

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

<https://sociologycommission.org>

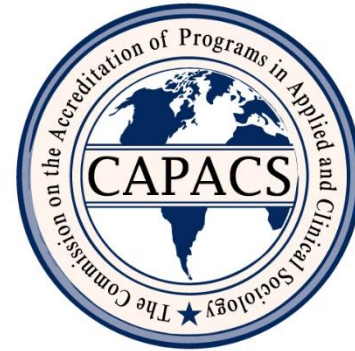
## ***What is CAPACS?***

- CAPACS is an accreditor of higher education programs in applied, clinical, and engaged public sociology, and sociological practice.



## **CAPACS Accreditation**

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

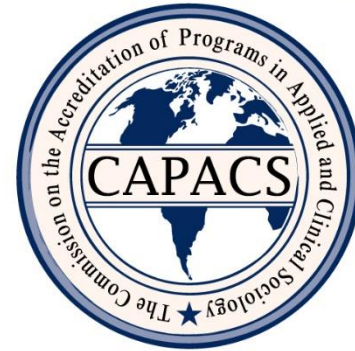


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### *What can CAPACS do for me?*

- CAPACS accreditation provides the standards against which quality, higher education programs in applied, clinical and engaged public sociology, and sociological practice are measured.
- CAPACS accreditation verifies that a program is well-grounded, providing students with a strong background in theory, methodology, and practical, hands-on experience.
- Graduates of CAPACS accredited programs are able to articulate the skills they bring to employers.

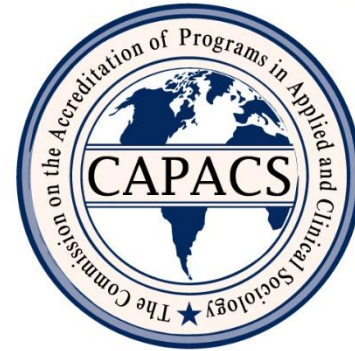


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### ***What are CAPACS's priorities?***

- The accreditation of higher education programs in applied, clinical, and engaged public Sociology, and sociological practice in Sociology Departments. This includes sociological practice programs in interdisciplinary and multidisciplinary departments, units, centers, and institutions.
- The advocacy of Sociology in the areas of occupational licensing and certification.
- The dissemination of program models and resources to Sociology Departments that are interested in developing practice programs.

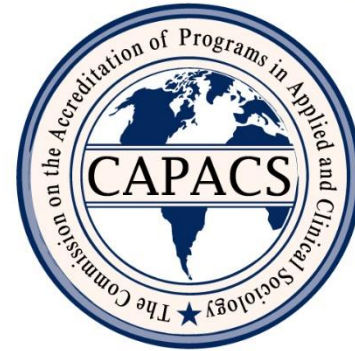


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### ***What is CAPACS's Mission?***

- CAPACS seeks to develop, promote, and support quality sociological education, training, and practice through the accreditation of bachelor's, master's and doctoral programs in applied, clinical, and engaged public sociology, and sociological practice.
- CAPACS establishes standards for such programs. It accredits programs that demonstrate that they meet these standards, and monitors accredited programs to ensure that they continue to meet the standards.

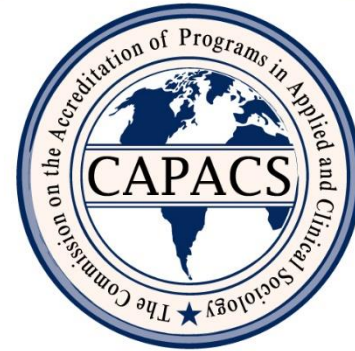


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### ***What is CAPACS's History?***

- CAPACS was established in 1995, as a joint initiative of the Society for Applied Sociology (SAS) and the Sociological Practice Association (SPA). In 2006, SAS and SPA merged to form the Association for Applied and Clinical Sociology (AACS). Formerly known as the Commission on Applied and Clinical Sociology (CACS), CACS changed its name to CAPACS in 2010, to more accurately convey its focus and work on program accreditations.
- CAPACS's history and purpose is to develop, promote, and support quality sociological education, training, and practice through the accreditation of programs in applied, clinical, or engaged public sociology, or sociological practice. Students must have a meaningful practice experience, such as an internship, practicum, or fieldwork.

