



ACADEMIC COUNCIL MEETING
Academic Council

AGENDA

Date: January 27, 2026
Time: 2:30 p.m. - 4:30 p.m.
In-Person – Bordessa Hall
DTB 524

[In-Person Public Registration](#)

[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.
	4.1	COU Academic Colleague Report* (I)	R. Ruttenberg-Rozen	
5.		Provost's Remarks	L. Livingston	2:45 p.m.
6.		2026-2027 Tuition Framework* (D)	L. Livingston S. Thrush	2:50 p.m.
7.		Undergraduate Studies Committee		
	7.1	Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies* (M)		

	7.2	Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Legal Studies Minor Name Change* (M)	M. Bluechart	3:05 p.m.
	7.3	Major Program Modification: Faculty of Business and IT: Bachelor of Commerce* (M)		
	7.4	Major Program Modification: Faculty of Business and IT: Bachelor of Information Technology in Game Development and Interactive Media* (M)		
	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)		
	7.6	Major Program Modification: Faculty of Science: Bachelor of Science (Hons) in Computer Science* (M)		
	7.7	Major Program Modification: Faculty of Science: Bachelor of Science (Hons) in Physics - Computational Physics specialization* (M)		
	7.8	Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Communication and Digital Media Studies* (M)		
	7.9	Major Program Modification: Faculty of Social Science and Humanities: Bachelor of Arts (Hons) in Criminology and Justice – Advanced Entry* (M)		
	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)		
	7.11	Major Program Modification: Faculty of Social Science & Humanities: Bachelor of Arts (Hons) in Political Science* (M)		

8.		Graduate Studies Committee		
	8.1	Major Program Modification: Faculty of Social Science and Humanities: Master of Arts in Social Practice and Innovation* (M)	P. Mirza-Babaei	3:35 p.m.
	8.2	Major Program Modification: Faculty of Business and IT: PhD - Cybersecurity* (M)		
	8.3	Major Program Modification: Frazer Faculty of Education: Master of Education* (M)		
	8.4	New Program Proposal: Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering* (M)		
9.		Governance & Nominations Committee	L. Livingston	3:55 p.m.
10.		Research Committee	L. Jacobs	4:00 p.m.
11.		Policy Instruments		
	11.1	Revised Registration and Course Selection Policy* (M)	J. Stokes	4:10 p.m.
12.		Consent Agenda: (M)		
	12.1	Minutes of the Meeting of November 25, 2025* (M)	Chair	4:20 p.m.
	12.2	Approved Exception to Residency Requirement - Faculty of Science* (I)		
	12.3	2026-2027 Undergraduate Academic Schedule* (I) 2026-2027 Graduate Academic Schedule* (I)		
	12.4	Conferral of Degrees – Winter 2026* (M)		
	12.5	Information Item from GNC: (I) (i) Election Key Dates and Open Positions* (I)		

	12.6	<p>Minor Program Adjustments from USC* (I)</p> <ul style="list-style-type: none"> (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) 		
	12.7	<p>Cyclical Program Reviews from USC* (I):</p> <ul style="list-style-type: none"> (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) 		
	12.8	<p>Minor Program Adjustments from GSC* (I)</p> <ul style="list-style-type: none"> (i) Faculty of Engineering and Applied Science: Engineering Management, MEngM* (I) (ii) Faculty of Engineering and Applied Science: Mechatronics Engineering, MASC* (I) 		
13.		Other Business	Chair	4:25 p.m.
14.		Termination	Chair	4:30 p.m.

Nicola Crow, University Secretary

[Policy Instrument\(s\) are available](#) on the Policy Office website for written consultation with Academic Council Members.

Academic Colleagues Notes for Dec. 9-10 2025

Prepared by Robyn Ruttenberg-Rozen for January Ontario Tech Academic Council

Dec. 9

1. Presentation by William Turkel, Professor of History and Generative AI Teaching Fellow at Western. He spoke about improvisation in the age of gen AI
2. Questions posed Dr. Vivek Goel, president and vice chancellor of the University of Waterloo, speaking on behalf of the Task Force on AI of the COU.

