



Applied Sociology, Clinical Sociology, Public
Sociology and Sociological Practice Program
Doctoral Level

SELF STUDY GUIDELINES

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Commission on the Accreditation of Programs in Applied and Clinical Sociology

College of Social Sciences, Mathematics & Education • University of Tampa •
401 West Kennedy Boulevard • Tampa • Florida 33606-1490
813/257-3341 • www.capacs.net

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

The purpose of the Self Study Report is to provide the Commission with information that will enable it to ascertain the extent to which the applicant program meets the standards set by the Commission for applied, clinical, engaged public sociology or sociological practice programs.

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

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

Definitions for use in completing this Self Study Report:

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

Sections of Self Study Report:

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

Cover Page:

See sample *Cover Page* in Appendix A of this document.

Table of Contents:

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

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

1.0 PRECONDITIONS FOR REVIEW

The first page of this section shall include:

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

1.1 The Institution

Provide a narrative with supportive documents placed in Appendix A of Report:

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

1.2 The Program

Provide a narrative with the following information; use tables when applicable.

- Name of applicant program (Standard 1.2.1)
- If the Program's name does not include some combination of *sociological practice*, *applied sociology*, *clinical sociology*, or *public sociology*, indicate why this is so, and how students and others can be expected to identify the program as one in sociological practice (Standard 1.2.1).
- The year the Program was initiated (Standard 1.2.4).
- Budgetary/resource information that includes the following (Standards 1.2.2 - 1.2.4):
 1. Develop a table that lists faculty with rank, years in rank, number of years of service in the institution, salary, and FTE in the practice program.
 2. The supply and service budget for the department. How is the budget determined?
 3. The total number of clerical and other support positions for the department, in

FTE'S

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

2.0 PROGRAMMATIC STRUCTURE

Provide a narrative with supportive documents for each of the standards listed below.

2.1 Mission and Goals

Provide a narrative which 1) clarifies mission statement (Standard 2.1.1); 2) covers goals related to mission statement (Standard 2.1.2); and 3) links goals and associated learning outcomes to student ability upon completion of the Program (Standard 2.1.3).

2.2 Essential Sociological Elements

Provide a narrative with matrix (Sample Appendix C of this document) that illustrates student grounding in essential sociological elements.

- Through a matrix of required courses and/or other learning experiences, show where the Program provides an overview of the common core of theory, method, skills, and research ethics that constitute an essential sociological foundation for all sociological practitioners (Standards 2.2.1 a-i).

2.3 Administrative and Organizational Structure

Provide a narrative with supportive documents placed in Appendices B-C of Report:

- Describe how the Program maintains relationships with sociological practitioners in the community (Standard 2.3.1). Specifically, indicate if the Program, its sponsoring department, or members of the department hold memberships in the Association for Applied and Clinical Sociology, the Practice and Public Sociology Section of the American Sociological Association and/or other relevant practice oriented professional association?
- Describe how the Program is marketed to students, faculty and others interested in the program; attach as Appendix B copies of the information provided in official catalogues, institutional bulletins, or websites describing the department/unit and the Program (Standard 2.3.2), including:
 1. mission statement and goals
 2. how students enter the program,
 3. minimal program requirements,
 4. matriculation requirements,
 5. opportunities for supervised experiential learning, and
 6. financial aid information.
- Does the Program have on file copies of its course syllabi for the past five years (or since its inception, if it is less than five years old) (Standard 2.3.5)?
- Attach in Appendix C copies of information provided to students about (Standard 2.3.6):
 1. career possibilities,
 2. program requirements, prerequisites and offerings,
 3. student learning outcomes and assessment procedures,
 4. admission processes and procedures
 5. additional cost, if any, of the Program to the student,
 6. course registration, including frequency of course offerings
 7. student financial aid
 8. withdrawal and dismissal policies and procedures,
 9. if applicable, accreditation status of the Program.