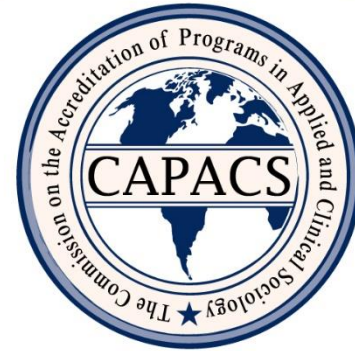


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### Is Your Program Ready for Accreditation (Part 1)?

- Is the Program housed in an institution that is accredited by a CHEA-recognized accrediting body, or another national or international accrediting body, if it is located outside of the United States?
- Is the Program housed in an institution that grants a Baccalaureate, Masters, or Doctoral degree?

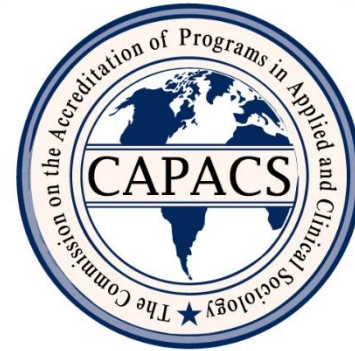


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### Is Your Program Ready for Accreditation (Part 2)?

- Is the Program Director a full time faculty member in the Department/Unit in which Program is housed?
- Does the Department/Unit in which the Program is housed have at least two full time faculty members?
- Does the Program require a practice experience for its students?



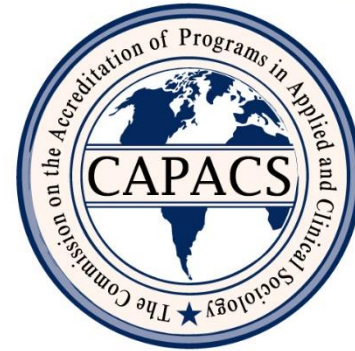
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### Is Your Program Ready for Accreditation (Part 3)?

- Has the Program been in existence for two years?
- Have faculty reviewed the Baccalaureate, Masters, or Doctoral level standards?
- Are faculty members prepared to participate in the accreditation process as a team?





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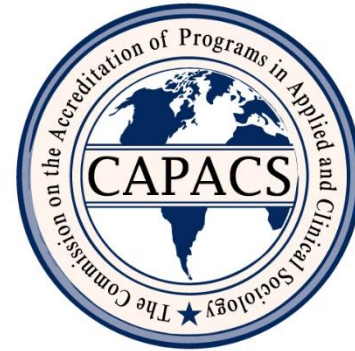
## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 1

Program submits application for accreditation with *application fee* of \$100 to the CAPACS Chair  
(Estimated time: 2-3 weeks)

### Step 2

Program prepares Self Study Report  
(Estimated time: 2-3 months)



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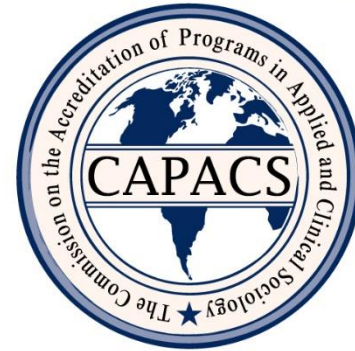
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## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 3

Program submits Self Study Report (1 copy) *with accreditation fee* of \$2000 to the CAPACS Chair  
(Estimated time: 3-4 weeks)

*The CAPACS Chair reviews Self Study Report for completeness. If the Report is deemed complete, the CAPACS Chair and Vice Chair form an Accreditation Review Committee (ARC) and deposit the Self Study Report in a shared folder, online, for ARC review.*



