

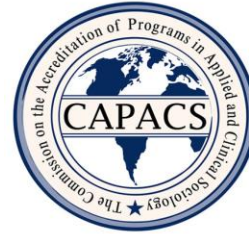
CAPACS Accreditation



CAPACS Accreditation

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

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

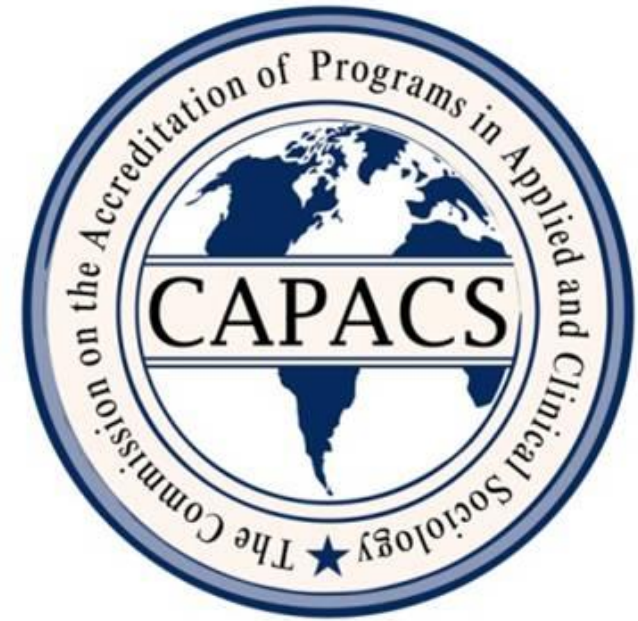


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What is CAPACS?

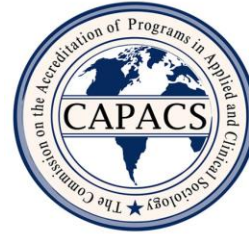
- CAPACS is an accreditor of higher education programs in sociological practice.
- Program emphases may be in applied sociology, clinical sociology, engaged public sociology, translational sociology, forensic sociology, and other emerging approaches of sociological practice.



<https://capacs.net>

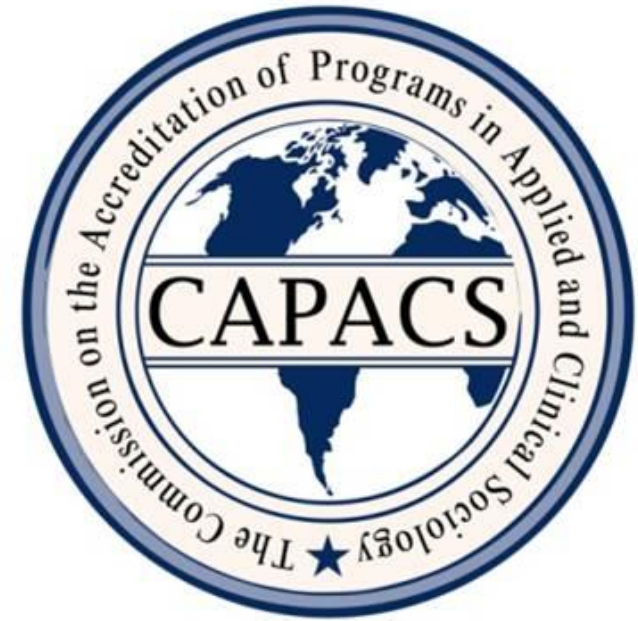
What can CAPACS do for me?

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



CAPACS Accreditation

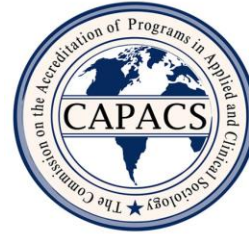
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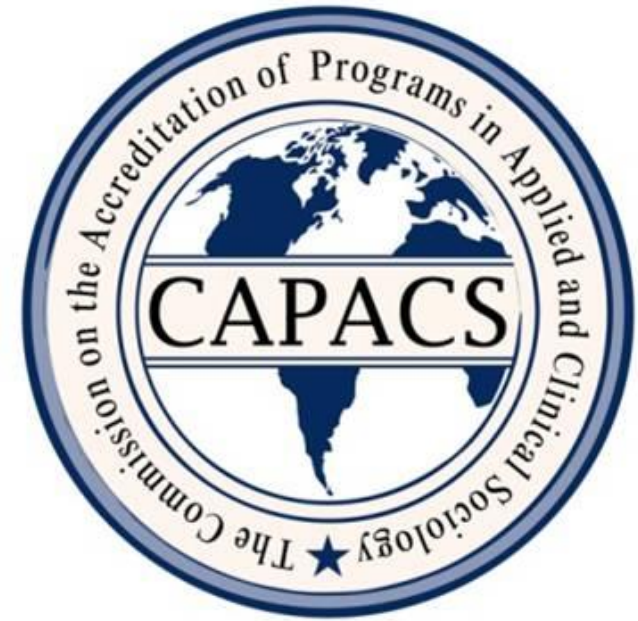
What are CAPACS's priorities?

