

SELF-STUDY REPORT

Concentration in Sociological Practice
Big City University
Big City, Somewhere

Submitted to
The Commission on the Accreditation of Programs in Applied and Clinical Sociology
For Accreditation of a Program
At the Baccalaureate Level

January 29th, 2011

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Jerry Dellucci

Burt Guthrie

Lance Sykora

Anthony Clodfelter

Ashley Lucas

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Joy Jones

Burrell Boivin

James Hodge

Brenda Norfleet

Tanisa Borovac

Appendix F Syllabi

SOC 100: Introduction to Sociology

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SOC 306: Racial and Ethnic Relations

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SOC 320: Sociology of Gender

SOC 355: Social Statistics

SOC 375 Research Methods

SOC 410: Sociological Theory

SOC 420: Global Sociology

**Application for Accreditation of the B.A. Degree
In Sociology with Concentration in Sociological Practice**

1.0 Preconditions for Review

- *Name of Applicant Institution*
Big City University

- *Name, title, address, phone, fax and e-mail of institution's chief academic officer:*
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- *Name of the department in which the Program is housed:*
Department of Political Science, History and Sociology

- *Name, title, address, phone, fax and e-mail of the Department Chair:*
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- *Name of Program Applying for accreditation:*
BA in Sociology with Concentration in Sociological Practice

- *Name, title, address, phone, fax and e-mail of Program Director:*
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1.1 The Institution

1.1.1 Accreditation of the institution

The regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) is the Middle States Commission on Higher Education. A letter of confirmation of the reaffirmation of Big City University's accreditation in 2007 is included in Appendix A. See Document 1.

1.1.2 The Program is housed in Big City University. The University is a private institution offering baccalaureate and some Master's degrees.

1.1.3 Institutional ethical standards for faculty and students.

See Appendix A, Document 2.

1.1.4 Institutional faculty and student grievance policy

See Appendix A, Document 3.

1.1.5 Institutional policies and procedures demonstrating nondiscriminatory practices

See Appendix A, Document 4.

1.1.6 Institutional policies and procedures to insure the confidentiality of student records

See Appendix A, Document 5.

1.2 The Program:

1.2.1 The BA in Sociology with Concentration in Sociological Practice. This is a baccalaureate program. There are two areas of emphasis within the Sociological Practice Concentration: Family/Gerontology and Community/Inequality.

1.2.4 The Program was initiated in 2004.

Budgetary/Resource Information (1.2.2 – 1.2.4)

Faculty	Rank	Years in Rank	Served Years	Salary
Jerry Dellucci	Instructor	6	6	45,433
Burt Guthrie	Assistant Professor	3	3	50,923
Lance Sykora	Associate Professor	5	5	71,828
Ashley Lucas	Professor	20	33	87,641

We have four full-time faculty members. Two are tenured, one is on tenure-track and one is a term contract.

A full teaching load is considered to be six (4 credit) courses per year. Generally, three of these are taught in the Fall semester and the remaining three in the Spring semester. All the full-time professors teach exclusively in sociology and the practice concentrations in sociology.

It should be noted that the following two courses in Sociology are cross-listed with Women’s Studies (WST):

SOC 307 Families in Global Perspective

SOC 320 Sociology of Gender

SOC 307 is an elective course and SOC 320 is one of three courses from which students can choose to fulfill the stratification requirement for the practice concentration.

In addition, the following two courses included in the “areas of emphasis” are cross-listed with Political Science:

SOC 200 The Urban World

SOC 304 Public Policy Analysis

Below are the adjuncts who regularly teach SOC 100, Introduction to Sociology. This course is also required for the practice concentration.

Adjunct Faculty	Rank	Years in Rank	Years in Service	Salary Per Course
Jones, Joy		Fall, 2009	1	\$750/3000.00
Boivin, Burrell		Spring, 2002	7 + SII09	\$650/2600.00
Hodge, James		Fall, 2006	4	\$750/3000.00
Norfleet, Brenda		Fall, 2005	5 + SII09	\$650/2600.00
Borovac, Tanisa		Spring, 2007	3-1/2	\$750/3000.00

1.2.2 There is no designated budget for the Sociology discipline per se. Sociology’s fiscal needs are met out of the below budget lines which serve Political Science, History and Sociology.

Supply and Service Budget for Political Science, History and Sociology for the Fiscal Year 2009 – 2010 (June 1st, 2009 – May 31st, 2010)

Faculty/Staff Tuition Grants	\$41,380
Faculty Professional Expenses	0
Fees and Dues*	\$1,600
Faculty Development Support	0
Field Trip Expenses	500
Special Instructional Program	7,500
Supplies	6,500
Film Expense**	1,600
Printing and Duplicating	9,500
Other Operating Costs	1,000
Postage and Freight	300
Phone Charges	<u>300</u>
 Total	 \$70,180

* Allows for \$100.00 reimbursement per full-time faculty member for professional fees.

** Allows for \$123.00 of film expenses per full-time faculty member.

Requests for large pieces of equipment can be made on an annual basis and are submitted with the departmental budget proposal for the following year. The costs of large pieces of equipment are not included in the Supply and Service Budget.

The Supply and Service Budget for Political Science, History and Sociology for the Fiscal Year 2010-2011 will increase by \$8,740.00. This increase is all in the form of Faculty/Staff Tuition Grants. Hence the budget for the other operating lines will remain the same as that for the past year.

Beginning with the next budgetary year (2010 – 2011) the Chair of the Department will guarantee \$1000 of the Special Instructional Program Line to Sociology so long as it is used for instructional programs in Sociology (for instance, speaker programs, guest speakers and field trips).

- 1.2.3 One full-time staff assistant serves the Department of Political Science, History and Sociology, including the Concentration in Sociological Practice and the Departments of Criminology and Psychology. When necessary, back-up is provided by the Dean’s staff assistant and/or Dean’s graduate assistant.
- 1.2.4 There is no separate allocation of support, clerical or other, to the Sociological Practice concentration.
- 1.2.5 There are no graduate assistantships allocated to the Program.

- 1.2.6 Each of the sociologists is entitled to spend a certain sum of money every year on library books. The 2009-2010 allocation was \$112.00 per person.

The determination of the allocation begins with the Library Committee, whose responsibility it is to determine the Departmental allocation of funds for the purchase of library books. The 2009-2010 allocation for the Department of Political Science, History, and Sociology was \$3,121.67. The Department chair divided this sum equally among the faculty members in the department. Hence, the allocation of \$112.00 per faculty member to spend on library books over the course of a year.

There are, however, other sources from which funds for library books can be drawn. Some books can be purchased out of specially designated lines. For instance, there is money available to buy books for new courses. There is also a special line for books dealing with global/international issues. Yet another source is unspent funds. If, by a certain date departments have not exhausted their library book budgets, the money is pooled and spent on a “first come, first served” basis.

- 1.2.7 All issues of the *Journal of Applied Social Science*, (2007 – 2010) formerly *The Journal of the Association for Applied and Clinical Sociology*, are available in the periodical stacks at the Robert Reichel Library. The *Journal of Family Relations*, which includes articles that relate to sociological practice, is also available in the periodical stacks. In addition, the library has the *Clinical Sociology Review* on CD Rom.

One of the librarians is assigned to Sociology collections. He has always been more than helpful in trying to accommodate our requests for the practice and applied collections.

- 1.2.8.a The university is continuously upgrading and expanding its computer technology capabilities. Each faculty member in the Department has a computer with Windows XP and the latest Microsoft software packages, SPSS and other software, as well as access to the world-wide-web and e-mail. The faculty also has access to Spider Web, which provides data on students who are registered at Big City University and to Blackboard, the on-line course management system. None of these expenses come out of the department budget.

The department has a small survey research lab with four computers, each with a headset that can be used to make outgoing calls, a telephone and a printer.

- 1.2.8.b Computer assistance is provided through the university’s Instructional and Technology Services Department. However, due to the statistical expertise of our Faculty members we have not had to go outside the department for formal assistance.

- 1.2.8.c The administration provides support for all academic areas in terms of the following:
1. An internship coordinator who works out of the Career Services Office. The internship coordinator has organized an Internship Council made up of faculty members who supervise internships. The Internship Council meets once a month to discuss issues of general interest related to internships.

Faculty members who supervise internships are paid \$100 per intern.

2. Support for service learning comes out of the Office of Civic Engagement, Student Leadership and Engagement. The support consists of a library of resources and web access to resources. This office also maintains a list of places in the community where students can do service learning and/or volunteer.

1.2.8.d Financial support for instructional development is available on a competitive basis through two sources of grant monies:

- a. Willie Foundation Grants – applied for through the Provost’s Office
- b. Learning Enrichment Grants – applied for through the Baccalaureate Office

Professional development as a teacher is supported through the faculty led Teaching Guild that meets once a month to discuss issues related to teaching. The occasional speaker brought in from the outside supplements the work of the Teaching Guild.

Technical development is encouraged through participation in workshops. Every semester, for instance, workshops are offered for Blackboard.

The Office of Research and Planning is responsible for university-wide assessment. The College of Liberal Arts and Sciences, of which Sociology is a part, has designated a person who serves as the Assurance of Learning Liaison. Then, within each discipline there is a person who is responsible for doing exit surveys and administering the ETS exam to graduating seniors.

- 1.2.9 One of our faculty members, Ashley Lucas, teaches SOC 305, the internship course. She meets with the students every two weeks during the semester to discuss their experiences and meets the site supervisors to guarantee that the internship is a professional sociological practice experience. The faculty internship coordinator is paid \$100 per student for teaching the Field Work Intern course. Aside from that, there are no specific resources allocated to the practice experience.

2.0 PROGRAMMATIC STRUCTURE:

2.1 Mission and Goals

The Mission:

The mission of the sociology program at Big City University is to enable students to think scientifically about societies and human behavior.

The mission of the concentration in sociological practice is to develop “citizen scholars” who can apply sociological insights to understanding social issues and social problems and developing solutions to them.

2.1.2 Program Goals:

1. To give students fundamental background knowledge and skills of sociology and its ethical practice.
2. Students will learn sociological theory, gain experience with research methodology, and become familiar with scholarly literature in sociology, in preparation for evaluating conditions and programs, solving problems, and helping to bring about constructive social change.
3. To enable students to develop professional contacts with applied sociologists; to learn more about the employment opportunities available for applied sociologists and the qualifications needed to secure them.

2.1.3 Learning Outcomes:

Sociology graduates will be able to:

- a. examine in-depth a range of major sociological paradigms, theories, and perspectives.
- b. examine social interaction from the micro, meso and macro levels.
- c. examine a variety of research methods used in both qualitative and quantitative sociological research including concept and problem formation, research design, data collection, data analysis and interpretation.
- d. exhibit knowledge about diverse populations in diverse settings.
- e. exhibit competency with a range of communication skills and appropriate use of computer technology.
- f. exhibit knowledge of the social and political issues involved in sociological practice.
- g. apply professional ethics to their work as sociologists.
- h. Identify themselves as sociologists and express a responsibility to continuing growth and development in the sociology.