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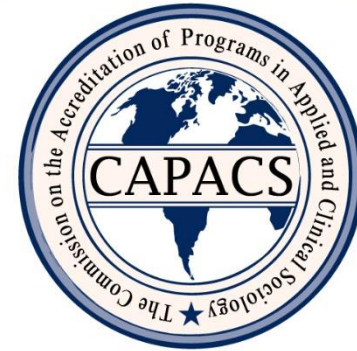
## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 4

ARC reviews the Self Study Report and schedules one or more conference calls as necessary  
(Estimated time: 2-3 months)

### Step 5

If the Self Study Report is deemed acceptable by the ARC, a site visit is scheduled  
(Estimated time: 2-3 weeks)



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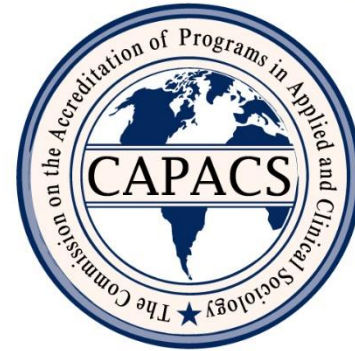
## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 6

Site visit (September – November or February – April)

(Estimated time: 3 days)

*Programs refer to the [CAPACS Review Process Guidelines](#) for details*



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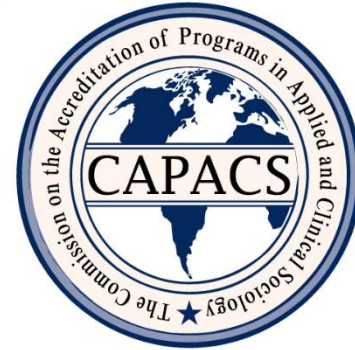
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## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 7

Site visitors write draft of the Site Visit Report for Program, invite comment, and submit to ARC  
(Estimated time: 3-4 weeks)

*Approved Changes are incorporated into the Final Site Visit Report*



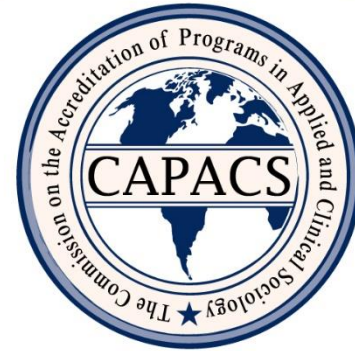
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## Accreditation and Re-Accreditation Process: Suggested Timeline

### Step 8

ARC Chair prepares an Interim Report on Accreditation (without recommendation) for  
Program review  
(Estimated time: 2-3 weeks)



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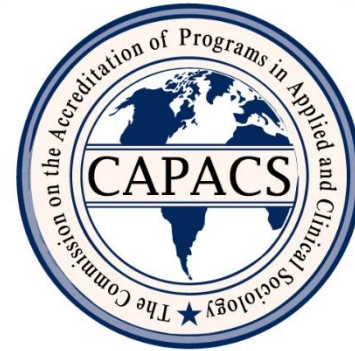
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### Accreditation and Re-Accreditation Process: Suggested Timeline

#### Step 9

ARC Chair prepares final Report and Recommendation on Accreditation  
(Estimated time: 2-3 weeks)

*Approved Changes are incorporated into the final Report and  
Recommendation on Accreditation*



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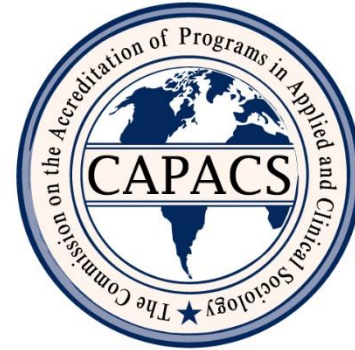
### Accreditation and Re-Accreditation Process: Suggested Timeline