2.4 The Students

Provide a narrative with supportive documents placed in Appendix C of Report:

- Describe how students are admitted to the Program: Is there a formal admission process for the program, or do students simply elect it (with or without consultation with an advisor) (Standard 2.4.1)?
- If there is a formal admissions process, please describe it including the criteria that are used for admission, who is involved in the decision, etc. (Standard 2.4.1)
- Does the program assign an advisor to each student (Standard 2.4.2)? If yes, describe:
 1. how the advisor is selected,
 2. the responsibilities of the advisor and of the student, and
 3. other relevant information about the advisement process.
- Does the program maintain a file on each student in the program (Standard 2.4.3)? If yes, what information is contained in that file?
- What assistance is provided students in making career decisions and in seeking employment after graduation (Standard 2.4.4)?

2.5 The Faculty and Staff

Provide a narrative (use tables when applicable) with supportive documents placed in Appendix D of Report:

- List all faculty members in the department/unit, faculty in other units in the institution that are involved in the Program, and individuals from practice settings who are involved in the Program. For each, please indicate (Standards 2.5.1 – 2.5.9):
 1. Areas of specialty.
 2. % of FTE (full time equivalent) employed by the university, % of FTE assigned to department/unit, % FTE assigned to the Program.
 3. How they are involved in the Program through:
 - a. teaching,
 - b. student advising,
 - c. research activities,
 - d. practice activities,
 - e. supervision of field work,
 - f. administration,
 - g. in some other way?
 4. Are they certified or licensed in any practice area? If so, indicate which areas.
 5. Briefly describe any sociological practice in which they are involved.
 6. If department faculty members are not involved in the Program, so indicate.
 7. Briefly describe faculty involvement in public and professional outreach and service (local, state, national, and/or international)
- If any faculty are included in a collective bargaining unit that determines conditions of employment, indicate which faculty are and are not included in the bargaining unit. Provide a URL for electronic access to this agreement. Please note that a hard copy will need to be provided for the site visitors.
- In Appendix D of report, provide a copy of an abbreviated (focus on past 5 years) curriculum vitae of each faculty member in the department/unit, of faculty members from other units who are involved in the Program, and individuals from practice settings who are involved in the Program. Please note that complete curriculum vitae will need to be provided for the site visitors.

2.6 Structure of the Teaching Experience

Provide a narrative with supportive documents in Appendix E of this Report:

- Describe the organization and structure of the Program's teaching experience.
 1. Document that the teaching experience consists of a minimum of 30 hours with at least 10 hours of mentoring over a 10 week period (Standard 2.6.1).
 2. Document the learning outcomes for the teaching experience (Standard 2.6.2).
 3. Document the resources available to support students and mentors in the teaching experience (Standard 2.6.3).
 4. Provide evidence that the academic mentor has a doctoral degree in sociology, or a related field, with a minimum of 5 years experience as a tenure track faculty member at the university level (Standard 2.6.4).
 5. provide documentation that includes at minimum (Standard 2.6.5):
 - a) teaching experience agreement between the Program and the student
 - b) a stated period covered by the agreement
 - c) an evaluation of the student's progress
 - d) a mechanism, such as a portfolio, to document student learning outcomes

2.7 Structure of the Practice Experience

Provide a narrative with supportive documents in Appendix F of this Report:

- Describe the organization and structure of the Program's practice experience.
 1. Document that the practice experience consists of a minimum of 300 hours, plus at least an additional 40 hours for academic activities supportive of the practice experience, that is overseen by an on campus academic advisor or by a practice site supervisor as approved by the practice Program Director (Standard 2.7.1).
 2. Document the expectations for the practice experience and their availability to academic and site supervisors as well as students, as specified in items a-f in Standard 2.7.2. Place supportive documents in Appendix F of report.
 3. Provide evidence that the student file will include, at minimum, the following documentation of the practice experience: (a) practice experience agreement between the Program, the site organization, and the student, (b) period covered by the agreement, (c) evaluation of student progress, and (d) a mechanism, such as a portfolio, to document student learning outcomes in the practice experience (Standard 2.7.3). Place supportive documents in Appendix F of report.
 4. Document that the Program demonstrates having adequate time and resources to support faculty and students in the practice experience as specified in items a-c in Standard 2.7.4.
 5. Provide evidence that the Program develops and maintains connections in the community enabling the developing and sustaining of appropriate field placements as specified in Standard 2.7.5.

