



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

**SELF-STUDY GUIDELINES**

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

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**Self-Study Guidelines for Preparing the Self-Study Report for the Accreditation of  
Applied Sociology, Clinical Sociology, Engaged Public Sociology, Translational Sociology, and  
Forensic Sociology Programs in Sociological Practice  
Doctoral Level**

These *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 of the Standards. The *Self-study Guidelines* provide the Program with instructions for formatting the Self-Study Report and including the documentation requested. 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, and forensic 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 *Standards* at the appropriate degree level for preparing the Self-study Report.

**Note:** A sample "Self-Study Report for Big City University" can be found on the "[Preparing for Accreditation](#)" web page on the CAPACS website.

**Terms and Definitions used for Preparing the 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 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.

## 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 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. 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 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 the Self-study Report that covers the following:

- 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 (Standards 1.1.4 and 1.1.5).
- Institutional policies and procedures demonstrating nondiscriminatory practices in regard to hiring, promotion and admissions (Standard 1.1.6).
- Institutional policies and procedures to insure the confidentiality of student records (Standard 1.1.7).

### 1.2 The Program

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

- Name of applicant program (Standard 1.2.1)
- If the Program's name does not include some combination of *applied sociology, clinical*

- sociology, engaged public sociology, translational sociology, forensic sociology 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 (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* published by the Association for Applied and Clinical Sociology (AACCS)? Or teaching resources and publications by the American Sociological Association (ASA) or the International Sociological Association (ISA)? Do they have access to additional publications on applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, and/or sociological practice?
    8. What resources are available for other specific expenses of the Program, including:
      - a. Data analysis and word processing capabilities.
      - b. Statistical consultation and computer assistance for ongoing research and data analysis activities.
      - c. Administrative support to assist the Program in securing resources for sociological practice activities, including supervised experiential learning for students.
      - d. Professional, technical, and financial support for instructional development and assessment.
    9. What specific resources are allocated to the practice experience required of students? How is this allocation determined?

## **2.0 PROGRAMMATIC STRUCTURE**

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

### **2.1 Mission and Goals**

- Provide a narrative in the Self-study Report that: (1) discusses the Program's mission as a program in or emphasizing sociological practice (Standard 2.1.1); (2) identifies Program goals that clearly reflect the Program's mission (Standard 2.1.2); and (3) links and measures (quantitatively and/or qualitatively) the Program's learning goals and associated learning outcomes to student ability upon completion of the Program (Standard 2.1.3).
- Attach as Appendix B 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,

including copies of the information provided in official catalogues, bulletins, pamphlets, handbooks, and other documents (printed and/or digital) or published on the website.

## 2.2 Administrative and Organizational Structure

Provide a narrative with supportive documents placed in Appendix C of the Self-study Report that:

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

## 2.3 The Students

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

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

(Standard 2.3.3)?

If yes, what information is contained in that file?

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

## 2.4 The Faculty and Staff

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

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

## 2.5 Structure of the Teaching Experience

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

- Describe the organization and structure of the Program's 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 2.5.1).
  2. Document the learning outcomes for the teaching experience (Standard 2.5.2).
  3. Document the resources available to support students and mentors in the teaching experience (Standard 2.5.3).
  4. Provide evidence that the academic mentor has a doctoral degree in sociology, or a related field, with a minimum of five (5) years of experience as a tenure track faculty member at the university level (Standard 2.5.4).
  5. Provide documentation that includes at minimum (Standard 2.5.5):

- a. 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.
- (The documentation should be in printed and/or digital content that should be secured and made accessible to academic and site supervisors, as well as students.)* Place supportive documents in Appendix F of the Report.

## 2.6 Structure of the Practice Experience

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

- Describe the organization and structure of the Program's practice experience.
  1. Document that the practice experience consists of a minimum of 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 an internship coordinator, and by a practice site supervisor in the field. In some cases, the academic advisor or internship coordinator may serve in both roles (e.g., in a practicum). The practice experience arrangement must be approved by the Program Director. (Standard 2.6.1).
  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 2.6.2. Place supportive documents in Appendix G of the Report.
  3. Provide evidence that the student file will include, at minimum, the following documentation of the practice experience: (a) practice experience agreement between the Program, the site organization, and the student, (b) period covered by the agreement, (c) evaluation of student progress, and (d) a mechanism, such as a portfolio, to document student learning outcomes in the practice experience (Standard 2.6.3). *(The student files should be in printed and/or digital content that should be secured and made accessible to academic and site supervisors, as well as students).* Place supportive documents in Appendix G of the 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 2.6.4.
  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 2.6.5.

## 2.7 Areas of Specialization/Concentration

Programs are required to provide opportunities for students to specialize or concentrate in a substantive area(s).

