NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, October 9, 2015, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

1 **Approval of Agenda** (Unstarring agenda items)

2 **Minutes of the meetings of June 12, 2015**   SM150612

3 **Business arising from the minutes**

4 **Outstanding Business/Action Items**
   4.1   **Candidates for Degrees, Diplomas and Certificates**   **Alan Wildeman**-Approval
                                                                          To be distributed

5 **Reports/New Business**
   5.1   **Report from the Student Presidents**   **UWSA**-Information
         (UWSA, OPUS, GSS)   **OPUS**-Information
                                                                          GSS-Information

   5.2   **Report of the President**   **Alan Wildeman**

   5.3   **Report of the Academic Colleague**   **Philip Dutton**

   5.4   **Senate Student Caucus**   **Ziad Kobti**

   5.5   **Program Development Committee**
         5.5.1 PhD in Argumentation Studies – New Program Proposal and New   **Lionel Walsh**-Approval
         Course Proposals   Sa151009-5.5.1

         *5.5.2 Program Course Changes   **Lionel Walsh**-Approval
            *a) Engineering (Graduate) – New Course Proposals   Sa151009-5.5.2a-d
            *b) Inter-Faculty - BA Combined Forensics – Minor Program Change
            *c) Inter-Faculty – Forensics – New Course Proposals
            *d) Labour Studies – Minor Program Changes – Certificate in Work and
                  Employment Issues and Program Deletions

         *5.5.3 Master of Laws LLM Teaching Option Stream - Renamed   **Lionel Walsh**-Information
                                                                          Sa151009-5.5.3

         5.5.4   **PhD in Nursing – New Program Proposal**   **Lionel Walsh**-Approval
                                                                          Sa151009-5.5.4

         5.5.5   **Master of Engineering Management – New Program Proposal**   **Lionel Walsh**-Approval
               and New Course Proposal   Sa151009-5.5.5

5.6 Academic Policy Committee

*5.6.1 Report on Student Awards Established during the 2014-2015 Academic Year **Lorna deWitt**-Information
Sa151009-5.6.1

5.6.2 Instructors Teaching Own Children or other Close Relatives - Policy **Lorna deWitt**-Approval
Sa151009-5.6.2

5.6.3 Policy on Conditional Admissions to Academically Qualified Applicants Who Must Still Meet English Proficiency Requirements **Lorna deWitt**-Approval
Sa151009-5.6.3

*5.6.4 Nursing Admission Requirements - Deferral of Math Requirement **Lorna deWitt**-Approval
Sa151009-5.6.4

5.7 Senate Governance Committee

5.7.1 Bylaw 12 - Revisions **Kathrine Quinsey**-Approval
Sa151009-5.7.1

5.7.2 Bylaws 13 and 11 - Revisions **Kathrine Quinsey** -Approval
Sa151009-5.7.2

5.7.3 Bylaw 10 - Revisions **Kathrine Quinsey** -Approval
Sa151009-5.7.3

5.7.4 Bylaw 22 - Revisions **Kathrine Quinsey** -Approval
Sa151009-5.7.4

*5.7.5 Committee Membership – Program Development Committee, Academic Policy Committee and Senate Governance Committee **Alan Wildeman**-Approval
Sa151009-5.7.5

*5.7.6 Faculty of Education and Academic Development – Name Change **Douglas Kneale**-Approval
Sa151009-5.7.6

5.8 Report of the Provost **Douglas Kneale**

5.9 Report of Vice-President, Research and Innovation **K W Michael Siu**

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

University of Windsor
Senate

5.5.1:   **PhD in Argumentation Studies – New Program Proposal and New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the PhD in Argumentation Studies, including the new courses 14-79-500, History and Theories of Argumentation and 14-79-501, Advanced Studies in Argumentation, be approved.***

*Subject to the approval of expenditures required.

Rationale/Approvals:
- The Centre for Inter-Faculty Programs, the Faculty of Graduate Studies Council, and the Program Development Committee have approved the proposal and the new courses.
- In making its recommendation to Senate PDC considers the Proposal Brief, the Reviewers' Report(s) and the Internal Response(s).
- If approved by Senate the proposal will be submitted to Quality Council for full review in accordance with the Quality Assurance Framework.
- Following the June PDC meeting, changes were made to focus areas for research and to the list of faculty members involved in the delivery of the program, in light of faculty departures and interest of new faculty members. These changes are reflected in the addendum (p. 37). The program requirements remain unchanged.
- See attached.

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

A. Basic Program Information

FACULTY:	
AAU:	Inter-Faculty Programs
Program Title:	Argumentation Studies
Name of Program as it Will Appear on the Diploma (*e.g.,* **Bachelor of Arts Honours Psychology with thesis**) [*Please note that, for general degrees, the discipline is not included on diplomas.*]	Doctor of Philosophy (Argumentation Studies)
Proposed Year of Offering [*Fall 20xx*]:	Fall 2017
Mode of Delivery:	Seminar Courses, Oral Qualifying Examination, Dissertation
Planned steady-state Student Enrolment (per section B.4.2)	5/20
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	Yes, for International students; no, for domestic students

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

> *Please provide a brief statement about the direction, relevance and importance of the new program.*
>
> *Describe the overall aim and intended impact of the proposed new program.*
>
> *Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)*

The program concentrates on the history, methods, and applications of argumentation as this interdisciplinary field has developed in the last six decades. It builds on the University of Windsor's reputation as an international leader in the field and the place where one theory of argumentation, Informal Logic, was developed. As an academic discipline, *argumentation scholarship addresses the principles and methods by which people reason collaboratively or competitively on any topic where information, knowledge, or claims conflict or are inconsistent, and by which they strive to persuade others through verbal or visual means*. It involves the development and assessment of knowledge that is provisional and fallible. And it has relevance to linguistics, computational semantics, and conflict resolution, as well as application in artificial intelligence research in law, medicine, design, and policy.

The program continues Windsor's historically innovative initiative, inaugurating the next level of study in Informal Logic by combining it with other scholarly treatments of argumentation. That extension also captures a range of experts in FAHSS and the Faculty of Law to help focus the studies on aspects of the field that have been highlighted in recent work, like visual argumentation, rhetorical insights, dialectical reasoning in law, and artificial intelligence. There is nowhere else in North America with such a strong concentration of scholars in argumentation and related areas. This allows Windsor to reinforce its position as a centre for innovative research and teaching by attracting graduate students to explore questions in a rich and growing research agenda.

While there has been a historical association at Windsor between the development of argumentation and the Department of Philosophy, this is more an association of coincidence than of necessity, and not one reflected anywhere else in the world, where the study of argumentation tends to be done in Psychology, Linguistics, Rhetoric, and Computer programs. Thus, this program is not a PhD in Philosophy and draws it's faculty from beyond that

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Department, including Psychology, English (Rhetoric), Linguists, Law, Visual Arts, Political Science, as well as the physical sciences.

The overall aim is to produce first-rate PhDs in argumentation to augment policy research in government and related professional fields, as well as academia.

This program is consistent with at least three of the five goals in the strategic plan. Specifically, the desire to develop strong graduate programs is met here with a new program that draws on strengths of FAHSS and Law faculty, as well as the institution's history and international reputation in Informal Logic; the program also meets the goal of increased international exposure because it will have a high profile internationally and draw many of its candidates from abroad; it will also meet the goal of retaining strong faculty insofar as faculty who have strong research profiles and those who are developing them will now have a program in which to share their research at an advanced level, and access to highly qualified research assistants. Finally, it also fits the university's expressed goal of developing more interdisciplinary programs.

B.2 Program Content (QAF Section 2.1.4)

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

Since the middle of the last century, with the appearance of seminal texts by Stephen Toulmin and Chaim Perelman, argumentation has received increasing scholarly and educational attention in Europe and North America as witnessed in the emergence of journals, monographs and textbooks, as well as several regular international conferences, and the establishment of research centres and teaching programs in places like Amsterdam, Copenhagen, and Lugano. There is now such a body of theoretical work in this emerging interdisciplinary field that its impact is being felt on a range of academic disciplines, from linguistics, to philosophy, cognitive science, and law. At the University of Windsor a body of expertise has developed such that the school is now home to some of the leading argumentation theorists in the world, such as Ralph H. Johnson, Douglas Walton, and Hans V. Hansen.

No other program in the world has such a concentration of scholars who have produced a collective body of work that forms the curricula studied elsewhere, especially in emerging programs like the ArgLab at the New University of Lisbon and the Institute for Logic and Cognition in Guangzhou, China.

The University of Windsor also has a cohort of younger scholars interested in Argumentation Studies and who have started to contribute to the field or are looking for ways to do so. The program brings these two groups together to provide a mix of experiences and expertise, and to ensure the continuity of the program without the need for additional resources.

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere.

There is no comparable program in Canada, which makes this geographically unique. But the distinctiveness also extends to what we can offer compared to any other remotely similar program in the world. The diversity of research interest distributed over our faculty sets them apart from those in other centres and allows us to support a wider range of research topics. The programs at Amsterdam and Lugano, for example, while strong, are thematically narrow. Amsterdam is the home of Pragma-Dialectics in the Department of Speech and Argumentation, and their curriculum centres around that theory of argumentation. The tri-university Swiss program concentrated at Lugano (Neuchâtel and Lausanne are the other two partners) focuses on financial and health argumentation. By contrast, at the University of Windsor, and particularly at the Centre for Research in Reasoning, Argumentation and Rhetoric, we have the leading scholars in Informal Logic (which began at Windsor), as well some of the most recognized scholars in rhetorical and visual argumentation, along with feminism and argumentation.

The range of what we can offer is reflected in, but not limited to, the following focus areas for research:
[the following list is replaced with the list provided in the Addendum, paragraph 1, p.37]

- Visual and Multimodal Argumentation
- Argumentation and Computation
- Rhetoric
- Feminism and Argumentation
- Legal Reasoning
- Scientific Argumentation
- Informal Logic (Methods and History)
- Emotion and Reason.

The student's Advisory Committee will be drawn from the research focus area with which the student is associated on admission. Given the interdisciplinary nature of the relevant scholarship and program, the faculty are organized in the key focus areas to which their individual research and interests are most appropriate. And these areas reflect core themes within argumentation scholarship.

Because of the concentration of argumentation theorists at Windsor, we are able to provide extensive supervision in the three traditional approaches to the study of argumentation: logic, dialectic, and rhetoric. At the same time Windsor can offer a far more comprehensive program than anywhere else in the world because we view argumentation from greater range of disciplinary perspectives: we can address particular forms or aspects of argumentation, such as disagreements or gender identity; we can also address how it operates in different realms, such as law or science. A range of such research focus areas can be supervised by our faculty from different disciplines.

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline

The degree title will be PhD-Argumentation Studies.

'Argumentation Studies' was adopted by the proposed faculty of the program as a simple title that captures the essence of what is at stake in Informal Logic, but also broadly embraces the work on rhetoric and reasoning that is also done at Windsor by a diverse group of faculty from a range of disciplines. This provides the most general title to address the work done in this interdisciplinary field. In the last few decades, the study of argumentation has grown both nationally and internationally as a research field and area of expertise. The study of argumentation has been associated with different traditional disciplines in different countries. In the Netherlands, for example, its adherents tend to have backgrounds in Psychology and Linguistics; in the United States, in Communication and Rhetoric.

B.4 DEMAND FOR THE NEW PROGRAM
B.4.1 Student and Market Demand (MTCU section 5)

Describe the tools and methodology used to conduct the market assessment.

Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

Internally, we have gauged the degree of interest among current graduate students at the University of Windsor by conducting a survey in October 2012 of recent Master's graduates in the Faculty of Arts, Humanities and Social Sciences, asking them whether there was interest in principle in an interdisciplinary degree in Argumentation Studies, giving them specific information about the proposed research focus areas. Of the 25 respondents, 15 indicated such an interest. These broke down along the following disciplinary lines: Psychology (5); Social Work (5); Communication (4); Philosophy (3); Politics (1); JD/MSW (1). And the remaining 6 gave no affiliation. All the respondents from Communication expressed an interest; three each from Psychology, Social Work and Philosophy; and single respondents from Politics, the unaffiliated group and the JD/MSW program. So there is a range of interest suggested across the relevant disciplines. In addition to the above, we have also surveyed some recent graduate

students from the University of Windsor. Principally, these are from the Argumentation side of the M.A. in Philosophy, the most relevant of the graduate programs here. Since 2006, six of these students have gone on to PhD programs in Canada or Europe that involve some argumentation component, and several have continued direct work in the field. Three more entered similar programs in the fall of 2012. With two exceptions, these students would have been interested in the program had it been available (and had they been eligible). This is a very unscientific survey and was directed only at the most relevant group of students in one of the disciplines involved (albeit a key one), but it indicates we could likely take one internal student each year (and the program would be open to that).

> *Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or master's programs from which students would likely be drawn.*

We expect equal numbers of domestic and visa students. Domestically, students would be drawn from professions encouraging an upgrade of skills and information related to aspects of the program (such as policy studies in law, or public understanding of science), and from universities in which argumentation plays some component in the undergraduate curricula in the form of upper-year courses devoted to the subject (and, hence, students will be familiar with the work of Windsor researchers whose work will be unavoidable in such courses). York and McMaster would be examples of universities where this is currently the case in philosophy, the University of Dundee in computer science, and various places in communication. Students at the University of Windsor will have a more direct acquaintance with the interdisciplinary faculty of the program and their research interests. Internationally, expressions of interest in such a program have come in the form of email inquiries and personal contacts. They come from a range of countries, most recently from the United States and China. From the United States, there is interest from students completing Master's programs in Rhetoric and in Speech; from China the interest is from students who have done Master's in logic.

Canadian students coming from professions or immediately out of an undergraduate or Master's degree will likely be drawn from humanities and social science programs and from law.

B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)

> *Provide details on projected enrolments in the following tables.*
>
> *For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)	5	10	15	20	20
In the co-op/experiential learning stream (if applicable)	N/A				
For co-op options: projected number of international students enrolled in the co-op stream	N/A				

Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	No projected transfers, so the intake will remain 5.

Annual projected student intake into the first year of the co-op/experiential learning version of the program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*	Not applicable to our program.

B.4.3 Collaborative Program (QAF section 1.6)

If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.

Not applicable

B.4.4 Societal Need (MTCU section 6)

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

Provincial and national government resources, including:
1. Human Resources and Skills Development Canada (HRSDC)
2. Ontario Job Futures
3. Statistics Canada
4. Working in Canada.

Because of the innovative nature of this program there is no comparable program in Canada, and demand for the expertise and credentials this program offers can best be recognized indirectly. To provide that evidence, we contacted specific professionals and professional associations in law, human resources, and critical thinking education, and reviewed recent academic and private industry studies of the contemporary labour market. *(cf. links and citations for further evidence).* We expect students to come from a variety of disciplines and backgrounds, and that prior expertise will define employment opportunities suitable for each one. In each case, however, graduates will possess a battery of transferrable skills that are applicable to specific job markets at both national and provincial levels. Together, this evidence suggests that the program's graduates will find rewarding work in fields ranging from information technology through human resources, and in fields related to law and public policy.

Findings

General societal need:

The Windsor doctorate in Argumentation Studies will provide both "soft skills" and "hard skills" – or technical understanding – concerning how those soft skills operate. Soft skills apply across industries, and tend to be defined by communication, understanding emotion, and social awareness (Andrews & Higson 2008; Banciono and Zevalkink 2007; Caudron 1999; Crosbie 2005; Grugulis & Vincent 2009; Heckman & Kautz 2012; Schulz 2008), all skills that this program develops. Soft skills have become more demanded by employers, but they operate most valuably when employees also have hard skills that can be reliably evaluated and recognized, which one can do with argument analysis and evaluation (Grugulis and Vincent 2009). As a place where hard and soft skills meet, graduate Argumentation Studies provides an exceptional way in which education can provide employees with that valuable combination of skill types.

Communication and social skills play a key role in the creative competencies emphasized by Ontario's Quality Council (Lennon 2010, 11), and a report from the Canadian Council of Chief Executives pleas for education in soft skills to provide for flexible and resilient employees: "A fast-moving and unpredictable job market is likely to give a growing head-start to job-seekers who have paid less attention to skills tied to a specific occupation than to broad

"competencies" applicable to a wide range of jobs and even an entire career." (Simon 2013, 16) The techniques and strategies of argumentation that students will learn in this program may be more relevant to a range of working and social environments than the classic creative areas of art, design, and entertainment. People everywhere argue, and so the most general and "softest" skills may lie in the verbal development of ideas and interpersonal persuasion of argumentation. Plus, robust work in visual and multi-modal argumentation – in which this program has unique strength in the world – and the program's interdisciplinary foundation connect it with more traditionally taught and specific creative practices.

Other types of education -- *i.e*. in the traditional humanities disciplines – also promise soft skills, but they tend to be difficult to evaluate and to teach, and they also tend to be best learned from on-the-job training. By contrast, meta-analysis of critical thinking research indicates that education in argumentation practices, techniques, and evaluation provides *exceptional* advancement of a person's general critical thinking skills (Allen et al., 1999). Argument analysis provides a technical skill that can be measured and evaluated, and so a "hard skill."

Critical thinking and problem-solving provide the greatest gaps in applied skills, at 40% – higher than professionalism/work ethic (38%), leadership (34%) and written communications (27%) – according to a recent study by the Society for Human Resource Management (Mulvey 2014). Grove Critical Thinking[1] reported to us that "understanding how argumentation works is crucial to high level critical thinking that employers now demand. It's central to sales and strategic planning, decision-making, and negotiation." Employers need people who are not only persuasive but who also understand "the distinction between mere persuasion and persuasion *for good reasons*. Argumentation is a core skill that supports all forms of critical thinking and effective communication. When training in argumentation is combined with a background in rhetoric, principles of communication, and the psychology of belief and judgment, the result is a powerful toolset that enhances the contribution that an employee can make… in external relations, government relations, as public information specialists, lobbyists, communication directors, media specialists publicity, public relations, and so on." This we learned from the Director of The Critical Thinking Academy.[2] The claims of the critical thinking business consultants at Grove and CTA receive robust confirmation from the SHRM study, indicating the following fields to be in particular need of critical thinking skills: health care and social assistance (54% of respondents indicated this skills gap); accommodation and food services (45%); finance, insurance, real estate, rentals and leasing (42%); government agencies (40%); manufacturing (40%); professional, scientific and technical services (39%).[3] Except for manufacturing, all of these job markets are expected to be *above average* by the Ontario Ministry of Training, Colleges and Universities (2013b).

Argumentation Studies, with its focus on the development and expression of reasoning skills, construction of quality arguments, and strong rhetorical skills, undergirds and/or enhances each of the occupations discussed above and their corresponding skill sets. It provides a distinct set of technical, or "hard" skills" that is highly transferable. Technical expertise about communication, understanding, and social awareness comes in the form of the ability to consider different functions of argumentation, in different contexts, and how the goals of argumentation may be better addressed. Argumentation Studies provides both a supplement to other core educational experiences and a subject of value in itself.

At the national level:

The diversity of the program's areas of study and its interdisciplinarity account for the numerous marketable and transferable skills it provides. They include (but are not limited to) the following "skills and knowledge" outlined in the Government of Canada's "Working in Canada" website: negotiating and adjudicating (reflected in Douglas Walton's widely-recognized work in negotiation dialogues), interviewing (emphasized in the work of Australian argumentation theorist Tim van Gelder and his professional consulting company:

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[1] Dr. David Laverty, Toronto.
[2] Dr. Kevin delaPlante, Iowa State.
[3] Grove Critical Thinking's 2014 survey received the greatest interest from businesses in technology, consulting, and healthcare.

http://www.austhinkconsulting.com/); and professional communicating generally. Beyond this, law and government both rely on the skills of proficient reasoners and our graduates will flourish in such environments. Under the general heading of 'Management', there are transferrable skills in the areas of strategic planning and organizational development.

Graduates in Argumentation Studies, with their background in theories of argumentation, decision-making, and negotiating disagreement, will be prepared for careers as Human Resources Managers, Managers in Public Administration (e.g. Social Policy Development), Lawyers, Policy and Program Officers, Researchers and Consultants, Social Policy Researchers, and University Professors. To determine job futures at the national level we consulted the Canadian Occupational Projection System. Over the period of 2011-2020 COPS expects the majority of those occupations will be in excess demand due to a shortage of (skilled/educated) workers. Where there is no shortage of workers or where there is even excess demand, in order to retain employment experienced workers may need to return for advanced study to increase their skills. Furthermore, in the case of university professors where there is excess supply (a surplus of workers) as opposed to excess demand, it is noted that certain fields of study may still see shortages.

The involvement of the Windsor Law in this program strengthens the general potential for graduates to pursue careers in legal fields and policy. Trained lawyers with aims beyond regular law practice, including in the academy, will find a doctorate in argumentation useful. Associate Dean of Windsor Law, Reem Bahdi, explains:

> Critical thinking and problem-solving in law are often cited as the most important skills that a lawyer can possess. For example, lawyers who litigate or negotiate cases rely on critical thinking skills to craft winning arguments and/or know when to settle. Judges need to think critically if they are to untangle the arguments that come before them and make a just and fair judgment. In the same vein, problem-solving proves a necessary skill for lawyers who take on mediation as their chosen form of dispute resolution. … The importance of problem-solving as a skill will only increase as mandatory mediation is fast becoming a mandatory feature of the Canadian dispute resolution landscape. Ontario, for example, has long had a mediation requirement in human rights cases. Judges are also required to hold mediation conferences with parties in a dispute. Critical thinking and problem-solving are such important skills that the Federation of Law Societies has required all common law schools across Canada to report annually about how they teach these skills to students. While law schools do teach critical thinking and problem-solving across the curriculum, there are individuals such as judges or aspiring judges who would nonetheless want to pursue a deeper and more formal understanding of what these skills require and how they can be cultivated.

The BC Counsel for the Department of Justice advised us that they would view graduate training in argumentation as equivalent to graduate training in law. Bahdi and Windsor Law's Dean, Camille Cameron, explain that law schools increasingly require new faculty members to hold a doctorate, and especially value interdisciplinary training. In that way, the Argumentation Studies doctorate will set graduates apart from scholars with only legal education.

The doctorate in Argumentation Studies will also provide skills for people to work *alongside* lawyers in policy development and strategic planning, in both private and public sectors. These arenas demand "high levels of skill in communication, persuasion, and evidence evaluation that graduate studies in argumentation would aid," advises Hon. Susan Whelan.[4] "It's not enough to know the law," she says; "you need to know how to convey information in a convincing manner." In many areas of the world, such as the Middle East, Bahdi advises, "law is not a highly valued discipline but more of a technical trade" that rests significantly on general expertise in argumentation. One professional mediator[5] whose doctoral research at York University was on argumentation suggests the importance of expertise in argumentation for the investigative work of government agencies, managing complaints, negotiation, arbitration, advocacy, and most generally for human resources. A Senior Human Resources Advisor[6] for the

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[4] Former Canadian Member of Parliament and current Justice of the Peace, LLB, LLM.
[5] Dr. Linda Carozza, York University.
[6] Jennifer Hundleby-Anthony, Human Resources, Canada Food and Health Inspection Agency, Guelph.

Government of Canada told us "we are always looking for people with alternative dispute resolution skills and conflict and mediation practices."

The following legal and advocacy organizations indicated to us that they might employ a person because of doctoral training in Argumentation Studies: Animal Justice Canada, Burns Entertainment & Sports Marketing, Inc., Association in Defense of the Wrongly Convicted (Toronto), BABSEA Community Legal Education, Bell Law, Beyond Borders, BC Civil Liberties Association, BC Ministry of Justice – Legal Services Branch, BC Public Interest Advocacy Centre, the Canadian Constitution Foundation, Department of Justice (BC Region), International Bar Association, Law Commission of Ontario, Law School Admission Council, Lawyers Without Borders, Municipality of Chatham-Kent, Share the Road, Ontario Ministry of the Attorney General — Court Services, Ontario Ministry of Community Safety & Correctional Services, and Pathways to Potential. The Associate General Counsel of the Toronto Transit Commission repeated what we heard from a few law professors: "Not only do I see this as a valuable post-graduate area of study, it is something I would have pursued myself had it been offered in the past."[7]

At the provincial level:

Employment Ontario (via Ontario Job Futures), rates the employment prospects for the majority of abovementioned jobs as "good" (cf., for example, Human Resources Managers, Specialists in Human Resources) and show demands in these markets to be congruent with trends at the national level.

Although MTCU does not track jobs in policy development, strategic planning, or advocacy, they expect *average* job prospects for lawyers through 2017, indicating steady employment in these sorts of fields. More encouragingly, MTCU (2013b) expects demand for skills in human resources to remain *above average* in the foreseeable future.

Notably among the service-producing industries that make up almost 80% of the workforce and continue to grow (MTCU 2013a), jobs in information technology demand good understanding of communication and social contexts alongside computer science and engineering (Cukier, Shortt & Devine 2002). Graduate students from computer science at the University of Dundee where argumentation is a central component of the training tend to proceed to jobs in technology management, as well as academia, and MTCU (2013b) expects job prospects in this industry to continue to be *above average* at least through 2017.

• *comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.*	___Yes	__X_No, explain below
• *comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.*	_X_Yes	___ No, explain below
• *review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?*	___Yes	__X_ No, explain below
• *statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?*	___Yes	__X_ No, explain below
If yes, append letters, survey or statistics to proposal. Letters are attached. **Appendix C**		
If no, explain: Since no such program currently exists in Canada, it is difficult to solicit letters about the program. However, our		

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[7] Karen McGuire

survey of market demand does cover part of the requirement. And, again, since there is no comparable program in Canada, there is no possibility of students leaving the province in pursuit of it. However, we do have a Windsor student pursuing a Ph.D. in argumentation in the Lisbon program, and we sent a Windsor graduate student on a SSHRC-funded visit to the Amsterdam program four years ago. Two current members of the Windsor cohort of faculty (Tindale and Walton) have taught in the Lugano Ph.D. program in 2011 and 2012. Tindale taught in the Ph.D. program in the Institute of Logic and Cognition at Sun Yat-sen University Guangzhou, China in May 2012, and holds an appointment there through 2015.

Describe the tools and methodology used to assess societal need.

Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in,
societal need for graduates of the new program

The tools and methodology used to assess societal need for the Ph.D. in Argumentation Studies was conducted in accordance with the resources provided in Appendix C: *Information Resources for Determining Market Demand and Societal Need for a Proposed New Program or Major Change to an Existing Program*. We compiled data on the national level by documenting the anticipated duration of economic trends for graduates in Argumentation Studies while sourcing corresponding economic and socio-cultural data therein using the Canadian Occupational Projection System (COPS) and Human Resources and Skills Development Canada - Reference Scenario 2011; adapted from Statistics Canada, special tabulation, unpublished data, Labour Force Survey, 2011. By employing COPS, we were able to chart occupational trends [in the jobs used to determine market demand] from the years 2000-2020 in the following areas:

University Professors

Academic workers will continue to be in demand. As societal demands become more diversified and knowledge industries develop, the importance of graduates from interdisciplinary programs will become more evident. Traditional disciplines often lack the transferable skills that future academics will need to posses and communicate to others.

Job Openings

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Social Policy Researchers

(Cf. link for further qualitative evidence corresponding to the tables below)

Employment Level

Expansion Demand

Social policy argumentation focuses on the reasoning used by participants in the decision-making that results in policy recommendations. This involves both case studies on specific issues (like the development of policy around stem-cell research, for example) and more general considerations of what counts as relevant considerations and how public audiences respond to arguments. Thus, the demonstrated need for people in the related fields of Social Policy is significant for the potential placement of graduates from our program.