Graduates who complete the sociological practice concentration will meet the following learning outcomes **in addition to** the learning outcomes listed above by being able to:

- a. compare and contrast the theoretical perspectives of sociology that are particularly relevant to sociological practice.
- b. describe how practice informs and modifies sociological theory.
- c. use sociological theory in identification and resolution of individual and social problems.
- d. link theory and practice in their area of concentration *(Family/Gerontology or Community/Inequality) if graduate completed a concentration.

- e. compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.
- f. describe how data can be used as the basis for examining issues and making recommendations to clients.
- g. link research methods and practice to in their area of concentration, (Family/Gerontology or Community/Inequality) if student completed a concentration.
- h. communicate effectively with appropriate audiences.
- i. understand group processes and decision-making.
- j. identify, locate and retrieve information relevant to the practice of sociology.
- k. link the skills with their area of concentration (Family/Gerontology or Community/Inequality) if student completed a concentration.
- l. illustrate how sociological theories can be used with clients in a specific practice setting.
- m. illustrate how research methods can be used with clients in a specific practice setting.
- n. recognize the individual, group, and/or organizational processes within a specific practice setting.
- o. adhere to professional norms and demonstrate appropriate behavior with regard to work assignments
- p. realize the influence of their personal values and perceptions as related to other individuals and groups in the practice setting.
- q. function as an effective member of a work team or group in a specific practice setting.
- r. demonstrate additional learning outcomes in their area of concentration (Family/Gerontology or Community/Inequality) if student completed a concentration.
- s. maintain a professional identity as a sociological practitioner.
- t. comply with the codes of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, and/or other relevant professional association.
- u. recognize the social, political, and ethical constraints on sociological practice.
- v. demonstrate a professional orientation and ethical behavior in their area of concentration (Family/Gerontology or Community/Inequality) if student completed a concentration.

2.1.4

Matrix for Essential Sociological Content

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

Student Learning Outcome	Learning Experience								
	SOC 100 Required Intro- ductory	SOC 305 Required Field Work Intern	SOC 306 Required Racial/ Ethnic Relations	SOC 310 Required Applied Sociology	SOC 313 Required Social Stratification	SOC 320 Required Sociology of Gender	SOC 355 Required Social Statistics	SOC 375 Required Methods	SOC 410 Required Theory
2.2.1: Students [who complete the Concentration] in Sociological Practice shall:									
a. examine in-depth a range of major sociological paradigms, theories, and perspectives.	X		X	x	X	X			X
b. cover the micro, meso and macro levels of analysis.	x		X		x	X	x	X	X
c. examine a variety of methods used in both qualitative and quantitative sociological research including concept and problem formation, research design, data collection, data analysis and interpretation.	X		x	x	x	x	x	X	
d. provide knowledge about diverse populations in diverse settings.	X		X		X	x			
e. cover a range of communication skills and appropriate use of computer technology.	x	X		X	X		X	X	
f. cover the social and political issues involved in sociological practice.	x	X		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		X			X		

2.2. Essential Sociological Content

At minimum, a Program shall:

2.2.1a. *examine in-depth a range of major sociological paradigms, theories, and perspectives.*

SOC 100, Introduction to Sociology. First, the students are introduced to the founding sociological theorists, among them; Comte, Marx and Weber. Second, they are schooled in the basic tenets of the big three sociological perspectives: functionalism, conflict theory and symbolic interactionism. Third, throughout the course, in almost every chapter, the author reinforces this knowledge by giving an example of how functionalism, conflict theory and symbolic interactionism can be used to explain a chapter-appropriate phenomenon. Fourth, this is accompanied by students participating in application exercises. For instance, students compare and contrast two theories in terms of their ability to explain phenomena such as “secularization” or “deviance.”

This basis is reinforced and extended in the stratification series (SOC 306, 313 and 320) through in-depth use of these and other theories to explain patterns of stratification.

In SOC 306, Racial and Ethnic Relations, a diverse array of sociological theories are reviewed throughout the course. This includes text content (Aguirre and Turner Chapter 2, Rothenberg readings in whiteness), class discussions, and the final paper in which students need to reflect on theories of race as they compare race and ethnic relations in the U.S. to that of another country.

In SOC 313, Social Stratification, the first chapter of the primary textbook discusses theories of social stratification, with heavy emphasis on structural functionalism, social structure, world systems theory, neo-colonialism, and conflict theory. Several days are spent digesting the theories to lay the groundwork for the rest of the course. Additionally, prior to reading the chapter on theory in the primary textbook, students read “Guns, Germs, and Steel,” which offers a geography/climate based theory for the varied levels of economic development up to the industrial revolution. Thus, students in social stratification are introduced to a variety of theories and are required to understand them in order to pass the course.

In SOC 320, Sociology of Gender, a variety of theories are discussed including structural functionalism, conflict theory, symbolic interactionism, rational choice theory and feminist theory. The first chapter in the text is devoted largely to a discussion and categorization of the various feminist perspectives.

In Sociological Theory, SOC 410, students learn how to identify and contrast core assumptions and propositions in a diverse array of sociological theories, and are then challenged to apply theory in a cogent and systematic manner to make sense of social phenomena.

2.2.1b. *cover the micro, meso and macro levels of analysis.*

In Soc 306, Racial and Ethnic Relations, students are challenged to think at different levels of analysis by considering different examples of individual versus institutional discrimination, and in comparing the implications of different theories based in different levels of analysis (e.g. symbolic interactionism, colonialism, conflict theory).

In Soc 375, Research Methods, students consider different levels of analysis by distinguishing between data collected on different units of analysis, using theories appropriate to the level of analysis to use in the interpretation of data, and in understanding errors committed in misinterpreting data, such as the ecological fallacy or reductionism. Merits of theory induction and deduction are weighed.

In SOC 320, Sociology of Gender, the differential opportunity structures for males and females are investigated and explained using micro (symbolic interactionism,) meso and macro (structure functionalism, conflict and feminist) theories.

In Soc 410, students compare the merits of varying levels of analysis as starting points, such as symbolic interactionism, strain theories, feminist theories, or conflict theory. Students come to understand the importance of identifying the level of analysis given a particular question related to human behavior and to be consistent in maintaining focus at that level. Micro-macro linkages are evaluated.

2.2.1c *examine a variety of methods used in quantitative and qualitative research sociological research, including concept and problem formation, research design, data collection, data analysis and interpretation.*

In SOC 100, Introduction to Sociology, students learn about how sociologists do research. Students examine a variety of research methods used in both qualitative and quantitative sociological research including survey, participant observation, case studies, documents, secondary analysis, experiments and unobtrusive measures. They also learn about concept and problem formation, research design, data collection, data analysis and interpretation – albeit at a rudimentary level. Students also gain practical experience in a class project where they gather some data.

SOC 375, Research Methods, is the course in which the essential sociological content described in standard 2.2.1c is transmitted. The students work on a semester-long quantitative research project where they gain experience from conceptualization through to data analysis and report writing. In laboratory assignments, students also gain experience in qualitative inquiry and analysis and content analysis, among others. Applied research (particularly evaluation research and needs assessments) is also emphasized.

2.2.1d *provide knowledge about diverse populations in diverse settings.*

In SOC 100, Introduction to Sociology, the standard is met in three ways. First, SOC 100 is a designated (NW) (IG) course. This means that approximately 50% of the course content is taught from a non-western and/or international global perspective. Through this approach a considerable amount of knowledge about diverse populations in diverse settings is conveyed. Second, at least one-third of the text and lecture content of this course focuses on the traditional stratification variables of race and ethnicity, gender, social class and age. The chapters dealing with these variables all offer cross cultural comparisons hence deepening the student's exposure to diversity. Third, the chapter on "global stratification" develops an understanding of how diverse populations in diverse settings become differentially privileged and how their degree of access to resources impacts their lifestyle.

SOC 306, Racial and Ethnic Relations, meets the standard in two ways. First, the focus of the reading and lecture material is on racial and ethnic diversity in America. Attention is given to the predominant racial and ethnic groups, including White Ethnics, African Americans, Native Americans, Latinos, Asian Americans and Arab Americans. Second, international comparisons are made through the paper assignment. Students select a country and describe the nature of the racial and ethnic relations in that country and then make comparisons with the U.S. In that way, the understanding of racial and ethnic relations becomes more global than local.

In SOC 313, Social Stratification, students are taught about human development from an economic perspective. This requires knowledge of the various levels of development of society – from hunter-gatherers to post-industrial societies. Each type of society is examined in detail, with many examples provided, most of which are outside the U.S. Additionally, the different social classes within societies are also examined, providing students insight into the diverse socioeconomic populations in diverse settings. Most of this discussion focuses on the U.S., but comparable illustrations of social class differences are also provided from Africa and China. Thus, students are exposed to diverse populations in diverse settings throughout the course.

2.2.1e *cover a range of communication skills and appropriate use of computer technology.*

In SOC 305, Field Work Intern Program, students learn how to communicate with clients in the field; through keeping a log of fieldwork experiences, including reactions to those experiences and theoretical interpretations of them, when possible.

In SOC 306, Racial and Ethnic Relations the use of computer technology is emphasized by requiring students to do literature searches on-line. Oral communication is also emphasized in this class with students being required to participate in one group presentation, in addition to giving individual presentations. The oral presentations are graded, thereby encouraging students to work on their public presentation skills.

In Applied Sociology, SOC 310, the development of communication skills is emphasized through: 1) Student participation in problem solving exercises. Students work on these in small groups; then select a leader who presents the group's solution to the rest of the class for their critique. 2) Students present their completed research projects to the class. The oral presentations are critiqued and graded, with the goal of helping students to hone their public presentation skills. 3) Upon completing a research project for an agency, class representatives put together an oral presentation that is accompanied by power point slides. The content is reviewed and approved of by the class as a whole and one student is elected to deliver the presentation, and 4) The students learn the special communication skills necessary to successfully gather data using the focus group technique.

Second, appropriate use of computer technology is emphasized in terms of making power point slides to accompany research presentations and using computer technology to record and transcribe focus group interviews.

Students in SOC 313 are required to develop clear communication skills and mastery of computer technology in the following ways: The major course project is the collection of data through interviews and participant observation in diverse neighborhoods (varied social classes). Students are taught how to approach individuals to request an interview and how to interview them. Students are also required to present their findings from their observations and interviews in front of the class and are graded on their presentations. Additionally, in order to determine which neighborhoods fall into which social classes, students are required to learn how to use online mapping software. Finally, for this paper and another research paper, students are required to learn how to use online databases to find peer-reviewed articles, which they read and turn into a literature review on one of two topics: socioeconomic status and crime or socioeconomic status and health. Thus, students must master the use of electronic databases to find relevant articles for their projects.

