    - The practice experience involves the professional activities of the sponsoring organization and addresses the learning goals and outcomes specified in section 3.3 of the *CAPACS Standards (Bachelor's Level)*. *Focus on the structure of the practice experience here. You will provide details on its compliance with the SLOs specified in Standard 3.3.1, below.*

- Standard 2.5.2: Discuss how the Program documents the expectations for the practice experience and their availability (place supportive evidence in Appendix F).
    - Specifically, how are the expectations are made available to:
        - academic and site supervisors.
        - students
    - Attach in Appendix F supportive evidence that includes:
        - site supervisor and academic supervisor rights and responsibilities;
        - student rights and responsibilities, including reasonable work hours;
        - appropriate participation in the professional activities of the sponsoring organization;
        - grievance policies and procedures for supervisors and students;
        - code of ethics for sociological practitioners (applied, clinical, engaged public, translational, and forensic, and rural sociologists); and,
        - safety responsibility agreement.

  The expectations for the practice experience and supportive evidence should consist of printed and/or digital documents that are secured and made accessible to academic and site supervisors as well as students in compliance with FERPA[4] and other applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States (provide URLs or use embedded links in the narrative to re-direct the ARC to the sample documentation in Appendix F and/or corresponding information published on the website). During the site visit, the Program shall provide access to all evidence and documents for inspection by the site visit team with the necessary permissions.

- Standard 2.5.3: Describe the documentation that is included in the student file.
    - Attach in Appendix F a sample of supportive evidence that includes, at minimum:
        - a practice experience agreement (tripartite) or set of agreements amongst the Program, the site organization and the student;

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[4] For additional information on FERPA (Family Educational Rights and Privacy Act), including a link to its definition and conditions on the United States Department of Education website, see the entry for "FERPA" in "Terms and Definitions Used for Preparing the Self-study Report" at the beginning of this document or "Addendum 9 – Glossary" at the end of this document (*Bachelor's Level Self Study Guidelines*). One of the conditions allows schools to disclose student education records to specified parties and officials without the consent of parents or students of legal age, including "Accrediting Organizations" such as the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS). With appropriate documentation, CAPACS will honor other applicable privacy and confidentiality laws or requirements of the State and/or the institution, including similar laws enacted outside the United States, as indicated.

- a stated period covered by the agreement(s);
- an evaluation of the student's progress; and,
- a mechanism, such as a portfolio, to document and archive student learning outcomes in the practice experience.

Supportive evidence placed in Appendix F should consist of printed and/or digital documents that are secured and made accessible to academic and site supervisors as well as to students in compliance with FERPA[5] and other applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States (provide URLs or use embedded links in the narrative to re-direct the ARC to the sample documentation in Appendix F and/or corresponding information published on the website, if applicable.) During the site visit, the Program will provide access to all evidence and documents for inspection by the site visit team with the necessary permissions.

- Standard 2.5.4: Discuss whether the Program has adequate time and resources to support faculty and students in the practice experience that meet the criteria specified in items a-c in standard 2.5.4, as listed below:
    o The site supervisor has at least a baccalaureate degree (or equivalent degree) and a minimum of two (2) years of relevant professional experience.
    o The academic supervisor of the practice experience has a minimum of a master's degree in sociology or related field, a minimum of one (1) year of applied, clinical, engaged public, translational, forensic, or rural sociological practice.
    o The academic supervisor receives teaching credit or equivalent compensation (such as additional pay, release time, or banked time) for coordinating and supervising the practice experience. *For example, this may mean teaching credit equivalent to one (1) three-hour course per semester for every 20 students.*
    Abbreviated curriculum vitae and résumés attached in Appendix E (printed and/or digital) or published on the website may be used, again, as supportive evidence (provide URLs or embedded links in the narrative and in Appendix E). During the site visit, the Program will provide access to complete curriculum vitae and résumés for all faculty members and individuals in practice settings who are involved in the program for inspection by the site visit team with the necessary permissions. The narrative for Standard 2.5.4, should expand on information that was entered into the table or tables in Section 2.4, for site supervisors and academic supervisors, above, and previous standards, as applicable.

- Standard 2.5.5: Provide evidence that the Program develops and maintains connections in the community for sustaining appropriate field placements. This may include working with a centralized internship, field placement, or career counseling center (provide URLs to web pages on the institution's website).
    Attach as Appendix F a list of individuals and organizations in the community who/that are enabling the development and maintenance of field placements for the program (include occupational titles and positions for individuals with URLs to their employment or professional websites, if available, and URLs to organizational websites in Appendix F). Individuals from practice settings who are involved with the Program and are listed in Appendix E for Standard 2.4.6, may be used, again, if they also are enabling field placements for the program (provide URLs or embedded links in the narrative and in Appendix E).

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[5] See footnote 4, above.

2.6   Areas of Specialization/Concentration

Some programs offer specializations or concentrations within applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, rural sociology, or sociological practice at the bachelor's level. The additional requirements in this section are for programs that have areas of specialization or concentration within these fields.