Dr. William Turkel Notes:

- **Theme: GenAI in academia and overview**
- Advocated for a shift toward improvisation in research and teaching in the age of genAI
- We treat AI as a tool for optimization. This is a mistake; it should be used as a tool for high velocity skill acquisition.
- AI is reshaping educational and social systems at a velocity that demands new ways of thinking, governing, and learning.
- Recall and synthesis vs where it is now generation and guidance.
- Core skill needed now is strategic sensemaking
- Cultural inertia vs. Reality
 - Because of the velocity of change, everything we do is easily circumvented by the velocity.
- **Theme: Gen AI as Accelerator in Research**
- There is currently/ going to be a methodological shift because generative AI redefines sensemaking across the full analytical cycle: Observation, Orientation, Analysis, and Hypothesis
- Removes bottlenecks associated with: managing evidence, handling inference
- Enables scholars to focus more fully on: iterative inquiry and hypothesis-driven exploration
- What does this mean for faculty roles and workload?
- Accelerates discovery processes
- Shifts faculty workload from primary data ingestion to analytic review, quality control, and scholarly writing and publishing
- Increases demand for human judgment, particularly for interpreting “crude” or holistic outputs and making sense of the “whole picture,”
- Therefore genAI in research results in greater cognitive load, not less
- **Theme: What does this mean for Research Policy and Research Ethics?**
- Use of proprietary AI tools with: university intellectual property, research data, and student work
- Raises concerns about: data residency, data ownership, control over institutional and personal data

- Therefore risk of creating a two-tier system in higher education because only well-resourced departments and institutions can afford premium, high-capacity AI tools
- Therefore implications for equity in research productivity, teaching innovation and institutional competitiveness.
- AI adoption carries a significant energy footprint
 - Institutions must balance high-velocity research gains with sustainability commitments
 - Raises questions about responsible and ethical AI deployment

Dr. Vivek Goel:

Questions posed by Dr. Goel on behalf of the AI task force, that I was fast enough to record (we can therefore surmise they reflect what the task force is exploring)

- What types of training or resources would help faculty confidently assess whether or not to integrate AI into their teaching and research?
- How can institutions ensure equitable access to AI tools for faculty and students across disciplines and campuses?
- Over the next 2–5 years, how do you envision AI transforming your institution's operations, academic mission, and student experience?
- What opportunities and challenges do you foresee in using AI for research methodologies, data analysis, and scholarly publishing?
- How might AI change faculty roles and workload, and what support is needed to manage this transition effectively?
- How should our institution balance academic freedom with the growing concerns around privacy and data sovereignty—particularly in relation to faculty research and teaching materials?

Dec. 10

Update from Steve Orsini

- The cumulative impact of declining international students
- Feds approaching the issue the wrong way, they are not paying attention to who the issue was really with (e.g., not universities)
- What's missing?...the big public outcry about what is happening to universities. This is what is missing.
- undermining talent pipeline and economy growth
- We need long-term predictable stable funding.
- Blue Ribbon panel didn't give us the funding. But it did give us the narrative. Everyone is looking for more funding, but the media sees our narrative now.
- Government is using targeted funding more—which puts us at risk because they are tying us to a whole bunch of different metrics.

ACADEMIC COUNCIL REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Academic Council

DATE: January 27, 2026

PRESENTED BY: Lori Livingston, Provost and Vice-President, Academic
Sarah Thrush, AVP Planning and Strategic Analysis

SUBJECT: 2026-27 Tuition and Co-op Fees

BACKGROUND/CONTEXT & RATIONALE:

The tuition fee framework, released by the provincial government in December 2018, regulates all publicly funded programs and allows for tuition fee differentiation based on program and program year.

The framework initially had all domestic tuition rates decrease by 10% in 2019-20, then remain frozen since. The Ministry update tuition fee framework **continues the tuition freeze for domestic students** and caps out-of-province at a 5% increase over previous year for all provincially approved programs.

As a reminder, MCURES allowed tuition fee anomaly adjustments for three of our degree programs beginning in 2023-24. The tuition anomaly approval allows **annual** increase adjustments of up to 7.5% for these programs until we reach the fee level approved by MCU for these programs. The three programs that were approved for tuition anomaly adjustments are BCom, BSc and BSc Management Computer Science and undergraduate Engineering. For 2026-27 BCom will be increasing 3.09%, BSc and BSc Management Computer Science 7.5% and Engineering has now reached the approved tuition level and will have 0% increase.

