

**University of Windsor  
Program Development Committee**

5.2:           **Law – New Course Proposals (Graduate)**

Item for:     **Approval**

**MOTION:**   **That the following course addition be made\*:**  
                  **98-530 Graduate Seminar**  
                  **98-540 Law Teaching in the Diverse Classroom**  
                  **98-520 Legal Theory**  
                  **98-510 Research Methods**

*\*Subject to the approval of expenditures required.*

**Rationale/Approvals:**

- The new course proposal has been approved by the Faculty Council and Graduate Studies Council.
- See attached.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: LL.M  
DEPARTMENT/SCHOOL:  
FACULTY: LAW

Proposed change(s) effective as of: Fall 2015

## A. NEW COURSE PROFILE

Course # and Title: Graduate Seminar (08-98-530)

### Calendar Description

*Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.*

An adjunct to the LL.M Research Methods course, the Graduate Seminar will provide a forum in which students can discuss their ongoing research and present portions of their work for feedback from the course director and their peers. The seminar will convene for the equivalent of 1hour/week, every other week, over the course of the fall and winter semesters (12 hours total).

### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
1	12	1h/2wks						1h/2wks	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
	Research Methods					

***\*\*\*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.***

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

## B. RATIONALE

### B.1 Course Goal(s)

*Please provide a statement about the purpose of the course within the program of study or as an option.*

An adjunct to the LL.M Research Methods course, the Graduate Seminar will provide a forum in which students can discuss their ongoing research and present portions of their work for feedback from the course director and their peers. The seminar will convene for the equivalent of 1hour/week, every other week, over the course of the fall and winter semesters (12 hours total).

One of the goals of the course will be to create a collegial atmosphere that encourages the free and frank exchange of ideas in a respectful manner, by actively encouraging and showing an appreciation for the qualities of diversity, openness, fairness and tolerance for the views of others during in-class interactions.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM “D”

## B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Communicate, analyze and critique information gained both from interactions with colleagues and in the course of conducting their own research	A. the acquisition, application and integration of knowledge
B. Synthesize and disseminate the results of their ongoing research in an interdisciplinary context and demonstrate interesting, novel and original approaches to complex legal issues facing society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognize new paradigmatical and epistemological approaches to studying a proposed topic of study and use these approaches to find novel and interesting new solutions to pressing societal and legal problems.  Analyze current debates in legal academic literature at an advanced level from an interdisciplinary perspective	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Disseminate ideas effectively, both orally and in writing, in formal academic settings (ex. lectures, seminars, public presentations, research papers, etc) and informal contexts (ex. interactions with: colleagues, faculty, students, legal practitioners etc.; in brown bag seminars, etc.) Employ enhanced interpersonal and communications skills commensurate with one who engages in advanced academic debate Engage in scholarly writing and presentations	F. interpersonal and communications skills

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  At the end of this course, the successful student will know and be able to:	<b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

### B.3 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	3	3	3	3	3

*What will be the impact of offering the new course on enrolments in existing courses in the program or Department?*

No negative impact on existing courses. This is a new program.

### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course. NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
	Lectures
0.5	Tutorials
	Labs
	Practical experience
1	Independent Study
	Reading for the course
2	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

**How does the student workload for this course compare with other similar courses in the department/program area?** similar

## C. RESOURCES

### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

The Faculty of Law and has faculty members dedicated to teach this course. The current support staff can absorb the teaching of this course.

#### C.1.1

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There is sufficient faculty expertise available and committed to actively support this course. No additional requests for faculty members are being made to support this course.

#### C.1.2

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.*

No anticipated adjunct, limited-term or sessional teaching for this course.

#### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

No such reliance anticipated.

#### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/a

#### C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

The Law Faculty has instituted cost-saving through combining administrative support for the LL.M program with the administrative support staff positions that it currently has.

#### C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** n/a

**Staff:** n/a

**GA/TAs:** n/a

#### C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

**Library Resources and Services:** n/a

**Teaching and Learning Support:** n/a

**Student Support Services:** n/a

**Space and Facilities:** n/a

**Equipment (and Maintenance):** n/a

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

**TITLE OF THE PROGRAM/CERTIFICATE:** LL.M  
**DEPARTMENT/SCHOOL:**  
**FACULTY:** LAW

**Proposed change(s) effective as of:** Fall 2015

## **A. NEW COURSE PROFILE**

**Course # and Title:** Law Teaching in the Diverse Classroom (08-98-540)

### **Calendar Description**

*Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.*

This course will examine theory and techniques for engaging with controversial topics in the law school class setting. Through this course, students will focus on learning, and evaluating critically, different approaches to teaching in classroom settings that require cultural competence and other diversity competencies. This course will focus on understanding how student learning is influenced by individual experiences, gender, language, culture, family and community. Students will also work on developing their own approaches to teaching in such settings. This course serves to complement the LL.M student's learning experience in the University Teaching Certificate Program (or equivalent) by offering exposure to issues related specifically to law teaching. (Prerequisite for students in the teaching stream: completion of UTC lesson plan exercise in the UTC course "Learning Centred Teaching in Higher Education") (1.5 credit)