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PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Human Resources Managers
(Cf. link for further qualitative evidence as it corresponds to the tables below*)

Employment Level
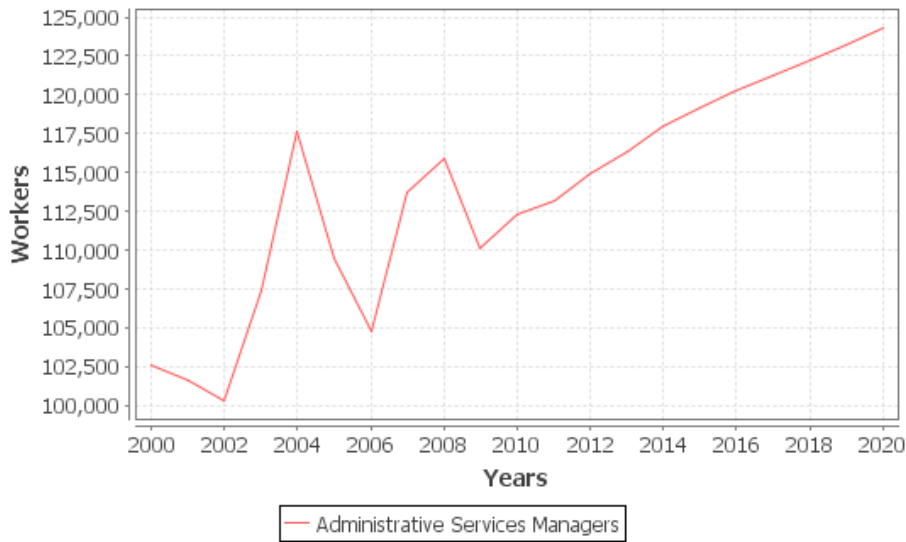
Expansion Demand

Human resource managers with advanced critical thinking skills and the ability to appreciate how others reason and respond to reasoning will continue to be in demand in the job market. Our program will provide opportunities for research projects directly relevant to the development of the necessary skills to perform well in this area.

PROGRAM DEVELOPMENT COMMITTEE
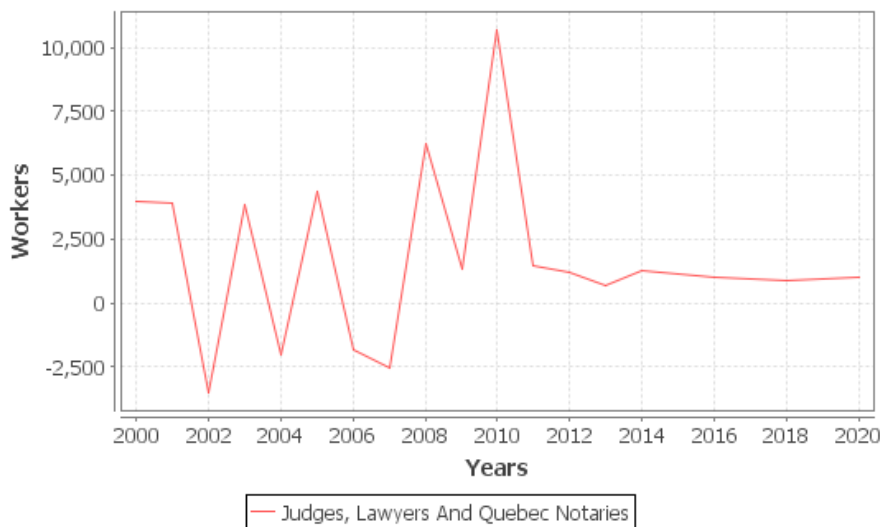# PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Job Openings
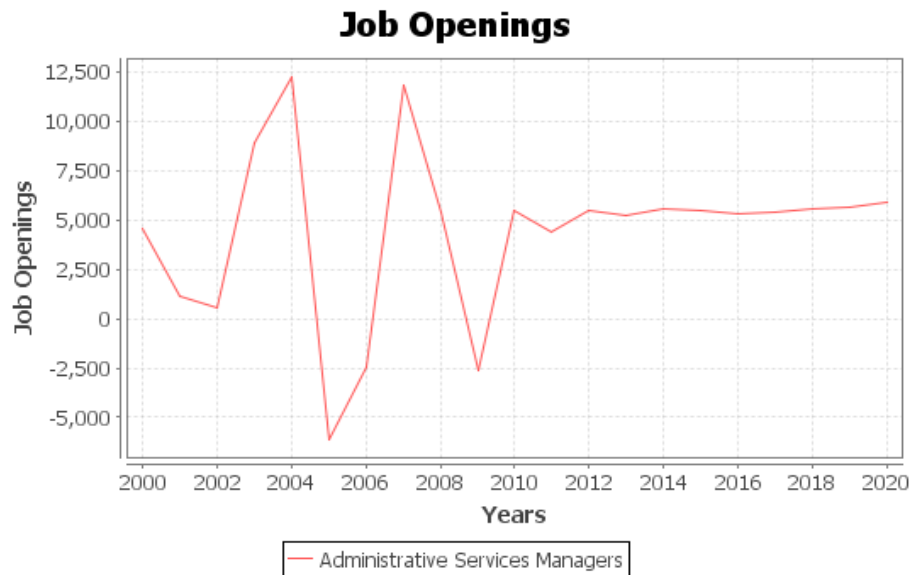
Lawyers
(Cf. link for further qualitative evidence as it corresponds to the tables below)

Employment Level

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Expansion Demand

There will continue to be a strong market demand for people in the legal profession. Our program offers opportunities for students with basic law degrees to develop their understanding of legal reasoning and focus on aspects of related argumentation central to succeeding well in this competitive field.

B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

There are no comparable interdisciplinary programs in argumentation in Ontario. The closest we might come are the Ph.D. programs in philosophy at McMaster and York, where there are currently argumentation theorists on staff. But the opportunities there are limited in relation to the range of what Windsor can offer, and restricted to students with a background in philosophy. The proposed program draws on students with wider disciplinary backgrounds such as English (with an emphasis on rhetoric), Psychology (with an emphasis on reasoning), and Law (with an interest in dimensions of evidence)

If the proposed program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs

The proposed program will be the first of its kind in the system.

B.5 RESOURCES

B.5.1 Resources Available

B.5.1.1   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 the proposed program.

Faculty resources are listed below. Beyond the current Fellows of the Centre for Research in Reasoning, Argumentation and Rhetoric (CRRAR), who are all involved, there are eight other faculty interested in participating and with expertise relevant to the different research focus areas. This provides a mix of faculty whose research has

been central to the development of the field and others who are joining the field and whose research is starting to be recognized. Such a combination is intended to ensure the continuity of the program as younger faculty members develop their levels of expertise and international reputation. They are also helping to attract other faculty members who have expressed an interest in joining the program once there is room for them.

The program will be administered by Inter-Faculty Programs acting as the AAU.
IFP's assistant, supported in turn by CRRAR's Administrative Assistant, will provide administrative support. Currently the CRRAR assistant is a part-time position and is projected to remain so, paid for out of our annual operating budget from the university. Her current responsibilities for the journal will shift to the grad student intern (under the terms of our SSHRC journal grant) thus freeing up time for this program.

[the following table is replaced with the table provided in the Addendum, paragraph 2, p.37]

B.5.1.1a

FACULTY TABLE			
Faculty Name & Rank (alphabetical)	**Graduate Faculty member?**	**Program Affiliation**	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		*Existing program(s) in the AAU*	*Proposed program*
N/A			
Category 2: Tenure-track Professors teaching exclusively in this AAU			
n/a			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Boulos, Pierre	X	IFP; CRRAR, Academic Ancillary Staff, Department of Philosophy	Involved in the following focus areas: Argumentation and Computation; Scientific Argumentation; Informal Logic (Methods and History).
Potter, Michael		Learning Specialist, Centre for Teaching and Learning	Involved in the following focus areas: Visual and Multimodal Argumentation; Argumentation and Computation; Scientific Argumentation; Emotion and Reason.
Category 4: Limited-term Appointments teaching exclusively in this AAU			
n/a			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in			

addition to being a member of this AAU			
Buchanan, Lori	X	IFP; Professor, Department of Psychology	Involved in the following focus areas: Visual and Multimodal Argumentation Argumentation and Computation; Scientific Argumentation; Emotion and Reason.
Cameron, Camille (Rose)		IFP Dean, Law	Involved in the following focus areas: Legal Reasoning; Emotion and Reason.
Collet-Najem, Tanya	X	IFP; Associate Professor, Languages, Literature, and Cultures.	Involved in following focus areas: Rhetoric; Feminism and Argumentation.
Collier, Cheryl	X	IFP; Assistant Professor, Political Science	Involved in the following focus areas: Feminism and Argumentation; Emotion and Reason.
Darroch, Michael	X	IFP; Assistant Professor, Visual Arts	Involved in the following focus areas: Visual and Multimodal Argumentation; Rhetoric.
Engle, Karen	X	IFP; Assistant Professor, Visual Arts	Involved in the following focus areas: Visual and Multimodal Argumentation; Emotion and Reason.
Groarke, Leo	X	IFP; CRRAR, Professor, Department of Philosophy	Involved in the following focus areas: Visual and Multimodal Argumentation; Legal Reasoning Informal Logic (Methods and History).
Guarini, Marcello	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following focus areas: Argumentation and Computation; Legal Reasoning; Scientific Argumentation.
Hansen, Hans	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following focus areas: Argumentation and Computation; Informal Logic (Methods and History).

Hundleby, Catherine;	X	IFP; CRRAR; Associate Professor, Department of Philosophy	Involved in the following focus areas: Visual and Multimodal Argumentation; Feminism and Argumentation; Scientific Argumentation ; Emotion and Reason.
Jacobs, Dale	X	IFP; CRRAR; Associate Professor, English	Involved in the following focus areas: Visual and Multimodal Argumentation; Rhetoric.
Pender, Stephen	X	IFP; CRRAR; Associate Professor, English	Involved in following focus areas: Rhetoric; Emotion and Reason;
Rossini, Antonio	X	IFP Associate Professor, Languages, Literatures, and Cultures.	Involved in the following focus areas: Rhetoric; Emotion and Reason.
Tindale, Christopher	X	IFP; CRRAR director; Professor, Department of Philosophy	Involved in the following focus areas: Rhetoric, Informal logic, emotion and Reason, Visual argumentation.
Walton, Douglas	X	Assumption Chair of Argumentation; Senior Fellow, CRRAR	Involved in the following focus areas: argumentation and computation; legal reasoning; informal logic (methods and history)
Category 7: Others			
Blair, J. Anthony	X	Emeritus; Senior Fellow, CRRAR	Involved in the following focus areas: informal logic (methods and history); Visual and Multimodal Argumentation
Johnson, Ralph H.	X	Emeritus; Senior Fellow, CRRAR	Involved in the following focus areas: informal logic (methods and history); Scientific Argumentation
Pinto, Robert C.	X	Emeritus; Senior Fellow, CRRAR	Involved in the following focus areas: informal logic (methods and history); Argumentation and Computation;

IFP: Inter-faculty Programs

CRRAR: Centre for Research in Reasoning, Argumentation and Rhetoric

B.5.1.1b

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research

> *or professional/clinical expertise needed to:*
> - *sustain the program*
> - *promote innovation, and*
> - *foster an appropriate intellectual climate.*
>
> *Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.*
> *Faculty CVs should be provided in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils.*
>
> *[Note: CVs are not required for undergraduate diploma or certificate proposals.]*

The faculty comprises a planned mix of leaders in the field with international reputations and junior scholars developing their reputations or beginning to work in the area. Hence, the future sustainability is provided for. As the attached curricula vitae of all members indicate, our research is innovative and current. Some of the work of the senior scholars sets research agendas for other scholars around the world. Note also that the curricula vitae only reflect recent years of activity. This period does not allow the inclusion of many of the books and papers written by members of the program, many of whom have been highly influential in the field and established the central positions in the field. To mention just a few of the above research focus areas : Argumentation and Computation would be led by Douglas Walton and Marcello Guarini, two highly regarded figures in this area, and in Walton's case the author of 50 books and with an outstanding international reputation. Visual Argumentation would be led by Michael Darroch, an emerging contributor to the area. Informal Logic would be led by Ralph Johnson, Tony Blair, and Hans Hansen, the people whose names come most readily to mind wherever this approach is mentioned. Their publications have set the research agenda in the field. Rhetoric will be led by Christopher Tindale, whose books are the key texts in rhetorical argumentation. For more details on Faculty please refer to Appendix with Faculty CVs.

B.5.1.1c

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

Douglas Walton, formerly our Chair in Argumentation and now Senior Research Fellow, will be a co-Director of the program in its early stages. As probably the leading theorist in the world today, and the person whose work has stimulated the research agendas of so many across the world, he is the key person attracting students here, and he is involved in many of the research focus areas.

B.5.1.1d

> ***For graduate programs***: *Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision.*

Supervisory loads will depend on the interests of students admitted, but we will control admissions so that the incoming students are distributed among the research focus areas. In each intake no area will take more than one student; and no supervisor will carry more than two students (at different stages of their program) at any time. This is a strict upper limit from which we will not deviate to ensure that no member carries an inordinate load. Given the small intake of students and the substantial number of faculty currently interested in participating as well as the connections between faculty research programs and the students' focus area, the supervision will not be onerous. Thus, we should have no difficulty sustaining the program.

[the following paragraph is replaced with the paragraph provided in the Addendum, paragraph 3, p.39]:
The principal person in each supervisory team will serve as the supervisor of the student's work; other members of the research focus area will make up the rest of the committee and advise the student. Each supervisor will be a theorist with an international reputation: Guarini (scientific reasoning; argumentation and computing); Hansen (Informal Logic); Hundleby (Feminism and argumentation; and scientific reasoning); Tindale (Rhetoric; and visual and

multimodal argumentation); Walton (Legal Reasoning; computation and argumentation); and so forth. All supervisors will be members of the Graduate Faculty. Associated faculty who are not members of the Graduate Faculty will contribute their expertise to the research focus areas but will not supervise (currently, only Mr. Potter falls into this category).

B.5.1.1e

> ***For graduate programs****: Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

It is expected that international students will enter the program with full funding from their host country (those currently expressing an interest, like several South American and Chinese students, have full support from their respective countries). Dr. Martha Lee, Assistant Provost of Inter-Faculty Programs, which is the AAU under which we will be housed, has committed GA's from IFP courses for this program (assistants will be assigned to the undergraduate programs within IFP). Students entering with high academic averages will also be eligible for graduate scholarships. The third source of support will be from research grants. This includes the ongoing SSHRC grant for the journal, *Informal Logic*, and the research grants of individual faculty members. There is never a guarantee of future grant success, but several of our members have a good track record here. We would expect to support at least one domestic student from each year through this source.

Each student will be normally provided a total funding package of $20,000 from among graduate assistantship, scholarships, research assistantships, and other sources of funding that students may bring with them.

Members of the faculty continue to apply for funding grants to support their research and provide financial support for students. Dr. Walton currently has a grant for over $300,000. We have no reason to believe his very strong success record at acquiring grants will not continue beyond his current grant. Similarly, Dr. Darroch has a SHHRC Insight grant for $183,564. Other members have grant applications pending. For example, Dr. Buchanan is preparing a SSHRC partnership grant that should provide $90,000 to her lab for 5 years. Dr. Tindale has an application for a SSHRC Insight Development grant ($75,000) pending. And Dr. Guarini has submitted a SSHRC Insight grant application with a request of $61,376, most of which is to support student researchers.

We expect that with implementation of our PhD program and the presence of doctoral students, our ability to develop successful grant applications will be strengthened.

B.5.1.1f Other Available Resources

> *Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*
> * *staff support, library, teaching and learning support, student support services,*
> * *space,*
> * *equipment,*
> * *facilities*
> * *GA/TA*

Given the University's history in the development of the interdisciplinary field, we have good library holdings. We also have access to all the major journals through electronic suppliers. Detailed reports from the Leddy Library and the Paul Martin Law Library are attached, Appendix D.

CRRAR has recently increased its space in a move from Parker House to the 3rd floor of Essex Hall, where we have office equipment for five+ offices and conference room furniture. Incoming graduate students will share offices in Essex Hall. This space is now available and can be upgraded (fresh paint, and so forth) as required. There is the additional possibility that IFP will move into larger space as other departments move to the downtown campus, and that this will allow further room for our program.

B.5.1.2   Resource Implications for Other Campus Units (MTCU sections 3 and 4)

> *Describe the proposed program's reliance on existing resources from <u>other</u> campus units , including for example:*
> - *existing courses,*
> - *equipment or facilities outside the proposer's control,*
> - *external resources requiring maintenance or upgrading using external resources*
> *Provide relevant details.*

Students entering the program may be assigned to take relevant courses depending on their background and proposed research projects. Normally, no student would be admitted who requires an excessive amount of qualifying work, with an upper limit of three courses. In all cases, the qualifying work will be done at the graduate level. This could affect the viability of some research areas, but it is difficult to foresee. Since each student's program will be designed with respect to her or his background and interests, it is unlikely that any courses offered by other programs would have more than one of our students enrolled, thus the impact on other units would be minimal. There is no course from another unit that our students will be required to take.

The two required courses would be the new courses, *History and Theories of Argumentation* and *Advanced Studies in Argumentation*, which are designed to ensure that all students graduate with a similar foundation in the history and methods of the field and some of its innovative research. If students enrol in graduate courses at the Master's level (specified as such), we will follow current practice at the University of Windsor of providing that the work in these courses is supplemented to ensure that the student does work at the doctoral level. We will have shared access to conference rooms in the revamped Essex Hall. Otherwise, no additional equipment or facilities are required.

Students will not be signed into courses in which there is not capacity; control of that will remain with the course instructors and their home departments. The most likely area in which students are likely to require extra training not provided by the core curriculum is qualitative social science methodology. Several departments across campus have indicated that they generally have room in such courses for more students. Students from the Argumentation Studies doctorate who have the appropriate background training will be welcome in graduate courses offered by the following departments:

a) *Communication, Media & Film*: e.g., (40-501) Critical Theories of Communication; (40-502) Graduate Research Methods; (40-512) Communication and Social Movements; (40-513) History of Communication Thought and Technology; (40-514) Political Economy of Communication

b) *English Language, Literature & Creative Writing:* e.g., (26-505) The English Language and Linguistics; (26-585) Literary Genres: Criticism/Cultural Studies; various historical topics.

c) *History:* e.g., (43-504) Research Methods; (43-507) Studies in the History of Women and Gender; (43-508) Studies in the History of the Book and the Culture of the Written Word

d) *Philosophy:* e.g., (34-550) Problems in Mind or Knowledge; (34-526) Legal Philosophy; (34-530) Topics in Gender and Sexuality

e) *Political Science:* e.g., (45-521) Canadian Public Policy; (45-555) Political Economy, Mass Media and Democracy; (45-567) Islamic Political Thought

f) *Psychology:* e.g., (46-502) Applied Metacognition; (46-517) Qualitative Methods; (46-560) Theory and Research in Social Psychology

g) *Social Work:* e.g., (47-740) Qualitative methods in Social Work research; (47-743) Quantitative methods in Social Work research

h) *Sociology* (pending council confirmation when they next convene): (48-606) Qualitative Methodology; (48-616) Qualitative Research Design

i) *Education & Academic Development*: e.g. (80-527) Research in Education; (80-530) Qualitative Methods in Educational Research; (80-539) Second Language Teaching: Theories and Applications; (80-540) Language, Culture, and Society

B.5.1.3   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 proposed program.*

No additional faculty resources are required. Additional space is being provided in the move to the 3rd floor of Essex Hall. As noted in **B.5.1.1e** above, where necessary students will be supported by fellows' research grants as well as GA's for IFP courses.

B.5.1.4   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 preparing this proposal.

This is a new proposal prepared by an area that currently does not exist as a unit. It would amount to less of a reallocation and more of an innovative expansion as part of the university's move to encourage interdisciplinary programs and to see a growth in Inter-Faculty Programs.

B.5.1.5   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 run the proposed program.*

Faculty: As noted earlier, no new faculty resources are required, and the future faculty complement will be drawn from interested University of Windsor faculty. New Windsor faculty (from the present complement) will take the place of those who are currently developing their expertise, who will in time replace those who retire.

Staff: None, beyond the support of the assistant for Inter-Faculty Programs and the assistant for CRRAR, both mentioned earlier.

GA/TAs: Required GAs to support the program are committed from Inter-Faculty Programs, as mentioned previously in section B 5.1.1e. Students will be assigned to the undergraduate programs that are part of IFP.

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to run the proposed program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: None
Teaching and Learning Support: None
Student Support Services: None
Space and Facilities: We have facilities on the 3rd floor of Essex Hall. Currently, there is enough space there to accommodate an expansion as each cohort of students comes in. Students would share office space. There is a small seminar room in the new space that should be sufficient for teaching the core seminar. With the expansion of space allotted to IFP as other programs move downtown, there is the possibility of additional space becoming available to our program.
Equipment (and Maintenance): As the program grows (to its maximum) we will require additional office equipment (desks and chairs).

C. Program Details

C.1 Program Description

Provide a brief program description (2-3 sentences) for possible use in recruitment initiatives.

Brief:
Argumentation can be described as the means of how people reason collaboratively or competitively on any topic where information, knowledge, or claims conflict or are inconsistent. Argumentation Studies is an interdisciplinary

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subject, with relevance to linguistics, computational linguistics, formal logic, computational semantics, and abstract argumentation, as well as application in artificial intelligence, law, and policy.

General:

The program will be thesis based with two core seminar courses devoted to the research of students and faculty. Depending on the proposed research of the student, a methodology course may also be required. Progress in the program will be reviewed annually by a committee comprised of the student's Advisory Committee and chaired by the student's supervisor. Students will be expected to have maintained a 77% average in the core seminars and any additional courses assigned by their committees (up to a limit of three courses, as noted earlier), and subsequently to show satisfactory progress on their research. Failure to maintain satisfactory progress in the program may result in the student being required to withdraw.

C.2 Admission Requirements (QAF section 2.1.2)

> *Describe*
> - *program-specific admission requirements, selection criteria, credit transfer, arrangements for exemptions or special entry, and alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

Students applying to the program will specify which research area they wish to focus on, or detail a project that can be assigned to one of the research focus areas. This interest should be communicated in a personal statement provided as part of the application by each student. The members of that research area will give advice to the program's steering committee of the student's suitability with respect to their background and their intended research. This decision will be based on the statement, their CV, and letters of reference. Given the interdisciplinary nature of the program, we would not expect a common background, so decisions will be made on the basis of past performance and letters of reference. Students will also be expected to have achieved a Master's degree (or equivalent professional experience) with an 80% or higher standing. Appropriate Master's programs for admission would include English or Communication Studies (with an emphasis on rhetoric), Rhetoric (with an emphasis on rhetorical theory or debate), Psychology (with an emphasis on reasoning or bias), Computer Science (with an emphasis on modelling artificial intelligence), Law (with an interest in dimensions of evidence), Political Science (with an emphasis on conflict resolution or political reasoning), Philosophy (with an emphasis on informal logic), Linguistics (with an emphasis on discourse analysis), or Women's Studies (with an emphasis on gender bias and reasoning).

Equivalent professional experience will be assessed in terms of its relevance to Argumentation Studies and presence of background knowledge required for success on the planned project. We will be flexible, given the different backgrounds from which students may come. But all admitted students must show evidence in their application that they have the requisite requirements for success in the program in terms of both their past education and having experience in a profession (such as law or policy analysis) that uses principles and methods characteristic of our subject matter. The student's Advisory Committee will be drawn from the research focus area with which he or she is associated with on admission.

The supervisory committee will determine the number of qualifying graduate courses (if any, to a maximum of three) and students will be informed of these requirements as part of their offer of admission, as is standard Graduate Studies practice.

> *Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes established for completion of the program.*

A strong past academic performance will be taken as the clearest indicator that an individual can complete the program successfully. Given the interdisciplinary nature of the program and the variety of academic backgrounds from which students will be drawn, the program steering committee will also carefully review each student's

records to assess whether they have the appropriate courses for success in the program. In the case of students entering with "equivalent professional experience," careful attention will be paid to accompanying letters of reference, to the statement the student provides, and to the nature and extent of experience they have acquired.

C.3   Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Within the first term of the student's registration, his/her Advisory Committee will be formed except for the external examiner, who will be appointed during the final year of a student's study and research (unless the student's Advisory Committee wishes to bring the external in at the proposal stage). The Advisory Committee will be chosen in the manner detailed in Section "PhD Program Requirements" of the University of Windsor's Graduate Calendar and consist of the following members as a minimum: an independent examiner external to the university (chosen at the time of the proposal or prior to the final defence), one member from the university faculty but outside of the Argumentation Studies Graduate Program, and three Argumentation Studies Graduate Program members, drawn from the appropriate research focus area. The external examiner must be a Full or Associate Professor with expertise in the area being examined and a proven research record. He/she must be impartial to both the student's supervisor and the student. The Dean of the Faculty of Graduate Studies will choose the external examiner on the recommendation of the Argumentation Studies Graduate Program Steering Committee. The external examiner will normally attend the defence and submit a written report on the dissertation to the Dean of Graduate Studies. The final oral defence will be chaired by a designate of the Dean of Graduate Studies.

In order to complete the program:

Degree Requirements:
14-79-500. History and Theories of Argumentation
14-79-501. Advanced Studies in Argumentation
14-79-798. Dissertation (Preparation and defence of a Research Proposal and preparation and defence of an original dissertation . Course to be developed)
plus any qualifying courses identified by the supervisory committee to a maximum of three.

Students must successfully complete *History of Theories of Argumentation* and *Advanced Studies in Argumentation*. However, in order to progress from fall to winter students must have a 77% average. The courses will be led by the Directors of the program with full faculty involvement on a rotating basis. The courses will be graded in accordance with university standards. All Ph.D. students who have successfully completed the course with a minimum grade of 77% will be expected to attend the courses as auditors in a subsequent year of their program.

We will follow the common practice of graduate programs at the University of Windsor of having students successfully complete additional course work mandated by his or her Advisory Committee to eliminate perceived weaknesses in the student's background preparation or to increase awareness of other relevant disciplines. There will be an upper limit of three such courses required of any student. Provision will also be made for students to take advantage of any other relevant graduate courses that may arise from time to time in other programs, provided that doing so is not judged to jeopardize the student's core studies. Students will also register in a new dissertation course (14-79-798) *(to be developed)*

Students will successfully complete during the first two years of enrolment in the program, an oral qualifying exam, administered by the student's Advisory Committee. Students will be required to possess comprehensive knowledge of their area of research focus as well as any ancillary scholarship relevant to the dissertation topic (as determined

in advance by the Advisory Committee). It is in terms of ensuring success in this requirement that some students may be directed to take supplementary courses. Students will be evaluated on a satisfactory, unsatisfactory basis. Should a student be unsuccessful in the first attempt at the oral qualifying exam, they will be provided a detailed assessment by their committee and have the opportunity to take a second exam within six months. Students must be judged satisfactory on this background exam before completing their research proposal.

Recommended options (if any): n/a

Description of thesis option (if applicable):
Students must successfully complete and defend a Research Proposal. The dissertation proposal is submitted to and evaluated by the student's Advisory Committee, including the faculty member from another program. Students are evaluated on a pass, fail basis. They will be required to submit a Research Progress Report to the Advisory Committee annually and meet with the committee every six months to discuss progress and research plans.
Following this, students must complete an original research project reported in a dissertation. They must then defend the dissertation in a public lecture before the Advisory Committee, including external members.

Description of experiential learning components (if applicable): n/a
Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, *etc*.), if applicable: n/a
For Co-op components:
    Guidelines for co-op work term reports: n/a
    General length of co-op work term: n/a
Is the completion of the experiential learning/co-op component a requirement of the program? n/a

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

> ***Normal Duration for Completion:*** *provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.*

The normal duration will be four years. In the first year, the student will complete course requirements and prepare and defend a dissertation proposal. Research for the dissertation will be conducted in years two through four. In the event of an ABD that exceeds the normal four years, students will no longer be able to expect support from the program. Every effort will be made to avoid such situations. These timelines will be included in our literature and on the program web site.

