Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No. | Course Title | Credits
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SOC 701 | The Research Process | 3

Course Description: Topics include conceptions of research, the philosophy of science, formal and grounded theory construction, the use of research literature, and qualitative, quantitative, and mixed approaches to research design.

Section 2. Review of Course

Will this be a common or unique course? (select the appropriate option below)

X This course will be a unique course. (Go to Section 3.)

Indicate universities that are proposing this common course:

_____ BHSU _____ DSU _____ NSU _____ SDSMT X_____ SDSU _____ USD

Section 3. Other Course Information

1. Are there instructional staffing impacts?

_____ X No. Replacement of Soc 730, Social Change, 3 which is (prefix, number, name of course, credits) being deleted. Effective date of deletion: August 31, 2013, (Fall semester 2013)

_____ X No, schedule management. Explain: This course will be worked into the regular rotation of core graduate courses and taught by current faculty.

2. Existing program in which course will be offered: Master’s Program in Sociology

3. Proposed instructional method: E - Seminar

Course Form #5 Updated AAC 03/2007
Provide a brief justification: **This course will involve a highly focused examination and assessment of social science research and related materials. It will require regular student presentations and extensive student discussions.**

4. Proposed primary delivery: **001 - Face to Face**

5. Term in which change will be effective: **Fall 2013**

6. Can this course be repeated for additional credit?
   - Yes, total credit limit: __________  X  No.

7. Will the grade for this course be limited to S/U (pass/fail)?
   - Yes  X  No

8. Will section enrollments be capped?
   - Yes, maximum per section ___  20  No

9. Will this course be equated (i.e. considered the same course for degree completion) with any other unique or common course in the course database?
   - Yes  X  No
   If yes, indicate the course(s) to which it will be equated.

10. Is this prefix already approved for your university?
    - Yes  X  No

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**NEW COURSE REQUEST**

**Supporting Justification for On-Campus Review**

Mary Emery
Request Originator
Signature
Date 9/10/2012

Mary Emery
Department Chair
Signature
Date 9/10/2012

Kathleen Donovan
School/College Dean
Signature
Date

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1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

**This course is one of two new courses that are being proposed to reinforce the Master’s degree**
program in sociology. Taken together these courses will result in a greater emphasis on the
development of marketable research skills by Master’s level students. This course will become one
of three core courses that all Master’s level students will be required to take. This course will
specifically replace Soc. 710 as the required research methods course for Master’s students.

This course will address a number of problems that have consistently been identified by the
sociology faculty:

1. It will address consistently observed deficiencies in the readiness of many Master’s level
students for taking more advanced research methods courses.

2. It will create a more clear distinction between Master’s and Ph.D. level coursework and will
provide a needed improvement in the availability of courses for Master’s level students who
continue to enroll in the Ph.D. program.

3. The course will also be available for students entering the Ph.D. program. When otherwise
good students from other disciplines are admitted to the Ph.D. program this course will
provide a better alternative for remediating deficiencies relating to sociological research
methods than the current practice of requiring them to take additional undergraduate
coursework.

2. Note whether this course is:  X  Required  _________ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be
affected by this course?

This course will not directly affect other programs, but as mentioned above it may be used for
remediation for some students accepted into the Ph.D. This course will also provide an additional
coursework opportunity for other students in the Ph.D. program who desire to take it.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

 This is not a dual listed course.

5. Desired section size  10

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Qualifications:
Ph.D. in Sociology
Specialization / expertise in Sociological Research Methods

Potential Faculty:
Peter Froelich, Assistant Professor, Ph.D
Donald Arwood, Professor, Ph.D.
Jake Janzer, Assistant Professor, Ph.D.

7. Note whether adequate facilities are available and list any special equipment that will be needed for
the course.

Yes, adequate facilities are available and no special equipment will be needed.

8. Note whether adequate library and media support are available for the course.

Yes, library resources and media support are adequate for this course.
9. Will the new course duplicate courses currently being offered on this campus?

   ________ Yes  ________ X  ________ No

   If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

   This course will not be offered for variable credit.

11. Add any additional comments that will aid in the evaluation of this request.

   This course is being proposed as part of a more comprehensive initiative to upgrade and strengthen the graduate curriculum in sociology. Strong research skills are needed in order for Master’s level students to be successful in either the job market or in the pursuit of a more advanced academic degree. This course will provide a foundation for the development of strong research skills. It will provide students with insights regarding the general logical processes and assumptions that underlie the generation and verification of knowledge through empirical research. After taking this course, students will also be much better prepared to participate in and benefit from additional advanced research methods courses. More explicitly, the course will have the following outcomes:

   A. By the end of this course students will be able to make valid pragmatic choices with regard to research designs and research methods that are appropriate in different circumstances and for different types of research problems. They will be able to do this because the course will help them to understand the different conceptions and approaches to sociological research including the relative benefits, limits, and trade-offs involved with each.

   B. Through an explicit examination of the logical processes that link the analysis of empirical evidence with the generation and verification of general theoretical knowledge, this course will develop in students the critical logic skills needed to be effective researchers. Students who complete the course will gain the general understanding and practice needed to generate and/or extend general theoretical knowledge and they will also gain understanding and practice in how theory is used to guide research.

   C. Students who complete this course will understand and gain practice in the various uses of literature within the overall research process. Specifically, they will understand the following six types of literature reviews: 1) self-study reviews, 2) context reviews, 3) historical reviews, 4) theoretical reviews, 5) integrative reviews, and 6) methodological reviews.

   D. By providing a “big picture” of the research process, this course will provide the context needed for students to understand how various specific specialized skills that may be gained through a variety of other courses fit into the overall research process and why it is important that they learn and develop those skills.