### **Other Course Information**

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery [please specify]	Lecture	Tutorial	Lab.	Co-op/practicum
1.5	3h/wk (6wks) or 1.5h/wk for 12 wks	x				3h/wk			1.5-3h total

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** [provide old course number]
teaching stream:, completion of UTC lesson plan exercise in the UTC course "Learning Centred Teaching in Higher Education"				Yes, for students registered in 2 year teaching stream		

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

**[\*\*\*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.]**

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

## B. RATIONALE

### B.1 Course Goal(s)

*Please provide a statement about the purpose of the course within the program of study or as an option.*

The purpose of the course is to provide students with practical tools for teaching controversial topics in diverse law school classroom settings, to provide an opportunity to apply their knowledge in a law school classroom, and to provide a forum for reflection on their teaching experience.

### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. - develop intergroup dialogue lesson plans; - select and evaluate issues on culture and diversity that are suitable for legal inter-group dialogue - Reflect upon they have learned about teaching law, how they learned, and self-evaluate their teaching practice.	B. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. - Employ critical thinking and problem-solving to prevent or resolve cultural conflict when discussing culturally sensitive legal issues. - Resolve potential conflict in a respectful manner that encourages and values diversity, an open exchange of ideas, fairness and	C. critical thinking and problem-solving skills

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
tolerance for the views of others.	
D.	D. literacy and numeracy skills
E. - Identify, articulate and apply ethical obligations as established by the Faculty of Graduate Studies and the Faculty of Law in their Regulations, Discipline Policies, Rules of Conduct and/or Codes of Ethics, etc.;	E. responsible behaviour to self, others and society
F. - Listen and respond to others in a respectful manner that encourages and values diversity, an open exchange of ideas, fairness and tolerance for the views of others; (Also relevant to A) - Teach others how to respond to others in a respectful manner that encourages and values diversity, an open exchange of ideas, fairness and tolerance for the views of others; - communicate effectively in writing, orally, and non-verbally with variety of audiences i.e. peers, other students and faculty.	F. interpersonal and communications skills
G. - identify and describe the key components of inter-group dialogue; and facilitate a discussion on a controversial topic applying key components of inter-group dialogue; - identify and describe the potential problems of using inter-group dialogue in an adversarial discipline;	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

### B.3 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	1-2	1-2	1-2	1-2	1-2

*What will be the impact of offering the new course on enrolments in existing courses in the program or*



# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

*Department?*

No impact anticipated. This course is part of a new program.

## B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.  
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

**Average number of hours per week that the student will be expected to devote to:**

3h/wk	Lectures
x	Tutorials
x	Labs
1.5h total	Practical experience
1h/wk	Independent Study
6h/wk	Reading for the course
2h/wk	Work for assessment (essays, papers, projects, laboratory work)
1h/wk	Meeting with others for group work/project assignments
x	Studying for tests/examinations
	Other: <i>[specify]</i>

**How does the student workload for this course compare with other similar courses in the department/program area?** similar

## C. RESOURCES

### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

There are faculty members committed to teaching this course and staff resources that may be drawn upon.

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

Faculty members have required expertise. Two faculty members have completed the University of Michigan's Intergroup dialogue Institute which forms the basis of this course. Interested faculty members should also be able to acquire the knowledge necessary to carry this course without having attended the Institute.

#### C.1.2

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.*

No anticipated reliance on adjunct and other similar teaching.

### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

If the UTC program is available, students will be expected to have completed the Learning Centered Teaching course or its equivalent. If not, the lesson plan can be taught by instructors of the new course.

### C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants,*

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

*donations, government grants, etc.) and committed to supporting the revisions to this program.*

n/a

## **C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- internal reallocation of resources and*
- cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

Cost-saving will occur through combining administrative support for the LL.M program with the administrative support staff positions that it currently has.

