

Guidelines for Completing the Baccalaureate Self Study Report

Accreditation of Applied and Clinical Sociology Programs

Commission on Applied and Clinical Sociology

June 1997 (Rev. 2000, 2002, 2006)

These guidelines for completing the Self Study Report (hereafter referred to as the Report) have been prepared by the Commission on Applied and Clinical Sociology 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 should provide information on all of the Standards and these Guidelines provide additional specifics on documentation requested. The Standards are the final determinate of accreditation.

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

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.

Sections of Self Study Report:

The Self Study Report should be concise, well organized, and readable.
Six printed copies are required.

The Self Study Report shall be prepared using the following format:

Cover Page:

See sample *Cover Page* in appendix.

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.

Note: Please organize the text of the Self Study Report using the numbering system below.

1.0 PRECONDITIONS FOR REVIEW

1.1 The Institution

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.
- 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.

Provide a copy of the following documents:

- Accreditation of the institution.
- Degrees granted by the institution.
- Institutional ethical standards for faculty and students.
- Institutional faculty and student grievance policy.
- Institutional policies and procedures demonstrating nondiscriminatory practices.
- Institutional policies and procedures to insure the confidentiality of student records.

1.2 The Program

Specify the following information:

- Name of applicant program.
- Degree level (bachelor's)
- If there are areas of concentration within the Program, (e.g., a concentration in evaluation studies and another in clinical sociology) give the names of these concentrations.
- If the Program's name does not include some combination of *sociological practice*, *clinical sociology*, or *applied sociology*, indicate why this is so, and how students and others can be expected to identify the program as one in sociological practice.
- The year the Program was initiated.
- Budgetary information that includes the following:
 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.
 7. The allocation for library acquisitions (e.g., books, electronic holdings, etc.) in the Program. How is this allocation determined?
 8. How does the Program ensure that its students have access to teaching resources in sociological practice, including: *Clinical Sociology Review*, *Sociological Practice*, *Journal of Applied Sociology*, *Social Insights*, and *Sociological Practice: A Journal of Clinical and Applied Sociology*?

9. 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.
10. What specific resources are allocated to the field experiences required of students? How is this allocation determined?

2.0 PROGRAMMATIC STRUCTURE

2.1 Goals and Objectives

Attach as Appendix A all statements concerning the goals and the objectives of the program that are provided to students, faculty, and others interested in the program, including copies of the information provided in official catalogues and bulletins.

2.2 Administrative and Organizational Structure

Specify the following information:

- How the program maintains relationships with sociological practitioners in the community. Specifically, indicate if the Program, its sponsoring department, or members of the department hold memberships in the Association for Applied and Clinical Sociology? Practice Section of the American Sociological Association?
- Attach as Appendix B copies of the relevant pages in the current institutional bulletin(s) or other documents describing the department/unit and the Program, including:
 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 copies of its course syllabi for the past five years (or since its inception, if it is less than five years old)?
- If not included in Appendix B above, include in Appendix C copies of information provided to students on:
 1. career possibilities,
 2. program requirements, prerequisites and offerings,
 3. student learning outcomes and assessment procedures,
 4. additional cost, if any, of the Program to the student,
 5. any additional time in school required to complete the Program,
 6. withdrawal and dismissal policies and procedures,
 7. accreditation status of the Program.

2.3 The Students

Specify the following information:

- Student admission to the program: Is there a formal admission process for the program, or do students simply elect it (with or without consultation with their advisor)?

- 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.
- Does the program maintain a file on each student in the program?
If yes, what information is contained in that file?
- Does the program assign an advisor to each student? If yes, describe:
 1. how the advisor is selected,
 2. the responsibilities of the advisor and of the student,
 3. other relevant information about the advisement process.
- What assistance is provided students in making career decisions and in seeking employment after graduation?

2.4 The Faculty and Staff

Specify the following information:

- 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:
 1. Areas of specialty.
 2. % of FTE 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.
- 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 copy of agreement.
- In Appendix D, provide a copy of the 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.

2.5 Explain the public and professional services of the Program if appropriate?

3.0 LEARNING OBJECTIVES

Programs are to provide a curriculum and learning experiences to ensure that students acquire a body of knowledge and set of skills as outcomes of their education. These educational and Program outcomes are listed in Section 3.0 - 3.33 of the Standards at the bachelor's level.

