ACADEMIC COUNCIL MEETING
Academic Council

AGENDA
Date: February 24, 2026
Time: 2:30 p.m. - 4:20 p.m.
Zoom Videoconference Link (registration required)

AC Meeting Schedule and Materials 2025-2026

No.		Topic	Lead	Suggested Start Time
PUBLIC SESSION				
1.		**Call to Order and Land Acknowledgement**	Chair	2:30 p.m.
2.		**Agenda (M)**		
3.		**Chair's Remarks**		
4.		**Inquiries and Communications**	Chair	2:40 p.m.
5.		**Provost's Remarks**	L. Livingston	2:45 p.m.
6.		**Student Recruitment, Success, and Retention* (D)**	L. Livingston J. Stokes S. Thrush	2:50 p.m.
7.		**Enrollment Update* (I)**	L. Livingston J. Stokes S. Thrush	3:15 p.m.
8.		**Undergraduate Studies Committee**	M. Bluechardt	3:25 p.m.
	8.1	Major Program Modification: Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Mechanical Engineering – Aerospace Specialization* (M)		
	8.2	Major Program Modification: Faculty of Health Sciences: Bachelor of Health Science (Hons) in Kinesiology – Fitness and Health Promotion Pathway* (M)		

*Documents attached (C) Consultation (D) Discussion (I) Information (M) Motion

	8.3	Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies – Teesside LLB Pathway* (M)		
	8.4	Major Program Modification: Bachelor of Engineering (Hons) in Software Engineering* (M)		
9.		**Graduate Studies Committee**	P. Mirza-Babaei	3:45 p.m.
	9.1	Major Program Modification: Faculty of Business and IT: Master of Business Analytics and Artificial Intelligence* (M)		
10.		**Research Committee**	L. Jacobs	3:50 p.m.
	10.1	Office of Research Services Executive Report* (D)	L. Jacobs J. Freeman	3:55 p.m.
11.		**Consent Agenda: (M)**	Chair	4:10 p.m.
	11.1	Public Minutes of the January 27, 2026 Meeting* (M)		
	11.2	Minor Program Adjustments from USC* (I) (i) Faculty of Business and IT: Bachelor of Commerce Co-Operative Education* (I) (ii) Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Energy Engineering* (I) (iii) Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons) in Nuclear Engineering* (I) (iv) Faculty of Health Sciences: Bachelor of Health Administration (Hons)* (I) (v) Faculty of Health Sciences: Bachelor of Health Sciences (Hons) in Kinesiology* (I) (vi) Faculty of Health Sciences: Bachelor of Science in Nursing (Hons) and RPN to BScN – Advanced Entry* (I)		
12.		**Other Business**	Chair	4:15 p.m.
13.		**Termination**	Chair	4:20 p.m.

Sandra Grouette, Assistant University Secretary

ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion**	☒
		Information	☒

TO: **Academic Council**

DATE: **February 24, 2026**

PRESENTED BY: **Dr. Lori Livingston, Provost and Vice-President, Academic**
Dr. Joe Stokes, Assistant Vice-President, International and Registrar
Sarah Thrush, Associate Vice-President, Planning and Strategy

SUBJECT: **Student Recruitment, Success, and Retention**

BACKGROUND/CONTEXT & RATIONALE:
The 2023-208 Integrated Academic-Research Plan is explicit in its call for a strategic commitment to a "differentiated growth" agenda. More specifically, going forward, Ontario Tech needs to continue to grow its reputation as a unique and innovative post-secondary institution with a commitment to excellence in all that we do (i.e., teaching, research, service, and community outreach). Overall reputational excellence is key to enabling us to grow our enrolments year-over-year by attracting new students. At the same time, we need to retain those who have already opted to study at Ontario Tech. Both are important to the overall goal of maintaining robust enrolments.

The purpose of this briefing note is to update Academic Council on our strategic approaches to supporting student recruitment and retention, including a brief summary of some of our efforts over the past year.

RECRUITMENT
Ontario Tech's **domestic recruitment** strategy continues to focus on application market share increases in programs that will support incremental growth to shore up province wide application decreases in disciplines (i.e., Computer Science, Information Technology, and Software Engineering) obstructed by the perceived negative job market impact of artificial intelligence.

The recruitment team has identified high affinity recruitment channels (e.g., high schools, professional groups, social media networks) where the potential for market share increase is most prevalent. Major work has been put into increasing tactical recruitment efforts, applicant touch points, and electronic media ads that influence university decision making in order to build out the top of the enrolment funnel (i.e., number of applications) as much as possible. With a limited

number of new undergraduate programs slated to begin in September 2026, this year's application growth, will be a relatively direct year-over-year comparison. Notably, multiple new undergraduate programs are slated for initial entry in September 2027.

With respect to our **international recruitment** efforts, the reduction of international visas by the Federal government severely limits our ability to grow undergraduate international enrolments. Ontario Tech, however, has been engaged in trying to increase the total number of international applications from students in countries that have higher visa approval rates (e.g., China, Vietnam, USA, Caribbean). Students from these countries who apply and receive an offer of admission from Ontario Tech will have a greater likelihood of receiving the necessary visa to study in Canada. Hence, while our Provincial Attestation Letter (PAL) allocation is less than last year, increased conversions may help international enrolments to contract less than in the previous two years. In addition, to help encourage increased conversions, we have expedited our admissions processes (i.e., currently up 44% over 2025) and are working on increased and proactive immigration support through the International Office.

Although graduate students are still part of the functional immigration cap imposed by the Federal government, this student group has been removed from the PAL process that was imposed last year. Applications continue to drop due to the legislation changes, but the international team is working hard to focus on conversion by increasing our graduate recruitment internationally and managing expedited admissions and immigration support in the same fashion as the undergraduate applications. Continued focus on international graduate conversions may help offset the absolute caps imposed on the undergraduate side by the federal government.

In summary, strategically we continue to evaluate high yield and high impact initiatives and put our energy into areas that have more return on investment. This includes being highly focused on our local and traditional catchment areas to get students to campus and to the promotion of nurturing touch points such as professor-student or recruiter-student interaction and geo-fenced digital campaigns that allow us to target more high affinity groups of applicants.

SUCCESS AND RETENTION INITIATIVES

There are multiple units on campus which contribute to the sense of community and provide targeted support for our students. These are situated in various offices across campus and include (but are not limited to) the Office of the Registrar (e.g., Student Awards and Financial Aid, International Office), Office of the Deputy Provost (e.g., Student Accessibility Services, Student Learning Supports, Test Centre, Student Mental Health Services, Cooperative Education, Experiential Learning and Careers, Academic Advising, Indigenous Education and Cultural Services, Teaching and Learning Centre), and the School of Graduate and Post-Doctoral Studies.

Since 2019, we have adopted a philosophy of "continuous improvement" in all aspects of our student success and retention initiatives. Through our Integrated Academic-Research Plan (IARP) processes, we annually evaluate our efforts, identify opportunities for improvement, and introduce new initiatives in response to the ever-changing needs of our students and the changing landscape of higher education. Notable additions during the 2025-2026 academic year have included the acquisition and implementation of an early-alert system coordinated via Academic Advising; the expansion of NExT Hub, adding AI resources for students to an already expansive repertoire of information resources (e.g., focused on data and information literacy; the ethical use of technology and the internet; protecting one's personal information and well-being on-line) offered by the Teaching and Learning Centre; the expansion and integration of graduate students

into our traditional new student orientation activities in September; and, a re-vamping and expansion of our Student Learning Support offerings (See Appendix A).

IN SUMMARY

To understand the effectiveness of our efforts, we remain committed to the concept of continuous improvement in all that we do including challenging ourselves to think about what other existing resources might be leveraged or adapted to support our students.

ATTACHMENTS

Appendix A Student Learning Support Infographic

Student Learning Support

Transition: Pre - Admission

Ridgeback Ramp-Up: Academic Literacy
Free Academic Literacy Toolkit delivered to high school classrooms by Recruitment Team that covers university expectations and differences from high school.

Summer Transition: Registered Students

Ridgeback Ramp-Up: Summer Transition
Free online (synch and asynch) program in Canvas to cover foundational discipline-specific skills.

Ridgeback Rendezvous
Free in-person event to build community, learn how a lecture works, and tour Oshawa.

University Preparatory Program (UPREP)
Online series of 2 or 3 courses for students who do not meet admissions average. Passing results in offer of admission.

Academic Supports: Registered Students

First Six Weeks
In-person workshops covering foundational discipline-specific skills for early success in courses.

Academic Support Workshops
In-person workshops covering foundational discipline-specific skills for academic success in courses.

Peer Assisted Study Sessions (PASS)
Study group facilitated by trained peer educator who attends lecture sessions for the course.

Peer Tutoring
One-on-one tutoring delivered by trained peer educator who received an A or better in the course.

One-on-One Sessions
One-on-one tutoring delivered by Subject Specialist staff member.

Drop-in Study Hall
Study hall sessions where students can drop-in to ask questions of peer educator or Subject Specialist.

Conversation Cafe
Informal session for students to improve their English speaking skills and meet classmates.

Ridgeback Ramp-Up Study Skills
In-person workshops covering university expectations and study skills.

Suspension and Degree Recovery

LEAP 1001U
In-person academic course (13 weeks) covering general academic skills and areas for improvement. Passing the course results in re-instatement of Academic Standing to Probation.

LEAP 3001U*
In-person academic course (13 weeks) covering personalized academic and professional skills and areas for improvement. Geared toward 3rd and 4th year students with personalized coaching.

BA Pathway*
Degree-recovery program for students at risk of attrition.

*In development

	Academic Expectations	Academic Integrity	Community Building	Discipline-Specific Skills	Foundational Math	Foundational Writing	Personal Accountability	Studying Techniques	Technology and Data	University Mindset	University Services	Other
Ridgeback Ramp-Up: Academic Literacy	✓	✓						✓		✓	✓	
Ridgeback Ramp-Up: Summer Transition	✓	✓		✓	✓	✓		✓	✓		✓	
Ridgeback Rendezvous	✓		✓					✓		✓	✓	
UPREP	✓	✓			✓	✓	✓	✓		✓	✓	
First Six Weeks	✓		✓	✓	✓	✓						Chem, physics, eng.
Academic Support Workshops		✓		✓		✓			✓			Chem, physics, eng.
PASS			✓	✓	✓	✓		✓	✓			Multiple subjects
Peer Tutoring				✓	✓	✓		✓	✓			Multiple subjects
One-on-one Sessions	✓			✓	✓	✓		✓	✓			Multiple subjects
Drop-in Study Hall				✓	✓	✓						Multiple subjects
Conversation Cafe			✓	✓							✓	ESL
Ridgeback Ramp-Up: Study Skills	✓	✓					✓	✓	✓	✓		
LEAP 1001U	✓	✓	✓				✓	✓	✓	✓	✓	
LEAP 3001U	✓	✓	✓				✓	✓	✓	✓	✓	
Degree Recovery BA Pathway	✓	✓		✓			✓	✓				

ACADEMIC COUNCIL REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

TO: **Academic Council**

DATE: **February 24, 2026**

PRESENTED BY: **Dr. Lori Livingston, Provost and Vice-President Academic**
Dr. Joe Stokes, AVP International and Registrar
Sarah Thrush, AVP Planning and Strategy

SUBJECT: **Enrollment and Application Update**

BACKGROUND/CONTEXT & RATIONALE:
An integral part of the University's budget plan and the 2023-208 Integrated Academic-Research Plan's differentiated growth agenda is the enrollment plan. At different times during the year, Academic Council is provided with an update on recruitment and enrolment to keep the community up to date on progress towards plan, successes and challenges, as well as pertinent external policy impacts experienced or expected.

The attached material and presentation to Academic Council provides an update on 2025-26 enrolment performance and projections out to 2030-31 as well as a summary of the university and sector 2026-27 application data.

ATTACHMENTS
- February 2026 AC Enrollment and Application Update

Enrolment and Application Update
Academic Council

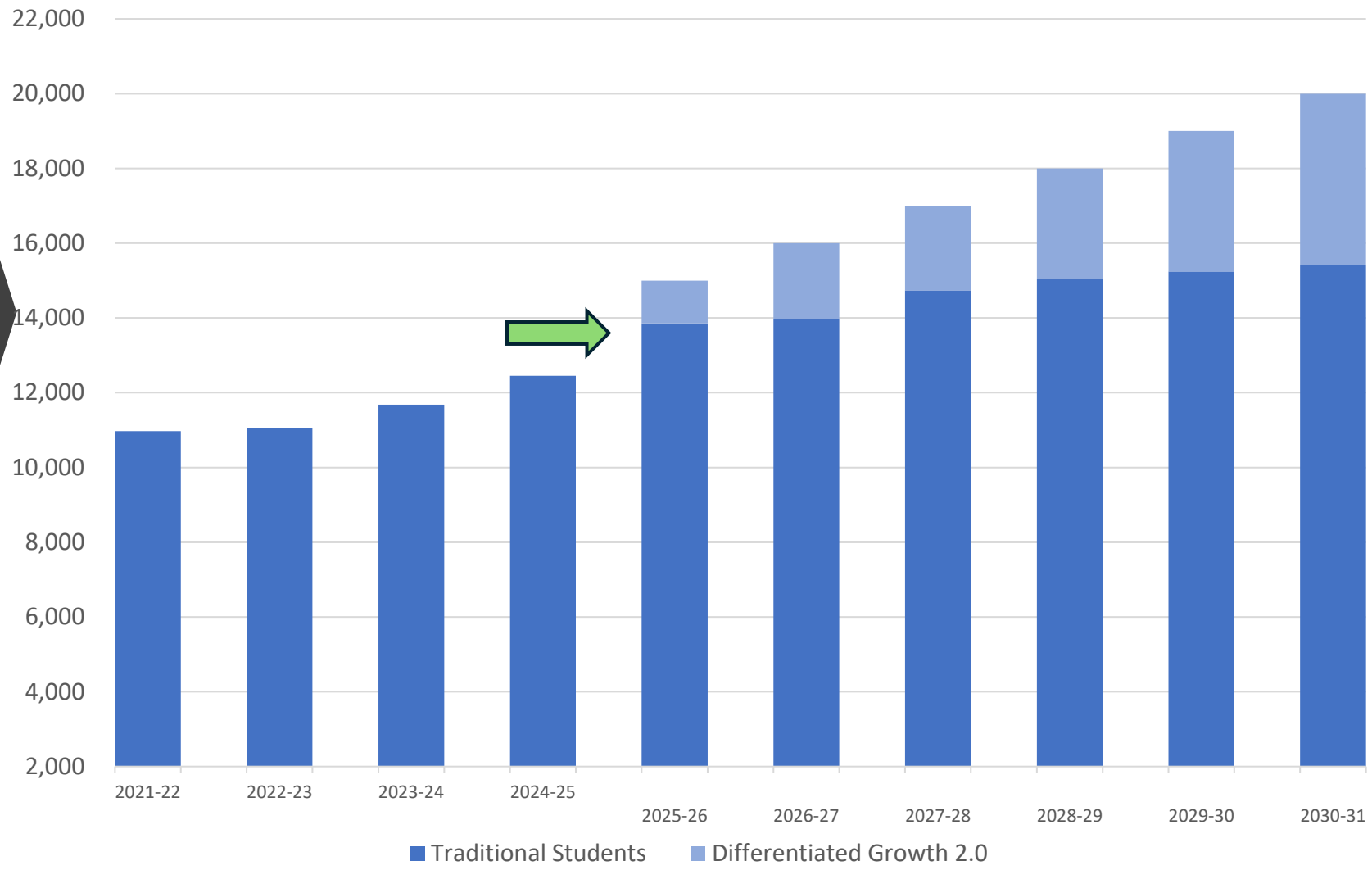
February 2026

Lori Livingston, Provost and Vice-President, Academic

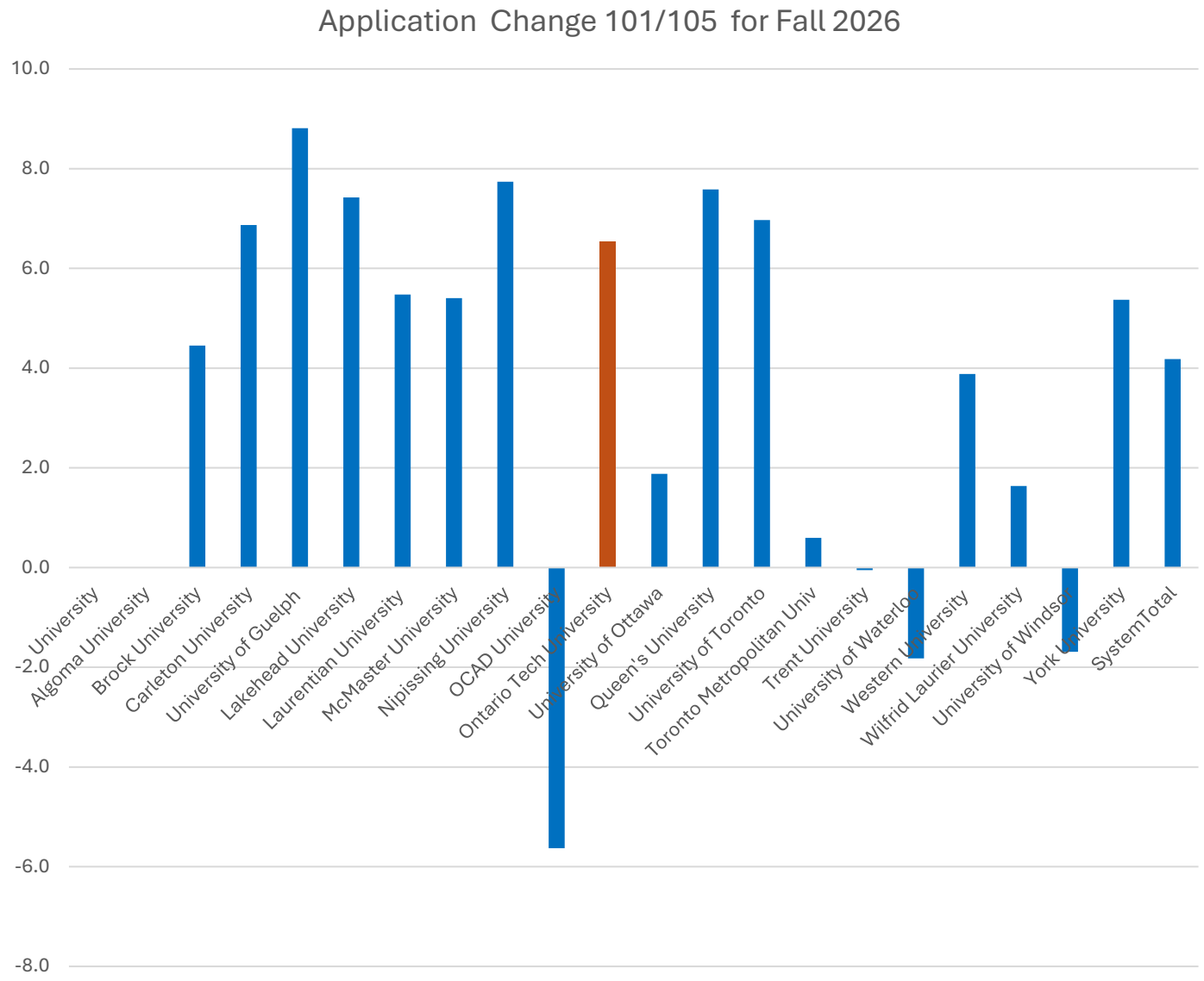
Sarah Thrush, AVP Planning and Strategic Analysis