For Standard 2.6.1, develop a program matrix of learning outcomes by area of specialization or concentration. Identify the courses and/or learning experiences that are in place to meet the outcomes for each area of specialization or concentration. (See an example of a program matrix showing learning outcomes by courses and/or learning experiences in Addenda 3-7, of this document. The format of these addenda may be adapted for each area of specialization or concentration).

- Standard 2.6.1: For each area specialization or concentration that is included in the program matrix, provide a narrative that describes how:
  - The area of specialization or concentration constitutes a component in applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, or rural sociology (e.g., development or global) that is eligible for accreditation as a separate program in sociological practice.
  - The Program meets the following additional requirements in each area of specialization or concentration:
    - Identify the student learning outcomes (theory, research methods, skills, practice experience, and professional orientation and ethics) for each area of specialization or concentration.
    - Provide evidence that there are faculty members who are qualified in each area of specialization or concentration.
    - Provide evidence that there is a practice experience that is directly related to (1) sociological practice (e.g., applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, or rural sociology) and (2) the area of specialization or concentration.
    - Provide appropriate advising for students in their area of specialization or concentration.

  The narrative should explain how the set of courses and/or learning experiences in each area of specialization or concentration addresses 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 in each area of specialization or concentration should include: (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, and (3) a discussion of the requirements vs. the opportunities for each experience.

3.0   STUDENT LEARNING GOALS AND OUTCOMES

In this section, you will develop a set of program matrices with accompanying narrative for each goal and learning outcome specified in Section 3.0 of the Standards. Each standard begins with a broad statement or goal. For example, Standard 3.1.1 states that: *Students who complete the [fill-in the 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 3.1.1(a-f). *(See an example of a program matrix showing learning outcomes by courses and/or learning experiences in Addenda 3-7, of this document).*

Instructions:

For each standard, below, develop a program matrix of learning outcomes by course and/or learning experiences with an accompanying narrative, as indicated, that shows how the Program provides an understanding of the common core of *theory* (Standard 3.1.1(a-f), *research methods* (Standard 3.1.2(a-c), *skills* (Standard 3.2.1(a-d), *practice experience* (Standard 3.3.1(a-f), and *professional orientation and ethics* (Standard 3.4.1(a-e) that are desired outcomes of preparation programs for all sociological practitioners at the bachelor's level. The accompanying narrative (placed into the matrix, where indicated) 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 (refer to the sample program matrices) at the end of each standard to list any other experiences that will enable students to accomplish the learning outcomes in the set. The narrative for each standard should also include: (1) a statement as to whether every student experiences this, (2) evidence of how often each course and/or learning experience is offered, and (3) a discussion of the requirements vs. the opportunities for each learning experience.

The 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 standards:

- Standard 3.1.1: Sociological Theory: Develop a program matrix with accompanying narrative (refer to Addendum 3, in this document) to indicate 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-g in Standard 3.1.1, as follows (place narrative in the matrix for Addendum 3, where indicated):
    a. Compare and contrast the theoretical perspectives of sociology that are particularly relevant to sociological practice.
    b. Demonstrate knowledge of the micro, meso, and macro levels of analysis.
    c. Describe how practice informs and modifies sociological theory.
    d. Use sociological theory in identification and resolution of individual and social problems.
    e. Link theory and practice in their area of specialization or concentration, if applicable.
    f. Provide knowledge about the history of sociological practice.
    g. Additional outcome(s) as determined by the Program.

- Standard 3.1.2: Sociological Research Methods: Develop a program matrix with accompanying narrative (refer to Addendum 4, in this document) to indicate 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, as follows (place narrative in the matrix for Addendum 4, where indicated):
    a. Compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.
    b. Describe how data can be used as the basis for examining issues and making recommendations to clients.
    c. Link research methods and practice in their area of specialization or concentration, if applicable.
    d. Additional outcome(s) as determined by the Program.

Students should learn about a range of qualitative and quantitative methods. Such methods might include: surveys, case studies, in-depth interviews, focus groups, conversational analysis, ethnography, life stories, content analysis, observation, secondary data analysis, needs assessments, program evaluations, experiments/quasi-experiments, and single subject designs. Types of sampling and data analysis techniques also should be included, as appropriate for a particular type of design.

- Standard 3.2.1: Skills: Develop a program matrix with accompanying narrative (refer to Addendum 5, in this document) to indicate 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, as follows (place narrative in the matrix for Addendum 5, where indicated):
  a. Make written, oral, and graphic presentations to appropriate audiences.
  b. Understand group processes and decision-making.
  c. Identify, locate and retrieve information relevant to the practice of sociology.
  d. Ability to link these skills with their area of specialization or concentration, if applicable.
  e. Additional outcome(s) as determined by the Program.

- Standard 3.3.1: Practice Experience: Develop a program matrix with accompanying narrative (refer to Addendum 6, in this document) to indicate 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, as follows (place narrative in the matrix for Addendum 6, where indicated):
  a. Demonstrate the capacity to utilize theory, methods and skills in their practice experience.
  b. Recognize the individual, group, and/or organizational processes within a specific practice setting.
  c. Adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.
  d. Realize the influence of their personal values and perceptions as related to other individuals and groups in practice settings.
  e. Function as an effective member of a work team or group in a specific practice setting.
  f. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to their practice experience, if applicable.
  g. Additional outcome(s) as determined by the Program.