The Ministry has allowed 5% increase to domestic out-of-province rates and the rates proposed below are within this framework. The university is proposing the maximum allowable for out-of-province fee increase for 2026-27. **Note: Tuition Anomaly levels for the three programs applies to out-of-province students.**

International tuition or cost recovery programs are not included in the limits imposed by the provincial framework. Recommended international tuition fees for programs were informed by comparative analysis of international fees within the sector for similar programs. Tuition fees for the majority of Ontario Tech programs continue to remain below the system average. Recommended adjustments

bring Ontario Tech tuition fee levels closer to the average of competing programs. Undergraduate international fee increases of 3% are being proposed for the first year of undergraduate programs with a commitment to capping further tuition fee increases in years 2, 3 and 4 (for undergraduate programs) to no more than 5% per year. Current years 2, 3 and 4 students international fees are also being proposed for a 3% increase for 2026-27 with a commitment to not increase more than 5% per year.

The University is proposing 0% international tuition increase for research based Masters programs and PhD programs and 5% increase to Professional/course-based Masters and Graduate Diplomas.

Undergraduate Co-op and Internship fees are being adjusted for inflation and have a 2.7% increase to the current fee recommended for approval. These fees fall outside of the tuition fee framework and are being adjusted by the same percentage as ancillary fees. A proposed Coop fee structure for graduate programs is included in the package in anticipation of new graduate coop programs being brought on board in the coming terms.

Recognizing the need to address financial challenges of our students, the University continues to significantly invest in student financial supports by increasing the amount of entrance scholarships, in-course scholarships and bursaries available for students.

SUPPORTING REFERENCE MATERIALS:

- Appendix 1: Recommendations for Ontario Tech 2026-27 tuition fees

Appendix 1: Recommendations for Ontario Tech 2026-2027 tuition fees

Undergraduate Domestic

Highlights reflect approved MCU Tuition Anomalies Review to increase domestic tuition up to 7.5% annually until fee has reached newly approved tuition maximum (applies to BCom, BEng and BSc Computer Science). Shaded cells highlight the tuition paid in 2025-26 and how tuition fee adjusted through the anomaly increase applies to students moving into the next year of study in 2026-27.

	2025-2026	2026-2027	2026-27 Increase
BA, BASc, BAS, BEd, BHSc, BSc, BSc & Mgt, UG Diploma			
First Year	\$5,982.80	\$5,982.80	0%
Second Year	\$5,956.38	\$5,956.38	0%
Third Year	\$5,926.62	\$5,926.62	0%
Fourth Year	\$5,920.76	\$5,920.76	0%
Fifth Year	\$5,914.98	\$5,914.98	0%
BCom			
First Year	\$10,048.02	\$10,358.00	3.09%
Second Year	\$10,048.02	\$10,358.00	3.09%
Third Year	\$10,048.02	\$10,358.00	3.09%
Fourth Year	\$8,003.52	\$10,358.00	3.09%
BIT			
First Year	\$9,031.18	\$9,031.18	0%
Second Year	\$9,022.42	\$9,022.42	0%
Third Year	\$9,013.68	\$9,013.68	0%
Fourth Year	\$8,991.78	\$8,991.78	0%
BEng, BEng & Mgmt			
First Year	\$11,219.00	\$11,219.00	0%
Second Year	\$11,219.00	\$11,219.00	0%
Third Year	\$11,219.00	\$11,219.00	0%
Fourth Year	\$9,283.04	\$11,219.00	0%
Fifth Year	\$9,159.26	\$9,159.26	0%
BSc & BSc & Mgmt (Comp Sci, Integrated Math & Comp Sci)			
First Year	\$7,876.01	\$8,466.71	7.50%
Second Year	\$7,876.01	\$8,466.71	7.50%
Third Year	\$7,876.01	\$8,466.71	7.50%
Fourth Year	\$6,321.78	\$8,466.71	7.50%
Fifth Year	\$6,321.64	\$6,321.64	0%
BScN, BHA			
First Year	\$6,100.68	\$6,100.68	0%
Second Year	\$6,094.76	\$6,094.76	0%
Third Year	\$6,088.84	\$6,088.84	0%
Fourth Year	\$6,082.92	\$6,082.92	0%

Undergraduate Out of Province

Current framework allows up to 5% increase in tuition fees for out-of-province students (or application of tuition anomaly adjustment of up to 7.5% annually). Note: Shaded cells show how the tuition anomalies policy applies to students (shading highlights the tuition paid in 2025-26 and how tuition fee adjusted through the anomaly increase applies to students moving into the next year of study in 2026-27).

