



Applied Sociology, Clinical Sociology, Public  
Sociology and Sociological Practice Program  
Bachelor's Level

**SELF STUDY GUIDELINES**

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

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

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

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

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

**Definitions for use in completing this Self Study Report:**

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

**Sections of Self Study Report:**

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

**Cover Page:**

See sample *Cover Page* in Appendix A.

**Table of Contents:**

Provide a list of contents along with the specification of appendices included in the Self Study

Report. See sample *Table of Contents* in Appendix B.

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

## **1.0 PRECONDITIONS FOR REVIEW**

The first page of this section shall include:

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

## **1.1 The Institution**

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

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

## **1.2 The Program**

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

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

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

## **2.0 PROGRAMMATIC STRUCTURE**

Provide a narrative with supportive documents placed in Appendices B-E of Self Study Report:

### **2.1 Mission and Goals**

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

### **2.2 Essential Sociological Content**

Provide a narrative with matrix that illustrates student grounding in essential sociological content.

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

### **2.3 Administrative and Organizational Structure**

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

- Describe how the Program maintains relationships with sociological practitioners in the community (Standard 2.3.1). Specifically, indicate if the Program, its sponsoring department, or members of the department hold memberships in the Association for Applied and Clinical Sociology, the Practice and Public Sociology Section of the American Sociological Association and/or other relevant practice oriented professional association?
- Describe how the Program is marketed to students and others; attach as Appendix C of Report copies of the relevant pages in the current institutional bulletin(s) or other documents describing the department/unit and the Program, including (Standard 2.3.2):
  1. how students enter the program,
  2. minimal program requirements,
  3. matriculation requirements,
  4. opportunities for supervised experiential learning, and
  5. financial aid information.
- Does the Program have on file copies of its course syllabi for the past five years (or since its inception, if it is less than five years old) (Standard 2.3.5)?
- If not included in Appendix C above, include in Appendix D copies of information provided to students about (Standard 2.3.6):
  1. career possibilities,
  2. program requirements, prerequisites and offerings,
  3. student learning outcomes and assessment procedures,
  4. additional cost, if any, of the Program to the student,
  5. any additional time in school required to complete the Program,
  6. withdrawal and dismissal policies and procedures,
  7. if applicable, accreditation status of the Program.

## 2.4 The Students

Provide a narrative with supportive documents placed in Appendix D of Self Study Report:

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

## 2.5 The Faculty and Staff

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

- List all faculty members in the department/unit, faculty in other units in the

institution that are involved in the Program, and individuals from practice settings who are involved in the Program. For each, please indicate (Standards 2.5.1 – 2.5.9):

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

## **2.6 Structure of the Practice Experience**

Provide a narrative that covers the following:

- Describe the organization and structure of the Program's practice experience.
  1. Document that the practice experience consists of a minimum of 120 hours that is overseen by an on campus academic advisor or by a practice site supervisor as approved by the practice Program Director (Standard 2.6.1).
  2. Document the expectations for the practice experience and their availability to academic and site supervisors as well as students, as specified in items a-f in Standard 2.6.2.
  3. Provide evidence that the student file will include, at minimum, the following documentation of the practice experience: (a) practice experience agreement between the Program, the site organization, and the student, (b) period covered by the agreement, (c) evaluation of student progress, and (d) a mechanism, such as a portfolio, to document student learning outcomes in the practice experience (Standard 2.6.3).
  4. Document that the Program demonstrates having adequate time and resources to support faculty and students in the practice experience, which meet the criteria specified in items a-c in Standard 2.6.4.
  5. Provide evidence that the Program develops and maintains connections in the community enabling the developing and sustaining of appropriate field placements as specified in Standard 2.6.5.

## 2.7 Areas of Specialization/Concentration

Some Programs provide specializations or concentrations at the baccalaureate level. Provide a narrative and accompanying matrix for each goal and learning outcome as specified in Standard 2.7.