- Standard 3.4.1: Professional Orientation and Ethics: Develop a program matrix with accompanying narrative (refer to Addendum 7, in this document) to indicate which courses and/or learning experiences will enable students to complete the Program with 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, as follows (place narrative in the matrix for Addendum 7, where indicated):
  a. Acquire and maintain a professional identity as a sociological practitioner (the identity or approach shall be one that is recognized by the Commission).
  b. Comply with the codes of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, the International Sociological Association, the Rural Sociological Society, and/or other relevant professional association (identification with sociological practice shall be demonstrated through documentation acceptable to the Commission).
  c. Recognize the social, political, and ethical constraints on sociological practice.
  d. Understand the procedures for the protection of research subjects and the privacy of client records.
  e. Demonstrate a professional and ethical orientation in their area of specialization or

concentration, if applicable to the Program.
f.   Additional outcome(s) as determined by the Program.

4.0   MONITORING AND QUALITY CONTROL

Provide a narrative with supportive documents placed in Appendices H-K of the Self-study
Report that cover the Standards in Sections 4.1 and 4.2, below:
*Documents placed in Appendices H-K may consist of printed and/or digital content (provide URLs
or embedded links in the narrative and the appropriate appendix) and should comply with
FERPA[6] and other applicable privacy and confidentiality laws or requirements of the State and/or
institution, including similar laws enacted outside the United States. During the site visit, the
Program shall provide access to all evidence and documents for inspection by the site visit team
with the necessary permissions.*

4.1   Evaluation of the Program Implementation

- Standard 4.1.1: Discuss how the Program collects and maintains printed and/or digital
  records annually, including:
    o   Curriculum materials (e.g., course of study, syllabi for courses, special projects or
        assignments, practice experience requirements, etc.).
    o   Faculty credentials and professional development activities.
    o   Student evaluations of Program advisement, course content, quality of instruction,
        and practice experiences.
    o   Program data, including number of students in the program at each level, number
        graduating, number in various tracks (or area of specialization/concentration, if
        applicable), etc. If a summary of this information is available, place this information
        in Appendix H of the Self-study Report *(provide URLs or embedded links in the
        narrative and in Appendix H).*
    o   Database (spreadsheet or table) of 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 *(provide URLs or embedded links in the narrative and in
        Appendix I).*

- Standard 4.1.2: Discuss how the Program identifies program goals and how these goals are
  being met; include how this data leads to implemented changes for better meeting program
  goals.

- Standard 4.1.3: Discuss how the Program maintains appropriate records to document its
  administrative and academic activities for two (2) years or from the date of last accreditation.

- Standard 4.1.4: Specify what changes have been made in the Program as a result of

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[6] For additional information on FERPA (Family Educational Rights and Privacy Act), including a link to its definition
and conditions on the United States Department of Education website, see the entry for "FERPA" in "Terms and
Definitions Used for Preparing the Self-study Report" at the beginning of this document or "Addendum 9 –
Glossary" at the end of this document (*Bachelor's Level Self Study Guidelines*). One of the conditions allows schools
to disclose student education records to specified parties and officials without the consent of parents or students
of legal age, including "Accrediting Organizations" such as the Commission on the Accreditation of Programs in
Applied and Clinical Sociology (CAPACS). With appropriate documentation, CAPACS will honor other applicable
privacy and confidentiality laws or requirements of the State and/or the institution, including similar laws enacted
outside the United States, as indicated.

recommendations from self-studies, accreditation reviews, annual reports to the Commission following accreditation (if applicable), and/or external reviews (institutional or departmental).

Under this standard, you will focus on the changes that have been made to the Program from the sources referenced above. If the Program or the unit in which it has been housed has been externally reviewed by the institution in the past 5 years and/or by an independent party (e.g., the American Sociological Association), attach a copy of the external review(s) as Appendix J in the Report. Under Standards 4.2.1 – 4.2.3, below, the focus will shift to the qualitative and/or quantitative criteria and rubrics that are used to evaluate student learning outcomes (SLOs) each year in the assessment cycle for the improvement of the Program and to determine whether the changes had the intended effect.

4.2   Assessment of Student Learning Outcomes and Continuous Quality Improvement

In this section, you will provide narratives to Standards 4.2.1—4.2.3, below, pertaining to the Program's assessment plan and assessment timeline, and Standard 4.2.4, pertaining to the Program's Annual Reports to the Commission (if previously accredited).

