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Preface

Welcome to the Master's Program in Sociology at Humboldt State University. We are thrilled to include you in the network of people and organizations that make our program possible. We pride ourselves in a master's program that since 1991 has provided students with a solid foundation in sociological theory, methods, professional socialization and hands-on field experience. Today students may choose a track in "Teaching Sociology" or in "Practicing Sociology" in which to accumulate their practical experience.

We have designed this manual as a resource for groups and individuals associated with the Master's Program in Sociology at Humboldt State University. The list is long and includes students, faculty, and staff at HSU, campus and community organizations, private businesses, advisory board members, and those who supervise and mentor our students as they accumulate experience teaching and/or practicing sociology.

Graduate students should consider this manual a supplement to the *Handbook for Master's Students* that is linked to the Office of Research and Graduate Studies web site at <http://www.humboldt.edu/~gradst/>. The HSU Sociology Program standards meet or exceed all California State University requirements for graduate study.

In the pages that follow you will find our vision for the Master's Program in Sociology at Humboldt State University along with specific curricular plans that make that vision come true for each student who completes the program. You will also find details on specific requirements, policies, procedures and evaluation mechanisms that are critical to the success of the program.

Thank you for leading social change through Sociology at HSU.

The Faculty of the Department of Sociology
Humboldt State University

Last Revised: January 1, 2007

Mission Statement

The Master's Program in Sociology at Humboldt State University feeds the sociological imagination and effects change through education and community engagement. The program fosters a network of students, faculty, alumni and community members who are committed to social justice. Students who complete the master's program have a solid foundation in sociological theory, methods, professional socialization and hands-on field experience. They develop practical experience in one of two program tracks: "Teaching Sociology" and "Practicing Sociology." Whether the master's degree in Sociology is an intermediary step to further graduate education or a terminal degree, both tracks are designed to make our alums competitive in their future career and education choices.

General Program Information

Choosing a Track of Study

All graduate students in the Department of Sociology enter the program with a declared track of study: Teaching Sociology or Practicing Sociology. Students may also choose to complete both tracks. A student's track of study shapes coursework and practical experience requirements. The core requirements for all students are detailed below.

Core Requirements (Teaching and Practicing Sociology Tracks)

All students in the Master's Program in Sociology at HSU are required to take 3 courses:

- Soc 583 Quantitative Methods (4 units)
- Soc 610 Contemporary Social Theory (4 units)
- Soc 650 Race, Ethnicity & Gender (4 units), **or**
- Soc 660 The Family (4 units)

Unit Requirements

All graduate students in the Department of Sociology are required to complete at least 38 units of coursework and project/thesis work. The program is designed to be completed in two years, but students may take up to seven years to complete all degree requirements. To accommodate students with daytime jobs or who have field placements, courses are usually scheduled early in the day or in the late afternoon and evenings. The department reserves the right to dismiss from the program a student who does not make reasonable progress.

Financial Aid Considerations

Students collecting financial aid of any kind are reminded of the 54-unit-cap for aid. This 54-unit total includes all and any coursework a student undertakes while admitted to the graduate school. Even if a student withdraws from a course after the add/drop period, the course units will still count toward the 54-unit maximum.

Classes that students take for relaxation and sanity while pursuing a graduate degree also count toward the financial aid unit cap. Many of our students supplement their Sociology graduate work with classes in physical education or art and should keep this cap in mind when registering for classes at HSU.

When appropriate, students are encouraged to apply for financial aid before the early March deadline using the FASFA form and *check the box requesting funds for work study*. Students who qualify for federal work study allow faculty to stretch their grant funding further and employ students for more hours. See the HSU financial aid web site for more information.

First Semester Review

The sociology faculty will meet at the close of the first semester to evaluate all first year students and make recommendations as to their retention or dismissal from the program. Students not earning at least a B in all coursework will be automatically dismissed from the program.

Incompletes

Incompletes in graduate courses will be given at the discretion of the instructor and will have a specific deadline for completion of not more than twelve months from the end of the course. Students must initiate an incomplete grade request form that must be signed by the instructor and the student and placed in the student's file. The criteria and date for completion must be outlined in the contract. Failure to complete the contract requirements in the designated time period will automatically result in an "F" on the student's transcript.

Student Rights and Responsibilities

The Sociology Department recognizes and fully supports all of the rights granted to students by Federal law, state law, CSU administrative regulations, HSU campus policies, Graduate School documents and department resolutions. Students should familiarize themselves with these rights and responsibilities explained in these documents and in the HSU *Handbook for Master's Students* linked to the Office of Research and Graduate Studies web site at <http://www.humboldt.edu/~gradst/>.

The California Education Code notes that students may not interfere with the learning experience of other students. This code specifies that students may not through actions or words contribute to a hostile climate that discriminates based on sex, ethnicity, age, physical ability or religious affiliation. The HSU Office of Judicial Affairs further defines expectations regarding classroom and related interactions. The code addresses attendance, civil discourse, and academic honesty among other areas of conduct. Students should be familiar with these expectations and the procedures for filing a grievance: <http://www.humboldt.edu/~studaff/judicial/index.php>.

In addition, each course syllabus is a contract that specifies and limits the requirements and expectations that will be placed on students in a particular course. Students who are troubled with a specific instructor or course should first see that instructor, then the Graduate Coordinator and then the Department Chair before seeking redress in a wider arena.

Appealing Grades

A student may file a grade appeal with the Chair of the Department or the Graduate Coordinator. The chair or coordinator will request that the instructor of record provide for evaluation the student work to one other faculty member. These two faculty members will come to a consensus on the final grade.

January Admissions

Students beginning the program mid-year should enroll in Soc 500 level graduate courses. They should take *Soc 583 Quantitative Methods* and *Soc 610 Contemporary Social Theory* the following Fall.

Leave of Absence Requests and Deferred Enrollment

Students are required to enroll in coursework or thesis units each semester. If circumstances arise that require a student to interrupt his or her course of study, he or she should file an official "leave of absence request." An approved leave of absence will also allow for later enrollment without requiring reapplication for admission. The Graduate Coordinator may also grant deferrals to admitted students who must postpone their studies due to similar compelling circumstances.

Master's Candidacy Requirements and Deadlines

Project/Thesis Committee Member Selection

After completing one semester or more of graduate work (preferably in the second semester of coursework), a student should consult with the Graduate Coordinator and solicit the participation of at least (3) faculty members who will guide the development of the student's project or thesis. A student should consider the methodological needs of his or her work, as well as substantive and theoretical interests, when inviting committee members to serve on his or her committee. Any member of the graduate faculty at Humboldt State University may serve on a student's committee. At least two committee members must be from the Department of Sociology. Only Sociology graduate faculty members may Chair the committee with the exception of Emeritus faculty. Emeritus faculty may serve, but may not chair the committee. A student may elect to invite a fourth person to serve on his or her committee. This person is not required to have a Ph.D. Students who include a fourth person often invite a

community member who has substantial working experience related to the topic of study. The names of committee members must be submitted to the Department as part of the “Plan of Study” and are also a part of the “Application for Candidacy” (see below).

Graduate Faculty Members

Lee H. Bowker , Ph.D. (Professor Emeritus) *Washington State University, 1972*
Criminology, Delinquency, Penology, Corrections, Undergraduate Education and Teaching
Conducts program evaluations, expert witness in domestic violence cases

Sing C. Chew, Ph.D. *Carlton University, 1986*
Environment, Deep Ecology, Historical and Applied Sociology and Program Evaluation Research
Conducts program evaluations

Jennifer L. Eichstedt, Ph.D. *University of California at Santa Cruz, 1995*
Race, Ethnic, Minority Relations; Race, Class & Gender; and Social Movements
Associate Director, The Altruistic Personality and Prosocial Behavior Institute

Jerrald D. Krause, Ph.D. (Professor Emeritus) *Louisiana State University, 1975*
Social Psychology, Community, Sociological Practice and Program Evaluation. Conducts program evaluations

Judith K. Little, Ph.D. *University of Washington, 1985*
Quantitative Methods, Social Psychology, Criminology, Delinquency, and Community. Director, CASAE.
Conducts community development and organizational strategic planning surveys, focus groups, program evaluations

Joshua S. Meisel, Ph.D. *University of Colorado at Boulder, 2001*
Criminology, Juvenile Delinquency, Deviance, Statistics
Seven years as researcher with the Colorado Division of Youth Corrections. Conducts program evaluations.

Samual P. Oliner, Ph.D. (Professor Emeritus) *University of California Berkeley, 1972*
Altruism; Race, Ethnic and Minority Relations
Founder and Director, The Altruistic Personality and Prosocial Behavior Institute

Linda J. Pullium, Ed.D., Ph.D. *Northwestern University, 1992*
Organizations and the routinization of work, Sociology of Creativity, Sociology of Place, Interpretive Methods.

Anthony V. Silvaggio, Ph.D. *University of Oregon, 2005*
Social Movements and Organizations, Environmental Sociology, Survey Methodology, and Social Theory.
Encourages student activism related to issues of environmentalism, social justice, and war.

Sheila L. Steinberg, Ph.D. *The Pennsylvania State University, 1996*
Environmental Sociology, Globalization and Community. Involves Students in Community Studies.

Mary E. Virnoche, Ph.D. *University of Colorado at Boulder, 1999*
Science, Technology & Society, Online Communities, Gender, Research Methods and Program Evaluation
Involves students in evaluation of gender equity programs in science and math education

Elizabeth Watson, Ph.D. *Rutgers University, 1986*
Theory, Environmental Sociology, Conflict Resolution.
Mediation certification; Co-Director, Institute for Study of Alternative Dispute Resolution; Director, Center for Resolution of Environmental Disputes. Mediation and facilitation

Plan of Study Submission

Before the end of the first full year of course work, students should submit to the Graduate Coordinator a plan of study. A plan of study includes a purpose statement discussing how their graduate study fits with their personal and/or career goals, measurable learning objectives and a paragraph discussing thesis/project/placement plans and/or interests. Students should link their learning objectives to those for their selected track and specialization. Track and specialization learning objectives can be found in this manual. Failure to file a plan of study by deadline may result in academic disqualification. For Practicing Track students, the plan of study should serve as a planning guide in developing their placement. A sample plan of study is linked to the Sociology web site.

Advancement to Candidacy Application and Amendment

After completing one semester or more of graduate work (preferably in the second semester of coursework and certainly before the end of the third semester), students must also apply to the Graduate School for advancement to candidacy.

The Advancement to Candidacy application contains a listing of completed and planned courses, the names of thesis committee members, and the thesis/project proposal title and abstract. If the thesis/project involves original research using people as sources of data, students will also need to attach a copy of a letter from the Graduate School Internal Review Board (IRB) indicating that their proposal meets criteria for human subjects research.

The IRB requires a detailed statement of research topics and methodology including all data collection instruments such as an interview schedule or questionnaire. Students should plan carefully as the review process may take several weeks. More details on the review process and the required forms may be found linked to the web site of the Office of Research and Graduate Studies at <http://www.humboldt.edu/~gradst/>.

Unlike the rules for undergraduate degrees where the catalogue specifies the degree requirements, student candidacy documents constitute a binding contract between the student, the Department and the University. As a “master’s candidate,” with an approved candidacy application on file, degree requirement changes made at the University or Department level will not apply. After the Advancement to Candidacy document is accepted, *the student* may make changes. The most common changes are to the coursework plan, but students have occasionally changed the thesis/project proposal itself. Please work with the Graduate Coordinator and the Office of Research and Graduate Studies to complete the appropriate forms required to make candidacy amendments.

Planning a Thesis or Project

Deciding on a Thesis or Project

A thesis topic results from the student’s identification of a research question based on personal interest and an intensive review of the literature. The thesis question and conceptualization often lead to original empirical research. In some cases, the student may choose to focus on existing theory to undertake the creation of a metatheoretical document that integrates and builds upon existing social theory.

The Department of Sociology defines a project as work that is undertaken to address questions or needs of a client or placement organization and/or work that takes on a non-traditional presentation form (see technical requirements below). Projects may take the form of program evaluations, program development plans, or other products such as training manuals, videos or curriculum. All students must demonstrate the linkages to a theoretical and methodological literature that inform the project.