## **C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** n/a

**Staff:** n/a

**GA/TAs:** n/a

### **C.5.1**

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

**Library Resources and Services:** n/a

**Teaching and Learning Support:** n/a

**Student Support Services:** n/a

**Space and Facilities:** n/a

**Equipment (and Maintenance):** n/a

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: LL.M  
DEPARTMENT/SCHOOL:  
FACULTY: LAW

Proposed change(s) effective as of: Fall 2015

## A. NEW COURSE PROFILE

Course # and Title: Legal Theory (08-98-520)

### Calendar Description

*Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.*

Drawing from continental and analytic writings manifesting social contextual, historical, anthropological, and philosophical perspectives, this course will, in particular, examine issues surrounding the relation of legal orders to outsiders, the social-cultural context of the nature of a law, the nature of legal obligation and the boundary of law as a discourse.

### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
3	3h/wk	x				3			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
				x		

**[\*\*\*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.]**

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

## B. RATIONALE

### B.1 Course Goal(s)

*Please provide a statement about the purpose of the course within the program of study or as an option.*  
Legal Theory is a course designed to provide LL.M students with a foundation in a variety of theoretical underpinnings of the law. Its purpose is to assist students with thinking through the theoretical frameworks which they may apply to the exercise of writing the Master's thesis. It is a graduate level law course designed specifically for the LL.M program.

### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course*

· Please note that the course will be taught in a seminar format.

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM “D”

*(what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
At the end of this course, the successful student will know and be able to:  A. critically evaluate law in an interdisciplinary context in order to appraise its theoretical underpinnings; § define issues concerning a response to those unfamiliar with domestic and international legal orders (relates also to B and C) § explain why a law is obligatory and define the relation of social justice to obligatory laws(relates also to B and C)	A U of Windsor graduate will have the ability to demonstrate:  C. the acquisition, application and integration of knowledge
B. identify issues concerning a response to the outsiders of domestic and international legal orders (relates also to A and C) § find and evaluate information that addresses why a law is obligatory and make a determination of the relation of social justice to obligatory laws(relates also to A and C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate issues concerning a response to the outsiders of domestic and international legal orders (relates also to A) § explain why a law is obligatory and understand the relation of social justice to obligatory laws(relates also to A) § critically examine how one’s approach to social justice and social justice reform depends upon one’s legal theory and vice versa	C. critical thinking and problem-solving skills
D. Rhetorically read complex materials in order to summarize, analyze and convey the meanings of these works with precision, logic and economy	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. Create a collegial atmosphere that encourages an open exchange of ideas in a respectful manner, and that encourages diversity, openness, fairness and tolerance for the views of others	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. demonstrate a commitment to continuous learning by such activities as self-study	I. the ability and desire for continuous learning

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

## B.3 Demand for Course

*Please provide as much information on projected enrolment as possible.*

Projected enrolment levels for the first 5 years of the new course.

Projected enrolment levels for the first 5 years of the new course.	Year 1 3	Year 2 3	Year 3 3	Year 4 3	Year 5 3
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*What will be the impact of offering the new course on enrolments in existing courses in the program or Department?*

No impact.

## B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures [Please note that the course will be taught as seminars]
	Tutorials
	Labs
	Practical experience
	Independent Study
9	Reading for the course
5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>
<b>How does the student workload for this course compare with other similar courses in the department/program area?</b> similar	

## C. RESOURCES

### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

The Faculty of Law and has at least one faculty member committed to teaching this course. The current support staff can absorb the teaching of this course.

#### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

See C.1 above.

#### C.1.2

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.*

We do not anticipate reliance on adjunct, limited term or sessional faculty in delivering this course.

### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

*Provide relevant details.*

We do not anticipate reliance on other campus units for the teaching of this course.

# PROGRAM DEVELOPMENT COMMITTEE NEW COURSE PROPOSALS FORM "D"

## **C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.

n/a

## **C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

The Faculty of Law will institute cost-saving through combining administrative support for the LL.M program with the administrative support staff positions that it currently has.

## **C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.

**Faculty:** n/a

**Staff:** n/a

**GA/TAs:** n/a

### **C.5.1**

Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

**Library Resources and Services:** n/a

**Teaching and Learning Support:** n/a

**Student Support Services:** n/a

**Space and Facilities:** n/a

**Equipment (and Maintenance):** n/a

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: LL.M  
 DEPARTMENT/SCHOOL:  
 FACULTY: LAW

Proposed change(s) effective as of: Fall 2015

#### A. NEW COURSE PROFILE

Course # and Title: Research Methods (08-98-510)

##### Calendar Description

*Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.*

Through this required course, and in view of writing the LL.M thesis, students will focus on developing research questions, elaborating appropriate methodological approaches for their graduate research (i.e. the Master's thesis), preparing a research agenda, creating a literature review, and on creating a written report of their research findings.