- Through a matrix of learning objectives by courses, show how the Program provides an overview of the common core of theory, knowledge, skills, and orientations that are desired outcomes of preparation programs for all sociological practitioners. (*See an example of a matrix showing learning objectives by courses and/or learning experiences in Appendices C -F of this document*). Refer to the discussion in Section 3.0 of the Standards in preparing your response. Specifically, this matrix must:

1. Specify the learning objectives in 3.1.1 (Sociological Theory), 3.1.2 (Sociological Research Methods), 3.2 (Skills), and 3.3 (Professional Orientation and Ethics).
 2. Specify the courses and/or other learning experiences (e.g., assignments, practice experience) that comprise the program of study.
 3. Identify which courses/learning experiences accomplish the learning objectives.
- This matrix along with the follow up narrative will provide the Accreditation Review Committee with an understanding of the following:
 1. Section 3.1.1, Sociological Theory: Which courses and/or learning experiences will enable students to discuss the role of theory in sociological practice, and the interaction between theory and practice, specifically as it relates to items a-d in Section 3.1.1 of the Standards?
 2. Section 3.1.2, Sociological Research Methods: Which courses and/or learning experiences will enable students to discuss the role of evidence and qualitative and quantitative methods in sociology, specifically as it relates to items a-d in Section 3.1.2 of the Standards?
 3. Section 3.2: Skills: Which courses and/or learning experiences will enable students to have the skills that facilitate the work of applied and clinical sociologists, specifically as it relates to items a-e in Section 3.2 of the Standards?
 4. Section 3.3, Professional Orientation and Ethics: Which courses and/or learning experiences will enable students to complete the Program in order to maintain a professional identity as a sociological practitioner and adhere to the standards and values of the profession, specifically as it relates to items a-c in Section 3.3 of the Standards?
 - Attach a narrative at the end of each section (Theory, Methods, Skills, Professional Orientation and Ethics) that explains how the set of courses and/or learning experiences address the learning objectives in the set. Use the “other” category at the end of each section to list any other experiences that will enable students to accomplish the learning objectives in the set. The narrative should include these points.
 1. A statement as to whether or not every student experiences this.
 2. A discussion of the connection between course content and objectives
 3. Evidence of how often each course and/or learning experience is offered.
 4. A discussion of the requirements vs. the opportunities for each experience.

4.0 Practice Experience

Programs will provide a practice experience that allows students to integrate academic studies with occupational realities. The purpose of the practice experience and its criteria are listed in Sections 4.0-4.2 of the Standards.

- Describe the organization and structure of your practice experience.
 1. Section 4.1.1: Documentation that the practice experience consists of a minimum of 120 hours that is overseen by an on campus academic advisor or by a practice site supervisor as approved by the practice Program Director.
 2. Section 4.1.2: Documentation of 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 Section 4.1.2 of the Standards.
 3. Section 4.1.3: 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) evaluation of student progress, and (c) period covered by the agreement.
 4. Section 4.1.4: Documentation that the Program demonstrates having adequate time and resources to support faculty and students in the practice experience, which meet the criteria specified in items a-e in Section 4.1.4 of the Standards.
 5. Section 4.2.1: Evidence that the Program implements a mechanism (such as portfolio) to insure that the students who complete their practice experience will be able to meet the criteria specified in items a-e in Section 4.2.1 of the Standards.

5.0 Areas of Specialization/Concentration

Some Programs provide specializations or concentrations at the baccalaureate level. Additional standards for these Programs are discussed in Sections 5.0-5.2 of the Standards.

- Through a matrix of learning objectives by area of concentration or specialization, identify the courses and/or learning experiences that are in place to meet these objectives. (See an example of a matrix showing learning objectives by courses and/or learning experiences for each area of concentration or specialization in Appendices C-F of this document). Specifically, the matrix must:
 1. Demonstrate eligibility in 5.1.1, and specify additional learning standards in 5.2.
 2. Specify the courses and./or other learning experiences (e.g., assignments, practice experience) that comprise each area of specialization or concentration.
 3. Specify the courses and./or other learning experiences (e.g., assignments, practice experience) that comprise each area of specialization or concentration.
- The matrix along with the follow up narrative will provide the Accreditation Review Committee with an understanding of the following:
 1. Section 5.1: How does each area of specialization or concentration in the Program constitute an applied or clinical component that is eligible for accreditation as a program in sociological practice? (Eligibility is demonstrated by fulfilling the additional standards for Section 5.2, below.)
 2. Section 5.2. How does the Program meet the following additional standards for each area of specialization or concentration?
 - a. Documentation of a separate set of student learning objectives (knowledge, skills, professional orientation and ethics) written for sociological practice, applied sociology, or clinical sociology that is appropriate to the particular area of specialization or concentration.
 - b. Evidence of the special qualifications of faculty in each area of specialization or concentration.
 - c. Documentation demonstrating the direct relevance of the practice experience to both the area of specialization or concentration *and* sociological practice, applied sociology, or clinical sociology.
- Attach a narrative at the end of each section that explains how the set of courses and/or learning experiences address the learning objectives in the set. Use the “other” category at the end of each section to list any other experiences that will enable students to accomplish the learning objectives in the set. The narrative should include these points.
 1. A statement as to whether or not every student experiences this.
 2. A discussion of the connection between course content and objectives.
 3. Evidence of how often each course and/or learning experience is offered.
 4. A discussion of the requirements vs. the opportunities for each experience.