Practicing Sociology Track students are required to produce a project or thesis derived from their practice experiences. If inclusion of a literature review is not appropriate for the product requested by a placement site, and the student intends to use that product as his or her final project, the student should submit to his or her committee a supplemental “literature review” that accompanies the other product(s) of his or her placement. This literature review for Practicing Track students supports their projects defining characteristic as the “practice of sociology.” In most cases, practicing track students will complete a project. There may be some cases where a final project might be appropriately defined as a thesis. Teaching Track students may choose between a thesis or a project as well.

Most empirical thesis work follows a standard research organization that includes five key sections: introduction, review of the literature, methods, data section and discussion or conclusion. The standard subsections of these main chapters vary depending on methodology. Project organization may vary considerably. Decisions regarding thesis and project organization should be made in consultation with a student's committee.

Unit and Grade Requirements and Limits

Once a student has advanced to candidacy, he or she is required to enroll in at least one unit of Thesis or Project work every semester until work is complete and each committee member has provided written acceptance of the work. Students must register for a minimum of 6 units of Soc 690 Master's Degree Thesis or Soc 692 Master's Degree Project to complete a master's in Sociology.

To maintain full-time enrollment status, students sometimes enroll in more thesis or project units over the course of graduate study. Yet given other degree requirements, only 6 units of thesis or project hours "fit" in the 38-unit degree. Students should also remember the financial aid cap discussed earlier. No more than 3 units of SOC 699 independent study may be included in a degree plan.

Graduate students must earn a "B" or better in all courses taken to satisfy the requirements of the degree. In order to receive credit for a mandatory credit/no credit (C/NC) course, a graduate student must file with the department a signed letter from the course instructor indicating performance at the B or above level.

Community Presentation

All students are required to make a formal presentation of the project or thesis in a meeting that is open to the public. Most Practicing Sociology students will make this presentation at one of two annual Practicing Sociology Advisory Board meetings held in October and April. Teaching Sociology students may present their work at a Department sponsored colloquium. Students presenting their work at professional meetings, such as those sponsored by the Pacific Sociological Association, may choose to count that presentation provided that a faculty member attends the session and files a formal written evaluation. The Practicing Sociology Coordinator is responsible for filing an official evaluation for Practicing Sociology presentations. The thesis or project chair is responsible for filing an official evaluation for Teaching Sociology presentations. Any faculty member may file an additional evaluation.

Progress, Evaluation and Final Grade

While enrolled in thesis or project units, a student must work regularly with his or her committee chair and keep the other members of the committee informed on progress. As long as the student is working regularly with his or her chair on the thesis or project, he or she will receive a temporary grade of "RP" (Report in Progress). "Working regularly" with a committee chair means scheduling meetings often during a semester, as well as handing in drafts and revisions of sections of the project or thesis. Students should devote a minimum of 5 hours per week for every registered unit of thesis or project. Failure to meet the above expectations may result in a student receiving no credit for thesis or project units that term and require amendment to candidacy documents. Once the thesis or project has been finalized and accepted, the RP grades will be converted to a single letter grade applying to all units.

Formatting, Binding & Other Technical Requirements

The department strongly encourages students to formally bind their thesis and projects when appropriate. For technical information on the format for a bound thesis or project, please refer to the *Handbook for Master's Students* linked to the web site of the Office of Research and Graduate Studies and also to the Sociology web site. Bound theses and projects in the Department of Sociology must follow ASA style guidelines also linked to the Sociology web site. Unbound projects offer more flexibility in format with only an abstract submitted to the Office of Research and Graduate Studies. Examples of appropriate unbound projects include a training video or a video ethnography.

Graduation Ceremony Participation

In order to participate in Spring graduation ceremonies and to be included on the list of ceremony participants, a student must demonstrate that he or she is nearing completion of a thesis or project. Minimally this means that the student must submit to his or her committee a completed draft on or before April 1. To be safe, a student should make sure that each section of the April 1 draft addresses faculty comments on earlier versions. Similarly, students

planning to officially graduate in December should be looking at a November 1 deadline. A student must be enrolled in at least one thesis or project unit during the semester in which he or she receives a degree.

Research Institutes

Sociology faculty members are actively involved in creating funded research and practice experiences for our students. Many of these projects are managed through institutes that have links to the department and others that are hosted by other offices and departments.

Center for Applied Social Analysis and Education (CASAE)

Directed by Professor Judith Little, Department of Sociology

CASAE was founded in 1991 to meet local, regional and state needs for sociological research, evaluation and training, while providing a rich environment for introducing graduate students to the practice of Sociology. Since its inception, CASAE has generated more than \$750,000 in funded research. More than 100 students have received Practicing Sociology field experiences under CASAE's auspices. Organizations that have contracted with CASAE include: AmeriCorps, Area 1 Agency on Aging, Blue Lake City Government, The California Board of Corrections, the federal Substance Abuse and Mental Health Services Administration, the California Department of Education, Humboldt County Sheriff's Department, Humboldt County Probation Department, United Indian Health Services, California State University at Monterey Bay, Redwood Regional Economic Development Commission, American Red Cross Northern California Disaster Preparedness Network, Humboldt County Office of Education, and Humboldt County Healthy Start Programs.

The Altruistic Personality and Prosocial Behavior Institute

Directed by Professors Samuel Oliner and Jennifer Eichstedt, Department of Sociology

This institute was founded in 1982 with the dual purpose of studying heroic and conventional altruism and enhancing altruistic and prosocial behavior in society. Since its inception, this institute has generated more than \$500,000 in funded research and created paid research opportunities for more than 30 graduate and undergraduate students in the Department of Sociology. With the 2003 addition of Dr. Jennifer Eichstedt as Associate Director, the institute has renewed its commitment to foster projects and develop funding that supports Practicing Sociology experiences for graduate students specializing in "community action." The work of the Institute has been featured in the films *To Give or Not to Give*, *Rescuers Speaking* (also published as a play by Harwood Publishing), and *To Help Someone* (which has aired on both British and Canadian television).

The Institute for Study of Alternative Dispute Resolution (ISADR)

Co-Directed by Professors Elizabeth Watson, Department of Sociology and Tasha Souza, Communication

This institute is based in the Office for Research and Graduate Studies at Humboldt State University, and serves as a popular research and applied setting for many Sociology graduate and undergraduate students. ISADR has a four-fold purpose -- to conduct cutting-edge research in the field of alternative dispute resolution, to conduct applied projects in the area of public policy, environmental conflicts, and to provide professional training for mediators, facilitators, and other dispute resolvers and to facilitate and mediate local issues in the community. The mission is based on the philosophy that alternative dispute resolution as a process improves the quality of decision making and creates a culture of cooperation. Since its inception in 1992, ISADR has generated more than one-half million dollars in funding for research and applied projects and has hosted eight Sociology students with their thesis projects.

Information about these and other institutes can be found on the Office for Research and Graduate Studies web site.

Master's in Sociology Track I: Teaching Sociology

Mission Statement

The mission of the Master's Program in Teaching Sociology at Humboldt State University is to provide foundational graduate level training in theory and research methods, while ensuring that students have practical mentored experience teaching sociology. Through the *Teaching Sociology* course and the teaching assistantships, students develop skills and experiences that require them to reflect on pedagogy, ethics and issues of teaching in the college classroom and develop an overall philosophy of teaching.

Program Objectives

The program objectives of the Master's Program in Teaching Sociology at Humboldt State University include:

1. Providing students with foundational graduate level training in sociological theory and research methods;
2. Assuring students have substantial experience teaching in the college classroom;
3. Developing and strengthening bridges between the Master's Program in Teaching Sociology and area high schools and community colleges that teach Sociology;
4. Working closely with other university organizations that rely on expertise in teaching sociology to address community needs;
5. Supporting the overall university goal of "excellence in teaching" through faculty and student interactions;
6. Facilitating faculty and student professional development through participation in sociology organizations;
7. Maintaining high standards of ethical behavior and social responsibility; and
8. Assuring cultural diversity and attention to marginalized communities through faculty and student recruitment processes, departmental culture, and teaching opportunities.

Core Requirements

In addition to the general core requirements noted in the sample timeline below, teaching track students must take the following coursework:

Soc 560 Teaching Sociology (2 units)
Soc 595 Teaching Assistantship (2 units)

Students are required to take Soc 560 during their first semester and strongly encouraged to participate in a Teaching Assistantship while enrolled in Soc 560.

Sample Timeline for Course of Study

Below is the course of study for students planning to complete in two years the Teaching Sociology Track of the Master's Program in Sociology. All required courses will be offered only in the semester (Fall or Spring) in which they appear on this sample course plan. The teaching assistantship, area seminars and electives are discussed below.

Teaching Track Sample Timeline		
Semester 1 (Fall)	583 Quantitative Methods * 610 Contemporary Theory * 560 Teaching Sociology	4 4 2
Semester 2 (Spring)	5xx Area Seminar Elective xxx Elective 595 Teaching Assistantship	4 4 2
Semester 3 (Fall)	5xx Area Seminar Elective 650 Race, Ethnicity & Gender* or 660 The Family * 690 Thesis	4 4 1
Semester 4 (Spring)	xxx Non-Methods Elective 690 Thesis or 692 Project	4 5
	Total Units	38

* Core and required for all graduate students
650 and 660 are offered in rotation – students must take one

Teaching Assistantship

Teaching Sociology students are required to complete at least one teaching assistantship and encouraged to participate in more. Participation in a teaching assistantship requires prior or concurrent enrollment in Soc 560. Teaching Assistantships are considered part of the student's practical experience. Student must enroll in Soc 595 Teaching Assistantship (2 units) each time they accept a teaching assistantship. Only one teaching assistantship counts toward the 38-units required for the degree.

Soc 560 Teaching Sociology and Soc 595 Teaching Assistantship meet teaching certification area one requirements for "Discipline-Specific Teaching Methods" detailed below in the option for the Graduate Certificate in College Teaching: Sociology.

Area Seminar Electives

- 520 Social Inequality (4 units)
- 530 Individual and Society (4 units)
- 540 Social Change (4 units)
- 550 Social Structure (4 units)

Teaching track students must take two (2) of the above area seminars (8 units). One area seminar will be offered each semester.

Other Electives

Teaching track students must enroll in 8 additional units of Sociology coursework to complete their 38-unit requirement. Four (4) of these units must be based in substantive (non-methods) coursework. These units could include an additional area seminar from the above list, another substantive graduate seminar such as 650 or 660, or an upper division non-general education (GE) undergraduate Sociology course. If a graduate student enrolls in the latter, that course instructor will determine additional graduate student requirements. The final 4 elective units may be substantive or methodological. Methods-based electives include but are not limited to the following:

- 584 Qualitative Methods (4 units)
- 535 Dispute Resolution (4 units)
- 592 Program Evaluation (4 units)
- 683 Advanced Research Training (1-4 units)

Teaching Internship (optional)

Select students will be invited to participate in SOC 682 Teaching Internship. In the teaching internship, a student will work with a faculty member to teach a section of Introductory Sociology. The SOC 682 Teaching Internship units do not count toward the 38-unit degree requirements. However, this more independent teaching experience will enhance teaching credentials. Soc 682 also meets teaching certification area four requirements for “Mentored Teaching Experience” detailed below in the option for the Graduate Certificate in College Teaching: Sociology. Prerequisites for participating in the Teaching Internship include SOC 560 Teaching Sociology and SOC 595 Teaching Assistantship.

Documentation and Filing of Program Requirements

The following reports are submitted by the Teaching Sociology student unless otherwise indicated.

1. CV or Resume (Department Office File – submitted by student through the teaching seminar)
2. Plan of Study (Department Office File – before end of 1st full year of coursework)
3. Human Subjects Research Approval
(Graduate School and Department Office File – must be completed before filing for Candidacy)
4. Advancement to Candidacy Application (Graduate School and Department Office File – preferably before the end of 1st full year of coursework – acceptable by the end of the third full semester)
5. Project or Thesis (Department Bookshelf; HSU Library; E-copy linked to Sociology Web Site)
6. Evaluation of Project or Thesis Community Presentation (Department Office File – submitted by Committee Chair in the case of Teaching Track Students).