#### Step 10

ARC Chair submits final Report on Accreditation and Recommendation to Commission  
(Estimated time: 1 day)

*Commission accepts or rejects recommendation at Annual Meeting (August)  
or Midyear Meeting (February)*





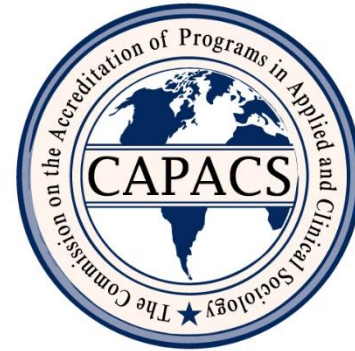
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## Sample Site Visitation Schedule

### Day 1

- The Site Visit Team, composed of one team leader and one team member, arrives.
- The Site Visit Team confers and reviews the site visit schedule, as pre-arranged with the Program Director.



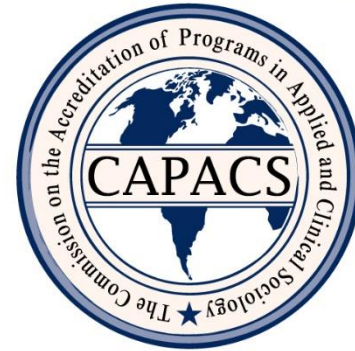
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## Sample Site Visitation Schedule

### Day 1 (continued)

- The Site Visit Team meets with the Program Director to confirm the site visit schedule, and to request any additional data or material needed during the site visit.
- The Site Visit Team gets acquainted with Program administrators and faculty in an informal group gathering.



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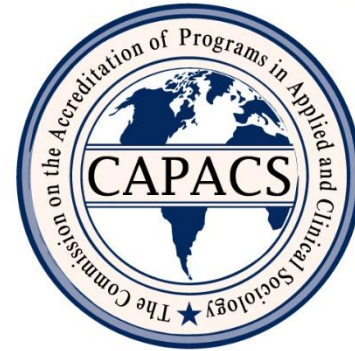
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## Sample Site Visitation Schedule

### Day 2

#### Morning

- The Site Visit Team meets with the Department Chair, Program Director, and Program faculty in a one-hour, group conference. The Program faculty presents a 15-minute overview and history of the Program. The Site Visit Team discusses the role of the site visit within the accreditation review process, and the pertinent details of the site visit in an open forum, for the remaining time.



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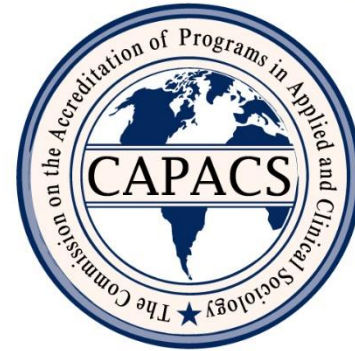
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## Sample Site Visitation Schedule

### Day 2

Morning (continued)

- The Site Visit Team meets separately with the Department Chair, Program Director, Program faculty, including non-Program and adjunct faculty, as appropriate, as well as with administrators, who may include the Dean, Provost, and the President. The size of the program determines whether or not the Site Visit Team meets individually or in tandem.



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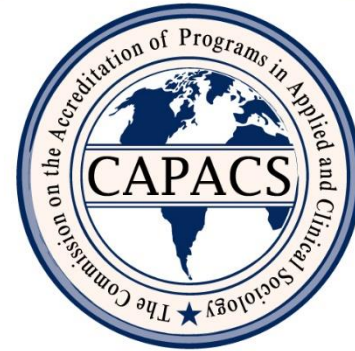
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## Sample Site Visitation Schedule

### Day 2

#### Afternoon

- The Site Visit Team tours the campus and meets with functionary and support units such as the library, computer center, placement services, and student support services.
- The Site Visit Team meets privately with students and program alumni.
- The Site Visit Team meets with program staff, reviews relevant records, and meets with the Program's Community Advisory Committee.