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



CAPACS Accreditation

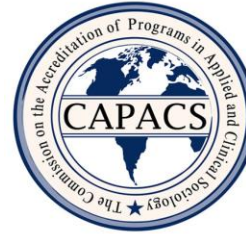
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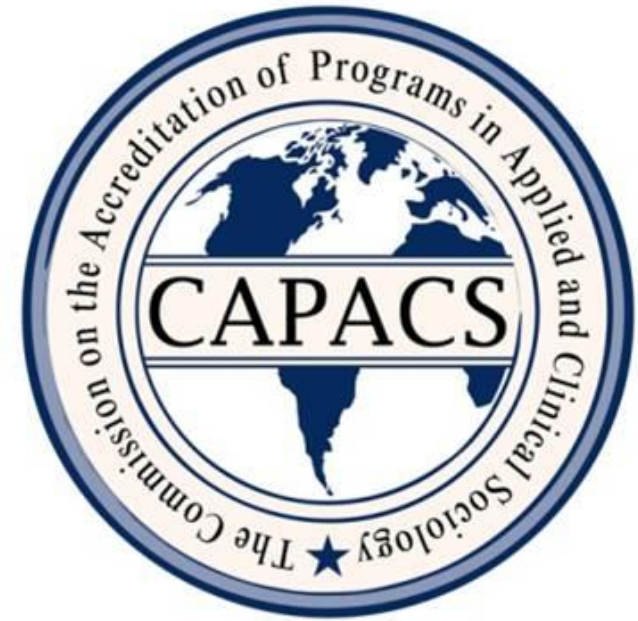
What is CAPACS's Mission?

- CAPACS develops, promotes, and supports quality sociological education, training, and practice through the accreditation of bachelor's, master's and doctoral programs in sociological practice (applied, clinical, and engaged public, translational, and forensic sociology).
- CAPACS establishes standards for such programs. It accredits programs that demonstrate that they meet these standards and monitors accredited programs to ensure that they continue to meet the standards.



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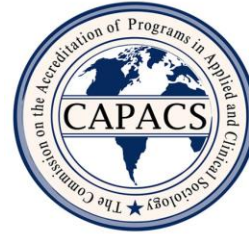
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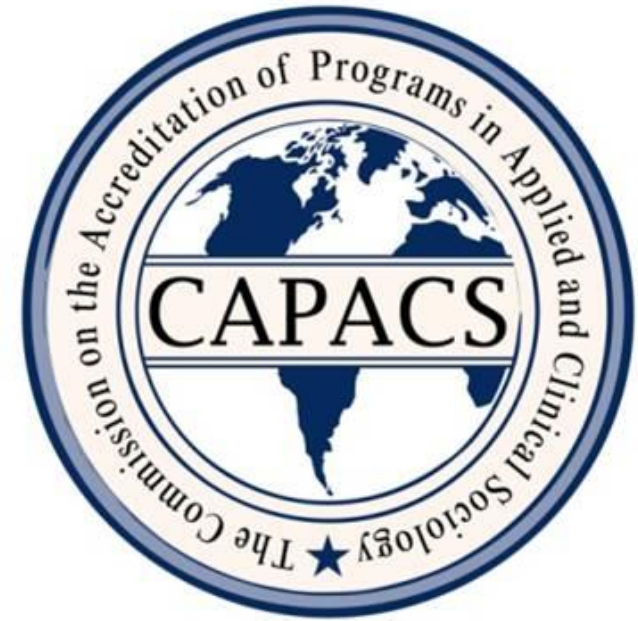
What is CAPACS's History and Purpose?

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



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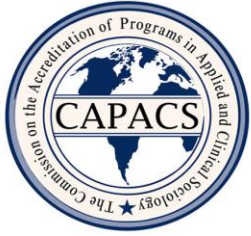
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CAPACS Accreditation: Conventional Reviews and Timelines