2.8 Areas of Specialization/Concentration

Programs are required to provide opportunities for students to specialize or concentrate in a substantive area. Provide a matrix with accompanying narrative for each goal and learning outcome as specified in Standard 2.8. (*See an example of a matrix showing learning outcomes by courses and/or learning experiences in Appendices D-I of this document*).

- The matrix along with the follow up narrative will provide the Accreditation Review Committee with an understanding of the following:
 1. How does each area of specialization or concentration in the Program constitute an applied and/or clinical component that is eligible for accreditation as a program in sociological practice?
 2. How does the Program meet the following additional standards for each area of specialization or concentration?
 - a. Document a separate set of student learning outcomes (theory, research methods, skills, practice experience, professional orientation and ethics) written for applied sociology, clinical sociology, engaged public sociology or sociological practice that is appropriate to the particular area of specialization or concentration.
 - b. Provide evidence of the special qualifications of faculty in each area of specialization or concentration.
 - c. Demonstrate the direct relevance of the practice experience to both the area of specialization or concentration *and* applied sociology, clinical sociology, engaged public sociology or sociological practice.
- The narrative should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the "additional outcomes as

determined by the Program” category at the end of each section (refer to sample matrix) to list any other experiences that will enable students to accomplish the learning outcomes in the set.

- The narrative should also include the following:
 1. A statement as to whether or not every student fulfills this requirement.
 2. Evidence of how often each course and/or learning experience is offered.
 3. A discussion of the requirements vs. the opportunities for each experience.

3.0 STUDENT LEARNING OUTCOMES AND GOALS

Provide a matrix with accompanying narrative for each goal and learning outcome specified in Section 3.0 of the Standards. In this section each standard begins with a broad statement or goal. For example, Standard 3.1.1 states that: *Students who complete the [Doctoral] Program will demonstrate an in-depth mastery of the role of theory in sociological practice, and the interaction between theory and practice.* Each goal is followed by a series of student learning outcomes. For example, in Standard 3.1.1 the student learning outcomes are covered in standards 3.1.1a – 3.1.1d. (See an example of a matrix showing learning outcomes by courses and/or learning experiences in Appendices D-I of this document).

- The narrative for each standard in Section 3.0 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 the program” category (refer to sample matrix) at the end of each section to list any other experiences that will enable students to accomplish the learning outcomes in the set.
- These matrixes with accompanying narratives and course syllabi (placed in Appendix G of Report) will provide the Accreditation Review Committee with an understanding of the following:
 1. Sociological Theory: Which courses and/or learning experiences will enable students to discuss the role of theory in sociological practice, and the interaction between theory and practice (Standard 3.1.1 a-d)?
 2. Sociological Research Methods: Which courses and/or learning experiences will enable students to discuss the role of evidence and qualitative and quantitative methods in sociology (Standard 3.1.2 a-d)?
 3. Skills: Which courses and/or learning experiences will provide students with skills needed in sociological practice (Standard 3.2.1 a-h)?
 4. Teaching Experience: Which courses and/or learning experiences will provide students with a supervised teaching experience (Standard 3.3.1 a-k)?
 5. Practice Experience: Which courses and/or learning experiences will enable students to integrate academic studies with occupational realities through a practice experience (Standard 3.4.1 a-g)?
 6. Professional Orientation and Ethics: Which courses and/or learning experiences will enable students to complete the Program in order to maintain a professional identity as a sociological practitioner and adhere to the standards and values of the profession (Standard 3.5.1 a-f)?
 7. Integrative Product: How do students demonstrate their ability to integrate sociological theory, methods, skills, and practice experience in a final product (Standard 3.6 a-g)?
- The narrative should also include the following:
 1. A statement as to whether or not every student experiences this.
 2. Evidence of how often each course and/or learning experience is offered.
 3. A discussion of the requirements vs. the opportunities for each experience.