- Provide a program matrix with accompanying narrative of learning outcomes for each area of specialization or concentration, as specified in Standard 2.7. Identify the courses and/or learning experiences that are in place to meet these outcomes. *(See an example of a program matrix showing learning outcomes by courses and/or learning experiences for each area of specialization or concentration in Appendices C-H of this document.)*
- The program matrix along with the accompanying narrative will provide the Accreditation Review Committee with an understanding of the following:
  1. How does each area of specialization or concentration in the Program constitute an applied sociology, clinical sociology, engaged public sociology, translational sociology and/or forensic sociology component that is eligible for accreditation as a program in

- sociological practice?
2. How does the Program meet the following additional standards for each area of specialization or concentration?
    - a. Document a separate set of student learning outcomes (theory, research methods, skills, practice experience, professional orientation and ethics) written for applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic 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(s) of specialization or concentration *and* applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, or sociological practice.
  - The narrative should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the “additional outcomes as determined by Program” category at the end of each section (refer to sample program matrices) to list any other experiences that will enable students to accomplish the learning outcomes in the set.
  - The narrative should also include the following:
    1. A statement as to whether or not every student 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 program matrix with accompanying narrative for each goal and learning outcome specified in Section 3.0 of the Standards. In this section each standard begins with a broad statement or goal. For example, Standard 3.1.1 states that: *Students who complete the [fill-in 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 C-H of this document).

- Through a program matrix of learning outcomes by course and/or learning experiences, show where the Program provides an in-depth mastery of the common core of theory, research methods, skills, teaching experience, practice experience, and professional orientation and ethics that are desired outcomes of preparation programs for all sociological practitioners at the doctoral level. The accompanying 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 program” category (refer to the sample program matrices) at the end of each section to list any other experiences that will enable students to accomplish the learning outcomes in the set.
- These program matrices with accompanying narratives and course syllabi (placed in Appendix H of the Self-study Report) will provide the Accreditation Review Committee with an understanding of the following:
  1. Sociological Theory: Which courses and/or learning experiences will enable students to demonstrate an in-depth mastery of the role of theory in sociological practice, and the interaction between theory and practice (Standard 3.1.1 a-f)?
  2. Sociological Research Methods: Which courses and/or learning experiences will enable students to demonstrate an in-depth mastery of 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-j)?
  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 I-L of the Self-study Report.

#### **4.1 Evaluation of Program Implementation**

Specify how the Program:

- Collects and maintains printed and/or digital records (Standard 4.1.1) concerning:
  1. appropriate curriculum materials,
  2. faculty credentials and professional development activities,
  3. student evaluations of the Program, course content, quality of instruction, and practice experiences,
  4. program data, including number of students in the program at each level, number graduating, number in various tracks (or area of specialization/concentration), etc. If a summary of this information is available place this information in Appendix I of the Self-study Report,
  5. database (or 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 J of the Report.
- Identifies Program goals and how these goals are being met; include how this data leads to implemented changes for better meeting program goals (Standard 4.1.2).
- Maintains appropriate records to document its administrative and academic activities for two (2) years or from the date of last accreditation (Standard 4.1.3).

Specify:

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

4.2.4).

## 4.2 Assessment of Student Learning Outcomes

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

- The assessment plan includes:
  1. a mission statement (Standard 4.2.1a),
  2. an assessment matrix of multiple measures (direct and indirect) showing where student learning outcomes are met in the Program's courses or other activities (Standards 4.2.1b-c and 4.2.2b-c),
  3. a timeline showing which student learning outcomes will be assessed each year in the assessment cycle (Standards 4.2.1d and 4.2.2a). *(Note: The assessment cycle should not exceed five [5] years),*
  4. a statement indicating how faculty of the program will review assessment findings annually (Standard 4.2.3a-b). *(Note: at least one Program or department meeting should be dedicated each year in the assessment cycle to discuss assessment findings and identify at least one student learning outcome for improvement. An improvement may consist of changes in the curriculum, pedagogy, practice experience, assessment measures, or anything else suggested by the assessment findings.),*
  5. follow-up studies of Program graduates (Standard 4.2.3c), and
  6. feedback from an external or oversight advisory group (Standard 4.2.3c).
- How is the information gained in items 1-6 listed above used to make changes in the Program? How will the Program determine whether the changes had the intended effect for improvement (discuss the qualitative and/or quantitative criteria and/or rubrics to be used).
- If the Program is seeking re-accreditation, attach copies of annual reports to the Commission in Appendix L of the Self-study Report (Standard 4.2.4).