- Standard 4.2.1: Describe the Program' assessment plan as related to program goals and student learning outcomes, below. At a minimum, the assessment plan should include the following components (refer to items a-d for Standard 4.2.1 in the *CAPACS Standards (Bachelor's Level)*):
    a. A mission statement,
       Documentation of the Program's mission statement placed in Appendix B for Standard 2.1.1, can be cross-referenced here (provide URLs or embedded links in the narrative to re-direct the ARC to the documentation in Appendix B and corresponding information published on the website).
    b. Student learning goals and outcomes that encompass those in Section 2.6.1a (if applicable) and Section 3.0 of this document.
       The narrative for student learning goals and outcomes should accompany the assessment matrix described below.
    c. An assessment matrix of multiple measures (direct and indirect) showing where student learning outcomes are met in the Program's courses or other activities. (For an example of an assessment matrix, see "Addendum 8: Sample Assessment Matrix and Timeline" in this document).
       The assessment matrix should be placed in Appendix H of the Self-study Report as part of the "Program Data" and should include direct and indirect measures of student work and performance as learning outcomes for each area of specialization or concentration in the Program, if applicable (see Standard 2.6.1), and the standards in Section 3.0, above, covering "sociological theory" (Standard 3.1.1), "sociological research methods" (Standard 3.1.2), "sociological skills" (Standard 3.2.1), the "practice experience" (Standard 3.3.1), and "professional orientation and ethics" (Standard 3.4.1; refer to Addenda 3-7, in this document).[7] Ideally, the assessment matrix should include at a minimum a column listing the student learning outcome(s) for each standard, a second column listing the assessment method(s) used in each course and activity for measuring student work and

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[7] Examples of direct measures of student work and performance include scores on essays, exams, student papers, evaluations of student work by internship supervisors, and portfolios of student work. Examples of Indirect measures of student work and performance include evaluations of surveys of students or alumni, exit interviews, and focus groups. For additional information, consult the respective entries for "Direct measure of student learning" and "Indirect measure of student learning" in the "Glossary" in Addendum 9, at the end of this document.

performance, a third column indicating the percentage required for meeting the goal (i.e., the passing threshold). If data are available, the Program should also include the actual percentage that met the goal in parentheses and add a fourth column indicating the range of scores,[8] as shown in Addendum 8, in this document. The narrative for the assessment matrix in Standard 4.2.1, should be discussed here in the Report and focus on a description of the assessment methods and the direct and indirect measures of student work and performance that are used to evaluate the learning outcomes and performance goals of the Program.

    d. A timeline showing which student learning outcomes will be assessed each year in the assessment cycle. *(Note: the assessment cycle should not exceed five [5] years). Provide a brief description of the five (5) year assessment timeline, here (refer to the timeline in the assessment matrix in Addendum 8, in this document for an example; provide URLs or embedded links in the narrative and in Appendix H). You will provide a detailed narrative on the assessment cycle used for evaluating student learning outcomes and determining how the assessment findings are acted upon by the Program respectively under Standards 4.2.2 and.4.2.3, below.*

- Standard 4.2.2: Discuss how and when each student learning outcome will be assessed in a given year in the assessment cycle (refer to items a-c for Standard 4.2.2 in the *CAPACS Standards (Bachelor's Level*). Specifically, describe how:
  - a. Each outcome will be assessed at least once in the assessment cycle *(as indicated, the assessment cycle is not to exceed five [5] years).*
  - b. Each outcome will be assessed in more than one course or activity *(identify the courses and activities).*
  - c. Multiple measures are to be used to assess each learning outcome *(discuss the direct and indirect measures).*

- Standard 4.2.3: Describe how the assessment findings will be disseminated to, discussed by, and acted upon by program faculty annually (refer to items a-c for Standard 4.2.3 in the *CAPACS Standards (Bachelor's Level*). Specify whether:
  - a. At least one Program or department meeting per year is dedicated to a discussion of assessment findings.
    Place supportive evidence such as meeting minutes in Appendix H of the Self Study Report (provide URLs or embedded links in the narrative and in Appendix H).
  - b. Program faculty identify at least one learning outcome for improvement each year, based upon a discussion of assessment findings. An improvement may consist of changes in the curriculum, pedagogy, practice experience, assessment measures, or anything else suggested by the assessment findings.
    The narrative should discuss how this information is used to make changes in the Program (discuss any changes that have been made). Place supportive evidence in Appendix H of the Self Study Report (provide URLs or embedded links in the narrative and in Appendix H).
  - c. The Program collects follow-up data to determine if the changes had the intended effect.
    Discuss the qualitative and/or quantitative criteria and/or rubrics that are used by the Program to determine if the changes had the intended effect for the improvement of the Program. Follow-up data may include studies of program graduates or feedback from an external or oversight advisory group. Place supportive evidence in Appendix H of the Self Study Report (provide URLs or embedded links in the narrative and in Appendix H).

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[8] Please contact the Commission for assistance in developing the assessment matrix, if needed.