In SOC 355, Social Statistics, and SOC 375, Research Methods, the development of oral communication skills is encouraged by requiring students to participate in group discussions throughout the course. The use of computer technology is emphasized by training students to do literature reviews using on-line searches and by teaching students how enter data using PASW (SPSS) programs and to do computer analysis of data.

2.2.1f *cover the social and political issues involved in sociological practice.*

SOC 305, Field Work Intern Placement, begins with a review of this topic which was discussed in depth in SOC 310, Applied Sociology. Emphasis is placed on the fact that interns are in a unique position to be able to influence the lives of those they are serving. That said, they will be successful only if the social and political conditions are favorable to

their intended actions. Students make journal entries about the social and political issues that arise in their field placements. They share these in class discussion. In so doing, they heighten their awareness that their ability to serve as sociological practitioners is influenced by external social and political forces.

In SOC 306, Racial and Ethnic Relations, students familiarize themselves with the merits and dangers of assimilationist versus pluralistic policies, examine the changing nature of such policies in the U.S. and contrast these experiences to other policy thrusts in other countries. Organizational affirmative action policies; their implementation and impact, are examined in detail.

In SOC 310, Applied Sociology, social and political issues involved in sociological practice are discussed in depth. We focus on issues such as when one is hired as an applied sociologist, one's personal control over the project may be at stake. The agency or individual may attempt to influence the research design or implementation with the goal of attaining certain outcomes. Students consider case studies in which they imagine they are the "hired gun" and work together to resolve the dilemmas that are posed.

In SOC 375, Research Methods, students are engaged in instructor led discussions of the social and political issues and constraints involved in doing both basic and applied research. As a precursor to evaluation research, students analyze examples of mission statements of various nonprofits and contrast them to their stated goals and activities, illustrating the political nature of the creation of such statements and the importance of gaining stakeholder buy-in at each stage of the evaluation project.

2.2.1g *infuse professional ethics throughout the curriculum and learning experiences.*

In SOC 100, Introduction to Sociology, students learn about ethics in research through lectures and reading summaries of sociological research studies that illustrate breaches of the ethical codes. They learn about the ASA Code of Ethics. Students are advised to follow the ethical codes in designing and carrying out their own research projects. In addition, students learn about the IRB and the important role it plays in legitimizing research. The importance of the IRB is reinforced by the fact that students have to wait for IRB clearance before beginning to work on any research project that uses human subjects.

Students begin SOC 305, Field Work Intern Program, with a review of the Association for Applied and Clinical Sociology's Code of Ethics to prepare them for ethical dilemmas they may have to resolve in their practice experience. They keep a journal in which they document any ethical dilemmas they do resolve and the professional guidelines they used in doing so. Students share these journal entries in weekly discussions that are a part of the internship experience.

In SOC 310, Applied Sociology, professional ethics in applied research are discussed in depth. First, students read and discuss the Codes of Ethics of the American Sociological Association and the Association for Applied and Clinical Sociology. Second, through lectures and assigned readings, the students learn about areas where they are likely to face

ethical dilemmas – for instance, the use to which the research they are hired to do is to be put, and maintaining their integrity. Third, students learn about approaches to resolving ethical issues and fourth, using case studies, students work at resolving ethical issues in small groups.

In SOC 355, Social Statistics, professional ethics drive the discussions of choice of statistical techniques and interpretation of statistical analyses. Additionally, examples of how statistical tests are applicable to applied and professional settings are provided throughout the course. Upon completion of this course, students are expected to have sufficient skill to market themselves as professional statisticians.

In SOC 375, Research Methods, ethical issues are addressed throughout the course at appropriate points. A chapter in the textbook and lecture time are devoted to studying ethical issues in sociological research and students spend time with the ASA Code of Ethics. The role of the IRB is also discussed in greater depth than was the case in SOC 100, Introduction to Sociology.

2.2.1h *foster professional identity, including the responsibility to continue professional growth and development.*

SOC 305, Field Work Intern Program. It is in this course that the most intense emphasis is placed on professionalism. Students keep journals in which they document the ethical dilemmas they face in working with clients and the professional guidelines they use in resolving these dilemmas. This is designed to promote professional growth.

In SOC 310, Applied Sociology, students practice the art of applying sociological skills to solving social problems. Assigned readings, problem solving exercises and opportunities to work on projects for social service agencies all promote the development of professional identity.

In SOC 355, students are taught statistical techniques that prepare them to work in various professional settings. This training is emphasized in particular in one section of the course when students are taught how to calculate the exact sample size they would need in order to detect differences of a certain magnitude with a specific range of error. Additionally, examples of how statistical tests are applicable to applied and professional settings are provided throughout the course.

Note: The development of a professional identity is fostered throughout the Sociological Practice curriculum by teaching students theoretical, methodological and statistical skills that will enable them to market themselves as trained professionals. Professionalism is also encouraged in the way students interact in the classroom and in the content and delivery of presentations.

2.3 Administrative and Organizational Structure

2.3.1 Program relationships with sociological practitioners:

Students and faculty interact with sociological practitioners in a number of ways. First, students work with and are supervised by practitioners during their required internship experiences. Such interactions ensure that students engage the discipline of sociology in the “real world” rather than just in the classroom situation. Practitioners are able to help students to understand the complexities of using sociological concepts and ethical codes in actual work settings. Second, faculty members often interact with practitioners as they place interns, consult with community social service agencies, or engage in community service. The Program Director has established a partnership with the Child Abuse Council for the purposes of placing interns, and developing service learning projects for students.

Faculty members also interact with sociological practitioners through memberships in practice oriented professional associations. Dr. Lance Sykora is a member of the Association for Applied and Clinical Sociology and Sociologists Without Borders. Dr. Ashley Lucas is a member of the Association for Applied and Clinical Sociology, the National Council on Family Relations and the ASA (Practice Section.)

2.3.2 See Appendix B

Sociology and the Concentration in Sociological Practice

Admissions Criteria

Advising – Concentration in Sociological Practice

Academic Advising – Faculty Support Site

Opportunities for Field Work Internship

Career Guidance

Financial aid information

2.3.3 The Program has indirect access, through the Department Chair, to resources to support teaching, research and practice experiences for students.

- a. Each faculty member is provided with a computer that has word processing and data analysis capabilities.
- b. Given the level of statistical training of some of our faculty members we generally consult within the department if we need help regarding data analysis.
- c. Although the staff assistant serves a large number of faculty and adjunct faculty members, clerical support is always available.
- d. Administrative support to assist the program comes through the Department Chair and the Dean.
- e. Professional, technical and financial support for faculty and curriculum development and assessment comes largely through the Dean. Travel funds are available for presenting papers at professional meetings. Grant monies (e.g. Willie Grant) can be applied for on a bi-annual basis to support research.

2.3.4 All issues of the *Journal of Applied Social Science*, (2007-2010) formerly known as The *Journal of the Association for Applied and Clinical Sociology*, are available in the periodical stacks at the Robert Reichel Library. The *Journal of Family Relations*, which includes

articles that relate to sociological practice, is also available in the periodical stacks. In addition, the library has the *Clinical Sociology Review* on CD Rom.

One of the librarians is assigned to Sociology collections. He has always been more than helpful in trying to accommodate our requests for the practice and applied collections.

2.3.5 The Program has maintained a file for the past five years containing syllabi for all courses taught in the Program. These are kept by the department staff assistant. Syllabi include the basic requirements of course, objectives/student learning outcomes, course assignments, and mechanisms used to evaluate the progress of students in the course.

2.3.6 *See appendices for information provided to prospective and enrolled students.*

2.4 The Students

2.4.1 There is no formal process of admission to the Sociology program or to the sociological practice concentration, other than making application through the Registrar's Office. Admission is open to all students who are in good standing (maintain a G.P.A. of 2.0.) Students interested in completing the concentration in sociological practice usually consult with a counselor in the Advising Office or with their faculty advisor about this.

2.4.2 When a student elects to pursue a Sociology degree with the sociological practice concentration, it is the student's task to approach a faculty person who specializes in that area to advise him/her. This person must sign a "change of advisor" form indicating approval to have that student added to his/her advisee list.

The advisor is required to provide the student advisee with up-to-date information about the program and degree requirements and the availability of courses for the required period of study. To do this, the advisor reviews the long-term schedule of class offerings. This enables him/her to inform students about when the required courses will be offered, semester by semester, and to develop a plan of study that will maximize their opportunities in the sociological practice concentration.

Each advisee is expected to meet with his/her advisor once per semester, during the pre-registration period to discuss academic progress, to receive advice on course selection, to be cleared for registration and to discuss future academic or career plans. The student is expected to arrive at the advising session with an updated copy of his/her degree plan and a list of possible courses for enrollment in the forthcoming semester.

The goal of faculty members in the Department is not simply to complete an advisor-advisee transaction but rather to build a mentor-mentee relationship. Faculty members strive to become partners with students in their education, to act as an advocate for the advisee in dealing with other areas of the university, for promoting applied projects along with the faculty member, and presenting papers at conferences.

- 2.4.3 An up-to-date, electronic file is kept on each student by the Registrar. The file is accessed by the faculty advisor through the CX Faculty Advisor Portlet on Spider Web. This file includes the advisees: unofficial transcript, student biographical information, degree guide, GPA projection, grade report, registration clearance, student schedule for the current semester and aid awarded. Documents related to the internship experience are kept by Ashley Lucas, the Faculty Internship Supervisor.
- 2.4.4. Career advice and assistance is offered to students in the following ways:
1. The academic advisor discusses career development with students, offers information about available opportunities and writes letters of recommendation for graduate school and for employment.
 2. Jobs appropriate to those with applied training are posted on the Sociology Club Blackboard site and on the Sociology bulletin board, between PH 214 and PH 216.
 3. The university has a prominent Career Services program. Students are strongly encouraged to seek career information in the following ways:
 - a. Going to the website <http://www.ut.edu/amajorin/default.html> and looking at career options available to persons with training in applied sociology/sociological practice.
 - b. Meeting with a Career counselor on campus.
 - c. Attending Career Fairs (offered once per semester through Career Services.)
 - d. Discussing career development and job opportunities with their field Placement Supervisor while at their internship placement.

2.5 The Faculty and Staff

2.5.1 Table 1 lists the sociology faculty who teach in the sociological practice concentration. It summarizes their qualifications and professional experiences.

- 2.5.2 The Program Director is Ashley Lucas.
- a. Ph.D in Sociology awarded 1979.
 - b. The Program Director has an extensive record of teaching, writing and research in Applied Sociology. Her courses have all been taught with an applied orientation. She has presented and published applied research in gerontology, gender issues and marriage and the family. (See Curriculum Vitae in appendix for more detail).
 - c. Has memberships in AACSB, ASA (practice section) and NCFR (National Council on Family Relations).
 - d. There is no release time assigned for the Program Director.