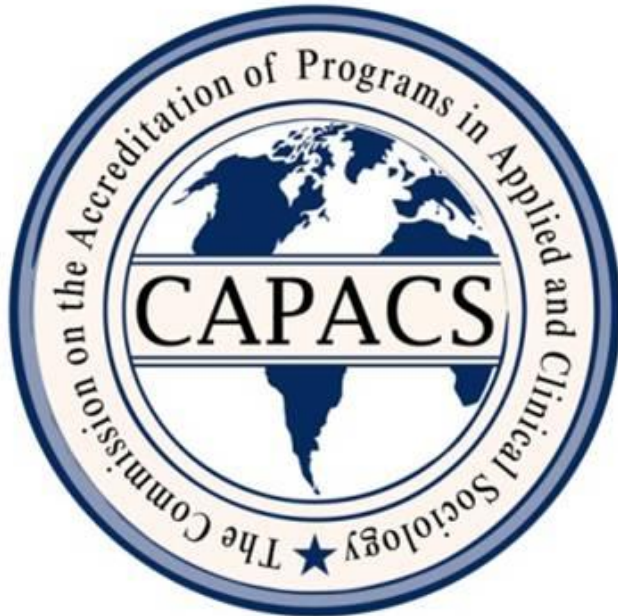
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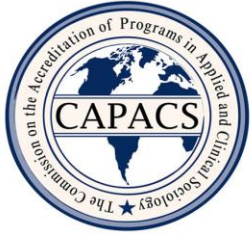
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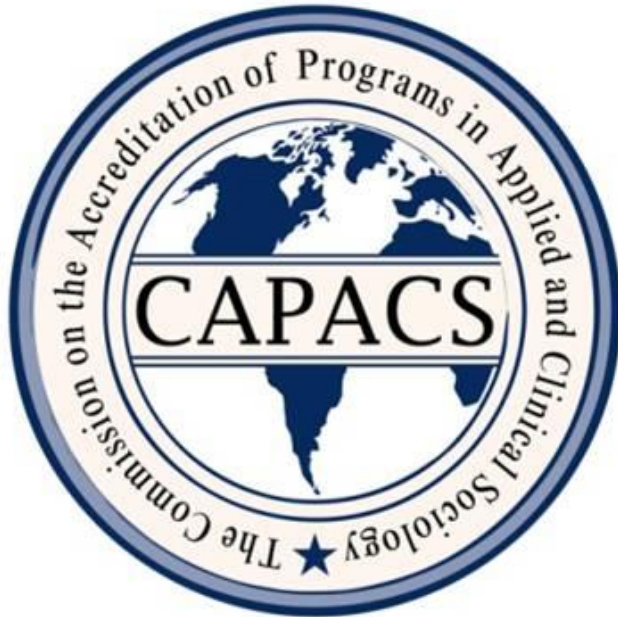
Is Your Program Ready for Accreditation?

- Is the program housed in an institution that is accredited by a CHEA-recognized accrediting body, or another national or international accrediting body, if it is located outside of the United States?
- Is the program housed in an institution that grants a baccalaureate, masters, or doctoral degree?
- Is the program director a full-time faculty member in the department/unit in which program is housed?
- Does the department/unit in which the program is housed have at least two full time faculty members?
- Does the program require a practice experience for its students?
- Has the program been in existence for two years?
- Have faculty reviewed the baccalaureate, masters, or doctoral level *Standards*?
- Are faculty members prepared to participate in the accreditation process as a team?



CAPACS Accreditation

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Accreditation Process: Suggested Timeline

Step 1

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

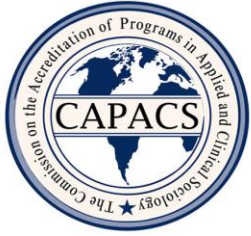
Step 2

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

Step 3

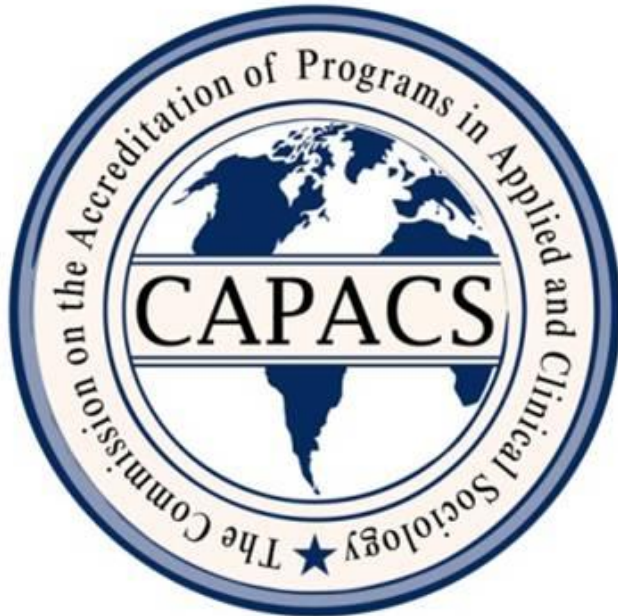
Program submits Self Study Report (1 copy) *with accreditation fee* of
\$2000 to the Commission
(Estimated time: 3-4 weeks)

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



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Accreditation Process: Suggested Timeline

Step 4

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

Step 5

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

Step 6

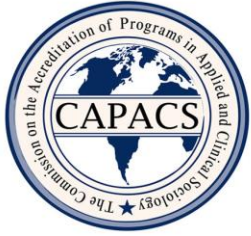
Site visit (September – November or February – April)
(Estimated time: 3 days)

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

Step 7

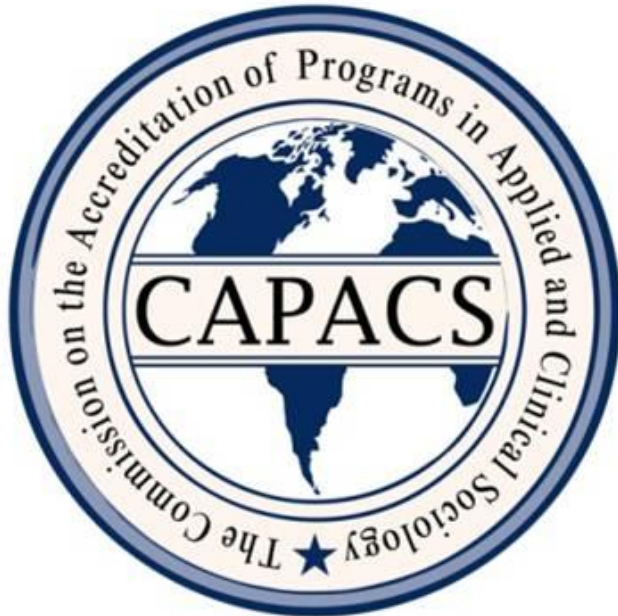
Site visitors draft a Site Visit Report for the Program, invite comment,
and submit to ARC
(Estimated time: 3-4 weeks)