- Standard 4.2.4: If the Program is seeking reaccreditation, attach copies of the annual reports the Program has submitted to the Commission in Appendix K of the Self-study Report (provide URLs or embedded links in the narrative and in Appendix K).
  Following accreditation, the Program is required to submit an annual report to the Commission for review. The annual report becomes part of the Program's permanent accreditation file. See "Section 11.0: Maintenance of Accreditation Status" (particularly Sections 11.2 and 11.4) in the *Accreditation Policies and Procedures, and "Section VII: Post-Accreditation Review Process: Annual Reports to the Commission" in the* *Review Process Guidelines for the requirements and deadlines for preparing and submitting the annual 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
Addenda

Addendum 1:   Sample Cover Page

Addendum 2:   Sample Table of Contents

Addendum 3:   Sample Student Learning Outcome (Program) Matrix for Sociological Theory

Addendum 4:   Sample Student Learning Outcome (Program) Matrix for Sociological Research Methods

Addendum 5:   Sample Student Learning Outcome (Program) Matrix for Skills

Addendum 6:   Sample Student Learning Outcome (Program) Matrix for Practice Experience

Addendum 7:   Sample Student Learning Outcome (Program) Matrix for Professional Orientation and Ethics

Addendum 8:   Sample Assessment Matrix and Timeline

Addendum 9:   Glossary

Addendum 1
Sample 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 [Insert Program Name]

at the Baccalaureate Level

[Insert Date]

Addendum 2
Sample Table of Contents

Self-study Report

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

Addendum 3
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	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 applicable.				
f. provide knowledge about the history of sociological practice.		x	x	
g. additional outcome(s) as determined by the Program.				

Note: As indicated above an uppercase "X" indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, a lowercase "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.

Addendum 4
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 applicable.				
d. additional outcome(s) as determined by the Program.				

Note: As indicated above an uppercase "X" indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, a lowercase "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.

Addendum 5
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 applicable.				
e. additional outcome(s) as determined by the Program.				

Note: As indicated above an uppercase "X" indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, a lowercase "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.

Addendum 6
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, professional orientation, and ethics.*

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

Student Learning Outcome	Learning Experience			
Students who complete the practice experience in 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. 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			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 applicable.				
g. additional outcome(s) as determined by the Program.				

Note: As indicated above an uppercase "X" indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, a lowercase "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.

Addendum 7
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			
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. 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, the International 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 outcome(s) as determined by the Program.				

Note: As indicated above an uppercase "X" indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, a lowercase "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.

Addendum 8
Sample Assessment Matrix and Timeline:
Student Learning Outcomes Met by Courses and Activities as Direct and Indirect Measures of Student Work and Performance

Sociological Theory (Year 1 in the 5 Year Assessment Cycle): *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 Outcome for Sociological Theory	Assessment Methods	Goal % Projected Passing (% Actual Passing)	Range of Scores
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:			
a. compare and contrast the theoretical perspectives of sociology that are particularly relevant to sociological practice.	SOC 101,302, 310, and 480 Quizzes; Exams; Written Assignments (WA); Practice Experience (PE); and Course Evaluations (CE1)	Outcome a 80% (82%)	Quizzes: 61-98 Exams: 68-95 WA: 82-99 PE: 8/10 Avg. CE1: 7/10 Avg.
b. demonstrate knowledge of the micro, meso, and macro levels of analysis	SOC 101, 302, 310 Quizzes; Exams; Written Assignments (WA); and Course Evaluations (CE1)	Outcome b 80% (80%)	Quizzes: 65-90 Exams: 68-94 WA: 85-100 CE1: 6/10 Avg.
c. describe how practice informs and modifies sociological theory.	SOC 302 and 480 Exams; Application Papers (AP); Focus Groups (FG); Practice Experience (PE)	Outcome c 80% (92%)	Exams: 70-98 AP: 75-100 FG: 8/10 Avg. PE: 8/10 Avg.
d. use sociological theory in identification and resolution of individual and social problems.	SOC 101 and 302 Quizzes; Exams; Application Papers (AP); Practice Experience (PE)	Outcome d 80% (87%)	Quizzes: 75-100 Exams: 78-98 AP: 84-100 PE: 7/10 Avg.
e. link theory and practice in their area of specialization or concentration, if applicable.	N/A	N/A	N/A
f. provide knowledge about the history of sociological practice.	SOC 302 and 310 Exams and Written Assignments (WA)	Outcome f 80% (94%)	Essays: 75-95 WA: 72-97
g. additional outcome(s) as determined by the Program.	N/A	N/A	N/A

Sociological Research Methods (Year 2 in the 5 Year Assessment Cycle): *Students will be able to discuss the roles of evidence as it relates to qualitative and quantitative methods.*

Student Learning Outcome for Sociological Research Methods	Assessment Methods	Goal % Projected Passing (% Actual Passing)	Range of Scores
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:			
a. compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.	SOC 101 302, 310, and 480 Quizzes; Exams; Essays; Written Assignments (WA); Practice Experience (PE); and Course Evaluations (CE1)	Outcome a 80% (80%)	Quizzes: 65-100 Exams: 72-97 Essays: 84-98 WA: 86-100 PE: 7.5/10 CE1: 8.5/10 Avg.
b. describe how data can be used as the basis for examining issues and making recommendations to clients.	SOC 101, 302, 480 Exams; Application Papers (AP); Client Exercise (CE2); Practice Experience (PE); Course Evaluations (CE1)	Outcome b 80% (90%)	Exams: 78-96 AP: 81-100 CE2: 87-96 PE: 8/10 Avg. CE1: 9/10 Avg.
c. link research methods and practice in their area of specialization or concentration, if applicable.	N/A	N/A	N/A
d. additional outcome(s) as determined by the Program.	N/A	N/A	N/A