Joe Stoke, Registrar and AVP International

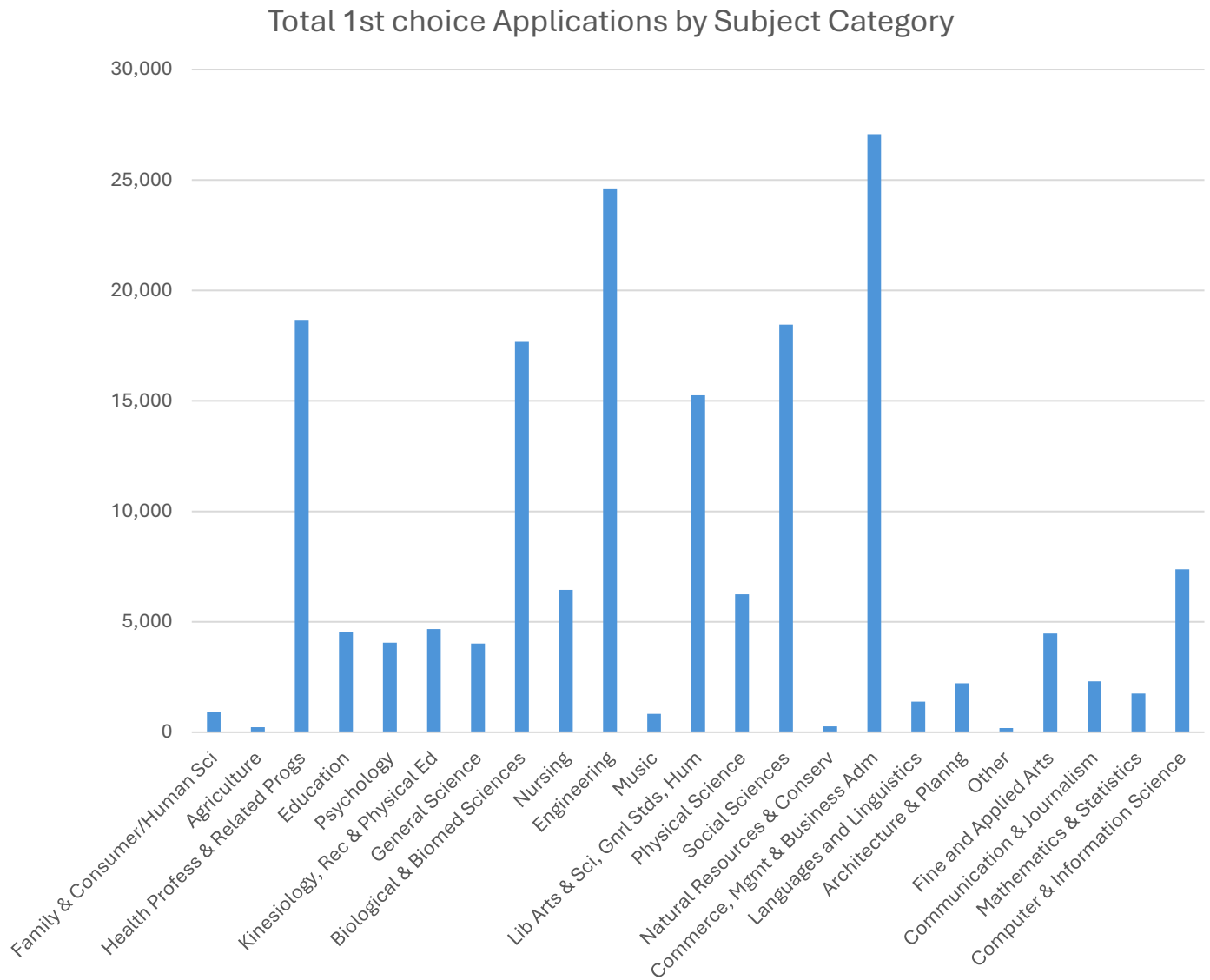
Enrolment Growth



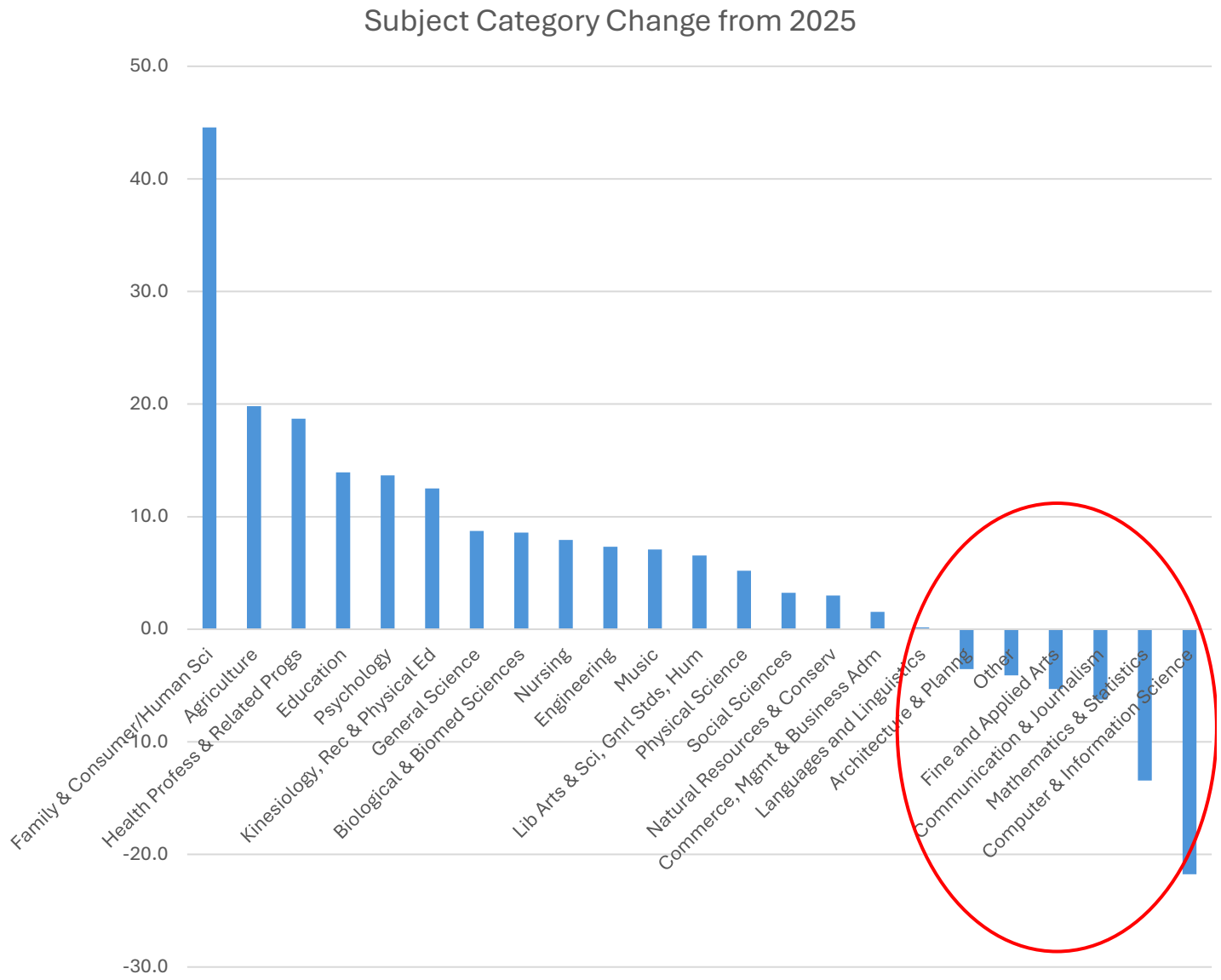
Year Over Year Application Changes



1st Choice Application Information



Subject Application Information



Differentiated Growth

- **Leverage our reputational advantage (Tech with a conscience)**
  - Add new programs, diversify our market share
  - Grow existing program enrolments
- **Continue to expand, improve on existing student retention programming (Learning-reimagined)**
- **Focus on quality of our programs and services (Sticky campus)**
- **Connect with community to leverage philanthropic, research, and experiential learning opportunities (Partnerships)**

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Major Program Modification – Bachelor of Engineering (Hons) in Mechanical Engineering – Aerospace Specialization**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council".

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to introduce an Aerospace Specialization within the Bachelor of Engineering (Hons) in Mechanical Engineering program.

BACKGROUND/CONTEXT & RATIONALE:
The Bachelor of Engineering (Honours) in Mechanical Engineering is proposing the introduction of a new Aerospace Specialization. This specialization would replace the four existing engineering electives in the core Mechanical Engineering curriculum with four newly developed aerospace-focused courses:

- MECE 3811U Aerodynamics and Flight Mechanics
- MECE 3822U Aircraft Structures and Design
- MECE 4823U Aerospace Propulsion Systems
- MECE 4824U Flight Dynamics and Control.

The addition of these courses will also result in minor adjustments to the program map in Years 3 and 4.

Mechanical engineering is a broad and interdisciplinary field that overlaps significantly with other engineering disciplines, including electrical, chemical, civil, computer, and software engineering. The proposed Aerospace Specialization builds on this breadth by providing students with a solid foundation in key aerospace engineering principles, theories, and applications. Through this specialization, students will gain enhanced knowledge and skills relevant to solving aerospace-related problems and addressing industry challenges. This addition strengthens the program's alignment with emerging sector needs and offers students expanded pathways into aerospace careers and advanced study.

RESOURCES REQUIRED:
Existing faculty will be used to teach the courses in the specialization as part of their regular teaching loads. As the specialization replaces four engineering elective spots in the program, there is no net new instruction to deliver the specialization.

TRANSITION AND COMMUNICATION PLAN:
Nominally, the specialization will launch with the Fall 2026 cohort. There is no impact on the core Mechanical Engineering program since the specialization is simply replacing the four existing engineering electives with specific courses for those students who take the specialization. Existing students can potentially take the specialization by taking the specified courses as their electives.

When launched, communication to students who are eligible to enroll in the specialization will be made via Engineering Advising and our FEAS social media channels.

CONSULTATION AND APPROVAL:
- ✓ MME Department Council: 18 November 2025
- ✓ Engineering Curriculum Committee: 20 November 2025
- ✓ Faculty Council: 4 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 20 January 2026
- • Academic Council (Approval): 24 February 2026

There is student representation on the Mechanical Program Curriculum Committee, and Academic Advising also participates at the Engineering Curriculum Committee. This ensures that proposed changes are reviewed through a collaborative and consultative process that includes both student and advising perspectives.

NEXT STEPS:
Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
Major Program Modification – Mechanical Engineering – Aerospace Specialization

New courses: MECE 3811U, MECE 3822U, MECE 4823U, MECE 4824U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Major Program Modification – Bachelor of Health Science (Hons) in Kinesiology – Fitness and Health Promotion Pathway**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council".

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Health Science (Hons) in Kinesiology – Fitness and Health Promotion Pathway, creating a Bridge structure for Durham College graduates.

BACKGROUND/CONTEXT & RATIONALE:
The Kinesiology program at Ontario Tech, originally developed from the Health Sciences program and revised most recently in 2019, provides a strong foundation in science, health, and rehabilitation, making it well aligned with a new bridge pathway for Fitness and Health Promotion (FHP) graduates. Feedback from Durham College's (DC) Program Advisory Committee indicated that students were choosing other universities offering a summer bridge plus two years of full-time study, whereas Ontario Tech's current FHP to Kinesiology pathway requires three full-time years.

Recent curriculum updates at both institutions now allow more transfer credits to be granted. The spring/summer bridge for DC students will include:

- HLSC 1201U Human Anatomy & Physiology II,

- New KINE 2002U Fitness & Health Promotion Bridge to address gaps from KINE 2100U and KINE 2140U, and
- one elective which can be completed either in the Bridge term or at a later time.

Completion of these courses will allow DC's FHP graduates to complete the degree in two full-time years.

This change aligns Ontario Tech with comparable pathways at other institutions and supports transfer student success. While designed collaboratively with Durham College, students from similar two-year programs may qualify following transcript review.

RESOURCES REQUIRED:
No additional faculty members are required. One new course, KINE 2002U Fitness & Health Promotion Bridge, would be taught by Kinesiology faculty member or a sessional, however a teaching assistant with relevant Athletic therapy experience would be required to cover lab sessions related to the practical component of injury management.

TRANSITION AND COMMUNICATION PLAN:
FHP graduates from Durham College will have the opportunity to enroll in this Bridge as of May 2026 (or 2027) at the discretion of the Dean. The Program Director will visit the FHP students at Durham college in January each year to make them aware of the opportunity. The new program will also be described on the Faculty webpage. The existing advanced entry will still be available for students from other Ontario colleges.

CONSULTATION AND APPROVAL:
- ✓ Program Committee: 6 November 2025
- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 3 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 20 January 2026
- Academic Council (Approval): 24 February 2026

The bridge program was developed following consultation with faculty at Durham College and Ontario Tech and after a comprehensive review comparing the Kinesiology program with the required courses in the Fitness and Health Promotion (FHP) diploma.

Anecdotal feedback from prospective students directly indicated a clear preference for a shorter pathway to degree completion.

NEXT STEPS:
Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
Major Program Modification – Kinesiology Fitness and Health Promotion
New courses: KINE 2002U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Major Program Modification – Bachelor of Arts (Hons) in Legal Studies – Teesside LLB pathway**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council".

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add the University of Aberdeen as a new institutional partner to the Honours Legal Studies – Teesside LLB pathway and amend the pathway title to the UK LLB pathway.

BACKGROUND/CONTEXT & RATIONALE:
The Teesside LLB pathway was established Fall 2025 and will accept its first cohort of students in Fall 2026. The Legal Studies (Honours) – UK LLB pathway will feature two, instead of just one partner institution: the University of Aberdeen (Scotland), along with Teesside University (England). Students who are accepted and maintain their standing in the pathway will have the opportunity to express their preference for which university they would like to attend. Preferences will be granted in accordance with rankings commensurate with academic achievement in the BA (Honours) Legal Studies program.

This modification will enhance the UK LLB pathway, by offering an additional institutional destination for students interested in this unique opportunity to obtain a BA (Honours) Legal Studies and UK LLB in five years. Adding a Scottish partner further internationalizes the pathway; moreover, an excellent, established university as the University of Aberdeen only

enhances the quality of opportunity offered to students. The international experience Legal Studies students will gain from this pathway (whether they attend Teesside or Aberdeen) will enhance their capacity to contribute as global citizens, as well as deepen their fulfillment of the Legal Studies program learning outcomes, through their development of a comparative legal perspective. It also creates an option for students who wish to pursue law careers in the UK and Canada (subject the attainment of the necessary qualifications).

RESOURCES REQUIRED:
No additional resources are required.

TRANSITION AND COMMUNICATION PLAN:
As no students have yet been admitted to this program, no transition plan is required. The change will be reflected in the academic calendar and on the faculty web page and promoted through recruitment activities and materials.

CONSULTATION AND APPROVAL:
- ✓ Curriculum Committee: 10 December 2025
- ✓ Faculty Council: 12 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 20 January 2026
- Academic Council (Approval): 24 February 2026

NEXT STEPS:
Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
Major Program Proposal

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Major Program Modification – Bachelor of Engineering (Hons) in Software Engineering**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council".

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Engineering (Hons) in Software Engineering to introduce a new Railway Engineering Specialization and to make additional changes to upper-year offerings within the main program and the Internet of Things specialization.

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Engineering and Applied Science is proposing:

- The addition of the Railway Engineering Specialization to the Bachelor of Engineering (Honours) in Software Engineering program. The Railway Engineering Specialization is already available for Automotive, Manufacturing, Mechanical, and Mechatronics Engineering students. The proposed specialization will replace the three existing engineering electives in the core Software Engineering program with four railway specific courses: ENGR 3011 – Introduction to Railway Systems, ENGR 4022 – Railway Safety and Signalling, ENGR 4033 – Railway Rolling Stock, and ENGR 4044 – Railway Systems Operation and Maintenance.

- To replace the current program specific capstone systems design courses with two common capstone systems design courses for all engineering programs. The introduction of common capstone courses further strengthens the student experience by enabling multi-disciplinary design teams that more closely mirror industry practice, while also improving consistency in course delivery and learning across all engineering programs.
- Editorial updates to total credit hours in the programs resulting from previously approved changes to the common first year.
- Updates to the program map and an expansion of the elective course options to include more AI into the Software Engineering curriculum.

RESOURCES REQUIRED:
Existing faculty will be used to teach the courses in the specialization as part of their regular teaching loads. Since several other Engineering programs have already incorporated the Railway Engineering specialization, this allows for additional efficiencies in course delivery.

No additional resources required. The capstone changes will allow better utilization of resources with the reduction from ten (10) courses to two (2) different courses that are common to all programs and the program map changes involve removing courses or combining existing courses.

TRANSITION AND COMMUNICATION PLAN:
There is no impact on the core Software Engineering program since the specialization is simply replacing three existing engineering electives with specific courses for those students who take the specialization. Existing students can potentially take the specialization by taking the four specified courses.

The new common capstone structure will take effect in the 2026–2027 academic year; any current students who have not yet completed their existing capstone sequence will transition to the two new common capstone systems design courses.

The proposed program map changes to be implemented starting Fall 2026. Fall 2025 cohort will follow the new program map, Fall 2024 cohort staring year 3 will follow the new program map, and Fall 2023 cohort starting year 4 will follow the new program map.

Communications to students will be made via the FEAS Academic Advising Office and FEAS social media channels.

CONSULTATION AND APPROVAL:
- ✓ Engineering Curriculum Committee (MPA): 3 April 2025
- ✓ Engineering Curriculum Committee (capstone): 18 September 2025
- ✓ Faculty Council (capstone): 25 September 2025
- ✓ Department Council (MPM): 11 December 2025
- ✓ Engineering Curriculum Committee (MPM): 18 December 2025
- ✓ Faculty Council: 29 January 2026
- ✓ Undergraduate Studies Committee (Recommendation): 17 February 2026
- Academic Council (Approval): 24 February 2026

There is student representation on the Program Curriculum Committee. The idea of the proposed specialization was presented at the CMAI - Future Forward: Competencies Forum on September 19, 2024, in Toronto and it received a great amount of interest from students and industry.

NEXT STEPS:
Pending the approval of Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
Major Program Modification:

- Software Engineering – Railway Engineering Specialization

Minor Program Adjustment:

  - Software Engineering
  - Software Engineering – Internet of Things specialization
- New course(s): ENGR 4111U, ENGR 4222U, ARTE 4100U, ARTE 4110U, ARTE 4200U
- Course change(s): SOFE 3620U, SOFE 3720U, SOFE 3950U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **24 February 2026**

FROM: **Graduate Studies Committee**

SUBJECT: **Major Program Modification – Master of Business Analytics and Artificial Intelligence**

COMMITTEE MANDATE:
In accordance with Section III, part c) of the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility to "examine proposals for new graduate degree and diploma programs, major changes to existing programs and to recommend their approval, as appropriate, to Academic Council".

MOTION FOR CONSIDERATION:
That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Business Analytics and Artificial Intelligence program to establish three new fields in AI Governance, Supply Chain, and Entrepreneurship.

BACKGROUND/CONTEXT & RATIONALE:
The Master of Business Analytics and Artificial Intelligence (MBAI) program is a 16-month, course-based professional master's degree that integrates business analytics, artificial intelligence, and management. The Faculty is proposing the addition of three new fields - AI Governance, Supply Chain, and Entrepreneurship – to the program. These additions respond to strong industry demand, disciplinary developments, and faculty consultation, ensuring graduates are prepared to lead responsibly in the digital economy.

The new fields expand student opportunities by embedding specialized expertise in ethical AI leadership and governance, resilient and sustainable supply chain management, and entrepreneurship. Each field aligns with Ontario Tech's mission of Technology with a Conscience and builds on the Faculty of Business and Information Technology's strengths in AI, data analytics, and technology management. These fields also align with Ontario Tech's leading initiatives in ethical and responsible AI, including the School of Ethical Artificial Intelligence (SEAI), Canada's first academic unit focused on integrating technical

innovation with ethical awareness, and the Mindful Artificial Intelligence Research Institute (MAIRI), which unites more than 50 researchers and partners such as META, Lakeridge Health, and CNIB. These initiatives strengthen the foundation for applied, ethically grounded AI education within the MBAI program. These fields enhance graduate employability, strengthen industry and research partnerships, and enrich the student experience through applied, ethically grounded, and innovation-focused education.

The Ontario Quality Assurance Framework and correspondingly the Ontario Tech Institutional Quality Assurance Process Policy (IQAP) specify that the creation of more than one field at one point in time or over subsequent years within a single graduate program may need to go through the Quality Council's Expedited Approval Process. To that end, the enclosed documentation has been prepared in support of both the Major Program Modification and Expedited Review. Subsequent to its approval by Academic Council, the enclosed package will be submitted to the Quality Council's Appraisal Committee.

RESOURCES REQUIRED:

No new resources are required for the creation of these new fields, however, the program as a whole continues to experience tremendous growth and surging demand based on admissions data between Fall 2024 and Winter 2026.

The Faculty has created one teaching-focused position and one TTT position for the 2026 academic year to both meet the course requirements of the program, and to support the other faculty areas in business analytics and artificial intelligence. There are also interrelationships between programs that allow faculty positions from other programs to also support this area. Sessionals with business analytics and artificial intelligence knowledge and industry experience would be hired to cover courses when needed.

Once the additional Fields have been established and student enrolment is sustainable, the Faculty will also revisit overall staff support. In particular, two (2) areas of support will be reviewed: (1) the technical support (e.g. information technology, datacentre, software, laboratories) and (2) graduate program support.

TRANSITION AND COMMUNICATION PLAN:

The Faculty anticipates that the first courses in these fields will be offered in Fall 2026. Students will be able to select their field either at the time of application or later in their studies, with a recommendation to make this choice after completing the first semester. Students admitted prior to Fall 2026 may also be accommodated, as the core courses being converted to electives may be replaced with courses from the new field.

The new fields will be promoted at recruitment events and advertised on the corporate website. Current students will be notified of the new fields by email and through contacts by Academic Advising and SGPS.

CONSULTATION AND APPROVAL:

- ✔ Graduate Curriculum Committee: 18 November 2025
- ✔ Faculty Council: 12 December 2025\
- ✔ Graduate Studies Committee (for recommendation): 27 January 2026
- Academic Council (for approval): 24 February 2026
- Quality Council Appraisal Committee: March 2026

Feedback received from current and prospective students has indicated a keen desire to enhance skills and expertise within these fields to better position them for their career aspirations.

NEXT STEPS:
Pending the approval of Academic Council and review by the Quality Council Appraisal Committee, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- Expedited Approval of New Fields to a Graduate Program

Submission Checklist for Expedited Approval of New Fields to a Graduate Program

Program name (as it will appear on the transcript): Master of Business Analytics and Artificial Intelligence

Degree Designation/Credential Acronym(s): MBAI

Brief description of the new field(s):

AI Governance: This field addresses the growing need for professionals who can navigate the intersection of technology, ethics, and leadership in an era of rapid digital transformation. As artificial intelligence becomes integral to business operations and decision-making, organizations increasingly require leaders who can balance innovation with accountability, transparency, and social responsibility. This specialization will equip students with the knowledge and skills to analyze governance frameworks, assess regulatory and ethical implications, and lead responsibly in technology-driven environments.

Supply Chain: The importance of advanced supply chain management in today's interconnected and technology-driven economy cannot be overstated. Modern supply chains underpin global production, distribution, and service delivery systems, and their efficiency directly affects the stability of industries, economies, and communities. Recent disruptions, including those caused by geopolitical tensions and global crises, have highlighted the need for professionals who can leverage data analytics, artificial intelligence, and digital technologies to build resilient, transparent, and sustainable supply networks. Organizations across sectors are increasingly seeking employees who, in addition to strong business and analytical skills, understand the strategic, technological, and ethical dimensions of supply chain management. The proposed field will equip students with the ability to analyze and optimize supply chain processes, anticipate risks, and design adaptive systems that balance efficiency, sustainability, and social responsibility.

Entrepreneurship: This field addresses the growing demand for leaders who can transform ideas into impactful ventures in an increasingly technology-driven economy. As artificial intelligence reshapes industries and business models, organizations seek professionals who can merge creativity, innovation, and data-driven insight with ethical and sustainable business practices.
The field emerged from industry demand, disciplinary developments, and faculty consultations highlighting the need for graduates who can lead innovation responsibly. It aligns with Ontario Tech's mission of *Technology with a Conscience* and the Faculty's strengths in Artificial Intelligence, Data Analytics, and Technology Management, expanding opportunities for graduates to become entrepreneurial leaders or intrapreneurs driving innovation within established organizations

Date of Institutional Approval: Approved at Academic Council
Proposed Enrollment Start Date: September 2026

Checklist of required elements, arranged in the order below:
✓ Final, revised proposal
✓ Appendices
✓ Faculty CVs (not shared publicly)

Expedited Review of New Fields for the

Master of Business Analytics and AI

INTRODUCTION

For the purposes of explanation to the Quality Council, include a brief rationale and a description of the proposed new fields and how they will be integrated into the existing program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program (note, details on consultation will be entered below). Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others. Please also provide: an assessment of the impact of the proposed addition on the program's current students, if any; input from current students and recent graduates of the program considered as part of the development of the proposal; a statement on the way in which the proposed fields will improve the student experience. This section is essentially an abstract/summary of the details below.