Graduate Certificate in College Teaching: Sociology (optional)

Humboldt State University in cooperation with College of the Redwoods offers a *Graduate Certificate in College Teaching* through the College Faculty Preparation Certificate Program. This discipline-specific program is designed to better prepare the graduate student for a teaching career at the community college or university level. For Sociology graduate students, certification requires completion of all Teaching Sociology Track requirements and 9 additional units of coursework.

1) Discipline-Specific Teaching Methods

Soc 560 Teaching Sociology (2 units)
Soc 595 Teaching Assistantship (2 units)

2) Higher Education Teaching Methods

Provides guidance in the skills and knowledge relevant to teaching in higher education. Three (3) units taken the first or second semester in the MA program.

Educ 583 Teaching in Higher Education (3 units)

3) Professional Development Seminar

Explores the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One (1) unit taken concurrently or after completion of certificate area two; and concurrently with certificate area four. Prerequisite: certificate area one.

SP 684 Orientation to Higher Education (1 unit)

4) Mentored Teaching Experience

Students choose from one of two mentored teaching options: the community college option involves a three-unit mentored teaching experience at College of the Redwoods; the pre-doctoral college option involves a three-unit mentored teaching experience at HSU. Taken concurrently or after completion of certificate area two; and concurrently with certificate area three. Prerequisite: certificate area one.

SP 683 College Faculty Preparation Internship (College of the Redwoods) (3 units)
or Soc 682 Teaching Internship (HSU) (3 units)

Successful completion of SP 683 qualifies students to apply for a paid CR faculty internship as available.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous areas have been completed.

SP 685 Instructional Resources for Higher Education (2 units)

If interested in a *Graduate Certificate in College Teaching*, Teaching Sociology track students should consult with the Sociology Graduate Coordinator, as well as the HSU Coordinator for the College Faculty Preparation Program. Students will file a tailored plan of study that meets individual timeline and professional goals. The CFPP coordinator and the Dean of Research and Graduate Studies must approve each plan of study. Students should also review the program web site at <http://www.humboldt.edu/~gradst/cfpp/>. Notation of certificate completion will appear on a student's official university transcript.

Master's in Sociology Track II: Practicing Sociology

Mission Statement

The mission of the Master's Program in Practicing Sociology at Humboldt State University is to provide foundational graduate level training in theory and research methods, while ensuring that students have practical experience using their sociological skills and knowledge to meet the needs of community groups outside the traditional college classroom. Faculty members, along with the Practicing Sociology Advisory Board, cultivate a range of opportunities for students to practice sociology. Practicing Sociology students choose one of two specializations: program evaluation or community action. These specializations are largely shaped by field placements that include serving as research consultants to community groups, as well as working with community groups to meet their programmatic, training or education needs.

Program Objectives

The program objectives of the Master's Program in Practicing Sociology at Humboldt State University include:

1. Providing students with foundational graduate level training in sociological theory and research methods;
2. Assuring students have substantial experience applying their knowledge of sociological theory and research to address the needs of community groups;
3. Developing and strengthening bridges between the Master's Program in Practicing Sociology with a broad range of community groups that can benefit from graduate student practice involvement, and at the same time provide invaluable opportunities for our students;
4. Working closely with other university organizations, such as our Service Learning Program, that share the common goal of developing and sustaining community linkages;
5. Supporting the overall university goal of "excellence in teaching" through faculty and student interactions in community field sites;
6. Facilitating faculty and student professional development through participation in applied sociology organizations;
7. Maintaining high standards of ethical behavior and social responsibility; and
8. Assuring cultural diversity and attention to marginalized communities through faculty and student recruitment processes, departmental culture, and practice opportunities.

Core Requirements

In addition to the general core requirements noted in the sample timeline below, Practicing Sociology students must take the following coursework:

Soc 590 Practicing Sociology (1 unit taken 4 times)
Soc 584 Qualitative Methods (4 units)

During each semester of a two-year degree plan, students are required to enroll in the 1 unit Soc 590 course. This seminar introduces students to the Practicing Sociology track and supports them in securing and carrying out their field placement. Students explore philosophical, ethical and practical aspects of practicing sociology and the two specializations offered at HSU: program evaluation and community action.

Sample Timeline for Course of Study

Below is the course of study for students planning to complete in two years the Practicing Sociology Track of the Master's Program in Sociology. All required courses will be offered only in the semester (Fall or Spring) in which they appear on this sample course plan. The field placement and electives are discussed below.

Practice Track Sample Timeline		
Semester 1 (Fall)	583 Quantitative Methods *	4
	610 Contemporary Theory *	4
	590 Practicing Sociology	1
Semester 2 (Spring)	584 Qualitative Methods	4
	xxx Methods Elective	4
	590 Practicing Sociology	1
Semester 3 (Fall)	5xx Area Seminar Elective	4
	650 Race, Ethnicity & Gender* or	
	660 The Family*	
	690 Thesis or 692 Project (Field Placement)	4 1
	590 Practicing Sociology	1
Semester 4 (Spring)	xxx Non-Methods Elective	4
	690 Thesis or 692 Project (Field Placement)	5
	590 Practicing Sociology	1
	Total Units	38

* Core and required for all graduate students
650 and 660 offered in rotation

Area Seminar Electives

- 520 Social Inequality (4 units)
- 530 Individual and Society (4 units)
- 540 Social Change (4 units)
- 550 Social Structure (4 units)

Practicing Sociology students must take one (1) of the above area seminars (4 units). One area seminar will be offered each semester.

Methods Electives

- SOC 535 Dispute Resolution (4 units) *recommended for action students*
- SOC 592 Program Evaluation (4 units) *
- SOC 683 Advanced Research Training (1-4 units)
- SOC 680 Activist Movements (1 unit) *recommended for action students*
- THEA 577 Documentary Workshop (3 units) *recommended for action students*

Practicing Sociology students must take one (1) course (4 units) from the above list of methods electives. Those specializing in Program Evaluation are also encouraged to take advanced statistical analysis courses in other departments to supplement their core of methodology courses. * Practicing Sociology students specializing in Program Evaluation must take Soc 585 Program Evaluation.

Other Electives

Practicing Sociology students must enroll in at least four (4) units of substantive (non-methods) Sociology coursework to complete their 38-unit requirement. These units could include an additional area seminar from the above list, another substantive graduate seminar such as 650 or 660, or an upper division non-general education

(GE) undergraduate Sociology course. If a graduate student enrolls in the latter, that course instructor will determine additional graduate student requirements.

Field Site Placement

Students are required to complete 240 hours of field placement related work. Refer to the “Field Site Placement Requirements” section for details on this central component of the Practicing Sociology MA program.

Documentation and Filing of Program Requirements

The following reports are submitted by the Practicing Sociology student unless otherwise indicated.

1. CV or Resume (Department Office File – submitted by student through the practice seminar)
2. Plan of Study (Department Office File – before end of 1st full year of coursework)
3. Human Subjects Research Approval
(Graduate School and Department Office File – must be completed before filing for Candidacy)
4. Advancement to Candidacy Application (Graduate School and Department Office File – preferably before the end of 1st full year of coursework – acceptable by the end of the third full semester)
5. Field Site Placement Documents Maintained in Online Database
 - a. Placement Contract – see description below
 - b. Activity Logs -- brief bi-weekly summaries of tasks completed time spent on work
 - c. Activity Log Approval and Comments (submitted by Supervisor)
 - d. Final Self Evaluation
 - e. Final Evaluation (submitted by Supervisor)
 - f. Final Presentation Evaluation (submitted by Practicing Sociology Coordinator)
6. Project or Thesis (Department Bookshelf; HSU Library; E-copy linked to Sociology Web Site)
7. Evaluation of Project or Thesis Community Presentation (Department Office File – submitted by the Practicing Track Coordinator in the case of Practicing Sociology Students).

Master’s in Sociology Tracks I & II: Teaching & Practicing Sociology

Sample Timeline – Combination Teaching & Practicing		
Semester 1 (Fall)	583 Quantitative Methods * 610 Contemporary Theory * 590 Practicing Sociology 560 Teaching Sociology 595 Teaching Assistantship	4 4 1 2 2
Semester 2 (Spring)	584 Qualitative Methods 5xx Area Seminar Elective xxx Methods Elective 590 Practicing Sociology	4 4 4 1
Semester 3 (Fall)	5xx Area Seminar Elective 650 Race, Ethnicity & Gender* or 660 The Family* 690 Thesis or 692 Project (Field Placement) 590 Practicing Sociology	4 4 2 1
Semester 4 (Spring)	xxx Non-Methods Elective 690 Thesis or 692 Project (Field Placement) 590 Practicing Sociology	4 4 1
	Total Units	46

* Core and required for all graduate students

650 and 660 offered in rotation

Field Site Placement Requirements

Overview of the Field Site Placement

Students are required to complete 240 hours of field placement related work which must include at least 200 hours of “on site” time and may include up to 40 hours of “administrative time” (see below). The “placement contract” defines the scope of the students work and will situate the placement as meeting specialization requirements for either “program evaluation” or “community action.” Specific reporting and evaluation components connected to the placement are outlined below along with the logistics for preparing and entering a placement.

Students are strongly encouraged to focus on one field site placement for accumulation of all their hours. However, the program recognizes that some students may have more than one field placement. Students must have at least one field placement in which they accumulate a minimum of 125 on-site hours. This central site will serve as the focus for a student’s final project.

On-Site versus Administrative Hours

Students should log separately “*administrative hours*,” which refer to faculty meetings and administrative report writing including contract preparation, activity logs and self evaluations. All other hours, regardless of the physical location of the student, will be considered “*on-site*.” On site activities include, but are not limited to, meetings with agency staff, exploration of existing bodies of knowledge that will inform a program or study design, instrument or program development, data collection, program materials design and the creation of the final product. Travel time is not counted toward the 240 hours.

Preparing for and Establishing a Placement

1. Meet with the Coordinator of Practicing Sociology to start investigating placement options one semester before the actual placement begins. Allow enough time to examine a number of placements to find the one most appropriate for interests. The 1-unit practice seminar will provide one forum for these discussions.
2. Become familiar with the placement area . It is preferable that a student has had classes or experience in the placement area. A project can be done in a school, governmental agency, private business, or non-profit or community organization. This placement does not have to be local.
3. Consider special skills that may be helpful to a particular placement: writing, research, statistics, problem solving, word processing, basic accounting, budgets, marketing, etc.
4. Consider any difficulties such as scheduling conflicts or limitations in transportation when deciding on a placement. A car may be necessary to travel to and from a site and/or to meet placement requirements.
5. Prepare a resume to mail to potential placement sites and/or to take to interviews. Attend a department organized resume workshop and meet with a Career Services Counselor to review the resume.
6. Schedule an initial interview with potential field supervisors and personally investigate the site before seeking final approval of a placement. The Coordinator of Practicing Sociology and/or a community liaison working with the coordinator will help students identify these potential sites. In some circumstances, the coordinator or community liaison will make initial contacts with field sites, determine placement feasibility, identify a contact person and let him or her know that he/she can expect a call.
7. Complete a draft placement contract. After completing the arrangements for the placement, but before it starts, the student must write the first draft of the contract in consultation with the field supervisor, the Coordinator of Practicing Sociology, and the committee chair. Contract requirements are outlined below.
8. Set up a meeting that includes the Field Site Supervisor and the Coordinator of Practicing Sociology. Be sure each has a copy of the draft placement contract in advance of the meeting. This meeting will provide a forum for the student, supervisor and Practicing Sociology Coordinator to clarify placement and reporting expectations and solidify the contract.
9. Rewrite and submit a final placement contract within 2 weeks of beginning site work.