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Sociological Skills (Year 3 in the 5 Year Assessment Cycle): *Students who complete the Program will have skills needed in sociological practice.*

Student Learning Outcome for Sociological Skills	Assessment Methods	Goal % Projected Passing (% Actual Passing)	Range of Scores
Students who complete the [fill-in Bachelor's Program] will demonstrate the ability to:			
a. communicate effectively with appropriate audiences through written, oral, and/or graphic presentations.	SOC 101, 302, 480 Written Assignments (WA); PowerPoint Presentations (PP); Executive Reports (ER); Practice Experience (PE); Course Evaluations (CE1)	Outcomes a 80% (95%)	WA: 75-100 PP: 80-95 ER: 85-98 PE: 8/10 Avg. CE1: 7.5/10 Avg.
b. understand group processes and decision-making.	SOC 101, 302,310, and 480 Simulated Group Projects (SGP); In class Activities (ICA); Focus Groups (FG); Practice Experience (PE)	Outcome b 80% (85%)	SGP: 79-96 ICA: All Pass FG: 7/10- Avg. PE: 8/10 Avg.
c. identify, locate and retrieve information relevant to the practice of sociology.	SOC 101, 310, 480 Research Assignments (RA); Independent Study Projects (ISP); Practice Experience (PE); and Exit Surveys (ES)	Outcome c 80% (98%)	RA: 83-99 ISP: 89-100 PE: 8.4/100 ES: 8.5/10 Avg.
d. link these skills with their area of specialization or concentration, if appropriate.	N/A	N/A	N/A
g. additional outcome(s) as determined by the Program.	N/A	N/A	N/A

Practice Experience (Year 4 in the 5 Year Assessment Cycle): *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, and professional orientation and ethics.*

Student Learning Outcome for Practice Experience	Assessment Methods	Goal % Projected Passing (% Actual Passing)	Range of Scores
Students who complete the practice experience in 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.	SOC 302, 310, 480 Executive Reports (ER); PowerPoint Presentations (PP); Research Assignments (RA); Independent Study Projects (ISP); Practice Experience (PE); and Exit Surveys (ES)	Outcome a 80% (95%)	ER: 80 -100 PP: 78-97 RA: 83-99 ISP: 89-99 PE: 8.4/10 Avg. ES: 9/10 Avg.
b. recognize the individual, group, and/or organizational processes within a specific practice setting. c. adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.	SOC 101 and 480 Professional Norms and Ethics Essays (PNEE), Client Exercises (CE2); Simulated Group Projects (SGP); Practice Experience (PE); and Exit Surveys (ES);	Outcomes b and c 80% (92%)	PNEE: 85-100 CE2: 81-96 SGP: 76-96 PE: 8/10 Avg. ES: 8.5/10 Avg.
d. realize the influence of their personal values and perceptions as related to other individuals and groups in practice settings.	SOC 101, 302, 310, 480 Client Exercises (CE2) Simulated Group Projects (SGP); Practice Experience (PE); Capstone Application Papers (CAP); and Exit Surveys (ES)	Outcome d 80% (90%)	CE2: 81-96 SGP: 82-98 PE: 8.7/10 Avg. CAP: 91-100 ES: 9/10 Avg.
e. function as an effective member of a work team or group in a specific practice setting.	SOC 480 Practice Experience (PE); Exit Surveys (ES)	Outcome e 80% (90%)	PE: 8.7/10 ES: 9/10 Avg.
f. demonstrate additional learning outcomes in their area of specialization or concentration relevant to their practice experience, if appropriate.	N/A	N/A	N/A
g. additional outcome(s) as determined by the Program.	N/A	N/A	N/A

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Professional Orientation and Ethics (Year 5 in the 5 Year Assessment Cycle): *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 Outcome for Professional Orientation and Ethics	Assessment Methods	Goal % Projected Passing (% Actual Passing)	Range of Scores
Students who complete the practice experience in the [fill-in Bachelor's Program] will demonstrate the ability to:			
a. acquire and maintain a professional identity as a sociological practitioner.	SOC 101, 310, 480 Professional Portfolio Development (PPD); Professional Norms and Ethics Essays (PNEE); Client Exercises (CE2); Simulated Group Projects (SGP); Practice Experience (PE); and Capstone Application Paper (CAP)	Outcomes a-c 90% (100%)	PPD: 92-99 PNEE: 85-100 CE2: 85-98 SGP: 82-97 PE: 8.7-10 Avg. CAP: 91-100
b. comply with the code of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, the International Sociological Association, the Rural Sociological Society and/or other relevant professional association.			
c. recognize the social, political, and ethical constraints on sociological practice.			
d. understand the procedures for the protection of research subjects and the privacy of client records.	SOC 310 and 480 Exams; IRB Training Workshops (IRB); Focus Groups (FG); Practice Experience (PE); and Exit Surveys (ES)	Outcome d 90% (100%)	Exams: 86-98 IRB: All Pass FG: 9.5/10 Avg. PE: 8.7/10 Avg. ES: 9/10 Avg.
e. demonstrate a professional and ethical orientation in their area of specialization or concentration, if applicable to the Program.	N/A	N/A	N/A
f. additional outcome(s) as determined by the Program.	N/A	N/A	N/A

Addendum 9
Glossary

Academic supervisor: faculty member charged with overseeing a student's placement and progress in supervised field work and internships.