4.0 MONITORING AND QUALITY CONTROL

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

4.1 Evaluation of Program Implementation

Through narrative specify how the Program:

- Collects and maintains records (Standard 4.1.1/Standard 4.1.3) concerning:
 1. appropriate curriculum materials,
 2. faculty credentials and professional development activities,
 3. student evaluations of the Program, course content, quality of instruction, and practice experiences,
 4. program data, including number of students in the program at each level, number graduating, etc. If a summary of this information is available place this information in Appendix H of the Report.
 5. data base on graduates that includes each student's current address, present occupation, occupational address, etc.? If a summary of this information for recent graduates is available place this information in Appendix I of the Report.
- Identifies goals and how goals are being met; include how this data leads to implemented changes (Standard 4.1.2).
- Has the Program or the unit in which it has been housed been reviewed by the institution in the past 5 years? If yes, attach a copy of this review as Appendix J of the Report.
- Identifies changes made in response to self-studies, accreditation reviews, and/or external reviews (institutional or departmental) (Standard 4.1.4).

4.2 Assessment of Student Learning Outcomes

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

- The assessment plan includes:
 1. a mission statement
 2. a timeline showing which student learning outcomes will be assessed during the assessment cycle (Standards 4.2.1d and 4.2.2)
 3. multiple measures of student learning outcomes (Standard 4.2.2c),
 4. review by faculty of the Program (Standard 4.2.3),
 5. follow-up studies of Program graduates,
 6. feedback from an external or oversight advisory group.
- How is the information gained in items 1-6 listed above used to make changes in the Program?
- If the Program is seeking re-accreditation, attach copies of annual reports to the Commission in Appendix K of the Report.

5.0 ADDITIONAL INFORMATION

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

Self Study Report Guidelines
Appendices of Sample Documents

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

Appendix A

ACCREDITATION SELF STUDY REPORT

[insert program name]

[insert institution name]

[insert location—city, state]

submitted to

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

for Accreditation of a Program

at the Doctoral Level

[insert date]

Appendix B Table of Contents

Self Study Report

Section 1.	Preconditions for Review	[insert page #]
Section 2.	Programmatic Structure	[insert page #]
Section 3.	Student Learning Goals and Outcomes	[insert page #]
Section 4.	Monitoring and Quality Control	[insert page #]
Section 5.	Additional Information	[insert page #]

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

Appendix A	Preconditions for Review (Section 1.0/Standard 1.0)
Appendix B	Official Statements of Program Goals and Objectives (Section 2.1/Standard 2.1) Official Descriptions of Department and Program (Section 2.3/Standard 2.3)
Appendix C	Additional Program Information Available to Students (Sections 2.3.6 and 2.4/Standards 2.3.6 and 2.4)
Appendix D	Curriculum Vitae (Section 2.5/Standard 2.5)
Appendix E	Supportive Documents for Teaching Experience (Section 2.6/Standard 2.6)
Appendix F	Supportive Documents for Practice Experience (Section 2.7/Standard 2.7)
Appendix G	Course Syllabi (Section 3.0/Standard 3.0)
Appendix H	Program Data (Section 4.1.1d/Standard 4.1.1d)
Appendix I	Database on Program Graduates (Section 4.1.1d/Standard 4.1.1d)
Appendix J	Previous Program Reviews and Self Studies (Section 4.2/Standard 4.2)
Appendix K	Annual Reports for Programs seeking re-accreditation (Section 4.2/Standard 4.2)

Appendix C
Sample Matrix for Essential Sociological Elements

Essential Sociological Elements 2.2.1: *The Program must provide students with the essential sociological elements listed here.*

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

Student Learning Outcome	Learning Experience			
At minimum the Program shall:	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
a. Thoroughly examine a range of major sociological paradigms, theories, and perspectives as well as selected paradigms, theories and perspectives from other social sciences.	X	X		
b. Thoroughly examine a range of methods used in both qualitative and quantitative sociological research including topics such as concept and problem formation, research design, data collection, data analysis and interpretation.			X	
c. Provide thorough knowledge about diverse populations in diverse settings.		X		
d. Provide thorough knowledge about the history of sociological practice.				X
e. Cover a range of communication skills and appropriate use of computer technology.			X	x
f. Provide thorough knowledge of the social and political issues involved in sociological practice.		X		x

g. Infuse professional ethics throughout the curriculum and learning experiences.	X	X	X	x
h. Foster professional identity including the responsibility to continue professional growth and development.			X	X
i. Additional outcomes as determined by Program.				