> ***Program Research Requirements:*** *for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.*

Students received a general but advanced foundation in argumentation studies through the first year core seminar courses, which cover the background in terms of historical and contemporary theories of argumentation and advanced contemporary issues. Essays written and seminars delivered for these courses will enhance students' knowledge in aspects of the discipline unrelated to their specific research focuses and create possibilities for this wider appreciation to influence their dissertation work. Each student will then prepare to complete an Oral Qualifying Examination in the area of the field of argumentation studies in which their research focuses, the exam being designed by graduate faculty doing research in that area. A smaller group from that research area will provide a supervisory team, including a lead who will act as supervisor for the committee. These experts on research in the students area of focus will assess their progress, support, and guide them through the thesis proposal, the research process, and the defence; all this provides for students to create substantial original contributions to the field as is expected for a research doctorate.

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C.3.2 For All Program Proposals:
C.3.2.1 Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program*
>
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Students will be required to maintain a standing of 77% in all course work to continue in the program. They must also maintain satisfactory research reports.

C.3.2.2 Standing Required for Graduation

> *Minimum average requirement to graduate in the program*
>
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

Students will graduate after successful defence of a dissertation. A minimum average of 77% will be required to graduate.

C.3.2.3 Suggested Program Sequencing

> *Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.*
>
> *Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.*
>
> *For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

Year one: Completion of the Argumentation Studies Multidisciplinary Graduate Seminar courses; and completion of any course work required by the advisory committee. Successful completion of an oral background examination by the mid-point of year two.

Years two to four: preparation of a research proposal and preparation and defence of an original dissertation.

C.4 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

> *In the following table, provide the specific learning outcomes that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.*
>
> *A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*
>
> *Proposers are 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.*

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Program Learning Outcomes At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	Graduate Degree Level Expectation A graduate of a UWindsor graduate program will have the ability to demonstrate:
A. Describe the history and key theoretical perspectives of argumentation studies and the central principles of those perspectives like relevance, persuasion and critical doubt. Apply principles and methodologies, and describe in-depth one particular designated research focus area and topic in argumentation. Analyze and evaluate commonalities and distinctions among the different fields of argumentation studies, including the different criteria of acceptability and sufficiency of evidence.	A. the acquisition, application and integration of knowledge	A depth and breadth of knowledge in Argumentation Studies, including both the history of the field and the theoretical perspectives. Knowledge of research and scholarship in the field, and to have contributed to that research and scholarship. Achieved a level of application of knowledge to research questions in the field. An awareness of the limits of knowledge in the field and the questions that continue to be addressed ongoing inquiry.
B. Independently identify relevant literature and questions, pursue inquiries in argumentation studies and draw appropriate conclusions pertinent to the problem or issue on which he or she is engaged. Communicate their research findings and apply them to further questions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	Knowledge of the research and scholarship relevant to their project and the ability to work with that material. An ability to apply their research to a question of value in the field, the outcome of which will result in further knowledge. An awareness of how their research stands in relation to knowledge in the field and what further questions arise from it.
C. Appropriately apply a variety of critical thinking skills and concepts in real-life situations, research and communication, including but not necessarily limited to: • relevance (of material and reasons), • sufficiency (of evidence) and • judgment of acceptability of reasons	C. critical thinking and problem-solving skills	A depth and breadth of skills and concepts of critical thinking as these arise in and apply to Argumentation Studies. Problem-solving abilities through their research and engagement with the scholarly literature. An ability to apply problem-solving skills to a research question of importance in the field.

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Program Learning Outcomes At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	Graduate Degree Level Expectation A graduate of a UWindsor graduate program will have the ability to demonstrate:
		To develop these skills independently and in a professional manner that shows an appreciation of where and when they are appropriate.
D. Converse fluently in the literature, key figures and movements, and central ideas of argumentation studies. Apply and explain the central theoretical approaches of argumentation studies and their associated concepts.	D. literacy and numeracy skills	A comprehensive grasp of the salient ideas in the relevant literature, and communicate that understanding fluidly and clearly.
E. Express in writing and discussion an enhanced understanding of the role of argumentation in professional life and central virtues associated with argumentation studies, including but not necessarily limited to fair-mindedness, tolerance, and charitability	E. responsible behaviour to self, others and society	An understanding of the role that Argumentation Studies play in society in the development of personal qualities and the framing of questions of societal importance.
F. Communicate his or her research findings and apply them to further questions. Present his or her ideas clearly and effectively. Cogently and coherently argue orally, in writing, and/or visually.	F. interpersonal and communications skills	A strong appreciation of how ideas can be communicated through different media, and an ability to use speech, prose and images to communicate effectively.
G. Operate successfully as a member of research teams containing diverse perspectives, and make meaningful contributions toward the achievement of common agendas.	G. teamwork, and personal and group leadership skills	Understand the value of teamwork, of exploring ideas together and contributing to the work of others as well as benefiting from their insights. Being able to communicate ideas in ways that encourage collaboration.
H. Plan, organize and conduct original, major research projects. Make effective use of text and images for argumentation purposes.	H. creativity and aesthetic appreciation	Work with the literature in the field in creative ways that bring out new insights and throw a different light on standard issues. And do this in a reasonable fashion that acknowledges the limits to such creative work.

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Program Learning Outcomes At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	Graduate Degree Level Expectation A graduate of a UWindsor graduate program will have the ability to demonstrate:
I. Frame and pursue research questions in the area of argumentation studies.	I. the ability and desire for continuous learning	An ongoing appreciation of the value of the field and what its research questions can offer, both personally and for society.

C.4.1

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

Three aspects of the program will encourage these outcomes:

(i) The attachment to a research focus area and the work done by individuals there. In this area, students will make contributions to the research agenda of the field, working as a team member (Outcome G).

(ii) The presentation and defense of the proposal and final dissertation. Students will plan an original research project in Argumentation Studies (Outcomes B, H and I), and write a cogent and coherent thesis (Outcome E), the results of which are successfully communicated on paper and in an oral defense (Outcome F).

(iii) The central course seminar with its focus on central ideas and application in the field, will allow the student to demonstrate a breadth of understanding of Argumentation Studies, its history and main theoretical perspectives (Outcome A). Through written work for the course students will communicate advanced critical thinking skills (Outcome C) and converse fluently on the literature of the field (Outcome D) and demonstrate foundational knowledge (Outcome I).

C.4.2

For programs with an experiential learning or co-op component: *describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.*

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the intended program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

Principal modes of delivery are the graduate seminar and one-on-one interaction with supervisor of studies and members of the advisory committee. These will encourage both independent competence with the literature and questions of the field (Outcomes A and B) and contributions to group research (Outcome G).

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program/major program change.(For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	3 hours
Tutorials	

Practical experience	
Service or experiential learning	
Independent study	6.5 hours
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2 hours
Studying for tests/examinations	.5 hours
Other: *[specify]*	
Compare the student workload for this program with other similar programs in the AAU. No comparable program in the AAU	

D.   MONITORING AND EVALUATION (QAF section 2.1.6)

> *Describe and explain the appropriateness of, the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.*

The core program course will have presentation and written assignments commensurate with the Ph.D. level. Students will be assessed for their understanding of the literature, perspectives, and figures of the field through the core seminar (Outcomes A C, and D). The dissertation will require the clear expression, written and oral, of an independently developed research question (Outcomes B, C and E), and the research will be developed in the context of a research focus area (Outcome G). Individual students will be assessed by the advisory committee for their proposals on a pass/fail basis (Outcomes F, H, and I).

> *Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.*

Each student must submit a Research Progress Report to the Advisory Committee annually and have meetings with the committee every six months and on a regular basis with their advisor to discuss progress and research plans. Students will be monitored on their developing ability to frame and pursue research questions (Outcome I); their expressed understanding of one particular field within the general area of Argumentation Studies (Outcome A); and their fluency in the literature relevant to their project (Outcome D).

E.   EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5) - N/A

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APPENDIX - LIBRARY RESOURCES AND SERVICES

PhD Argumentation Studies
Library Resources and Services

Introduction
The Leddy Library serves as the main library for all disciplines at the University of Windsor, except for the Faculty of Law which is served by the Paul Martin Law Library. The Leddy Library houses a collection of 1,567,813 print volumes; 1,512,870 units of microform (microfilm and microfiche); 2,390 linear metres of manuscripts and archives; 5,210 audio items; and 6,504 items of film and video. The Library also provides access to 69,595 full-text online journals and 1,093,365 e-books. Library materials are selected on the basis of the needs of the curriculum as interpreted by faculty members and the liaison librarians responsible for respective subject areas. Librarians work with faculty to identify relevant library resources that are required for teaching and learning and also provide assistance with in-depth research needs.

Collections, Facilities & Services

Collections
The Leddy Library has built a repertoire of digital resources that provide access to a comprehensive array of full-text databases and journals, reference tools, and indexes across the social sciences and sciences. Leveraging of Library funding for digital resources has taken place through provincial (Ontario Council of University Libraries) and national (Canada Research Knowledge Network) consortial agreements resulting in a complement of resources comparable to other Ontario and Canadian institutions. Overall, funds devoted to digital acquisitions have increased significantly over the past 7 years from $1.9 million in 2003/04 to $3.2 million in 2012/13. Though the Library has faced cuts to its acquisitions budget each year of the past 5 years, it has remained committed to maintaining support for the breadth and depth of digital resources acquired to date and to continue to acquire new digital resources as can be managed within a more restrictive fiscal environment. As digital resources have grown, the Library has transitioned away from print based journals and books. Funding to acquire print journals, monographs and multi-media resources have decreased as digital collections have grown. In 2012/2013 allocations for these physical resources was just over $406,000.

Digital Resources: Students and Faculty have 24/7 networked access to a variety of electronic indexes, abstracts, databases, ebooks and ejournals. Some titles relevant to the proposed PhD programme include:

- **Communication and Mass Media Complete:** covers communication and mass media through the indexing of indexing and abstracts for more than 570 journals, and selected ("priority") coverage of nearly 200 more, for a combined coverage of more than 770 titles. Also includes full text for over 450 journals.

- **Alternative Press Index:** journal, newspaper, and magazine articles from over 300 international alternative, radical, and left periodicals. API covers theories and practices of socialism and revolution alongside Ecology, Democracy and Anarchism, Feminism and Organized Labor and, Indigenous Peoples and Gays/Lesbians.

- **Canadian Newsstand Complete:** the full text of 300 Canadian newspapers including The Windsor Star and The Globe and Mail. The database includes full access to the articles, columns, editorials and features published in each newspaper. Database content is updated daily following a seven-day embargo period.

- **Canadian Public Policy Collection:** over 19,000 monograph publications from Canadian public policy institutes, government agencies, advocacy groups, think-tanks, university research centres and other public interest groups.

- **Computer and Information Systems Abstracts**: literature on computers and software, including software engineering, artificial intelligence, mathematical modeling and computer simulation, Internet applications, e-

commerce, multimedia information systems, user interfaces and information systems in such applications as library science, health care and engineering.

- **Factiva**: more than 31,000 global news and information sources from 200 countries in 26 languages. Sources include The Wall Street Journal, The New York Times, and Le Monde. Contains more than 600 continuously updated newswires, thousands of business sources unavailable on the free Web and over 2,300 sources available on or before the date of publication.

- **Film and Television Literature Index**: a quarterly index that covers international periodical literature about film and television/video. 150 film and television periodicals from 30 countries are indexed from cover to cover, and selective indexing occurs from 200 other periodicals.

- **Linguistics and Language Behavior Abstracts**: indexes the international literature in linguistics and related disciplines in the language sciences.

- **PAIS:** PAIS stands for Public Affairs Information Service and this indexes journal articles, books, government documents, statistical directories, grey literature, research reports, conference reports, publications of international agencies, microfiche, and Internet material, and more.

- **Philosopher's Index**: access to abstracts from more than 550 journals and contains backfiles to 1940. Subjects covered include: aesthetics, axiology, philosophy of education, epistemology, ethics, philosophy of history, philosophy of language, logic, metaphysics, philosophical anthropology, metaphilosophy, political philosophy, philosophy of science, social philosophy, and the philosophy of religion.

- **PsycINFO**: provides access to international literature in psychology and related disciplines such as psychiatry, education, business, medicine, nursing, pharmacology, law, linguistics, and social work.

- **Sociological Abstracts**: provides access to the latest findings in theoretical and applied sociology, social science, and policy science.

- **Web of Knowledge**: consists of three citation indexes - Science Citation Index Expanded , Art & Humanities Citation Index, and Social Sciences Citation Index .

Books and Journals: The library has an extensive collection of e-books and e-journals across all disciplines. Participation in consortial partnerships has enabled the acquisition of large collections from major scholarly publishers (Taylor & Francis, Kluwer, Wiley, Sage, Oxford, etc.), as well as from government and public policy sources (National Film Board, OECD, World Bank, United Nations). Of particular note is that the University of Windsor is home to a peer-reviewed, internationally recognized journal directly relevant to argumentation studies. Informal Logic is an open source journal founded by University of Windsor's Philosophy Department (http://ojs.uwindsor.ca/ojs/leddy/index.php/informal_logic/index). Leddy Library hosts Informal Logic on the Open Journal System platform along with several other open access journals. The Library continues to expand opportunities for open access publications with the recent launch of *Scholarship at UWindsor* (http://leddy.uwindsor.ca/scholarship-uwindsor-repository) and as early adopter in a pilot to develop open monograph publishing using a similar platform to the one we use for our open access journals (http://pkp.sfu.ca/node/5702).

Government Documents: The Government Documents collection in the Leddy Library contains a large number of research publications from the Canadian federal and provincial governments, as well as a selection of materials from foreign governments and international organizations. Many materials in the *Documents* collection would be of direct or indirect interest to faculty and students in this programme, including publications by the *Ontario Ministry*

of Education, the Ontario Ministry of Children and Youth Services, the *Ontario Ministry of Community and Social Services, Environment Canada* and the *Ontario Ministry of Health and Long-Term Care.* At the federal level, there are materials from many government departments including publications from *Health Canada,* the *Department of Human Resources and Skills Development Canada*. In addition, there are also publications of interest from U.S. and international government departments and agencies.

Rare Book, Special Collections, Archives: Rare Books and Special Collections provides access to important, valuable and limited publications. The Archives provides a specialized storage and research facility for University records and manuscripts.   It also collects documentation of individuals and organisations reflecting educational, labour, industrial, environmental, cultural and social issues within the general community of Southwestern Ontario, including the geographical boundaries of Essex, Kent and Lambton counties. Specialized reference services are provided in this area by the University Archivist and Archival Assistant.

Paul Martin Law Library: Students and faculty at the University of Windsor have full access to resources in the Paul Martin Law Library within the Faculty of Law.

Academic Data Centre: The Leddy Library houses both an Academic Data Centre and a Statistics Canada Research Data Centre. The ADC provides students and faculty with access to a wide range of statistical resources and packages and provides assistance to library patrons with using these resources. Some of the statistical resources provided include:

- Canadian Census Analyser
- Data Liberation Initiative (DLI)
- Inter-University Consortium for Political and Social Research (ICPSR)
- UNData (formerly the U.N. Common Database)
- World Bank Data
- Statistics Canada

The Research Data Centre provides access to confidential microdata from Statistics Canada's population and household surveys.   Previously, University of Windsor researchers who needed to use this data had to travel to the nearest centre at the University of Western Ontario. The RDC is a part of the Academic Data Centre, so researchers using it will have access to one-on-one support with software and statistical methods.

Facilities & Services

Online Access: Library patrons access library digital collections, the library's online catalogue and information on library services and facilities through the Library's main home-page http://leddy.uwindsor.ca/ .

General & In-depth reference assistance: General reference assistance is provided at the main circulation desk and at a staffed reference services desk.   In-depth reference questions are referred to the liaison librarians for follow-up and personalized service. The library also offers a virtual reference service through the "Ask a Librarian" chat service organized through the Ontario Council of University Libraries.

Library instruction classes: The Leddy Library offers a wide range of instructional services to students and faculty. These include library tours, course-specific classroom sessions and in-depth workshops with opportunities for hands-on experience with electronic resources.

Access to resources not held locally: Faculty, graduate and undergraduate students have on-site borrowing privileges at Ontario university libraries. Subsidized document delivery services are available to faculty members and students for materials not contained within the Library. The Leddy Library is part of **RACER** (Rapid Access to Collections by Electronic Requesting) which is an Ontario wide cooperative interlibrary system through the scholarsportal.info project.   Faculty, students and staff can go to the Leddy Library's Home Page and log in to **RACER**

through the Interlibrary Loans section of the Home Page. They can then search the catalogues of Ontario universities and create interlibrary loan requests for materials that they wish to receive from other libraries. The Library also has a subscription to **WorldCat**, the OCLC (Online Computer Library Center) union catalogue and contains information about the holdings of libraries in forty-five countries.

Facilities & Equipment: The Library provides a range of facilities and equipment including:
- 271 computer terminals for public access
- A fully equipped library classroom for library instruction
- 5 laser printers and a solid ink colour printer networked to all of the public computer terminals in the Leddy Library
- 4 microfilm scanners and 5 flatbed scanners
- 67 wireless access points, providing complete coverage for both library buildings
- approximately 1500 study spaces including group study areas, designated quiet study areas and a new reading room with comfortable chairs and couches on the first floor of the Main Building.

Hours: During the fall and winter terms the library is open until 2 a.m. five days a week and until Midnight the remaining 2 nights. Library hours are extended to 24 hours a day 5 days a week during exam times.

Statement of the Dean of the Library

All available information concerning library resources and services have been examined.

The Leddy Library has made significant strides to enhance its services and collections in support of teaching, learning and research. This includes a large and growing collection of digital resources, enhanced local access and services, and expanded cooperative agreements with other academic institutions provincially, nationally and internationally.

With the noted present and planned services, I believe that the Leddy Library is well able to support the proposed PhD programme.

Gwendolyn Ebbett
Dean of the Library

PhD in Argumentation Proposal
Paul Martin Law Library Holdings

Introduction
Housed within the Ron W. Ianni Faculty of Law Building, the Paul Martin Law Library is the key source for legal research and legal materials on the University campus, and it also the focal point for quiet study and group collaboration for the Faculty of Law.

Collection
The Paul Martin Law Library's collection contains:

Print books   190,945
Electronic books   50, 310
Audio materials   346
Film and video materials 198
Print Subscriptions   427
Electronic subscriptions   6,857

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The Law Library collects books, both historical and current, from Canada, the United States and the Commonwealth of interest to students in the argumentation field specific to law. In particular, the Law Library collects books on jurisprudence, legal theory, negotiation, advocacy, evidence, trial and courtroom preparation, legal analysis and legal reasoning, philosophy of law, legal argument and more.

In selecting books for the Law Library: law course syllabi are routinely reviewed; the needs of other courses on campus with legal aspects are actively considered; faculty requests and other patron requests are given priority, current faculty research interests are surveyed, and current legal issues are considered.

A Selection of Relevant Electronic Collections

Legal Classics
Includes more than 2,000 works from some of the greatest legal minds in history including Joseph Story, Jeremy Bentham, William Blackstone, William Holdsworth, Henry Maine, Federick William Maitland, Frederick Pollock, Benjamin E. Cardozo, and many more! In addition to many "classics" this collection also includes rare items that are found in only a handful of libraries around the world.

Making of Modern Law
The Making of Modern Law provides nearly 10 million pages of legal history from America and Britain. This archive — from one of the most important periods of legal development — is the world's most comprehensive full-text collection of Anglo-American legal treatises anywhere. It allows for full text searching of more than 21,000 works from casebooks, local practice manuals, form books, works for lay readers, pamphlets, letters, speeches and more — all separated into 99 subject areas that include: evidence, jurisprudence, trials and more.

HeinOnline
Hein's premier online research product with more than 80 million pages of legal history available in an online, fully-searchable, image-based format. HeinOnline bridges the gap in legal history by providing comprehensive coverage from inception of more than 1,600 law and law-related periodicals.

Irwin Law E-Book Collection
This collections includes all Irwin Law publications including the Essentials of Canadian Law series.

LegalTrac
Students, law school faculty and legal researchers will all find the legal publications they need in LegalTrac. Drawing on a wide variety of the most highly regarded legal publications, LegalTrac provides indexing for more than 1,400 titles including major law reviews, legal newspapers, bar association journals and international legal journals. Each title included in LegalTrac is selected on the basis of criteria provided by a special advisory committee of the American Association of Law Libraries. LegalTrac also contains law-related articles from over 1,000 additional business and general interest titles.

Facilities and Services
Facilities
The Law Library building has three floors, including:
- two group meeting rooms
- two reading lounges
- three small group meeting spaces
- the Legal Research Collaboration Space (3 workstations for reference interactions)
- 6 private study rooms
- 190 study carrells, 3 accessible study carrels
- 7 public-use workstations

Services
The Paul Martin Law Library employs 2 Law Librarians, who provide the following services:

Reference
- reference and research consultation services;
- research support for faculty;
- training faculty research assistants;

Legal Research Training
- in-class sessions by request of a particular faculty member;
- individualized training sessions made by appointment with individual students or small groups of students;

Website
- our newly re-designed Legal Research Gateway provides one-stop access to free and licensed online legal materials;

Circulation Desk
Our normal circulation desk hours are 8:30 – 10:50 pm Monday through Thursday; 8:30 am – 4:50 pm on Fridays; 11:00 am – 4:50 pm on Saturdays and 1:00 pm – 10:50 pm on Sundays. The library is open for extended hours during exam periods.

Conclusion
The law-related aspects of a new PhD program in Argumentation will be well-supported by the current collection and services maintained by the Paul Martin Law Library.

Sincerely,

Annette Demers BA LLB MLIS
Acting Law Librarian

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September 2015

ADDENDUM: PhD Argumentation- Form A

1) Update of previous Research Focus Areas:

- Critical Thinking Education and the History of Informal Logic
- Scientific Argumentation
- Argumentation and Computation
- Words, Language, and Cognition in Argumentation
- Visual and Multimodal Argumentation
- Critical Argumentation Studies (expanding "Feminism and Argumentation" to explicitly include attention to other dimensions of social marginalization as well as gender)
- Rhetoric and Disputed Spaces
- Legal Reasoning

2) Update of Faculty Table in light of update to Research Focus Areas:

FACULTY TABLE			
Faculty Name & Rank (alphabetical)	**Graduate Faculty member?**	**Program Affiliation**	
		Rank, Existing program(s)	**Research Focus Area:**
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
N/A			
Category 2: Tenure-track Professors teaching exclusively in this AAU			
N/A			
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Boulos, Pierre	X	Centre for Teaching and Learning; CRRAR Fellow	• Critical thinking education & the history of informal logic; • Scientific argumentation; • Argumentation and Computation;
Potter, Michael		Learning Specialist, Centre for Teaching and Learning	• Critical thinking education & the history of informal logic; • Scientific Argumentation; • Visual and Multimodal Argumentation;
Category 4: Limited-term Appointments teaching exclusively in this AAU			
N/A			
Category 5:			

PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM "A"

Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
Bahdi, Reem	X	Associate Dean, Faculty of Law	• Critical argumentation studies; • Legal reasoning.
Buchanan, Lori	X	Inter-Faculty Programs (IFP); Professor, Department of Psychology	• Scientific Argumentation; • Words, language & cognition in argumentation; • Visual and Multimodal Argumentation.
Caron, Richard	X	Professor, Mathematics and Statistics	• Scientific Argumentation; • Argumentation and Computation;
Collet-Najem, Tanya	X	Inter-Faculty Programs (IFP); Associate Professor, Languages, Literature, and Cultures.	• Words, language & cognition in argumentation; • Visual and Multimodal Argumentation • Rhetoric & disputed spaces.
Collier, Cheryl	X	Inter-Faculty Programs (IFP); Assistant Professor, Political Science	• Words, language & cognition in argumentation; • Critical argumentation studies; • Rhetoric & disputed spaces.
Conklin, William	X	Professor, Faculty of Law	• Rhetoric & disputed spaces; • Legal reasoning.
Crawford, Michael	X	Professor, Biology	• Scientific Argumentation;
Darroch, Michael	X	Inter-Faculty Programs (IFP); Assistant Professor, Visual Arts	• Visual and Multimodal Argumentation; • Rhetoric & disputed spaces;
Gras, Robin	X	Associate Professor, Computer Science	• Scientific Argumentation; • Argumentation and Computation;
Guarini, Marcello	X	Inter-Faculty Programs (IFP); CRRAR; Associate Professor, Department of Philosophy	• Argumentation and Computation; • Words, language & cognition in argumentation; • Legal Reasoning;
Hansen, Hans	X	Inter-Faculty Programs (IFP); CRRAR; Associate Professor, Department of Philosophy	• Critical thinking education & the history of informal logic; • Argumentation and Computation;
Hundleby, Catherine	X	IFP; CRRAR; Associate Professor, Department of Philosophy	• Critical thinking education & the history of informal logic; • Scientific Argumentation; • Words, language & cognition in argumentation; • Critical argumentation studies.
Jacobs, Dale	X	IFP; CRRAR; Associate Professor, English	• Critical thinking education & the history of informal logic; • Visual and Multimodal Argumentation; • Rhetoric & disputed spaces.
Jacobs, Laverne	X	Associate Professor, Faculty of Law	• Critical argumentation studies; • Legal Reasoning.
McMurphy, Susan	X	CRRAR; Associate Professor,	• Critical argumentation studies;

		School of Social Work	• Rhetoric & disputed spaces; • Legal Reasoning.
Moon, Richard	X	IFP; Professor, Faculty of Law	• Rhetoric & disputed spaces; • Legal Reasoning.
Palmer, Stephen	X	Associate Professor, History	• Scientific Argumentation; • Critical argumentation studies; • Rhetoric & disputed spaces.
Pender, Stephen	X	IFP; CRRAR; Associate Professor, English	• Scientific Argumentation; • Rhetoric & disputed spaces.
Rossini, Antonio	X	IFP Associate Professor, Languages, Literatures, and Cultures.	• Visual & multi-modal argumentation Emotion and Reason; • Critical argumentation studies.
Semple, Noel		Assistant Professor, Faculty of Law	• Critical argumentation studies; • Rhetoric & disputed spaces; • Legal Reasoning.
Tanovich, David	X	Professor, Faculty of Law	• Critical argumentation studies; • Legal Reasoning.
Tindale, Christopher	X	IFP; CRRAR, director; Professor, Department of Philosophy	• Critical thinking education & the history of informal logic; • Visual & multi-modal argumentation Emotion and Reason; • Rhetoric & disputed spaces.
Category 7: Others			
Blair, J. Anthony	X	Emeritus; Senior Fellow, CRRAR	• Critical thinking education & the history of informal logic; • Visual and Multimodal Argumentation.
Johnson, Ralph H.	X	Emeritus; Senior Fellow, CRRAR	• Critical thinking education & the history of informal logic; • Scientific Argumentation;
Walton, Douglas	X	Senior Fellow, CRRAR	• Critical thinking education & the history of informal logic; • Argumentation and Computation; • Words, language & cognition in argumentation; • Legal Reasoning.

3) Updated section B.5.1.1d to reflect revised research focus areas in brackets:

The principal person in each supervisory team will serve as the supervisor of the student's work; other members of the research focus area will make up the rest of the committee and advise the student. Each supervisor is a theorist with an international reputation: Guarini (Argumentation and computing); Hansen (Critical thinking education & the history of informal logic); Hundleby (Critical argumentation studies); Tindale (Rhetoric & disputed spaces); Walton (Legal Reasoning); and so forth. All supervisors will be members of the Graduate Faculty. Associated faculty who are not members of the Graduate Faculty will contribute their expertise to the research focus areas but will not supervise (currently, Mr. Potter falls into this category, and Dr. Semple who is applying for Graduate Faculty status).

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: PhD Argumentation Studies
DEPARTMENT/SCHOOL: Inter-Faculty Programs
FACULTY: Inter-Faculty Programs
Proposed change(s) effective as of: Fall 2016

A. NEW COURSE PROFILE

Course # and Title: 14-79-500. History and Theories of Argumentation

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, offered in the Fall term each year, explores the major movements in argumentation theory, beginning with the Ancient Greeks and proceeding through the twentieth century, and part introduction to further research agendas in the field. The course involves in-depth readings and discussions of seminal texts in the field, including such figures as Aristotle, Toulmin, Perelman, Hamblin, Walton, and van Eemeren. There is intensive reading involved, and students will be expected to demonstrate (through discussion and papers) a thorough understanding of this core material. (6.0 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
6	72	X				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** *[provide old course number]*
				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.