Accreditation: the status earned by a Program after the process of self-study and review by the Accreditation Review Committee. The different levels of accreditation shall include:

✓ **Full accreditation:** when the available evidence indicates that an applicant Program is in substantial compliance with all of the Standards of the Commission. Full accreditation is awarded for five (5) years.

✓ **Provisional accreditation:** when an applicant Program is in substantial compliance with most of the Standards of the Commission and any deficiencies are such that they can be corrected within a short period of time. Provisional accreditation shall not exceed two (2) years. During that time, if the Program can correct the deficiencies the Program will be awarded Full accreditation for the remainder of the five (5) year accreditation period. If the deficiencies have not been corrected within the two (2) year period, the Program will no longer be accredited.

✓ **Probationary accreditation:** when an already accredited Program experiences changes, which cause the Program to fall below the acceptable level of compliance with the Standards of the Commission. Programs on Probationary status will be given a maximum of two (2) years to correct the problems that have caused them to fall below Commission Standards. If the Program successfully remedies the deficiencies, the Program will be restored to Full accreditation status. If the Program is unable to correct the deficiencies within the two (2) year period, the Program will no longer be accredited.

Application: involves the interpretation and transfer of knowledge in support of the practice of sociology in local, state, national, or international contexts.

Applied Sociology: the utilization of sociological theory, methods, and skills to collect and analyze data and to communicate the findings to understand and resolve pragmatic problems of clients.

Assessment cycle: length of time over which the full set of student learning outcomes for a program will be assessed. This is generally a five (5) year cycle.

Assessment matrix: a grid that shows where student learning outcomes are met in the Program's courses or other activities (e.g., alumni surveys, standardized tests, and so forth) for the purposes of assessment and continuous quality improvement of the Program. (See Standard 4.2.1c.)

Assessment of student learning: the process of gathering evidence to determine the extent to which student learning outcomes are being met and using this evidence to improve student learning.

Assessment plan: a document that identifies student learning goals and outcomes for a program and that states how and when the outcomes will be assessed. At a minimum, an assessment plan should include a mission statement, student learning outcomes, an assessment matrix, and a timeline. See **Assessment matrix** entry, above, and **Timeline** entry below.

Basic scholarship: includes discovery of new knowledge and integration of knowledge across disciplinary boundaries.

Clinical Sociology: the application of a sociological perspective to the analysis and design of intervention for positive social change at any level of social organization.

Coordinator: Under the general supervision of the Program director, the coordinator is responsible for planning, implementing and monitoring the practice experience and related aspects of the Program.

Direct measure of student learning (applies to Standard 4.2, "Assessment of Student Learning Outcomes and Continuous Quality Improvement")**:** measure based upon review of student work and performance. Examples include essays, exams, student papers, evaluations of student work by internship supervisors, and portfolios of student work.

Director: the person who is responsible to provide the ongoing direction and daily leadership for the operation and development of the Program.

Distance learning: a mode of delivering education and instruction to students who are not physically present in a traditional setting such as a classroom.

Engaged Public Sociology: brings sociology, including applied and/or clinical sociology, into dialogue with audiences inside as well as outside of the academy.

Ethics: see **Professional ethics** entry below.

Evaluation of program goals: the process by which a program gathers evidence to determine how well its goals (other than learning goals) are being met and uses this evidence for improvement. *Evaluation* is a counterpart to *assessment*, which is the process of gathering and using evidence pertaining to the program's goals for student learning.

FERPA: [Family Educational Rights and Privacy Act](#) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Under certain conditions (34 CFR § 99.31), FERPA allows schools to disclose student education records to specified parties and officials without the consent of parents or students of legal age. One of these conditions includes "Accrediting Organizations" such as the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS). CAPACS recognizes FERPA and will honor other applicable privacy and confidentiality laws or requirements of the State and/or institution, including similar laws enacted outside the United States.

Forensic Sociology: the application of social scientific theories, methods, research, and data in the study of human behavior and its functions in various social contexts and situations to crime scenes, the mental illness claims of criminals, the study of the origins of substance abuse and violence, the social impact of crime, and the establishment, interpretation, adjudication, and mediation of statutory and case law, legal facts, and social policies.

Full-time faculty: Individuals compensated for full time professional effort to the employing institution of higher education. Faculty may have duties in instruction, research, or outreach, or in a combination of these areas. Full time faculty may be appointed under the rules of tenure or have fixed term multi-year appointments.

Hybrid/blended learning: a mode of delivering education and instruction to students through a combination of classroom, and digital and online learning experiences.