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

Sample Narrative: Students in the required practice experience (SOC 890) meet weekly to discuss assigned readings related to the philosophical, historical, theoretical, and methodological dimensions of applied, clinical, and engaged public sociology within the United States. This activity ensures that all students in the Program have a thorough knowledge of sociological practice.

Appendix D
Sample Matrix for Theory

Sociological Theory 3.1.1: *Students who complete the Program will demonstrate an in-depth mastery of 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			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequalit7	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students [who complete the Master’s Program] will demonstrate the ability to:				
a. Compare and contrast the basic theoretical perspectives of sociology with particular emphasis on those that relate to social action, change and intervention.	X	X		x
b. Assess the role of practice in the modification of sociological theory.	X			
c. Demonstrate the link between theory and practice in their area of concentration or specialization.				X
d. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to sociological theory, if appropriate.				
e. Additional outcomes as determined by Program.				

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

Sample Narrative: Student Learning Outcome 3.1.1a is strongly met in the required theory course (SOC 710) in two ways. First, students evaluate a program policy in the community from both a functionalist perspective and a conflict perspective. By applying the two theoretical approaches to a local phenomenon they can determine both the benefits and costs of the policy. Second, the findings from their comparison leads to a class discussion of the effects of the policy and how the policy can be changed to better serve the community. This “hypothetical” experience is later put into real world practice when students engage in program evaluation at their internship sites (SOC 890).

Appendix E
Sample Matrix for Research Methods

Sociological Research Methods 3.1.2: *Students who complete the Program will demonstrate an in-depth mastery of the role 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 Master’s Program] will demonstrate the ability to:	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
a. Compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.		x	X	
b. Assess the role of data as the basis for examining issues and making recommendations for change.		x	X	X
c. Demonstrate the link between research methods and practice in their areas of concentration or specialization.			X	
d. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to research methods, if appropriate.				
e. Additional outcomes as determined by Program.				

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

Sample Narrative: All students are required to take SOC 783 which covers quantitative methods. Standard 3.1.2b is strongly met in this class in two ways. Students, along with faculty advisors, conduct a program evaluation of a local organization and based on this program evaluation make suggestions for improvement in the provision of client services. Our students have an excellent track record with the local homeless shelter which has implemented such recommended changes as adding additional beds and providing job training.

Appendix F
Sample Matrix for Skills

Sociological Skills 3.2: *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 Master’s Program] will demonstrate the ability to:	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
a. Make written, oral, and graphic presentations to appropriate audiences.	X			X
b. Address social problems and/or issues through intervention at the appropriate level.		X		X
c. Relate specific practice tasks to the broader organizational and socio-political context.		X		X
d. Effectively lead, supervise and collaborate with diverse colleagues and clients.			x	X
e. Identify, locate, and retrieve information relevant to the practice of sociology.			X	x
f. Respond to requests for proposals for research, services or interventions.				X
g. Demonstrate the link between these skills and practice in their areas of concentration or specialization				
h. Additional outcomes as determined by Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the 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 required methods course (SOC 783) students work in groups to be introduced to group processes and decision making (Standard 3.2.1.d). This experience is reinforced in the required practice experience (SOC 890). In the practice setting students work with professionals and clients and observe first hand 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. In particular 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 homeless shelter. This hands-on activity in leadership strongly meets Standards 3.2.1d.