'History and Theories of Argumentation' is the core course for all students entering the PhD in Argumentation Studies. Given the interdisciplinary nature of the program, with students entering with different backgrounds, the course aims to ensure a common theoretical background for all students before they proceed onto the more specialized components of their individual projects. For most students it will mean revisiting ideas and movements that they will have explored in other contexts. But here they will benefit from a more concentrated focus on the development of the field's history and the comprehensive critical study of competing theoretical perspectives.

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.

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Express a breadth of understanding of the history and key theoretical perspectives of argumentation studies and the central principles of those perspectives like relevance, persuasion and critical doubt.	A. the acquisition, application and integration of knowledge
B. Independently identify relevant literature and questions, pursue inquiries in argumentation studies and draw appropriate conclusions pertinent to the problem or issue on which he or she is engaged. Communicate their research findings and apply them to further questions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Appropriately apply a variety of critical thinking skills and concepts in real-life situations, research and communication, including but not necessarily limited to: • relevance (of material and reasons), • sufficiency (of evidence) and • judgment of the acceptability of reasons.	C. critical thinking and problem-solving skills
D. Converse fluently in the literature, key figures and movements, and central ideas of argumentation studies. Apply and explain the central theoretical approaches of argumentation studies and their associated concepts.	D. literacy and numeracy skills
E. Express in writing and discussion an enhanced understanding of the role of argumentation in professional life and some of the central ideas associated with argumentation studies, including	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
but not necessarily limited to fair-mindedness, tolerance, and charitability	
F. Communicate his or her research findings and apply them to further questions. Present his or her ideas clearly and effectively.	F. interpersonal and communications skills
G. Operate successfully as a member of research teams containing diverse perspectives, and make meaningful contributions toward the achievement of common agendas.	G. teamwork, and personal and group leadership skills
H. Plan, organize and conduct original, major research projects.	H. creativity and aesthetic appreciation
I. Frame and pursue research questions in the area of argumentation studies.	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
	5	5	5	5	5

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

This is a new program and the course will not impact other courses in programs or departments.

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:	
6	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
13	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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

Other: *[specify]*	

How does the student workload for this course compare with other similar courses in the department/program area? This is a core course required for the PhD in Argumentation Studies.

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 several faculty members (5) and a staff member available and committed to supporting the new course.

C.1.1

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

The course looks at the history of argumentation studies starting with Aristotle's analyses of logical, dialectical, and rhetorical argumentation and moving through to the recent theoretical accounts of scholars like Stephen Toulmin (logical) the Dutch School of van Eemeren and Grootendorst (dialectical), and Chaim Perelman (rhetorical). It then covers some of the more recent innovations in theory provided by informal logicians and some feminist scholars.

The faculty available have research interests and publications to cover this range of history and theory, each of them leading one or more c on a rotating basis. Pender and Tindale, for example, have expertise in Aristotle and rhetorical approaches; Hansen and Walton have expertise in the dialectical approaches, and Guarini, Hansen, Hundleby and Walton have expertise in the logical approaches (and can also address aspects of informal logic). Boulos and Potter can also provide assistance for classes in the latter. Dr. Hundleby's specific expertise can address the final section on feminist innovations, with Tindale and Guarini assisting there.

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.

Two adjuncts and one teaching and learning specialist have been identified as potentially leading one or more classes, on an occasional basis.

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.

The director of the program will be responsible for the organization and administration of the course. Faculty are drawn from FAHSS and Law and participate in the course off-load. Equipment and facilities are not required from other campus units. All teaching to take place within the space currently allocated to the Centre for Research in Reasoning, Argumentation and Rhetoric.

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.

New resources are anticipated from external government grants for the program this course supports.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

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.)?

This course is part of the curriculum of a new program intended to address a growing area of interest and not replace any existing courses or programs.

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: No additional faculty required.
Staff: No further staff requirements.
GA/TAs: No GA/TAs required for this graduate course.

C.5.1

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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: No additional library resources required (as noted in the library assessment provided as Appendix D to program proposal)
Teaching and Learning Support: No additional support required.
Student Support Services: No additional support required
Space and Facilities: Current space in Essex Hall is adequate for the teaching of these classes.
Equipment (and Maintenance): No additional equipment required.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: PhD Argumentation Studies
DEPARTMENT/SCHOOL: Inter-Faculty Programs
FACULTY: Inter-Faculty Programs
Proposed change(s) effective as of: Fall 2016

A. NEW COURSE PROFILE

Course # and Title: 14-79-501.   Advanced Studies in Argumentation

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, offered in the Winter term each year, will introduce students to different fields of current research in argumentation studies as conducted by members of the faculty. Themes may include 'Feminism and Argumentation', 'Argumentation in Cognitive Science and Artificial Intelligence', 'Advances in Multi-modal Argumentation,' among others. Reading lists will depend on the topics involved each year. (Prerequisite: 14-79-500 History and Theories of Argumentation) (6.0 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
6	72	X				X			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** *[provide old course number]*
14-79-500. History and Theories of Argumentation				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.

This course will be offered in the second semester each year and will draw from the current research and individual strengths of the faculty.

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.

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Express an in-depth understanding of one or more research topic in argumentation studies, including the principles and methodologies involved. Demonstrate an appreciation of the commonalities and distinctions among the different fields of argumentation studies, including the different criteria of acceptability and sufficiency of evidence.	B. the acquisition, application and integration of knowledge
B. Independently identify relevant literature and questions, pursue inquiries in argumentation studies and draw appropriate conclusions pertinent to an advanced problem or issue in the field. Communicate their research findings and apply them to further questions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Appropriately apply a variety of critical thinking skills and concepts in real-life situations, research and communication, including but not necessarily limited to: • relevance (of material and reasons), • sufficiency (of evidence) and • judgment of the acceptability of reasons.	C. critical thinking and problem-solving skills
D. Converse fluently in the literature and central ideas related to one or more research areas in argumentation studies. Apply and explain the central theoretical approaches of argumentation studies and their associated concepts.	D. literacy and numeracy skills
E. Express in writing and discussion an enhanced understanding of the role of argumentation in professional life and some of the central ideas associated with argumentation studies, including but not	E. responsible behaviour to self, others and society

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
necessarily limited to fair-mindedness, tolerance, and charitability	
F. Communicate his or her research findings and apply them to further questions. Present his or her ideas clearly and effectively.	F. interpersonal and communications skills
G. Operate successfully as a member of research teams containing diverse perspectives, and make meaningful contributions toward the achievement of common agendas.	G. teamwork, and personal and group leadership skills
H. Plan, organize and conduct original, major research projects. Make effective use of text and images for argumentation purposes.	H. creativity and aesthetic appreciation
I. Frame and pursue research questions in the area of argumentation studies.	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
	5	5	5	5	5

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

This is a new program and the course will not impact other courses in programs or departments. The course operates in the second term each year, supplementing the core course in history and theory.

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:	
6	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
13	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

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

Other: *[specify]*	
How does the student workload for this course compare with other similar courses in the department/program area? This course offers advanced work building on the history and theory course required for the PhD in Argumentation Studies.	

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 several faculty members (12) from various disciplines and a staff member available and committed to supporting the new course.

C.1.1

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

Members of the faculty will rotate through the Advanced Studies course, offering tutorials around the semester's theme according to the appropriateness of their expertise. Thus, when the Advanced Studies course addresses the 'Feminism and Argumentation' theme, faculty members such as Dr. Hundleby, Dr. Collier, Dr. Buchannan, and Dr. Cameron will be involved. When the theme addresses 'Augmentation in Cognitive Science and Artificial; Intelligence', faculty members such as Dr. Guarini, Dr. Walton, and Dr. Boulos will be involved. When the theme addresses 'Advances in Multi-Modal Argumentation,' then faculty members such as Dr. Darroch, Dr. Jacobs, and Dr. Tindale will be involved. Other themes and their associated faculty include 'Applications of Rhetorical Analysis' (Drs. Pender, Rossini, Collet-Najem, and Tindale); 'Legal Argumentation' (Drs. Cameron; Walton; and Guarini); Emotion and Argumentation (Drs. Hundleby, Pender, and Buchannan); 'Scientific Argumentation' (Drs. Guarini, Boulos, and Mr. Potter); and 'Problems in Informal Logic' (Drs. Hansen, Hundleby, and Tindale).
All identified faculty have indicated an active commitment to the course and program.

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.

Two adjuncts and one teaching and learning specialist have been identified as potentially leading one or more classes, on an occasional basis.

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.

The director of the program will be responsible for the organization and administration of the course. Faculty are drawn from FAHSS and Law and participate in the course off-load. Equipment and facilities are not required from other campus units. All teaching to take place within the space currently allocated to the Centre for Research in Reasoning, Argumentation and Rhetoric.

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.*

New resources are anticipated from external government grants for the program this course supports.

PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM "D"

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.)?*

This course is part of the curriculum of a new program intended to address a growing area of interest and not replace any existing courses or programs.

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: No additional faculty required.
Staff: No further staff requirements.
GA/TAs: No GA/TAs required for this graduate course.

C.5.1

*Describe all **additional institutional resources and services** required by <u>all affected</u> 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: No additional library resources required (as noted in the library assessment provided as Appendix D to program proposal)
Teaching and Learning Support: No additional support required.
Student Support Services: No additional support required
Space and Facilities: Current space in Essex Hall is adequate for the teaching of these tutorials.
Equipment (and Maintenance): No additional equipment required.

University of Windsor
Senate

*5.5.2a: **Engineering – New Course Proposals (Graduate)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
          85-519. Engineering Technical Communications
          85-540. Engineering Mathematics
          85-550. Engineering Project Management

*Subject to the approval of expenditures required.

Rationale/Approvals:
- The new courses proposals have been approved by the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the, September 17, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.1.

University of Windsor
Senate

*5.5.2b   **Inter-Faculty – BA Combined Forensics - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the BA Combined in Forensics and Honours Bachelor of Forensic Science be changed, according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale:
- The proposed changes have been approved by the Forensic Science Committee, the Inter-Faculty Program Counceil , the FAHSS and the Science Faculty Coordinating Councils, and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the, September 17, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6 .

University of Windsor
Senate

*5.5.2c   **Inter-Faculty- New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
                    (14-57-410) New Perspectives in Forensic Evidence Analysis
                    (14-57-411) Advances in Human Identification

Subject to the approval of expenditures required.

Rationale
- The proposed changes have been approved by the Forensic Science Committee, the Inter-Faculty Program Council, the FAHSS and the Science Faculty Coordinating Councils and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the September 17, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7 .

University of Windsor
Senate

*5.5.2d: **Labour Studies – Minor Program Changes – Certificate in Work and Employment Issues and Program Deletions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: **That the degree requirements for the Certificate in Work and Employment Issues be changed according to the program/course change forms***

MOTION 2: **That the following programs be discontinued*'**:**
          Combined Honours Labour Studies
          General Labour Studies for Graduates from CAAT who completed a Business Administration Diploma
          Honours Labour Studies for Graduates from CAAT who completed a Business Administration Diploma
          General Labour Studies (with Human Resources certificate from CAAT)
          Honours Labour Studies (with Human Resources certificate from CAAT)

Subject to the approval of expenditures required.

**Note: As of Fall 2014 there were no new admissions to the General Labour Studies program.*
          As of Fall 2013 there were no new admissions to the Honours Labour Studies program and as of August 31, 2016 the Honours program will be discontinued as per Senate Policy C2

Rationale:
- The proposed changes have been approved by the Program Council, the FAHSS Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the September 17, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8 .

University of Windsor
Senate

*5.5.3:   **Master of Laws (LLM) with Teaching Option Stream - Renamed**

Item for: **Information**

Forwarded by: **Program Development Committee**

The Master of Laws offers a one-year stream (without teaching option) and a two-year stream (with teaching option). While Law agreed with the external reviewers' recommendation to change the name of the teaching stream to LLM with Certificate in University Teaching and Learning, as evidenced by the materials forwarded through the IQAP and PDC approval processes, the change was mistakenly omitted from the PDC Form A and therefore misnamed in the calendar. The graduate calendar has been changed to reflect the appropriate title for the teaching stream. This change does not impact approved program regulations or degree requirements for the LLM.

University of Windsor
Senate

5.5.4 **PhD in Nursing – New Program Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the PhD in Nursing be approved.***

Subject to the approval of expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Faculty of Nursing Council, the Faculty of Graduate Studies Council, the Provost and the Program Development Committee.
- In making its recommendation to Senate, PDC considers the Proposal Brief, the Reviewers' Report(s) and the Internal Response(s).
- If approved by Senate, the proposal will be submitted to Quality Council for full review in accordance with the Quality Assurance Framework.
- **Provost's comments:** "I have reviewed the proposal for the PhD in Nursing. The proponents have done a commendable job in developing a streamlined and effective program, and the potential for course collaboration with related doctoral programs appears to be a promising direction to pursue. The program's strategic value is strongly supported by the labour market and student demand data they have provided, as well as by the potential of the program to enhance research productivity and grant success in the Faculty."
- *See attached.*

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A. Basic Program Information

FACULTY:	Nursing
AAU:	Nursing
Program Title:	PhD, Nursing
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis) *[Please note that, for general degrees, the discipline is not included on diplomas.]*	Doctor of Philosophy (Nursing)
Proposed Year of Offering *[Fall 20xx]*:	Fall 2016
Mode of Delivery:	Dissertation and course work (face-to-face)
Planned steady-state Student Enrolment (per section B.4.2)	16
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

> *Please provide a brief statement about the direction, relevance and importance of the new program.*
>
> *Describe the overall aim and intended impact of the proposed new program.*
>
> *Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)*

The Canadian Nursing Association (CNA) and the Canadian Association of Schools of Nursing (CASN) identify that registered nurses (RNs) prepared in Canada at the doctoral level in nursing are needed to enhance the quality of care, improve health outcomes of Canadians and contribute to the further development of the nursing discipline (CASN, 2006; CASN 2010). Further, the doctoral level prepared nurse assumes leadership in both academic and practice settings. They assume faculty positions in nursing education programs, administrative positions in health care settings, and advanced clinical practice roles in diverse clinical settings. They also play key leadership roles in professional organizations and research programs as well as influencing the development and design of health policy.

The doctoral prepared nurse is key to the advancement of nursing research and knowledge to promote the health of Canadians. The aim of the PhD program in Nursing is twofold:

1) To prepare nursing scholars who will be leaders in the advancement of nursing knowledge and nursing practice through the design and implementation of independent, original research.
2) To enhance the pool of available nursing faculty needed to educate nurses both at the undergraduate and graduate level.

As well as a clearly established need for PhD prepared nursing faculty (Cathro, 2011), there is a need to focus on improving the quality and safety of health care delivery. The very sustainability of our health care system depends on a strong supply of health care providers. Equally important is the need to advance knowledge development for interventions and care processes that are effective, equitable and patient-centered if we are to meet the health challenges experienced by Windsor and Essex County residents who report higher than provincial averages of heart disease, cancers, and chronic diseases, such as diabetes.

A PhD in Nursing program strengthens the research capacity and capabilities of our faculty. It directly supports the University of Windsor's strategic plan to focus on graduate education and a more research-intensive university with

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graduate programs that build on the academic and professional strengths of the current faculty. In addition, this program would help the faculty to recruit and retain the best faculty and staff who are interested in teaching/mentoring PhD students. The doctoral students will increase our engagement with the community in partnerships that strengthen the economy, quality of life, and well-being of the Windsor-Essex region. This program also has the potential to promote international engagement through student recruitment and student and faculty exchanges (ex. Queen Elizabeth II Diamond Jubilee Scholarships).

References:

1. *Canadian Association of Schools of Nursing. (January 2010). The Case for Healthier Canadians: Nursing Workforce Education for the 21st Century(www.casn.ca)*
2. *Canadian Association of Schools of Nursing. (Feb, 2011). Position Statement: Doctoral Education in Nursing in Canada. http://casn.ca/wp-content/uploads/2014/10/DoctoralEducation2011.pdf*
3. *Cathro, H. (2011). The Online Journal of Issues in Nursing. Pursuing Graduate Studies in Nursing Educaton: Driving and Restraining Forces*
4. *http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-16-2011/No3-Sept-2011/Articles-Previous-Topics/Pursuing-Graduate-Studies-in-Nursing-Education.html*

B.2 Program Content (QAF Section 2.1.4)

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

The PhD program will normally involve three to four years of full-time study consisting of course work (most of it in Year 1), a comprehensive exam (normally in Fall of year 2) and a dissertation. The dissertation requires independent, original research and makes up approximately two thirds of the time normally required for the program. The curriculum is consistent with the current state of the Nursing discipline, whereby the goal of doctoral education is to provide students with an increased understanding and ability to design and implement qualitative and quantitative research methodologies as they advance nursing practice and address health and well-being within particular contexts and specific populations.

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere.

Research in the Faculty of Nursing focuses on Health Outcomes and Health Services as two primary pillars and strategic priorities. These two research priorities are well served by a particularly rich mix of enthusiastic established and rising scholars in our faculty who possess expertise in qualitative and quantitative research methods and data analysis and will offer a diverse pool of researches available to advise and mentor our doctoral students. Cognizant of the higher than provincial averages of cancer rates, cardiac disease and diabetes experienced by residents within our Erie-St.Clair Local Health Integration Network (LHIN) community, curriculum will focus on local health disparities and students will be encouraged to conduct research designed to address our local health care needs.

The curriculum is designed to provide students with opportunities to demonstrate nursing leadership by creating environments that promote effective collaborations for the unique and changing milieu of health care. Recognizing that a significant concern to potential doctoral applicants is the length of time required to complete a doctoral program, we have structured program requirements with timelines that will keep them progressing to completion in a timely manner; 3 years minimum and 4 years maximum. A unique feature is the streamlined curricular structure which will ensure completion within the desired timeframe.

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B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline

The Doctor of Philosophy (Nursing) is a widely accepted degree designation in the Nursing profession.

B.4   DEMAND FOR THE NEW PROGRAM
[New proposals requiring new/additional resources should be accompanied by a strong argument and clear evidence of student and market demand, and societal need.]

B.4.1 Student and Market Demand (MTCU section 5)

Describe the tools and methodology used to conduct the market assessment.

Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

A student demand survey was conducted in 2009 with MSc/MN students, sessional instructors and alumni (n=261). The response rate for the 2009 MSc/MN students was 75%, with 45 students completing the survey. Sessional instructors and MSc/MN alumni response rate to the mailed survey was 39% (n=83). The lower than anticipated response rate from the sessionals and alumni was related to problems with inaccurate /changed addresses. Total number of completed surveys was 128.

Respondents were asked if they had ever considered pursuing a doctoral program in Nursing. Seventy six percent (n=97) of the respondents indicated that they were interested in pursuing doctoral studies. When asked if the availability of a program at the University of Windsor would influence their decision to pursue a doctoral program in Nursing, 64% (n=81) answered yes. Historically, PhD programs in Michigan have been the only geographically convenient programs for nurses in Windsor and Essex County, however the American tuition is often prohibitive. Sixty percent of the survey respondents live in the Windsor and Essex County, and 36% live within a 2 hour drive of the University of Windsor. Survey respondents noted that close proximity to home and affordable tuition were key factors influencing their decision to seek doctoral studies in Windsor. Positive experiences while completing their Master's program with the Faculty of Nursing, University of Windsor, was another reason that they stated for considering applying to a Nursing PhD program at the University of Windsor.

A new survey has been conducted with results available in early April 2015.
While we are confident the survey will reinforce the strong student demand that was identified through the 2009 survey, it will also provide insight as to how soon they would consider beginning doctoral studies, their interest in securing a professorial position, preferences regarding course timing, tuition costs and funding opportunities, and willingness to commute etc.

Through informal tracking we have identified nine graduates who have pursued PhD studies since completing their Master's program at the Faculty of Nursing, University of Windsor.

Although it is expected that we will attract more qualified applicants than we can accommodate we will only accept 4 per year in each of the next 5 years, due to University fiscal restraints and a downturn in the economy. All projections are based on our market survey. The significant growth in our graduate program over the past 5 years will also increase potential recruitment for our PhD program.

Due to a changing paradigm whereby the baccalaureate degree has become the required entry to practice, both nationally and internationally, there is a need for PhD prepared faculty to work in academic settings. According to a

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recent American Association of Colleges of Nursing (AACN) report on 2013-2014 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, U.S. nursing schools were unable to accept 78,000 qualified applicants due to insufficient number of faculty. In light of Windsor's proximity to Michigan we anticipate attracting American nurses seeking doctoral education. Similarly, due to an increasing demand for evidence-based health care there is an increasing market demand from health care agencies committed to hiring PhD prepared nurses to lead clinical research within their health care institutions.

There is a severe shortage of nurses prepared at the doctoral level in Canada and this is expected to intensify as the current cohort of nurses prepared at the doctoral level approaches retirement age; 39% are in the 55+ age cohort and 18% are in the 60+ age group (CASN/CNA, 2012). The 89 nurses graduating from a Canadian nursing PhD program in 2011 fell significantly short of the predicted 215 full-time nursing faculty positions being predicted for the upcoming year (CASN/CNA, 2012). Currently only 2% of nurses are prepared at the doctoral level in Canada (CASN/CNA, 2011).

> *Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or Master's programs from which students would likely be drawn.*

Students from across Ontario often inquire about the availability of a Nursing PhD program at the University of Windsor. Our reputation as a flexible, student centred faculty will be a strength as we seek to recruit highly qualified advanced practice nurses for our PhD program. In light of the high demand for a local PhD nursing program we anticipate a large pool of highly qualified applicants from southwestern Ontario. While our first intake of students will be domestic, from Master's programs across Ontario, we expect to attract international students from as close as Michigan and as far as the Middle East, Africa, and Southeast Asia. A previous 10-year international collaboration with JUST (Jordan University of Science and Technology) has established a relationship that results in applications from Middle Eastern countries such as Jordan and Saudi Arabia, to our Master's programs (1 or 2 qualified applicants a year) and we expect this to result in qualified international doctoral applicants as well.

B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)

> *Provide details on projected enrolments in the following tables.*
>
> *For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)	4	8	12	16	16
In the co-op/experiential learning stream (if applicable)					
For co-op options: projected number of international students enrolled in the co-op stream					

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Annual projected student intake into the first year of the program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*	N/A
Annual projected student intake into the first year of the co-op/experiential learning version of the program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*	N/A

B.4.3 Collaborative Program (QAF section 1.6)

If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.

Not applicable

B.4.4 Societal Need (MTCU section 6)

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

• *comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.*	__x_Yes	___No, explain below
• *comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.*	_x__Yes	___ No, explain below
• *review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?*	_x__Yes	___ No, explain below
• *statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?*	___Yes	_x__ No, explain below

If yes, append letters, survey or statistics to proposal. – Letters of support are included in Appendix B.
If no, explain: This data has not traditionally been collected by our provincial or national nursing organizations but anecdotally we know that students are leaving the country in order to access programs that can be completed 4 years or less.

Describe the tools and methodology used to assess societal need.   *Elaborate on the*   *1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),*   *2) geographic scope of (e.g., local, regional, provincial, or national), and*   *3) anticipated duration of, and trends in, societal need for graduates of the new program*

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Nursing journals and professional nursing organization position statements from the Canadian Association of Schools of Nursing (CASN) and the Canadian Nursing Association (CNA) were examined to prepare the societal needs report.

CNA and CASN identify that registered nurses (RNs) prepared in Canada at the doctoral level in nursing are needed to enhance the quality of care, improve health outcomes of Canadians and contribute to the further development of the nursing discipline. Further, the PhD prepared nurse assumes leadership in both academic and practice settings. They assume faculty positions in nursing education programs, administrative positions in health care settings, and advanced clinical practice roles in diverse clinical settings. They also play a key leadership role in professional organizations and research programs, and development and design of nursing and health policy. In their Position Statement titled, *Doctoral Education in Nursing in Canada*, CASN (2011) identified that a significant increase in the number of nurses with doctoral preparation is crucial to:

➢ provide the faculty base to allow expansion of nursing education across the country to meet national human health resource needs;
➢ provide faculty to replace the retiring professoriate;
➢ build research capacity that serves the diverse needs of communities and practice domains;
➢ advance knowledge in the discipline through high quality research training, discipline-specific and interdisciplinary knowledge and substantive content expertise;
➢ build the discipline to improve nursing practice and to improve health care delivery and the health of Canadians (p. 4)

Canadian Association of Schools of Nursing. (Feb, 2011). Position Statement: Doctoral Education in Nursing in Canada. http://casn.ca/wp-content/uploads/2014/10/DoctoralEducation2011.pdf

Despite the aforementioned roles and contributions that a PhD prepared nurse can make to enhance nursing knowledge and practice, there continues to be a severe shortage of nurses prepared in Canada at the doctoral level in nursing. In addition to employment opportunities in the public and private sectors, graduates of the proposed PhD program will be needed to fill vacancies in academia across Canada. The current vacancy rate in Canada is 3.2% with schools unable to fill 73 full-time positions in 2014 (National Student and Faculty Survey of Canadian Schools of Nursing). The same survey reports the age distribution of current faculty to be 40.2% between the ages of 50-59 and 20% over the age of 60 years. In Ontario, the current vacancy rate is 29 faculty and the anticipated retirements over the next five years will create an additional need to fill vacated faculty positions. The number of PhD graduates in Canada in 2013 was 63 (National Student and Faculty Survey of Canadian Schools of Nursing). There is a growing concern that the supply will not be able to meet future demands (COUPN Deans and Directors discussion Jan. 2015).

Why Windsor?
The development of a PhD (Nursing) program is one of the specific objectives in our strategic plan (see www.uwindsor.ca/nursing/about-us-0). It will assist us in scholarship and research by engaging and mentoring undergraduate and graduate students in research and scholarly activities.

A PhD in Nursing program strengthens the research capacity and capabilities of our faculty. It directly supports the U of W strategic plan to focus on graduate education and a more research-intensive university with graduate programs that build on the academic and professional strengths of the current faculty. In addition, this program would help the faculty to recruit and retain the best faculty and staff who are interested in teaching/mentoring PhD students. These students, depending on the area of research, will increase our ability to engage the community in partnerships that strengthen the economy, quality of life, and well-being of the Windsor-Essex region. The University of Windsor has a vast geographical area in southwestern Ontario that encompasses the Erie St. Clair Local Health Integration Network (LHIN), multiple regional hospitals, and three community colleges. A PhD program, drawing upon our strategic research priorities, health outcomes and health services, will serve the rising needs for evidence based practice and research in promoting the health and safety of our communities.

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B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

University	Discipline	PhD Areas of Study
University of Toronto	Nursing	- Effective Care and Health Outcomes - Critical Approaches to Health and Health Care - Nursing Health Systems
University of Ottawa	Nursing	- Evidence informed decision making in nursing and health care - Socio-political, educational and historic contexts of nursing - Nursing practice and delivery systems
Western University	Nursing	- Leadership in Nursing Education - Nursing Leadership in Health Promotion and Healing - Nursing Leadership in Health Services Delivery
McMaster University	Nursing	- Health of Populations - Wellness and Healing Across the Lifespan - Health Services and Policy - Nursing Leadership and Practice - Advanced Nursing Practice - Nursing Education
Queen's University	Nursing	- Transitions in health and illness

If the proposed program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs

In Ontario, of 14 universities offering nursing education programs, only 5 offer doctoral studies in nursing, with a 6th doctoral program approved to begin in September 2016 at York University.. The Faculty of Nursing at the University of Windsor is well suited to be the 7th Nursing PhD program in Ontario.