The Placement Contract

The placement contract will include narrative on the following:

1. Background: How student developed interest in this particular project/placement/subject
2. Activities: Project Summary, Placement Goals, Objectives and specific measurable tasks
3. Schedule: Time and period to be spent at site and/or working on the project
4. Site Requirements: Items or resources that student requires from the site to complete the project (certain files, access and time to particular people, office space)
5. Project Outcomes: List products to be delivered (reports, presentations, training manuals)

Activity Logs

Students are required to log bi-weekly (2 times a month) their work on field placements. After logging activities and time spent on each, the student should notify by email (or some other method) his/her site supervisor and request that he/she review the log, approve it and make comments.

Placement Documents Review

The Coordinator of Practicing Sociology will conduct monthly reviews of all student activity logs and supervisor comments, as well as the final supervisor and student self evaluations. Based on these reviews, the Coordinator will contact the student, his or her faculty advisor and/or site supervisor on any matters of concern or commendation.

Placement Database Overview

Field placement reporting and evaluation will be managed through a secure online database system. This system was designed to streamline and link the reporting and evaluation needs connected to student placements. All system users will be assigned logins and passwords. Users include Practicing Sociology students, Sociology Faculty and Site Supervisors. The Coordinator of Practicing Sociology manages the system with technical assistance from the HSU Courseware Development Center.

Placement Database Privacy Protections

All database users will be assigned a login and password for the system. Access to read or write to a field in a database has been determined using a "need to know" framework and in compliance with University Policy Regarding Student Privacy Rights. The Coordinator of Practicing Sociology has full access to all information in the database. Each student has access to read his or her individual placement information and to write to some of the fields related to his or her placement. Site Supervisors have access only to certain reports and input forms related to students they directly supervise. Sociology Faculty have full access to read student files. Students may direct any privacy questions or concerns to the Coordinator of Practicing Sociology.

Electronically Back Up Database Reports and Logs

Students are responsible for entering logs and evaluation forms related to each field placement. Students are encouraged to compose reports and evaluations electronically in a word processing program and back up these files on their own computer systems. Sections of files may then be "pasted" into the appropriate fields in the database. The online database will prompt the student for specific information.

Placement Eligibility Considerations

Some agencies may require proof of clearance prior to placement (medical clearance, TB clearance, proof of measles vaccination, fingerprinting, character check, proof of completion of certain training activities, record checks that show of no history of felony or misdemeanor arrests, no history of driving under the influence arrests, etc.) Students placed in agencies requiring these clearances are responsible for completing the necessary activities or forms, paying any fees, and submitting paperwork to the agency. Failure to submit the necessary clearances may prohibit field placement.

Students must be able to show proof of valid California driver's license and automobile insurance equivalent to State of California minimum requirements prior to enrollment in a field placement requiring the use of a motor vehicle to fulfill placement obligations.

Students must have appropriate academic standing and have completed all prerequisite course work to participate in a field placement. Students must possess:

- Sufficient emotional maturity;
- Ability to succeed in the field learning environment;
- A commitment to professional ethical standards outlined by the ASA and AACSB; and
- A professional manner consistent with his or her level of professional education.

A field placement may be delayed or terminated if a student is deficient in any of these areas.

“Placement Agency Agreement” Through Office of Risk Management

In the case of a student who will be physically located at his or her placement site as a condition of his or her “placement contract,” the university requires a “Department of Sociology and Placement Agency Agreement.” A key term of the agreement is that the placement agency is required to provide worker’s compensation coverage to the student. The agreement is initiated by the Coordinator of Practicing Sociology through an email to the HSU office of risk management. The Coordinator will provide the name and contact information for the organizational representative who has legal authority to sign such an agreement. Risk management will generate and sign the agreement and send it to the Practicing Sociology Coordinator. After the Practicing Sociology Coordinator signs the agreement, he or she will forward it to the agency. After the agency designee signs the agreement, he or she will return it to risk management. A copy of the document with all signatures will be provided to each party. The Coordinator will keep copies of the “placement agency agreement” in the student file as well as a central file with other such agreements, as the same agreement may cover several students.

Placement Hours Connected to Course Requirements

Placement hours may also be accumulated through project work undertaken in graduate seminars. If a student wishes for this work to count, he or she must meet with the Coordinator of Practicing Sociology to initiate and follow through on all reporting and evaluation requirements associated with any field site placement. Students enrolled in methods courses may receive a maximum of 25 hours per course related placement towards the 240 requisite hours. Students enrolled in Soc 683 Advanced Research Training may count up to 75 hours toward the 240 hour requirement. No more than 75 hours from course-required placements may count toward the 240 hour requirement. Because of the short duration of these types of placements, the faculty member of record for the course will serve as the site supervisor for these types of placements.

Petitioning for Recognition of Pre-Enrollment Practice Experience

Students may petition to apply to their 240-hour field placement requirement a maximum of 40 hours of Practicing Sociology experience accumulated within 5 years prior to acceptance to the HSU Sociology MA Program. Before petitioning, students should discuss with the Practicing Sociology Coordinator the likelihood of acceptance of the experience. To petition, students should submit to the Practicing Sociology Coordinator:

1. An adjusted “field placement contract”
2. A self evaluation
3. An evaluation of work by a supervisor
4. Related product(s) such as reports or manuals
5. A literature review that informed the project

Oral Presentation of Project

Practicing Sociology students will make a public presentation of their project findings typically at a scheduled meeting of the Practicing Sociology Advisory Board (see below). Advisory Board meetings are open to the public. Other students and community members are encouraged to attend. Oral presentations will help facilitate the dissemination of project findings and recommendations. They also provide students and community members a forum in which to discuss issues critical to the community.

Resolution of Practicing Sociology Field Site Placement Problems

The Department of Sociology is committed to fostering field site placements that are mutually beneficial to students and site placement organizations. However, the department recognizes that problems may arise in the course of a placement. Agency issues that may detract from an appropriate learning experience for students may include

- Administrative, policy, or personnel changes
- Supervisor conflicts or mismatches
- Resource changes

Student issues that may detract from organizational benefits of the site placement may include

- Deficiencies in key skill areas such as organization, management, and communication
- Ethical and professional breeches including inability to complete tasks and responsibilities

Potential problems should be identified and acted upon early. The Department is committed to protecting a student's rights to due process, as well as assuring the protection of agency and client interests. In this process, the following sequence of activities will occur and be recorded in the student file.

Stage 1 Field Site Problem Resolution

The student and/or site supervisor should contact the Coordinator of Practicing Sociology to identify a problem and discuss strategies for change. If appropriate, the Coordinator of Practicing Sociology will complete a consultation telephone call with the site supervisor or student and place documentation in the student file. Outcomes include:

- Identified problems are resolved and placement continues
- Placement is dissolved and student is reassigned to a new site
- Identified problems are not resolved and process proceeds to Stage 2

Stage 2 Field Site Problem Resolution

The Coordinator of Practicing Sociology will set up a meeting between the student, site supervisor and him/herself. In situations where the issues are Site Supervisor related, the administrator of the organization may need to be included. The student and Coordinator of Practicing Sociology will discuss the issues prior to the conference meeting. During the meeting, the Coordinator of Practicing Sociology will facilitate input and problem assessment from all involved parties. If placement continuation is a mutual goal, the Coordinator will produce based on the meeting discussion a remediation agreement placed in the student file that includes:

- A clear statement of the problem areas
- Remediation steps and time frame
- A clearly defined evaluation process

The Coordinator of Practicing Sociology will provide a copy of the remediation agreement to each participant for his or her signature. Each party will receive a copy of the signed remediation agreement. Possible outcomes include:

- Student/agency follows through with the remediation agreement. The agreement is considered fulfilled and a notation is made in the student file.
- Student/agency does not satisfactorily follow through with remediation agreement; however, interested parties agree that sufficient progress warrants an extension of the time frame. An addendum is signed by all parties and appended to the remediation agreement.
- Student/agency does not follow through with remediation plan, or exhibit progress that warrants time frame reconsideration. Placement is dissolved.
- Interested party refuses to sign the Remediation Agreement or its addendum. Placement is dissolved.

Immediate Placement Suspension

Placements will be immediately suspended in any situation where there is

- imminent danger or harm to a student, client, or agency professional or volunteer;
- a violation of the SAS, SPA or ASA Codes of Ethics; or
- legal violations.

At that point, the above processes will be used to determine placement status. The need to change placement sites and develop a new project/thesis contract delays completion of the Master's program. Ongoing placement dissolutions may require the termination of a student from the program.

Practicing Sociology Specialization in Program Evaluation

Purpose

The specialization in Program Evaluation provides training in design, implementation and presentation of evaluations of community-based programs. Program evaluation is defined as the periodic, independent and objective review and assessment of a program to determine in light of present circumstances the adequacy of its objectives, its design, and its results both intended and unintended. Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to evaluate and inform existing programs. The department facilitates community-based site placements for students to foster practical experience in this area.

Learning Objectives

1. Knowledge
 - Acquire expertise in preparing terms of reference, types of evaluation models and methodologies
 - Develop capacities in resource allocation models, feasibility studies, and impact analyses
2. Skills
 - Demonstrate professionalism and maturity in working with the community
 - Use technology to develop professional presentations and/or materials
 - Develop effective written, oral and group presentation and interaction skills
 - Proficiency in data analysis techniques and associated software (SPSS and NVivo)
3. Professional Orientation and Ethics
 - Comply with the codes of ethics of the Sociological Practice Association (SPA), the Society for Applied Sociology (SAS) and the American Sociological Association (ASA)
 - Recognize the broader social, ethical and political implications of their work
4. Practice Experience
 - Accumulate at least 125 of their required 200 *on site* placement hours in Program Evaluation work

Practicing Sociology Specialization in Community Action

Purpose

The Master's Program in Practicing Sociology at Humboldt State University also offers a specialization in Community Action. Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to inform, develop, and/or implement programs or workshops that address community problems. The department facilitates community-based site placements for students to foster practical experience in this area.

Learning Objectives

1. Knowledge
 - Use theory to inform, develop and/or implement a program or project that addresses a community problem
 - Use research methods to develop appropriate outcome measures or inform action plans
2. Skills
 - Demonstrate professionalism and maturity in working with the community
 - Use technology to develop professional presentations and/or materials
 - Develop effective written, oral and group presentation and interaction skills
3. Professional Orientation and Ethics
 - Comply with the codes of ethics of the Sociological Practice Association, the Society for Applied Sociology and the American Sociological Association.
 - Recognize the broader social, ethical and political implications of their work
4. Practice Experience
 - Accumulate at least 125 of their required 200 *on site* placement hours in community action work.

Practicing Sociology Advisory Board Bylaws

Purpose

The Master's Program in Practicing Sociology at Humboldt State University is formally linked to the community through the Practicing Sociology Advisory Board. The board is critical in maintaining communication between the Department of Sociology and the community and promoting collaboration. Board meetings provide a forum in which Sociology faculty, students and community members exchange resource and needs information and develop partnerships. Community board members do not have voting authority regarding the Master's Program curriculum or administration; however, recommendations from the board inform decisions made by the Department.

Members

Board members include the Coordinator of Practicing Sociology, the Coordinator of the Graduate Program, the Director of the Center for Applied Social Analysis and Education (CASAE), a Practicing Sociology graduate student representative, and 10 to 15 members of the community.

Board members might include staff from organizations such as The Humboldt Area Foundation, County Administrative Office, Probation, Health Departments and Hospitals, Mental Health, Social Services, Parole, Law Enforcement Chief's Association of Humboldt, United Way, Head Start, Parks and Recreation, Minister's Association, Student Affairs, Alumni Association, Conservation Corp, Juvenile Justice Commission, Human Rights Commission, Housing and Urban Development, United Indian Health Services and Departments of Education.

Invitations to Serve and Terms of Service

A Nominations Committee consisting of the Board Chairperson, the Student Representative, A Member at Large, and the Coordinator of the Practicing Sociology Track is responsible for maintaining a diverse board membership. The Nominations Committee will bring forward and the full board vote to approve all invitations to serve. Board service invitations will take into account the current board representation regarding the following criteria:

- Community organization fields such as the environment, law, health and child advocacy;
- Community organization types such as for-profit, non-profit, educational, and governmental;
- HSU and Sociology alumni status; and
- Ethnicity and gender.