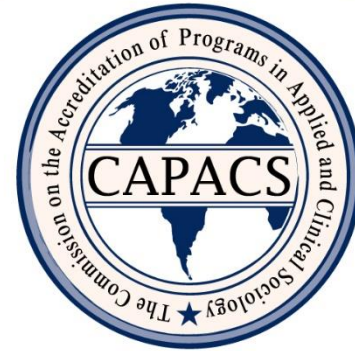
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## Sample Site Visitation Schedule

### Day 3

- The Site Visit Team meets with the Practicum Coordinator, and visits a minimum of two internship/field sites (off-campus).
- The Site Visit Team contacts other community organizations with which the Program has public and professional outreach relationships, as necessary (e.g., state agencies, and public and private sector sponsors).



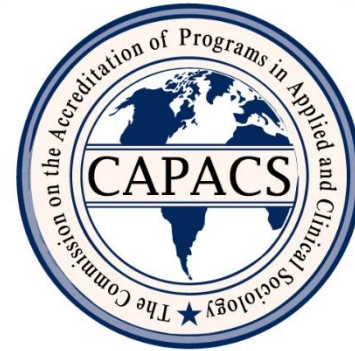
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## Sample Site Visitation Schedule

### Day 3 (continued)

- The Site Visit Team conducts exit interviews with the Program Director and other institutional representatives.
- The Site Visit Team develops a draft of the Site Visit Report before departing.



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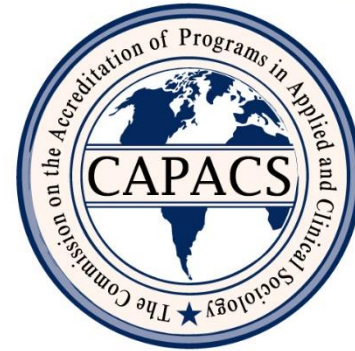
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### Benefits of CAPACS Accreditation

(adapted from *The Professionalization of Sociological Practice*, Fleischer 1998; cf., “Entry on ‘Accréditation’ for *Dictionnaire de sociologie clinique* [reprint in *Journal of Applied Social Science*] Fleischer and Winston 2018)

- ✓ **CAPACS accreditation contributes to a public mandate of sociologists’ professionalism.** It enhances and safeguards sociologists’ academic training and accomplishment as qualified practitioners in interdisciplinary fields vis-à-vis their credentialed counterparts in the social and behavioral sciences, public health and administration, and civil service, etc., as well as in allied occupations such as professional counseling, marriage and family therapy, and psycho-social rehabilitation, among others.



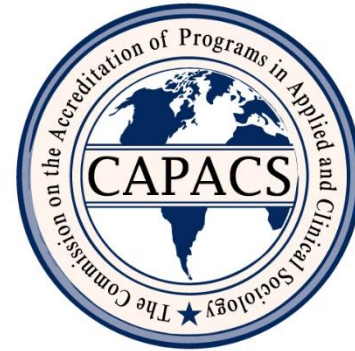


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### Benefits of CAPACS Accreditation (continued)

- ✓ **CAPACS accreditation cultivates a recognizable niche for sociologists in the workplace and professional marketplace.** Sociology departments and programs establish integral linkages and networks with employers, leaders, philanthropists, activists, sponsors, public and private sector foundations, and government agencies in their communities; it promotes alumni support, and institutional development and advancement for their colleges and universities.



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### Benefits of CAPACS Accreditation (continued)

- ✓ **CAPACS accreditation adds to the spectrum of offerings in undergraduate and graduate curricula.** Innovative practicum, workshops, field work, internships, and experiential learning augment traditional course work, furthering society's recognition of Sociology as an indispensable science, vital to the public welfare, health, and safety; and a view of sociologists as distinctively educated and trained practitioners, uniquely suited to administer the responsibilities of their profession.