2.5.3 FACULTY QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

Faculty	Courses most frequently taught	Research activities	Documented experience in sociological practice in related field
Jerry Dellucci MA Sociology	SOC 100 Introduction to Sociology SOC 101 Social	None	None

	Issues and Social Movements SOC 215 Sociology of Sexualities		
Burt Guthrie PhD Sociology	SOC 100 Introduction to Sociology SOC313 Social Stratification SOC 355 Social Statistics SOC 308 Sociology of Religion SOC 410 Sociological Theory	Sociology of Religion; see CV	Research Analyst for Local Initiatives Support Corporation (LISC) of Greater Metropolis. Volunteer Research Analyst for The 21 st Century After School Program in Big City. Expert witness for custody hearing on differences between religions.
Lance Sykora PhD Sociology	SOC 100 Introduction to Sociology SOC 245 Individual and Society SOC 250 Sociological Analysis SOC 306 Racial and Ethnic Relations SOC 375 Research Methods		Graduate training in Applied Soc, applied research projects and publications (see c.v.), including needs assessments, evaluation research, program development, problem-solving, and pedagogy. Courses taught previously include Human Service Program Evaluation (graduate and undergraduate level), Research Methods.
Ashley Lucas PhD Sociology	SOC 100 Introduction to Sociology SOC 302 Sociology of Aging SOC 307 Families in Global Perspective SOC 310 Applied Sociology SOC 320 Sociology of Gender SOC 305 Field Work Intern Program	Women and Retirement	Agency Services Research – Healthy Start Satisfaction Survey Field Placement – Supervisor for SOC 305 – Field Work Intern Program

2.5.4 Faculty teaching assignments are matched to their experience and training.

2.5.5 a. Efforts have been made since the addition of the sociological practice concentration to hire appropriately qualified faculty. For instance, Lance Sykora was hired for his expertise and training as an applied sociologist. The Program is currently advertising for a Ph.D in sociology with training and experience in clinical and/or counseling sociology.

2.5.5 b. Big City University is an Equal Opportunity Employer. Attempts have been and

are continuing to be made to diversify the faculty by advertising for women, ethnic minorities and persons with disabilities.

- 2.5.6 To date, individuals from practice settings have been involved as guest speakers and Field Intern Supervisors. Efforts are being made to develop an Advisory group which includes individuals from practice settings.
- 2.5.7 Burt Guthrie is an active researcher working in the sociology of religion. He has published a number of articles, book chapters, and reports (see C.V.) and is heavily involved in multiple academic organizations (SSSR, MSSA). He also regularly presents his research at conferences and is currently in discussion with Springer to start a new journal in his area of research, of which he would be the editor.

Lance Sykora is a regular presenter at conferences like the ASA and AACCS, and is actively involved in Sociologists Without Borders. Dr. Sykora recently published a book designed to empower students in gaining experience in social science (see c.v.), and was the co-author of a human rights policy statement unanimously adopted by the ASA. Dr. Sykora is Chair of Big City University's Teaching Guild which organizes pedagogical workshops and speakers for the BCU community.

Ashley Lucas is continuing to write articles and papers from her interview data on women and retirement. She is actively involved in professional organizations – including serving on the Commission on the Accreditation of Programs in Applied and Clinical Sociology and as president of the International Society for Behavioral and Social Science – an organization she founded thirteen years ago.

- 2.5.8 Monies are available for faculty to participate in relevant professional meetings, including presenting a paper, workshop or facilitating a roundtable and serving on a Board. In addition, the faculty are reimbursed up to \$100 for membership fees in a relevant professional organization.
- 2.5.9 Ashley Lucas serves on the CAPACS Board. She also works with the Sutton County Child Abuse Council on developing suitable internships and service learning projects for students.

Burt Guthrie has offered his professional services to the following agencies: The 21st Century After School Program in Sutton County– to do a program evaluation and the Local Initiatives Support Corporation (LISC) of Greater Metropolis for data analysis..

2.6 Structure of Practice Experience

- 2.6.1 Sociology majors who select the Concentration in Sociological Practice are required to complete a 4 credit internship (SOC 305.) Students must complete a minimum of 120 hours in the field (10 hours per week for 12 consecutive weeks.) Student interns submit weekly time sheets that are signed by their Site Supervisor and verified and recorded by their Internship Coordinator.

2.6.2 The Internship expectations are documented in several ways:

By providing students with the following:

1. a copy of the course syllabus
2. a statement of the Rights and Responsibilities of Students/Internship Coordinator and Practice Sites
3. The Code of Ethics of the Association for Applied and Clinical Sociology
4. a Confidentiality Statement
5. a Student Agreement
6. a completed Agency Statement of Acceptance Form (See Appendix C)

2.6.3. The student internship files contain:

1. the internship application
2. a copy of the internship agreement made between Big City University, the agency and the student
3. a statement of the period covered by the agreement
4. Site Supervisor information
5. A summary of hours completed
6. a weekly log
7. Evaluation of Student Internship (See Appendix C)

- 2.6.4. a. Where possible, Site Supervisors have appropriate educational and professional credentials. Documentation of the educational and professional experience of the Site Supervisor can be found in the *Agency Supervisor Information*.
- b. The Academic Supervisor of the practice experience has appropriate educational (Ph.D in Sociology) and professional experience (32 years working as an applied sociologist).
- c. The academic supervisor receives a stipend of \$100:00 per student intern for coordinating and supervising the experience.

2.6.5. The program maintains connection in the community for the purpose of both developing and sustaining appropriate internships. The Sociology Department currently has:

Formal contracts for Internship Placements with:

Sutton County Aging Services

The Homeless Coalition

An informal agreement for internship placements with the Child Abuse Council.

The Internship Coordinator keeps in touch and works with the Career Counseling Center at Big City University for possible internship placements.

2.7 Areas of Specialization/Concentration

The B A in Sociology with the sociological practice concentration offers two areas of emphasis: Family/Gerontology and Community/Inequality. Students must complete three of the four courses offered to fulfill the requirements for the emphasis.

2.7.1 Learning Goals and Outcomes for the Family/Gerontology Emphasis

2.7.1a Graduates who complete this emphasis will meet the following learning outcomes:

Theory

Student Learning Outcomes for the Family/Gerontology Area of Emphasis
Matrix for Sociological Theory

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

Student Learning Outcome	Learning Experience			
Students who complete the baccalaureate program will demonstrate the ability to:	SOC 202	SOC 302	SOC 304	SOC 307
a. Compare and contrast the theoretical perspectives of sociology that are particularly inherent to sociological practice.	X	X		X
b. Describe how practice informs and modifies sociological theory.		x	X	
c. Use sociological theory in identification and resolution of individual and social problems.	X	X		X

a. Compare and contrast the theoretical perspectives that are particularly inherent to sociological practice.

In SOC 202, Marriage and Family, sociological theories are discussed throughout the course for their relevance to understanding aspects of mate selection, marriage and family life.

In SOC 302, Sociology of Aging, a variety of sociological theories, at the macro, micro and meso levels, are compared and contrasted for their ability to enhance understanding of the social aspects of aging.

In SOC 307, Families in Global Perspective, the traditional sociological theories, plus theories of globalization are compared and contrasted for their relevance in understanding the structure and functioning of families across the globe.

b. Describe how practice informs and modifies sociological theory.

In SOC 304, Public Policy Analysis, students learn how practice informs and modifies sociological theory as they focus on social problems and the social policies developed to resolve them. Take the welfare system, for instance. Prior to the Clinton administration, it was a generally accepted theory that the welfare system perpetuated poverty. However, after the restructuring of the system, 50% of those who were poor remained poor. This empirical data led to the theory that economics was the cause of poverty.

c. Use sociological theory in identification and resolution of individual and social problems.

In SOC 202, Marriage and Family, theories are discussed as tools for identifying and resolving individual and social problems. For example, symbolic interactionism informs us that gender roles are socially constructed. If we accept that, then it follows that gender role conflicts in relationships could be reduced by altering the content of gender roles.

Throughout SOC 302, Aging and Society, sociological theory is used to identify and suggest resolution to individual and social problems associated with aging. For example, conflict theory illuminates the social problem of intergenerational differences and the conflicts that ensue as a result of that. Conflict theory also suggests that the resolution lies in the more equal distribution of resources.

In SOC 307, Families in Global Perspective, sociological theory is used as a basis for discussion of identification and resolution of social problems. For instance, globalization theory helps to explain family problems in the developing nations. Lack of resources is theorized to be a major issue with more equitable distribution of resources a partial solution. Similarly, conflict theory helps to promote understanding and resolution of marital conflict.

Research Methods

Student Learning Outcomes for the Family/Gerontology Area of Emphasis Matrix for Research Methods

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

Student Learning Outcome	Learning Experience			
	SOC 202	SOC 302	SOC 304	SOC 307
Students who complete the baccalaureate program will demonstrate the ability to:				
a. Compare and contrast the types of methodological approaches that are particularly inherent to sociological practice	X	X	X	
b. Describe how data can be used as the basis for examining issues and making recommendations to clients.	X	X		X
c. Link research methods and practice in their areas of concentration or specialization, if appropriate.		x		

a. Compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.

In SOC 202, Marriage and Family, the textbook devotes a chapter to discussing theory and research methods. In addition, methodological approaches to studying marriage and family are discussed throughout this course – especially as research studies are being critiqued.

In SOC 302, Sociology of Aging, students compare and contrast the methods used to collect data with elderly populations – as well as some of the modifications that need to be made, particularly for the 85+ group (modifications such as using larger print on surveys, and paying attention to voice pitch and tone when interviewing.)

In SOC 304, Public Policy Analysis, students compare and contrast the methodological approaches that are particularly germane to sociological practice: the use of surveys, experimental designs, program evaluation, needs assessment, social impact assessment, social indicators research and cost/benefit analysis. These methodologies are all appropriate to evaluation of government and not-for-profit policy recommendations.

In SOC 307, Families in Global Perspective, we begin fulfilling this standard by looking at international data sets on family variables such as family size, domestic violence, HIV/Aids, human trafficking. Once we know the global occurrence of such events, we discuss the likelihood of those patterns being repeated here in the U.S. with immigrant families.

b. Describe how data can be used as the basis for examining issues and making recommendations to clients.

In SOC 202, Marriage and Family, the importance of using data to examine issues and make recommendation to clients is frequently discussed. For example, in the section on mate selection, pre-marital counseling is recommended. This is an example of how data collected from each individual, in this case, is compared for compatibility, with recommendations being made based on the findings.

This issue is discussed throughout *SOC 302, Sociology of Aging*. Large data banks on the social aspects of aging are used to examine issues and discuss the making of recommendations to elderly clients. For instance, research findings have informed us that for the elderly to live comfortably, their ability to perform the daily tasks of living (ADL's) must be matched to the environment in which they live.