The central part of the course will place emphasis on learning contemporary methodological approaches to legal scholarship. Although the research methods discussed may vary from year to year, doctrinal (case-based), qualitative, and historical research methods will be examined. Students will also develop ethical and interdisciplinary approaches to academic legal research and advanced library research skills. (6 credits, 2-term course.) (Open only to LL.M students.)

##### Other Course Information

*Please complete the following tables.*

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
6	3	x				2		1	

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
				x		

**[\*\*\*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.]**

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

#### B. RATIONALE

##### B.1 Course Goal(s)

*Please provide a statement about the purpose of the course within the program of study or as an option.*

When writing the LL.M thesis, students will focus on developing research questions, elaborating appropriate methodological approaches for their graduate research (i.e. the Master's thesis), preparing a research agenda, creating a literature review, and on the writing up of their research findings. The various exercises will provide students with the essential tools for executing their Master's theses, as well as for researching, writing and publishing future academic work. This is a required course.

##### B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

*Please complete the following table. State the specific learning outcomes that make up the goal of the course*

# PROGRAM DEVELOPMENT COMMITTEE

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### FORM “D”

*(what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.*

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.*

*Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.*

<b>Learning Outcomes</b> <i>This is a sentence completion exercise.</i>  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>
A. - formulate research questions and contribute to a legal body of knowledge by identifying new questions, problems or issues -competently use doctrinal, qualitative and/or quantitative evidence-based research methodologies relevant to the study of law	D. the acquisition, application and integration of knowledge
B. -evaluate research outputs within law and in an interdisciplinary context -contribute to a legal body of knowledge by offering solutions in an original manner -Conduct research ethically	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. -produce scholarly manuscripts that are original in scope and of a sufficient literary standard to warrant being published in a peer reviewed journal of notable repute	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

### B.3 Demand for Course

*Please provide as much information on projected enrolment as possible.*



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### FORM “D”

Projected enrolment levels for the first 5 years of the new course.

Projected enrolment levels for the first 5 years of the new course.	Year 1 3	Year 2 3	Year 3 3	Year 4 3	Year 5 3
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*What will be the impact of offering the new course on enrolments in existing courses in the program or Department?*

No negative impact on existing courses. This is a new program.

#### B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.*

*NOTE: Student workload should be consistent with the credit weight assigned to the course.*

**Average number of hours per week that the student will be expected to devote to:**

(Please note that Research Methods will run for 24 weeks, 3hrs/wk)

3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
9	Reading for the course
5	Work for assessment (essays, papers, projects, laboratory work)
	Meeting with others for group work/project assignments
	Studying for tests/examinations
	Other: <i>[specify]</i>

**How does the student workload for this course compare with other similar courses in the department/program area?** There are presently no similar programs at the Faculty of Law.

#### C. RESOURCES

##### C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

*Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.*

The Faculty of Law and has faculty members dedicated to teach this course. The course will be team-taught. The current support staff can absorb the teaching of this course.

##### C.1.1

*Provide an assessment of faculty expertise available and committed to actively support the new course.*

There is sufficient faculty expertise available and committed to actively support this course. Faculty members came together to design this course and are committed to contributing to its execution. No additional requests for faculty members are being made to support this course.

##### C.1.2

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.*

There will be, at most, very limited adjunct teaching in the course, primarily in the form of librarians teaching modules as sessional instructors and the odd guest lecture.

##### C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

*Describe the reliance of the proposed new course on existing resources from other campus units, including for example:*

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*

# PROGRAM DEVELOPMENT COMMITTEE

## NEW COURSE PROPOSALS

### FORM "D"

- *external resources requiring maintenance or upgrading using external resources*  
*Provide relevant details.*

Reliance from other campus units will be minimal. Other campus units may be involved for guest lectures on topics such as statistics and the research ethics board.

#### **C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

n/a

#### **C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)**

*Identify all opportunities for*

- *internal reallocation of resources and*
- *cost savings*

*identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?*

The Law Faculty is instituting cost-saving measures by having the Graduate Program Director also serve as a Research Methods course convener. The Law Faculty has also considered cost-saving through combining administrative support for the LL.M program with the administrative support staff positions that it currently has.

#### **C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

**Faculty:** n/a

**Staff:** n/a

**GA/TAs:** n/a

#### **C.5.1**

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

**Library Resources and Services:** n/a

**Teaching and Learning Support:** n/a

**Student Support Services:** n/a

**Space and Facilities:** n/a

**Equipment (and Maintenance):** n/a