	2025-2026	2026-2027	2026-27 Increase
BA, BAsc, BAS, BEd, BHSc, BSc, BSc & Mgt, UG Diploma			
First Year	\$6,925.82	\$7,272.11	5%
Second Year	\$6,895.22	\$7,239.98	5%
Third Year	\$6,860.78	\$7,203.82	5%
Fourth Year	\$6,853.98	\$7,196.68	5%
Fifth Year	\$6,847.30	\$7,189.67	5%
BCom - Students entering prior to 2023-24			
First Year	\$10,048.02	\$10,550.42	5%
Second Year	\$10,048.02	\$10,550.42	5%
Third Year	\$10,048.02	\$10,550.42	5%
Fourth Year	\$9,265.04	\$10,358.00	3.09%
BCom - Student entering in 2023-24 & after			
All Years		\$10,550.42	
BIT			
First Year	\$10,454.68	\$10,977.41	5%
Second Year	\$10,444.56	\$10,966.79	5%
Third Year	\$10,434.42	\$10,956.14	5%
Fourth Year	\$10,409.08	\$10,929.53	5%
BEng, BEng & Mgmt - Students entering prior to 2023-24			
First Year	\$11,219.00	\$11,779.95	5%
Second Year	\$11,219.00	\$11,779.95	5%
Third Year	\$11,219.00	\$11,779.95	5%
Fourth Year	\$10,746.24	\$11,283.56	5%
Fifth Year	\$10,602.98	\$11,133.13	5%
BEng, BEng & Mgmt - Students entering in 2023-24 & after			
All Years		\$11,779.95	
BSc & BSc & Mgmt (Comp Sci, Integrated Math & Comp Sci)			
First Year	\$7,876.02	\$8,466.72	7.50%
Second Year	\$7,876.02	\$8,466.72	7.50%
Third Year	\$7,876.02	\$8,466.72	7.50%
Fourth Year	\$7,318.22	\$8,466.72	7.50%
Fifth Year	\$7,318.08	\$7,683.98	5%
BScN, BHA			
First Year	\$7,062.26	\$7,415.37	5%
Second Year	\$7,055.40	\$7,408.17	5%
Third Year	\$7,048.58	\$7,401.01	5%
Fourth Year	\$7,041.72	\$7,393.81	5%

Undergraduate International

Note: Shaded cells show how tuition increases apply to international students (shading highlights the tuition paid in 2025-26 and how tuition fee increase applies to students moving into the next year of study in 2026-27).

	2025-2026	2026-2027	2026-27 Increase
BA, BAsc, BAS, BEd, BHSc, BSc & Mgt			
First Year	\$33,153.66	\$34,148.27	3%
Second Year	\$33,153.66	\$34,148.27	3%
Third Year	\$33,153.66	\$34,148.27	3%
Fourth Year	\$33,153.66	\$34,148.27	3%
Fifth Year	\$27,524.38	\$34,148.27	3%
BCom			
First Year	\$36,774.24	\$37,877.47	3%
Second Year	\$36,774.24	\$37,877.47	3%
Third Year	\$36,774.24	\$37,877.47	3%
Fourth Year	\$36,774.24	\$37,877.47	3%
BIT			
First Year	\$40,915.66	\$42,143.13	3%
Second Year	\$40,915.66	\$42,143.13	3%
Third Year	\$40,915.66	\$42,143.13	3%
Fourth Year	\$40,915.66	\$42,143.13	3%
BEng, BEng & Mgmt			
First Year	\$45,205.16	\$46,561.31	3%
Second Year	\$45,205.16	\$46,561.31	3%
Third Year	\$45,205.16	\$46,561.31	3%
Fourth Year	\$45,205.16	\$46,561.31	3%
Fifth Year	\$41,274.28	\$46,561.31	3%
BSc & BSc & Mgmt (Comp Sci, Integrated Math & Comp Sci)			
First Year	\$36,729.54	\$37,831.43	3%
Second Year	\$36,729.54	\$37,831.43	3%
Third Year	\$36,729.54	\$37,831.43	3%
Fourth Year	\$36,729.54	\$37,831.43	3%
Fifth Year	\$33,535.66	\$37,831.43	3%
BScN, BHA			
First Year	\$33,806.93	\$34,821.14	3%
Second Year	\$33,806.93	\$34,821.14	3%
Third Year	\$33,806.93	\$34,821.14	3%
Fourth Year	\$33,806.93	\$34,821.14	3%

Undergraduate Co-op and Internship

	2025-2026	2026-2027	2026-27 Increase
Mandatory Co-op and Career Readiness Workshop Series	\$734.40	\$754.23	2.7%
Co-op Work Term (per term)	\$734.40	\$754.23	2.7%
Internship Work Term (FBIT/FEAS only; per term)	\$918.00	\$942.79	2.7%

In order to receive the co-op designation, the following fees are required; mandatory co-op registration, the Co-operative Education Preparatory Course, and three work terms. Any additional work terms beyond the required three will be charged at the applicable co-op work term rate.