Community members are invited to serve on the board for staggered 2-year renewable terms and ideally hold organizational positions that allow for the facilitation of placements. Board members who relocate or need to resign for other reasons should notify the Chair and Coordinator in writing. Email notification is acceptable.

Governance and Administration

The Board Chairperson is selected to serve a two-year term by consensus or a simple majority vote of the board. A Vice Chairperson is selected for the same term and by the same process. The Vice Chairperson will fulfill the Chairpersons responsibilities in his/her absence. The board will use a consensus model in making recommendations, confirming action items, or creating position statements and the like. If the board cannot reach consensus, the chair may call for a vote. Voting requires the presence of a simple majority of members. Discussion and voting may also be carried out via the board listserv. The faculty Coordinator of Practicing Sociology serves as the board administrator. The Coordinator works with the Advisory Board Chairperson to establish and publicize meeting dates. In addition, the Coordinator records and disseminates minutes. The board physically meets two times each year: one meeting is in October to prepare for spring projects and placements; and one meeting is in April to prepare for fall projects and placements.

Communication

Between meetings, board members communicate with each other and the Department of Sociology faculty through one-to-one meetings, phone communication, and an Advisory Board low-traffic listserv. The Coordinator of Practicing Sociology is responsible for moderating the listserv and assuring that posts pertain only to board business. Board minutes are sent out via email and should help members to stay involved even if they miss a meeting.

Approved at the October 4, 2004 Advisory Board Meeting.

Codes of Ethics

All codes of ethics that appear in this manual are reprinted as they appear on the respective organizational web sites. Grammatical and typographical errors have not been corrected as these are official codes passed by voting members of the respective organizations.

Association of Applied and Clinical Sociology (AACCS)

Code of Ethics

AACS adopted the following code originally developed by the Sociological Practitioners Association (SPA). SPA merged with the Society for Applied Sociology (SAS) in 2005 to become AACCS.

PREAMBLE

As sociological practitioners -- clinical and applied sociologists -- we are committed to increasing knowledge of social behavior and to the use of this knowledge for the promotion of human welfare. While pursuing these endeavors, we make every effort to protect the welfare of any individual, group, or organization they study. We use our skills only for purposes consistent with these values and do not knowingly permit their misuse by others. While demanding freedom of inquiry and communication, we accept the responsibility this freedom requires: competence, objectivity, skill, and concern for the best interests of clients, colleagues, and society in general. In the pursuit of these ideals, we are always vigilant about issues of: 1) responsibility, 2) competence, 3) moral and legal standards, 4) public statements about important social concerns, public policies, and institutional programs, 5) public statements about our work and services, 6) confidentiality, 7) welfare of the research subject, client, and student, and 8) regard for professionals and institutions.

PRINCIPLE 1. Responsibility

In our commitment to understanding human behavior, we value objectivity and integrity. In providing services, we maintain the highest standards of our profession, accept responsibility for the consequences of our work, and make every effort to ensure that our services are used appropriately. We do not discriminate on the basis of race, gender, age, gender orientation, or disability.

- a. As scientists, we accept the ultimate responsibility for selecting appropriate topics and methods of research. We plan our research in ways to minimize the possibility that our findings will be misleading. We provide thorough discussion of the limitations of our data and alternative explanations, especially where our work touches on social policy or might be construed to the detriment of vulnerable populations. In publishing reports of our work, we do not suppress conflicting data.

We seek to establish clear expectations for sharing and utilizing research data with other persons or agencies. We avoid dual relationships which may limit objectivity, whether political or monetary, so that interference with data, human participants, and the research setting is minimized.

- b. As sociological practitioners, we know that we bear a heavy social responsibility because our recommendations and professional actions may alter the lives of others. We are alert to personal, social, organizational, financial, or political situations or pressures that might lead to misuse of our influence.
- c. As teachers, we recognize our primary obligation to help others acquire knowledge and skills. We maintain high standards of scholarship and objectivity by presenting information fully and accurately.

- d. As employees of an institution or agency, we have the responsibility of remaining alert to, and of attempting to moderate, institutional pressures that may distort reports of sociological findings or impede their proper use.
- e. As employers or supervisors, we provide useful and timely evaluations to employees, trainees, students and to others whom we supervise.

PRINCIPLE 2. Competence

The maintenance of high standards of professional competence is a responsibility shared by all sociological practitioners in the interest of the public and the profession. As sociological practitioners, we only provide services, use techniques, or offer opinions as professionals that meet recognized standards and fall within the scope of our knowledge. We maintain knowledge of current scientific and professional information related to the services we render.

- a. **Professional Development.** As sociological practitioners, we embrace the need for continuing education and creative problem solving. We are also open to new procedures.
- b. **Professional Effectiveness.** As sociological practitioners, we refrain from undertaking any activity in which our personal problems are likely to lead to inadequate professional services or harm to a client. If we become aware of personal problems while engaged in such activity, we seek competent professional assistance to determine whether we should suspend, terminate, or limit the scope of our professional and/or scientific activities. We endorse peer review of our work.
- c. **Teaching.** As sociological practitioners, we perform our duties with careful preparation. Our instruction is accurate, current, and scholarly.

PRINCIPLE 3. Moral and Legal Standards

As sociological practitioners, our moral, ethical, and legal standards of behavior are personal matters to the same degree as we are for any other citizen -- except as these may compromise the fulfillment of our professional responsibilities or reduce the trust in sociological practice held by the general public. We should be aware of the prevailing community standards and of the possible impact upon the quality of professional services provided by our conformity to, or deviation from, these standards.

- a. As practitioners, we avoid any action that will violate or diminish the legal and civil rights of clients or of others who may be affected by our actions.
- b. Both as practitioners and researchers, we remain abreast of relevant federal, state, local, and agency regulations and Association standards of practice concerning the conduct of our practice or of our research. We are concerned with developing such legal and quasi-legal regulations that best serve the public interest and in changing existing regulations that are not beneficial to the interest of the public. We recognize that clients have the right to terminate contracts if conflict of interests interfere with the quality or completion of the work.
- c. As teachers, we are aware of the diverse backgrounds of students, and when dealing with possibly offensive topics, treat the material with sensitivity.
- d. As employers and employees, we refuse to participate in practices inconsistent with legal, moral, and ethical standards regarding the treatment of employees or of the public.

As members of society, we respect copyright laws and procedures.

PRINCIPLE 4. Public Statements about Important Social Concerns, Public Policies, and Institutional Programs

As sociological practitioners, we are often in possession of data or privileged information about critical social issues, policies, programs, laws or regulations. As outlined below (see Principle 6), we have an obligation to our clients, study subjects, and to our profession to maintain confidentiality. However, we also have an obligation to society to use our skills, experience, and knowledge for social good. In almost all cases, there is no conflict between professional participation in social and policy discussions, on the one hand, and maintaining confidential or privileged information, on the other. Sometimes, when there is conflict involving confidentiality or privileged information, specific identifying information can be removed so that we can engage in discussion or presentation of social and policy issues without compromising either client or principle. Moreover, if there is danger to society or an individual, we would seek to limit disclosure of any confidential or privileged information only to appropriate authorities or public officials. On rare occasions, where public silence would have grievous or momentous consequences, we must weigh our obligations to society, and especially to its most vulnerable members, against the usual norms of confidentiality and professional detachment. Thus, on some occasions, professional ethics encourages dissemination of otherwise privileged information. We recognize that this is a terrible dilemma, and that balancing these responsibilities is extraordinarily difficult but essential in adhering to both the need for societal accountability and professionalism.

- a. In considering public presentation of privileged information, we must avoid egoism, grandstanding, and any conflict that may influence our actions. Moreover, we must recognize the threat of such action to all sociologists and to applied researchers and clinical professionals generally. The public presentation of usually privileged information can be interpreted as a fundamental break of professional ethics or as the obligation of the professional to society and/or to those whom society assumes the professional will protect.
- b. In considering public presentation of privileged information, we should seek the counsel of colleagues and of the Association to discuss our actions in advance of disclosure. In such discussions, all information should be safeguarded to avoid inappropriate dissemination of information.
- c. In all circumstances, sociological practitioners who speak about sociology to the general public accept the obligation to present the material fairly and accurately, avoiding misrepresentation through sensationalism, exaggeration, or superficiality.

PRINCIPLE 5. Public Statements about Work and Services

As sociological practitioners, we represent accurately and completely our professional qualifications, affiliations, and functions, as well as those of the institutions or organizations with which we or our statements may be associated. In public statements providing sociological information or professional opinions, or providing information about the availability of sociological products and services, we fully consider the limits and uncertainties of present sociological knowledge and techniques.

- a. **Announcement of Professional Services:** Normally such announcements and statements are descriptive of services provided but not evaluative. We do not claim uniqueness of skills or methods unless determined by acceptable and public scientific evidence.
- b. In announcing the availability of sociological services or products, we do not display any affiliations with an organization that falsely implies the sponsorship or certification of that organization. In particular, and for example, we do not offer SPA membership as evidence of qualification. We are careful in naming our employer or professional associations unless the services are in fact to be provided by, or under the responsibility of, or under the direct supervision and continuing control of such organizations or agencies. If organizational names are provided to identify affiliation but not sponsorship, that information should be reflected in the announcement.
- c. Announcements of training activities give a clear statement of purpose and the nature of the experiences to be provided. The education, training and experience of the sociological practitioners sponsoring such activities are appropriately specified.

- d. As sociological practitioners associated with the development or promotion of books or other items offered for commercial sale, we make every effort to ensure that announcements and advertisements are presented in a professional and scientifically acceptable manner.
- e. As teachers, we ensure that statements in catalogs and course outlines are accurate. Announcements or brochures describing workshops, seminars or other educational programs must accurately describe the intended audience, eligibility requirements, educational objectives, and nature of the material to be covered as well as the education, training and experience of the sociological practitioners presenting the programs. If services are offered as an inducement to participation, we make clear the nature of the services as well as the costs and other obligations to be accepted by the participants.
- f. As sociological practitioners, we have an obligation to correct or clarify the misrepresentation of our profession or of its members.

PRINCIPLE 6. Confidentiality

Safeguarding information about an individual or group that has been obtained by the sociological practitioner in the course of teaching, practice, or research is a major obligation. Such information is not communicated to others unless certain important conditions are met.

- a. Information obtained in confidence is revealed only after the most careful deliberation when there is clear and imminent danger to an individual or to society. If such information is to be revealed, the sociological practitioner should first seek to limit the information to only appropriate professional workers or public authorities. Revealing confidential information to the public is only undertaken in the extraordinary circumstances where appropriate professional workers or public authorities are unwilling or unable to address the concerns. (See Principle 4).
- b. Information obtained in research, clinical, consulting, or evaluation work concerning children, students, employees and others are discussed only for professional purposes and only with persons clearly concerned with the case. Written and oral reports present only data germane to the purposes of the evaluation and every effort is made to avoid undue invasion of privacy.
- c. Confidential materials may be used in classroom teaching and writing only when the identities of the persons, organizations, or localities involved are adequately disguised.
- d. The confidentiality of professional communications about individuals is maintained. Only when the originator and other persons involved give their permission is a confidential professional communication shown to the individual concerned. The sociological practitioner is responsible for informing the client of the limits of the confidentiality.
- e. Where research data are being made public, we assume responsibility for protecting the privacy of the subjects involved if confidentiality has been promised or called for by the nature of the research.

PRINCIPLE 7. Welfare of the Research Participant, Client, and Student

As sociological practitioners, we respect the integrity and protect the welfare of the people and groups with whom we work. When there is a conflict of interest among clients, subjects, and our employing institution, we clarify the direction of their loyalties and responsibilities and keep all parties informed of their commitments.

As sociological practitioners, we inform consumers as to the purpose and nature of evaluation, treatment, educational or training procedures, and we freely acknowledge that clients, students or participants in research have a choice of whether or not to participate.