Skills

Student Learning Outcomes for the Family/Gerontology Area of Emphasis Matrix for Skills

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

Student Learning Outcome	Learning Experience			
	SOC 202	SOC 302	SOC 304	SOC 307
Students who complete the baccalaureate program will demonstrate the ability to:				
a. Communicate effectively with appropriate audiences.	x	x	X	x
b. Understand group process and decision-making.			x	X
c. Identify, locate and retrieve information relevant to the practice of sociology.	x	X		x

a. Communicate effectively with appropriate audiences.

SOC 302, Sociology of Aging, and SOC 304, Public Policy Analysis, are designated “writing Intensive” courses. Thus, compared with courses that do not have this designation, extra emphasis is placed on communicating effectively through writing. The development

of communication skills is also emphasized through focused group discussions and class presentations.

b. Understand group process and decision-making.

In SOC 304, Public Policy Analysis, different models of decision-making and the pros and cons of each are studied.

In SOC 307, Family in Global Perspective, group processes and decision making are discussed throughout the course in relation to topical areas – such as mate selection, the division of labor in the family, whether or not to have children, and whether or not to get a divorce.

c. Identify, locate and retrieve information relevant to the practice of sociology problems.

In SOC 302, Sociology of Aging, students identify, locate and retrieve sociological research studies on aging. They also retrieve information on certain topics on aging from the web and from the government web site.

Professional Orientation and Ethics

Student Learning Outcomes for the Family/Gerontology Area of Emphasis
Matrix for Professional Orientation and Ethics

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

Student Learning Outcome	Learning Experience			
	SOC 202	SOC 302	SOC 304	SOC 307
Students who complete the baccalaureate 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 and/or other relevant professional associations.		x		
c. Recognize the social, political and ethical constraints on sociological practice.		X		

c. Recognize the social, political and ethical constraints on sociological practice.

In SOC 302, Sociology Aging, we discuss the social, political and ethical constraints on working with the elderly. Students learn they must be mindful that their own values pertaining to aging may conflict with local, state and national policies that constrain the kinds of services that can be offered to the elderly.

2.7.1 Learning Goals and Outcomes for the Community/Inequality Emphasis

2.7.1a Graduates who complete this emphasis will meet the following learning outcomes:

Theory

Student Learning Outcomes for the Community/Inequality Area of Emphasis Matrix for Sociological Theory

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

Student Learning Outcome	Learning Experience				
Students who complete the baccalaureate program will demonstrate the ability to:	SOC 200	SOC 304	SOC 306	SOC 320	SOC 420
a. Compare and contrast the theoretical perspectives of sociology that are particularly inherent to sociological practice.	X	x	x	X	
b. Describe how practice informs and modifies sociological theory.	X	X	x	x	
c. Use sociological theory in identification and resolution of individual and social problems.	x		x	X	

a. *Compare and contrast the theoretical perspectives that are particularly inherent to sociological practice.*

In SOC 200, Urban Sociology, theories of community are compared and contrasted in terms of how they explain the consequences of urban life. For example, Louis Wirth's theorizes that alienation accompanies urbanization whereas Herbert Gans's theorizes that not all urban dwellers experience the city in the same way. The point is that sociological practice is influenced by the theory used by the practitioner.

In SOC 320, Sociology of Gender, a variety of theories (functionalism, conflict theory and symbolic interactionism) are compared and contrasted for their ability to explain gender differences in behavior and outcomes. Students use theory in attempting to explain and resolve applied problems such as pay inequity, inequality in job opportunities and violence toward women.

b. *Describe how practice informs and modifies sociological theory.*

In SOC 200, Urban Sociology, students learn that the relationship between theory and practice is a reciprocal one. A practitioner might, for instance, apply Wirth's theory in working with some of his clients and Gans's theory with others. The results would suggest which theory more accurately explains the effects of urbanization on the clients. Hence, practice informs theory and the results may well be used to modify theory.

In SOC 304, Public Policy Analysis, students learn how practice informs and modifies sociological theory as they focus on social problems and the social policies developed to resolve them. Take the welfare system, for instance. Prior to the Clinton administration, it was a generally accepted theory that the welfare system perpetuated poverty. However,

after the restructuring of the system, 50% of those who were poor remained poor. This empirical data led to a modification of the theory. Other theories like economics theories began to displace the welfare system as the cause of poverty.

- c. *Use sociological theory in identification and resolution of individual and social problems.*

In SOC 320, Sociology of Gender, theories are compared and contrasted for their usefulness in identifying and resolving individual and social problems. Through working with theories in a group problem solving situation, students learn the value of thinking theoretically when attempting to identify and resolve problems of gender inequality.

Research Methods

Student Learning Outcomes for the Community/Inequality Area of Emphasis
Matrix for Research Methods

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

Student Learning Outcome	Learning Experience				
Students who complete the baccalaureate program will demonstrate the ability to:	SOC 200	SOC 304	SOC 306	SOC 320	SOC 420
a. Compare and contrast the types of methodological approaches that are particularly inherent to sociological practice		X			
b. Describe how data can be used as the basis for examining issues and making recommendations to clients.	X				
c. Link research methods and practice in their areas of concentration or specialization, if appropriate.					

- a. *Compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.*

In SOC 304, Public Policy Analysis, students compare and contrast the methodological approaches that are particularly germane to sociological practice: the use of surveys, experimental designs, program evaluation, needs assessment, social impact assessment, social indicators research and cost/benefit analysis. .

- b. *Describe how data can be used as the basis for examining issues and making recommendations to clients.*

In SOC 200, Urban Sociology, students are shown by example, how data can serve as the basis for examining issues and making recommendations to clients. For instance, if survey data shows that young people in a community rank high on alienation this should lead to further examination of the issue and recommendations for making change in the community – building a youth center with opportunities for recreation, for instance.

Skills

Student Learning Outcomes for the Community/Inequality Area of Emphasis
Matrix for Skills

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

Student Learning Outcome	Learning Experience				
Students who complete the baccalaureate program will demonstrate the ability to:	SOC 200	SOC 304	SOC 306	SOC 320	SOC 420
a. Communicate effectively with appropriate audiences.	x	X	X	X	
b. Understand group process and decision-making.		X			
c. Identify, locate and retrieve information relevant to the practice of sociology.			X	X	

a. Communicate effectively with appropriate audiences.

SOC 304, Public Policy Analysis and SOC 320, Sociology of Gender, are designated “writing intensive” courses. Thus, compared with courses that do not have this designation, extra emphasis is placed on communicating effectively through writing.

In addition, in SOC 320, Sociology of Gender, students participate in group discussions and problem solving exercises and present their research papers to the class. In so doing they hone their communication skills in multiple ways.

In SOC 306, Racial and Ethnic Relations, students practice their communication skills by writing short and long papers, participating in discussion groups and making class presentations.

b. Understand group process and decision-making.

In SOC 304, Public Policy Analysis, different models of decision-making and the pros and cons of each are studied.

c. Identify, locate and retrieve information relevant to the practice of sociology.

In SOC 306, Racial and Ethnic Relations and SOC 320, Sociology of Gender, students build on the skills they were taught in SOC 100, Introduction to Sociology: to retrieve sociological studies from sociological journals and to retrieve information from web-based sources relevant to the practice of sociology. In these upper level courses (SOC 306 and 320) they learn how to identify, locate and retrieve information relevant to sociological practice and issues of race and gender.

Professional Orientation and Ethics

Student Learning Outcomes for the Community/Inequality Area of Emphasis
Matrix for Professional Orientation and Ethics

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

Student Learning Outcome	SOC 200	SOC 304	SOC 306	SOC 320	SOC 420
Students who complete the baccalaureate program will demonstrate the ability to:					
a. Acquire and maintain a professional identity as a sociological practitioner.			X	x	
b. Comply with the Code of Ethics of the Association for Applied and Clinical Sociology and/or other relevant professional associations.	x		X		
c. Recognize the social, political and ethical constraints on sociological practice.	x	X	X	x	

a. Acquire and maintain a professional identity as a sociological practitioner.

In SOC 306, students internalize the notion that sociologists have a tradition and responsibility for addressing social inequities based on ascribed statuses such as race. The basis for this stance – international documents such as the UN Declaration of Human Rights, the U.S. Bill of Rights, principles of democracy professional codes of ethics – are studied.

b. Comply with the Code of Ethics of the AACS and/or other relevant professional associations.

The ethical and equitable treatment of human subjects, both in science and society, is a central topic of SOC 306, Racial and Ethnic Relations.

c. Recognize the social, political and ethical constraints on sociological practice.

In SOC 304, Public Policy Analysis and in SOC 306, Racial and Ethnic Relation, students are faced with the reality that they do not act alone in as practitioners working for social equality. The social, political and ethical constraints under which they operate are discussed.

2.7.1b The faculty who teach courses in the two areas of emphasis are fully qualified to do so. All have earned a Ph.D and have graduate training in the areas in which they teach. (See Curriculum Vitae for additional information.)

2.7.1c Internships are available for student in both areas of emphasis. The Sociology program has internship contracts/agreements with the following social service agencies:

Family/Gerontology emphasis:
 Child Abuse Council
 Sutton County Aging Services

Community/Inequality Emphasis
 The Homeless Coalition of Sutton County

2.7.1d The Faculty Advisor is responsible for giving students appropriate information about the areas of emphasis. The program Director serves as a back-up.

3.0 STUDENT LEARNING GOALS AND OUTCOMES

The structure of the concentration in sociological practice is rooted in the tradition of undergraduate liberal arts education and intended to provide a professional education in sociological practice, theory, knowledge and skills at the undergraduate level.

Completion of 44 credit hours of course work is required for the BA in Sociology with Concentration in Sociological Practice. This includes a professional sequence of 7 courses*making up 28 hours of course work and 4 electives comprising 16 hours selected from the other Sociology courses offered.. All course work that supports the program is offered during a two year cycle.

* Students are required to complete just one of the three stratification courses offered: SOC 306, or 313 or 320.)

The core curriculum classes and the learning experiences they offer with regards to Standards 3.1 through 3.3 are as follows:

3.1.1 Sociological Theory

Student Learning Outcomes for the Sociological Practice Concentration in Sociology at Big City University

Matrix for Sociological Theory

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

Student Learning Outcome	Learning Experience								
	SOC 100	SOC 305	SOC 306	SOC 310	SOC 313	SOC 320	SOC 355	SOC 375	SOC 410
Students who complete the baccalaureate program will demonstrate the ability to:									
a. Compare and contrast the theoretical perspectives of sociology that are particularly inherent to sociological practice.	x	X	x	X	X	X			X
b. Describe how practice informs and modifies sociological theory.	x	X	x	X	x	x	X	X	X
c. Use sociological theory in identification and resolution of individual and social problems.	x	X	x	X	x	X	x	X	X

3.1.1a *Compare and contrast the theoretical perspectives that are particularly relevant to sociological practice.*

In Introduction to Sociology, SOC 100, students are introduced to the key theoretical perspectives in the discipline – functionalism, conflict theory and symbolic interactionism. Students compare and contrast these perspectives through applications to real life experiences. This theme of the application of theory to sociological practice is continued in the remaining courses with new theories being added as appropriate to the level and the focus of the course.