6.0 MONITORING AND QUALITY CONTROL

6.1 Evaluation of the Program

Specify how the Program:

- Monitors its own procedures and practices.
- Institutes changes as a result of this monitoring and feedback.
- Keeps records 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.

- Does the Program maintain a data base on graduates, current address, present occupation, occupational address, etc.? If yes, provide a sample copy. If a summary of this information for recent graduates is available, please include it as well.

6.2 Evaluation of Program Outcomes

- How does the Program assess student learning as related to the Program's goals and objectives? Describe whether, and how, the assessment includes:
 1. subjective and objective measures of student learning outcomes,
 2. review by faculty of the Program,
 3. follow-up studies of Program graduates,
 4. feedback from an external or oversight advisory group.

6.3 Continuous Quality Improvement

- How is this information gained in 1,2,3,4 used to make changes in the Program?
- What changes have been made in the Program as a result of recommendations from self studies?
- Has the Program/unit been reviewed by the institution in the past 5 years? If yes. Attach a copy of this review as Appendix E.

7.0 Additional Information:

- Summarize the strengths and weaknesses of the Program in each area reported in this self study.
- Please review the Standards for Applied and Clinical Sociology at the Baccalaureate Level. In light of the Standards, provide any additional information in this section that will be useful to the Commission in evaluating the Program's request for accreditation.

APPENDICES

Appendix A: Sample Cover Page

Appendix B: Sample Table of Contents

Appendix C: Learning Objective Matrix Sociological Theory

Appendix D: Learning Objective Matrix Sociological Research Methods

Appendix E: Learning Objective Matrix Skills

Appendix F: Learning Objective Matrix Professional Orientation and Ethics

Appendix A:
SELF STUDY REPORT

[insert program name]

[insert institution name]

[insert location—city, state]

submitted to

The Commission on Applied and Clinical Sociology

For Accreditation of a Program

at the Baccalaureate Level

[insert date]

APPENDIX B: TABLE OF CONTENTS

Self Study Report

Part I.	Preconditions for Review	[insert page #]
Part II	Programmatic Structure	[insert page #]
Part III	Learning Objectives	[insert page #]
Part IV	Practice Experience	[insert page #]
Part V	Areas of Specialization	[insert page #]
Part VI	Monitoring and Quality Control	[insert page #]
Part VII	Additional Information	[insert page #]

Appendices

Appendix A	Official Statements of Program Goals and Objectives
Appendix B	Official Descriptions of Department and Program
Appendix C	Additional Program Information Available to Students
Appendix D	Curriculum Vitae
Appendix E	Previous Program Reviews or Self Studies

Supporting Documents

Documents for Part I

Documents for Part II

Documents for Part VI

Appendix C: Learning Outcomes Met Strongly (X) or Met (x) by the Program

Learning Objectives Sociological Theory 3.1.1

HOW MET	a	b	c	d
Required Course 1				
Required Course 2				
Required Course 3				
Required Course 4				

Required Course Last				
Elective Course 1				
Elective Course 2				

Elective Course Last				
Other Experience 1				
Other Experience 2				

Other Experience Last				

Note: The narrative should flow from the matrix above. Follow the description in the standards to generate your narrative.

**Appendix D: Learning Outcomes Met Strongly (X) or Met (x) by the Program
Learning Objectives Sociological Research Methods 3.1.2**

HOW MET	a	b	c	d
Required Course 1				
Required Course 2				
Required Course 3				
Required Course 4				

Required Course Last				
Elective Course 1				
Elective Course 2				

Elective Course Last				
Other Experience 1				
Other Experience 2				

Other Experience Last				

Note: The narrative should flow from the matrix above. Follow the description in the standards to generate your narrative.

**Appendix E: Learning Outcomes Met Strongly (X) or Met (x) by the Program
Learning Objectives Skills 3.2**

HOW MET	a	b	c	d	e
Required Course 1					
Required Course 2					
Required Course 3					
Required Course 4					

Required Course Last					
Elective Course 1					
Elective Course 2					

Elective Course Last					
Other Experience 1					
Other Experience 2					

Other Experience Last					

Note: The narrative should flow from the matrix above. Follow the description in the standards to generate your narrative.

**Appendix F: Learning Outcomes Met Strongly (X) or Met (x) by the Program
Learning Objectives Professional Orientation and Ethics 3.3**

HOW MET	a	b	c
Required Course 1			
Required Course 2			
Required Course 3			
Required Course 4			

Required Course Last			
Elective Course 1			
Elective Course 2			

Elective Course Last			
Other Experience 1			
Other Experience 2			

Other Experience Last			

Note: The narrative should flow from the matrix above. Follow the description in the standards to generate your narrative.