Our survey revealed the demand for a doctoral program for nurses in southwestern Ontario who are not in a position to move or commute to another city. Though there are nursing doctoral programs across the border in Detroit, Michigan and surrounding areas, the cost of American programs is prohibitive as is the unpredictable border-crossing time delays that occur post 9-11. Further, both American and Canadian Nursing Associations are reporting severe shortages of doctoral prepared nurses available to fill faculty positions. Consequently, due to the faculty shortage, qualified applicants to nursing baccalaureate programs are not being accepted. Our proposed doctoral program is based on the overarching areas of study as defined by our two strategic research priorities: (a) Health Outcomes; (b) Health Services.

Health Outcomes Research: This research priority pertains to research and scholarly activities that directly relates to the holistic psycho-social, spiritual, and physical health outcomes of individuals, families, and communities. The main objective of this research pillar is to inform direct nursing care. It also includes quality improvement and quality assurance focused projects. Collective research expertise under this priority includes, but is not limited to, primary care & disease prevention projects, patient safety, gerontology and healthy aging, aboriginal health, vulnerable populations, oncology and palliative care, chronic disease, and infection control.

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Health Services Research: This research priority pertains to research and scholarly activities that relate to the processes and regulations of health care delivery, health systems, and program evaluation. The main focus of this pillar is to conduct research and scholarly activities that will improve health care delivery and inform policy makers about the impact of health systems initiatives. Specific projects on this priority are often informed by need assessment of local partners and the Erie-St. Clair Local Health Integration Network (LHIN). Such projects include, but are not limited to, research on nurse migration and cross-border nursing, recruitment and retention strategies, NP outreach programs, Emergency Department use, quality improvement and program evaluation projects.

Within these two priorities we are able to offer a rich mixture of qualitative, quantitative and mixed method faculty researchers with a diversity of research backgrounds. See Appendix D for examples of current faculty research collaborations within the Faculty of Nursing, with other University of Windsor faculties, and beyond the University. All of the research collaborations provide mentorship for newer faculty researchers. Also included in the appendix is a table identifying existing partnerships with healthcare agencies and stakeholders.

B.5 RESOURCES
[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the proposed new program. The resource impact of a proposal is almost never neutral.

B.5.1 Resources Available

B.5.1.1 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 the proposed program.

The Faculty of Nursing has increased its cohort of PhD faculty over the past two years as four core faculty have completed their doctoral degree and moved from lecturer position to tenure-track assistant professor positions.

B.5.1.1a

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the proposed program. Indicate in the table the involvement of each faculty member in the new and existing program(s) offered by the AAU.

Faculty Name & Rank (alphabetical)	Graduate Faculty member	Program Affiliation	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		*Existing programs in the AAU*	*Proposed PhD program*
Carty, Laurie , Full Professor		*X*	*X*
de Witt, Lorna, Associate Professor	X	X	X
El-Masri, Maher, Full Professor	X	X	X
Fox, Susan, Associate Professor	X	X	X

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Kane, Debbie, Associate Professor	X	X	X
Patrick, Linda, Associate Professor	X	X	X
Rajacich, Dale, Associate Professor	X	X	X
Yiu, Lucia, Associate Professor		X	X
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Crawley, Jamie, Assistant Professor	X	X	X
Freeman, Michelle, Assistant Professor	X	X	X
Freeman-Gibb, Laurie, Assistant Professor		X	X
Krohn, Heather, Assistant Professor		X	X
Pfaff, Kathy, Assistant Professor	X	X	X
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Bornais, Judy		X	
Dayus, Debbie		X	
Rickeard, Debbie		X	
Category 4: Sessional lecturers			
Giannotti, Natalie		X	
Category 5: Limited-term Appointments teaching exclusively in this AAU			
Kiernan, Jason		X	
Category 6: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
N/A			
Category 7: Sessionals and other non-tenure track faculty			
N/A			
Category 8: Others			
Cameron, Sheila, University Professor; Professor Emeritus	X	X	
Drake, Mary Louise Retired Associate Professor		X	

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B.5.1.1b

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.
Faculty CVs should be provided in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils.

[Note: CVs are not required for undergraduate diploma or certificate proposals.]

The Faculty of Nursing is highly motivated and committed to offering a PhD program in Nursing. Of 13 tenured/tenure-track faculty members, 9 currently have graduate faculty designation and two expect to qualify for graduate designation within the next year. Two of our AAS faculty members are in the process of completing PhD's and thus will also be in a position to support our doctoral program. A number of our faculty have experience serving on PhD committees (5) and teaching PhD level courses (2), However, members of our graduate faculty all have experience teaching graduate level courses. We are fortunate to have a faculty member serving as a Research Chair (Dr. El-Masri); who also has a designation as a Visiting Scholar specifically consulting to faculty and students in the College of Nursing at the University of North Dakota. We have the benefit of a newly appointed faculty member serving in a Teaching Chair position. Sheila Cameron and Mary Louise Drake are retired faculty who are still actively involved in research and/or obtaining grants.

Two faculty members currently hold grants that include funding to support research assistantships. Faculty have had alternate forms of funding to support graduate students in research assistantship positions (e.g. Heathy Communities Grant; Seeds for Hope Grant).

B.5.1.1c

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

Adjunct, limited term and sessional faculty will not be relied upon to deliver this program.

B.5.1.1d

For graduate programs: *Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision.*

Tenured and tenure-track faculty, with graduate faculty designation, will provide instruction and supervision within the PhD program. Faculty will have to have successfully supervised a minimum of 2 students who have completed a thesis at the Master's level. Presently 6 faculty members meet this requirement (see table below). Faculty will continue to accept and supervise Master's students while supervising PhD students, with an expectation that only one PhD student would be accepted in a year and no more than 2 PhD students would be supervised at any one time. The supervision of a PhD student is considered a normal part of our workload and not a reason for additional workload relief.

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Faculty of Nursing - Completed and Current Master's Thesis and Major Paper Supervisions by Faculty Member

Faculty Member	Completed (life-time count)	Current
Category 1: Tenured Professors		
de Witt, Lorna, Associate Professor	0	1
El-Masri, Maher, Full Professor	7	2
Fox, Susan, Associate Professor	4	0
Kane, Debbie, Associate Professor	11	1
Patrick, Linda, Associate Professor	2	1
Rajacich, Dale, Associate Professor	2	0
Category 2: Tenure-Track Professors		
Crawley, Jamie, Assistant Professor	1	2
Freeman, Michelle, Assistant Professor	1	2
Pfaff, Kathy, Assistant Professor	0	0
Category 7: Others		
Cameron, Sheila, University Professor; Professor Emeritus	6	0
Total:	*34*	*9*

B.5.1.1e

> *For graduate programs: Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

Based on PhD trends across Canada and the United States, as well as our own experience with Master's students, graduate nursing students generally maintain some employment while completing their full-time graduate studies. Therefore, we do not anticipate that the financial resources required to support these students will be taxing. However, qualified doctoral applicants (80% average and above) will be eligible for an Entrance Scholarship ($6000.00/yr.), as well as a Graduate Assistantship position ($11,000/yr.) for up to 4 years. There is a Dean's Award valued at $2000.00 Research Assistantship funding may also be available at a proposed value of $5000.00 a year.

B.5.1.1f Other Available Resources

> *Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:*
> * *staff support,*
> * *library,*
> * *teaching and learning support,*
> * *student support services,*
> * *space,*
> * *equipment,*
> * *facilities*
> * *GA/TA*

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Collections development policy and funding

Library materials are selected on the basis of the needs of the curriculum as interpreted by faculty members and the librarian responsible for Nursing. The librarian liaises with faculty members in the *Faculty of Nursing* and provides assistance with in-depth subject specific library needs. The librarian regularly reviews publisher's catalogues, Nursing journals, other library catalogues and subject bibliographies. Approval plans are also in place for Nursing with *Blackwell's Book Services* and *Coutts.* Through *Coutts*, the *Leddy Library* receives books and information about current Canadian imprints. The librarian regularly reviews books that come in on the approval plans and online vendor notification slips.

Collections

The *Appendix* for this report contains information about *Leddy Library* funding for Nursing for monographs, print serials and electronic resources from 2003 to 2010. Financial support for electronic resources has greatly increased over the years.

The Leddy Library has a base allocation for monographs for Nursing every year. The allocation for 2010/2011 is lower because of financial cutbacks this year. However, the Nursing monograph fund received some additional one-time funding during the 2009/2010 academic year, which has resulted in the purchase of more DVDs and monographs.

Books - the *Leddy Library* contains an extensive number of book titles supporting research and teaching in Nursing. The total number of titles is estimated to be about 64,552 (including reference materials but not serials) and includes titles in nursing, biology, social work, social sciences, psychology and women's studies. Students and faculty thus enjoy access to a wide range of interdisciplinary materials.

Serials - Nursing faculty and students also enjoy access to a wide range of electronic serials and a variety of print serials. The number of print journal subscriptions has decreased as electronic access has become more pervasive. As well as Nursing serials, Nursing faculty and students also have access to serials covered by other Library serials funds such as Psychology, Social Work, Human Kinetics, Biology, Women's Studies, Sociology etc.

Documents - the print *Documents* collection in the *Leddy Library* provides access to the research publications of the Canadian federal and provincial governments, as well as a selection of materials from foreign governments and international organizations. The Library is a full depository for the Canadian government. There is also a wide range of statistical data compiled by government agencies such as *Statistics Canada*. Many materials in the *Documents* collection would be of direct or indirect interest to Nursing, including *World Health* publications, health legislation, publications by the *Ontario Ministry of Health and Long-Term Care* and the federal department, *Health Canada*. There are also publications from the *U.S. Department of Health and Human Services* and from the *U.S. Public Health Service*, as well as information on addictions, child development, mental health and psychiatry. The *Leddy Library's Government Information and Maps* web site provides direct links to various sources of government information at the federal, provincial and municipal levels, plus links to the United States and other international organizations.

University of Windsor Archives and Special Collections - Nursing students and faculty have access to materials of historic interest pertaining to medicine and nursing in collections within the *University of Windsor Archives and Special Collections,* such as The Ciba Collection of Medical Illustrations. Specialized reference services are provided in this area by the University Archivist and Archival Assistant.

Paul Martin Law Library - students and faculty at the University of Windsor also have access to resources in the *Paul Martin Law Library* within the Faculty of Law, including specialized reference assistance.

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Access to local resources

Library patrons can use the *Leddy Library's* online library catalogue from offices, laboratories or from home. The catalogue provides access to resources in the *Leddy Library* and the *Paul Martin Law Library.* It also includes records and links for the growing electronic book collection. The library catalogue is a new system that the *Leddy Library* and the *Paul Martin Law Library* moved to in May 2009. It is on an open source platform and is based on the Evergreen system from Georgia. Windsor librarians have been developing the catalogue along with partners from Laurentian University, Algoma University and the Northern Ontario School of Medicine. The new system should allow for greater flexibility for the *Leddy Library* and the *Paul Martin Law Library* to present and organize information in the web environment.

The *University of Windsor* is a member of several consortial groups, resulting in library patrons having digital networked access to a variety of electronic databases containing full text journals and citation indices. These consortial groups include the *Ontario Council of University Libraries* (OCUL); the *Canadian Research Knowledge Network* (CRKN/RCDR) and the *Ontario Learning Resources for Nursing* (OLRN) consortium. The latter agreement has resulted in access to several OVID resources and *Nursing & Allied Health Source* which provides access to the *ProQuest Nursing & Allied Health Source* database and *Evidence-Based Resources from the Joanna Briggs Institute*.

The *Leddy Library* is providing access to an increasing number of electronic resources through the online library catalogue and through the Library's *Home Page* at: http://www.uwindsor.ca/leddy. Electronic databases of particular interest to Nursing include:

- **CINAHL** (Cumulative Index to Nursing and Allied Health Literature)
- **Journals@OVID**
- **Your Journals@OVID**
- **ProQuest Nursing & Allied Health Source**
- **Evidence-Based Resources from the Joanna Briggs Institute**
- **MEDLINE** (through OVID)
- **MEDLINE** (through Scholars Portal)
- **OVID OLDMEDLINE**
- **OVID HealthSTAR**
- **PubMed**
- **PubMed Central Canada**
- **CancerLit** (subset of PubMed)
- **Health Sciences: a SAGE Full-Text Collection @ Scholars Portal**
- **EBM Reviews** (Evidence Based Medicine) including:
    - **Cochrane Central Register of Controlled Trials**
    - **Cochrane Database of Systemic Reviews**
    - **Database of Abstracts of Reviews of Effects**
    - **ACP Journal Club** (American College of Physicians)
    - **Cochrane Methodology Register**
    - **Health Technology Assessment**
    - **NHS Economic Evaluation Database**
- **Annual Reviews: Biomedical Sciences; Social Sciences**
- **Merck Index – fourteenth edition**
- **ProQuest's American Medical Association Titles, Abstracts and Indexing**

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In addition to the above databases, Nursing faculty and students also have access to a wide range of multidisciplinary databases including:

- **Natural Sciences @ Scholars Portal**
- **Abstracts in Social Gerontology @ Scholars Portal**
- **Biological Sciences @ Scholars Portal**
- **Biology Digest @ Scholars Portal**
- **BIOBASE**
- **BioOne**
- **BioMed Central Journals A-Z**
- **Immunology Abstracts**
- **Virology and AIDS Abstracts**
- **CPI.Q @ Scholars Portal (Canadian Periodical Index)**
- **Canadian Research Index**
- **Social Sciences @ Scholars Portal**
- **Social Work Abstracts**
- **Social Services Abstracts**
- **SPORT Discus with Full Text** (includes materials pertaining to sports medicine)
- **TOXLINE @ Scholars Portal**
- **Public Administration Abstracts @ Scholars Portal**
- **PsycINFO @ Scholars Portal** (Psychology)
- **PsycARTICLES @ Scholars Portal** (full text)
- **Psychology: a SAGE Full Text Collection @ Scholars Portal**
- **CogNet Library** (full text)
- **Sociological Abstracts**
- **Academic Onefile**
- **Academic Search Complete**
- **ERIC** (Educational Resources Information Center database)
- **CBCA Education** (Canadian education database)
- **CBCA Business** (full text)
- **CBCA Reference**
- **Violence and Abuse Abstracts @ Scholars Portal**
- **ABI Inform Fulltext Business Information**
- **Social Sciences Citation Index (Web of Knowledge)**
- **Science Citation Index Expanded (Web of Knowledge)**
- **Canadian Newsstand** (full text - includes access to the *Windsor Star* newspaper)
- **Daily Newspapers from Across Ontario**
- **Scholars Portal Federated Search** (full text and citations) – searches all databases and full text journals at Scholars Portal
- **Scholars Portal Fulltext Journals Collection**
- **Project Muse**
- **JSTOR/Ithaka** (full text)
- **Family Studies Abstracts @ Scholars Portal**
- **American Physiological Society Journals**
- **Bacteriology Abstracts (Microbiology B)**
- **Dissertations and Theses @ University of Windsor**
- **Digital Dissertations @ Scholars Portal** (excluding UK and Ireland)

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- **ProQuest Dissertations and Theses**
- **Directory of Open Access Journals**
- **Duke University Press Journals ONLINE**
- **Health and Safety Science Abstracts**
- **Health Reference Center Academic**
- **Health Technology Assessment**
- **Human Resources Abstracts @ Scholars Portal**
- **Mental Measurements Yearbook**

The *Leddy Library* provides full text access to electronic books and additional online information through **Books@OVID Nursing**; **netLibrary**; **myilibrary, Springer e-books, Canadian Health Research Collection, Canadian Public Policy Collection**; **Elsevier e-books** (books published in 2007 in selected subjects including biochemistry, genetics, neuroscience and pharmaceuticals); **Oxford Reference Online – Medicine** and **Britannica Online Encyclopedia** (full text); **Dictionary of Canadian Biography**; and **Dictionary of National Biography**. The Leddy Library has subscribed to the print version of **CPS** (*Compendium of Pharmaceuticals and Specialties*) for many years and is now providing electronic access to this resource.

Academic Data Centre
The main building of the Leddy Library houses the *Academic Data Centre* which is also a *Statistics Canada Research Data Centre*. The *Academic Data Centre* provides students and faculty with access to a wide range of statistical resources and packages and provides assistance to library patrons with using these resources. *Statistics Canada Research Data Centres* are described by Statistics Canada as:

> …part of an initiative by Statistics Canada, the
> Social Sciences and Humanities Research Council (SSHRC)
> and university consortia to help strengthen Canada's social
> research capacity and to support the policy research community.
> …RDCs provide researchers with access, in a
> secure university setting, to microdata from population and
> household surveys.
> (http://www.statcan.gc.ca/rdc-cdr/index-eng.htm)

The web site for the *Academic Data Centre* can be found at:
http://web4.uwindsor.ca/units/leddy/leddy.nsf/AcademicDataCentre!OpenForm
This web page provides access to a wide range of statistical tools including:

Canadian Census Analyzer
Canadian Institute for Health Information
CANSIM II
Data Liberation Initiative (DLI)
E-Stat
Health Statistics and Data
Local/Windsor Statistics and Data
Statistics Canada
Women's Studies Statistics and Data

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The Leddy Library has a data librarian and a manager for the *Academic Data Centre*, both of whom can assist library patrons to find and use statistical resources. The data librarian has put together online guides highlighting some key data sources for health related topics. *Selected Sources of Canadian and International Health and Nursing Data* provides access to a wide range of resources including *CANSIM; Statistics Canada's Health Indicators; First Nations Regional Longitudinal Health Survey;* and *Indicators of Well-being in Canada.* This guide also contains links to databases pertaining to health status; diseases and conditions; the health care system; mental health and substance abuse; and to selected U.S. and international sources for health statistics and health data. The second online library guide - *Local/Windsor Statistics and Data* - gives access to a variety of sources containing data pertaining to Windsor and the surrounding region. The section on health within this guide includes links to *Statistics Canada Community Health Profiles*; *Ontario Wait Times*; *Ontario Rapid Risk Factor Surveillance System*; *Ontario Institute for Clinical Evaluative Services*; *Health System Performance Research Network*; and *Ontario Hospital Association Health System Facts*.

Access to resources not held locally
Faculty, graduate and undergraduate students have on-site borrowing privileges at Ontario university libraries. Faculty and graduate students have similar privileges at Canadian university libraries. The *Leddy Library* also has reciprocal borrowing arrangements in place for over eighteen Detroit area college and university libraries. The *Leddy Library* is a member of the *South East Michigan League of Libraries* (SEMLOL) and participates in their reciprocal borrowing arrangement known as INFOPASS. This arrangement gives graduate students and faculty direct borrowing privileges from university libraries such as *Wayne State*. Faculty members at the *University of Windsor* have borrowing privileges at over one hundred U.S. libraries.

University of Windsor faculty and Nursing students also have access to local hospital libraries and health centres such as *Hôtel-Dieu Grace Hospital; Windsor Regional Hospital; Canadian Mental Health Association Windsor-Essex County Branch*; and *Windsor Occupational Health Information Service*. The librarian responsible for Nursing is an active member of the *Southwestern Ontario Health Libraries and Information Network (SOHLIN)*. Members of this organization meet regularly for continuing education workshops and to share information about relevant resources. The Nursing librarian also liaises with the librarians at *St. Clair College* and *Lambton College* as part of the *Collaborative Nursing Program*.

Subsidized document delivery services are available to faculty members and students for materials not contained within the Library. Faculty, students and staff at the University can make interlibrary loan requests online from their homes or offices by using the online versions of interlibrary loan request forms, available through the *Leddy Librarys Home Page*.

The *Leddy Library* is part of **RACER** (*Rapid Access to Collections by Electronic Requesting*) which is an Ontario wide cooperative interlibrary system through the *scholarsportal.info project*. Faculty, students and staff can go to the *Leddy Library's Home Page* and log in to **RACER** via a link provided on the library's *Home Page*. They can then search the catalogues of Ontario universities and create interlibrary loan requests for materials that they wish to receive from other libraries.

Links to other library catalogues in Canada and throughout the world have been set up via the *Leddy Library's Home Page*, so faculty and students can search other library catalogues for research materials of interest to them. The Library has a subscription to **WorldCat** which is the OCLC union catalogue and contains information about the holdings of libraries in forty-five countries.

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Services available to students and faculty at the Leddy Library

Reference services:

General reference assistance:

During the academic year, the main reference desk is staffed with up to two librarians/library assistants. In addition to the librarians and library assistants, there is an Information Technology student assistant at the reference desk to assist library patrons with computer-related needs. The secondary reference desk, located in the *West Building* of the library, has less extensive hours and is staffed by one librarian or library assistant. Reference desk hours include evening and weekend service during the academic year. In addition to the reference desks, the library offers a virtual reference service. The Leddy Library is part of the Ask Ontario (askON) project, which provides collaborative virtual reference services for Ontario. There is an askON link at the top of the Leddy Library's Home page that library patrons can click on to get virtual reference service.

Specialized reference assistance:

Librarians with collections responsibilities are assigned to specific academic departments on campus. They are responsible for liaising with these departments and for ensuring that library resources and services meet the needs of students and faculty. Nursing students frequently make appointments with the librarian responsible for Nursing in order to obtain specialized reference assistance. Faculty members also make use of this service.

Library instruction classes:

The *Leddy Library* offers a wide range of instructional services to students and faculty. These include library tours, course-specific classroom sessions and in-depth workshops with opportunities for hands-on experience with electronic resources. The librarian responsible for Nursing teaches course-specific library instruction classes to Nursing students and is also available to conduct and has conducted faculty workshops pertaining to library resources.

Study Facilities:

The *Leddy Library* provides a range of study facilities to faculty and students including:

- 270 computer terminals with Internet access (includes 92 open access stations; 143 secure access stations; 29 quick access secure stations; 2 console stations and 4 Academic Data Centre stations);
- library classroom and a library computer lab in the West Building;
- campus classroom with computers in the basement of the Main Building;
- 4 laser printers and a solid ink colour printer that are networked to all of the public computer terminals in the *Leddy Library,* giving students the option of printing materials as well as downloading or e-mailing their search results;
- 3 microfilm scanners and 4 flatbed scanners;
- 36 wired connections for laptops;
- 67 wireless access points, providing complete coverage for both library buildings; and,
- approximately 1500 study spaces including group study areas, designated quiet study areas and a new reading room with comfortable chairs and couches on the first floor of the *Main Building*.

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B.5.1.2   Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the proposed program's reliance on existing resources from underline other campus units , including for example:
- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
 Provide relevant details.

We anticipate a reciprocal sharing of resources in regard to the offering of electives. Students may take a graduate level elective offered by another program that is relevant to their area of interest, while other graduate students may complete a nursing doctoral elective. For example, doctoral students in Psychology or Human Kinetics may find our new on-line course, "Introduction to the Science of Quality Improvement" relevant to their program of study. Conversely, a nursing student may be interested in a Kinesiology related health issue and thus able to complete an Independent study (95-692) as their elective, with a Kinesiology professor. Program coordinators with the Faculties of Human Kinetics, Education, and Psychology have all expressed interest in sharing courses. Electives will be determined on a case by case basis, depending on availability, and with permission of the instructor.

B.5.1.3   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 proposed program.*

We anticipate opportunities for new resources through student-based and faculty grantsmanship. We anticipate that the implementation of a PhD program will create new opportunities and make us more competitive in, and increase our likelihood of, success in obtaining research grants.

B.5.1.4   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 preparing this proposal.

Two new Nursing graduate on-line courses (Issues in Clinical Health Research; and, Introduction to the Science of Quality Improvement) have received provincial funding and may serve as electives for the PhD students.

B.5.1.5   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 run the proposed program.*

Faculty:
We anticipate an additional tenure-track faculty member will be required after the first year of the program. Four sessional appointments will be required to cover the four undergraduate courses that would have been taught by our graduate faculty members assigned to the PhD courses (as noted in budget).

Staff:
We have budgeted for an additional administrative/secretarial staff position to meet the needs of our growing graduate program which includes, but is not limited to, the needs of the proposed PhD program.

GA/TAs:
Our full-time complement of Master's students has increased in the past 5 years and as such our GA allotment has also increased. We do not anticipate additional GA resources will be required beyond the current GA calculation allotment. Priority for GA appointments will be given to qualified doctoral students.

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

Library Resources and Services: No additional library resources will be required.

Teaching and Learning Support: No additional supports needed.

Student Support Services: No additional support needed.

Space and Facilities: Additional space has been secured on the 2nd floor of Toldo Health Education Building which will serve as a graduate lounge and work space for the doctoral students.

Equipment (and Maintenance): PhD student office set-up (furniture, computers, printer) will be required (see budget).

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

> *Describe*
> - *program-specific admission requirements,*
> - *selection criteria,*
> - *credit transfer,*
> - *arrangements for exemptions or special entry, and*
> - *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

Applicants must have a completed Master's degree normally with thesis from a nursing and/or nursing related program. Applicants must be registered or eligible for registration with the College of Nursing of Ontario. Applicants must also submit three letters of reference, a statement of academic interest and professional plan, and a CV.

A minimum 77% average in their Master's program is required. For international students, successful completion of an English Language Proficiency Exam is required, in accordance with Senate policy. For details see the Faculty of Graduate Studies regulations.

> *Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.*

These admission criteria are based on past practices in PhD programs across the country.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

> *Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.*
>
> *NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.*

The Ph.D. program will normally involve four years of full-time study consisting of course work (most of it in Year 1), a comprehensive exam (normally in Fall of Year 2) and a dissertation. The dissertation requires independent, original research and makes up at least two thirds of the time normally required for the program. Course descriptions are provided in Appendix C.

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Total courses:
Minimum of four courses prior to beginning dissertation proposal.
Courses must be at a graduate level.

Major requirements:
63-XXX Philosophy of Science in Nursing;
63-XXX Advanced Perspectives on Quantitative and Qualitative Research Methods (Mixed Methods);
63-XXX Graduate Level Elective;
Choose one:
  63-XXX Applied Biostatistics for Nursing and Health Research
  63-XXX Qualitative Data Analyses for Health Research;
63-XXX Comprehensive Exam;
63-XXX Dissertation.
63-XXX Seminar Course (must register for two terms in first year of program)
Seminar meetings will be determined by the nursing graduate committee with a focus on phenomena relevant to nursing science, academia, and the process of undertaking doctoral research. Topics may vary depending on student needs but will include topics such as: Conducting an Advanced Level Critical Review of the Literature; Writing for Publications; Pitfalls and Perfection in Writing REB applications.

Recommended options (if any):

Issues in Clinical Health Research and, Introduction to the Science of Quality Improvement are two new electives being developed within our graduate program. Electives will be determined on a case by case basis, depending on availability, and with permission of the instructor.

Year/ Length of time	Course work and program requirements
1 (months 0-12)	Up to 3 graduate level courses plus seminar course
2 (months 13-24)	One graduate course and complete comprehensive exam
3 (months 25-36)	Complete Dissertation Proposal and oral examination
4 (months 37-48)	Complete research and dissertation defense

Description of Comprehensive Process:
The comprehensive exam process is designed to be completed in one term. Students will have been assigned an advisor/supervisor upon acceptance into the program. Students may request a supervisor when they apply to the program but ultimately, the supervisor will be determined by the Graduate Coordinator, based on faculty who meet the advising criteria and who have expertise in the student's area of research interest. Upon successful completion of the comprehensive oral and written exam the student will proceed to register for the dissertation.

Comprehensive Exam Process:
a.) Within the first week of the term in which the student has registered for the comprehensive exam the student will meet with his/her supervisor/advisor and discuss a research topic and potential committee members (i.e. one nursing faculty member and one faculty member external to Nursing but internal to the University). The final committee composition will be approved by the Graduate Program Coordinator.
b) Once the Comprehensive Exam committee members have been confirmed, the student will meet with the Committee to identify the research topic. The student will then spend time researching the topic.
c) Within a 2 – 3 week period the student will prepare and present to the committee a 1-2 page outline describing his/her research topic and potential methodology. The comprehensive paper topic will be mutually agreed upon by the student and committee members.