At the introductory level, the students learn, for instance about Auguste Comte, the founder of Sociology, and the agenda he set for the discipline which included both basic research and sociological practice. They explore the theoretical contributions of the early functionalists including Spencer and Durkheim, culling from them what could be used in sociological practice. Durkheim's emphasis on the need to use Sociology to reform the social world is pointed out. Similarly, the work of Karl Marx becomes the core of the discussion of the emergence of conflict theory. Marx's goal that sociologists should strive to not only understand the world but also to change it, is emphasized. Thus, the foundation is laid for understanding how sociological theory is used in sociological practice.

In SOC 305, Field Work Intern Program, students are required to apply theories to interpret their field experiences. They journal about this and discuss their entries in class sessions. The theme of comparing and contrasting theories for their power to explain the issue of interest runs throughout the class.

In SOC 310, Applied Sociology, students continue to compare and contrast theoretical orientations that are particularly relevant to sociological practice. They read Roger Straus' article, *Using Sociological Theory to Make Practical Sense Out of Social Life*. This article illustrates this standard particularly well. Structure functionalism, conflict theory and symbolic interactionism are reviewed and two new theories; exchange theory and ecological theory are added to the student's knowledge base about theory and sociological practice. Using case studies, students compare and contrast these theories in terms of their ability to explain the issues in question.

In SOC 313, Social Stratification, the first chapter of the primary textbook discusses theories of social stratification, with heavy emphasis on structural functionalism, social structure, world systems theory, neo-colonialism, and conflict theory. Several days are spent digesting the theories to lay the groundwork for the rest of the course. Additionally, prior to reading the chapter on theory in the primary textbook, students read "Guns, Germs, and Steel," which offers a geography/climate based theory for the varied levels of economic development up to the industrial revolution. Thus, students in social stratification are introduced to a variety of theories and are required to understand them in order to pass the course.

In SOC 320, Sociology of Gender, a variety of theories (including functionalism, conflict theory, symbolic interactionism and feminist theories) are compared and contrasted for their ability to explain gender differences in behavior and outcomes. Students use theory in attempting to explain and resolve applied problems such as pay inequity, inequality in job opportunities and violence toward women.

In SOC 410, Sociological Theory, the basic sociological theories are explored in greater depth than in lower level courses. Throughout the course, students approach the study of theory by: 1) identifying core assumptions and propositions, contrasting the strengths and weaknesses of one theoretical model with another, and 3) selecting and applying a theory that the student feels has the best explanatory power for a given social situation and justifying the choice.

Class lectures help students distinguish between logical weaknesses or inconsistencies and criticisms of theories based on *political* implications. This latter emphasis attunes students to sensitivities in applied work, where the “best” explanation of a problem may not always be palatable to vested stakeholders.

Finally, the application of theory to an applied problem; the question of the universality and practicality of human rights, is explored through both reading and lecture.

3.1.1b *Describe how practice informs and modifies sociological theory.*

The Field Work Internship Program, SOC 305, offers students the opportunity to witness the interplay between theory and practice. Through working with clients students see that theoretical explanations don’t always coincide with the realities of life. Journaling and class discussion are the vehicles for coming to terms with this and how empirical realities may lead to modification of theories.

In SOC 310, Applied Sociology, students learn about the interplay between sociological practice and sociological theory through lectures and readings. Students read and discuss, *Sociological Theory and Practice; the Case of Criminology* by Ronald Ackers. This article provides clear examples of how practice informs and modifies theory. Second, students locate and share other examples to illustrate this point.

In Statistics, SOC 355, the instructor frequently discusses and gives examples of ways in which sociological practice informs and modifies sociological theory. For instance, theory is shown to be at the heart of statistical tests, like means tests. One applied example offered in class has to do with foster home outcomes. If children placed in foster homes in region A of a city, which has a higher SES, score higher on a measure of foster child outcomes than children placed in Region B of the same city, which has a lower SES, that would warrant close scrutiny. However, if the score average is just slightly higher, this may simply be the result of chance and not some actual affect of Region A and/or SES. The statistical tests students are taught in the course would allow them to determine this. Thus, students are taught the importance of using statistics to evaluate program efficacy. This includes discussions of inductive and deductive processes.

Similarly, in Research Methods, SOC 375, the relationship between theory and practice is illustrated through discussions of about inductive and deductive processes. More broadly, the circular nature of research; moving from theorizing to data gathering to reflecting on theory, is illustrated throughout the course. In the course section on applied research, emphasis is placed on developing quality indicators so as to have confidence in one's data, bringing stakeholders along through the process, and allowing data to inform program development.

In SOC 410, students consider the notion of praxis as a way to approach the investigation of the social. Also emphasized in readings and class discussions is the broader epistemological model of empiricism; allowing information and experience to inform one's theory. Strengths and weaknesses of inductive and deductive modes of theorizing are also contrasted.

3.1.1c *Use sociological theory in identification and resolution of individual and social problems.*

The Field Work Intern Program, SOC 305, offers a unique opportunity for students to witness "theory in action." Students are expected to write about this in their daily journals.

In Applied Sociology, SOC 310, through lectures and the reading of relevant materials, such as, *Clinical Sociology Changing Meanings Changing Lives* by John Glass and *The Use of Theory in Applied Sociology: The Case of Community Mental Health* by Sylvia Kenig, students come to understand how theory is used in the identification and resolution of individual and social problems. This is followed with application exercises where students discuss case studies in small groups and suggest how sociological theory might be used to identify and/or resolve individual and social problems.

In SOC 320,(Sociology of Gender, theories are compared and contrasted for their usefulness in identifying and resolving individual and social problems. Through working with theories in a group problem solving situation, students learn the value of thinking theoretically when attempting to identify and resolve problems.

In SOC 375, Research Methods, course readings and lectures illustrate the essential connection between theory and data. Emphasis is placed on distinguishing sociological problems from social problems, and conceptualizing research designs in a way that inform and/or generate theory that empowers. Students are sensitized to the manner in which research can be framed to inform social issues, such as participatory action research, inductive research, evaluation research, and quasi-experimental designs, among others.

In SOC 410, Sociological Theory, students contrast how the adoption of certain theoretical perspectives can lead to vastly different conclusions, and how dependent recommendations are upon the theoretical approach selected. Class exercises illustrate how data in and of itself is often bereft of meaning without a useful analytic framework. Students gain practice in class discussions on using theory to identify social problems and work towards their solution. Human rights are used as one applied focus towards the end of the course.

3.1.2 Sociological Research Methods

Student Learning Outcomes for the Sociological Practice Concentration in Sociology at Big City University

Matrix for Research Methods

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

Student Learning Outcome	Learning Experience								
	SOC 100	SOC 305	SOC 306	SOC 310	SOC 313	SOC 320	SOC 355	SOC 375	SOC 410
Students who complete the baccalaureate program will demonstrate the ability to:									
a. Compare and contrast the types of methodological approaches that are particularly inherent to sociological practice	x	x		X	X			X	
b. Describe how data can be used as the basis for examining issues and making recommendations to clients.	x	X		X	X		X	X	x

- Students choose one of the three courses in the stratification series: either SOC 306 or SOC 313 or SOC 320.

3.1.2a *Compare and contrast the types of methodological approaches that are particularly inherent to sociological practice.*

In SOC 310, Applied Sociology, students learn how to use the methodological approaches that are particularly germane to sociological practice: program evaluation, needs assessment, social impact assessment, social indicators research and cost/benefit analysis. The students read research studies illustrating the use of each technique and they compare and contrast these methodological approaches in terms of when it is appropriate to use the technique and the advantages and disadvantages of each. In addition, the major class research assignment calls upon the students to describe a “mock project” that they could undertake using one of the above mentioned methodological approaches.

In SOC 313, Social Stratification, the students conduct interviews and engage in participant observation/ethnography in neighborhoods. We discuss the efficacy of these techniques in class. The students are also required to use existing data sources (e.g., Census Bureau's website) to gather statistical information on the neighborhoods they visit. The instructor hasn't, in the past, had the students use this project to make recommendations to clients, but the idea of the project is to get a much better understanding of what these neighborhoods are like (more of a Verstehen approach). Doing so could then allow them to make such recommendations, though that isn't typically the focus of the project.

In Soc 375, Research Methods, this learning goal is met through text and lecture reinforcement. The Babbie text contains a chapter on Evaluation research, including information on Experimental and quasi-experimental designs, qualitative evaluations, and social indicators research. I supplement this with discussions on time-series designs, needs assessments, human service program evaluation, and the politics of applied research (mostly, getting buy-in from stakeholders at all stages of the project).

3.1.2b *Describe how data can be used as the basis for examining issues and making recommendations to clients.*

In SOC 305, Field Work Internship Program, students work with professionals and clients and observe first-hand how data can be used for examining issues and making recommendations to clients. They record their observations discuss them during class sessions. In this way, they verbalize their understanding of the value of using data in sociological practice.

In SOC 310, Applied Sociology, through lecture and discussion, and reading research articles, students are exposed to examples in which data has been used as the basis for examining issues and making recommendations to clients. For instance, among the readings assigned in this instance is, “*Overcoming Sociological Illiteracy: A Public Policy Challenge for Applied Sociology*” by Aaron Young. This article focuses on a highly volatile issue: the community’s juvenile curfew ordinance. Aaron describes how he gathered data from various community groups that, once presented to the city council, not only provided an informed basis for making the decision about whether to continue the curfew but also led to a series of recommendations for developing support services for youth in the community. This, as well as other research articles the students read, underscore the value of good data as a basis for making recommendations to clients.

In SOC 313, Social Stratification, the students are exposed to examples which illustrate the importance of using credible data for examining issues of inequality and making recommendations to clients about how to deal with inequities.

Similarly, in SOC 355, Statistics, students are shown how data can be analyzed in both ethical and unethical ways and the impact of this for examining issues and making recommendations to clients whereas in SOC 375, Research Methods, students are shown how valid research studies, needs assessments and social impact assessments, for instance, can generate data for the purpose of examining issues and making recommendations to clients.

3.1 Skills

Student Learning Outcomes for the Sociological Practice Concentration in
Sociology at Big City University

Matrix for Skills

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

Student Learning Outcome	Learning Experience								
Students who complete the baccalaureate program will demonstrate the ability to:	SOC 100	SOC 305	SOC 306	SOC 310	SOC 313	SOC 320	SOC 355	SOC 375	SOC 410
a. Communicate effectively with appropriate audiences.	x	X	X	X	X	X	X	X	X
b. Understand group process and decision-making.	X	X							
c. Identify, locate and retrieve information relevant to the practice of sociology.	X		X	X	X	X	X	X	

- Students choose one of the three courses in the stratification series: either SOC 306 or SOC 313 or SOC 320.