- a. As sociological practitioners, we are continually cognizant of our own needs and of our inherently powerful position vis-a-vis research participants, clients, and students. We make every effort to avoid dual or conflicting relationships with clients and/or relationships which might compromise our professional judgment.
- b. Where demands of an organization on sociological practitioners go beyond reasonable conditions of employment, we recognize possible conflicts of interest. When such conflicts occur, we clarify the nature of the conflict and inform all parties of the nature and direction of the loyalties and responsibilities involved. As sociological practitioners, we should be particularly cognizant of conflicts of interest that might influence our judgment or objectivity.
- c. When acting as a supervisor, trainer, researcher, or employer, we accord informed choice, confidentiality, due process, and protection from physical and mental harm.
- d. Financial arrangements in professional practice follow professional standards that safeguard the interests of the client as well as the practitioner. The costs should be clearly discussed with the client and, to the extent possible, agreed upon in advance of billing.
- e. As sociological practitioners, if we find our services are being used by employers in ways that are not beneficial to participants, employees, or others, we should make this assessment known to the parties involved and should propose modifications or termination of the engagement.
- f. As sociological practitioners, we are aware that our professional discussions, recommendations, reports, or other forms of intervention may affect the client's internal/intra-organizational relations and conflicts as well as the client's relations with the larger environment. We are sensitive to these internal/intra-organizational effects when working with groups or organizations -- aware that our actions influence changes to, or maintenance of, resources, status, security, alliances, and expectations.

PRINCIPLE 8. Relationships with Professionals and Institutions

As sociological practitioners, we act with regard for the needs, special competencies and obligations of our colleagues in sociology, other professions, and the institutions or organizations with which we are associated. We take care to ensure that colleagues are not exploited.

- a. As sociological practitioners, we understand the areas of competence of related professions and make full use of all the professional, technical, and administrative resources that best serve the interest of consumers. The absence of formal relationships with other professionals does not relieve us from the responsibility of securing for our clients the best possible professional service nor does it relieve them from the exercise of foresight, diligence, and tact in obtaining the complimentary or alternative assistance needed by clients.
- b. As sociological practitioners, we respect other professional groups and cooperate with members of such groups.
- c. As sociological practitioners who employ or supervise other professionals or professionals in training, we accept the obligation to facilitate their further professional development by providing suitable working conditions and learning opportunities.
- d. As employees of organizations providing clinical or applied sociological services or as independent sociological practitioners serving clients in an organizational context, we seek to support the integrity, reputation, and proprietary rights of the host organization. When it is judged necessary in a client's interest to question the organization's programs or policies, we attempt to influence change by constructive action within the organization.

- e. In the pursuit of research, we follow the guidelines of individual informed consent when dealing with sponsoring agencies, host institutions, and publications. Proper acknowledgment of contributions is given in all publications.
- f. Publication credit is assigned to all those who have contributed to a publication in proportion to our contributions. Major (primary) contributions of a professional character made by several persons to a common project are recognized by joint authorship with the researcher or author who made the principle contribution identified and listed first. Secondary contributions, whether professional, clerical, or other services are acknowledged in footnotes or in an introductory statement. Acknowledgment is made for unpublished as well as published material that has directly influenced the research or writing. Sociological practitioners who compile and edit material of others for publication, publish the material in the name of the originating group, if any, and with their own name appearing as chairperson or editor. All contributions are acknowledged.

VIOLATIONS: Procedures Governing Alleged Violations of Ethical Standards

When a sociological practitioner, who is a member of the Sociological Practice Association violates ethical standards, Association members who know first-hand of such activities should, if possible, attempt to rectify the situation. Failing an informal solution, the persons involved should bring such unethical activities to the attention of the Chair of the Ethics Committee. The Ethics Committee will consider the matter and the Chair of the Ethics Committee will forward a recommendation to the Executive Board of the Sociological Practice Association for disposition.

Developed under the direction of Ross Koppel. Approved July 1999 by SPA.
The original model for this draft is the 1977 APA Approved Ethical Standards of Psychologists.
It has been substantially modified.

American Sociological Association (ASA)

Code of Ethics

INTRODUCTION

The American Sociological Association's (ASA's) Code of Ethics sets forth the principles and ethical standards that underlie sociologists' professional responsibilities and conduct. These principles and standards should be used as guidelines when examining everyday professional activities. They constitute normative statements for sociologists and provide guidance on issues that sociologists may encounter in their professional work.

ASA's Code of Ethics consists of an Introduction, a Preamble, five General Principles, and specific Ethical Standards. This Code is also accompanied by the Rules and Procedures of the ASA Committee on Professional Ethics which describe the procedures for filing, investigating, and resolving complaints of unethical conduct. The Preamble and General Principles of the Code are aspirational goals to guide sociologists toward the highest ideals of sociology. Although the Preamble and General Principles are not enforceable rules, they should be considered by sociologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards.

The Ethical Standards set forth enforceable rules for conduct by sociologists. Most of the Ethical Standards are written broadly in order to apply to sociologists in varied roles, and the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. Any conduct that is not specifically addressed by this Code of Ethics is not necessarily ethical or unethical.

Membership in the ASA commits members to adhere to the ASA Code of Ethics and to the Policies and Procedures of the ASA Committee on Professional Ethics. Members are advised of this obligation upon joining the Association and that violations of the Code may lead to the imposition of sanctions, including termination of membership. ASA members subject to the Code of Ethics may be reviewed under these Ethical Standards only if the activity is part of or affects their work-related functions, or if the activity is sociological in nature. Personal activities having no connection to or effect on sociologists' performance of their professional roles are not subject to the Code of Ethics.

PREAMBLE

This Code of Ethics articulates a common set of values upon which sociologists build their professional and scientific work. The Code is intended to provide both the general principles and the rules to cover professional situations encountered by sociologists. It has as its primary goal the welfare and protection of the individuals and groups with whom sociologists work. It is the individual responsibility of each sociologist to aspire to the highest possible standards of conduct in research, teaching, practice, and service.

The development of a dynamic set of ethical standards for a sociologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisors, supervisees, employers, employees, and colleagues; and to consult with others as needed concerning ethical problems. Each sociologist supplements, but does not violate, the values and rules specified in the Code of Ethics based on guidance drawn from personal values, culture, and experience.

GENERAL PRINCIPLES

The following General Principles are aspirational and serve as a guide for sociologists in determining ethical courses of action in various contexts. They exemplify the highest ideals of professional conduct.

Principle A: Professional Competence

Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients.

Principle B: Integrity

Sociologists are honest, fair, and respectful of others in their professional activities—in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

Principle C: Professional and Scientific Responsibility

Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial, sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights, Dignity, and Diversity

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

Principle E: Social Responsibility

Sociologists are aware of their professional and scientific responsibility to the communities and societies in which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

ETHICAL STANDARDS**1. Professional and Scientific Standards**

Sociologists adhere to the highest possible technical standards that are reasonable and responsible in their research, teaching, practice, and service activities. They rely on scientifically and professionally derived knowledge; act with honesty and integrity; and avoid untrue, deceptive, or undocumented statements in undertaking work-related functions or activities.

2. Competence

- (a) Sociologists conduct research, teach, practice, and provide service only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.
- (b) Sociologists conduct research, teach, practice, and provide service in new areas or involving new techniques only after they have taken reasonable steps to ensure the competence of their work in these areas.
- (c) Sociologists who engage in research, teaching, practice, or service maintain awareness of current scientific and professional information in their fields of activity, and undertake continuing efforts to maintain competence in the skills they use.
- (d) Sociologists refrain from undertaking an activity when their personal circumstances may interfere with their professional work or lead to harm for a student, supervisee, human subject, client, colleague, or other person to whom they have a scientific, teaching, consulting, or other professional obligation.

3. Representation and Misuse of Expertise

- (a) In research, teaching, practice, service, or other situations where sociologists render professional judgments or present their expertise, they accurately and fairly represent their areas and degrees of expertise.
- (b) Sociologists do not accept grants, contracts, consultation, or work assignments from individual or organizational clients or sponsors that appear likely to require violation of the standards in this Code of Ethics. Sociologists dissociate themselves from such activities when they discover a violation and are unable to achieve its correction.
- (c) Because sociologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their knowledge, expertise, or influence.
- (d) If sociologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

4. Delegation and Supervision

- (a) Sociologists provide proper training and supervision to their students, supervisees, or employees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.
- (b) Sociologists delegate to their students, supervisees, or employees only those responsibilities that such persons, based on their education, training, or experience, can reasonably be expected to perform either independently or with the level of supervision provided.

5. Nondiscrimination

Sociologists do not engage in discrimination in their work based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; marital, domestic, or parental status; or any other applicable basis proscribed by law.

6. Non-exploitation

- (a) Whether for personal, economic, or professional advantage, sociologists do not exploit persons over whom they have direct or indirect supervisory, evaluative, or other authority such as students, supervisees, employees, or research participants.
- (b) Sociologists do not directly supervise or exercise evaluative authority over any person with whom they have a sexual relationship, including students, supervisees, employees, or research participants.

7. Harassment

Sociologists do not engage in harassment of any person, including students, supervisees, employees, or research participants. Harassment consists of a single intense and severe act or of multiple persistent or pervasive acts which are demeaning, abusive, offensive, or create a hostile professional or workplace environment. Sexual harassment may include sexual solicitation, physical advance, or verbal or non-verbal conduct that is sexual in nature. Racial harassment may include unnecessary, exaggerated, or unwarranted attention or attack, whether verbal or non-verbal, because of a person's race or ethnicity.

8. Employment Decisions

Sociologists have an obligation to adhere to the highest ethical standards when participating in employment related decisions, when seeking employment, or when planning to resign from a position.

8.01 Fair Employment Practices

- (a) When participating in employment-related decisions, sociologists make every effort to ensure equal opportunity and fair treatment to all full- and part-time employees. They do not discriminate in hiring, promotion, salary, treatment, or any other conditions of employment or career development on the basis of age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; marital, domestic, or parental status; or any other applicable basis proscribed by law.
- (b) When participating in employment-related decisions, sociologists specify the requirements for hiring, promotion, tenure, and termination and communicate these requirements thoroughly to full- and part-time employees and prospective employees.
- (c) When participating in employment-related decisions, sociologists have the responsibility to be informed of fair employment codes, to communicate this information to employees, and to help create an atmosphere upholding fair employment practices for full- and part-time employees.

(d) When participating in employment-related decisions, sociologists inform prospective full- and part-time employees of any constraints on research and publication and negotiate clear understandings about any conditions that may limit research and scholarly activity.

8.02 Responsibilities of Employees

(a) When seeking employment, sociologists provide prospective employers with accurate and complete information on their professional qualifications and experiences.

(b) When leaving a position, permanently or temporarily, sociologists provide their employers with adequate notice and take reasonable steps to reduce negative effects of leaving.

9. Conflicts of Interest

Sociologists maintain the highest degree of integrity in their professional work and avoid conflicts of interest and the appearance of conflict. Conflicts of interest arise when sociologists' personal or financial interests prevent them from performing their professional work in an unbiased manner. In research, teaching, practice, and service, sociologists are alert to situations that might cause a conflict of interest and take appropriate action to prevent conflict or disclose it to appropriate parties.

9.01 Adherence to Professional Standards

Irrespective of their personal or financial interests or those of their employers or clients, sociologists adhere to professional and scientific standards in (1) the collection, analysis, or interpretation of data; (2) the reporting of research; (3) the teaching, professional presentation, or public dissemination of sociological knowledge; and (4) the identification or implementation of appropriate contractual, consulting, or service activities.

9.02 Disclosure

Sociologists disclose relevant sources of financial support and relevant personal or professional relationships that may have the appearance of or potential for a conflict of interest to an employer or client, to the sponsors of their professional work, or in public speeches and writing.

9.03 Avoidance of Personal Gain

(a) Under all circumstances, sociologists do not use or otherwise seek to gain from information or material received in a confidential context (e.g., knowledge obtained from reviewing a manuscript or serving on a proposal review panel), unless they have authorization to do so or until that information is otherwise made publicly available.

(b) Under all circumstances, sociologists do not seek to gain from information or material in an employment or client relationship without permission of the employer or client.

9.04 Decision making in the Workplace

In their workplace, sociologists take appropriate steps to avoid conflicts of interest or the appearance of conflicts, and carefully scrutinize potentially biasing affiliations or relationships. In research, teaching, practice, or service, such potentially biasing affiliations or relationships include, but are not limited to, situations involving family, business, or close personal friendships or those with whom sociologists have had strong conflict or disagreement.