## 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

- Appendix A: Sample Cover Page
- Appendix B: Sample Table of Contents
- Appendix C: Sample Student Learning Outcome (Program) Matrix for Sociological Theory
- Appendix D: Sample Student Learning Outcome (Program) Matrix for Sociological Research Methods
- Appendix E: Sample Student Learning Outcome (Program) Matrix for Skills
- Appendix F: Sample Student Learning Outcome (Program) Matrix for Teaching Experience
- Appendix G: Sample Student Learning Outcome (Program) Matrix for Practice Experience
- Appendix H: Sample Student Learning Outcome (Program) 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 [Insert Program Name]

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 or Standard 1.0)
Appendix B	Statement of Program Mission and Goals (Section or Standard 2.1)
Appendix C	Description of Administrative and Organizational Structure of the Program (Section or Standard 2.2)
Appendix D	Additional Program Information Available to Students (Sections or Standards 2.2.6 and 2.3)
Appendix E	Collective Bargaining Agreement (if Applicable), and Curriculum Vitae (Section or Standard 2.4)
Appendix F	Supportive Documents for Teaching Experience (Section or Standard 2.5)
Appendix G	Supportive Documents for Practice Experience (Section or Standard 2.6)
Appendix H	Course Syllabi (Section or Standard or Standard 3.0)
Appendix I	Program Data (Section or Standard 4.1.1d)
Appendix J	Database on Program Graduates (Section or Standard 4.1.1d)
Appendix K	Previous Program Reviews and Self Studies (Section or Standard 4.2)
Appendix L	Annual Reports for Programs seeking re-accreditation (Section or Standard 4.2)

**Appendix C**  
**Sample Program Matrix for Theory**

Sociological Theory 3.1.1: *Students who complete the Program will 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 Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students who complete the [fill-in Doctoral Program] will demonstrate the ability to:				
a. thoroughly compare and contrast the basic theoretical perspectives of sociology and selected social sciences with particular emphasis on those that relate to social action, change, and intervention.	X	X		x
b. demonstrate knowledge of the micro, meso, and macro levels of analysis.	x		x	
c. thoroughly assess the role of practice in the modification of sociological theory.	X			
d. demonstrate the link between theory and practice in their area(s) of specialization or concentration.				X
e. provide thorough knowledge about the history of sociological practice.	x		x	
f. demonstrate additional learning outcomes in their area(s) of specialization or concentration relevant to sociological theory, if appropriate.				
g. additional outcomes as determined by 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 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 D**  
**Sample Program 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			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students who complete the [fill-in Doctoral Program ] will demonstrate the ability to:				
a. thoroughly compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.		x	X	
b. thoroughly 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 area(s) of concentration or specialization.			X	
d. demonstrate additional learning outcomes in their area(s) of specialization or concentration relevant to research methods, if appropriate.				
e. additional outcomes as determined by 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 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 E**

**Sample Program Matrix for Skills**

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

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

Student Learning Outcome	Learning Experience			
Students who complete the [fill-in Doctoral 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 area(s) of specialization or concentration.			x	X
h. demonstrate additional learning outcomes in their area(s) of specialization or concentration relevant to these skills, if appropriate.				
h. additional outcomes as determined by 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 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 F**  
**Sample Program 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 in the [fill-in Doctoral Program] 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 influence of their personal values and perceptions as related to other individuals and groups in teaching settings.				x
f. demonstrate the links between their teaching experience and their area(s) 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 accept and process feedback about their teaching.	x			x
k. additional outcomes as determined by 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 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 G**  
**Sample Program Matrix for Practice Experience**

Practice Experience 3.4.1: *Students will be able to integrate academic studies with occupational realities through a practice experience. The purpose of the practice experience is to provide students with supervised work experiences at a site where they can learn how to apply sociological theories, methods, skills, a professional orientation, and ethics.*

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

Student Learning Outcome	Learning Experience			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students who complete the practice experience in the [fill-in Doctoral 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. realize the influence of their personal values and perceptions as related to other individuals and groups in practice settings.		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(s) of specialization or concentration.				X
g. demonstrate additional learning outcomes in their area(s) of specialization or concentration relevant to their practice experience, if appropriate.				x
h. additional outcomes as determined by 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 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 3.4.1a 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 3.4.1e.

**Appendix H**  
**Sample Program Matrix for Professional Orientation and Ethics**

Professional Orientation and Ethics 3.5.1: *Professional orientation and ethics provide standards and values that guide sociological practitioners in their work. These also provide important peer accountability guidelines thus protecting the clients, the practitioner and the profession.*

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

Student Learning Outcome	Learning Experience			
	SOC 710 Required Theory	SOC 750 Required Institutions and Inequality	SOC 783 Required Methods	SOC 890 Required Practice Experience
Students who complete the [fill-in Doctoral Program] will demonstrate the ability to:				
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, the American Sociological Association, the International Sociological Association, and/or other relevant professional association.	x	x	x	X
c. analyze the social, ethical, and political constraints on sociological practice.			X	X
d. understand the procedures 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(s) of specialization or concentration.				
f. demonstrate additional learning outcomes in their area(s) of specialization or concentration relevant to professional orientation and ethics, if appropriate.				
g. additional outcomes as determined by 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 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 3.5.1[a-d] are met and strongly met in all required courses for the program.