Approved Changes are incorporated into the Final Site Visit Report



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Accreditation Process: Suggested Timeline

Step 8

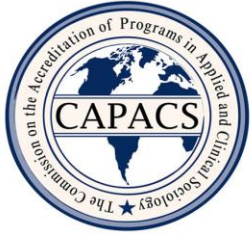
ARC Chair prepares an Interim Report on Accreditation for Program review without accreditation recommendation
(Estimated time: 2-3 weeks)

Step 9

ARC Chair prepares final Report and Recommendation on Accreditation to the Commission
(Estimated time: 2-3 weeks)
Approved Changes are incorporated into the final Report and Recommendation on Accreditation

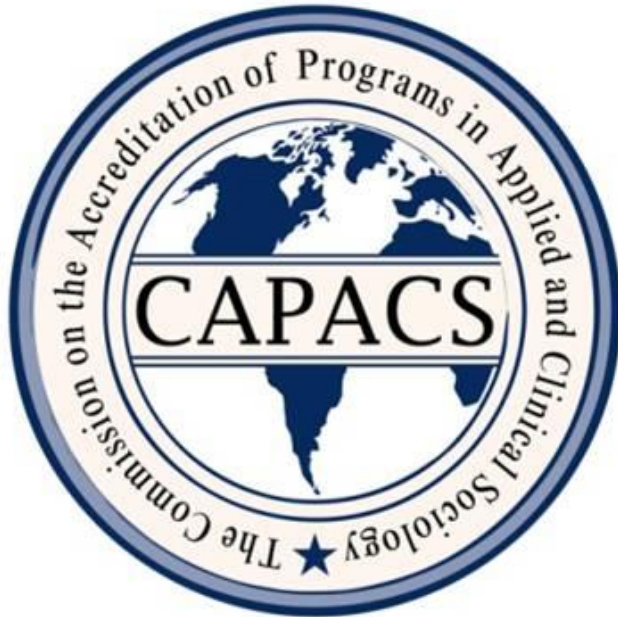
Step 10

ARC Chair and Committee present final Report on Accreditation and Recommendation to the Commission
(Estimated time: 1 day)
Commission accepts or rejects recommendation at Annual Meeting (August) or Midyear Meeting (February)



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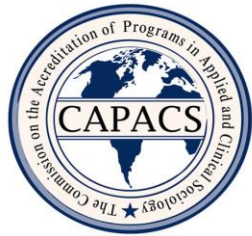


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Sample Site Visitation Schedule

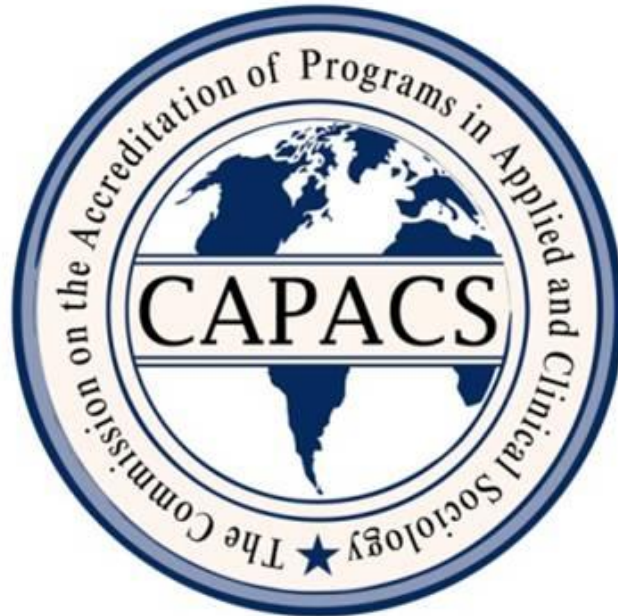
Day 1

- The Site Visit Team, composed of one team leader and one team member, arrives.
- The Site Visit Team confers and reviews the site visit schedule, as pre-arranged with the Program Director.
- The Site Visit Team meets with the Program Director to confirm the site visit schedule, and to request any additional data or material needed during the site visit.
- The Site Visit Team gets acquainted with Program administrators and faculty in an informal group gathering.