3.2.1a *Communicate effectively with appropriate audiences.*

In all of the required courses students engage in learning how to communicate effectively as they participate in group discussions, work with other students on group projects, and make presentations to the class. Sometimes students make presentations to audiences besides their classmates. For instance, in SOC 310, Applied Sociology, having completed a research project for a client, students make a formal presentation of the research findings to representatives from the agency. Occasionally, students also present papers at professional meetings.

In SOC 305, Field Work Intern Program, students have a unique opportunity to learn how to communicate effectively with clients; both through modeling their supervisors and through “hands-on” experience. Students are evaluated on their ability to communicate effectively with both agency staff and clients.

In addition, the following required courses are designated as Writing Intensive courses (W): SOC 320, Sociology of Gender, SOC 355, Statistics, SOC 375, Research methods, SOC 410, Sociological Theory. These courses are designed to place special emphasis on writing as a means of learning and communicating.

3.2.1b *Understand group processes and decision-making.*

An understanding of group processes and decision making is fostered through lectures in SOC 100, Introduction to Sociology, as well as participation in group work. Group participation is graded, both by the professor and by each group member. After the group assignment has been completed and presented the group process is re-visited and critiqued in terms of the lecture material shared on the topic of group processes and decision-making.

This foundation is built upon in all other classes across the curriculum and is strongly reinforced in the Field Work Intern Program, SOC 305. In the internship setting students work with professionals and clients and observe first-hand how such experiences lead to solutions that address client’s needs. The interns also keep journals and are expected to make entries related to group processes and decision-making and to discuss these during class sessions. In this way, they verbalize their understanding of these phenomena.

3.2.1c *Identify, locate and retrieve information relevant to the practice of sociology.*

In Introduction to Sociology, SOC 100, the students learn to differentiate between sociological and non-sociological information. They are taught how to retrieve sociological studies from Sociological Journals for use in course assignments. In addition, they learn how to retrieve information relevant to sociological practice from web-based sources such as the U.S. Bureau of the Census.

This standard is met to an even greater degree in the upper level courses where students must identify, locate and retrieve information relevant to sociological practice and issues of race, gender, age and social class for purposes of discussion, writing papers and/or making presentations. In some cases, as for example, in doing a needs assessment in Applied Sociology, SOC 310, or an empirical analysis in Research Methods, SOC 375 or Statistics SOC 355, students may be retrieving data for statistical analysis.

3.3.1 Practice Experience

Student Learning Outcomes for the Sociological Practice Concentration in
Sociology at Big City University

Matrix for Practice Experiences

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

Student Learning Outcome	Learning Experience								
	SOC 100	SOC 305	SOC 306	SOC 310	SOC 313	SOC 320	SOC 355	SOC 375	SOC 410
a. Illustrate how sociological theories can be used with clients in specific practice settings.		X		X					
b. Illustrate how research methods can be used with clients in a specific practice setting.		x		X					
c. Recognize the individual, group and/or organizational processes within a specific practice setting.		X		x					

d. Adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.		X							
e. Realize the influence of the students' personal value and perceptions as related to other individuals and groups in the practice setting.		X		X					
f. Functions as an effective member of a work team/group in a specific practice setting.		X		X					

- Students choose one of the three courses in the stratification series: either SOC 306 or SOC 313 or SOC 320.

Students who complete the practice experience shall:

3.3.1a *Illustrate how sociological theories can be used with clients in a specific practice setting.*

In SOC 305, Field Work Intern Program, students are required to make journal entries either explaining the theoretical underpinnings of client-based services or how theory might be used to improve understanding of the client and/or service delivery. These journal entries become the basis for class discussions.

In SOC 310, Applied Sociology, students read three classic articles which illustrate how sociological theory can be used with clients in a specific setting:

Straus, R. "Using Sociological Theory to Make Practical Sense Out of Social Life."

Ackers, R.L. "Sociological Theory and Practice: The Case of Criminology."

Glass, J. "Clinical Sociology: Changing Meanings, Changing Lives"

These articles provide a basis for discussing the application of theory to client-based services.

3.3.1b. *Illustrate how research methods can be used with clients in a specific practice setting.*

In SOC 305, Field Work Intern Program, students have a number of opportunities to witness research methods being used with clients in specific settings. They may distribute surveys to gauge client satisfaction with services, or be involved in gathering data for a needs assessment; they may observe or even be a part of focus group sessions with clients. In addition, they may be assigned to observe clients and record their behavior, e.g. parent-child interaction – thus coming to further appreciate observation as a legitimate means of collecting data. Student may also spend time in their internship doing data input. In this

case they may be up-dating client records. Alternatively, they may be entering data for statistical analysis.

In SOC 310, Applied Sociology, there are many opportunities to illustrate how research methods can be used with clients in a practice setting. For instance, the observation technique is one that is commonly used in supervised visitation. Survey techniques are frequently used with clients to measure client satisfaction and focus groups are favored for studying client attitudes. These, and other techniques are illustrated throughout the course when research methods are the focus of the discussion.

3.3.1c. *Recognize the individual, group, and/or organizational processes within a specific practice setting.*

The Field Work intern Program, SOC 305, gives students the opportunity to gain a first-hand understanding of how a professional organization works and how professionals carry out their duties. To gain insight into the structure of the organization, the students are called upon to map the statuses, to identify the major groups within the organization, and the processes by which the organization serves the clients.

3.3.1d *Adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.*

SOC 305, Field Work Intern Program, provides an opportunity for students to put into practice the professional and ethical behaviors they have learned about in prior classes and that agency staff and supervisors role-model for them. The interns are monitored by both the field and the academic supervisors for professionalism and ethical behavior.

3.3.1e *Realize the influence of the student's personal values and perceptions as related to other individuals and groups in the practice setting.*

This standard calls upon students to continue to reflect upon their personal values and how they influence their perceptions of and interaction with others. This exercise is first introduced at key points in Introduction to Sociology, SOC 100: beginning with the discussion of Max Weber's notion of "value free sociology," followed by a discussion of values as components of culture, American values, and finally an analysis of one's own personal values. The discussion is continued in the Social Stratification courses (SOC 306, 313, and 320).

Students in SOC 305, Field Work Intern Program, are expected to demonstrate in their journal entries an awareness of their personal values and perceptions and how they are related to other individuals and groups in the internship setting. These entries become the basis for class discussions. They are also linked to additional discussion of the ethical standards for treatment of human subjects.

3.3.1f *Functions as an effective member of a work team or a group in a specific practice setting.*

Preparation for meeting this standard in the internship setting begins in SOC 100, Introduction to Sociology, where students work together on group assignments. This requirement is met in all courses in the curriculum for the Sociological Practice Concentration.

In SOC 310, Applied Sociology, students frequently work together on teams to resolve the kinds of issues they might face in a practice setting. They learn that they will never work alone in a practice setting; therefore it is vital that they develop the skills to interact effectively with others in work groups.

In SOC 305, Field Work Intern Program, this requirement is strongly met. Functioning effectively as a member of a work team or group in an internship setting is a requirement for passing SOC 305. Students are expected to make journal entries about how they perceive themselves functioning in the internship setting. Statements about difficulties in so doing are encouraged. And, these entries become the basis for class discussion. Both supervisors (field and academic) monitor the student's performance in this area. Additional tutelage is given to students about how to work effectively with others as deemed necessary. Further, the field supervisor completes an evaluation form for the intern at the end of the practice experience, part of which involves an assessment of the student's ability to work well with others in the practice setting.

3.4 Professional Orientation and Ethics

Student Learning Outcomes for the Sociological Practice Concentration in Sociology at Big City University

Matrix for Professional Orientation and Ethics

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

Student Learning Outcome	Learning Experience								
	SOC 100	SOC 305	SOC 306	SOC 310	SOC 313	SOC 320	SOC 355	SOC 375	SOC 410
Students who complete the baccalaureate program will demonstrate the ability to:									
a. Acquire and maintain a professional identity as a sociological practitioner.	x	X	x	X		x	X	X	
b. Comply with the Code of Ethics of the Association for Applied and Clinical Sociology and/or other relevant professional associations.	x	X	X		x		X	X	
c. Recognize the social, political and ethical constraints on sociological practice.	x	X	X	X		x	x	X	

- Students choose one of the three courses in the stratification series: either SOC 306 or SOC 313 or SOC 320.

Students who complete the program shall:

3.4.1a *Acquire and maintain a professional identity as a sociological practitioner.*

The acquisition of a professional identity as a sociological practitioner occurs gradually as the idea of professionalism is introduced and reinforced. Beginning in Introduction to Sociology, SOC 100, students are exposed to sociology as a profession. Ditto applied sociology. Professionalism on the part of students is encouraged in group work and in interaction with peers and the professor in the classroom.

In SOC 305, Field Work Intern Program, a great deal of emphasis is placed on shaping and maintaining a professional identity. It is in this course that the students have the greatest exposure to professional roles models in the practice setting. They are expected to identify appropriate role models for themselves and to document examples of “best practices.”

Students keep journal records of dilemmas they have faced in working with clients and the professional guidelines they used in resolving them.

In Applied Sociology, SOC 310, this standard is strongly met through lectures, readings and discussion. Students engage in role play that emphasizes professionalism and complete a service project for an agency in which a professional presentation is required. Thus, over time, the goal is for the student to develop a professional identity that he/she carries into the internship. It is expected that the professional identity will be maintained throughout the internship and will provide a solid basis for employment as a professional.

In SOC 355, Social Statistics, the instructor’s goal is to give students sufficient knowledge of statistics for them to market themselves as sociological practitioners.

In SOC 375, Research Methods, students develop a professional identity as a sociological practitioner through learning about and applying the breadth of research methods used by sociologists.

3.4.1b *Comply with the codes of ethics of the Association for Applied and Clinical Sociology, The American Sociological Association, and/or other relevant professional association.*

Learning about compliance with the professional codes of ethics for sociologist begins in the introductory course, SOC 100. Students review the ASA Code of Ethics and are exposed to examples that illustrate ethical issues in research through discussions of such classics as “The Tearoom Trade” and “The Tuskegee Syphilis Experiment.” They also learn about the role of the IRB and the importance of making application to the Board and waiting for approval before beginning research on human subjects.

Students in SOC 100, Introduction to Sociology, are made aware of the fact that some of the work Applied Sociologists do, e.g. policy analysis, program evaluations and assessments and clinical interventions, may pose some different ethical issues. They are introduced to the Association for Applied and Clinical Sociology's Code of Ethics and a brief comparison is made between this Code of Ethics and that of the ASA. This learning is reinforced in all other courses where students complete research assignments and/or where it is appropriate to discuss the applied sociologist at work (SOC 305, Field Work Intern program, SOC 306, Racial and Ethnic relations, SOC 355, Social Statistics and SOC 375, Research Methods).