Ontario Tech University seeks expedited approval to add three new fields—AI Governance, Supply Chain, and Entrepreneurship—to the Master of Business Analytics and Artificial Intelligence (MBAI) program. These additions respond to strong industry demand, disciplinary developments, and faculty consultation, ensuring graduates are prepared to lead responsibly in the digital economy.

The MBAI program is a 16-month, course-based professional master's degree that integrates business analytics, artificial intelligence, and management. The new fields expand student opportunities by embedding specialized expertise in ethical AI leadership and governance, resilient and sustainable supply chain management, and entrepreneurship . Each field aligns with Ontario Tech's mission of Technology with a Conscience and builds on the Faculty of Business and Information Technology's strengths in AI, data analytics, and technology management. These fields also align with Ontario Tech's leading initiatives in ethical and responsible AI, including the School of Ethical Artificial Intelligence (SEAI), Canada's first academic unit focused on integrating technical innovation with ethical awareness, and the Mindful Artificial Intelligence Research Institute (MAIRI), which unites more than 50 researchers and partners such as META, Lakeridge Health, and CNIB. These initiatives strengthen the foundation for applied, ethically grounded AI education within the MBAI program. These fields enhance graduate employability, strengthen industry and research partnerships, and enrich the student experience through applied, ethically grounded, and innovation-focused education.

Major Program Modification – Addition of Multiple New Fields to a Graduate Program

Faculty: Faculty of Business and Information Technology
Program Name: Master of Business Analytics and AI
Program and Degree Type [e.g. Bachelor of Arts (Honours)]: Master of Business Analytics and AI

Additional Related Program Changes:	
☐ Change to name of other fields	☐ Change to name of program
☐ New pathway	☐Other
xNot Applicable	

Summary of the proposed change(s) including brief background of the existing program:

Please include the following:

- *A summary of the new fields being added*
- *The objectives of the program and the appropriateness of the degree nomenclature related to the program's objectives*
- *How the program's structure and requirements meet the program objectives and program-level learning outcomes and how the new fields will be integrated*
- *How the program's structure, requirements, and program-level learning outcomes ensure students meet the Degree Level Expectations*
- *How the mode(s) of delivery facilitate(s) the students' successful completion of the program-level learning outcomes*
- *The ways in which the curriculum addresses the current state of the discipline or area of study, particularly how the new fields will contribute*
- *Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period*
- *Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses*
- *For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion*

Background of the existing program:

The Master of Business Analytics and Artificial Intelligence is a professional graduate program offered by the Faculty of Business and Information Technology. It prepares students to lead in a data-driven economy by integrating advanced analytics, artificial intelligence, and strategic business decision-making. The program combines core business knowledge with technical competencies in data analysis, programming, data visualization, and machine learning, enabling graduates to bridge the gap between data science and management practice.

The MBAI degree is a 16-month, course-based program consisting of eight core courses followed by an applied experiential component. Students may complete the program full-time in 16 months or part-time in just under two years. Experiential learning is central to the curriculum: students choose from the MBAI 5600G Applied Integrative Analytics Capstone Project, MBAI 5700G Business Analytics Internship, or MBAI 5610G MBAI Research Project, each designed to provide practical experience solving real-world industry problems.

The curriculum reflects Ontario Tech University's commitment to technology-enhanced, industry-relevant education. Courses are developed in an integrative manner by multidisciplinary faculty, with a uniquely strong presence of computer scientists within the business school. This dual lens of business and IT is embedded throughout project-based coursework, ensuring students gain applied skills across analytics, AI applications, digital transformation, and emerging technologies.

The program content aligns with best practices across Ontario and internationally, and the learning outcomes incorporate the Certified Analytics Professional body of knowledge by INFORMS. Students engage with both the practical and strategic dimensions of analytics and AI, along with the legal, ethical, managerial, and societal issues associated with data-driven innovation. All courses are delivered at the graduate level in a carefully sequenced structure covering managerial and legal foundations, technical skills development, and applied analytical techniques. Delivery modes include fully in-person or hybrid formats, with asynchronous online components supporting synchronous on-campus lectures, discussions, and presentations.

The MBAI program maintains strong industry integration and partnerships. It is recognized by the Vector Institute as an AI-related master's program in Ontario, giving students access to the Vector community, networking and career events, the Digital Talent Hub, and specialized professional development opportunities. Students are also eligible to apply for the prestigious Vector Scholarship in Artificial Intelligence.

Graduates are well prepared for careers in business analytics, data science, business intelligence, consulting, and digital transformation roles across private and public sectors. The program welcomes students from diverse academic and professional backgrounds—including business, engineering, computer science, and related fields—ensuring flexible entry pathways and a rich multidisciplinary learning environment.

Proposed changes:

Ontario Tech's strategic leadership in responsible and applied AI, especially through the newly formed School of Ethical Artificial Intelligence and the Mindful AI Research Institute, creates a strong foundation for expanding the Master of Business Analytics and Artificial Intelligence program into new AI-focused fields in AI Governance, Supply Chain, and Entrepreneurship. Ontario Tech's emphasis on "tech with a conscience" and interdisciplinary, ethics-driven education directly supports the development of an AI-Governance pathway that addresses fairness, privacy, and regulatory frameworks. Our focus on socially aligned, trustworthy AI further reinforces the need for domain-specific training in areas such as supply chain optimization and AI-empowered venture creation. Together, these institutional strengths ensure that new MBAI specializations are both industry-relevant and aligned with Ontario Tech's mission to lead in purposeful, responsible AI innovation.

We are proposing to add three new fields to the Master of Business Analytics and Artificial Intelligence program: Supply Chain, Entrepreneurship and AI Governance. Each field follows a consistent program structure and has minimal impact on the existing MBAI curriculum.

Two of the previously mandatory MBAI courses (MBAI 5110G – Big Data Systems and MBAI 5410G – Digital Transformation) will become electives, creating space for field-specific electives. This adjustment reduces the number of core courses from eight to six. As the three experiential components (MBAI 5600G Applied Integrative Analytics Capstone Project, MBAI 5700G Business Analytics Internship, and MBAI 5610G - MBAI Research Project) require completion of core MBAI courses as prerequisites, this change will allow students to begin their capstone or internship concurrently with elective coursework, providing greater flexibility and improved program flow. MBAI 5610G - MBAI Research Project is a new addition of third experiential option.

All MBAI students will complete six common core courses and one of three experiential learning components (MBAI 5600, MBAI 5700, or MBAI 5610). The selection of the remaining two elective courses will determine whether a student pursues one of the new fields or the general MBAI degree.

The AI Governance field equips students to build and evaluate advanced analytics and AI solutions while critically assessing their strategic value, reliability, and technical foundations. It also prepares graduates to analyze governance frameworks, assess regulatory and ethical implications, and lead responsibly in technology-driven environments, ensuring trustworthy and accountable use of data and AI.

The Supply Chain field prepares students to design data-driven analytics solutions, evaluate machine learning and AI models, and integrate high-quality data from diverse sources to improve operational and strategic decision-making across supply chain contexts. It also develops the ability to assess model implications, compare analytical methodologies, and manage the full lifecycle of analytics projects to optimize supply chain performance and resilience.

The Entrepreneurship field equips students to design data-driven solutions, assess AI and analytics models, and integrate high-quality data to support innovation in new and growing ventures. It emphasizes the ability to translate complex analytical insights into compelling narratives for investors, customers, and strategic partners. Students also learn to evaluate ethical, strategic, and operational implications of analytical models and manage the full lifecycle of data-driven initiatives within entrepreneurial environments.

Rationale for the modification:

How will this change enhance the program and/or opportunities for students and graduates? How did you determine this change was needed (e.g. program review, student feedback, changes to the discipline)? How will the new fields meet the objectives and program learning outcomes?

AI Governance: This field addresses the growing need for professionals who can navigate the intersection of technology, ethics, and leadership in an era of rapid digital transformation. As artificial intelligence becomes integral to business operations and decision-making, organizations increasingly require leaders who can balance innovation with accountability, transparency, and social responsibility.

This field will equip students with the knowledge and skills to analyze governance frameworks, assess regulatory and ethical implications, and lead responsibly in technology-driven environments. It builds on Ontario Tech University's strengths in Digital Economy, Data Analytics, and Artificial Intelligence, aligning closely with the university's mission of advancing Technology with a Conscience.

The need for this field emerged from ongoing disciplinary trends, industry demand, and faculty consultations highlighting a skills gap in AI governance, ethics, and policy. By introducing this field, the program enhances graduate employability across corporate, governmental, and non-profit sectors, preparing students to serve as ethical leaders in the evolving digital landscape.

Supply Chain: The importance of advanced supply chain management in today's interconnected and technology-driven economy cannot be overstated. Modern supply chains underpin global production, distribution, and service delivery systems, and their efficiency directly affects the stability of industries, economies, and communities. Recent disruptions, including those caused by geopolitical tensions and global crises, have highlighted the need for professionals who can leverage data analytics, artificial intelligence, and digital technologies to build resilient, transparent, and sustainable supply networks.

Organizations across sectors are increasingly seeking employees who, in addition to strong business and analytical skills, understand the strategic, technological, and ethical dimensions of supply chain management. The proposed field will equip students with the ability to analyze and optimize supply chain processes, anticipate risks, and design adaptive systems that balance efficiency, sustainability, and social responsibility.

Aligned with Ontario Tech University's focus on Digital Economy, Data Analytics and Artificial Intelligence, and Digital Technologies, this field complements the existing strengths of the Faculty of Business and Information Technology. The Faculty already possesses relevant expertise, having previously offered an Operations and Supply Chain Management minor within the Bachelor of Commerce program, which provides a strong foundation for expanding into this graduate-level field.

Entrepreneurship: This field addresses the growing demand for leaders who can transform ideas into impactful ventures in an increasingly technology-driven economy. As artificial intelligence reshapes industries and business models, organizations seek professionals who can merge creativity, innovation, and data-driven insight with ethical and sustainable business practices.

Building on Ontario Tech's successful Bachelor of Commerce (Honours) – Entrepreneurship major, which provides broad-based management training and courses in creative idea generation, lean venture creation, and entrepreneurial finance, this graduate-level specialization extends those foundations into the AI-driven business environment. Students will learn to enhance creative potential individually and in teams, apply structured ideation and validation frameworks, conduct applied research to understand customer needs, and systematically develop and test new business concepts. They will also examine how artificial intelligence is reshaping opportunity recognition, competitive advantage, and business model design.

The specialization emerged from industry demand, disciplinary developments, and faculty consultations highlighting the need for graduates who can lead innovation responsibly. It aligns with Ontario Tech's mission of Technology with a Conscience and the Faculty's strengths in Artificial Intelligence, Data Analytics, and Technology Management, expanding opportunities for graduates to become entrepreneurial leaders or intrapreneurs driving innovation within established organizations.

Fit with the mission, mandate, strategic plans of the University, and the broader array of program offerings: *Include evidence of fit, highlighting the new fields, particularly areas of teaching and research strengths and complementary areas of study.*

The AI Governance Field aligns directly with Ontario Tech University's mission and strategic priorities of Technology with a Conscience, Learning Re-Imagined, Creating a Sticky Campus, and Building Partnerships. It supports the university's mandate to deliver career-oriented, technology-driven programs that prepare graduates for leadership in the digital economy by focusing on the responsible and ethical management of artificial intelligence systems.

Building on Ontario Tech's established strengths in Artificial Intelligence, Data Analytics, and Technology Management within the Faculty of Business and Information Technology, this field extends those capabilities into the emerging area of AI governance. It emphasizes the ethical, legal, and strategic dimensions of AI adoption, addressing issues of fairness, transparency, accountability, and regulatory compliance. The university already demonstrates leadership in this space through its Governance field within the MITS program, providing a strong foundation of expertise and teaching capacity.

The field also aligns with Ontario Tech's leading initiatives in ethical and responsible AI, including the School of Ethical Artificial Intelligence (SEAI), Canada's first academic unit focused on integrating technical innovation with ethical awareness, and the Mindful Artificial Intelligence Research Institute (MAIRI), which unites more than 50 researchers and partners such as META, Lakeridge Health, and CNIB. These initiatives strengthen the foundation for applied, ethically grounded AI education within the MBAI program.

Through collaboration with industry, government, and research partners, the AI Governance Field will give students practical experience with governance frameworks and best practices, complementing Ontario Tech's broader strengths in business analytics, cybersecurity, and digital transformation, and preparing graduates to lead responsibly in the data-driven economy.

Supply Chain: The university's mission and strategic priorities emphasize Technology with a Conscience, Learning Re-Imagined, Creating a Sticky Campus, and Building Partnerships. Ontario Tech's mandate includes offering career-oriented, market-driven programs that prepare graduates to thrive in the modern economy. The proposed Supply Chain Field within the MBAI program directly supports these goals by equipping students with the analytical, technological, and strategic skills necessary to lead in a global, data-driven business environment.

The field builds on Ontario Tech's established strengths in business analytics, information technology, and management, extending their application to one of the most critical areas of the modern economy, supply chain management. It reflects the university's commitment to *Technology with a Conscience* by promoting sustainable, ethical, and socially responsible supply chain practices enhanced by artificial intelligence and data analytics. The proposed field also aligns with Ontario Tech's leadership in ethical and responsible AI through initiatives such as the School of Ethical Artificial Intelligence (SEAI), Canada's first academic unit dedicated to integrating technical innovation with ethical awareness, and the Mindful Artificial Intelligence Research Institute (MAIRI), which unites more than 50 researchers and partners including META, Lakeridge Health, and CNIB to advance the national dialogue on responsible AI. Together, these initiatives strengthen the foundation for applied, ethically grounded AI education within the MBAI program.

The program further strengthens ties with industry by integrating leading tools, real-world case studies, and guest lectures from professionals at the forefront of supply chain analytics and digital transformation. Through these collaborations, students gain practical experience and insight into current challenges and innovations in logistics, procurement, and operations.

Entrepreneurship: This field aligns directly with Ontario Tech University's mission and strategic priorities of Technology with a Conscience, Learning Re-Imagined, Creating a Sticky Campus, and Building Partnerships. Ontario Tech's mandate to offer career-oriented, technology-driven programs that prepare graduates for leadership in the digital economy is reflected in this field's focus on cultivating innovation, creativity, and responsible venture creation in an AI-enhanced business environment.

The field builds on Ontario Tech's recognized strengths in Artificial Intelligence, Data Analytics, and Technology Management within the Faculty of Business and Information Technology, while extending the Faculty's expertise in innovation and entrepreneurship education already established through the Bachelor of Commerce (Honours) – Entrepreneurship major. By emphasizing opportunity recognition, creative problem-solving, and the ethical integration of AI into business models, the specialization embodies the university's commitment to *Technology with a Conscience* and supports its goal of developing entrepreneurial leaders who drive sustainable economic and social impact. The proposed field also aligns with Ontario Tech's leadership in ethical and responsible AI through initiatives such as the School of Ethical Artificial Intelligence (SEAI), Canada's first academic unit dedicated to integrating technical innovation with ethical awareness, and the Mindful Artificial Intelligence Research Institute (MAIRI), which unites more than 50 researchers and partners including META, Lakeridge Health, and CNIB to advance the national dialogue on responsible AI. Together, these initiatives strengthen the foundation for applied, ethically grounded AI education within the MBAI program.

Through collaboration with industry, incubators, and research partners, this specialization will give students hands-on experience in venture creation and innovation management, strengthening connections between academic learning and real-world practice. The Entrepreneurship field complements Ontario Tech's broader portfolio of programs in business analytics, AI, and digital transformation, reinforcing the university's interdisciplinary focus on preparing graduates to lead responsibly and creatively in the evolving digital economy.

Is there a change to total credit hours in the program? ☐ **Yes** **x No**

Is a new course associated with this proposal? **x Yes** ☐ **No**

List new courses, if applicable

New Courses:

- MBAI - 5610G - MBAI Research Project

AI Governance
- MBAI 5850G - AI Governance
- MBAI 5860G - AI Leadership

Supply Chain
- MBAI 5810G - Strategic Supply Chain Leadership
- MBAI 5820G – Supply Chain Analytics

Entrepreneurship:
- MBAI 5830G - New Business Ideation
- MBAI 5840G - Entrepreneurship and AI

Calendar Start Date: (Fall 2026)

Registration Start Date: (Fall 2026)

Academic Calendar Copy:

Describe the appropriateness of the program's admission requirements, given the program objectives and program-level learning outcomes. Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

Please see Appendix A for Calendar Copy, including program description, admission requirements, and program maps.

The admissions requirements have served the program well to date, through a period of significant enrollment growth:

> *In addition to the general admission requirements for graduate studies, MBAI applicants must meet the following program-specific requirements:*
> - *While applicants may hold any four-year or three-year (where it is the accepted practice in the country of origin) undergraduate degree (or its equivalent from a recognized institution), preference is given to applicants whose undergraduate degree is in the field of business, management, economics, informatics or related fields.*
> - *Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent. Applicants that do not meet the minimum admissions requirements may be considered based on other factors, which may include work experience and/or a strong Graduate Management Admission Test (GMAT) score and/or a Graduate Record Examination (GRE) score in accordance with the university's non-standard admission policy.*
> - *Successful completion of at least one course in information systems and one course in advanced mathematics (e.g., linear algebra, calculus, statistics etc.).*
> - *If applicable, a minimum score of 7 on the IELTS or 100 on the Internet-based TOEFL. Note that these English language proficiency scores are slightly higher than those required for some other graduate programs. Visit the English language proficiency section of this calendar for additional details.*

Program structure:

Describe any experiential or other applied learning opportunities that are part of the program and note any new opportunities related to the new fields.

All MBAI students will complete six common core courses and one of three experiential learning components (MBAI 5600G - Applied Integrative Analytics Capstone Project , MBAI 5700G - Business Analytics Internship, or MBAI 5610G - **MBAI Research Project**).

MBAI 5600G - Applied Integrative Analytics Capstone Project: This course integrates the theory and skills learned in the MBAI program through an applied integrative capstone project where students work individually or in small teams to scope, design, and implement an analytics or AI solution to a real-world problem. Students work on projects and deliver on milestones to steadily progress towards a solution culminating with a report and presentation at the end of the class which demonstrates an application of skills and knowledge from the various domains in the program including technical, managerial, ethical and communications.

MBAI 5700G - Business Analytics Internship The Business Analytics Internship. This course is an important experiential learning component of the MBAI program, and its objective is to provide students with practical exposure to actual work environments in analytics and AI, which is essential for a more complete understanding of the application of analytical and AI theories and procedures. The internship program permits MBAI students who have met the minimum requirements of the program to be registered. The result of the program and course is to further develop a student's skillset and experience in their field of study, and provide them with an opportunity to gain actual work experience in organizations they may consider for future careers post-graduation.

MBAI 5610G - MBAI Research Project (New): This course allows students to integrate the knowledge and skills gained throughout the program by conducting an independent research project with industrial and/or practical relevance. Under the supervision of a faculty member, students may either complete a research-based project within the university or undertake a distinct project within their workplace, under faculty supervision, provided it aligns with program objectives. The project culminates in a written report outlining findings and actionable recommendations, submitted to the faculty supervisor. Results are expected to demonstrate direct practical implications and/or be of publishable quality suitable for refereed journals or academic conferences.

Program learning outcomes:

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods. Describe the program's plans to monitor and assess:

i. The overall quality of the program;
ii. Whether the program is achieving in practice its proposed objectives;
iii. Whether its students are achieving the program-level learning outcomes; and
iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

NOTE: In this section, the proposal should make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics.

Please see Appendix B: Program Learning Outcome Mapping

MBAI processes to ensure the students are achieving the program-level learning outcomes.

The MBAI program is inherently applied, with instruction centered on hands-on learning, practical examples, and the use of state-of-the-art analytics and AI software. "Learning by doing" is the primary instructional approach, paired with critical reflection on experiential activities. The program is intentionally designed to

enable students to achieve the Program Learning Outcomes (PLOs) and associated Degree-Level Expectations (DLEs) progressively throughout their studies.

The structure and sequencing of the curriculum reflect this intentional design. Guided by Bloom's taxonomy and the progression of associated learning verbs, assessment methods are structured to evaluate students first at an introductory level, then at a developmental stage, and ultimately at a level of proficiency appropriate for graduate study in business analytics and AI. Learning outcomes are assessed through programming assignments, analytics projects, case analyses, presentations, and tests, enabling students to demonstrate application, integration, and communication of analytical skills across multiple contexts. All of this scaffolding culminates in the experiential component of the program, whether the Applied Integrative Analytics Capstone Project, the MBAI internship, or the MBAI research project, where students must synthesize and apply the full range of PLOs in a real or simulated industry environment.

For example, the knowledge of statistical concepts and techniques, is taught in MBAI 5100 Business Analytics and MBAI 5310 Artificial Intelligence Programming using many practical examples of problems solved in class to teach how different techniques work. This is followed by applied projects where different approaches are compared and contrasted by students independently, and they deliver project results in written reports and presentations to demonstrate the depth of their knowledge of statistical concepts and techniques.

Another example is the learning outcome, knowledge of visualisation approaches and the art of persuasion. This topic is covered in MBAI 5400 Visualization and Storytelling, through a series of practical exercises where students learn how to interpret, evaluate and communicate data using advanced graphics in state-of-the-art software. Students also learn how audiences interpret complexity, and what best practices are for visual communication. Students demonstrate their knowledge through applied assignments, practical tests, and presentations.

A third example is, knowledge of legal, ethics, bias, privacy and trust principles in analytics, which is covered in MBAI 5200 Ethical and Legal Issues in Analytics and AI MBAI 5500 Security, Privacy and Trust in AI Systems. Here students learn about topics using critical discourse, cases and research papers examining multiple issues around the use of analytics. Students demonstrate their learning outcomes through written tests, critical analysis papers and presentations throughout the classes.