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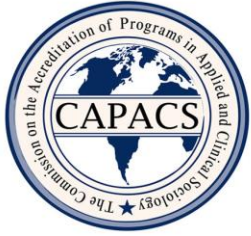
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Sample Site Visitation Schedule

Day 2

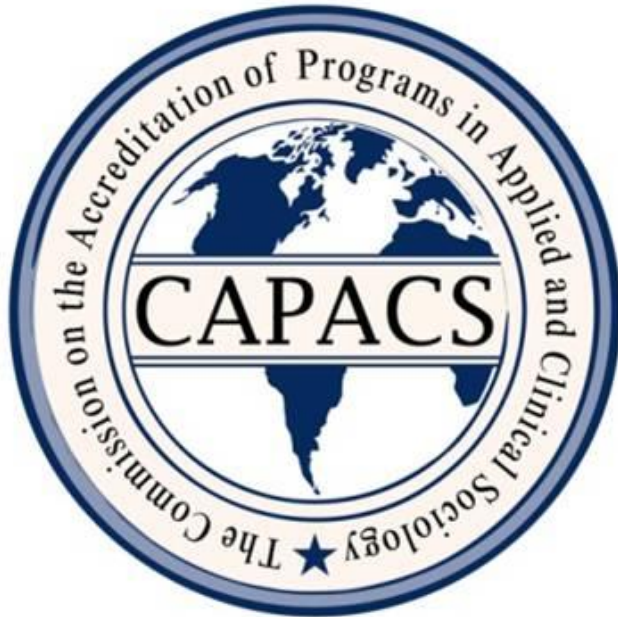
Morning

- The Site Visit Team meets with the Department Chair, Program Director, and Program faculty in a one-hour, group conference.
 - The Program faculty presents a 15-minute overview and history of the Program.
 - The Site Visit Team discusses the role and pertinent details of the site visit within the accreditation review process in an open forum for the remaining time.
- The Site Visit Team meets separately with:
 - The Department Chair, Program Director, and Program faculty, including appropriate non-Program and adjunct faculty.
 - Administrators such as the Dean, Provost, and the President. The size of the program determines whether the SVT meets individually or in tandem.



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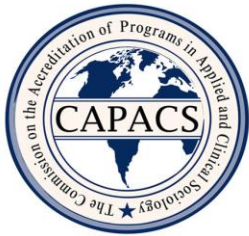


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Sample Site Visitation Schedule Day 2

