**CJAR Argumentation Tool**

Title of Document, Presentation, or Interview: \_\_\_\_\_\_\_Managing Academic Degree Programs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_Problem Argument\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_Nov 9, 2021

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| **C**  **Conclusion**  **or Claim** | What assertion, proposition, recommendation, idea, position, claim, or conclusion am I selling in this particular argument? [People frequently assert something in a conclusion: We need to… We ought to… We should consider… I believe option #3 will… Unless we change <blank>…]  Based on 2 rounds of interviews with 4 different Academic Degree Program Administrators, we have concluded that their most pressing problem revolves around collaboration problem during curriculum planning every semester, because it takes a lot time than it ideally should to achieve the following 2 tasks:  1. Scheduling courses  2. Coordinating regarding resource requirements with instructors.  Our machine learning and visual interface based solution to this problem will help address these pressing points as it will help reduce the time taken to schedule courses. It will also enhance the coordinating aspect of resource exchange as the machine learning algorithm will provide timely notifications to aid communication. |
| **J**  **Justification(s)** | What evidence, support, proof, justification, facts, or verification can I offer to support my conclusion and reasons above that will persuade the audience to accept my argument?  3 out of the 4 interviewee’s mentioned that the task of scheduling courses with other Program Administrators and instructors takes at-least 4 weeks every semester. This is because collaborating over email to finalize course timings and details is cumbersome. The turnaround time for one email exchange is 2 days as per an interviewee.  Another reason is that even after the course has been scheduled, the instructor isn’t able to request for course related resources from the Program Administrator in a systematic way (The 2nd task under course planning), hence there is at-least 3% likelihood that some resource requests will not get fulfilled, according to the interviewee, Sean Beggs (Heinz Program Administrator).  On further inspection, we found the reason why the remaining 1 interviewee didn’t face this problem: The reason was that he had outsourced this task of collaborating for curriculum planning to another entity, The Student Services Unit. On talking to them, we realized that even they were facing this issue. |
| **A Assumption(s)** | What assumptions, presumptions, or presuppositions am I making in developing and presenting this argument? What does this argument presume? What’s the foundation for this argument that, if changed for some reason, might alter the acceptability of the argument?  We are assuming that the the Program Administrators of CMU are representative of the market across the US. On some market research, we were not able to find commonly available tools to solve this problem. We are still calling it an assumption as individual schools may have developed their own solutions, which we don’t know about.  We are also assuming that “4 weeks of planning courses” involves daily tasks of at least 30 minutes. |
| **R**  **Result(s)** | What results, advantages, benefits, goodness (or disadvantages, downsides, pain, drawbacks) can I provide to persuade the audience to accept my conclusion/claim above? In other words, what reasons will I offer when the audience asks “What’s in it for me? (WIIFM?)”  Our machine learning and visual interface based solution will ensure that only the courses that are changed/ or have some conflict will need to be addressed. Since that’s 2-3 courses (out of 40+) as per an interviewee, we will be able to cut down the time required to collaborate that’s commensurate to the number of courses cut down, i.e., We will save over 90% of the time taken previously.  This will save them time that they could allot to other important activities like improving program diversity, handling admissions and graduations, etc.  It will also help them introduce transparency in the process of course scheduling, which will help them convey course scheduling information to other stakeholders effectively (like instructors, other Program Administrators, etc). |
| **+O Objection(s)** | What statements, terms, numbers, etc. that I make in this argument will raise an objection from my audience? What points or statements in my argument will my audience most likely challenge?  The audience may have the opinion that the time taken to schedule courses can not be brought down from 4 weeks. |
| **+R**  **Refutation(s)** | What can I say that will refute, disprove, or counter the objections I anticipate above? [NOTE: Make sure you incorporate these refutations/proofs into the body of your argument (document, presentation, or interview) now that you’ve anticipated them.]  We have planned to implement a “MVC”/ simple solution that will help show them how our solution will use Machine Learning to cut down the time taken to less than a week. |

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**CJAR(+OR) Additional or Sub-Argument # \_\_ Sequence # \_\_**

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