MBAI processes to ensure the program is achieving in practice its proposed objectives.
Cyclical reviews. The formal avenue for assessing and monitoring program effectiveness and informing continuous improvement will be through the cyclical program review process. The cyclical program reviews involve faculty assessments, student feedback, and program outcome analyses. These reviews help evaluate the effectiveness of the teaching methods and curriculum structure. In addition to the review every eight years, Ontario Tech's Academic Resource Committee requires a brief report at program launch and a full report one-year after the launch of a new program. If there are areas of concerns raised at the one-year report, a subsequent 18-month report will be required. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If it is deemed necessary, recommendations will be made to enhance program effectiveness and student success. If required, the 18-month report will address key curricular and student data (e.g. GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the committee's review, further documentation may be required of the program for ongoing monitoring.

External reviews. Regular external assessments by academic peers and industry stakeholders provide objective insights into the program's relevance and effectiveness in meeting current market demands. We are also establishing the Program Advisory Committee which will connect Ontario Tech's Faculty of Business & IT with industry leaders to ensure the program remains relevant, practical, and aligned with labour market needs. Members provide guidance on curriculum, graduate skills, and emerging trends, while also supporting student success through potential placements and scholarships and community engagement.

MBAI processes monitoring the overall quality of the program.

Alumni Surveys and Employment Data: By tracking graduates' career progress and obtaining feedback on their professional achievements, the program can assess how effectively it prepares students for roles in academia, industry, or policy-making.

Applicant demand and program student population growth: By tracking incoming student enrollment, coupled with continuing student enrollment data, we get a sense of the overall program quality, simply by demand. Especially by introducing new fields of study, we can gauge by enrollment data in the new fields, if the internal quality of the program is attractive enough to boost enrollment numbers within these fields. If we have students swapping out one field for another, mid studies, or even trends of students opting for one specific field opposed to others, it should trigger an internal audit to see if there are quality differences in the fields themselves.

***How the resulting information will be documented and subsequently used to inform continuous program*:**

Continuous Improvement Process: Assessment results are documented systematically and reviewed by the program committee to identify areas for improvement. This ongoing process ensures that the curriculum remains current and aligned with industry and academic advancements.

•Strategic Adjustments: Findings from these assessments inform curriculum revisions, teaching methods, and student support services, enhancing the program's overall effectiveness and its alignment with Degree Level Expectations.

RESOURCE REQUIREMENTS

Faculty members:
Use the Faculty Information table to answer this question. Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes, and focusing on the new fields, provide evidence of participation of a sufficient number and quality of TTT faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment. Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate. Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

Please see Appendix C – Faculty Information for a full list and credentials of faculty members involved in the MBAI program, as well as the section "Final Statement on Program Quality and Other Indicators" outlining the depth and expertise of our academic staff.

The MBAI program at Ontario Tech is experiencing tremendous growth and surging demand, based on admissions data between Fall 2024 and Winter 2026.

Enrollment numbers demonstrate a clear upward trajectory:

- Fall 2024: 66 students enrolled in the MBAI program with 60 admitted in Fall 2024.
- Fall 2025: 83 students enrolled in the program with 72 being admitted in Fall 2025. An increase of 26% year over year.
- Winter 2026 (new intake term): 64 students (50 international & 14 domestic) have accepted their offer and paid the tuition deposit. Being prudent, of the 66 prospective students, if 40 new MBAI Graduate students arrive on campus in Winter 2026 (30 international and 10 domestic) FBIT could see

student enrollment in the MBAI program reach 110+ students (72 continuing Fall 2025 students plus 40 ((+/- 10 incoming))

- In Winter 2025 the MBAI program had a total of 63 students enrolled. The potential year over year % increase between Winter 2025 and Winter 2026 will be approximately 75% and could potentially exceed that modest number.

Our current model, which includes both a Fall and Winter intake, estimates the need for approximately twenty-six (26) course sections (with the assumption that into 2026/27 and beyond the Fall intake will continue to require at least the current academic year's resourcing of two (2) sections per course and the Winter one (1) section per course). To date, the MBAI has been resourced with faculty members from the BCom and BIT programs, which have been backfilled with sessionals and overloads. The program has demonstrated sustainability and growth potential. The addition of the three (3) Fields will add at minimum six (6) additional course sections. This is substantially greater than the resource assumption made at MBAI program launch that required just 8 course sections per year plus capstone/internship.

Meeting this purely through overloads and sessionals presented a significant hiring challenge in 2025 and there is no guarantee that we will be able to continue to meet demand in this way in 26/27 or beyond, representing a risk to successful delivery of the program. FBIT therefore proposes creating one teaching-focused position and one TTT position to both meet the course requirements of the program, and to support the other faculty areas in business analytics and artificial intelligence. At least one TTT hire is important, since research-informed teaching and access to leading researchers in AI was identified as a core driver of student interest and satisfaction in a recent program survey. These hires are proposed for the 2026 academic year, which is when these new fields would come on stream. If the program experiences a better than expected growth trajectory, FBIT will evaluate resourcing needs and if necessary, request additional faculty hires. Details and timing of hirings are to be coordinated and confirmed with the Provost's Office. Sessionals with business analytics and artificial intelligence knowledge and industry experience would be hired to cover the remaining courses.

Additional academic and non-academic human resources:

As applicable, discuss and/or explain the role and approximate percentage of contract/sessional faculty used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience. Where contract/sessional faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Please see the section "Faculty Members" above for the discussion of the program's rapid growth and associated resource needs, including hiring sessional lecturers. To ensure the curriculum remains current with technological developments and emerging industry practices, industry experts may also be engaged as sessional instructors where appropriate. Once the additional Fields have been established and student enrolment is sustainable, the Faculty will revisit overall staff support. In particular, two (2) areas of support will be reviewed: (1) the technical support (e.g. information technology, datacentre, software, laboratories) and (2) graduate program support.

Describe the provision of supervision of experiential learning opportunities, if applicable.

Experiential learning is central to the curriculum: students, after having completed their coursework, choose from the MBAI 5600G Applied Integrative Analytics Capstone Project, MBAI 5700G Business Analytics Internship, or MBAI 5610G MBAI Research Project, each designed to provide practical experience solving real-world industry problems. Typically tenured and tenure-track professors will supervise MBAI students. Teaching faculty or sessional faculty with Ph.D. or solid financial expertise can be considered.

Physical resource requirements:
Describe the planned use of existing physical resources (including laboratory and classroom space), including implications for other existing programs at the university and note if any additional resources are required.

No new physical resources are required.

Learning Resources:

Software and technology licenses may be required for experiential learning activities within some of the proposed new courses for the AI Governance and Supply Chain fields. Please see Appendix D for further information about Learning and Student Support services.

Statement of funding requirements:
A summary statement of the funding required to support the modification, including projected enrolments, start-up and continuing costs, if applicable. Provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students. Include information from Deans who may have faculty members involved in or are contributing resources, the Registrar or the Dean of Graduate Studies, etc.

No change in funding.

Final Statement on Program Quality and Other Indicators:
Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) and any other evidence that the program and faculty will ensure the intellectual quality of the student experience. NOTE: This section is distinguished from the Faculty section above in that its focus is on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience. The section above addresses whether sufficient numbers of faculty are available to cover the program's teaching/supervision duties.

The FBIT faculty are exceptionally well positioned to staff the new MBAI fields, as demonstrated by the university's leadership in responsible and applied AI through the Mindful AI Research Institute. MAIRI brings together more than 50 interdisciplinary experts, including internationally recognized researchers and Canada Research Chairs, who specialize in trustworthy AI, governance, privacy, bias mitigation, and socially aligned AI applications. The School of Ethical Artificial Intelligence, the first of its kind in Canada, further evidences the depth of faculty expertise by embedding ethical, legal, managerial, and technical dimensions of AI across disciplines and equipping instructors to teach in domains where AI intersects with business and society. Together, MAIRI and SEAI demonstrate a robust faculty ecosystem capable of delivering high-quality, industry-relevant instruction for the new MBAI fields, ensuring students gain both advanced technical competencies and responsible-AI leadership skills.

Faculty expertise supporting the proposed program is substantive, with 23 full time faculty, 21 of whom hold PhDs, 17 are tenured / tenure track professors with many peer reviewed publications related to courses in the program. The majority of our tenured faculty also have extensive supervisory experience, and grant funding. Most of the 6 full time teaching faculty participating in the program are also active in research, and can supervise graduate projects. Summaries of the Faculty can be found in Appendix C.

The faculty participating in the program hold expertise in Math, Statistics, Artificial Intelligence, Programming, Management Information Systems, Legal Aspects of Analytics in Business, Marketing, Operations Research, Ethics, Privacy, Trust and Fairness, Big Data Systems, Supply Chain, Entrepreneurship as well as Data Visualization and Strategic Management.

TRANSITION AND COMMUNICATION PLAN

Transition Plan for both new and current students:

Indicate the semester (e.g., Fall 2025) for the implementation of the proposed changes; include a plan for all current students in the program, if applicable. If this change impacts students that are not new and/or 1st year students as of the start date, then a transition plan is required. Please remember to consider off-map students.

We anticipate that the first courses in these fields will be offered in Fall 2026. Students will be able to select their field either at the time of application or later in their studies, with a recommendation to make this choice after completing the first semester.

Students admitted prior to Fall 2026 may also be accommodated, as the core courses being converted to electives may be replaced with courses from the new field.

Communication plan for both new and current students:
The new fields will be promoted at recruitment events and advertised on the corporate website.
Current students will be notified of the new fields by email and through contacts by Academic Advising and SGPS.

CONVERTING TO ONLINE OPTIONS

Does this proposal contain any intended conversion or introduction of program components to online options?
☐ Yes ☒ No

If yes, please complete the items below:

Adequacy of technological platform: Describe the adequacy of the technological platform to be used for online delivery.

<Insert Response Here>

Maintenance of and/or changes to the quality of education: Describe how the quality of education will be maintained and/or changed when moving to online delivery.

<Insert Response Here>

Maintenance of and/or changes to program objectives: Describe how the current program objectives will be maintained and/or changed when moving to online delivery.

<Insert Response Here>

Maintenance of and/or changes to program-level learning outcomes: Describe how the current program-level learning outcomes will be maintained and/or changed when moving to online delivery.

<Insert Response Here>

Sufficiency of support services and training for teaching staff: Describe the support services and training for teaching staff that will be made available when moving to online delivery.

<Insert Response Here>

Sufficiency and type of support for students in the new learning environment: Describe the sufficiency and type of supports that will be available to students when moving to online delivery.

<Insert Response Here>

IMPACT AND CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

Will this change impact any other Faculties? Some examples are listed below. ☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the Resources section of the CIQE website.

If you answered yes to the above, please explain and outline the consultation process in detail. Attach relevant documents (emails, Faculty Council minutes, etc.) or include links to corresponding documents.

STUDENT CONSULTATION

How have current or prospective students been consulted about this change? (E.g., information conversations, attendance at meetings, survey, indirectly through Academic Advising).

These fields been developed in response to feedback received informally from prospective and current students who are keen to enhance skills and expertise with to better position them for their career aspirations.

What considerations have been made for Equity, Diversity, Inclusion, and Decolonization?

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

The AI Governance Field will continue to align with Ontario Tech University's commitment to Equity, Diversity, Inclusion, and Decolonization principles, which are core to the leadership approaches and competencies developed. The courses will use global and diverse case studies that highlight different approaches to leadership styles, AI governance, and its ethical, cultural, and legal foundations around the world. Students will explore how AI systems impact different communities, while group projects and discussions promote inclusive collaboration, value diverse perspectives, and encourage multi-perspective and responsible decision-making.

The Supply Chain Field will continue to align with Ontario Tech University's commitment to Equity, Diversity, Inclusion, and Decolonization. One of the courses explicitly focuses on integrating sustainability and ethical practices into supply chain operations. Course content examines a variety of supply chain contexts across regions and industries, emphasizing both the opportunities and challenges experienced by diverse communities. Group discussions and projects are intentionally structured to promote inclusive collaboration and ensure that all perspectives are recognized and valued.

The Entrepreneurship Field will continue to align with Ontario Tech University's commitment to Equity, Diversity, Inclusion, and Decolonization (EDID). DEI principles are being integrated throughout course development by incorporating diverse and inclusive case studies, using accessible participation tools, and addressing ethics and legal considerations such as algorithmic bias, data colonialism, and inclusive governance. Course content, examples, and activities will be designed to reflect multiple perspectives and minimize colonial bias, ensuring relevance and inclusivity for all students.

INDIGENOUS CONTENT AND CONSULTATION

Does this change contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ Yes ☒ No
If yes, when? <Insert Response Here>

What was the advice you received from the IEAC, and how has it been included in your proposal? Please attach or provide links to documents that outline the consultation process and advice given.

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No ☐ N/A

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

Have you consulted with the School of Graduate and Postdoctoral Studies, Office of the Registrar, Student Life, and/or any other areas on campus that may be impacted? ☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail:

SGPS and the Office of the Registrar are aware of the importance of these new fields and supportive of their development.

Does this change involve Co-Op? ☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships: ☐ Yes, we have consulted

Appendices:
A: Calendar Copy
B: Program Learning Outcome Mapping
C: Faculty Information
D: Learning and Student Support Resources
E: Faculty CVs (for Quality Council only)
F: Course Proposals

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Graduate Education Committee - November 18, 2025

Appendix A – Calendar Copy

The Master of Business Analytics and Artificial Intelligence (MBAI) is a professional degree program that provides students with a theoretical knowledge base and practical experience working with data and people in decision making. The content of the degree will cover three main domains: applications of artificial intelligence (AI), business analytics and management opportunities. The program provides students with multiple perspectives about business analytics and artificial intelligence, ranging from ethical and managerial-level understanding of implications to practical applications of programming business analytics and AI solutions. Graduates of the MBAI can find highly successful careers in a variety of business analytics roles in private and public sectors where data is used to make decisions.

A current list of graduate faculty is available on the Faculty of Business and Information Technology's website.

Admission requirements

In addition to the general admission requirements for graduate studies, MBAI applicants must meet the following program-specific requirements:

- While applicants may hold any four-year or three-year (where it is the accepted practice in the country of origin) undergraduate degree (or its equivalent from a recognized institution), preference is given to applicants whose undergraduate degree is in the field of business, management, economics, informatics or related fields.
- Minimum overall academic standing of a B (GPA: 3.0 on a 4.3 scale or 73 to 76 per cent), with a minimum B average in the last two full-time years (four semesters) of undergraduate work or equivalent. Applicants that do not meet the minimum admissions requirements may be considered based on other factors, which may include work experience and/or a strong Graduate Management Admission Test (GMAT) score and/or a Graduate Record Examination (GRE) score in accordance with the university's non-standard admission policy.
- Successful completion of at least one course in information systems and one course in advanced mathematics (e.g., linear algebra, calculus, statistics etc.).
- If applicable, a minimum score of 7 on the IELTS or 100 on the Internet-based TOEFL. Note that these English language proficiency scores are slightly higher than those required for some other graduate programs. Visit the English language proficiency section of this calendar for additional details.

Part-time studies

To facilitate access to potential students, part-time studies are permitted for domestic graduate students.

Degree requirements

- Students are required to complete six core courses (total 18 credit hours), and two elective courses (total 6 credit hours) and a choice of an experiential component (6 credit hours):
    - **MBAI 5600G - Applied Integrative Analytics Capstone Project,**
    - **MBAI 5610G - MBAI Research Project, or**
    - **MBAI 5700G - Business Analytics Internship.**

  for a total of 30 credit hours.

Course listing

Core courses:

- **MBAI 5100G - Business Analytics**
- **MBAI 5200G - Ethical and Legal Issues in Analytics and AI**
- **MBAI 5300G - Programming and Data Processing**
- **MBAI 5310G - Artificial Intelligence Programming**
- **MBAI 5400G - Visualization and Storytelling**
- **MBAI 5500G - Security, Privacy, and Trust in AI Systems**

Electives:

- **MBAI 5110G - Big Data Systems Design**
- **MBAI 5410G - Digital Transformation**
- **MBAI 5810G - Strategic Supply Chain Leadership**
- **MBAI 5820G – Supply Chain Analytics**
- **MBAI 5830G – New Business Ideation**
- **MBAI 5840G- Entrepreneurship and AI**
- **MBAI 5850G - AI Governance**
- **MBAI 5860G - AI Leadership**

Experiential component:

- **MBAI 5600G - Applied Integrative Analytics Capstone Project,**
- **MBAI 5610G - MBAI Research Project, or**
- **MBAI 5700G - Business Analytics Internship**

Degree Requirements – MBAI AI Governance field

Students pursuing the "AI Governance" Field must complete:

- **Six core MBAI courses (total 18 credit hours)**
  - **MBAI 5100G - Business Analytics**
  - **MBAI 5200G - Ethical and Legal Issues in Analytics and AI**
  - **MBAI 5300G - Programming and Data Processing**
  - **MBAI 5310G - Artificial Intelligence Programming**
  - **MBAI 5400G - Visualization and Storytelling**
  - **MBAI 5500G - Security, Privacy, and Trust in AI Systems**

- **Two field-specific courses (total 6 credit hours)**
  - **MBAI 5850G - AI Governance**
  - **MBAI 5860G - AI Leadership**

- **A choice of one experiential component (total 6 credit hours):**
  - **MBAI 5600G - Applied Integrative Analytics Capstone Project,**
  - **MBAI 5610G - MBAI Research Project, or**
  - **MBAI 5700G - Business Analytics Internship**

Total 30 credit hours.

Degree Requirements – MBAI Entrepreneurship field

Students pursuing the "Entrepreneurship" Field must complete:

- **Six core MBAI courses (total 18 credit hours)**
  - **MBAI 5100G - Business Analytics**
  - **MBAI 5200G - Ethical and Legal Issues in Analytics and AI**
  - **MBAI 5300G - Programming and Data Processing**
  - **MBAI 5310G - Artificial Intelligence Programming**
  - **MBAI 5400G - Visualization and Storytelling**
  - **MBAI 5500G - Security, Privacy, and Trust in AI Systems**

- **Two field-specific courses (total 6 credit hours)**
  - **MBAI 5830G - New Business Ideation**
  - **MBAI 5840G - Entrepreneurship and AI**

- **A choice of one experiential component (total 6 credit hours):**
  - **MBAI 5600G - Applied Integrative Analytics Capstone Project,**
  - **MBAI 5610G - MBAI Research Project, or**
  - **MBAI 5700G - Business Analytics Internship**

Total 30 credit hours.

Degree Requirements – MBAI Supply Chain field

Students pursuing the "Supply Chain" Field must complete:

- **Six core MBAI courses (total 18 credit hours)**
  - **MBAI 5100G - Business Analytics**
  - **MBAI 5200G - Ethical and Legal Issues in Analytics and AI**
  - **MBAI 5300G - Programming and Data Processing**
  - **MBAI 5310G - Artificial Intelligence Programming**
  - **MBAI 5400G - Visualization and Storytelling**
  - **MBAI 5500G - Security, Privacy, and Trust in AI Systems**

- **Two field-specific courses (total 6 credit hours):**
  - **MBAI 5810G - Strategic Supply Chain Leadership**
  - **MBAI 5820G – Supply Chain Analytics**

- **A choice of one experiential component (total 6 credit hours):**
  - **MBAI 5600G - Applied Integrative Analytics Capstone Project,**
  - **MBAI 5610G - MBAI Research Project, or**
  - **MBAI 5700G - Business Analytics Internship**

Total 30 credit hours.