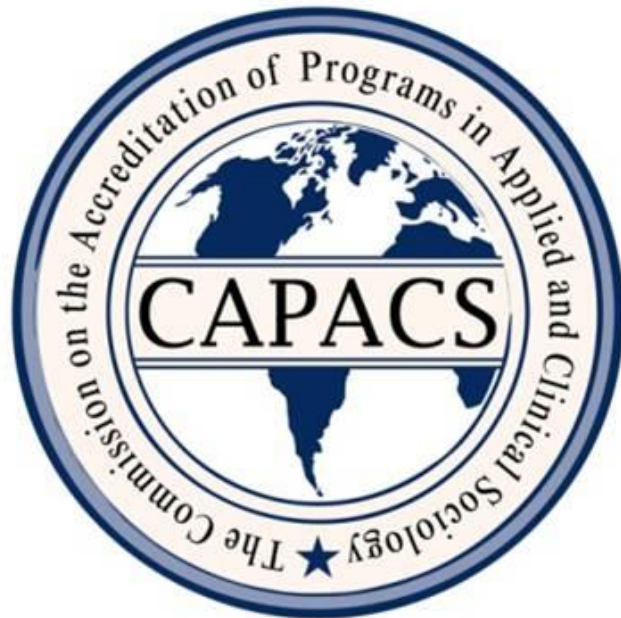
Afternoon

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



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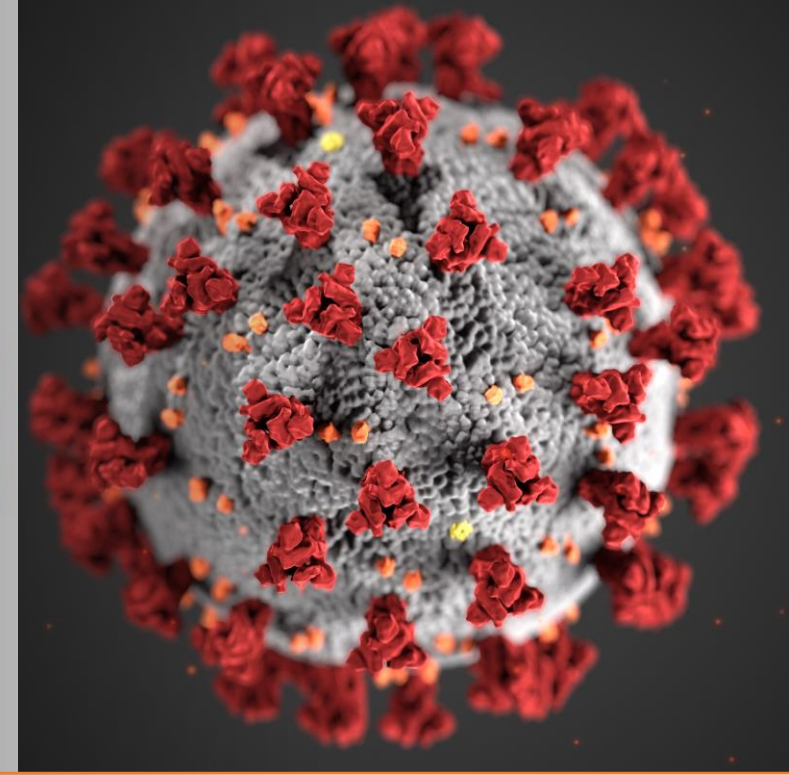
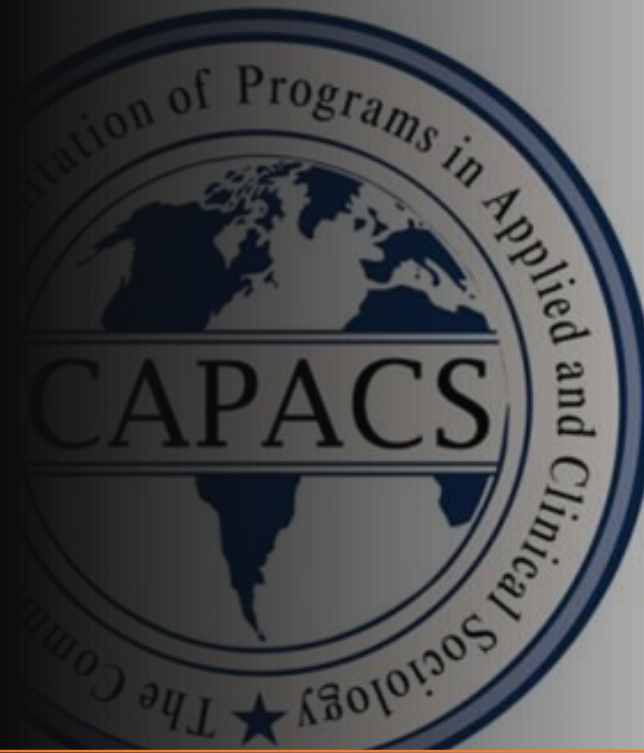


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Sample Site Visitation Schedule Day 3

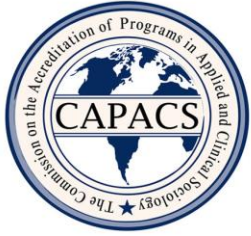
- The Site Visit Team meets with the Practicum Coordinator and visits a minimum of two internship/field sites (on- or off-campus).
- The Site Visit Team contacts other community organizations with which the Program has public and professional outreach relationships (e.g., state agencies, and public and private sector sponsors).
- The Site Visit Team conducts exit interviews with the Program Director and other institutional representatives.
- The Site Visit Team develops a draft of the Site Visit Report before departing.

CAPACS Accreditation During COVID-19: Virtual Reviews and Timelines



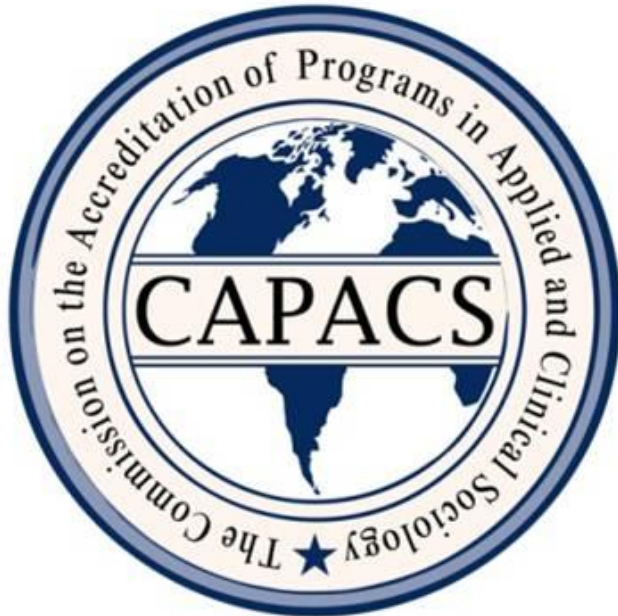
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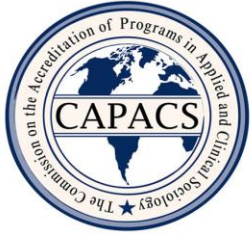


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CAPACS Policies During the COVID-19 Pandemic