Indirect measure of student learning (applies to Standard 4.2, "Assessment of Student Learning Outcomes and Continuous Quality Improvement"): a measure that does not focus directly on student work and performance. Examples include surveys of students or alumni, exit interviews, and focus groups. Insofar as the goal of assessment is to gather evidence about how well students meet the program's learning outcomes, indirect measures are inferior to direct measures. However, indirect

measures (such as those that measure perceptions of learning) may be quite useful for interpreting and acting upon findings from direct measures.

Instructional development: includes research in support of the instructional efforts of the institution or discipline.

Interdisciplinary: work that crosses traditional boundaries between academic disciplines. Interdisciplinary research relies on shared knowledge and is created when disciplines such as sociology and psychology interact. An interdisciplinary team approach, when addressing a situation, involves a single consultation.

Macro level: the unit of practice which is designated as the social institutional or large social system level.

Meso level: the unit of practice which is designated as the organizational level.

Micro level: the unit of practice which is designated as the individual or small group level.

Mission statement: description of the fundamental purpose of the program.

Multidisciplinary: work that crosses traditional boundaries between academic disciplines. A multidisciplinary approach utilizes the skill and experience of different disciplines, with each discipline approaching the situation from its own perspective. A multidisciplinary team approach, when addressing a situation, provides consultation from independent disciplines. An example is the "translational" work of sociologists who work with other professionals and community stakeholders in multidisciplinary teams to address and resolve real-world social problems. See the entry for **Translational Sociology,** below, for additional information.

On-site supervisor: a professional based in a formal agency, organization and similar workplace environment who is commissioned to work directly with interns at their worksite.

Portfolio (also e-portfolio): a means of measuring student learning outcomes in which the student presents a collection of his/her work along with a commentary on it; this work is to reflect what the student knows and is able to do, as well as the progression of knowledge and ability over the course of an educational experience.

Practice experience: a supervised learning experience that provides the student with the opportunity to apply knowledge gained in an academic setting and to develop his/her professional skills. The term used by a program to label its practice experience may vary (e.g., internship, practicum, field experience).

Professional development: a process of learning and keeping up to date in one's area of expertise.

Professional ethics: the principles and standards that underlie one's responsibilities and conduct in a particular field of expertise (e.g., a profession).

Professional orientation: the attitudinal and behavioral characteristics of individuals that guide them as they fulfill their work-related roles.

Program: any coherent sequence of courses and/or learning experiences within a department, or other administrative unit recognized by its institution, that has as its core the application of sociological knowledge, methods, and skills in a practice setting.

Program goal: a general statement about the intended effects of program activities. Because program *learning* goals are of special importance, they are dealt with separately. The term *program goal* generally refers to all other types of goals (such as effects on the community, relationships with practitioners, or the institution, and so forth).

Program learning goals: statements about general aims or purposes of education that are broad, long-range intended outcomes. Goals are used primarily in policy making and general program planning.

Program matrix: a grid that maps program components and identified student learning outcomes and experiences in courses and/or outside-of-course activities. (Referenced in the *CAPACS BA/BS Self Study Guidelines* under Sections/Standards 2.6 and 3.0.)

Public Sociology: see **Engaged Public Sociology** entry above.

Quality control: the procedures put into place to continuously assess the performance of a program; and if it is meeting the goals and objectives, as specified.

Reaccreditation: after the initial period of accreditation, a Program may apply for reaccreditation, which requires the same review process, but reaccreditation may be awarded for a period of up to seven (7) years.

Rural Sociology: a field of applied sociological research, training, and engaged scholarship focusing on the investigations of, and the interventions with, rural people and the social, cultural, political, economic, and global organization of rural communities in developing and developed countries. In the United States, rural sociology traces its intellectual and administrative origins to the U.S. Land-Grant System of colleges. The broad focus of rural sociology is interdisciplinary and collaborative in addressing emerging social issues and new approaches to recurring social issues for effective policy-making and constructive social change in societies with rural and urban communities.

Research methods: the various ways in which data can be gathered, organized, and analyzed, whether it be quantitative or qualitative data and data analysis.

Safety responsibility agreement: an agreement between an agency and student placed in the agency for a practice experience. This agreement specifies the extent of liability of each party as related to the safety of the student.

Sociological Practice: an umbrella term that encompasses applied sociology, clinical sociology, engaged public sociology, translational sociology, and forensic sociology, including other approaches of sociological practice identity that may emerge consistent with the program curricula, education, training, and professional work recognized by the Commission.

Student learning outcomes: what a student knows and/or is able to do as a result of an educational experience.

Timeline: a chronological specification of when (which year) within the assessment cycle each student learning outcome will be assessed.

Translational Sociology: a sociological practice approach that utilizes established sociological theories, methods, skills, perspectives, and experiences in collaboration with other disciplines and professions, including policymakers, consumers, and community stakeholders, who work in multidisciplinary teams to develop strategies for addressing and resolving real-world social problems through evidence-based interventions. Also see the entry for **Multidisciplinary** above.