Appendix B: Program Learning Outcome Mapping

Program Learning Outcomes By the end of the program, students graduating will be able to… (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
Design and construct appropriate analytics solutions to solve business problems for data-driven decision making	• Depth and breadth of knowledge • Research and scholarship • Level of application of knowledge • Professional capacity/autonomy	MBAI 5100 Business Analytics MBAI 5810G - Strategic Supply Chain Leadership MBAI 5820G – Supply Chain Analytics MBAI 5830G - New Business Ideation MBAI 5840G - Entrepreneurship and AI	Term projects, tests, and presentations
Conceptualize and produce impactful presentations to communicate complex information to various stakeholders using data driven storytelling	• Level of application of knowledge • Communication skills • Awareness of limits of knowledge	MBAI 5400 Visualization and Storytelling	Applied assignments, practical tests and presentations
Examine, adapt, and appraise machine learning and AI models for business problems utilizing commercial and open source technologies	• Depth and breadth of knowledge • Research and scholarship • Level of application of knowledge	MBAI 5100 Business Analytics MBAI 5310 Artificial Intelligence Programming MBAI 5860G - AI Leadership	Term projects, practical tests and critical analysis papers
Systematically examine implications of analytic models from multiple perspectives including identifying issues strategic value, business ethics, bias, privacy, trustworthiness and fairness	• Depth and breadth of knowledge • Level of application of knowledge • Awareness of limits of knowledge	MBAI 5100 Business Analytics MBAI 5200 Ethical and Legal Issues in Analytics and AI MBAI 5100 Business Analytics	Tests, critical analysis papers and presentations

	● Professional capacity/autonomy	MBAI 5410 Digital Transformation MBAI 5500 Security, Privacy and Trust in AI Systems MBAI 5850G - AI Governance	
Analyze data and use principles of database design implementation and administration	● Depth and breadth of knowledge ● Research and scholarship ● Level of application of knowledge	MBAI 5300 Programming and Data Processing MBAI 5110 Big Data Systems Design	Tests, business cases, applied projects
Critically examine data quality and combine multiple data sources and formats in preparation of ingesting data into analytic models	● Depth and breadth of knowledge ● Research and scholarship ● Level of application of knowledge	MBAI 5300 Programming and Data Processing MBAI 5110 Big Data Systems Design	Practical tests and applied projects
Create solutions using AI & analytics in new and existing business processes		MBAI 5410 Digital Transformation MBAI 5850G - AI Governance MBAI 5860G - AI Leadership MBAI 5810G - Strategic Supply Chain Leadership MBAI 5820G – Supply Chain Analytics MBAI 5830G - New Business Ideation MBAI 5840G - Entrepreneurship and AI	Business cases, projects and presentations

Systematically appraise and contrast the significance and reliability of competing models and analytics methodologies	● Research and scholarship ● Level of application of knowledge ● Communication skills	MBAI 5100 Business Analytics MBAI 5310 Artificial Intelligence Programming MBAI 5850G - AI Governance	Assignments, tests, applied projects, presentations
Develop a cognizance of the complexity of a complete data modelling project lifecycle from opportunity recognition & scoping to model maintenance and drift determination	● Depth and breadth of knowledge ● Professional capacity/autonomy ● Awareness of limits of knowledge	MBAI 5110 Big Data Systems Design MBAI 5410 Digital Transformation MBAI 5830G - New Business Ideation MBAI 5840G - Entrepreneurship and AI MBAI 5850G - AI Governance MBAI 5860G - AI Leadership	Business cases, projects and presentations

Appendix C – Faculty Information

Faculty members by home unit, rank, and supervisory privileges

Name	Home Faculty/Unit	Rank / Discipline	Supervisory Privileges	Teaching in the new Program
Amirali Abari, BS, MSc, PhD	FBIT	Associate Professor Information Technology	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS	MBAI 5600, MBAI 5700
Nader Azad, BS, MSc, PhD	FBIT	Associate Professor, Operations Management	Graduate Faculty - Ontario Tech University - MSc/PhD Modelling and Computational Science - MEngM – Engineering Management	MBAI 5600, MBAI 5700, MBAI 5810, MBAI 5820
Michael Bliemel, BSc, MASc, MPS, PhD	FBIT	Professor, Management Information Systems	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS Adjunct Faculty - Dalhousie University - Faculty of Graduate Studies/Rowe School of Business	MBAI 5600, MBAI 5700
Ana Duff, BSc, MSc, PhD	FBIT	Associate Teaching Professor, Mathematics	NA	MBAI 5600
Patrick Hung, PhD, MPS, MASc, BSc	FBIT	Professor, Information Security	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS Adjunct Graduate Faculty - Computer Science Program, University of São Paulo, Brazil - Computer Science Program, Federal University of Pernambuco, Brazil - Computer Engineering Program, National Taipei University of Technology, Taiwan	MBAI 5600, MBAI 5700

Stephen Jackson, BSc, PhD	FBIT	Associate Professor, Information Systems	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS - GDip Accounting	MBAI 5410, MBAI 5600, MBAI 5700
Amin Ibrahim, BASc, MASc, PhD	FBIT	Associate Teaching Professor, Mathematics	NA	MBAI, 5400, MBAI 5600 MBAI 5810, MBAI 5820
Salma Karray, BCom, MSc, PhD	FBIT	Research Excellence Chair in Marketing Analytics and Decision Models, Professor, Marketing	Graduate Faculty - Ontario Tech University - MSc/PhD Modelling and Computational Science - MSc/PhD Computer Science Adjunct Graduate Faculty - University of Waterloo Ryerson University	MBAI 5600, MBAI 5700
Fletcher Lu, BMath, MMath, PhD	FBIT	Associate Professor, Information Technology	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MHSc/PhD Health Science - MSc/PhD Modelling and Computational Science	MBAI 5300, MBAI 5600, MBAI 5700
Stephen Marsh, BSc, PhD	FBIT	Professor, Information Technology, Trust Systems	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS Adjunct Graduate Faculty - Darmstadt Technical University	MBAI 5500, MBAI 5600, MBAI 5700
Samaneh Mazaheri, BSc, MSc, PhD	FBIT	Associate Teaching Professor, Computer Science	Graduate Faculty - Ontario Tech University - MITS	MBAI 5600
Carolyn McGregor, AM, PhD, BAppSc	FBIT	Dean Research Excellence Chair; Canada Research Chair in	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science	MBAI 5110, MBAI 5600, MBAI 5700

		Health Informatics (Alumni), Professor, Computer Science	- MHSc/PhD Health Science Associate Graduate Faculty – Ontario Tech University - MSc/PhD – Electrical and Computer Engineering Adjunct Graduate Faculty - University of Technology, Sydney, Australia - University of Southern Denmark - Jain University	
Theresa Miedema, BA, LL.B, SJD	FBIT	Associate Dean, Academic and Student Affairs, Associate Teaching Professor, Business Law and Ethics	Graduate Faculty - Ontario Tech University	MBAI 5200, MBAI 5600
Amir Rastpour, BSc, MSc, PhD	FBIT	Associate Professor Operations Management	Graduate Faculty - Ontario Tech University - MSc/PhD Modelling and Computational Science - MEngM – Engineering Management	MBAI 5100, MBAI 5600, MBAI 5700
Alexander Serenko, MBA, PhD	FBIT	Professor, Information Systems	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MHSc/PhD Health Science Adjunct Graduate Faculty - University of Guelph - Macquarie University	MBAI 5600, MBAI 5700
Julie Thorpe, BCompSci, PhD	FBIT	Professor, IT Security	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS	MBAI 5600, MBAI 5700
Miguel Vargas Martin, BSc, MASc, PhD	FBIT	Professor, Computer Science	Graduate Faculty - Ontario Tech University - MSc/PhD Computer Science - MITS Associate Graduate Faculty – Ontario Tech University	MBAI 5310, MBAI 5600, MBAI 5700

			- MSc/PhD – Electrical and Computer Engineering - MHSc/PhD – Health Science Adjunct Graduate Faculty - University of Aguascalientes - Centro de Investigacion y de Estudios Avanzados del IPN - Instituto Technologico de Aguascalientes	
Wei-Lin Wang, BBA, MBA, PhD	FBIT	Associate Professor, Marketing	NA	MBAI 5600, MBAI 5700
Amirmohsen Golmohammadi, PhD	FBIT	Assistant Professor Operations Management	Graduate Faculty - Ontario Tech University	MBAI 5810, MBAI 5820, MBAI 5100
Amanda McEachern Gaudet MBA	FBIT	Undergraduate Program Director – Commerce Associate Teaching Professor Experiential Learning	Graduate Faculty - Ontario Tech University	MBAI 5410
Peter Lewis, PhD	FBIT	Associate Dean Research and Graduate Studies & Associate Professor Canada Research Chair in Trustworthy Artificial Intelligence Artificial Intelligence	Graduate Faculty - Ontario Tech University	MBAI 5500 MBAI 5860 MBAI 5850
Shoeb Mohammad	FBIT	Assistant Professor		MBAI 5830 MBAI 5840

PhD		Strategy and Entrepreneurship		
Aisha Husain Masters of Liberal Arts	FBIT	Assistant Teaching Professor Tech Management (Commerce)		MBAI 5830 MBAI 5840

Appendix D - Learning and Student Support Resources

School of Graduate and Post-Doctoral Studies

Quality graduate and postdoctoral education combines teaching, research, professional development, disciplinary community involvement and personal growth. It is by nature a shared responsibility between students, faculty members, the programs and a large number of support units, with overarching administration being provided by the School of Graduate and Postdoctoral Studies.

The School of Graduate and Postdoctoral Studies (SGPS) furthers the scholarly mission of the university by providing academic and administrative support to the university's postgraduate educational, research, innovation and international activities. Our responsibilities include graduate program development, graduate enrolment management, oversight of academic and quality standards, and the implementation of policies and practices that enhance graduate/postdoctoral scholarly success, career readiness and personal growth. SGPS supports prospective, new and current graduate students through many administrative services including, but not limited to, recruitment, admission, registration, funding and scholarships, orientation, professional development workshops and events, and processing of final theses, projects and papers. SGPS is a single-point-of-contact, multifunctional administrative unit tailored to the complete "life-cycle" of graduate students, providing coordinated support to students and all other stakeholders.

Faculty-Specific Support

Academic Advising (if relevant)
Please provide details on your Faculty Academic Advising Office and supports for graduate students.

Student Life

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for many student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the Campus Bookstore, Housing and Living Resources as well as the Ontario Tech Student Union. Further information can be found at: http://studentlife.ontariotechu.ca/.

Student Learning Centre
Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study

skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

Career Readiness

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

Student Engagement, Equity and Inclusion, and ***Indigenous Education and Cultural Services***

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources

- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury

- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

Campus Libraries

The Campus Libraries support teaching, learning, and research at Ontario Tech University with facilities, collections, and programming.

Library Collections:

- The Library's total collections budget is $1.7 million.
- Collections include books, e-books, databases, journals, data and statistics, and multimedia materials

Support for teaching and learning:

- A dedicated librarian for each program who provides instruction, research consultations, and collection development
- Research guides for each of Ontario Tech's programs, as well as general guides for citation, copyright, and other broad topics
- Workshops and classes: custom in-class sessions, and general instruction sessions
- Three (3) online modules in Ontario Tech's learning management system, which professors can integrate seamlessly into their course shells

Research supports:

- Research consultations with subject librarians
- Extended support via the Library's virtual reference service
- Support for generative artificial intelligence: citation, copyright, and allowable use of library resources

Scholarly publishing supports:

- Research data management
- Publishing compliance with Tri-Council and other funders
- Support finding and creating open educational resources (OERs)
- Copyright advice and compliance information
- Support for authors, including reviewing author agreements
- Administration of APC waivers for faculty publishing in open access

Facilities:

- The Campus Libraries include the North Oshawa Library, which is the campus' main branch, and the Social Sciences, Humanities, and Education Library, which is located in downtown Oshawa
- The Library's locations include:
    - Extended library hours are available during peak season
    - Groups study rooms are available for student booking
    - Accessible workstations, and sit-stand desks
    - Computers and dual monitor workstations

COURSE CHANGE TEMPLATE

For new courses see New Course Template
Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or ciqe@ontariotechu.ca.

Faculty: Faculty of Business and IT	
Course Level	☐ **Undergraduate** ☒ **Graduate**

COURSE CHANGES (check all that apply)

☐	Contact hours	☐	Cross-listings
☐	Co-requisites	☐	Experiential Learning
☐	Course description	☐	Grade Mode (N – alpha grade, P – Pass/Fail)
☐	Course Instructional Method (CLS, HYB, WB1, WEB)	☐	Learning outcomes
☐	Course number or course Subject code	☐	Prerequisites
☐	Course title (include new short form title)	☐	Delete course from Academic Calendar
☐	Credit restrictions and/or Equivalencies	☐	Teaching and assessment methods
☐	Credit weighting	☐	Course restrictions
☐	Deleting an Elective Shown in the Program Map	☒	Other (please specify):make this core course into elective

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ **Yes** ☐ **No**

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Changing core courses MBAI 5110G- Big Data Systems and MBAI 5410G- Digital Transformation to be made electives. This creates space for field specific courses for new fields: Supply Chain, AI Governance, Entrepreneurship.

FINANCIAL IMPLICATIONS

No

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

2026-2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: MBAI	**Course Number: 5110**
Full Course Title: **Big Data Systems**	
Short-Form Course Title (max. 30 characters): **Big Data Systems**	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	**Proposed**

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ **Core** ☒ **Elective** ☐ **Core or Elective**
Grading scheme	☐ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	

IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

No

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?
If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ **Yes** ☒ **No**

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☒ **Yes** ☐ **NA**
Please describe:

Consulted with GEC members and faculty council.

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ **Yes** ☒ **No** **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☒ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☒ **No**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template
Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or ciqe@ontariotechu.ca.

Faculty: Faculty of Business and IT	
Course Level	☐ **Undergraduate** ☒ **Graduate**

COURSE CHANGES (check all that apply)

☐	Contact hours	☐	Cross-listings
☐	Co-requisites	☐	Experiential Learning
☐	Course description	☐	Grade Mode (N – alpha grade, P – Pass/Fail)
☐	Course Instructional Method (CLS, HYB, WB1, WEB)	☐	Learning outcomes
☐	Course number or course Subject code	☐	Prerequisites
☐	Course title (include new short form title)	☐	Delete course from Academic Calendar
☐	Credit restrictions and/or Equivalencies	☐	Teaching and assessment methods
☐	Credit weighting	☐	Course restrictions
☐	Deleting an Elective Shown in the Program Map	☒	Other (please specify): make this core course into elective

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ **Yes** ☐ **No**

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Changing core courses MBAI 5110G- Big Data Systems and MBAI 5410G- Digital Transformation to be made electives. This creates space for field specific courses for new fields: Supply Chain, AI Governance, Entrepreneurship.

FINANCIAL IMPLICATIONS

No

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

2026-2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: MBAI	**Course Number: 5410**
Full Course Title: **Digital Transformation**	
Short-Form Course Title (max. 30 characters): **Digital Transformation**	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	**Proposed**

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ **Core** ☒ **Elective** ☐ **Core or Elective**
Grading scheme	☐ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	

IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

No

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?
If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?
☐ **Yes** ☒ **No**

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☒ **Yes** ☐ **NA**
Please describe:

Consulted with GEC members and faculty council.

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ **Yes** ☒ **No** **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

HAS THE IEAC BEEN CONTACTED? ☐ **Yes** ☒ **No**
If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ **Yes** ☒ **No**

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ **Yes** ☐ **No** ☐ **N/A**

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

MBAI - 5600G - Applied Integrative Analytics Project

*2026-2027 - GR - Course Change

(A) Proposal summary

Generate a GroupID code, if applicable.

GroupID

STEP 1 - Complete the proposal summary information

Home faculty* Faculty of Business and Information Technology

Course changes*
- [ ] Contact hours
- [ ] Co-requisite(s)
- [ ] Course description
- [ ] Course mode of delivery (online, hybrid, in-person, etc.)
- [ ] Course number or course subject code
- [x] Course title (include new short form title)
- [ ] Credit restriction(s) and/or equivalencies
- [ ] Credit weighting
- [ ] Cross-listing(s)
- [ ] Deleting an elective shown in the program map
- [ ] Experiential learning
- [ ] Grade mode (N - alpha grade, P - Pass/Fail)
- [ ] Learning outcomes
- [ ] Prerequisite(s)
- [ ] Delete course from academic calendar
- [ ] Teaching and assessment methods
- [ ] Course restrictions
- [ ] Other

If you selected 'other' from the checklist, please describe the change below and include any additional supporting information in Step 2.

Other changes

Is this course change associated with a program proposal?* ( ) Yes (•) No

Reason for change and ways in which it maintains/enhances course/program objectives*

Change the name from MBAI 5600G - Applied Integrative Analytics Capstone Project to MBAI 5600G - Applied Integrative Analytics Project (removing “Capstone”), to make naming convention consistent with MFDA 5600G - Applied Financial Data Analytics Project.

Financial implications*

None

Calendar start date*

Fall 2026

Registration start date*

Fall 2026

Have you generated a GroupID code and added to all applicable proposals?*

- ○ Yes
- ◉ N/A

STEP 2 - Include additional supporting information, if applicable

Visit the files section of the toolbox on the right-hand side of the form to attach any supporting documentation.

Are you attaching any supporting documents?*

- ○ Yes
- ◉ No

Additional supporting information, if applicable

(B) Course information

STEP 3 - Complete course changes

Note: If you are changing the course subject code or course number for this course, please verify that the course code **has not been previously used**.

Course subject code*

Activity Log

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MBAI

MBAI

Course number* 5600G

Course title (long form)*

Applied Integrative Analytics ~~Capstone~~ Project

Course title (short form)	Applied Integrative ~~**Analytics**~~ **Project**

Subject area

Activity Log

Joel Stewart

Business Analytics and AI

Business Analytics and AI

Course description	This course integrates the theory and skills learned in the MBAI program through an applied integrative capstone project where students work individually or in small teams to scope, design, and implement an analytics or AI solution to a real-world problem. Students work on projects and deliver on milestones to steadily progress towards a solution culminating with a report and presentation at the end of the class which demonstrates an application of skills and knowledge from the various domains in the program including technical, managerial, ethical and communications.

Credit hours	6

Contact hours

***Contact hours describe the amount of time students spend engaging directly with the course and are not listed in the Academic* Calendar.**

If applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2x1.5 hours) not required.

Lecture hours	6	**Lab hours**	
Tutorial hours	3 (monthly)	**Other hours**	

Additional course information

Cross-listing(s)	
Prerequisite(s) and Prerequisite(s) for Banner	Completion of core MBAI courses.
Corequisite(s)	
Prerequisite(s) with concurrency	
Credit restriction(s)	
Credit restriction(s) - Equivalent course(s)	

Recommended

Course restrictions

Please note that the following fields may not import from the calendar. If you are making changes to one or more of these fields, please enter the current information now and make changes only after you have validated and launched the proposal.

Course type

Course type

Activity Log

Joel Stewart

Core

(•) Core ( ) Elective ( ) Core or elective

Grade mode

Grade mode

Activity Log

Joel Stewart

P (pass/fail grade)

( ) N (normal alpha grades) (•) P (pass/fail grade)

Teaching and assessment methods

Teaching and assessment methods

This course is the integrated application of the knowledge gained throughout the MBAI program. Students will complete an analytics project using real data and applied techniques to address a business issue. The class is conducted as a series of milestones and deliverables to culminate with the delivery of a presentation and report describing the steps along the way, lessons learned, proposed solutions, and implications thereof.

Learning outcomes

For assistance with developing your course learning outcomes, please refer to the Teaching and Learning website or contact them at teachingandlearning@ontariotechu.ca

Course learning outcomes

By the end of this course, students will be able to:

- Define a business problem
- Understand data models and sources
- Prepare data for model ingestion
- Perform business analytics methodologies
- Compare competing models
- Explain alternatives and tradeoffs
- Deliver impactful presentations

- Assess legal, ethical and fairness issues of implemented solutions

If you updated the learning outcomes, please ensure the 'last updated' field below includes the current term.

Last updated

Activity Log

Joel Stewart

Experiential learning

Does this course contain any experiential learning components?

Activity Log

Joel Stewart

Yes

Yes

If the course DOES NOT contain any experiential learning components, then no further action is required in this section. If the course DOES contain experiential learning components, please select 'Yes' above, then enter a 'Yes' or 'No' value for each of the experiential components below as appropriate.

Case study

Activity Log

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No

- (○) Yes
- (●) No

Simulated workplace project

Activity Log

Joel Stewart

Yes

- (●) Yes
- (○) No

Consulting project/workplace project

Activity Log

Joel Stewart

No

- (○) Yes
- (●) No

Applied Research

Activity Log

Joel Stewart

No

- (○) Yes
- (●) No

Field experiences

Activity Log

Joel Stewart

No

- (○) Yes
- (●) No

Other types of experiences (please describe below)

Activity Log

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No

- (○) Yes
- (●) No

Other

Mode of delivery

Mode of delivery highlights the ways in which the contact hours of a course may be taught; all modes of delivery that may apply to the contact hour should be selected. Note that modes of delivery (and scheduling information) are not listed in the Academic Calendar.

****NEW****

We are phasing out CLS, HYB, IND, OFF, WB1 and WEB. If you are changing the mode of delivery for this course, please make your selections under Mode of Delivery only (choose all that apply). Do not adjust the existing modes of delivery (CLS, HYB, etc.) imported from the calendar. They are for reference only.

Mode of Delivery

Activity Log

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Hybrid

Online

Hybrid Online

CLS (in-class delivery)

Activity Log

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No

Yes No

HYB (in-class and online delivery)

Activity Log

Joel Stewart

Yes

Yes No

IND (individual studies)

Activity Log

Joel Stewart

No

Yes No

OFF (off-site)

Activity Log

Joel Stewart

No

Yes No

WB1 (virtual meet time - synchronous)

Activity Log

Joel Stewart

Yes

Yes No

WEB (fully online - asynchronous)

Activity Log

Joel Stewart

Yes

Yes No

N/A (not applicable)

Activity Log

Joel Stewart

No

Yes No

(C) Impact and consultation

STEP 4 - Run an impact report and complete all questions in Section C

Impact

Run an impact report by clicking on the report icon at the top of the form. Print the report to PDF and attach to the proposal in the files section of the toolbox to the right of the form. Review the impact report and consult with other areas, as required.

I have completed and attached an impact report for this course* ☑ Yes

Does this course change impact the Undergraduate Calendar?* ○ Yes ◉ No

What considerations have been made for equity, diversity, inclusion and decolonization?* **N/A**

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the Diversity, Inclusion and Belonging resource section of the CIQE website.

Consultation

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

Faculty Consultation

Will this change impact any other faculties? Some examples may include, but are not limited to, the scenarios listed below.* ○ Yes ◉ No

Examples:

- **A course from another faculty is being added or removed from the program map.**
- **Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).**
- **Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).**

Additional examples can be found in the Resources section of the CIQE website.

If you answered yes to the question above, please explain and outline the consultation process in detail. Attach relevant documents (emails, Faculty Council minutes, etc.) or include links to corresponding documents.*

N/A

Indigenous Content and Consultation

Does this course contain any Indigenous content?*

Activity Log

Joel Stewart

No

- ( ) Yes
- (•) No
- ( ) Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle, please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?

- ( ) Yes
- ( ) No

If Yes, when?

What was the advice you received from the IEAC? And, how has it been included in your proposal? Please attach or provide links to documents that outline the consultation process and advice given.

Did the IEAC ask you to return the proposal to them for review?

- ( ) Yes
- ( ) No
- ( ) N/A

If Yes, have they completed their review?

- ( ) Yes
- ( ) No
- ( ) N/A

Other Consultation

Have you consulted with students, the School of Graduate and Postdoctoral Studies, Office of the Registrar, Student Life, the Library and/or any other areas on campus that

- ( ) Yes
- (•) No

may be impacted?*

If yes, please explain and outline the consultation process in detail.*

Changing the name was discussed in the program area

Does this change involve co-op?*

- ( ) Yes
- (•) No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

- [ ] Yes, we have consulted

(D) Routing

STEP 5 - Enter routing information

Important note: it is imperative that you choose the correct routing path as it cannot be changed once a proposal has been launched. If you have made a routing error after launching the proposal, the proposal will be cancelled and a new proposal will be required. If you require assistance with routing, please contact ciqe@ontariotechu.ca.

Changes to courses included in joint or collaborative programs do require approval at Faculty Council of each faculty involved in the program. You do not need to include other faculties in the routing, however, consultation with other faculties should be noted and any required approval by other Faculty Councils (and date of approval) should be noted in the comments section as approval is logged on the home Faculty Council step.

Should this proposal be routed to the Program Approval step prior to Curriculum Committee?*

- ( ) Yes
- (•) No

Faculty or program-level group*

Faculty of Business and Information Technology

Are there departments associated with your faculty?*

- ( ) Yes
- (•) No

Is this change for the Sustainability Studies program?*

- ( ) Yes
- (•) No

(E) End of proposal

STEP 6 - Save and ensure all required fields are complete

STEP 7 - Validate and launch proposal

STEP 8 - Review course changes

To view the proposal with mark-up, navigate to the discussion section of the toolbox on the right-hand side of the form and change the ‘User-Tracking’ setting to ‘Show current with mark-up’.