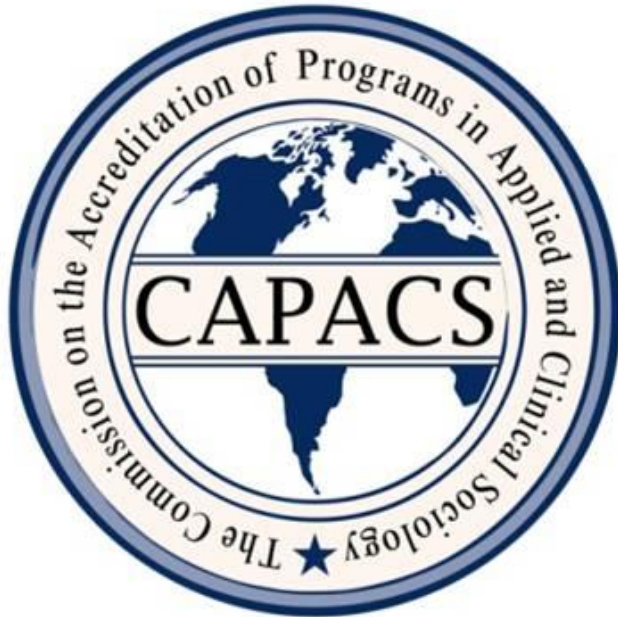
CHEA, USDE, and International Guidance

- CAPACS is committed to serve and fulfill its accreditation mission for its accredited and prospective programs in sociological practice (applied sociology, clinical sociology, engaged public sociology, translational sociology, and forensic sociology) during the COVID-19 pandemic.
- Accordingly, CAPACS conducts virtual accreditation reviews and site visits for domestic programs under the guidance of the:
 - [Council on Higher Education Accreditation \(CHEA\)](#)
 - [United States Department of Education \(USDE\)](#)
- CAPACS will follow the guidance of programs' respective governments and/or designated higher education authorities for conducting International accreditation reviews virtually.



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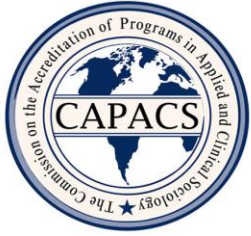


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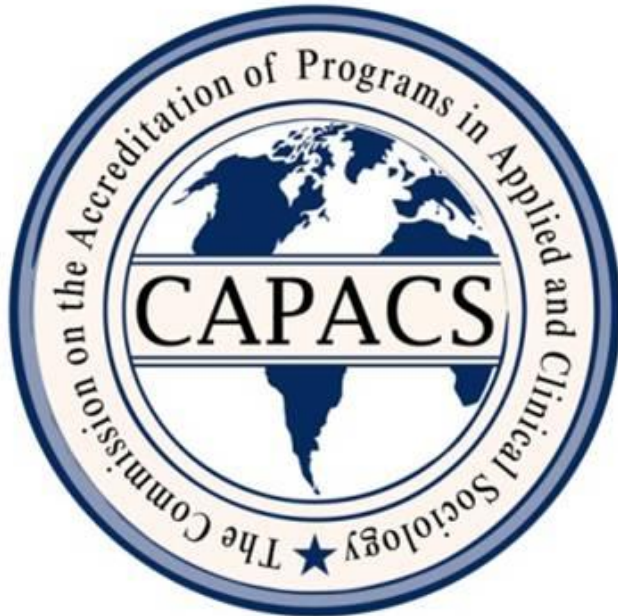
Generally, CHEA, USDE, and International Guidance permit accreditors like CAPACS to:

- Grant an extension of a program's accreditation cycle when warranted.
- Use online technologies, including telecommunications and videoconferencing, to conduct virtual accreditation reviews and site visits.
- Schedule an on-site visit after a virtual and interactive site visit as soon as practicable after the pandemic. This is to verify that the information obtained during the virtual site visit complies with the Standards of the accrediting commission or entity.



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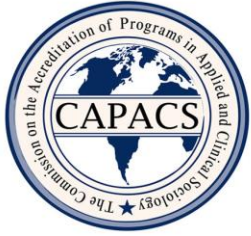


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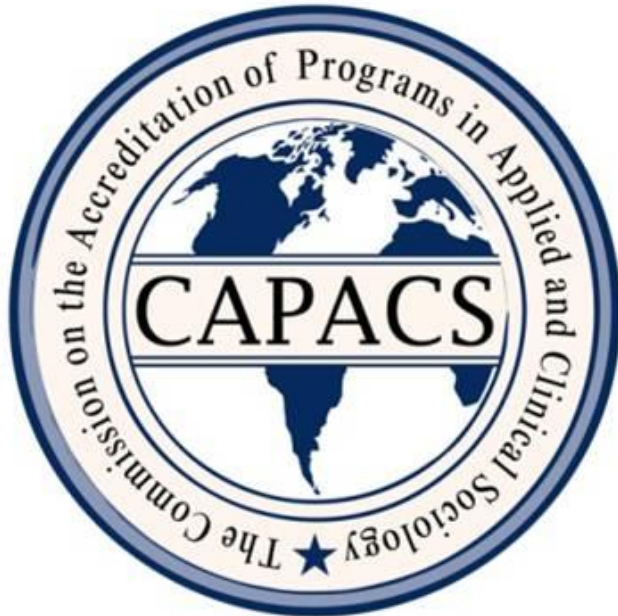
Resources

- During the pandemic, CAPACS has recommended resources and “best practices” for its accredited and prospective programs.
- For example, CAPACS has encouraged its programs to visit the University of Maryland website for suggested “best practices” for managing remote internships, practica, and supervised fieldwork during the pandemic, if the institution has not already implemented its own policies and procedures:
 - [University of Maryland Internship Guidance for COVID-19.](#)
 - [UMD Internship Guide for Employers](#) (also applies to internship site supervisors).