The importance of compliance with the ethical codes is heavily emphasized in SOC 305, Field Work Intern Program, where students are working in the field with clients. Students are required to journal about ethical issues they were confronted with and discuss how they resolved them.

In SOC 310, Applied Sociology, students read the AACCS Code of Ethics and Harry Perlstadt's article, "Ethics and Values in Sociological Practice." These readings become the basis for lecture/discussion of compliance with the code of ethics. The introduction to this topic given in SOC 100, Introduction to Sociology, is elaborated upon at length in SOC 310, Applied Sociology. The relationship between the applied sociologist and the client becomes the focus. Students are given examples of the ethical dilemmas with which the applied sociologist may be confronted and suggestions for how to deal with them professionally.

3.4.1c *Recognize the social, political and ethical constraints on sociological practice.*

Learning to recognize the social, political and ethical constraints on sociological practice begins in SOC 100, Introduction to Sociology, with the discussion of ethics in the methods unit. The issue is elaborated upon in greater depth with the discussion of ethics in the use of statistics, SOC 355, and with a consideration of the constraints in both basic and applied research in research methods, SOC 375. The greatest degree of consideration is given to this issue in Applied Sociology, SOC 310 where the complexity of the social, political and ethical constraints of sociological practice is discussed in depth. For example, values and applied research, advocacy, exploitative uses of applied research as well as the stereotype of the applied researcher as a "hired gun" are considered.

The Field Work Intern Program, SOC 305, provides another opportunity to ponder these issues from a different dimension: that of actually working in an agency that serves clients. In so doing, students have the opportunity to witness the operation of these constraints first-hand: to write about them in their journals and to share and discuss their entries in class sessions. In such a way, the loop is completed, beginning with lecture, reading and discussion; moving to experiential learning, and ending with critical thinking and higher order discussion.

4.0 MONITORING AND QUALITY CONTROL

4.1 Evaluation of the Program

Specify how the Program:

- *Monitors its own procedures and practices.*

The faculty members are committed to providing the best quality education for their students. To that end, they listen to each other and to students, both enrolled and alumni, about the quality of the Sociology curriculum. The sociology faculty attend regularly scheduled luncheon meeting once a month. During that time they discuss issues such as class work and student progress; other times they review practices and procedures.

Sometimes the discussions are formal and other times informal. The Curriculum Committee oversees any changes the department recommends in regards to its curriculum.

- *Institutes changes as a result of this monitoring and feedback.*

The Program is being monitored but given the recent addition of the sociological practice concentration to the sociology curriculum we have not yet been able to address Program effectiveness in any depth.

- *Keeps records concerning:*

-

1. *appropriate curriculum materials,*

Each semester, faculty members give copies of their course syllabi to the Staff Assistant, who places them in a permanent file. Records of curriculum and changes in it are archived by Stan Hollister (librarian) and stored at the University's Robert Reichel Library. Minutes of recent Curriculum Committee meetings are posted on the Faculty Blackboard site under the heading "Faculty Senate." The current curriculum, incorporating any changes made in it, is published online annually in the Big City University **Catalog**. The Chair of the Department also keeps a record of curriculum changes.

2. *faculty credentials and professional development activities,*

Documents that relate to faculty credentials, including curriculum vitae that list faculty professional development activities, annual performance evaluations, and professional development plans, are stored in the Office of the Dean of the College of Social Sciences. The Provost also maintains personnel files of individual faculty member's official transcripts.

3. *student evaluations of the program, course content, quality of instruction, and practice experiences,*

Students have two opportunities to provide input into the Program:

- a. Each semester each student is given the opportunity to evaluate each course in terms of course content and quality of instruction. SOC 305, Field Work Intern Program, is evaluated in the same manner as all other courses and the student responses concerning it are stored with other course evaluations in the Dean's Office.
 - b. Senior Exit Survey. All seniors graduating in sociology are asked to fill out this survey.
4. *program data, including number of students in the program at each level, number graduating, etc.*

At Big City University, data appropriate to these questions is collected by the Registrar's Office and the Office of Institutional Research. See Appendix C for some most recent data on majors and students in the Sociological Practice Concentration by class level.

The Program does not have a formal data base. We encourage students to keep in touch with their advisors after graduation. Some do; others don't. Hence, we have an informal and incomplete record. The institution solicits this information through the Alumni Office but they do not have the information available.

4.2 Assessment of Student Learning Outcomes

Assessment of student learning outcomes in the Program has been limited to what individual faculty do in terms of assessing learning outcomes in their classes. However, an assessment plan has recently been developed for the program. (see Appendix C.) The first phase will be put into effect this coming academic year.

5.0 ADDITIONAL INFORMATION

1.0 PRECONDITIONS FOR REVIEW

1.1 The Institution

Strengths: Big City University is growing in size and continues to thrive financially, despite the difficult economic times. The administration has been stable at all levels for the past two years. That has contributed significantly to faculty morale. In the Fall semester of 2009, the President called upon the Deans, including the Dean of the College of Liberal Arts and Sciences, to promote the accreditation of their programs. That provided the necessary impetus for this application.

Weaknesses: More attention needs to be given to supporting academic programs on campus. For nearly a decade the emphasis has been placed on beautifying the campus.

Dormitories have been knocked down and replaced by new ones, the campus has been landscaped and roads rebuilt. More scholarship money is needed to attract and keep strong students at Big City University.

1.2 The Program

Strengths: Our faculty is our biggest strength. Additionally, the Big City metropolitan area provides a rich environment for internships and service learning projects.

Overall, the university provides adequate support for the Program. The secretarial support and the supply and service budget is adequate. The Program has access to appropriate levels of funding for word processing and data analysis, statistical computation, computer assistance for ongoing research and instructional assessment and development.

Weaknesses: Additional funding is desirable to support internships, service learning and the survey research laboratory.

A great deal of emphasis is placed on teaching at Big City University. The twelve hour teaching load, plus the cycling of five different courses each sociologist teaches over a two year period, limits the ability of faculty to be involved in research and practice opportunities. With more clerical assistance, or the services of a graduate assistant, the Program would be better able to track and evaluate student progress – an area in which improvement is necessary. The library holdings are another area where improvement is warranted. The faculty is limited in what it can do here, in part because the individual faculty budgets for book purchases need to be increased. Lack of time for faculty to assess what is needed and to follow up is also an issue.

2.0 PROGRAMMATIC STRUCTURE

2.1 Goals and Objectives

Strengths: The curriculum in the sociological practice concentration goes a long way toward fulfilling the main goal and objective of the Program; that of providing an undergraduate program that will give students bachelor-level knowledge and skills of sociology and its ethical practice. Beyond this overarching goal and objective, the department also holds as a goal and objective that its students engage in sociological practice experiences. This objective is realized through requiring students to take SOC 305, the Field Work Intern Program. Finally, the Program has as a goal and objective that students develop professional contacts with applied sociologists. This goal and objective is being promoted through internship opportunities and inviting applied sociologists to serve as guest speakers in classes and at sociology functions.

The Family/Gerontology emphasis has enabled students in the practice concentration to apply their knowledge of sociological practice to a specific content area. In SOC 302, this has been enhanced by adding a service learning component to the course. Internships are also available in agencies that serve families as well as agencies that serve the elderly.

Weaknesses: There is always more that can be done to better fulfill goals and objectives. For instance, faculty members and adjuncts should work harder at incorporating the practice orientation into their classes. Having faculty and students thinking about both application and theory in the required courses for the Program will mean that students are continually pushed to ground their work in “real life” issues.

The Program has yet to develop a Community Advisory Board. The process is underway, but it is still in its infancy.

The goal of providing practice experience to students through working in the Social Research Laboratory has yet to be fully developed. This will change gradually as more faculty become involved in community research projects.

The Community/Inequality emphasis needs more attention to growth and development. Without that, it may have to be removed from the Program.

2.3 The Students

Strengths: One of the strengths of the Program lies in the mentor-mentee relationships Faculty members establish with students. Much of this is based within the advisor-advisee context. The faculty advisor provides information about the Program, departmental clubs, career opportunities, and graduate school information. Faculty members, in general, try to encourage students to participate in as many ways as they can in the program and in the larger realm of sociological practice.

Weaknesses: The small number of majors in the Program is of concern at this time. However, that is not surprising since the Program has not been well advertised. Faculty need to advertise the Program more effectively on campus with both other faculty and students. They also need to do a better job of recruiting students into the Program.

3.0 LEARNING OBJECTIVES

Strengths: Another of the strengths of the program is the curriculum and the way in which it meets the CAPACS required sociological practice program expectations. The program is specifically designed to educate sociological practitioners at the bachelor degree level. The program offers a 44-hour undergraduate degree in sociology with a sociological practice concentration. Twenty-eight hours of the major are devoted to core courses that include an introduction to sociology, statistics, research methods, a stratification course, sociological theory, applied sociology and an internship. The major also includes 16 hours of electives that allow the students to select from a wide array of knowledge and skills courses. Students may select an area of emphasis to augment their applied training. Two areas of emphasis are offered currently: Family/Gerontology and Community/Inequality.

Weaknesses: While the courses offered in the curriculum meet all the requirements for undergraduate CAPACS sociological practice programs, the program needs to achieve

better articulation between courses to provide more coherence between its different course offerings. The faculty needs to find ways to convince students to think as sociological practitioners rather than simply as students who majoring in sociology with an emphasis in sociological practice.

4.0 MONITORING AND QUALITY CONTROL

4.1 Evaluation of the Program

Strengths: The strength of the program lies in the faculty and their willingness to work together to develop the sociological practice concentration. In recent months the administration has shown considerable support for the Program. A new position has been approved and we are currently advertising for a sociologist with applied training.

Despite the fact that there are no formal measures of the quality of the program in place, the faculty is very conscientious about the quality of the courses they deliver.

Big City University is currently undergoing a 5-year MSCHE reaccreditation review. As part of that, an assessment plan has recently been submitted based on the CAPACS essential sociological content standards and the learning goals and outcomes. Phase one of the plan will be implemented this coming academic year. (see appendix C)

Weaknesses: The Program is lacking in the areas of monitoring and quality control. The Program has limped along since its inception with little encouragement from previous Chairs. A Program Director was not appointed until recently.

Program graduates are asked to take the ETS. However, with the exception of the most recent year, the results have not been made available to the Sociology faculty. Similarly, graduating seniors are also asked to complete the Sociology Program Senior Survey but the data were made available just recently. Another factor is that the Sociology Program Senior Survey is not designed to measure the quality of the concentration in sociological practice. Furthermore, there is no mechanism for separating those in the Program from the students who are graduating in sociology. Plans are being made to address these matters.