STEP 9 - Approve proposal

As the originator, you must approve the proposal to send it on to the next step. To approve, navigate to the decisions section of the toolbox on the right-hand side of the form.

CIQE use only

Formerly **Applied Integrative Analytics Capstone Project**

Status

Activity Log

Joel Stewart

Active-Visible

Active-Visible

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FBIT	
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5830G** *ensure the course code has not been previously used
Full Course Title: New Business Ideation	

Short-Form Course Title (max. 30 characters)**:** **New Business Ideation**

Course Description

This course explores the generation, development, and evaluation of new business ideas. Drawing from the principles of *design thinking* and *creative problem solving*, students will learn structured ideation techniques to transform insights into actionable concepts. The course emphasizes human-centered innovation, experimentation, and divergent thinking as essential components of entrepreneurial and organizational creativity.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ **Equivalency***	
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☐ Undergraduate x☒ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	yes	HYB (In Class and Online Delivery)	yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will adopt an active, experiential learning approach that emphasizes *learning by doing*.

Teaching methods include

- Theoretical lectures
- Interactive workshops and in-class activities where students apply conceptual ideas around topics such as brainstorming, analogical reasoning, empathy mapping, rapid prototyping.
- Class discussion and debriefs to reflect on insights learned from activities

- Frequent feedback from peers and instructor on class activities

Assessment methods include:

- Participation and in-class activities
- End-to-end ideation project where students come up with an idea, conduct research, develop a prototype and business plan
- Assignment focused on researching and validating new product idea using methodologies from design thinking and creative problem solving

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

- Recognize and enhance creative potential both individually and in a team context by understanding barriers to creativity and strategies for overcoming creative blocks
- Apply structured ideation and creativity frameworks to brainstorm, develop, and execute business ideas
- Develop applied research skills in understanding and articulating customer needs
- Collaborate effectively in creative team-work settings
- Develop and evaluate business ideas systematically through various screening, validating, and prototyping techniques

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences: • In-class activities that promote learning-by-doing			

We have consulted with all impacted areas: ☒ **Yes** ☒ **NA**

Process of consultation, if applicable:

Consultation with Faculty Members with focus on Entrepreneurship and Data Analytics
Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

All lectures and in-class activity will be sensitive to the issues of equity, diversity, and inclusion. Examples and topic matter will be inclusive so they are relevant to all individuals in the class no matter their background. Similarly, colonial influences will be taken into account when designing lectures and in-class activities to ensure that western and colonial biases are acknowledged or altogether avoided.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☒ **N/A**

Financial Implications

n/a

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **FBIT**	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5840G** *ensure the course code has not been previously used
Full Course Title: Entrepreneurship and AI	
Short-Form Course Title (max. 30 characters)**:** **Entrepreneurship and AI**	

Course Description

This course explores how artificial intelligence is transforming the way entrepreneurs identify opportunities, design business models, and create value. Students will learn core entrepreneurial concepts—including ideation, feasibility analysis, and business planning—while examining how AI tools and data-driven decision-making are reshaping modern ventures. Through real-world case studies and ethical discussions, learners will develop the skills to build innovative, responsible, and competitive businesses in an increasingly intelligent economy

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ **Equivalency***	
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	yes	HYB (In Class and Online Delivery)	yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will utilize an active learning approach. In this approach, substantial class time will be spent on group presentations and working sessions devoted to solidifying learnings through case studies. Given the emphasis in entrepreneurship on initiative and responsive, ability to apply learning and effective communication, the active learning classroom approach will be far more effective than traditional lecture-style course delivery. Thus, in general, the course will be conducted in a highly interactive manner. Students are expected to attend classes and be fully prepared in advance to discuss the weekly assigned materials. Active participation in class discussions and activities is expected, and close attention to the presentations by other student groups will be necessary for effective and appropriate participation in class discussion and cooperative development of business ideas into viable business models and business plans.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:
Explain key concepts of entrepreneurship and **describe** how artificial intelligence is reshaping opportunity recognition, business models, and competitive advantage.
Analyze emerging AI-driven trends and **evaluate** their feasibility for new venture creation within various industries.
Apply entrepreneurial frameworks to **assess** the viability and ethical implications of AI-enabled business ideas.
Design an innovative business model that integrates AI tools or technologies to address a real-world problem or market need.
Develop and present a comprehensive business plan that demonstrates strategic thinking, ethical awareness, and sustainable use of AI in entrepreneurship.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: Term Project – Prepare a Business Plan for a New Enterprise/Start Up using course concepts and frameworks			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

Consultation with Faculty Members with focus on Entrepreneurship and Data Analytics
Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

At this preliminary stage of course development, the principles of DEI been fully integrated. As the course is developed further – DEI will be integrated in these ways: by using cases that diverse and inclusive in terms of gender, geographical locale or in terms of race; by using tools that are inclusive

to those that may not be comfortable with public speaking i.e. polls, Menti meter, Padlet; through a core course topic on Ethics and Legal Considerations where discussion can include algorithmic bias, data colonialism, and inclusive governance.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☒ **N/A**

Financial Implications

None at the moment

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **Faculty of Business and IT**	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5850G** *ensure the course code has not been previously used
Full Course Title: Global AI Governance	
Short-Form Course Title (max. 30 characters)**: Global AI Governance**	

Course Description

This course will introduce students, and then explore in greater depth, the core principles and underlying rationale (legal, ethical, financial, political and humanitarian) of global artificial intelligence governance. It will prepare students to be AI Governance leaders, ambassadors and technical experts in their respective organizations and communities, and the tools to build and promote responsible and ethical AI Governance frameworks. The course will provide students with a strong, professional understanding of various AI Governance frameworks, their respective strengths, weaknesses and use cases, and to help prepare students to challenge the various professional and technical certifications and credentials associated with AI Governance, such as ISO 42001 (ISO/IEC), AIGP (IAPP), AAIA (ISACA) and EU AI Act Certification (ITCerts).

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**MBAI5100G – Business Analytics**
Prerequisites for Banner	**MBAI5100G – Business Analytics**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	**MBAI5100G – Business Analytics**
Course Restrictions	
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	Yes	HYB (In Class and Online Delivery)	Yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	Yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Group Assignments: 15%
Individual Assignment: 20%
Quiz: 25%
Individual Capstone Project: 40%

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Analyze and articulate the geopolitical issues and complexities of global AI laws and regulations in the context of AI's broad impact on global commerce and industry and the pervasive influence of big tech.
2. Analyze and articulate the nature, importance, complexities, considerations and difficulties of AI Governance from business, legal, ethical, operational, risk management and national security perspectives.
3. Analyse and contrast definitions and approaches to key relevant concepts in AI Governance, including fairness and bias, transparency, explainability, privacy, accountability, drift, hallucination, and trustworthiness.
4. Analyze and compare the characteristics, differences and use cases of major AI Governance frameworks, including ISO42001 and NIST AI RMF.
5. Demonstrate the leadership, analysis, communications and technical skills required to serve as AI Governance leader in a Canadian, American or European business, organization or governmental agency.
6. Work with relevant others (e.g., employees, management, customers, suppliers/supply chain, regulators) to create AI suitable Governance frameworks for different domains.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	Yes	Simulated Workplace Project	Yes
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

Yes. The course integrates Equity, Diversity, Inclusion, and Decolonization principles by using global case studies and diverse datasets that highlight different approaches to AI governance, and its ethical, cultural, and legal foundations around the world. Students explore how AI systems impact different communities, while group projects and discussions promote inclusive collaboration, value diverse perspectives, and encourage multi-perspective and responsible decision-making.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☒ **N/A**

Financial Implications

N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **Faculty of Business and IT**	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5860G** *ensure the course code has not been previously used
Full Course Title: AI Leadership	
Short-Form Course Title (max. 30 characters)**: AI Leadership**	

Course Description

This course examines the concept of leadership, how it works and specifically how it may be applied in AI innovation, adoption, and research environments. This includes leadership in the face of uncertainty, hype and fear, and rapid technological, organizational, cultural, and workplace change. The course emphasizes a people-first approach to leadership in a technology environment, and includes case discussions, roleplaying exercises and input from external groups. Equity, diversity, and inclusion are all core to the leadership approaches and competencies developed.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**MBAI5100G – Business Analytics**
Prerequisites for Banner	**MBAI5100G – Business Analytics**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	**MBAI5100G – Business Analytics**
Course Restrictions	
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	Yes	HYB (In Class and Online Delivery)	Yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	Yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Case Presentation: 25%
Weekly interactive activities: 25%
Reflective report: 35%
Debrief: 15%

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Articulate and analyze different leadership styles in the context of AI adoption and digital transformation.
2. Construct and justify different leadership strategies and tactics in complex and rapidly changing environments.
3. Discuss the role that leadership plays in the success or otherwise of projects, teams, and organizations.
4. Analyze one's own leadership style, competencies, and impact through reflective practice, creating actionable plans for self-development as a leader.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	Yes	Simulated Workplace Project	Yes
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

Yes. Equity, Diversity, Inclusion, and Decolonization principles are core to the leadership approaches and competencies developed. We will use global and diverse case studies that highlight different contexts and different leadership styles.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☒ **N/A**

Financial Implications

N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Business and IT	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI) and newly proposed MBAI Fields: Supply Chain, Entrepreneurship and AI Governance.

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2025-2026

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Spring/Summer 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5610G** *ensure the course code has not been previously used
Full Course Title: MBAI Research Project	
Short-Form Course Title (max. 30 characters)**:** **MBAI Research Project**	

Course Description

The MBAI Research Project allows students to integrate the knowledge and skills gained throughout the program by conducting an independent research project with industrial and/or practical relevance. Under the supervision of a faculty member, students may either complete a research-based project within the university or undertake a distinct project within their workplace, under faculty supervision, provided it aligns with program objectives.
The project culminates in a written report outlining findings and actionable recommendations, submitted to the faculty supervisor. Results are expected to demonstrate direct practical implications and/or be of publishable quality suitable for refereed journals or academic conferences.

Credit Hours: 6	
Contact Hours – please indicate total number of hours for each component	
Lecture:	**Lab:**
Tutorial:	**Other:**
Cross-listings	
Prerequisites for Calendar	**Completion of core MBAI courses.**
Prerequisites for Banner	**Completion of core MBAI courses.**
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	**Must have faculty supervisor. Requires GPD approval.**
Course Type	☒ **Core** ☐ **Elective** ☐ **Core or Elective**
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☐ **N (normal alpha grade)** ☒ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)	X	OFF (Off Site)	X
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

The general learning outcomes of the MBAI Research Project include the following:

- **Demonstrate an understanding of how a research or applied project is conducted, including defining a problem, selecting appropriate methods, and managing project timelines.**
- **Demonstrate the ability to conduct a comprehensive scientific literature and industry information survey in the area of the project.**
- **Define attainable outcomes for the research project and develop a detailed project plan.**
- **Analyze project results and identify new knowledge and contributions.**
- **Demonstrate the ability to effectively communicate project findings in a professional written report, suitable for academic, industry, or organizational audiences.**
- **Topic-specific learning outcomes of the project vary depending on the nature and topic of the capstone project.**

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project	X	Applied Research	X
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

The new experiential core course was discussed with MBAI faculty members, Graduate Education Committee Members, and faculty at Faculty Council.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

Although the MBAI Research Project is highly individualized and driven by the student - supervisor relationship, the principles of Equity, Diversity, Inclusion, and Decolonization were considered in its design. The flexible structure allows students to pursue research questions that reflect diverse perspectives, communities, and contexts. Supervisors are encouraged to guide students in adopting inclusive methodologies, considering ethical implications, and ensuring that research practices respect cultural, social, and equity-oriented dimensions relevant to their topic.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☐ **N/A**

Financial Implications

n/a

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **Faculty of Business and IT**	
This new course is associated with: New Specialization ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number:5810G** *ensure the course code has not been previously used
Full Course Title: Strategic Supply Chain Leadership	
Short-Form Course Title (max. 30 characters)**:** Strategic SCM Leadership	

Course Description

Strategic Supply Chain Leadership course is a hands-on course to give students a deep understanding of how modern supply chains work. Instead of just focusing on theory, this course explores practical strategies for designing efficient networks, managing supplier relationships, navigating disruptions, and leading teams that drive tangible results. Through real-world examples, case studies, and interactive problem-solving exercises, students will learn to tackle different supply chain challenges such as, risk management, sustainability, and operational complexity. By the end of the semester, students will be equipped to develop strategies that improve performance, build resilience, and create lasting value across the entire supply chain.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**MBAI5100G – Business Analytics**	
Prerequisites for Banner	**MBAI5100G – Business Analytics**	
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ **Equivalency***	
Recommended Prerequisites	**MBAI5100G – Business Analytics**	
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	yes	HYB (In Class and Online Delivery)	yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Class participation: 15% **Case study analyses: 35%** **Group project: 40%** **Quizzes: 10%**

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Develop supply chain network design strategies aligned with organizational strategy.
2. Implement effective supplier management and collaboration strategies.
3. Assess and mitigate risks across global supply chains.
4. Integrate sustainability and ethical practices into supply chain operations.
5. Leverage emerging technologies for operational improvement and innovation

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	Yes	Simulated Workplace Project	Yes
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

Consultation with Faculty Members with focus on Supply Chain and Data Analytics.
Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

One of the topics that is covered in this course is integrating sustainability and ethical practices into supply chain operations. The content reflects a range of supply chain practices across different regions and industries, highlighting both opportunities and challenges faced by diverse communities.

In this course, group discussions and projects are designed to encourage inclusive collaboration and ensure all voices are valued.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☐ **N/A**

Financial Implications

n/a

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: **Faculty of Business and IT**	
This new course is associated with: ☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☒ **Yes** ☐ **No**

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor*: Minor Program Adjustment*

A new elective course for an existing program, specialization or minor, listed in the program map*: Course Placement*

A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

A new course (core or elective) related to a New Program*: New Program proposal*

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Master of Business Analytics and Artificial Intelligence (MBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

2026-2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2026

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: MBAI	**Course Number: 5820G** *ensure the course code has not been previously used
Full Course Title: Operations and Supply Chain Analytics	
Short-Form Course Title (max. 30 characters)**: Ops & Supply Chain Analytics**	

Course Description

This course provides students with the analytical tools and quantitative techniques needed to optimize decision-making in operations and supply chain management. It integrates data analytics with core operational concepts such as forecasting, capacity planning, inventory control, logistics, and sourcing. Students will apply analytical techniques and data-driven approaches to solve practical business and operational challenges. Emphasis is placed on translating complex data into actionable insights that enhance efficiency, sustainability, and competitiveness across the supply chain. By the end of the course, students will be able to design and evaluate data-driven strategies that improve operational performance and supply chain resilience.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar	**MBAI5100G – Business Analytics**	
Prerequisites for Banner	**MBAI5100G – Business Analytics**	
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	☐ **Equivalency***	
Recommended Prerequisites	**MBAI5100G – Business Analytics**	
Course Restrictions		
Course Type	☐ **Core** ☐ **Elective** ☒ **Core or Elective**	
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	Yes	HYB (In Class and Online Delivery)	Yes
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	Yes	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments: 20%
Final Group Project: 35%
Midterm Exam: 25%
Quizzes: 20%

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Explain how data analytics techniques support and enhance decision-making processes across operations and supply chain functions in diverse industries.
2. Analyze how operations strategies and analytical insights contribute to organizational competitiveness and long-term value creation.
3. Demonstrate understanding of key concepts and applications in operations and supply chain analytics, including forecasting, inventory management, sourcing, logistics, and network design.
4. Design and evaluate efficient production and supply chain strategies using data-driven models and scenario analysis.
5. Apply prescriptive and predictive methods to address complex operational challenges and improve performance outcomes.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study	Yes	Simulated Workplace Project	Yes
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ **Yes** ☐ **NA**

Process of consultation, if applicable:

Consultation with Faculty Members with focus on Supply Chain and Data Analytics
Consultation with Graduate Education Committee members and Faculty Council members.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☒ **Yes** ☐ **No** **Please explain:**

Yes. The course integrates Equity, Diversity, Inclusion, and Decolonization principles by using global case studies and diverse datasets that highlight ethical and sustainable supply chain practices across regions and industries. Students explore how analytics-driven decisions affect different communities, while group projects and discussions promote inclusive collaboration, value diverse perspectives, and encourage responsible decision-making.

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☒ **No**

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☒ **N/A**

Financial Implications

n/a

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

OntarioTech Research

Academic Council

February 2026

Research Updates

Internal and External Chair Programs

Internal Research Excellence Chairs - 2026

Description:

Recognizes and retains outstanding researchers at Ontario Tech University. It is designed to enable researchers to complete a major research program. It is meant to emphasize the importance of research at Ontario Tech in strategic areas, while highlighting and promoting the outstanding achievements of our scholars and the university's commitment to Equity, Diversity and Inclusion.

- **Stream 1 (Transform):** Open to previous Chairholders, including, Canada Research Chairs, Industrial Research Chairs and Ontario Tech University Research Excellence Chairs.
- **Stream 2 (Ignite):** Open to all Tenured and Tenure-Track (TTT) faculty members at Ontario Tech University.
- **Stream 3 (Social Innovation):** Open to all TTT faculty members at Ontario Tech University (including previous Chairholders) whose research contributes to social innovation.

Value and Duration:

- **Stream 1:** $15,000/year for 3 years
- **Stream 2:** $15,000/year for 2 years
- **Stream 3:** $15,000/year for 2 years

Process:

Competition Launch	February 2, 2026
Submission Deadline	March 30, 2026
Decisions	June 2026
Award/Chair Start	July 1, 2026

External Canada Impact+ Research Chairs

Description:

The Canada Impact+ Research Chairs program is a one-time initiative designed to support institutions in attracting world-leading researchers to address critical national and global challenges. The program emphasizes both research excellence and tangible impact.

Value and Duration:

- $1 million per year for 8 years; or
- $500,000 per year for 8 years

Process:

- **Recruitment and Nomination**: February 20, 2026

  Topics:
  - Energy
  - Battery Science
  - Automation and Industry AI
  - Neuroscience and AI: Bioinformatics

- **Registration**
  - Intake 1: March 10, 2026
  - Intake 2: June 15, 2026
- **Application**
  - Intake 1: March 24, 2026
  - Intake 2: June 29, 2026

External Canada Excellence Research Chairs (CERC)

Description:

The program offers eligible Canadian institutions an opportunity to recruit the top tier of world-class researchers in the Government of Canada's Science, Technology and Innovation (ST&I) priorities.

Value and Duration:

- 1 million/year for 8 years

Process:

- **Recruitment and Nomination: Complete**
  - FEAS Candidate - Canada Excellence Research Chair in Intelligent and Climate-Resilient Nuclear Energy Infrastructure
- **Registration:** February 26, 2026
- **Application:** March 18, 2026
- **Results** announced by January 2027.

External Canada Research Chairs (CRC) Program

Description:

The Canada Research Chairs (CRC) program aims to make Canada one of the world's top countries in research and development. The number of chairs held by an institution is determined by their share of annual Tri-Agency funding. Chairholders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. They improve our depth of knowledge and quality of life, strengthen Canada's international competitiveness, and help train the next generation of highly-skilled people through student supervision, teaching and the coordination of partnerships and collaborations.

Value and Duration:

- **Tier 1 -** $200,000/year for 7 years
- **Tier 2** - $100,000/year for 5 years + $20,000 annual research stipend

Process:

- Recruitment and Nomination: ongoing
  - CRC in Advanced Nuclear Engineering - Tier 2
  - CRC AI in Education - Tier 2

Policy Updates

External Funding Programs - Policy Updates

CIHR: Monitoring Registration and Disclosure of Clinical Trial Results

- CIHR requires researchers who received funding for a clinical trial in 2022 or later to register those trials and disclose the clinical trial results. Investigators must comply with this policy in order to remain eligible for funding. CIHR's annual process for monitoring compliance with these requirements begins in February 2026. CIHR will be publicly reporting on results later this spring.
- For more information, please consult the CIHR Policy Guide - Requirements for Registration and Disclosure of Results from Clinical Trials.

Draft, Revised, Tri-Agency Open Access Policy on Publications

- This policy applies to all grants and chairholder awards **awarded on or after January 1, 2026**. **Agency grantees and chairholders must**:
  1. Acknowledge Agency contributions in all research outputs;
  2. Deposit their research article in a Canadian institutional repository at the time of publication, even where the article is freely available on the publisher website (must be deposited under an open license (Creative Commons or equivalent));
  3. Retain rights over the dissemination of any peer-reviewed research article arising from agency-funded research.

External Funding Programs - Policy Updates

Tri-Agency Framework for Responsible Conduct of Research (RCR) Updates

- A public consultation on proposed updates to the *Tri-Agency Framework: Responsible Conduct of Research* (RCR Framework) will be launched in early 2026.
- Feedback received will be considered by the Agencies prior to the publication of the next edition of the RCR Framework expected in December 2026.
  - 2026 updates may include:
    - Inclusion of breaches to research security policies and requirements
    - Clarification and modernization to definition and procedures
  - More information will be shared with the research community once available.
  - Ontario Tech Responsible Conduct of Research Policy and Procedure updates are on-hold until the new framework is finalized by the Secretariat on Responsible Conduct of Research.

Funding Factbook

Factbook

Note: The 2026 data is accurate to February 10, 2026 @ 9:50 a.m.

Funding Update	2025	2026 (Feb 10)
Tri-Council		
NSERC	$ 5,282,495	$ 4,720,626
SSHRC	$ 1,201,671	$ 725,561
CIHR	$ 988,469	$ 828,235
CFI	$ 19,500	$ 804,175
CRC	$ 1,090,000	$ 840,000
TIPS	$ -	
Other Federal Government	$ 3,775,907	$ 3,831,014
Total Federal Government	$ 12,358,042	$ 11,749,611
MCU	$ 181,250	$ 812,524
OCE/OCI	$ 557,300	$ 381,000
Other Provincial Governments	$ 208,650	$ 1,369,965
Total Provincial Governments	$ 947,200	$ 2,563,489
Industry	$ 1,567,150	$ 2,041,125
Associations, Societies & Foundations	$ 2,691,682	$ 2,365,819
Other	$ 714,332	$ 776,455
Total Other Sources	$ 4,973,164	$ 5,183,399
Total Cash	$ 18,278,406	$ 19,496,500
Total In-Kind	$ 788,397	$ 796,008
TOTAL	$ 19,066,803	$ 20,292,508

NOTE: Data does **not** include information from ACE, BEI, Brilliant Catalyst or Research Donations (Advancement). The values represented in this table and other visuals are pulled from the ORS electronic research administrative system, Romeo.