- Through a matrix of learning outcomes by area of concentration or specialization, identify the courses and/or learning experiences that are in place to meet these outcomes. (*See an example of a matrix showing learning outcomes by courses and/or learning experiences for each area of concentration or specialization in Appendices C-G of this document*).
- The matrix along with the follow up narrative will provide the Accreditation Review Committee with an understanding of the following:
  1. How does each area of specialization or concentration in the Program constitute an applied and/or clinical component that is eligible for accreditation as a program in sociological practice?
  2. How does the Program meet the following additional standards for each area of specialization or concentration?
    - a. Document a separate set of student learning outcomes (theory, research methods, skills, practice experience, professional orientation and ethics) written for applied sociology, clinical sociology, public sociology or sociological practice that is appropriate to the particular area of specialization or concentration.
    - b. Provide evidence of the special qualifications of faculty in each area of specialization or concentration.
    - c. Demonstrate the direct relevance of the practice experience to both the area of specialization or concentration *and* applied sociology, clinical sociology, public sociology or sociological practice.
- The narrative should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the “other” category at the end of each section (refer to sample matrix) to list any other experiences that will enable students to accomplish the learning outcomes in the set. The narrative should also include the following:
  1. A statement as to whether or not every student experiences this.
  2. A discussion of the connection between course content and learning outcomes.
  3. Evidence of how often each course and/or learning experience is offered.
  4. A discussion of the requirements vs. the opportunities for each experience.

## 3.0 STUDENT LEARNING GOALS AND OUTCOMES

Provide a narrative with accompanying matrix for each goal and learning outcome specified in Section 3.0 of the Standards. In this section each standard begins with a broad statement or goal. For example, Standard 3.1.1 states that: *Students who complete the [Baccalaureate] Program will be able to discuss the role of theory in sociological practice, and the interaction between theory and practice*. Each goal is followed by a series of student learning outcomes. For example, in Standard 3.1.1 the student learning outcomes are covered in Standards 3.1.1a – 3.1.1d.

- Through a matrix of learning outcomes by course and/or learning experiences, show how the Program provides an overview of the common core of theory, research methods, skills, practice experience, and professional orientation and ethics that are desired outcomes of preparation programs for all sociological practitioners. (*See an example of a matrix for each goal in Section 3.0 showing student learning outcomes*

- *by course and/or learning experience in Appendices C -G of this document).*
- These matrixes with accompanying narratives and course syllabi (placed in Appendix F of Report) will provide the Accreditation Review Committee with an understanding of the following:
  1. Sociological Theory: Which courses and/or learning experiences will enable students to discuss the role of theory in sociological practice, and the interaction between theory and practice, specifically as it relates to learning outcomes a-d in Standard 3.1.1?
  2. Sociological Research Methods: Which courses and/or learning experiences will enable students to discuss the role of evidence and qualitative and quantitative methods in sociology, specifically as it relates to learning outcomes a-c in Standard 3.1.2?
  3. Skills: Which courses and/or learning experiences will enable students to have the skills that facilitate the work of sociological practitioners, specifically as it relates to learning outcomes a-d in Standard 3.2.1?
  4. Practice Experience: Which courses and/or learning experiences will enable students to integrate academic studies with occupational realities through a practice experience, specifically as it relates to learning outcomes a-g in Standard 3.3.1?
  5. Professional Orientation and Ethics: Which courses and/or learning experiences will enable students to complete the Program in order to maintain a professional identity as a sociological practitioner and adhere to the standards and values of the profession, specifically as it relates to learning outcomes a-d in Standard 3.4.1?
- The narrative for each standard in Section 3.0 (Theory, Methods, Skills, Practice Experience, Professional Orientation and Ethics) should explain how the set of courses and/or learning experiences address the learning outcomes in the set. Use the “other” category at the end of each section (refer to sample matrix) to list any other experiences that will enable students to accomplish the learning outcomes in the set. The narrative should also include the following:
  1. A statement as to whether or not every student experiences this.
  2. A discussion of the connection between course content and learning outcomes.
  3. Evidence of how often each course and/or learning experience is offered.
  4. A discussion of the requirements vs. the opportunities for each learning experience.