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CAPACS Policies on the COVID-19 Pandemic

Suggested Best Practices (from the *UMD Internship Guide*):

- Schedule weekly virtual meetings with video chat and screen sharing for personalized feedback.
- Use online document-sharing tools (Google Docs, etc.) and project management software to allow instant updates and easier communication between the student and the supervisor.
- If the supervisor is in the local area, he or she should meet with the student in a public place weekly or bi-weekly [when possible] in addition to scheduling virtual meetings. The face-to-face meeting can be a great time for mentoring, feedback, and additional project planning.
- Some academic departments will allow virtual internships for credit with certain agreements in place, others will not. The student will need to work with his/her department to determine next steps.

CAPACS Accreditation: Benefits

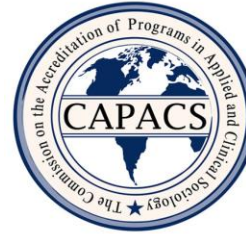


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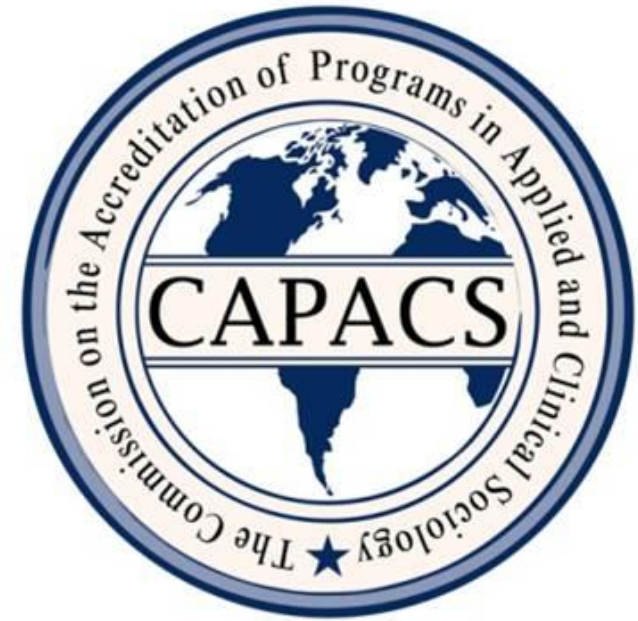
Benefits of CAPACS Accreditation: Program-specific

- ✓ CAPACS accreditation coalesces faculty around a common set of standards and goals and improves the quality of sociological education and training for your students.
- ✓ CAPACS accreditation ensures the allocation of needed resources for your program.
- ✓ CAPACS accreditation increases your students' opportunities for job and career placements.
- ✓ CAPACS accreditation enhances the marketing of your program and brings status and recognition to the program.
- ✓ CAPACS accreditation affirms that your Program is committed to the highest standards in postsecondary sociological education and training, ethics, quality improvement, and peer review.



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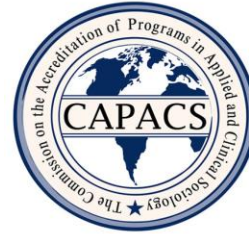


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Benefits of CAPACS Accreditation: Professional and Disciplinary

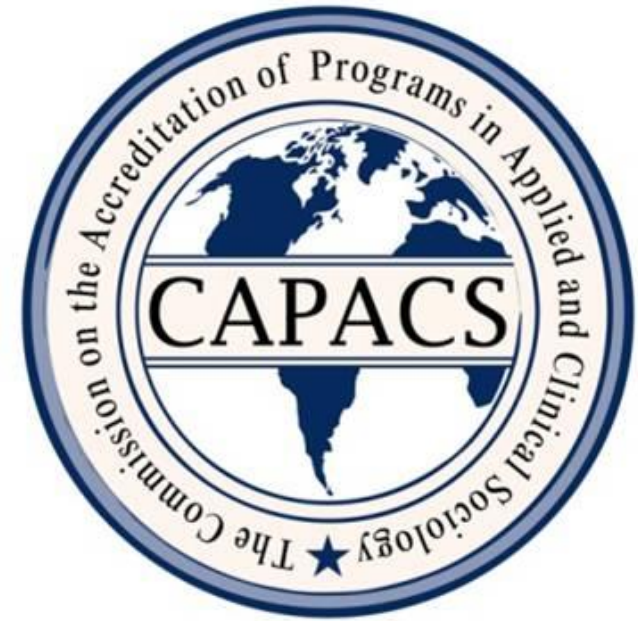
Adapted from *The Professionalization of Sociological Practice*, Fleischer 1998; and
“Entry on ‘Accréditation’ for *Dictionnaire de sociologie clinique* [reprint in *Journal of Applied Social Science*] Fleischer and Winston 2018.

- ✓ CAPACS accreditation contributes to a public mandate of sociologists’ professionalism.
- ✓ CAPACS accreditation cultivates a recognizable niche for sociologists in the workplace and professional marketplace.
- ✓ CAPACS accreditation adds to the spectrum of offerings in undergraduate and graduate curricula.



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