9.05 Decision making Outside of the Workplace

In professional activities outside of their workplace, sociologists in all circumstances abstain from engaging in deliberations and decisions that allocate or withhold benefits or rewards from individuals or institutions if they have biasing affiliations or relationships. These biasing affiliations or relationships are: 1) current employment or being considered for employment at an organization or institution that could be construed as benefiting from the decision; 2) current officer or board member of an organization or institution that could be construed as benefiting from the decision; 3) current employment or being considered for employment at the same organization or institution where an individual could benefit from the decision; 4) a spouse, domestic partner, or known relative who as an individual could benefit from the decision; or 5) a current business or professional partner, research collaborator, employee, supervisee, or student who as an individual could benefit from the decision.

10. Public Communication

Sociologists adhere to the highest professional standards in public communications about their professional services, credentials and expertise, work products, or publications, whether these communications are from themselves or from others.

10.01 Public Communications

(a) Sociologists take steps to ensure the accuracy of all public communications. Such public communications include, but are not limited to, directory listings; personal resumes or curriculum vitae; advertising; brochures or printed matter; interviews or comments to the media; statements in legal proceedings; lectures and public oral presentations; or other published materials.

(b) Sociologists do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Such activities include, but are not limited to, false or deceptive statements concerning sociologists' (1) training, experience, or competence; (2) academic degrees; (3) credentials; (4) institutional or association affiliations; (5) services; (6) fees; or (7) publications or research findings. Sociologists do not make false or deceptive statements concerning the scientific basis for, results of, or degree of success from their professional services. (c) When sociologists provide professional advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate research, literature, and practice; and (2) the statements are otherwise consistent with this Code of Ethics.

10.02 Statements by Others

(a) Sociologists who engage or employ others to create or place public statements that promote their work products, professional services, or other activities retain responsibility for such statements.

(b) Sociologists make reasonable efforts to prevent others whom they do not directly engage, employ, or supervise (such as employers, publishers, sponsors, organizational clients, members of the media) from making deceptive statements concerning their professional research, teaching, or practice activities.

(c) In working with the press, radio, television, or other communications media or in advertising in the media, sociologists are cognizant of potential conflicts of interest or appearances of such conflicts (e.g., they do not provide compensation to employees of the media), and they adhere to the highest standards of professional honesty (e.g., they acknowledge paid advertising).

11. Confidentiality

Sociologists have an obligation to ensure that confidential information is protected. They do so to ensure the integrity of research and the open communication with research participants and to protect sensitive information obtained in research, teaching, practice, and service. When gathering confidential information, sociologists should take into account the long-term uses of the information, including its potential placement in public archives or the examination of the information by other researchers or practitioners.

11.01 Maintaining Confidentiality

(a) Sociologists take reasonable precautions to protect the confidentiality rights of research participants, students, employees, clients, or others.

(b) Confidential information provided by research participants, students, employees, clients, or others is treated as such by sociologists even if there is no legal protection or privilege to do so. Sociologists have an obligation to protect confidential information, and not allow information gained in confidence from being used in ways that would unfairly compromise research participants, students, employees, clients, or others.

(c) Information provided under an understanding of confidentiality is treated as such even after the death of those providing that information.

(d) Sociologists maintain the integrity of confidential deliberations, activities, or roles, including, where applicable, that of professional committees, review panels, or advisory groups (e.g., the ASA Committee on Professional Ethics).

(e) Sociologists, to the extent possible, protect the confidentiality of student records, performance data, and personal information, whether verbal or written, given in the context of academic consultation, supervision, or advising.

(f) The obligation to maintain confidentiality extends to members of research or training teams and collaborating organizations who have access to the information. To ensure that access to confidential information is restricted, it is the responsibility of researchers, administrators, and principal investigators to instruct staff to take the steps necessary to protect confidentiality.

(g) When using private information about individuals collected by other persons or institutions, sociologists protect the confidentiality of individually identifiable information. Information is private when an individual can reasonably expect that the information will not be made public with personal identifiers (e.g., medical or employment records).

11.02 Limits of Confidentiality

(a) Sociologists inform themselves fully about all laws and rules which may limit or alter guarantees of confidentiality. They determine their ability to guarantee absolute confidentiality and, as appropriate, inform research participants, students, employees, clients, or others of any limitations to this guarantee at the outset consistent with ethical standards set forth in 11.02(b).

(b) Sociologists may confront unanticipated circumstances where they become aware of information that is clearly health- or life-threatening to research participants, students, employees, clients, or others. In these cases, sociologists balance the importance of guarantees of confidentiality with other principles in this Code of Ethics, standards of conduct, and applicable law.

(c) Confidentiality is not required with respect to observations in public places, activities conducted in public, or other settings where no rules of privacy are provided by law or custom. Similarly, confidentiality is not required in the case of information available from public records.

11.03 Discussing Confidentiality and Its Limits

(a) When sociologists establish a scientific or professional relationship with persons, they discuss (1) the relevant limitations on confidentiality, and (2) the foreseeable uses of the information generated through their professional work.

(b) Unless it is not feasible or is counter-productive, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

11.04 Anticipation of Possible Uses of Information

(a) When research requires maintaining personal identifiers in data bases or systems of records, sociologists delete such identifiers before the information is made publicly available.

(b) When confidential information concerning research participants, clients, or other recipients of service is entered into databases or systems of records available to persons without the prior consent of the relevant parties, sociologists protect anonymity by not including personal identifiers or by employing other techniques that mask or control disclosure of individual identities.

(c) When deletion of personal identifiers is not feasible, sociologists take reasonable steps to determine that appropriate consent of personally-identifiable individuals has been obtained before they transfer such data to others or review such data collected by others.

11.05 Electronic Transmission of Confidential Information

Sociologists use extreme care in delivering or transferring any confidential data, information, or communication over public computer networks. Sociologists are attentive to the problems of maintaining confidentiality and control over sensitive material and data when use of technological innovations, such as public computer networks, may open their professional and scientific communication to unauthorized persons.

11.06 Anonymity of Sources

(a) Sociologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their research participants, students, individual or organizational clients, or other recipients of their service which is obtained during the course of their work, unless consent from individuals or their legal representatives has been obtained.

(b) When confidential information is used in scientific and professional presentations, sociologists disguise the identity of research participants, students, individual or organizational clients, or other recipients of their service.

11.07 Minimizing Intrusions on Privacy

(a) To minimize intrusions on privacy, sociologists include in written and oral reports, consultations, and public communications only information germane to the purpose for which the communication is made.

(b) Sociologists discuss confidential information or evaluative data concerning research participants, students, supervisees, employees, and individual or organizational clients only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

11.08 Preservation of Confidential Information

(a) Sociologists take reasonable steps to ensure that records, data, or information are preserved in a confidential manner consistent with the requirements of this Code of Ethics, recognizing that ownership of records, data, or information may also be governed by law or institutional principles.

(b) Sociologists plan so that confidentiality of records, data, or information is protected in the event of the sociologist's death, incapacity, or withdrawal from the position or practice.

(c) When sociologists transfer confidential records, data, or information to other persons or organizations, they obtain assurances that the recipients of the records, data, or information will employ measures to protect confidentiality at least equal to those originally pledged.

12. Informed Consent

Informed consent is a basic ethical tenet of scientific research on human populations. Sociologists do not involve a human being as a subject in research without the informed consent of the subject or the subject's legally authorized representative, except as otherwise specified in this Code. Sociologists recognize the possibility of undue influence or subtle pressures on subjects that may derive from researchers' expertise or authority, and they take this into account in designing informed consent procedures.

12.01 Scope of Informed Consent

- (a) Sociologists conducting research obtain consent from research participants or their legally authorized representatives (1) when data are collected from research participants through any form of communication, interaction, or intervention; or (2) when behavior of research participants occurs in a private context where an individual can reasonably expect that no observation or reporting is taking place.
- (b) Despite the paramount importance of consent, sociologists may seek waivers of this standard when (1) the research involves no more than minimal risk for research participants, and (2) the research could not practicably be carried out were informed consent to be required. Sociologists recognize that waivers of consent require approval from institutional review boards or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, the confidentiality of any personally identifiable information must be maintained unless otherwise set forth in 11.02(b).
- (c) Sociologists may conduct research in public places or use publicly available information about individuals (e.g., naturalistic observations in public places, analysis of public records, or archival research) without obtaining consent. If, under such circumstances, sociologists have any doubt whatsoever about the need for informed consent, they consult with institutional review boards or, in the absence of such boards, with another authoritative body with expertise on the ethics of research before proceeding with such research.
- (d) In undertaking research with vulnerable populations (e.g., youth, recent immigrant populations, the mentally ill), sociologists take special care to ensure that the voluntary nature of the research is understood and that consent is not coerced. In all other respects, sociologists adhere to the principles set forth in 12.01(a)-(c).
- (e) Sociologists are familiar with and conform to applicable state and federal regulations and, where applicable, institutional review board requirements for obtaining informed consent for research.

12.02 Informed Consent Process

- (a) When informed consent is required, sociologists enter into an agreement with research participants or their legal representatives that clarifies the nature of the research and the responsibilities of the investigator prior to conducting the research.
- (b) When informed consent is required, sociologists use language that is understandable to and respectful of research participants or their legal representatives.
- (c) When informed consent is required, sociologists provide research participants or their legal representatives with the opportunity to ask questions about any aspect of the research, at any time during or after their participation in the research.
- (d) When informed consent is required, sociologists inform research participants or their legal representatives of the nature of the research; they indicate to participants that their participation or continued participation is voluntary; they inform participants of significant factors that may be expected to influence their willingness to participate (e.g., possible risks and benefits of their participation); and they explain other aspects of the research and respond to questions from prospective participants. Also, if relevant, sociologists explain that refusal to participate or withdrawal from participation in the research involves no penalty, and they explain any foreseeable consequences of declining or withdrawing. Sociologists explicitly discuss confidentiality and, if applicable, the extent to which confidentiality may be limited as set forth in 11.02(b).
- (e) When informed consent is required, sociologists keep records regarding said consent. They recognize that consent is a process that involves oral and/or written consent.
- (f) Sociologists honor all commitments they have made to research participants as part of the informed consent process except where unanticipated circumstances demand otherwise as set forth in 11.02(b).

12.03 Informed Consent of Students and Subordinates

When undertaking research at their own institutions or organizations with research participants who are students or subordinates, sociologists take special care to protect the prospective subjects from adverse consequences of declining or withdrawing from participation.

12.04 Informed Consent with Children

- (a) In undertaking research with children, sociologists obtain the consent of children to participate, to the extent that they are capable of providing such consent, except under circumstances where consent may not be required as set forth in 12.01(b).

(b) In undertaking research with children, sociologists obtain the consent of a parent or a legally authorized guardian. Sociologists may seek waivers of parental or guardian consent when (1) the research involves no more than minimal risk for the research participants, and (2) the research could not practicably be carried out were consent to be required, or (3) the consent of a parent or guardian is not a reasonable requirement to protect the child (e.g., neglected or abused children).

(c) Sociologists recognize that waivers of consent from a child and a parent or guardian require approval from institutional review boards or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, the confidentiality of any personally identifiable information must be maintained unless otherwise set forth in 11.02(b).

12.05 Use of Deception in Research

(a) Sociologists do not use deceptive techniques (1) unless they have determined that their use will not be harmful to research participants; is justified by the study's prospective scientific, educational, or applied value; and that equally effective alternative procedures that do not use deception are not feasible, and (2) unless they have obtained the approval of institutional review boards or, in the absence of such boards, with another authoritative body with expertise on the ethics of research.

(b) Sociologists never deceive research participants about significant aspects of the research that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.

(c) When deception is an integral feature of the design and conduct of research, sociologists attempt to correct any misconception that research participants may have no later than at the conclusion of the research.