Factbook Analysis:
Difference & Percent Change from FY 2025 and 2026

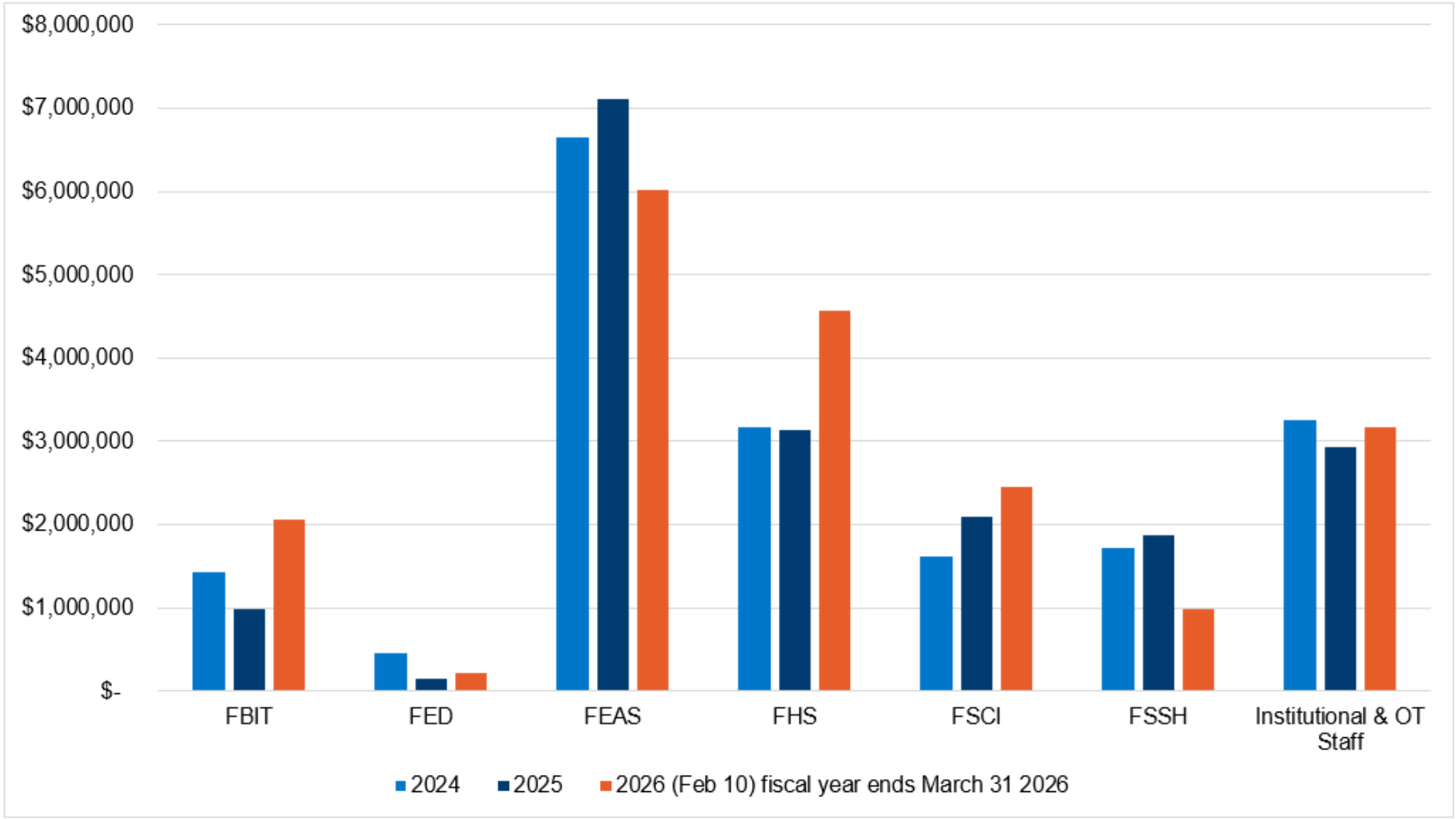
- Data represents about 85% of the 2026 FY
  - 2026 data pulled Feb 10, 2026
- 2026 has surpassed 2025 in total awarded cash by ~$1.2 million, a 7% increase
  - 2026 in-kind awards have also surpassed 2025FY
- For 2026, Provincial Government awards have increased by 171% overall
  - Other source awards have increased by 4%
- Tri-Council awards, specifically SSHRC, are lower in 2026
  - 3 Chair awards ended in 2025: NSERC, SSHRC, and EDI, accounting for the $250,000 decrease from 2025 to 2026
  - CFI awards have increased by ~$785,000

Funding Update		Difference (FY26 - FY25)	% Change
Tri-Council			
NSERC	$	(561,869)	-11%
SSHRC	$	(476,110)	-40%
CIHR	$	(160,234)	-16%
CFI	$	784,675	4024%
CRC	$	(250,000)	-23%
TIPS	$	-	
Other Federal Government	$	55,107	1%
Total Federal Government	$	(608,431)	-5%
MCU	$	631,274	348%
OCE/OCI	$	(176,300)	-32%
Other Provincial Governments	$	1,161,315	557%
Total Provincial Governments	$	1,616,289	171%
Industry	$	473,975	30%
Associations, Societies & Foundations	$	(325,862)	-12%
Other	$	62,123	9%
Total Other Sources	$	210,236	4%
Total Cash	$	1,218,093	7%
Total In-Kind	$	7,611	1%
TOTAL	$	1,225,704	6%

This analysis does **not** include information from ACE, BEI, Brilliant Catalyst or Research Donations (Advancement). The values represented in this graph are pulled from the ORS electronic research administrative system, Romeo.

Fiscal years are from April 1 to March 31. The 2026 values were pulled February 10 and the fiscal year ends March 31, 2026

Total Funding by Faculty: FY 2024 - FY 2026 (February 10, 2026)



These analyses do **not** include information from ACE, BEI, Brilliant Catalyst or Research Donations (Advancement). The values represented in this graph are pulled from the ORS electronic research administrative system, Romeo.

Fiscal years are from April 1 to March 31. The 2026 values were pulled February 10 and the fiscal year ends March 31, 2026

The 2026 data is accurate to February 10, 2026 @ 9:50 a.m.

Subcritical Assembly

Subcritical Assembly Project Update

- In May 2022, Ontario Tech received nuclear assets for a subcritical assembly from the Canadian Nuclear Laboratories.
- Since June 2022, the Subcritical Assembly Project Team has been working towards receiving approval from the Canadian Nuclear Safety Commission (CNSC) to prepare, construct, and operate a subcritical assembly.
- What is a subcritical assembly?

What is a Subcritical Assembly?

A subcritical assembly is a type of nuclear reactor, but on the opposite end of the spectrum from a larger CANDU reactor, such as the current ones used by Ontario Power Generation or Bruce Power.

Unlike a CANDU, a subcritical assembly cannot sustain a chain reaction - it remains “subcritical”.

Reactor Model	Capacity (Megawatts)	# of Units in Canada
CANDU (OPG, Bruce Power)	600+ (electricity)	~20
Small Modular Reactors (SMRs)	< 300 (electricity)	0
McMaster Nuclear Research Reactor	5 (thermal)	1
SLOWPOKE-2 Research Reactor	0.02 (thermal)	2
ZED-2 Research Reactor	0.0001 (thermal)	1
Proposed Subcritical Assembly	**0 (thermal)**	**0**

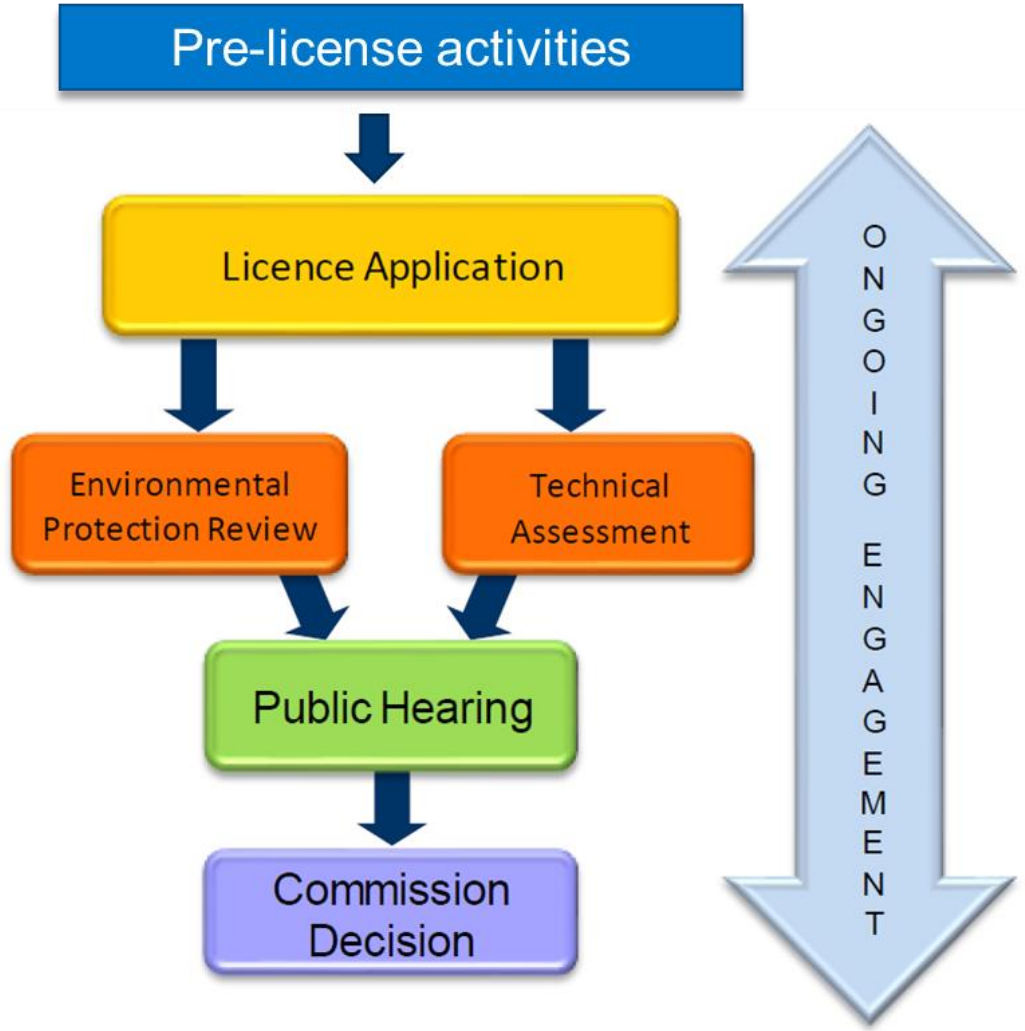
Being *subcritical*, the facility can operate within a robust safety envelope, while still retaining the realistic neutron physics and operational characteristics representative of nuclear reactors.

Subcritical assemblies are used world-wide but this will be the only facility of its kind in Canada.
More info: ontariotechu.ca/subcritical

Subcritical Assembly Project Update

Completing the pre-licencing activities stage is an important milestone, with many steps to continue towards an operational facility.

www.ontariotechu.ca/subcritical



Subcritical Assembly Project Update

Next Steps:

- The plan is to officially submit a licence application to the CNSC Registry in February 2026.

- Once submitted, the application will undergo a sufficiency review.
  - If successfully completed, the CNSC will make a public announcement regarding the licence submission. (note: this is not project approval)
  - The Project Team will update messaging and coordinate a public announcement at the same time as the CNSC.

- Due to the sensitive nature of being in the pre-public announcement phase and having to coordinate with the CNSC, we ask that you refer any questions to the project team: subcritical@ontariotechu.ca

Other Updates

Safeguarding Research Updates

Use of Chinese Drones:

- Public Safety Canada is advising the academic and research sector against the use of drones sourced from Chinese companies due to national security concerns.
- Federal and provincial grant applications involving drone usage may be subject to additional scrutiny and may be declined unless evidence is provided that the drones in use are not sourced from a Chinese supplier and do not pose a risk to national security.
- We recommend that researchers consider country of origin and company ownership for existing and newly sourced drones and other connected/transmitting devices.
- Further information on Integrating Security Considerations into Procurement of Research Goods and Services is available on the ISED Safeguarding Your Research portal.

Collaborations with Foreign Entities or Collaborators:

- The federal and provincial government guidance on collaborations with Chinese entities with respect to research security has not changed despite recent trade talks.
- All international research collaborations at Ontario Tech are subject to a research risk assessment and a number of factors including research topic, collaborating institution, source of funding, etc. are considered before proceeding with a partnership.

REB & ACC

Research Ethics Board (REC)

- **REB Chair recruitment:** REB Chair search–Dr. Joseph Eastwood's term ends on July 1, 2026.
- **Student Voting Members**: The REB Terms of Reference permits 1–2 graduate students to serve as voting members.
- Connect with us at ResearchEthics@ontariotechu.ca.

Animal Care Committee (ACC)

- **OMAFRA Certificate Renewal:** Submission completed; decision pending.

REB and ACC 101: Orientation & Training (New)

- **Audience:** University members planning research involving human participants or animals (students, faculty, staff).
- **Purpose:** Overview of human and animal ethics, submission processes, policies & procedures, and best practices for submitting to the REB and ACC.
- **Format:** Separate REB and ACC sessions (virtual).
- **Delivery dates:**
  - Past: August 21, September 25, and January 28.
  - Upcoming: May 27, 2026
  - **Promotion:** Communications through University channels.

Thank You

OntarioTech UNIVERSITY

ACADEMIC COUNCIL

Minutes of the Public Session of the January 27, 2026 Meeting
via Videoconference
2:31 p.m. - 3:58 p.m.

[Academic Council Committee Agendas, Materials and Minutes 2025-2026]

Present:

Scott Nokleby, Acting Chair
JoAnne Arcand
Rachel Ariss
Mary Bluechardt
Rupinder Brar
Amanda Cooper
Catherine Davidson
Ana Duff
Mikael Eklund
Shanti Fernando
Shahram Heydari
Jessica Hogue
Mehdi Hossein-Nejad
Sayyed Ali Hosseini
Brenda Jacobs
Les Jacobs
Venuga Kariharan
Lori Livingston
Janet McCabe
Carolyn McGregor
Pejman Mirza-Babaei
Gabby Resch
Carol Rodgers
Robyn Ruttenberg-Rozen
Denina Simmons
Gillian Slade
Peter Stoett
Joe Stokes
Dwight Thompson
Ken Wilson

Staff and Guests:

Kirstie Ayotte
Nicola Crow
Sandra Grouette (Secretary)
Jennifer MacInnis
Brad MacIsaac
Sarah Thrush

Regrets:

Asifa Aamir
Scott Aquanno
Laura Banks
Ahmad Barari
Wendy Barber
Mihai Beligan
Toba Bryant
Krystina Clarke
Mitch Frazer
Steven Murphy
Hossam Kishawy
Fedor Naumkin
Aliza Rizwan
Jemma Tam
Shannon Vettor

1. **Call to Order and Land Acknowledgement**
The Acting Chair called the Public Session of the Academic Council (AC) Meeting to order at 2:31 p.m. and provided their personal Land Acknowledgement.

2. **Agenda (M)**
Upon a request from a Member, Agenda item 12.3 was removed from the Consent Agenda for discussion.

Upon a motion duly made by R. Ruttenberg-Rozen and seconded by B. Jacobs, the Agenda was approved as amended, including approving and receiving the Consent Agenda and its contents, as amended.

One (1) Objection

3. Chair's Remarks

The Acting Chair shared with the Members that the Chair, S. Murphy, is in southeast Asia, working to advance the nuclear skills training and workforce development, and human capacity partnerships, alongside broader nuclear cooperation discussions. S. Murphy asked to convey his sincere thanks to everyone for all the great work that is going on to advance the Differentiated Growth strategy which is reflected in Academic Council's action-packed agenda. The Acting Chair further noted that the agenda really highlights Academic Council's role with all the innovative and exciting opportunities for students, that in turn enable the University to grow and advance its strategic priorities.

4. Inquiries and Communications

4.1. COU Academic Colleague Report* (I)

R. Ruttenberg-Rozen referred members to the Report contained in the materials. She highlighted the group's discussion with Dr. W. Turkel from Western University regarding generative AI within research and teaching, and a question-and-answer session with Dr. Goel from the University of Waterloo who's heading-up the Academic Colleagues' Taskforce on AI. R. Ruttenberg-Rozen noted that the discussions reflected those at Academic Council.

In response to a Member asking about any news about the funding formula development status, R. Ruttenberg-Rozen indicated that there may be updates next time.

5. Provost's Remarks

L. Livingston reminded members that February is Black History Month which Canadians have been recognizing since 1995 to honour the legacy, achievements and contributions of Black People to Canada's history and society. L. Livingston highlighted upcoming events in recognition of Black History Month and expressed kudos to all those organizing these events and encouraged all to learn more and participate wherever possible. She also highlighted the February 20, 2026 Round Dance that Indigenous Education and Cultural Services are hosting at Charles Hall.

C. Davidson provided more information on the Black Scholars Digital Showcase being presented at the Campus Library to celebrate renowned black scholars.

L. Livingston thanked everyone for all their contributions to the many events going on, which also speak to the University's EDI commitment.

6. 2026-2027 Tuition Framework* (D)

S. Thrush provided a summary of the proposed 2026-2027 tuition fees and reminded Academic Council that these fees are in the context of the current provincial tuition fee framework which includes the ongoing tuition freeze for domestic students.

With respect to out-of-province students to help position the University strategically, she advised that the University continues to maximize the allowable fee increases for this student population, and so this year a 5% increase is proposed. She acknowledged that the University does not have too many of these students.

For the three programs that are approved to have tuition anomaly adjustments as part of the domestic undergraduate tuition framework, S. Thrush noted that a 3.9% increase in fees is planned for the Bachelor of Commerce and the maximum 7.5% increase for the Bachelor of

Computer Science, with Bachelor of Engineering fees now frozen as fees have reached the provincial average.

S. Thrush advised that greater flexibility in increases is available for international student fees, with a 3% across the board increase proposed in international undergraduate fees along with the reaffirmed commitment to not increase such fees by more than 5% per annum in years two to four, which allows students to have stability and predictability in their planning.

For research-based Masters and PhD programs, S. Thrush reported the University is again proposing a 0% international tuition increase and a 5% increase to international professional/course-based Masters and Graduate Diplomas.

In terms of undergraduate co-op and internship fees, she advised these are being adjusted for inflation, so there is a 2.7% increase being recommended for approval. In response to a question on students' ability to afford rising fees, S. Thrush noted that the inflationary increase would not exceed student's wages. She also reported on the University's continued priority and commitment to offer student financial supports.

Through the ensuing discussion it was confirmed that the three undergraduate programs that can have fee increases arose from the tuition anomaly adjustment provided for within the tuition free framework. This exception allowed universities to choose three programs where fees could be increased up to the provincial average. Members also engaged in dialogue on the status of international students, the University's admission priorities in this regard, and the associated international tuition fee increases. It was noted during the discussion that the international student situation remains complex and fluid with the University's international tuition fee structure lower than the provincial average. Academic Council was advised that the federal international student cap continues to impact the university sector and this was deterring applicants to Ontario Tech rather than tuition fees.

In terms of admission priorities, Academic Council was advised that the University does not prioritize applicants based on country of origin or study permit approval likelihood. Admissions decisions remain program based and academically driven with smaller programs potentially seeing more opportunity to increase international enrollment where capacity and resources permit.

7. Undergraduate Studies Committee

M. Bluechardt provided an update from the November and December 2025 Undergraduate Studies Committee Meetings. She reported that across both meetings, the Committee continued steady progress, with Faculties demonstrating significant effort to strengthen programs, enhance student success, and ensure alignment with accreditation requirements and institutional strategic priorities. She also advised that Members maintained a strong focus on student-centred curriculum improvements and thoughtful program updates.

M. Bluechardt noted that proposals brought forward to the Committee reflected meaningful collaboration, innovation, and responsiveness to student and industry requests, academic and regulatory needs, as well as ongoing support to and promotion of research and industry

partnerships. She highlighted that Committee discussions consistently underscored appreciation for the extensive work Faculties are undertaking to support academic quality, innovation, flexibility, and positive student outcomes.

7.1. Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies* (M)

M. Bluechardt summarized the proposed changes to the Bachelor of Arts (Hons) in Legal Studies program. She shared that these modifications enable fourth year students to take the Master's in Social Practice and Innovation (MSPI) course. In addition, prerequisites for a number of Legal Studies courses have been updated to reduce heavy doctrinal research requirements, making the courses more accessible to students across programs and enhancing overall student choice.

In response to questions about additional resource requirements for each of the proposals under Agenda Item 7, L. Livingston reaffirmed and reiterated that resources follow enrollment and that this is the case for all programs. She noted that within the proposals, specific resources are not detailed due to the simple fact it is unknown what the changes are going to do and re-emphasized that resources are dictated by enrollment.

Upon a motion duly made by R. Ariss and seconded by K. Wilson, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Arts (Hons) in Legal Studies program.

7.2. Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies Minor Name Change* (M)

M. Bluechardt advised that this update brings the names of the Legal Studies minors into alignment with the recently revised specializations, changing the minors' titles to Human Rights and Advocacy, and Law, Technology, and Society.

Upon a motion duly made by P. Stoett and seconded by R. Ruttenberg-Rozen, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves Major Program Modification to change the name of two minors in the Bachelor of Arts (Honours) in Legal Studies program.

7.3. Major Program Modification: Faculty of Business and IT: Bachelor of Commerce* (M)

M. Bluechardt reported that the proposed Commerce specialization builds on existing micro- and macroeconomics and adds courses in energy and environmental economics, including options from Political Science.