Appendix G
Sample Matrix for Teaching Experience

Teaching Experience 3.3.1: *The purpose of the teaching experience is to provide doctoral students with a supervised teaching experience. The teaching experience shall have clearly defined goals and outcomes.*

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

Student Learning Outcome	Learning Experience			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students who complete the teaching experience shall:				
a. Demonstrate the ability to plan course activities, develop a syllabus and design course and/or training modules.			X	X
b. Demonstrate appropriate learning outcomes in the teaching area.				X
c. Analyze teaching problems and their solutions.		x		x
d. Analyze ethical issues related to teaching.		x		x
e. Analyze the value orientations and biases they bring to teaching.				x
f. Demonstrate the links between their teaching experience and their areas of specialization or concentration.				x
g. Demonstrate their ability to teach and advise the wide variety of students.		x		X
h. Demonstrate their ability to develop and deliver assessments of student learning.			x	X

i. Demonstrate their use of a wide variety of teaching styles.				X
j. Demonstrate their ability to plan class activities, course modules and syllabi.				X
k. Demonstrate their ability to accept and process feedback about their teaching.	x			x
l. Additional outcomes as determined by Program.				

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

Sample Narrative: Many students in the required practice experience (SOC 890) are developing life skills programs for clients. For example, students who are placed at the local probation and parole office are in charge of teaching ex-offenders such life skills as “relationship building”. To accomplish this task students create a learning module that incorporates the basic concepts of social interaction such as presentation of self, the looking glass self, and role taking. Built into this learning module is an assessment plan of the clients. In addition students of the Program assess the effectiveness of this learning module in two ways: 1) self assessment; and, 2) client evaluations. Students in the Program incorporate changes to their learning modules based on these assessments.

Appendix H
Sample Matrix for Practice Experience

Practice Experience 3.4: *Students will be able to integrate academic studies with occupational realities through a practice experience. The purpose of the practice experience is to provide students with supervised work experiences at a site where they can learn how to apply sociological theories, methods, skills, a professional orientation, and ethics.*

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

Student Learning Outcome	Learning Experience			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students [who complete the Master's Program] will demonstrate the ability to:				
a. Demonstrate the ability to utilize theory, methods and skills in their practice experience.	X		x	X
b. Analyze problems and their solutions, showing how these relate to individual, group, and/or organizational processes.	X		x	X
c. Analyze ethical issues related to work assignments.				X
d. Assess the value orientations and biases they bring to the work environment.		x		X
e. Identify policy implications of their work in terms of organizational, community, and national policy, when appropriate.		x		X
f. Demonstrate the link between their practice experience and their area of specialization or concentration.				X
g. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to their practice experience, if appropriate.				x
h. Additional outcomes as determined by Program.				

Note: As indicated above an “X” indicates that the student learning outcome is *strongly met* in the course, the practice experience and/or some other experience. In contrast, an “x” indicates that the student learning outcome is *met* in the course, the practice experience and/or some other experience. Programs may have additional student learning outcomes that meet the spirit of the Standards; the key is to explain this in the narrative. The narrative should flow from the 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 710) students read about public policy and then evaluate the effect of this policy from each of the major theoretical perspectives in sociology. This learning experience strongly meets Standard 3.3.1a and b. In the required practice experience (SOC 890) students do an internship with a local organization. A major part of the internship experience is to do a program evaluation to assess the impact of organization policy on the community being served. This learning experience strongly meets Standards 3.3.1e.

Appendix I
Sample Matrix for Professional Orientation and Ethics

Professional Orientation and Ethics 3.5: *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 Master’s Program] will demonstrate the ability to:	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
a. Acquire and maintain a professional identity as a sociological practitioner.				X
b. Comply with the code of ethics of the Association for Applied and Clinical Sociology and/or other relevant professional association.	x	x	x	X
c. Analyze the social, political, and ethical constraints on sociological practice.			X	X
d. Understand the procedures of Institutional Review Boards for the protection of research subjects and the privacy of client records.			X	x
e. Demonstrate the link between professional orientation and ethics in their area of specialization or concentration				
f. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to professional orientation and ethics, if appropriate.				
g. Additional outcomes as determined by Program.				

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

Sample Narrative: Students are re-introduced to professional and ethical issues in the required theory course (SOC 710). This re-introduction is given more depth in the required methods course (SOC 583) 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 890). It is in the practice experience that students actually come to terms with the experience of working with clients some of whom may be less than appreciative of the services being provided to them. 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. Lastly, students submit research proposals to the university’s Institutional Review Board. Consequently, Standards 3.4.1[a-d] are met and strongly met in all required courses for the program.