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d) The student will prepare 1 paper on methodology or content (approximately 20 - 25 pages (excluding references and appendix)). The student has 6 weeks to write the paper. As this is an exam the student will not receive guidance as the paper is written.

e) The oral exam date will be pre-booked 2 weeks after the written submission due date. A Chair for the defense will be assigned from the Faculty of Nursing graduate faculty.

f) After reading the comprehensive exam paper the committee members will prepare questions for the oral defense.

g) The student is deemed to have passed their Comprehensive Exam upon successful completion of both the oral and written components.

h) If students are unsuccessful with the written exam they do not move forward with the oral exam. They have the option to resubmit the paper within a 3 week time period, or if major corrections are required, they register for another term and redo the paper. If a student fails the oral exam, a second exam will be given within 3 weeks.

Description of Dissertation process:

The composition of the dissertation committee will be confirmed within the first term of registration in the dissertation. The comprehensive exam committee members may also serve on the student's dissertation committee, with the addition of another nursing faculty member.

1) Proposal Development: Student engages in independent reading and analysis of the theoretical, empirical, and methods literature to develop dissertation research proposal under the guidance of an approved doctoral committee, as per the [Faculty of Graduate Studies regulations](#). This phase involves regular consultation and feedback from the student's supervisor and advisory committee and should normally be completed in a maximum of 2 terms of study. It will be guided by a proposal development process with expectations and timelines.

2) Proposal Approval: Student will submit a hard copy of the full proposal to each committee member by the due date negotiated. Committee members will independently review the proposal and meet to determine if the proposal is well-designed, feasible, and appropriately grounded in the relevant research literature. Upon committee agreement, the student will proceed to the Dissertation Proposal Oral Examination within a four week time frame. If agreement is not reached that the proposal is satisfactory, feedback will be provided to the student, who will be given an opportunity to revise and resubmit the proposal within a maximum of one term.

3) Proposal Oral Examination: Student who passes the proposal development proceeds to the oral examination of the dissertation proposal. A student who achieves PhD candidacy on successful completion of the Oral Examination then proceeds to ethics review of the proposal and the dissertation research.

4) Dissertation Defense: Upon approval of the completed written dissertation by the Committee, the student proceeds to oral examination of the dissertation research. For the final oral defense the committee will be supplemented by an independent, external examiner in accordance with the [Faculty of Graduate Studies regulations](#).

Description of experiential learning components (if applicable): N/A

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, *etc*.), if applicable: N/A

For Co-op components:

Guidelines for co-op work term reports: N/A

General length of co-op work term: N/A

Is the completion of the experiential learning/co-op component a requirement of the program? N/A

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C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

> ***Normal Duration for Completion:*** *provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.*

The timelines have been established based on current practices within Canada. The University has a 3-year residency requirement, and as such, students will be enrolled for a minimum of three full years. Students will be able to finish in 3 – 4 years of full-time study as outlined under section C.3.2.3 "Suggested Program Sequencing".

> ***Program Research Requirements:*** *for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.*

The proposed comprehensive and dissertation requirements are consistent with current programs in Canada.

> ***Fields in a Graduate Program [optional]:*** *Where fields are contemplated, provide the following information:*
> ▪ *The master's program comprises the following fields: ...[list, as applicable]*
> ▪ *The PhD program comprises the following fields: ...[list, as applicable]*

 N/A

C.3.2 For All Program Proposals:

C.3.2.1 Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program*
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Minimum cumulative average of 70%.

C.3.2.2 Standing Required for Graduation

> *Minimum average requirement to graduate in the program*
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.*

All program requirements must be met and the student must have a minimum cumulative average of 70%.

C.3.2.3 Suggested Program Sequencing

> *Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing. Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.*
> *For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

Students will complete their course work in the 1st year of the study and proceed to the comprehensive paper and oral exam in their second year. By conducting a thorough critique of the literature the student will identify their

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research focus and potential methodology for the dissertation. The comprehensive work is designed to lead directly into the dissertation work. It is anticipated that the student's advisor will guide them through both the comprehensive and dissertation processes, but if need be, a new advisor can be negotiated after the comprehensive oral exam.

Year/ Length of time	Course work & program requirements
1 (months 0-12)	Up to 3 graduate level courses plus seminar course
2 (months 13-24)	One graduate course and complete comprehensive exam
3 (months 25-36)	Complete Dissertation Proposal and oral examination
4 (months 37-48)	Complete research and dissertation defense

COMPLETE THIS TABLE FOR GRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the <u>Characteristics of a University of Windsor Graduate"</u> by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are 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 (degree level expectations).

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
A. Appraise and conceptualize bodies of knowledge that help shape and inform nursing and professional practice. Identify and apply evidenced based research that contributes to the art and science of nursing.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Design and implement original research to equitably address health, and well-being within particular contexts and specific populations. Conduct a critical appraisal of relevant research	B. research skills, including the ability to define problems and access, retrieve and evaluate information	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
literature.	(information literacy)	
C. Evaluate and defend complex issues based on informed decision-making to advance safe, client-centered care. Create theoretically sound explanations for his/her research findings.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Advance nursing practice through the development and dissemination of timely original work. Use appropriate analysis techniques based on research design (qualitative and quantitative).	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Produce new knowledge that is ethically and academically responsible toward the betterment of society. Examine conflict resolution techniques to promote healthy work environments.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits 5.
F. Communicate novel and complex ideas efficiently to multiple stakeholders within and outside the profession of nursing. Demonstrate effective knowledge translation skills through the development, submission, and presentation of scholarly posters, oral presentations, and scholarly papers.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Demonstrate nursing leadership by creating environments that promote effective collaborations for the unique and changing milieu of health care. Work successfully with interdisciplinary teams from	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
all sectors.		
H. Value diverse ways of knowing and expression to support professional and academic autonomy and accountability. Demonstrate innovative approaches to health care planning and policy development by participating in program planning with local and provincial health care agencies (for example, Local Health Integration Network).	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Distinguish and choose knowledge from nursing and other disciplines that will advance professional practice and promote the broader implications of health.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

The required courses, seminars, comprehensive and dissertation experiences are designed to provide the students with content and knowledge specific to different philosophies and research methodologies that will advance the students' professional practice, critical thinking, and research utilization and dissemination. The following table identifies what program requirements contribute to the student's achievement of the program's learning outcomes. Please refer to Appendix C for the course descriptions and course learning outcomes.

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Curriculum requirements (courses) mapped to Program Learning Outcomes
A. Appraise and conceptualize bodies of knowledge that help shape and inform nursing and professional practice. Identify and apply evidenced based research that contributes to the art and	Philosophy of Science in Nursing; Advanced Perspectives on Quantitative and Qualitative

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Curriculum requirements (courses) mapped to Program Learning Outcomes
science of nursing	Research Method Comprehensive Exam Dissertation.
B. Design and implement original research to equitably address health, and well-being within particular contexts and specific populations. Conduct a critical appraisal of relevant research literature	Advanced Perspectives on Quantitative and Qualitative Research Method Comprehensive Exam Dissertation
C. Evaluate and defend complex issues based on informed decision-making to advance safe, client-centered care. Create theoretically sound explanations for his/her research findings.	Applied Biostatistics for Nursing and Health Research Qualitative Data Analyses for Health Research Comprehensive Exam Dissertation
D. Advance nursing practice through the development and dissemination of timely original work. Use appropriate analysis techniques based on research design (qualitative and quantitative).	Applied Biostatistics for Nursing and Health Research Qualitative Data Analyses for Health Research Comprehensive Exam Dissertation
E. Produce new knowledge that is ethically and academically responsible toward the betterment of society.	Philosophy of Science in Nursing Comprehensive Exam Dissertation
F. Communicate novel and complex ideas efficiently to multiple stakeholders within and outside the profession of nursing. Demonstrate effective knowledge translation skills through the development, submission, and presentation of scholarly posters, oral presentations, and scholarly papers.	Comprehensive Exam Dissertation Seminar Course

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Curriculum requirements (courses) mapped to Program Learning Outcomes
G. Demonstrate nursing leadership by creating environments that promote effective collaborations for the unique and changing milieu of health care. Work successfully with interdisciplinary teams from all sectors.	Elective Seminar Course
H. Value diverse ways of knowing and expression to support professional and academic autonomy and accountability. Demonstrate innovative approaches to health care planning and policy development by participating in program planning with local and provincial health care agencies (for example, Local Health Integration Network).	Philosophy of Science in Nursing Seminar Course Elective
I. Distinguish and choose knowledge from nursing and other disciplines that will advance professional practice and promote the broader implications of health.	Philosophy of Science In Nursing Dissertation

C.4.2

For programs with an experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

n/a

C.4.3   Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the intended program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

Face-to-Face delivery will facilitate discussion, debate and active engagement within our core program courses. Recognizing an increasing desire for the convenience of on-line courses, students will have access to two new graduate nursing on-line electives being developed. The comprehensive and dissertation processes will provide the opportunity to generate knowledge through the development and use of research skills.

C.5   Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program/major program change.(For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

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Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	Minimum 3 – 6 hours per week
Tutorials	2 hour monthly seminar
Practical experience (conducting research)	
Service or experiential learning	
Independent study	10 hours per week
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	10 hours per week
Studying for tests/examinations	5 hours when applicable
Other: *[specify]* conduct dissertation research	25 - 35 hours / week
Compare the student workload for this program with other similar programs in the AAU. All components are comparable to the Nursing Master's workload with the exception of a higher expectation for independent learning and inquiry**.**	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of, the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

Students will receive ongoing feedback throughout their program. They will receive feedback with each course they complete. Students will complete an annual progress report that will include their progress to date, their strengths and areas for improvement, scholarly development and ongoing re-evaluation of their program plan.

It is appropriate at the PhD level that students will be evaluated through paper and pencil examinations, seminar presentations, term papers, group discussions, and research. Specifically:

Coursework: The requirements in the courses will vary. However, they will generally require students to: critically analyze and synthesize research literature (A, C, I); to present linkages between the topic area and the community (E, F); to lead group discussions (G); and to successfully work with classmates (E, G).

Dissertation research: Students will be evaluated on their ability to: critically analyze and synthesize research literature (A, C, I); to design theoretical, ethical and methodologically sound research studies (B, E); to conduct their research and use appropriate analysis techniques (C, D, E, G); and to communicate their findings in both written and oral forms of communication (B, C, D, F, H, I).

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Course specific examinations, the comprehensive examination, proposal defense and the dissertation defense are examination processes through which the students will demonstrate their ability to synthesize and apply knowledge and skills as outlined in the course and program learning outcomes and consistent with the degree level expectations. Students will be provided with a grade that reflects their achievement on each assessment, and with written feedback supporting the grade. It will be important for the relevant learning outcomes in each area of the program (coursework, comprehensive paper and oral exam, and dissertation proposal and defense) to be specifically evaluated.

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These learning outcomes will become an integral part of the overall evaluation procedure, and over time the program will be able to use these evaluations as benchmarks for curricular review and development.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)
[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.] – Not applicable

Results from the PhD Survey 2015

We had a total of 90 responses to our survey. Results are as follows: (highlighted are most frequent answers)

Question	Yes/%	No/%	Unsure/%	Missing
Have you ever considered pursuing a PhD in Nursing?	75/83.3%	15/16.7%	NA	0
Would the availability of a PhD program in Nursing at the University of Windsor have an impact on your interest?	63/70%	15/16.7%	12/13.3%	0
Have you ever considered or have an interest in teaching at a post-secondary institution as a profession?	69/76.7%	6/6.7%	NA	15
Would you be willing to commit to 3 to 5 years of study to obtain a PhD?	49/54.4%	3/3.3%	23/25.6%	15

Please rank the following factors for their influence in your consideration of a PhD program:

Factor	Not at all/%	Somewhat/%	Important/%	Very Important/%	Extremely Important/%	Missing/%
Tuition Cost	1/1.1%	12/13.3%	21/23.3%	17/18.9%	24/26.7%	15/16.7%
Required Study time	1/1.1%	2/2.2%	17/18.9%	35/38.9%	19/21.1%	16/17.8%
Length of Program	2/2.2%	5/5.6%	18/20%	29/32.2%	21/23.3%	15/16.7%
Distance to University	9/10%	11/12.2%	21/23.3%	20/22.2%	14/15.6%	15/16.7%
Cost of living in area	26/28.9%	19/21.1%	18/20%	8/8.9%	4/4.4%	15/16.7%
Job Market	12/13.3	14/15.6%	14/15.6%	18/20.0%	17/18.9%	15/16.7%
Scholarships/Funding	2/2.2%	4/4.4%	21/23.3%	18/20%	30/33.3%	15/16.7%
Evening Classes offered	4/4.4%	8/8.9%	18/20%	23/25.6%	22/24.4%	15/16.7%
Online Classes offered	5/5.6%	6/6.7%	11/12.2%	24/26.7%	29/32.2%	15/16.7%
Reputation of University	1/1.1%	1/1.1%	23/25.6%	30/33.3%	20/22.2%	15/16.7%
Opportunity of career promotion	4/4.4%	1/1.1%	10/11.1%	35/38.9%	25/27.8%	15/16.7%
Opportunity for career change	2/2.2%	3/3.3%	22/24.4%	29/32.2%	19/21.1%	15/16.7%

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If a Nursing PhD program was approved and launched for 2016/17, when would you anticipate applying to take this program?
First year=　　21/23.3%
Within 1-5 years= 30/33.3%
*Within 6-10 years=*8/8.9%
Uncertain=　　15/16.7%
Missing =　16/17.8%

How old are you?
Under 25=　　6/6.7%
25-34=　　　30/33.3%
35-45=　　　19/21.1%
46-55=　　　13/14.4
56 or older=　5/5.6%
*Prefer not to answer=*2/2.2%
Missing =　15/16.7%

In what area do you currently reside?
City of Windsor=　46/51.1%
~1 hour drive= 23/25.6%
> 1 hour drive= 6/6.7%
Missing =　15/16.7%

Written Comments:
"Consider more emphasis on public health, population health and epidemiology -- less focus on nursing theory."
"If I were in a position to consider pursuing a PhD in nursing, it would be a bonus to have the program at Windsor. At the moment, I do not have the academic qualifications unless it was a PhD combined with a Master's program."
"It would also be important to know each person's interest area."
"This is a much anticipated and often discussed degree option amongst graduate students here at the University of Windsor. I am currently pursuing graduate level education here at the University and recognize the value of further education outside of my "pond", however if this degree program were available in Windsor (where I already work and have connections within the nursing research and practice community) I would not hesitate to apply."
"A PhD program offered through the University of Windsor would allow local nurses the opportunity to live and study closer to home - instead of heading over the border. I fully support this initiative and hope to take advantage of this program when it is launched."
"I have looked at other PhD programs in Nursing however the barriers are distance, finding a mentor that is not in your home community and not knowing the community where you are taking the program. This is the second time I have done this survey over the past few years-yet U of W still has no program!"
"Would depend on the design and focus of the program as well."
"Job opportunities within Windsor/Essex County would have a large impact on if obtaining a PhD would be worth the money and time sacrificed studying due to my age group. But with my age group comes experience that would be valued for educational program development."
"I live in Windsor but work in a national role out of Toronto. Location of the school is important to me. I would love to see a PhD program in Windsor! I have been waiting a very long time."
"Five years to obtain my PHD is a long time. I am considering that I could potentially complete medical school in the same time frame."

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Not interested in the PhD Program because:

"I have my BSCN and MN from uwindsor. If I were to get a PhD I would like to try out a different school"

"Family and personal issues"

"Interested but not at Windsor"

"To old, ready for retirement"

"If I wanted a doctorate, I would get a doctorate of medicine. The 2 year masters program for NP is more suitable for my wants, needs and lifestyle. If it is changed to a PhD not only will I not be going for it, me and my money will have to go elsewhere which I do not want to do."

"Only if it were a distance program"

APPENDICES:

Appendix A: 2015 Student demand survey

Appendix B: Letters of support

Appendix C: Course descriptions and course learning outcomes

Appendix D: Examples of research collaboration among faculty members and existing partnerships with healthcare agencies

**University of Windsor
Senate**

5.5.5:   **Master of Engineering Management – New Program and New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Master of Engineering Management, including the new Engineering Management Capstone course proposal (76-540/85-540), be approved.*

*Subject to the approval of expenditures required.

Rationale/Approvals:
- The proposal has been approved by the Faculty of Business Council, the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council, the Provost and the Program Development Committee.
- In making its recommendation to Senate, PDC considers the Proposal Brief, the Reviewers' Report(s) and the Internal Response(s).
- If approved by Senate the proposal will be submitted to Quality Council for full review in accordance with the Quality Assurance Framework.
- Provost's Comments: " *The structure and enrolment goals of the program appear to be sound, and the program appears to be based on a solid understanding of labour demand for this expertise and comparable programs elsewhere. In terms of resources, Engineering has been allocated a faculty position from the SPF50. Business has been provided with an LTA position. The question of permanent positions can be re-opened once the program can demonstrate that it can regularly reach its steady state enrolment targets.*"
- Engineering and Business have confirmed that the program can be launched within these resources.
- Students will have access to facilities and staff on the weekends.
- Content Re-alignments - any changes to existing courses to meet the needs of the program will need to be submitted on separate PDC forms with learning outcomes. For example, if the area is changing the content of an existing course then this will need to be submitted on a PDC Form E, with Learning Outcomes.
- New course proposal forms will be required and are being developed for: 75-511-20. Research Methods, 76-5XX. Applied Finance, 76-5XX. Financial & Managerial, and 75-602 IT Project Management. The new capstone course 76-540/85-540 has been submitted.
- *See attached.*

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FORM "A"
Master of Engineering Management

FACULTY:	Jointly: Faculty of Engineering and Odette School of Business
AAU:	Faculty of Engineering
Program Title:	Master of Engineering Management
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis)	Master of Engineering Management
Proposed Year of Offering *[Fall 20xx]*:	Fall 2016
Mode of Delivery:	Lectures, projects, laboratories and group activities Lectures will be on Fridays (17:00-21:00) and Saturdays (8:00-18:00) every second weekend, for 6 weeks a semester.
Planned steady-state Student Enrolment (per section B.4.2)	60 students (40 domestic, 20 international)
Normal Duration for Completion:	Six (6) semesters or 24 months of study
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

This program aims to provide engineering students with skills and knowledge to manage projects, resources, people and processes within technical environments. By utilizing appropriate business practices, engineers can become managers and administrators within their field of practice. As such, the curriculum will provide business and management foundation within a technical context to allow students to understand all aspects of engineering management. Graduates from this program will have completed sufficient courses that will allow them to take on senior roles in project, operations, manufacturing and facility management. As well, given the diversity of non-core courses within the program, students may be able to occupy marketing and product management roles and fulfill duties that combine sales, finance and economics within technology enterprises. Furthermore, those who are interested in pursuing entrepreneurial career, the program offers basic foundation to conduct essential feasibility studies, business planning and financial modeling tasks. This program is also aligned with the university's strategic plan to offer quality education and encourage independent learning by allowing students to apply business practice to solving practical problems.

B.2 Program Content (QAF Section 2.1.4)

The multi-disciplinary curriculum of this program is composed of mandatory core and non-core courses offered jointly from the Faculty of Engineering and Odette School of Business. Core courses include basic business units in accounting and finance while the engineering courses focus on design management and professional practices. Non-core courses, on the other hand, allow students to gain fundamental knowledge in areas such as project management, operations management, marketing, organizational behavior, sustainability, supply chain management, and entrepreneurship. As well, a mandatory capstone project will give students the opportunity to apply their learning in a practical environment by solving industry-specific problems or developing new venture plans. Furthermore, courses that relate to recent topics of interest such as clean technology, e-commerce, and machine learning may be offered as non-core courses. As such, this program offers a unique opportunity for engineers with experience and background to advance and accelerate their career within technical enterprises or start their own venture. With the proximity to industry-rich and manufacturing environment in the Windsor-Essex region and Michigan, graduates of this program will fulfil the continuing needs for technical managers and engineers with multi-disciplinary background.

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Master of Engineering Management

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

The proposed Masters of Engineering Management uniquely distinguishes its holders as those with technical and management skillset and academic foundation. Employers recognize holders of this degree as those with ability to take on various responsibilities in technical and managerial disciplines. For instance, an engineer with the engineering management foundation acquired through the completion of this program will be able to assess the viability of various engineering solutions and manage resources and assets to complete technical projects with given economic considerations.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand (MTCU section 5)

Interest and demand for the proposed new degree program have been demonstrated by means of surveys via the FluidSurveys web-based tool targeting the following student groups within the University of Windsor:
- Engineering alumni since 2003
- Current engineering students pursuing B.A.Sc., M.Eng., M.A.Sc. and Ph.D. degrees

Students were asked about the type of program they prefer and suitable methods of delivery. Two programs were proposed to the survey participants: Masters of Engineering Management and Masters of Entrepreneurship (focuses on new venture formation and entrepreneurial education). Responses to the survey from 364 participants are given in Appendix D. Survey participants and response rates are summarized below:

Survey Sample	Sample Size	Responses	Response Rate
Alumni Since 2003	1800	170	9%
Current B.A.Sc.	780	112	14%
Current M.Eng.	400	49	12%
Current M.A.S.c/Ph.D.	150	33	22%

Based on the survey response, the following is observed:
- Students showed more interest in a Masters of Engineering Management degree than a Masters of Entrepreneurship
- 87% of domestic undergraduate engineering students are interested in enrolling in a Masters of Engineering Management program
- Domestic students were more interested in an evening/weekend offering, while international students are more interested in full-time weekday program
- Students and alumni of research-intensive programs such as Ph.D. have less interest in pursuing further education. Only 34% of domestic Ph.D. students were interested in the programs

We, therefore, propose a new evening/weekend Masters of Engineering Program. At steady-state, we expect the program to draw 80% of its domestic cohort from students with undergraduate engineering degrees or equivalent. Initially, the proposed program will only accept students with applied science background, but future offerings will allow students with computer science and science backgrounds to enroll. This is because the current limited curriculum involves design and engineering applications which require applied science foundation. As the program grows, and more courses are added, there will be an opportunity for science students to enroll in this multi-disciplinary program.

It is recognized that this program may be more attractive to domestic students; this was done by design. However, it does not preclude international students applying for the program. International students in the existing M.Eng

program are free to choose their schedule in such a way that they only attend classes twice a week (Mondays and Tuesdays, for example). This new program is no different other than the schedules for courses are more structured.

B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	1st Year of Operation	2nd Year of Operation	3rd Year of Operation	4th Year of Operation	5th Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)[1]	20 (10)new	20(10) new + 20(10) existing	20(10) new + 20(10) existing	20(10) new + 20(10) existing	20(10) new + 20(10) existing
In the co-op/experiential learning stream (if applicable)	N/A	N/A	N/A	N/A	N/A
For co-op options: projected number of international students enrolled in the co-op stream	N/A	N/A	N/A	N/A	N/A
Projected steady-state student enrolment overall					60
Annual projected student intake into the first year of the co-op/experiential					

[1] # of domestic students (# of international students)

The enrollment will be 30 students every year with 20 domestic and 10 international students. At steady state, the total number of students enrolled is 60 (40 domestic, 20 international students).

B.4.3 Collaborative Program (QAF section 1.6)

B.4.4 Societal Need (MTCU section 6)

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

• comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.	Yes: comments and letters
• comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.	Yes: comments only
• review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?	Yes
• statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?	No

The following potential employers from the Windsor region provided positive feedback:

- Acrolab Ltd. – John Hodgins, CEO, provided the letter of support attached (Appendix C)
- Windsor Mold Group – Cliff Girard, HR Manager, provided the letter of support attached (Appendix C)

- Vista Solutions Inc. – Michael Sirizzotti, Co-Owner & VP
- Reko International Group Inc. – feedback received through phone conversation and discussion about existing employment opportunities in the company
- Chrysler Canada Inc. – Mohammed Malik, Director of Canadian Strategic Research & Collaboration – feedback was received through an extended interview in person at the Windsor location of Chrysler

By means of face-to-face interviews, we have met key decision makers in the above companies to understand their employment needs and perspectives. We inquired about their recent hiring trends of University of Windsor graduates and the proposal of a new degree program combining business and engineering curriculum. For companies with smaller size of employees (20-25), there is a continuous need for recruiting engineers who can understand the business aspects of engineering projects. Engineers should also be ready to communicate with customers and project stakeholders in a non-technical language effectively. Competences in the principles of project management, feasibility analysis, business case development and resources management are essential. Therefore, a multi-disciplinary program like the one proposed here will allow students to practice their interpersonal and communication skills and expose them to the business aspects of engineering projects. Companies also highlighted their preference for having existing engineering employees enroll in an evening/weekend program and be able to work-full-time while studying and have the opportunity to practice their freshly acquired knowledge immediately and within a practical setting.

Other interviewed parties include the following which also expressed a need in offering an engineering management program in the Windsor-Essex region:

- Ontario Centres of Excellence (OCE), Steve Colbert, Business Development Manager / Southwest Ontario
- Ontario Society of Professional Engineers (OSPE)

We have conducted labour market analysis completed with the aid of the Centre for Career Education of the University of Windsor. The report highlights various socio-cultural and economic dimensions justifying the need for a graduate program in engineering management. The report also assesses the national and provincial employment outlook for graduate of the Masters of Engineering Management Program. The following summarizes the results for different career pathways for capacities that combine engineering and management. Note that **Above Average** labour market conditions usually mean that, relative to the employment situation overall, there is a better likelihood of finding stable work in this occupation, and employment prospects are <u>attractive or improving</u>:

Manufacturing Manager: Employment Ontario reported in their labour market projections that Manufacturing Managers employment prospects (2013 – 2017) are anticipated to be **Above Average**. This was a great improvement over the projection of employment prospects cited between the years of 2009 – 2013 which projected demand to be Below Average. 79% of all employment opportunities for this occupation were in the manufacturing industry. 8% was found in wholesale trade, 2% in Professional, scientific and technical services, 2% in retail trade, 2% in construction and 7% all other industries. 5% of the province's Manufacturing managers are found in the Windsor/Essex County labour market.

Construction Manager: Employment Ontario reported in their labour market projections that Construction Managers employment prospects (2013 – 2017) are anticipated to be **Above Average**.

Computer Manager: Employment Ontario reported in their labour market projections that Computer Managers employment prospects (2013 – 2017) are anticipated to be **Above Average**.

Engineering Manager: In 2013, Statistics Canada reported that the number of persons working in manufacturing grew to 31,700 or 21% of the workforce. Provincially, manufacturing employers are reporting a great deal of

investment in new equipment and their facilities. It is a natural assumption when manufacturing facilities increase their production and workplaces, they would also expand their management team to accommodate the additional production demands and manpower.

Utilities Manager: Over the 2011 – 2020 periods, job openings (arising from expansion demand and replacement demand) are expected to total **40,684** and **44,101** job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill the job openings. The annual difference between labour supply and demand is very small, representing only -0.4% of employment in 2010. The demand of this capacity is however expected to grow in the next few years.

The report, which was conducted specifically to support our proposal here, concluded that, the proposed Masters of Engineering Management program would definitely integrate well into modern day organizational hierarchy. The proposed program would enhance both the advanced engineering processes and methodologies and help build additional business and managerial knowledge to meet the demanding global manufacturing standards.

B.4.5 Duplication (MTCU section 7)

There is a number of similar programs offered within the region. We categorize these programs as follows:

Category A: programs that focus on entrepreneurship and new venture formation:
1. University of Waterloo - Master of Business, Entrepreneurship and Technology
2. McMaster University - Master in Engineering/Technology Entrepreneurship and Innovation
3. Carleton University - Master of Technology Innovation Management

Category B: programs that focus on principles of management within a specific engineering discipline:
1. University of Toronto - Master of Engineering in Cities Engineering and Management
2. Wayne State University - Master of Professional Engineering Management (Automotive)
3. Michigan State University - Master of Science in Construction Management

Category C: other programs:
1. University of Ottawa – Master of Engineering Management
2. University of Michigan - Master of Science in Engineering Management
3. University of Waterloo - Master of Management Sciences

Programs of **Category A** focus only on new technology and venture formation and hence do not overlap with the program in this proposal. We are proposing a program that combines technical and business principles to prepare engineers to occupy roles that involve management of resources, people and projects within existing enterprises or new ventures.