A Member asked that appropriate resource requirements are delineated within this proposal and the following ones with some other Members suggesting a reformatting of the proposal to take into account projected students and associated resources required. In response, it was noted that this matter had been addressed as part of Faculty Council's discussion on this particular agenda item with various strategies already underway, including recruitment to bring new people into the Faculty and enabling a shifting of course portfolios, all of which was based on the earlier noted premise that resources follow enrollment.

Upon a motion duly made by C. McGregor and seconded by A. Cooper, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves

the Major Program Modification to add a new specialization in Economics to the Bachelor of Commerce program.

7.4. Major Program Modification: Faculty of Business and IT: Bachelor of Information Technology in Game Development and Interactive Media* (M)

M. Bluechardt advised that this is a new interdisciplinary specialization in the BIT Game Development program, focusing on video games, creative industries, and society, which integrates FSSH and FBIT strengths to enhance the program's creative industries curriculum.

It was highlighted that this proposal leverages strengths across the Faculty of Business and (FBIT) and the Faculty of Social Science and Humanities (FSSH) to enable an inter-faculty approach to broaden opportunities for students.

Upon a motion duly made by C. McGregor and seconded by G. Resch, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a new specialization in Video Games, Creative Industries and Society to the Bachelor or Information Technology in Game Development and Interactive Media program.

7.5. Major Program Modification: Faculty of Health Sciences: Bachelor of Health Science (Hons) in Medical Laboratory Science and Medical Laboratory Science - Bridge - Advanced Diploma in Biotechnology* (M)

M. Bluechardt summarized the proposed program changes that were in response to industry and regulatory exam changes, accreditation requirements, student feedback, and prior program recommendations. She noted that the updates simplify and improve the practicum through greater use of simulation and reduced practicum hours, streamline program delivery, and expand eligibility to college graduates beyond Durham College.

Upon a motion duly made by Carolyn McGregor and seconded by K. Wilson, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Health Science (Hons) in Medical Laboratory Science and Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology programs.

7.6. Major Program Modification: Faculty of Science: Bachelor of Science (Hons) in Computer Science* (M)

M. Bluechardt shared that this proposal provides updates to the Computer Science program, including core program changes, modifications to existing specializations, and two new specializations: Artificial Intelligence and Software Development. She noted that all specializations will include a special topics course, with additional course renumbering and updates.

In response to a question about the increase in courses and resources required, it was noted that the Faculty was in the process of hiring and a big part of the work of Faculty's management is to manage resources in appropriate ways.

Upon a motion duly made by K. Wilson and seconded by D. Simmons, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Science (Hons) in Computer Science.

7.7. Major Program Modification: Faculty of Science: Bachelor of Science (Hons) in Physics - Computational Physics specialization* (M)

M. Bluechardt advised that this addition reflects the growing computational focus field, introduces new fourth year courses, and adjusts prerequisites on an existing course so both Astrophysics and Computational Physics students can enroll.

Upon a motion duly made by R. Brar and seconded by K. Wilson, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Science (Hons) in Physics program to add a new specialization in Computational Physics.

7.8. Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Communication and Digital Media Studies* (M)

M. Bluechardt reported that this proposal adds two new Communications and Digital Media Studies (CDMS) specializations – Video Games, Creative Industries and Society, and AI for Professional Communications; as well some updates to the program's elective options.

It was confirmed that this proposal was another example of collaboration between FBIT and FSSH to broaden opportunities for students

Upon a motion duly made by C. McGregor and seconded by A. Cooper, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add two new specializations Video Games, Creative Industries and Society and AI for Professional Communicators to the Communication and Digital Media Studies program and to update elective options in the Program.

7.9. Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Criminology and Justice – Advanced Entry* (M)

M. Bluechardt advised that the Criminology and Justice Advanced Entry Pathway can now be completed fully online, leveraging existing online courses. She also shared that this option aims to attract more advanced entry students by providing greater flexibility and accessibility.

Upon a motion duly made by P. Stoett and seconded by R. Ruttenberg-Rozen, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to create a fully online option for the Advanced Entry pathway of the Criminology and Justice program.

7.10. Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts and Bachelor of Arts (Hons) - Liberal Studies including Advanced Entry and GAS Transfer options, Liberal Studies Minor* (M)

M. Bluechardt reported that the Liberal Studies program will be renamed General Arts to increase recognition and attract more applicants, while retaining its original interdisciplinary vision. Program requirements, learning outcomes, and course prefixes will be updated, and two new

honours specializations added. She also advised that the Liberal Studies minor will be renamed Social Science, Humanities and Arts to align with these changes.

It was also confirmed that this change now aligns with what is offered at other universities.

Upon a motion duly made by R. Ruttenberg-Rozen and seconded by G. Resch, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to change the name of all Liberal Studies degree program options to General Arts, to make related adjustments to the program and courses, to add two new specializations to the Honours program, and to change the name of the Liberal Studies Minor to Social Science, Humanities and Arts.

7.11. Major Program Modification: Faculty of Social Science & Humanities: Bachelor of Arts (Hons) in Political Science* (M)

M. Bluechardt advised that a new Economic specialization is being added to the BA Honours in Political Science, with updates to program requirements and electives. She reported that this initiative is a joint effort between FBIT and FSSH and complements related changes in the Political Science program.

Upon a motion duly made by C. McGregor and seconded by K. Wilson, and pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a new specialization in Economics to the Bachelor of Arts (Hons) in Political Science program and to update program Requirements.

8. Graduate Studies Committee

P. Mirza-Babaei reported on the Graduate Studies Committee Meetings from November and December 2025. He advised that over the course of two meetings, the Committee advanced a significant amount of graduate-level academic work with Faculties actively refining programs, updating pathways, and responding to evolving student and industry needs. He shared that the Committee's discussions emphasized maintaining momentum in graduate education, supporting thoughtful program evolution, and reinforcing structures that promote graduate student success, alongside ongoing efforts related to recruitment, community building, and strengthening the overall graduate academic environment.

8.1. Major Program Modification: Faculty of Social Science and Humanities: Master of Arts in Social Practice and Innovation* (M)

P. Mirza-Babaei shared that the program started this September with its third cohort of students and that it aims to stay flexible by offering options for working students, and those seeking a one-year route instead of a 16-month structure. He further noted that program requirements remain unchanged, and the proposed updates are minor refinements based on two cycles of course delivery. He reminded Academic Council that the part-time option was approved last year, and these changes enable its implementation.

It was clarified that the two newly listed options are not instructional courses but supervisory related, designed to support part-time students who wish to extend their Master of Arts in Social Practice and Innovation (MIPSI) over additional semesters.

Upon a motion duly made by C. McGregor and seconded by P. Mirza-Babaei, and pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves

Major Program Modification to the Master of Arts in Social Practice and Innovation program to establish defined program maps for part-time and full-time accelerated students, to permit undergraduate enrollment in targeted MSPI courses, and to update course descriptions.

8.2. Major Program Modification: Faculty of Business and IT: PhD - Cybersecurity* (M)

P. Mirza-Babaei reported that the proposed changes to the PhD in Cybersecurity align it with other PhD programs, including adding a formal part-time option without changing academic requirements and clarifying seminar expectations. He advised that the seminar requirement would shift to the standard two seminars, addressing previous confusion for students and administration.

In response to a Member's question about resources required to support this proposal given the prospective increase in students, it was noted that this proposal addresses gaps that faculty have identified, as well as helping respond to faculty wanting to have supervisory opportunities.

Upon a motion duly made by C. McGregor and seconded by P. Mirza-Babaei, that pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Cybersecurity PhD program to add a part-time option and modify the scheduling of the seminar component.

8.3. Major Program Modification: Frazer Faculty of Education: Master of Education* (M)

P. Mirza-Babaei advised that the proposal formalizes required graduate courses as prerequisites so they are taken at the start of a program. He also shared that this change is intended to ensure students develop a strong foundation in research and learning principles before progressing to other coursework, addressing issues caused when these courses are taken later in the program.

Upon a motion duly made by B. Jacobs and seconded by P. Mirza-Babaei, and pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Education program, updating all courses to include EDUC 5001G and EDUC 5002G as pre-requisites with concurrency.

8.4. New Program Proposal: Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering* (M)

P. Mirza-Babaei shared that this is a new diploma in railway engineering in response to industry interest and need. He highlighted that the program uses existing faculty and resources, offers four dedicated courses, and positions the University uniquely to meet growing demand in the field, especially with the emergence of high-speed rail.

A Member requested clarification regarding industry support and involvement for this new railway engineering program. It was confirmed that industry partners are actively engaged, including one who first approached the University to initiate this specialized programming. Industry partners are also providing coop and placement opportunities for students. Canada being the only G7 country that offers a standalone engineering degree was also highlighted, which accordingly enables the University to be uniquely positioned to respond to the global need for this type of specialization.

It was also emphasized that this new graduate diploma provides opportunities for those who have completed their undergraduate studies to do this specialization now that it is available.

Upon a motion duly made by G. Resch and seconded by P. Mirza-Babaei, and pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Graduate Diploma in Railway Engineering and recommends approval of the program to the Board of Governors.

9. Governance & Nominations Committee

L. Livingston noted that the main agenda item from the January 20, 2026 Governance & Nominations Committee Meeting was the 2026 Election Key Dates and Open Positions, which was included as an information item under 12.5 of the Consent Agenda.

In response to a question relating to filling open positions during the election process, it was confirmed through the ensuing discussion, that the approach is the same as last year in that the outlined 2026 election process will conclude in June with Academic Council and its Committees having the requisite membership to enable these bodies to perform their business and functions.

10. Research Committee

L. Jacobs provided an update from the Research Committee. He highlighted the University's continued support of the Research Chair Program. He advised that postings were released in December with nominations due in March, and most appointments expected in March and the remainder in June. He noted that Research Chair appointments typically take up to two years, making the accelerated timeline significant. He also reported on the successful nomination of an Excellence Research Chair candidate who will be joining the University.

Members were encouraged to review, as soon as possible, priority research areas and promptly identify eligible nominees who must be active researchers affiliated with a university or research organization. Each Chair provides $5 million in funding and will be accompanied by a webpage highlighting the associated research area.

He further noted that under the Emerging Research Leaders category, candidates may be eligible for an additional funding stream providing their work aligns with the four designated research areas. He added that the program offers funding opportunities for postdoctoral fellows and PhD students, with several faculty members already preparing submissions.

11. Policy Instruments

11.1. Revised Registration and Course Selection Policy* (M)

J. Stokes provided a summary of the revisions to the Registration and Course Selection Policy. He shared that the revisions update the Policy to be more inclusive by reflecting changes that have occurred since the original policy was drafted.

In response to a request to clarify professional versus research based graduate programs, J. Stokes shared that Canadian institutions tend to emphasize research focused programming whereas in jurisdictions like the United Kingdom 75% are more professionally oriented and 25% are research focused. He further noted that due to this there is a gap that has not been filled for professionals looking for a non-research based graduate degree.

Upon a motion duly made by K. Wilson and seconded by J. Stokes, Academic Council hereby approves the amended Registration and Course Selection Policy.

12. Consent Agenda: (M)

The Chair confirmed that contents of the Consent Agenda were approved and received under Agenda Item # 2, save for Item 12.3.

12.1 Minutes of the Meeting of November 25, 2025* (M)
12.2 Approved Exception to Residency Requirement - Faculty of Science* (I)
12.3 Conferral of Degrees – Winter 2026* (M)
12.4 Information Item from GNC: (I)
(i) Election Key Dates and Open Positions* (I)
12.5 Minor Program Adjustments from USC* (I)
(i) Faculty of Engineering and Applied Science - Engineering Year 1* (I)
(ii) Faculty of Social Science and Humanities - Indigenous Studies minor* (I)
(iii) Faculty of Social Science and Humanities - Bachelor of Arts (Honours) in Political Science* (I)
(iv) Faculty of Social Science and Humanities - Bachelor of Arts (Hons) in Sociology, Technology and Innovation* (I)
(v) Faculty of Science - Bachelor of Science (Hons) in Mathematics for Science and Industry* (I)

12.6 Cyclical Program Reviews from USC* (I):
(i) Bachelor of Health Sciences (Hons) in Medical Laboratory Science - 18 Month Follow up* (I)
(ii) Bachelor of Information Technology (Hons) in Game Development and Interactive Media - Executive Summary and Implementation Plan* (I)
(iii) Bachelor of Science in Nursing (BScN) - Executive Summary, Implementation Plan, and Program Learning Outcomes* (I)
(iv) Bachelor of Arts (Hons) in Communication and Digital Media Studies - Executive Summary, Implementation Plan, and Program Learning Outcomes* (I)

12.7 Minor Program Adjustments from GSC* (I)
(i) Faculty of Engineering and Applied Science:
(ii) Engineering Management, MEngM* (I)
(iii) Faculty of Engineering and Applied Science:
(iv) Mechatronics Engineering, MASc* (I)

Items pulled from Consent Agenda:

12.3 2026-2027 Undergraduate Academic Schedule* (I)
2026-2027 Graduate Academic Schedule* (I)

Clarification was sought by some Members on add/drop date deadlines and the recent report presented to the Undergraduate Studies Committee (USC) in this regard. It was confirmed that USC had received a report for information only due to prior enquiries at USC on the outcome of the changes made a few years ago to the add/drop date deadlines. It was also noted that based on the review of outcomes, data and feedback, the report confirmed current deadlines will remain unchanged.

The ensuing discussion included the appropriate purview of receiving such a report either at USC or Academic Council, with a Member requesting that the report be brought to Academic Council. The Acting Chair provided a reminder on the appropriate process to

request the addition of items to the Academic Council agenda. N. Crow advised that the report provided as information to USC is within the USC publicly posted materials on the Secretariat website.

13. Other Business - None

14. Termination

There being no other business, and upon a motion to terminate by K. Wilson, the AC Meeting terminated at 3:58 p.m.

Sandra Grouette, Assistant University Secretary

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Commerce Co-operative Education**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
After three years of experience with the co-op program, the Faculty proposed minor updates to co-op procedures and policies for BCom students and the structure of the co-op program to align with the operational and academic requirements of the Faculty.

Students will be able to choose a continuous longer work term in addition to the alternating model which will continue to be available. This will lead to more job options becoming available to students and provides more flexibility in choosing the timing and length of work terms.

The Faculty has also updated language regarding ineligibility due to academic misconduct to maintain consistency across all FBIT experiential learning programs.

RESOURCES REQUIRED:
No additional resources required.

TRANSITION AND COMMUNICATION PLAN:

Continuing students may choose to follow the work/study sequence given to them when they started a program or follow the new approach. All other changes are minor and can also be applied to students currently in the program.

Students will be informed by academic advising and through the academic calendar.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 16 December 2026
- ✓ Faculty Council: 6 January 2026
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

CEELCD was also consulted on the proposed changes.

NEXT STEPS:

After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

Minor Program Adjustment proposal

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Engineering (Hons) in Energy Engineering**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Engineering and Applied Science proposed a set of curriculum updates to the Bachelor of Engineering (Hons) in Energy Engineering program to strengthen academic coherence, enhance student learning, and improve program delivery efficiency. The updates include transitioning from program-specific capstone courses to common capstone systems design courses shared across all engineering programs, and revising Year 3 course sequencing, including updates to the artificial intelligence offering, to better support foundational skill development and ensure students engage with essential material at the most appropriate point in their academic progression.

The introduction of common capstone courses further strengthens the student experience by enabling multi-disciplinary design teams that more closely mirror industry practice, while also improving consistency in course delivery and learning across all engineering programs.

Additionally, replacing MANE 4160U with ENGR 3150U removes unnecessary duplication of course content that parallels material already offered within the Faculty. Rescheduling MECE 3410U from the Fall to the Winter semester eliminates the need to

deliver the course in both terms. Together, these changes improve the overall coherence, efficiency, and sustainability of program delivery.

RESOURCES REQUIRED:
No additional resources required. The changes will better utilize resources and improve program delivery efficiency.

TRANSITION AND COMMUNICATION PLAN:
Current students (Fall 2025 intake and earlier) will take ENGR 3150U in lieu of MANE 4160U. Future students (Fall 2026 intake and onwards) will follow the new program map.

The new common capstone structure will take effect in the 2026–2027 academic year; any current students who have not yet completed their existing capstone sequence will transition to the two new common capstone systems design courses. Engineering Advising will notify students of these capstone changes through direct email communication.

CONSULTATION AND APPROVAL:
- ✓ ENE Department Council: 8 May 2025
- ✓ Engineering Curriculum Committee: 8 May 2025
- ✓ Faculty Council: 25 September 2025
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

NEXT STEPS:
After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
- Minor Program Adjustment – Energy Engineering
  - New course(s): ENGR 4111U, ENGR 4222U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Engineering (Hons) in Nuclear Engineering**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Engineering and Applied Science proposed changes to the Nuclear Engineering program to increase elective choice, enabling students to tailor their studies toward specific career pathways, while also better balancing the course load in Years 2 and 3 by aligning both at eleven courses.

The introduction of common capstone courses further strengthens the student experience by enabling multi-disciplinary design teams that more closely mirror industry practice, while also improving consistency in course delivery and learning across all engineering programs.

RESOURCES REQUIRED:
No additional resources required. The changes will allow better utilization of resources with the reduction from ten (10) capstone courses to two (2) different courses that are common to all programs.

TRANSITION PLAN:

Beginning with the Fall 2024 cohort, Nuclear Engineering students will follow the new program map, while those from Fall 2023 and earlier will continue under the existing curriculum.

Academic advising will guide students through these changes, and the annual Fall meeting for first-year students will continue to communicate program updates. The Student Academic Experience Committee will also be informed of the revisions.

The new common capstone structure will take effect in the 2026–2027 academic year; any current students who have not yet completed their existing capstone sequence will transition to the two new common capstone systems design courses. Engineering Advising will notify students of these capstone changes through direct email communication.

CONSULTATION AND APPROVAL:

- ✓ ENE Department Council: 6 November 2025
- ✓ Engineering Curriculum Committee: 20 November 2025
- ✓ Faculty Council: 4 December 2025
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

NEXT STEPS:

After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- Minor Program Adjustment – Nuclear Engineering
  - New course(s): ENGR 4111U, ENGR 4222U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Health Administration (Hons)**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Health Sciences proposed updates to the Health Administration program, including removing BUSI 1130U and replacing it with a new course (HLSC 2805U Financial Management: Canadian Healthcare Sector) as a required course, as well as removing PSYC 1000U and replacing it with SOCI 1000U. In addition, SUST 1002U will be added as a new required course. This proposal also formalizes HLSC 4993U by adding it to the list of required courses in the calendar entry, as it had previously been approved as part of the program core.

The removal of BUSI 1130U and PSYC 1000U and their replacement with HLSC 2805U and SOCI 1000U will enable the program to be delivered fully online and enhance overall accessibility for learners.

RESOURCES REQUIRED:
No additional resources required.

TRANSITION AND COMMUNICATION PLAN:
Students who entered the program prior to the 2025–26 academic year will continue to take BUSI 1130U as part of their program requirements. The Faculty of Health Sciences Academic Advisors will communicate this information to both current and incoming students, and the program maps for all affected cohorts are available on the BHA website.

CONSULTATION AND APPROVAL:
- ✓ Program Committee: 6 November 2025
- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 3 December 2025
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

Consultation between the FHS Associate Dean and FBIT Associate Dean took place regarding the replacement of the BUSI course with the HLSC course.

NEXT STEPS:
After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
- Minor Program Adjustment – Health Administration
  - New course(s): HLSC 2805U
  - course change(s): HLSC 4993U

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Health Sciences (Hons) in Kinesiology**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Health Sciences proposed updates to the Kinesiology program specifically for students who are in the CMCC pathway. Currently these students take two upper-year anatomy courses - KINE 4473U and KINE 4474U - which require travel to the Canadian Memorial Chiropractic College (CMCC) at Leslie and Finch in Toronto during the fall and winter terms of third year. With increasing lab rental fees at CMCC and the additional expense of hiring sessional instructors for each course, continuing to offer these courses is no longer financially viable. After discussions with CMCC, the college has agreed to continue reserving ten seats for Ontario Tech pathway students, who will now complete these advanced anatomy courses once they begin their studies at CMCC.

RESOURCES REQUIRED:
No additional resources required.

TRANSITION AND COMMUNICATION PLAN:
Students currently in their second year of the pathway will continue to have access to the two advanced anatomy courses during their third year in 2026–27. Current first-year

students will not apply to the pathway until Spring 2026, and by that time the CMCC-delivered anatomy courses will no longer be available to them in their third year. Instead, these students will complete two upper-year Kinesiology electives.

This change will be communicated to students at the time they apply to the pathway. In discussions with first-year students about the application process, the Program will explicitly clarify that the advanced anatomy courses are no longer offered.

CONSULTATION AND APPROVAL:

- ✓ Program Committee: 6 November 2025
- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 3 December 2025
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

NEXT STEPS:

After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- Minor Program Adjustment – Kinesiology

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☐
Discussion/Direction	☐
Information	☒

DATE: **24 February 2026**

FROM: **Undergraduate Studies Committee**

SUBJECT: **Minor Program Adjustment – Bachelor of Science in Nursing (Hons) and RPN to BScN – Advanced Entry**

COMMITTEE MANDATE:
In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to approve minor program adjustments and report them to Academic Council for information."

BACKGROUND/CONTEXT & RATIONALE:
The Faculty of Health Sciences proposed the removal of NURS 2500U from the BScN program progression requirements and the addition of NURS 4600U. For the RPN to BScN Advanced Entry program, the Faculty is also proposing the removal of NURS 2500U, NURS 3701U, and NURS 3703U from the progression requirements. These courses were added in error and now need to be removed.

RESOURCES REQUIRED:
No additional resources required.

TRANSITION AND COMMUNICATION PLAN:
Implementation will begin in Fall 2026. The Associate Dean will be responsible for informing students of these changes through direct communication and updated advising materials, and individualized program maps will be created for off-map students to ensure clarity and support during the transition.

CONSULTATION AND APPROVAL:
- ✓ UNPC and UNCC: 31 October 2025

- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 3 December 2025
- ✓ Undergraduate Studies Committee (for approval): 20 January 2026
- Academic Council (for information): 24 February 2026

NEXT STEPS:
After presentation to Academic Council, this change will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:
- Minor Program Adjustment – Nursing
- Minor Program Adjustment – RPN to BScN Advanced Entry