(d) On rare occasions, sociologists may need to conceal their identity in order to undertake research that could not practicably be carried out were they to be known as researchers. Under such circumstances, sociologists undertake the research if it involves no more than minimal risk for the research participants and if they have obtained approval to proceed in this manner from an institutional review board or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, confidentiality must be maintained unless otherwise set forth in 11.02(b).

12.06 Use of Recording Technology

Sociologists obtain informed consent from research participants, students, employees, clients, or others prior to videotaping, filming, or recording them in any form, unless these activities involve simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.

13. Research Planning, Implementation, and Dissemination

Sociologists have an obligation to promote the integrity of research and to ensure that they comply with the ethical tenets of science in the planning, implementation, and dissemination of research. They do so in order to advance knowledge, to minimize the possibility that results will be misleading, and to protect the rights of research participants.

13.01 Planning and Implementation

(a) In planning and implementing research, sociologists minimize the possibility that results will be misleading.

(b) Sociologists take steps to implement protections for the rights and welfare of research participants and other persons affected by the research.

(c) In their research, sociologists do not encourage activities or themselves behave in ways that are health- or life-threatening to research participants or others.

(d) In planning and implementing research, sociologists consult those with expertise concerning any special population under investigation or likely to be affected.

(e) In planning and implementing research, sociologists consider its ethical acceptability as set forth in the Code of Ethics. If the best ethical practice is unclear, sociologists consult with institutional review boards or, in the absence of such review processes, with another authoritative body with expertise on the ethics of research.

(f) Sociologists are responsible for the ethical conduct of research conducted by them or by others under their supervision or authority.

13.02 Unanticipated Research Opportunities

If during the course of teaching, practice, service, or non-professional activities, sociologists determine that they wish to undertake research that was not previously anticipated, they make known their intentions and take steps to ensure that the research can be undertaken consonant with ethical principles, especially those relating to confidentiality and informed consent. Under such circumstances, sociologists seek the approval of institutional review boards or, in the absence of such review processes, another authoritative body with expertise on the ethics of research.

13.03 Offering Inducements for Research Participants

Sociologists do not offer excessive or inappropriate financial or other inducements to obtain the participation of research participants, particularly when it might coerce participation. Sociologists may provide incentives to the extent that resources are available and appropriate.

13.04 Reporting on Research

- (a) Sociologists disseminate their research findings except where unanticipated circumstances (e.g., the health of the researcher) or proprietary agreements with employers, contractors, or clients preclude such dissemination.
- (b) Sociologists do not fabricate data or falsify results in their publications or presentations.
- (c) In presenting their work, sociologists report their findings fully and do not omit relevant data. They report results whether they support or contradict the expected outcomes.
- (d) Sociologists take particular care to state all relevant qualifications on the findings and interpretation of their research. Sociologists also disclose underlying assumptions, theories, methods, measures, and research designs that might bear upon findings and interpretations of their work.
- (e) Consistent with the spirit of full disclosure of methods and analyses, once findings are publicly disseminated, sociologists permit their open assessment and verification by other responsible researchers with appropriate safeguards, where applicable, to protect the anonymity of research participants.
- (f) If sociologists discover significant errors in their publication or presentation of data, they take reasonable steps to correct such errors in a correction, a retraction, published errata, or other public fora as appropriate.
- (g) Sociologists report sources of financial support in their written papers and note any special relations to any sponsor. In special circumstances, sociologists may withhold the names of specific sponsors if they provide an adequate and full description of the nature and interest of the sponsor.
- (h) Sociologists take special care to report accurately the results of others' scholarship by using correct information and citations when presenting the work of others in publications, teaching, practice, and service settings.

13.05 Data Sharing

- (a) Sociologists share data and pertinent documentation as a regular practice. Sociologists make their data available after completion of the project or its major publications, except where proprietary agreements with employers, contractors, or clients preclude such accessibility or when it is impossible to share data and protect the confidentiality of the data or the anonymity of research participants (e.g., raw field notes or detailed information from ethnographic interviews).
- (b) Sociologists anticipate data sharing as an integral part of a research plan whenever data sharing is feasible.
- (c) Sociologists share data in a form that is consonant with research participants' interests and protect the confidentiality of the information they have been given. They maintain the confidentiality of data, whether legally required or not; remove personal identifiers before data are shared; and if necessary use other disclosure avoidance techniques.
- (d) Sociologists who do not otherwise place data in public archives keep data available and retain documentation relating to the research for a reasonable period of time after publication or dissemination of results.
- (e) Sociologists may ask persons who request their data for further analysis to bear the associated incremental costs, if necessary.
- (f) Sociologists who use data from others for further analyses explicitly acknowledge the contribution of the initial researchers.

14. Plagiarism

- (a) In publications, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.
- (b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as their own whether it is published, unpublished, or electronically available.

15. Authorship Credit

- (a) Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
- (b) Sociologists ensure that principal authorship and other publication credits are based on the relative scientific or professional contributions of the individuals involved, regardless of their status. In claiming or determining the ordering of authorship, sociologists seek to reflect accurately the contributions of main participants in the research and writing process.

(c) A student is usually listed as principal author on any multiple authored publication that substantially derives from the student's dissertation or thesis.

16. Publication Process

Sociologists adhere to the highest ethical standards when participating in publication and review processes when they are authors or editors.

16.01 Submission of Manuscripts for Publication

(a) In cases of multiple authorship, sociologists confer with all other authors prior to submitting work for publication and establish mutually acceptable agreements regarding submission.

(b) In submitting a manuscript to a professional journal, book series, or edited book, sociologists grant that publication first claim to publication except where explicit policies allow multiple submissions. Sociologists do not submit a manuscript to a second publication until after an official decision has been received from the first publication or until the manuscript is withdrawn. Sociologists submitting a manuscript for publication in a journal, book series, or edited book can withdraw a manuscript from consideration up until an official acceptance is made.

(c) Sociologists may submit a book manuscript to multiple publishers. However, once sociologists have signed a contract, they cannot withdraw a manuscript from publication unless there is reasonable cause to do so.

16.02 Duplicate Publication of Data

When sociologists publish data or findings that they have previously published elsewhere, they accompany these publications by proper acknowledgment.

16.03 Responsibilities of Editors

(a) When serving as editors of journals or book series, sociologists are fair in the application of standards and operate without personal or ideological favoritism or malice. As editors, sociologists are cognizant of any potential conflicts of interest.

(b) When serving as editors of journals or book series, sociologists ensure the confidential nature of the review process and supervise editorial office staff, including students, in accordance with practices that maintain confidentiality.

(c) When serving as editors of journals or book series, sociologists are bound to publish all manuscripts accepted for publication unless major errors or ethical violations are discovered after acceptance (e.g., plagiarism or scientific misconduct).

(d) When serving as editors of journals or book series, sociologists ensure the anonymity of reviewers unless they otherwise receive permission from reviewers to reveal their identity. Editors ensure that their staff conform to this practice.

(e) When serving as journal editors, sociologists ensure the anonymity of authors unless and until a manuscript is accepted for publication or unless the established practices of the journal are known to be otherwise.

(f) When serving as journal editors, sociologists take steps to provide for the timely review of all manuscripts and respond promptly to inquiries about the status of the review.

17. Responsibilities of Reviewers

(a) In reviewing material submitted for publication, grant support, or other evaluation purposes, sociologists respect the confidentiality of the process and the proprietary rights in such information of those who submitted it.

(b) Sociologists disclose conflicts of interest or decline requests for reviews of the work of others where conflicts of interest are involved.

(c) Sociologists decline requests for reviews of the work of others when they believe that the review process may be biased or when they have questions about the integrity of the process.

(d) If asked to review a manuscript, book, or proposal they have previously reviewed, sociologists make it known to the person making the request (e.g., editor, program officer) unless it is clear that they are being asked to provide a reappraisal.

18. Education, Teaching, and Training

As teachers, supervisors, and trainers, sociologists follow the highest ethical standards in order to ensure the quality of sociological education and the integrity of the teacher-student relationship.

18.01 Administration of Education Programs

(a) Sociologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet all goals for which claims are made by the program.

(b) Sociologists responsible for education and training programs seek to ensure that there is an accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program.

(c) Sociologists responsible for education and training programs take steps to ensure that graduate assistants and temporary instructors have the substantive knowledge required to teach courses and the teaching skills needed to facilitate student learning.

(d) Sociologists responsible for education and training programs have an obligation to ensure that ethics are taught to their graduate students as part of their professional preparation.

18.02 Teaching and Training

(a) Sociologists conscientiously perform their teaching responsibilities. They have appropriate skills and knowledge or are receiving appropriate training.

(b) Sociologists provide accurate information at the outset about their courses, particularly regarding the subject matter to be covered, bases for evaluation, and the nature of course experiences.

(c) Sociologists make decisions concerning textbooks, course content, course requirements, and grading solely on the basis of educational criteria without regard for financial or other incentives.

(d) Sociologists provide proper training and supervision to their teaching assistants and other teaching trainees and take reasonable steps to ensure that such persons perform these teaching responsibilities responsibly, competently, and ethically.

(e) Sociologists do not permit personal animosities or intellectual differences with colleagues to foreclose students' or supervisees' access to these colleagues or to interfere with student or supervisee learning, academic progress, or professional development.

19. Contractual and Consulting Services

(a) Sociologists undertake grants, contracts, or consultation only when they are knowledgeable about the substance, methods, and techniques they plan to use or have a plan for incorporating appropriate expertise.

(b) In undertaking grants, contracts, or consultation, sociologists base the results of their professional work on appropriate information and techniques.

(c) When financial support for a project has been accepted under a grant, contract, or consultation, sociologists make reasonable efforts to complete the proposed work on schedule.

(d) In undertaking grants, contracts, or consultation, sociologists accurately document and appropriately retain their professional and scientific work.

(e) In establishing a contractual arrangement for research, consultation, or other services, sociologists clarify, to the extent feasible at the outset, the nature of the relationship with the individual, organizational, or institutional client. This clarification includes, as appropriate, the nature of the services to be performed, the probable uses of the services provided, possibilities for the sociologist's future use of the work for scholarly or publication purposes, the timetable for delivery of those services, and compensation and billing arrangements.

20. Adherence to the Code of Ethics

Sociologists have an obligation to confront, address, and attempt to resolve ethical issues according to this Code of Ethics.

20.01 Familiarity with the Code of Ethics

Sociologists have an obligation to be familiar with this Code of Ethics, other applicable ethics codes, and their application to sociologists' work. Lack of awareness or misunderstanding of an ethical standard is not, in itself, a defense to a charge of unethical conduct.

20.02 Confronting Ethical Issues

(a) When sociologists are uncertain whether a particular situation or course of action would violate the Code of Ethics, they consult with other sociologists knowledgeable about ethical issues, with ASA's Committee on Professional Ethics, or with other organizational entities such as institutional review boards.

(b) When sociologists take actions or are confronted with choices where there is a conflict between ethical standards enunciated in the Code of Ethics and laws or legal requirements, they make known their commitment to the Code and take steps to resolve the conflict in a responsible manner by consulting with colleagues, professional organizations, or the ASA's Committee on Professional Ethics.

20.03 Fair Treatment of Parties in Ethical Disputes

(a) Sociologists do not discriminate against a person on the basis of his or her having made an ethical complaint.

(b) Sociologists do not discriminate against a person based on his or her having been the subject of an ethical complaint. This does not preclude taking action based upon the outcome of an ethical complaint.

20.04 Reporting Ethical Violations of Others

When sociologists have substantial reason to believe that there may have been an ethical violation by another sociologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate or possible, or they seek advice about whether or how to proceed based on this belief, assuming that such activity does not violate any confidentiality rights. Such action might include referral to ASA's Committee on Professional Ethics.

20.05 Cooperating with Ethics Committees

Sociologists cooperate in ethics investigations, proceedings, and resulting requirements of the American Sociological Association. In doing so, they make reasonable efforts to resolve any issues of confidentiality. Failure to cooperate may be an ethics violation.

20.06 Improper Complaints

Sociologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the alleged violator rather than to protect the integrity of the discipline and the public.

Note: This revised edition of the ASA Code of Ethics builds on the 1989 edition of the Code and the 1992 version of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.