Programs of **Category B** offer management foundation in specific technical disciplines such as civil, construction or automotive engineering and are hence limited in scope. Our program however, is more general and comprehensive to basic foundation of engineering management. For instance, students can elect to complete their capstone project within an area of their choice (electrical, mechanical, industrial, etc.).

Programs of **Category C** are similar to our proposed program. However, programs (1) and (2) are offered in weekday full-time format, while program (3) is offered either full-time on campus or part-time online. These programs differ from the program proposed here. The proposed program here assumes an on-campus mode of delivery that allows for face-to-face interaction with classmates and the teaching team. As such, the Masters of Engineering Management program proposed here uniquely caters to professionals working full-time while seeking to study. As well, the evening/weekend offering, with courses offered every second weekend, allows students from nearby

regions to enroll in this program while working full-time. Therefore, we expect the program to draw diverse professionals interested in accelerating their career progress in various engineering disciplines in the region.

Additionally, the proposed program is substantially different from the previously offered Weekend MBA for Managers and Professionals by the Odette School of Business (in partnership with the Centre for Executive and Professional Education) because the Masters of Engineering Management curriculum includes courses on design, innovation and technology management.

B.5 RESOURCES

B.5.1 Resources Available
Please refer to Appendix B

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)
Most courses of this program are existing courses from the Master of Engineering (M.Eng.) and Master of Business Administration (MBA) programs. Hence, existing faculty members are expected to teach the extra offering of these courses to accommodate the requirements of the proposed program. Furthermore, existing administrative staff at the Faculty of Engineering and Odette School of business are sufficient to administer the proposed program. New faculty additions will be discussed later.

B.5.1.1a

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the new and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		*Existing program(s) in the AAU*	*Proposed program*
Dr. Talal Al-Hayale 76-5XX. Financial & Managerial Accounting	Odette School of Business	Accounting	
Dr. Rajeeva Sinha 76-5XX. Applied Finance	Odette School of Business	Finance	
Dr. M. Fazle Baki 73-604. Operations Management	Odette School of Business	Management Science	
Dr. Francine Schlosser 75-690. Entrepreneurship: New venture Formation and Management	Odette School of Business	Strategy	
Dr. Bharat Maheshwari 73-420/75-602. IT Project Management	Odette School of Business	Management Science	
Dr. Michael Wang 91-523. Product Innovation and Design Management	Faculty of Engineering	Industrial and Manufacturing Systems Engineering	
Dr. Zbigniew Pasek 91-519. Work Organization: Analysis and Design	Faculty of Engineering	Industrial and Manufacturing Systems Engineering	
Dr. Waguih ElMaraghy 91-514. Engineering Design, Methodology & Applications	Faculty of Engineering	Industrial and Manufacturing Systems Engineering	

Dr. Guoqing Zhang 91-522. Supply Chain Management and Logistics	Faculty of Engineering	Industrial and Manufacturing Systems Engineering	
Dr. Andrzej Sobiesiak 92-506. Thermal Systems Design	Faculty of Engineering	Mechanical, Automotive and Materials Engineering	
Dr. Edwin Tam 93-550. Sustainability: Principles and Practice	Faculty of Engineering	Civil & Environmental Engineering	
Dr. Faouzi Ghrib 87-5XX Construction Management	Faculty of Engineering	Civil & Environmental Engineering	
Dr. Shervin Erfani 88-590-2. Electronic Commerce	Faculty of Engineering	Electrical and Computer Engineering	
Category 2: Tenure-track teaching exclusively in the AAU			
Dr. Peter Voyer 76-505. Marketing Management	Odette School of Business	Marketing	
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Mr. Ali AbdulHussein 88-590-40. Technology Entrepreneurship	Faculty of Engineering	Electrical and Computer Engineering	
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Mr. Pete Mateja 75-682. Manufacturing Strategy	Odette School of Business	Marketing	
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
N/A			
Category 6: Sessionals and other non-tenure track faculty			
Mr. Neil Sheridan 75-690. Entrepreneurship: New venture Formation and Management	Odette School of Business	Strategy	
Category 7: Others			
N/A			

B.5.1.1b

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- *sustain the program*
- *promote innovation, and*
- *foster an appropriate intellectual climate.*

Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.

Faculty CVs should be provided in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils.

[Note: CVs are not required for undergraduate diploma or certificate proposals.]

Faculty CVs are provided in Appendix A. CVs include evidence of faculty ability to sustain the program and demonstrate their qualification, research interests and scholarly record.

B.5.1.1c

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the proposed program. N/A

Adjunct or limited-term and sessional faculty members will play the same role as in any of the available programs offered by the department.

B.5.1.1d

For graduate programs*: Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision.*

This is a non-thesis program and therefore, research supervision will not be required.

B.5.1.1e

For graduate programs*: Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

Not applicable as this program is geared to those already employed.

B.5.1.1f Other Available Resources

Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:
- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*
- *space, equipment,*
- *facilities*
- *GA/TA*

The proposed program will use the existing resources of the University of Windsor (both Engineering and Business Faculties). No additional or new resources in the form of equipment or service support are required to implement or operate the new program. Resource utilization will be similar to that by other programs such as the M.Eng. Some resources will also be made available through the Entrepreneurship, Practice and Innovation Centre (EPICentre) to offer workshops and short courses throughout the program. Students will have access to facilities and staff on the weekends. For staffing resources needs, see B.5.1.5.

B.5.1.2   Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the proposed program's reliance on existing resources from <u>other</u> campus units , including for example:
- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
Provide relevant details.

N/A

B.5.1.3   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 proposed program.*

Employers of enrolled students may choose to finance some or all of the tuition fees. The support can take the form of cash stipends or in-kind support.

B.5.1.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)
The program will be using resources that are already available from similar programs such as the M.Eng. and MBA.

B.5.1.5   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 run the proposed program.*

Faculty: There will be need to recruit 1 new Engineering faculty and 1.5 new Business faculty to meet the teaching workload of this new program in addition to the equivalent of 6 course sections every year taught by existing faculty members.
Staff: 1 full-time support staff will be required for the operation of this program.
GA/TAs: There will be the need for 4 GAs at any time of the year during the operation of this program.

*Describe all **additional institutional resources and services** required by <u>all affected</u> areas or departments to run the proposed program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services: No additional library resources are required to support the proposed new program beyond those for any other Masters' level engineering or business student.

Teaching and Learning Support: No additional teaching and learning support resources are required to support the proposed new program beyond those for any other Masters' level engineering or business student.

Student Support Services: No additional support services are required to support the proposed new program beyond those for any other Masters' level engineering or business student.

Space and Facilities: No additional space or facility resources are required to support the proposed new program beyond those for any other Masters' level engineering or business student. Facilities and classes may need to be accessible to students during Friday evenings and Saturday all day.

Equipment (and Maintenance): No additional equipment and maintenance are required to support the proposed new program beyond those for any other Masters' level engineering or business student.

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C. Program Details

C.1   Admission Requirements (QAF section 2.1.2)

Admission will be granted, within the limits of program availability to students with the following credentials:
- Bachelor of Applied Science degree in engineering (or other undergraduate degree (or equivalent) with related technical background) with an average of at least B (73%) from an accredited university
- Proof of English language proficiency IELTS: 7.0 / iBT TOEFL: 100
- Two reference letters
- CV/Resume
- Statement of purpose letter
- Preference will be given to candidates who have at least two years of relevant work experience in engineering or a related field

Fall semester enrollment only.

Deadline for Domestic Applicants: June 1
Deadline for International Applicants: May 1

C.2   Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Total courses: lectures will be on Fridays (17:00-21:00) and Saturdays (8:00-18:00) every second weekend, for 6 weeks a semester (**36 hours in total).** The program includes existing courses as well as new courses. Students are required to complete 9 courses or a total of 30 credits for graduation. Courses will be divided into A) Core Courses (6 courses for a total of 18 credits), B) Non-core Courses (2 courses for a total of 6 credits), and C) Capstone Project Course (two semester course for a total of 6 credits)

DEGREE REQUIREMENTS:

A) Core Courses: all students need to complete the following 6 mandatory core business and engineering courses before taking any non-core courses:

Core Business Courses:
- 76-5XX. Financial & Managerial Accounting - new course[1]

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[1] Suggested syllabus is attached. This course combines materials from existing MBA accounting courses (76-502 & 76-510)

- 76-5XX. Applied Finance - new course[1]
- 75-511-20. Research Methods

Core Engineering Courses:
- 91-523. Product Innovation and Design Management
- 91-519. Work Organization: Analysis and Design
- 88-590-40. Technology Entrepreneurship

B) Non-core Courses: students select 1 non-core course from each of the following course groups:

Non-core Business Courses (1 from):
- 73-604. Operations Management
- 75-602. IT Project Management
- 76-505. Marketing Management
- 75-682. Manufacturing Strategy
- 78-613. Managing Employees
- 75-692. Special Topics (depending on semester)

Non-core Engineering Courses (1 from):
- 91-514. Engineering Design, Methodology & Applications
- 91-522. Supply Chain Management and Logistics
- 92-506. Thermal Systems Design
- 93-550. Sustainability: Principles and Practice
- 88-590-2. Electronic Commerce
- 85-550. Engineering Project Management

Course restrictions under B):
- Students can only take one of 73-604. Operations Management and 75-682. Manufacturing Strategy
- Students must take one of 75-602. IT Project Management and 85-550. Engineering Project Management

C) Capstone Project Course: all students must complete a capstone course offered jointed by the Faculty of Engineering and Odette School of Business. This new course, 76-540/85-540 Engineering Management Capstone allows students to practice their theory by completing one of: **1)** an engineering management report **2)** engineering feasibility study, or **3)** new venture business plan. Coordinators and associate deans from engineering and business will appoint instructors for this course. The teams and projects in this course should be managed in a manner similar to the existing corporate MBA project and with emphasis on student mentorship and project supervision by subject matter experts.

D) Mandatory Workshops (1 workshop per semester, each workshop is 1 session during 10:00-17:00 on a Saturday of a week that doesn't have classes):
The workshops could include these areas:
- Team building and development
- Intellectual property with focus on engineering technology
- Negotiation skills and practices
- Pre-capstone team formation workshop (Semester 4)

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[1] Suggested syllabus is attached. This course combines materials from existing MBA finance courses (76-503 & 76-512)

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Recommended re-alignment in content of existing courses to achieve the learning outcomes of the MEM program:

- The course 75-511-20. Research Methods should focus more on inbound market research.
- The existing course 76-5XX. Applied Finance should include sufficient content on:
  - Investment term-sheets
  - Shareholder agreement development
- The course 76-5XX. Financial & Managerial Accounting should focus more on managerial accounting and aspects related to decision making.
- The course 75-602. IT Project Management should focus more on general project management and in accordance with PMI project management principles.
- The course 91-519. Work Organization: Analysis and Design should contain sufficient and adequate content on global team and virtual leadership
- The course 91-523. Product Innovation and Design Management should include sufficient content on sustainable development, system design principles and frameworks

Description of thesis option (if applicable): No thesis is required for the completion of this program.

Description of experiential learning components (if applicable): The Engineering Management Capstone project course will offer students the opportunity to work on solving practical problems through collaborating with industry or working on developing new venture plans.

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, *etc*.), if applicable: No experiential learning component is offered in this program.

Is the completion of the experiential learning/co-op component a requirement of the program? No experiential learning component is offered in this program.

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

> **Normal Duration for Completion:** *provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.*

Students must take 1 or 2 courses every semester. Normal duration of completion for the program is 6 semesters (24 months). All students should complete the program requirements within a maximum of 7 semesters (28 months).

> **Program Research Requirements:** *for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.*

This proposed program does not include any research requirements.

> **Fields in a Graduate Program [optional]:** *Where fields are contemplated, provide the following information:*
> - *The master's program comprises the following fields: ...[list, as applicable]*
> - *The PhD program comprises the following fields: ...[list, as applicable]*

This is a general management of engineering program with no field specializations.

C.3.2 For All Program Proposals:

C.3.2.1   Standing Required for Continuation in Program

The proposed program will use the same GPA requirements for continuation as are presently in use in graduate programs in Engineering at the University of Windsor. The candidate must obtain a pass in all courses credited to

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the program, with a minimum overall average of 70%. A grade of less than 60% in any course counts as a failure.

C.3.2.2   Standing Required for Graduation

The proposed program will use the same GPA requirements for continuation as are presently in use in graduate programs in Engineering at the University of Windsor. The candidate must obtain a pass in all courses credited to the program, with a minimum overall average of 70%. A grade of less than 60% in any course counts as a failure.

C.3.2.3   Suggested Program Sequencing

Semester 1	Semester 2	Semester 3
76-5XX. Financial & Managerial Accounting	76-5XX. Applied Finance	75-511-20. Research Methods
91-523. Product Innovation and Design Management	91-519. Work Organization: Analysis and Design	88-590-40. Technology Entrepreneurship

Semester 4*	Semester 5*'**	Semester 6**
Business Non-core I	76-540/85-540 Engineering Management Capstone	
Engineering Non-core I		

*During this term, students have the chance to re-take failed core courses
**During this term, students have the chance to re-take failed non-core courses

Example Program Schedule by Semester

Fall 2016 (Semester 1 for First Year Students / Semester 4 for Second Year Students

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
First Year Students						
76-5XX. Financial & Managerial Accounting	3 hours of lecture scheduled between 17:00-21:00	3 hours of lecture scheduled between 17:00-21:00	3 hours of lecture scheduled between 17:00-21:00	3 hours of lecture scheduled between 17:00-21:00	3 hours of lecture scheduled between 17:00-21:00	3 hours of lecture scheduled between 17:00-21:00
	Friday Sept 9, 2016	Friday Sept 23, 2016	Friday Oct 7, 2016	Friday Oct 21, 2016	Friday Nov 4, 2016	Friday Nov 18, 2016
(6 hours every second weekend for six weekends)	3 hours of lecture scheduled between 8:00-18:00	3 hours of lecture scheduled between 8:00-18:00	3 hours of lecture scheduled between 8:00-18:00	3 hours of lecture scheduled between 8:00-18:00	3 hours of lecture scheduled between 8:00-18:00	3 hours of lecture scheduled between 8:00-18:00
	Saturday Sept	Saturday Sept	Saturday Oct	Saturday Oct	Saturday Nov	Saturday Nov

	10, 2016	24, 2016	8, 2016	22, 2016	5, 2016	19, 2016
91-523. Product Innovation and Design Management (6 hours every second weekend for six weekends)	6 hours of lecture scheduled between 8:00-18:00 Saturday Sept 10, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Sept 24, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Oct 8, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Oct 22, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Nov 5, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Nov 19, 2016
Second Year Students						
Business Non-core I (6 hours every second weekend for six weekends)	3 hours of lecture scheduled between 17:00-21:00 Friday Sept 9, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Sept 10, 2016	3 hours of lecture scheduled between 17:00-21:00 Friday Sept 23, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Sept 24, 2016	3 hours of lecture scheduled between 17:00-21:00 Friday Oct 7, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Oct 8, 2016	3 hours of lecture scheduled between 17:00-21:00 Friday Oct 21, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Oct 22, 2016	3 hours of lecture scheduled between 17:00-21:00 Friday Nov 4, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Nov 5, 2016	3 hours of lecture scheduled between 17:00-21:00 Friday Nov 18, 2016 3 hours of lecture scheduled between 8:00-18:00 Saturday Nov 19, 2016
Engineering Non-core I (6 hours every second weekend for six weekends)	6 hours of lecture scheduled between 8:00-18:00 Saturday Sept 10, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Sept 24, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Oct 8, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Oct 22, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Nov 5, 2016	6 hours of lecture scheduled between 8:00-18:00 Saturday Nov 19, 2016

Four distinct non-core courses from each Business and Engineering will be offered between Semester 3 and 4, from which students will choose 2.

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

COMPLETE THIS TABLE FOR GRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.

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A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are 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 (degree level expectations).

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
A. Appropriately incorporate business into the practice of engineering by applying relevant theory, frameworks and principles.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. Investigate and address problems that involve complex engineering topics from both business and operational perspectives.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
C. Develop appropriate solutions for complex engineering problems by assessing the feasibility, benefit, cost and risks of various solutions from business, legal, operational and practical perspectives.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
D. Integrate financial and accounting literacy and numeracy skills to, analyze and solve engineering problems that combine business and operational aspects.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills

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Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	OCGS-approved Graduate Degree Level Expectations
E. Identify the scope of roles from multiple disciplines within a technology ventures with compliance with societal expectations.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F. Communicate engineering problems and solutions with clarity to audiences of multi-disciplinary backgrounds. Analyze information and produce reports that integrate the business and technical aspects of engineering projects.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Work independently and as a member and/or leader of diverse teams that include sales, marketing, operations, administration, as well as engineering.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Identify effective, innovative and feasible solution alternatives for complex engineering problems that take into account various requirements and specifications.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Engage in a dynamic environment and continuously upgrade engineering and management skills and expertise.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

Courses offered within this program will not introduce changes to student assessments or performance measurement techniques. Existing techniques to measure performance will include midterm and final exams as well as group projects and assignments that are measured using pre-developed rubrics. Meeting learning outcomes will be demonstrated in the same fashion as in the other graduate programs in Engineering and Business at the University of Windsor. Assessment of student performance in the capstone course will include an evaluation of their understanding of the business and operational aspects of engineering projects and solutions.

C.4.2

For programs with an experiential learning or co-op component: *describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.*

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the intended program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

The proposed program will utilize the same mode of delivery (lectures and course projects) as is presently used in the Masters of Engineering program at the University of Windsor.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program/major program change. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	3 hours/week
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	1 hours/week
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	4 hours/week
Studying for tests/examinations	2 hours/week

Compare the student workload for this program with other similar programs in the AAU.

The students in the proposed program will experience a workload that is equivalent to that of students in any other graduate program in Engineering at the University of Windsor: two courses @ 10 hours per course per week; a total of 20 hours per week.

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of, the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

The progress of students in the proposed program will be monitored in the same fashion as is presently done in the Masters of Engineering program at the University Windsor: this will include assessment of assignments based on pre-developed rubrics, as well as mid-term and final exam grades. Questions and assignments will be geared to measure specific learning outcomes as appropriate.

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Because the proposed program is built upon the existing Masters programs in Engineering and Business, the same performance documentation procedures will be utilized. These will include student grades on courses.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

The proposed program does not include any experiential learning or co-op component.

APPENDICES

LETTERS OF SUPPORT

24 June 2014

Acrolab Ltd is a thermal engineering solutions company. For over 65 years we have been a custom solution provider for various industrial manufacturers. Acrolab's headquarters and research and development facilities are located in Windsor, Ontario, Canada. Acrolab provides three core capabilities to its clients, first a strong research and development (R&D) focus both internally with new product and process development and externally with client sponsored research projects. Second, we provide thermal engineering solutions provided by our team of design and applications engineers, utilizing existing and new technology developments in the area of thermal management to devise novel and innovative solutions to customer challenges in industrial processing. Finally, Acrolab aims to be a full service supplier, providing a wide range of thermal electric and auxiliary products.

Over the last few decades, we have hired several mechanical and electrical engineers to help us meet our obligations with our clients. Being a small-to-medium size company with diverse products, we quickly noted the need of recruiting engineers with multi-disciplinary skills to fill the job requirements. While most of our engineers pursue senior technical roles within the company, we always found general management, project management and communication skills very beneficial for engineers to integrate with other departments such as sales and marketing. Often time, to be convincing before a client, our engineers need to understand the business case of the product being developed. Therefore, any business and management education will be quite useful to our engineers and the company.

As such, we welcome the proposed by Mr. Ali AbdulHussein to develop a new engineering management program at the University of Windsor. Graduates of such program will certainly help us recruit engineers with diverse exposure and skills in addition to their technical background.

Regards,

John Hodgins, CEO

NSF
Registered to ISO 9001

Heat Transfer Technology Worldwide
ACROLAB LTD., 7475 Tranby Avenue, Windsor, Ontario, Canada N8S 2B7
WINDSOR, ON   Ph: (519) 944-5900   Fax:(519) 944-6617
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windsor mold group
AUTOMOTIVE COMPONENTS DIVISION

310 ELLIS ST. E.
WINDSOR, ONTARIO N8X 2H2
PHONE (519) 258-3211

Established in 1982, the Windsor Mold Group - Automotive Components Division is comprised of the plastics manufacturing operations of Windsor Mold Inc. (a Canadian Corporation) and Windsor Mold USA Inc. (a U.S. Corporation) and has since grown to include 6 manufacturing facilities strategically located in Ontario, Ohio, Tennessee, and Mexico – as well as global extended enterprise. Our company has been a consistent employer of alumni from the University of Windsor. Over the last few years, we have gladly employed graduates on annual basis, specifically from the Mechanical Engineering program.

Upon speaking with Mr. Ali AbdulHussein, we welcomed the proposal of developing a new program that equips students with basic management and business skills in addition to engineering and technical foundation. Graduates from the Electrical and Mechanical Engineering programs, hired by our company, usually take on estimating and plant engineering roles. Both of these capacities require solid interpersonal, leadership and team working skills that may not be fully addressed in typical engineering curriculum. As well, knowledge of fundamental economic and financial concepts can be useful in preparing various engineering studies and exploring feasibility of diverse engineering solutions. Therefore, we believe that graduates of a joint program that combines engineering and business education will be better equipped to take on diverse roles in our company and be more ready to occupy senior quality, plant management, tooling, processing and program management capacities in the future.

As such, we endorse the development of a new joint management and engineering program and will be happy to assist in any possible way.

Regards,

Cliff Girard
Divisional Human Resources Manager
Windsor Mold Group

University of Windsor
Senate

*5.6.1:   **Report on Student Awards Established during the 2014-2015 Academic Year**

Item for: **Approval**

Forwarded by   **Academic Policy Committee**

1. Financing Awards

The undergraduate student awards program at the University of Windsor is administered by the Student Awards and Financial Aid Office. Donor sponsored awards may be financed one of three ways:

1) An annual donation of at least $1,500 (minimum of a three-year commitment) as a rule, these awards become active within the same academic year that the terms of reference are approved;
2) Presentation of a capital sum of at least $25,000 for investment as an endowment funds must be invested for at least one fiscal year to stimulate sufficient interest income to support expenditures. Generally awards will become active within one to two years following receipt of approved terms of reference;
3) A series of smaller donations accumulating capital and interest until the minimum $25,000 endowment level is reached can take two or more years to reach the minimum level. Awards generally become active within three to four years following receipt of approved terms of reference and capital base.

The University of Windsor's Open Entrance Scholarship Program as well as our need-based bursary programs and Work Study is financed by the University of Windsor.

The following list includes all three types of newly established awards administered by the Student Awards and Financial Aid Office. For the purposes of this report, these awards have been classified as either "active" or "in-process".

2014-15 Newly Established Student Awards – ACTIVE

Backstage Excellence Award (In Course)
Value: $1000. Awarded to a year 2, 3 or 4 student registered full time in the School of Creative Arts/Music or the School of Dramatic Art for outstanding creative work in backstage design. This award will recognize outstanding contributions to a production at the University in any field and will encourage students to think of rounding out their university career by contributing backstage. Having a background in any of these areas eases the passage of any student into spheres related to acting such as directing, lighting, costuming, writing, blocking and writing background music. The student must have demonstrated mentorship of other students and must have demonstrated their ability to design, write or compose for University Players and departmental productions. Established in 2014 in honour of Joyce E. Hsia (nee Marshall), poet and her husband Ronald Hsia, a well-known economist whose work is celebrated on the internet.

Charles and Ethel Cohen Family Foundation Nursing Scholarship
One scholarship will be given to a student entering their 3rd year of the Nursing program and has a minimum cumulative average of 78% at the end of their second year. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status), as well as a resident of Windsor/Essex County. Applicants must submit a one paragraph statement describing how he/she will use their Nursing degree to give back to the Windsor/Essex County community.

Dr. James Emery Kanasy Scholarship
Interest from trust will provide one scholarship annually to a full time undergraduate student in their final year of studies in a Biology or Chemistry program. Eligible students will have achieved a minimum cumulative average of 83% in each of their previous academic years. The scholarship will be awarded to a Biology student in even numbered academic years and a Chemistry student in odd numbered academic years.

Edward Ducharme Memorial Scholarship in Business
Value: $2500. Awarded annually to a full time undergraduate student in Year 3 in the Odette School of Business. Based on academic standing (minimum 75% cumulative average required), and documented financial need.

Eric and Mary Elizabeth Nadin Memorial Bursary in Education
Interest from trust will provide one scholarship annually to a full time student registered in the Faculty of Education who has demonstrated financial need. Good academic standing required.

Eric and Mary Elizabeth Nadin Memorial Bursary in Engineering
Interest from trust will provide one scholarship annually to a year 2, 3, or 4 student registered full time in the Faculty of Engineering who has demonstrated financial need. Good academic standing required.

Foyston, Gordon and Payne Inc. Scholarship
Interest from trust will provide one scholarship annually to a full time undergraduate student who has demonstrated financial need, with emphasis on financial hardship created from special circumstances. A minimum cumulative average of 75% required. Recipients must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status), satisfying OSAP residency rules.

Greg Bridgeman Memorial Football Scholarship

Value: $1500. Awarded annually to a full time (as per OUA/CIS standards) undergraduate student who has completed at least one year of full time study in their program and has a minimum 70% previous year average. Students must be current members of the Lancer Football team.

Madam Justice Mary Jo Nolan Award in Family Law

The Madam Justice Mary Jo Nolan Award in Family Law is presented to an upper year student registered in the Family Law or Advance Family Law course who also demonstrates a commitment to family law. Financial need will be taken into consideration. This award was established in 2014 by the friends, family and colleagues of Madam Justice Nolan to recognize the occasion of her retirement from the Ontario Superior Court of Justice on July 31, 2014.

Michael Prekupec Memorial Award in Nursing

An annual award of $1000 is available to an undergraduate Collaborative Nursing student in Year 4 who has interest/experience in pursuing a career in either ICU or Home Care Nursing. A minimum cumulative average of 70% is required.

Pat Sturn Medical Education Scholarship

One award to be given every 4 years to a full time student registered in their 4th year in Faculty of Science, in a program that will lead them to pursue a Medical Education. The recipient may not necessarily be at the top of their class but will be recognized by the Faculty as a hardworking and dedicated student. A minimum cumulative average of 83% is required.

Sigma Chi Leadership Award

Awarded annually to an entering student who has demonstrated leadership skills and is involved in extracurricular activities at school and/or volunteer activities/involvement within their community. A minimum entering average of 80% is required. Established in 2014 by the Sigma Chi Fraternity, one of the largest fraternities in the world, whose purpose is to foster the ideas of friendship, justice and learning. Sigma Chi has been part of the University of Windsor community since 1994.

Windsor Law Aboriginal Scholarship

A $1000 scholarship will be presented to each aboriginal student upon the completion of the Program for Legal Studies for Native People at the University of Saskatchewan. This scholarship is renewable for each year of study at the University of Windsor, Faculty of Law. This scholarship was established in 2014 by Windsor Law.

2014-15 Newly Established Student Awards - IN PROCESS

Campus Dental Bursary   (Full Time Students)

Value: $2500. Awarded annually to a year 3 student who has demonstrated financial need and is in good academic standing. Recipient must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Preference will be given to a student who graduated from a Windsor/Essex County high school.

Campus Dental Bursary   OPUS

Value: $2500. Up to 3 bursaries awarded annually. Eligible applicants must be registered as part time students, be in good academic standing and have demonstrated financial need. Recipients must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Award is renewable through reapplication in subsequent years provided qualifying conditions are met.

de VRIES LITIGATION Award

The de Vries Litigation Award is presented to an upper year student with the top combined grade in Wills or Estate Law courses combined with their grade in the Civil Procedure course. Preference will be given to students with the highest grade in Wills or Estate Law courses. This award was established in 2014 by Justin W. de Vries ' 91.