#### **4.0 MONITORING AND QUALITY CONTROL**

Provide a narrative that covers what is requested in Sections 4.1 and 4.2.

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

Specify how the Program:

- Monitors its own procedures and practices.
- Institutes changes as a result of this monitoring and feedback.
- Keeps records concerning:
  1. appropriate curriculum materials,
  2. faculty credentials and professional development activities,
  3. student evaluations of the Program, course content, quality of instruction, and practice experiences,
  4. program data, including number of students in the program at each level, number graduating, etc.
- Does the Program maintain a data base on graduates that includes each student’s

current address, present occupation, occupational address, etc.? If yes, provide a sample copy. If a summary of this information for recent graduates is available, please include it as well. Place this information in Appendix G of the Report.

#### **4.2 Assessment of Student Learning Outcomes**

- What is the Program assessment plan as related to the Program's goals and student learning outcomes? The assessment plan includes:
  1. a timeline showing which student learning outcomes will be assessed during the assessment cycle (Standards 4.2.1d and 4.2.2)
  2. subjective and objective measures of student learning outcomes,
  3. review by faculty of the Program (Standard 4.2.3a),
  4. follow-up studies of Program graduates,
  5. feedback from an external or oversight advisory group.
- How is the information gained in items 1-5 listed above used to make changes in the Program?
- What changes have been made in the Program as a result of recommendations from self studies, accreditation reviews, and/or external reviews (institution or department)?
- Has the Program or the unit in which it is housed been reviewed by the institution in the past 5 years? If yes, attach a copy of this review as Appendix H of the Report.
- If the Program is seeking re-accreditation, attach copies of annual reports to the Commission in Appendix I of the Report.

#### **5.0 ADDITIONAL INFORMATION**

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

## **Appendix A: Cover Page**

### **ACCREDITATION SELF STUDY REPORT**

**[insert program name]**

**[insert institution name]**

**[insert location—city, state]**

submitted to

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

for Accreditation of a Program

at the Baccalaureate Level

**[insert date]**

# **Appendix B**

## **Table of Contents**

### **Self Study Report**

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

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

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

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

Sociological Theory 3.1.1: *Students who complete the Program will be able to discuss the role of theory in sociological practice, and the interaction between theory and practice.*

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

Student Learning Outcome	Learning Experience			
	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
Students [who complete the Baccalaureate Program] will demonstrate the ability to:				
a. Compare and contrast the theoretical perspectives of sociology that are particularly relevant to sociological practice.	X	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
d. Link theory and practice in their area of concentration or specialization, if appropriate.				
e. Additional outcomes as determined by Program.				

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

**Sample Narrative:** In SOC 302, Classic Sociological Theory, students are given an overview of proto-sociological and founding theorists of sociology including the Scottish Moralists, the Christian Social Philosophers and 19<sup>th</sup> and 20<sup>th</sup> Century European social theorists. Student learning outcome 3.1.1a is strongly met in two ways in this course. First, students explore the theoretical contributions of early functionalists and what

might be culled from it to be used in sociological practice. Second, students discuss the emergence of conflict theory focusing on the contribution of Karl Marx and its embedded assertion that sociology should not only strive to understand the world but change it.

**Appendix D**  
**Sample Matrix for Research Methods**

Sociological Research Methods 3.1.2: *Students will be able to discuss the roles of evidence as it relates to qualitative and quantitative methods in sociology.*

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

Student Learning Outcome	Learning Experience			
Students [who complete the Baccalaureate Program] will demonstrate the ability to:	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
a. Compare and contrast the types of methodological approaches that are particularly relevant to sociological practice.	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
c. Link research methods and practice in their area of concentration or specialization, if appropriate.				
d. Additional outcomes as determined by Program				

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

**Sample Narrative:** All students are required to take SOC 310 which covers both qualitative and quantitative methods. Standard 3.1.2a is strongly met in this class in two ways. Students create a survey studying some aspect of student life. They also do a short term participant observation assignment on the same aspect of student life. As a follow up exercise they compare the kind of data collected from these alternative approaches to research methods.

**Appendix E**  
**Sample Matrix for Skills**

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

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

Student Learning Outcome	Learning Experience			
Students [who complete the Baccalaureate Program] will demonstrate the ability to:	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
a. Communicate effectively with appropriate audiences.	x	x		X
b. Understand group processes and decision-making.	x	X	X	X
c. Identify, locate and retrieve information relevant to the practice of sociology.	x		X	X
d. Link these skills with their area of concentration or specialization, if appropriate.				
e. Additional outcomes as determined by Program.				

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

**Sample Narrative:** Students develop the skills listed above in a variety of ways. For example, in the introductory course (SOC 101) students work in groups to be introduced to group processes and decision making (Standard 3.2.1.b). This experience is reinforced in the required practice experience (SOC 480). In the practice setting students work with professionals and clients and observe first hand how such group experiences lead to solutions that address client needs. In addition, students keep journals that help them articulate their understanding of group processes and decision making. On occasion students are able to participate in the decision making process and actually communicate their ideas about a client’s needs. This happens most often with our students who are working with the local probation and parole office.

**Appendix F**  
**Sample Matrix for Practice Experience**

Practice Experience 3.3.1: *Students will be able to integrate academic studies with occupational realities through a practice experience. The purpose of the practice experience is to provide students with supervised work experiences at a site where they can learn how to apply sociological theories, methods, skills, a professional orientation, and ethics.*

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

Student Learning Outcome	Learning Experience			
	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
Students [who complete the Baccalaureate Program] will demonstrate the ability to:				
a. Illustrate how sociological theories can be used with clients in a specific practice setting.		X	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
d. Adhere to professional norms and demonstrate appropriate behavior with regard to work assignments.	x			X
e. Realize the influence of the student's personal values and perceptions as related to other individuals and groups in the practice setting.	x	x	x	X
f. Function as an effective member of a work team/group in a specific practice setting.				X
g. Demonstrate additional learning outcomes in their area of specialization or concentration relevant to their practice experience, if appropriate.				
h. Additional outcomes as determined by Program.				

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

**Sample Narrative:** The practice experience is the culmination of the student’s combined learning experiences including course work. Each of the standards listed above are met strongly in the following ways. For example, in the required theory course (SOC 302) students read about public policy and then evaluate the effect of this policy from each of the major theoretical perspectives in sociology. In the required practice experience (SOC 480) students do an internship with a local organization. A major part of the internship experience is to map out the organizational structure of the internship placement. This assignment strongly meets Standard 3.3.1c.

**Appendix G**  
**Sample Matrix for Professional Orientation and Ethics**

Professional Orientation and Ethics 3.4.1: *Professional orientation and ethics provide standards and values that guide sociological practitioners in their work. These also provide important peer accountability guidelines thus protecting the clients, the practitioner and the profession.*

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

Student Learning Outcome	Learning Experience			
	SOC 101 Required Introductory	SOC 302 Required Theory	SOC 310 Required Methods	SOC 480 Required Practice Experience
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
b. Comply with the code of ethics of the Association for Applied and Clinical Sociology and/or other relevant professional association.	x		x	X
c. Recognize the social, political, and ethical constraints on sociological practice.	x		x	X
d. Demonstrate a professional orientation and ethical behavior in their area of concentration or specialization, if appropriate.				
e. Additional outcomes as determined by Program.				

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

**Sample Narrative:** Standards 3.4.1 [a-c] are strongly met in the following ways. Students are first introduced to professional and ethical issues in the introductory course (SOC 101). This introduction is given more depth in the required methods course (SOC 310) when students read about the research of others and conduct their own research. The most intense emphasis on professionalism occurs in the required practice

experience (SOC 480). It is in the practice experience that students actually come to terms with the experience of working with clients. Students keep a journal documenting the ethical dilemmas they experience and the professional guidelines they use to solve these dilemmas. Students also share these experiences in weekly group discussion which is part of the practice experience course.