Ed Lumley Bursary

Several bursaries valued at $8000 will be awarded annually to students entering directly from a Windsor/Essex County high school to full time studies at the University of Windsor. Eligible applicants must be in good academic standing and have demonstrated financial need. Recipients must commit to working with at least one mentor in an extracurricular activity throughout their undergraduate program. This bursary is not tenable with other major awards. Recipients may be considered for renewal in Year 2, 3 and 4 provided they continue to meet the eligibility requirements and submit a self-assessment letter and recommendation from their mentor each year.

Eleanor Catherine Wallace Memorial Entrance Scholarship

Several scholarships of $5000 ($2500 x 2 semesters) will be awarded annually to full time undergraduate students entering directly from a Canadian high school. Based on academic merit (minimum entering average of 80%), leadership potential, commitment to community and participation in school activities. Students must submit a short essay demonstrating their worthiness of the award. Preference will be given to students in the Arts, Humanities and Social Science programs, however students in other programs may be considered. All eligible students are encouraged to apply. Not tenable with other major awards.

Gordon David Baillargeon Memorial Scholarship

Value: $1500. Awarded annually to a 3rd or 4th year student registered full time in Psychology or Social Work. A minimum cumulative average of 78% and demonstrated financial need is required. The recipient must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Established in memory of Gordon Baillargeon who graduated with a major in Psychology and who later returned as a part time student taking courses in Social Work.

John Christopher Beer Bursaries in English

Up to 3 bursaries awarded annually to full time students registered in the English program who have demonstrated financial need. Recipients must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements and be in good academic standing.

LucasWorks! Entrepreneurship Scholarship

Value: $1000. Awarded annually to a full time female undergraduate student enrolled in the Odette School of Business who demonstrates an interest in entrepreneurship by participating in start-up programs in the EPI Centre. Applications are accepted from students in Year 2, 3 and 4 who have a minimum cumulative average of 73% and proven financial need. Candidates must also submit a statement (minimum of 500 words) outlining their interest in entrepreneurship.

Marian McLean Campus Spirit Award

Awarded annually to a student in his/her third or fourth year of study, with demonstrated leadership capabilities and active involvement in campus life (ie. student engagement, clubs, student government, athletics etc.) Good academic standing and proven financial need required. This award was established for Susan Lester, Director of Alumni Affairs, upon her retirement, after 35 years of dedicated service, and was named in memory of her mother.

Odette Young Leadership Scholarship

Several awards valued at $1500 are available to first year students entering into the Odette School of Business directly from full time high school studies or as College transfers with an entering average of 80- 89.9%. Recommendations made by the Odette School of Business.

5 Year Historical in Number of New Awards Added

Academic Year	# of New Awards - Active	# of New Awards – In Progress
2010-2011	52	36
2011-2012	50	19
2012-2013	6	10
2013-2014	29	6
2014-2015	13	10
Total New Awards Added in Past 5 Years	**150**	**81**

Programs Administered

The following programs are administered by the Student Awards & Financial Aid Office.

- Ontario Student Assistance Program (OSAP)
  - Includes several bursary programs including the 30% Off Ontario Tuition (OTG) program.
- Out of Province Student Aid
  - The Student Awards & Financial Aid Office administers student assistance on behalf of 9 provinces and 3 territories.
- US Title IV Federal Direct Student Aid
- Undergraduate scholarships, bursaries and awards
- UWindsor Work Study Program

2014-15 Student Awards & Financial Aid Administration Overview

The following chart provides an overview of the 2014-2015 spending on undergraduate student scholarships, bursaries and awards:

Scholarships, Bursaries, Awards & Work Study Administration	# of Students Receiving Awards	Total Value of Awards Allocated
University of Windsor – Tuition-Set-Aside*	2593	$4,169,631
University of Windsor – Operating	3017	$3,937,336
Endowments	1056	$1,372,385
University of Windsor – Work Study Program	399	$708,664
Outstanding Scholars Honorarium	228	$530,631
Government Award Programs	125	$188,903
Departmental Transfers	85	$200,800
Annual Donations	155	$148,170
Assumption University	23	$16,400
Total for all Programs:	**7681**	**$11,272,920**
Total Number of Unique Students Who Received Awards:	**4826**	

*Represents the funding mandated by the provincial government that must be allocated to students with financial need and to address the University of Windsor's Student Access Guarantee requirements.

Government Student Aid Administration (UGrad/Grad)	# of Students Receiving Aid	Total Value of Aid Received
OSAP Full-time + 30% OTG (Fall/Winter)	7050	$64,986,666
OSAP Full-time + 30% OTG (Summer)	1188	$5,782,297
30% Off Ontario Tuition Grant - Stand Alone Application	1238	$1,634,930
OSAP Part-time (Fall/Winter)	81	$186,409
OSAP Part-time (Summer)	166	$284,976
Bursary for Students with Disabilities	46	$110,872
Out of Province Student Aid	107	$1,337,392
Title IV US Federal Student Aid	20	$253,282
Total for all Programs:	**9896**	**$74,576,824**

University of Windsor
Senate

5.6.2: **Instructors Teaching Own Children or other Close Relatives - Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the following paragraph be added to the Conflict of Interest Policy:**

Instructors shall not teach their own children or other close relatives. An exception may be possible in those very rare instances where there is no other option, such as when the course is a degree requirement taught only by that particular instructor and for which a course substitution cannot be found. In such cases, the instructor will notify the Dean (or designate) immediately who will confirm whether there is another option and, if not, establish checks and balances to minimize the potential conflict prior to the start of the course offering. Under no circumstances should the instructor be assessing and grading the relative's course work. The student's evaluative procedures must be assessed and graded by a third party, possibly from another university if there is no other instructor with the same or comparable expertise at UWindsor.

Rationale:
- An instructor teaching a close relative may be biased in the evaluation of course work (too lenient or too severe in relation to the relative). The appearance of conflict would always be present even if the instructor did not mark and was not responsible for any of the student's evaluations. The student's work in preparation for the submission of an assignment or the sitting of a test/exam could be in question, for example. The conflict, or the appearance of conflict, could have a negative effect on the student's relationships with classmates, and on the instructor's objectivity and credibility in the classroom.[1]
- "Close relative" is deliberately not defined because of the various types of relationships, and traditional and non-traditional dynamics.
- To avoid even the appearance of a conflict, it is best to always err on the side of caution and pursue a fairly strict application of the policy.
- As is normally the case, where there is a question about whether a student is a "close relative", the Dean will adjudicate the matter.
- It is understood that not all situations can be covered; for example, a close family friend essentially considered as part of the family. In such cases, it is reasonable to rely on faculty members to disclose such relationships.

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[1] http://yalecollege.yale.edu/faculty-staff/faculty/handbook-instructors-undergraduates-yale-college/teaching/avoidance-conflict

University of Windsor
Senate

5.6.3: **Policy on Conditional Admissions to Academically Qualified Applicants Who Must Still Meet English Proficiency Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the Policy on Conditional Admissions be approved.**

Policy:
In an effort to expand the university's pool of qualified applicants, the university will offer conditional admission to academically qualified applicants who may need to meet English proficiency requirements. Such candidates will be automatically enrolled in the English Language Improvement Program as a pathway option to both undergraduate and graduate studies. Should the student opt to submit a standardized test score that meets the university's requirements, they may do so within defined timelines associated to their program intake.

Rationale:
Over the past ten years, the Department of Foreign Affairs and International Trade (DFAIT) has supported conditional academic offers to tertiary institutions as part of its strategy and mandate to increase international student mobility.

Citizenship and Immigration Canada (CIC) actively supports the practice of conditional admission as applicant files are typically higher quality candidates who have a greater likelihood to be issued a study permit and visa. They have established guidelines and templates for academic institutions and have built the process into their policies.

The relevant clause within CIC's policies is noted below:

5.10 Conditional letter of acceptance
Officers are to treat conditional letters of acceptance as meeting the requirements of R219, except where there is serious doubt that registration will be allowed.

Processing should not be delayed and study permits should be issued without advanced fulfillment of conditions. Should any condition not be fulfilled, the onus is on the institution to specify clearly the condition that is important enough to warrant denial of registration. Similarly, the onus is on the student to satisfy the institution in advance that any such important condition has been fulfilled.

In the case of language requirements, the institution should indicate whether it offers language courses to upgrade students' language levels or if arrangements have been made with other language schools to achieve the required level. (Source: http://www.cic.gc.ca/english/resources/tools/temp/students/letter.asp

As such, all Canadian tertiary institutions have expanded their international admissions strategy to include conditional offers of admission, especially where language proficiency is required. The University of Windsor is no different; however, our process is fragmented with some programs offering conditional admission and others not. This creates challenges in the field for recruiting agencies and also complicates our admissions process amongst campus stakeholders.

Enrolment Management Data

The following summarizes the student enrolment that CELD experienced from 2010 until 2014 within the following English language training programs. All students involved were conditionally admitted to their academic degree program with ELIP or EAPP as a pathway.

- English language Improvement Program (ELIP)
- English for Academic Preparation Program (EAPP)

To provide some context to the numbers below, it should be noted that ELIP was moved to its current CELD location in the winter term of 2009. The transition period and shift in promotion of our new facility resulted in a definite drop in our numbers that we were able to reclaim by 2011. It should also be noted that in the Fall of 2010, ELIP was approved by Senate as a measure of English proficiency for academic admission. This streamlined the conditional admission process and improved enrolment. In 2011, ELIP was seeing an increase in graduate student enrolment. This was largely due to the recruitment efforts of the Centre for Executive and Professional Education (CEPE). The addition of ELIP 3 – Fast Track in 2013 allowed for increased enrolment in the intersession term.

ELIP Enrolment 2010 -2014

	2010	2011	2012	2013	2014
Fall	148	310	295	365	323
Winter	115	152	207	214	293
Intersession	35	128	139	204	159
Annual Total	298	590	641	783	775
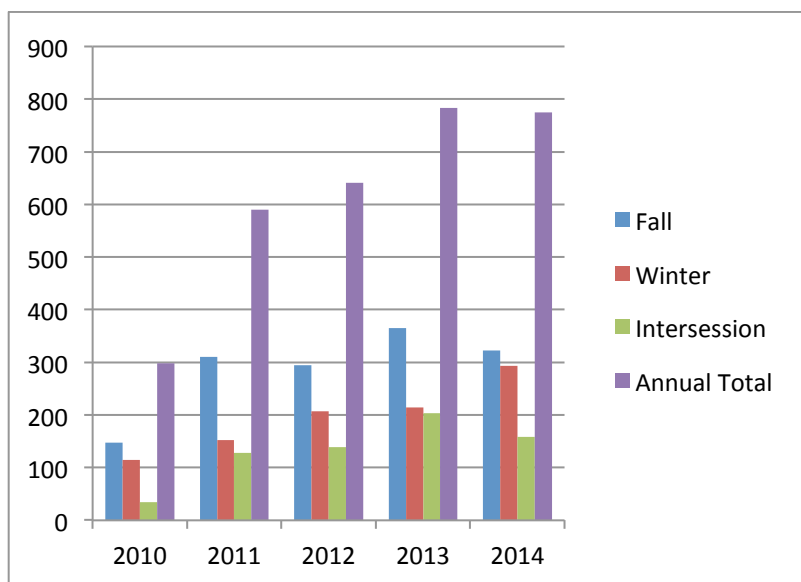
EAPP Program

EAPP enrolment is fairly steady. This program was typically offered in July only. In 2011, CELD offered this program in the Fall semester as well. Changes in processing applications for this program resulted in an increase in enrolment over the last two years. A drop in enrolment during 2014 balanced somewhat in that students normally slotted for EAPP were referred to participate in the ELIP 3 – Fast Track program.

	2010	2011	2012	2013	2014
Total Number of EAPP Students	62	38	66	74	52

Total Number of EAPP Students
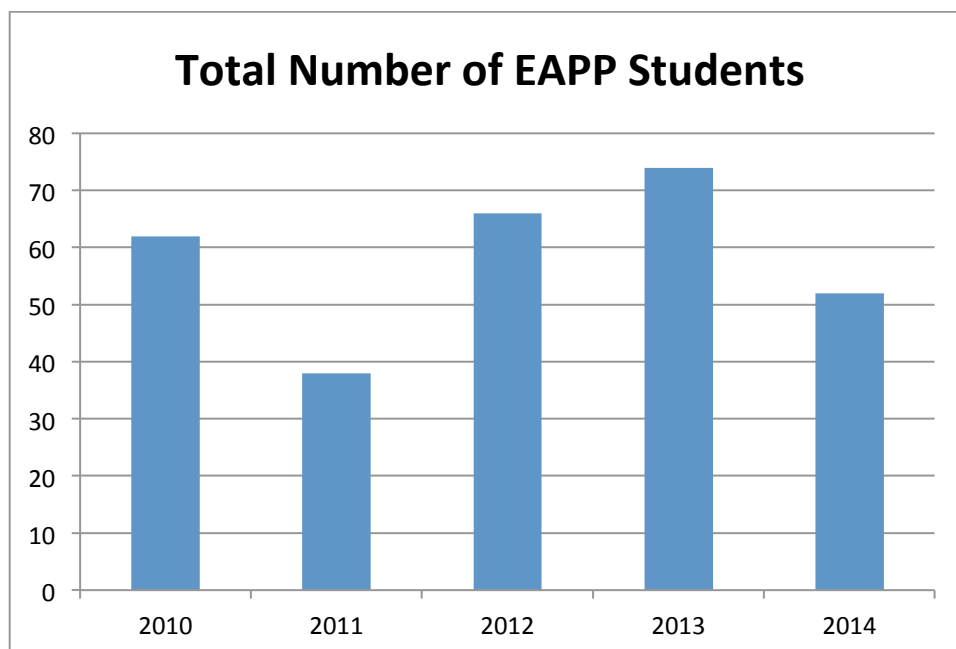
Impact on Academic Admission

In 2013/14, CELD graduated a total of **748** students through its language training programs. All of these students pursued academic studies at the University of Windsor following their training at CELD. Of this number, 483 students transitioned from ELIP. Thirty percent of the students were heading into graduate studies with the remaining 70% percent of students heading into undergraduate studies. With average tuition rates at $15,000 per semester, this represents a sizeable contribution to the university's revenue.

On average, 100 students per semester graduate from ELIP 3 and pursue their academic studies within the next available semester. This pool of candidates choose to participate in ELIP versus the submission of a standardized test score. Due to the availability of English training programs within all Canadian universities, this represents a sizeable cohort that may not have chosen Windsor.

Quality Assurance

A review of ELIP graduates from 2013/14 who are currently in academic studies revealed that 88% of these students are in good academic standing. ELIP graduates also have a higher retention rate compared to students who have submitted a standardized test score for academic admission.

In closing, it should be noted that International student recruitment is very competitive. The University of Windsor needs to have a clear strategy with regards to conditional offers of admission so that recruitment efforts are leveraged and enrolment targets are met.

University of Windsor
Senate

*5.6.4:   **Nursing Admission Requirements – Deferral of Math Requirement**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the math admission requirement for the Collaborative BScN program be deferred for one year from 2016 to 2017 as follows:**
As of Fall 2017: ENG4U, SBI4U, SCH4U, and **one Grade 12 mathematics** required.*

*Previously approved by Senate (November 14, 2014) for Fall 2016 implementation.

Rationale and implications to defer the math admission requirement for the BScN program from Fall 2016 to Fall 2017 admissions:
Grade 11 students from several schools were not advised correctly in choosing their courses for grade 12, as the guidance counsellors were not given this communication by the principals in November 2014 in time to correctly advise the students to pick their grade 12 courses by March 2015.

For those students who do take a math that can be counted as one of their grade 12 "U" or "M" admission courses for university - they may be disadvantaged if the math grade lowers their overall average and prevents them from getting into Nursing for fall 2016. Thus, they may be upset if they find out that Nursing deferred the requirement for one more year, and they did not have to take the math after all for 2016 admission. To resolve this issue, the Registrar's Office has agreed to manually review any students who apply to nursing (at UWindsor) who are just below the cut-off average - if these students took the grade 12 "U" or "M" math, the Registrar's Office will recalculate their grades without the grade 12 math to see if they have gotten into nursing without it - and will admit them if this is the case. The Registrar's at the college sites have been communicated about this and may wish to do this also.

For any 2016 publications (such as the view book): will leave the admission requirement as math recommended; however, will add a note saying that for Fall 2017 admissions, a grade 12 math will be a requirement.

Wording:
"ENG4U, SBI4U and SCH4U required. (One Grade 12 Mathematics is recommended). As of Fall 2017: ENG4U, SBI4U, SCH4U, and one Grade 12 mathematics required."

University of Windsor
Senate

5.7.1:   **Bylaw 12 - Revisions**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

[changes are in bold and strikethrough]

MOTION: **That the proposed revisions to Bylaw 12 be approved.**

Proposed Revisions
a. **Associate** Vice-~~Provost~~**President**, Student **Experience** ~~Affairs and Dean of Students~~* [effective July 1, 2016]
b. 2.2.1: There shall be a Search Committee composed of the Provost and Vice-President, Academic, as chair, six members of the Senate elected by the Senate, two of whom must be students~~, one director selected by and from the directors who report to the Vice-Provost, Student Affairs and Dean of Students,~~ **one individual who directly reports to the Associate Vice-President, Student Experience, selected by and from individuals directly reporting to the Associate Vice-President, Student Experience,** and an Employment Equity/Procedures Assessor (EE/PA) [non-voting]. [effective July 1, 2016]
c. Schedule A - Duties and Responsibilities: Subject to determination by the Board and in consultation with the President and Provost and Vice-President, Academic, the **Associate** Vice-~~Provost~~**President**, Student **Experience** ~~Affairs and Dean of Students~~ shall: [effective immediately]
    • be responsible to the Provost and Vice-President, Academic;
    • adhere to the academic standards of the University;
    • ~~act as Dean of Students, and as executive head of student affairs and any other area that may be placed within his/her ambit of management;~~
    • provide guidance and support to the Senate Student Caucus;
    • ~~shall~~ have executive responsibility for personnel, organization, and **bylaw/**policy implementation in **his/her** ~~the following~~ area~~s:~~
    • ~~Student Affairs which for example may include:~~
    • ~~mentoring of and advocacy for~~ **mentor and advocate for** various student groups, including full and part time students, Aboriginal students, students with disabilities, international students and other special populations within the student community;
    • ~~liaison~~ **liaise** between students and faculty, including conflict mediation and resolution;
    • ~~implementation of Senate Bylaw(s) regarding student affairs;~~
    • **oversee the** delivery of **general** academic counselling, academic integrity, orientation and a broad range of student support programs (e.g., personal counselling, learning strategies, financial aid and awards, transition support and other services supporting the spectrum of student life);
    • ~~ensuring~~ **ensure** that accommodations for students with disabilities are provided and in compliance with the AODA and Human Rights regulations, and ~~communicating~~ **communicate** matters of concern to the attention of the Senate and/or Administration;
    • ~~initiating policy and ensuring the effective delivery of student career planning services, cooperative education and other applied learning initiatives, in conjunction with the academic units.~~
    • **fulfill other duties as assigned.**
the title will also be changed wherever it appears in bylaws or policies.

Rationale:
• Housekeeping revisions made to reflect recent administrative/organizational changes.

University of Windsor
Senate

5.7.1:   **Bylaw 12 - Revisions**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

[changes are in bold and strikethrough]

MOTION: That the proposed revisions to Bylaw 12 be approved.

Proposed Revisions

a. **Associate** Vice-~~Provost~~**President**, Student **Experience** ~~Affairs and Dean of Students~~* [effective July 1, 2016]

b. 2.2.1: There shall be a Search Committee composed of the Provost and Vice-President, Academic, as chair, six members of the Senate elected by the Senate, two of whom must be students~~, one director selected by and from the directors who report to the Vice-Provost, Student Affairs and Dean of Students,~~ and an Employment Equity/Procedures Assessor (EE/PA) [non-voting]. [effective July 1, 2016]

c. Schedule A - Duties and Responsibilities: Subject to determination by the Board and in consultation with the President and Provost and Vice-President, Academic, the **Associate** Vice-~~Provost~~**President**, Student **Experience** ~~Affairs and Dean of Students~~ shall: [effective immediately]

   • be responsible to the Provost and Vice-President, Academic;
   • adhere to the academic standards of the University;
   • ~~act as Dean of Students, and as executive head of student affairs and any other area that may be placed within his/her ambit of management;~~
   • provide guidance and support to the Senate Student Caucus;
   • ~~shall~~ have executive responsibility for personnel, organization, and **bylaw/**policy implementation in **his/her** ~~the following~~ area~~s:~~
   • ~~Student Affairs which for example may include:~~
   • ~~mentoring of and advocacy for~~ **mentor and advocate for** various student groups, including full and part time students, Aboriginal students, students with disabilities, international students and other special populations within the student community;
   • ~~liaison~~ **liaise** between students and faculty, including conflict mediation and resolution;
   • ~~implementation of Senate Bylaw(s) regarding student affairs;~~
   • **oversee the** delivery of **general** academic counselling, academic integrity, orientation and a broad range of student support programs (e.g., personal counselling, learning strategies, financial aid and awards, transition support and other services supporting the spectrum of student life);
   • ~~ensuring~~ **ensure** that accommodations for students with disabilities are provided and in compliance with the AODA and Human Rights regulations, and ~~communicating~~ **communicate** matters of concern to the attention of the Senate and/or Administration;
   • ~~initiating policy and ensuring the effective delivery of student career planning services, cooperative education and other applied learning initiatives, in conjunction with the academic units.~~
   • **fulfill other duties as assigned.**

   *the title will also be changed wherever it appears in bylaws or policies.

Rationale:
• Housekeeping revisions made to reflect recent administrative/organizational changes. The position of director on the Search Committee has been removed as there are no longer several directors that report to this position.

University of Windsor
Senate

5.7.2: **Bylaws 13 and 11 - Revisions**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

[changes are in bold and strikethrough]

MOTION: **That the proposed revisions to Bylaw 11 and Bylaw 13 be approved.**

Proposed Revisions:
1. Bylaw 11 be revised to reflect that the Vice-Provost, Teaching and Learning now reports to the Associate Vice-President, Academic.
2. Bylaw 13 Associate Vice-President, Academic, be revised as follows:
   a. Associate Vice-President, Academic ~~Affairs~~
   b. Schedule A - Duties and responsibilities may include some or all of the following, as assigned by the Provost and Vice-President, Academic:
      i. **oversee the Institutional Quality Assurance Process (IQAP) and** coordinate the University's undergraduate **and graduate** program review process;
      ii. participate, as delegate of the Provost and Vice-President, Academic, in University appointments processes requiring the involvement of the Provost and Vice-President, Academic;
      iii. participate, as delegate of the Provost and Vice-President, Academic, in renewal, promotion and tenure procedures requiring the involvement of the Provost and Vice-President, Academic;
      iv. ~~facilitate space allocations and renovations of academic facilities;~~
      v. ~~act as International Liaison Officer, developing and managing exchange agreements, and pursuing international opportunities;~~
      vi. ~~facilitate Inter-Institutional Arrangements;~~
      v~~ii~~. act as designate/delegate on behalf of the Provost and Vice-President, Academic where appropriate;
      vi~~ii~~. **oversee the Centre for Teaching and Learning and** promote the enhancement of teaching and learning;
      ~~ix~~ **vii**. fulfill other **academic** duties, **including academic training and development,** as assigned.

Rationale:
• Housekeeping revisions made to reflect recent administrative/organizational changes.

University of Windsor
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5.7.3:   **Bylaw 10 – Revisions**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed revisions to Bylaw 10 be approved.

Proposed Revisions:

Bylaw 10: Deans of Faculties

2.2   Search Committee

2.2.1   In each Faculty there shall be a Search Committee for the appointment of a Dean.

2.2.1.1   With the exception of the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair, three to six regular faculty members (per bylaw 20, 1.1(ii)) representing the areas, interests and disciplines of the Faculty and elected from and by the regular Faculty members within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; student representatives, the number to be determined by dividing the number of faculty members with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1). In the case of the Faculty of Graduate Studies, the faculty members shall be elected by and from the Faculty of Graduate Studies Coordinating Council.

2.2.1.2   In the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair; three to four regular faculty members (per bylaw 20, 1.1(ii)) representing the areas, interests and disciplines of the Faculty and elected from and by the regular faculty members within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; student representatives, the number to be determined by dividing the number of members with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1); and two members elected by all full time employees from the Division of Athletics and Recreational Services. Such member(s) shall be elected from among the following: Athletics Director, Associate Director(s), ancillary academic staff coaching members, and team leaders.

Renewal

2.3.3   Where there is an incumbent Dean, at the end of a first term, the Search Committee shall consult with the incumbent Dean and members of the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, to determine at least one calendar year prior to the expected date of appointment whether it should recommend a renewal without a search to the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, in light of the activities of the Faculty in the previous five years and the future needs of the Faculty. [...]

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<u>Recommendation</u>

2.3.8   Either on a recommendation for renewal or following a search, the Search Committee shall propose the name of a single candidate in writing with appropriate supporting material to the members of the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council. At a meeting called on five calendar days' written notice, the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, shall consider the recommendation of the Committee. […]

2.3.8.1   In the case of the Faculty of Human Kinetics, the Athletics Director, Associate Director(s), ancillary academic staff coaching members, and team leaders shall be included as participating and voting members on the Faculty Council during the consideration of the Search Committee's recommendation.

Rationale:
- Housekeeping revisions made to reflect recent administrative/organizational changes.
- CTL is no longer a division within the Faculty of Education. Since it does not report to its Dean, members within it should not be part of the decanal selection process.
- Minor change in 2.3.3 to reflect that the term of office is five years.

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5.7.4:   **Bylaw 22 - Revisions**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

[changes are in bold]

MOTION: **That the revisions to Bylaw 22 be approved:**
          4.5   Any untenured faculty member at the Assistant level can be considered for tenure after two full
               years of employment **in a probationary appointment** at the University.[…]

Rationale:
• Clarification that a faculty member must have serve two years in a probationary appointment at the University of
  Windsor prior to applying for early tenure. This has always been the case as is clear in section 12:05(b) of the
  Collective Agreement.

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Senate

*5.7.5:   **Committee Membership – Program Development Committee, Academic Policy Committee and Senate Governance Committee**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

Motion #1:   That the Senate Governance Committee recommend to Senate that
  a. **Dr. Maureen Muldoon serve as the Faculty of Arts, Humanities and Social Sciences representative on the Program Development Committee.**
  b. **Dr. Gurupdesh Pandher serve as the Odette School of Business representative on the Senate Governance Committee.**
  c. **Dr. Fazle Baki serve as the Odette School of Business representative on the Academic Policy Committee.**
  d. **Dr. Alan Scoboria serve as the Social Science representative from the Faculty of Arts, Humanities and Social Sciences on the Academic Policy Committee.**
  e. **Prof. John Weir serve as the Law representative on the Academic Policy Committee.**

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*5.7.6:   **Faculty of Education and Academic Development - Name Change**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the name of the Faculty of Education and Academic Development be changed to the Faculty of Education.

Rationale:
- The name change to Faculty of Education and Academic Development was necessary to reflect the integration of the Faculty of Education and the Centre for Teaching and Learning.
- In his June 30, 2015 Update, the President confirmed that the University's Centre for Teaching and Learning will, in the months to come, fall under the responsibility of the Associate Vice-President, Academic as the position becomes more clearly centred on the academic mission, and the support of the academic efforts and aspirations of faculty.
- The Centre for Teaching and Learning will continue to provide educational and curricular development services across campus. The Faculty of Education will revert to its former name and will, as always, continue to provide high quality, rigorous programming at the undergraduate and graduate levels offering future educators unique learning opportunities through strategic collaborative partnerships involving boards of education, Universities and community partners to provide rich intellectual and experiential learning opportunities.
- This motion was approved by the Faculty of Education Council on September 17, 2015.
- The name change will be made to Senate policies and bylaws as appropriate.