Graduate Domestic

Program Based Tuition

	2025-2026	2026-2027	2026-27 Increase
Graduate Degree - Research Based Programs			
MA (Crim, SPI), MHSc, MSc	\$7,579.30	\$7,579.30	0%
MSc (Computer Science)	\$7,579.30	\$7,579.30	0%
MASc	\$7,859.94	\$7,859.94	0%
PhD	\$7,579.30	\$7,579.30	0%
Graduate Degree – Course Based Programs			
MScN	\$8,761.50	\$8,761.50	0%
EdD	\$10,097.00	\$10,097.00	0%
Graduate Diploma			
Diploma in Accounting	\$9,849.28	\$9,849.28	0%
Diploma in Nuclear Technology	\$5,906.62	\$5,906.62	0%
Diploma in Nuclear Design Engineering	\$5,906.62	\$5,906.62	0%
Diploma in Engineering Management	\$5,906.62	\$5,906.62	0%

Credit Based Tuition (per 3-credit course)

	2025-2026	2026-2027	2026-27 Increase
Graduate Degree (Per 3-credit course)			
MEd***	\$1,576.47	\$1,576.47	0%
MA in Education***	\$1,576.47	\$1,576.47	0%
MSMC in Online Creators***		\$1,576.47	0%
MITS***	\$1,257.52	\$1,257.52	0%
MBAI, MFDA***	\$2,709.00	\$2,709.00	0%
MEng, MEngM***	\$1,476.66	\$1,476.66	0%
Graduate Diploma (Per 3-credit Course)			
Diploma in Ed & Digital Technology	\$1,576.46	\$1,576.46	0%
Police Leadership	\$1,576.46	\$1,576.46	0%
Work Disability Prevention	\$1,576.46	\$1,576.46	0%
Diploma in Railway Engineering		\$1,571.99	0%

*** Program requires 30 credits hours total.

Graduate International

Program Based Tuition

	2025-2026	2026-2027	2026-27 Increase
Graduate Degree – Research Based Programs			
MA (Crim, SPI), MHSc, MSc	\$20,124.30	\$20,124.30	0%
MSc (Computer Science)	\$20,124.30	\$20,124.30	0%
MASc	\$22,313.12	\$22,313.12	0%
PhD	\$19,166.00	\$19,166.00	0%
Graduate Degree – Course Based Programs			
MScN	\$26,899.50	\$26,899.50	0%
EdD	\$20,113.14	\$20,113.14	0%
Graduate Diploma			
Diploma in Accounting	\$15,439.68	\$15,439.68	5%
Diploma in Nuclear Technology	\$22,350.36	\$23,467.88	5%
Diploma in Nuclear Design Engineering	\$22,350.36	\$23,467.88	5%
Diploma in Engineering Management	\$22,350.36	\$23,467.88	5%

Credit Based Tuition (per 3-credit course)

	2025-2026	2026-2027	2026-27 Increase
Graduate Degree (Per 3-credit course)			
MEd ^{***}	\$3,012.70	\$3,163.34	5%
MA in Education ^{***}	\$3,012.70	\$3,163.34	5%
MSMC in Online Creators ^{***}		\$3,163.34	New Program
MITS ^{***}	\$4,604.30	\$4,834.52	5%
MBAI, MFDA ^{***}	\$5,209.31	\$5,469.78	5%
MEng, MEngM ^{***}	\$4,470.07	\$4,693.57	5%
Graduate Diploma (Per 3-credit Course)			
Diploma in Ed & Digital Technology	\$3,012.70	\$3,163.34	5%
Police Leadership	\$3,012.70	\$3,163.34	5%
Work Disability Prevention	\$3,012.70	\$3,163.34	5%
Diploma in Railway Engineering		\$5,866.97	New Program

^{***}Program requires 30 credits hours total.

Graduate Co-op and Internship

	2026-2027
Mandatory Co-op Administrative Fee	\$754.23
Co-op Work Term (per term)	\$1,131.35
Internship Continuance Fee (per term) ^{****}	\$942.79

In order to receive the co-op designation, the following fees are required; mandatory co-op administrative fee and one work term. Any additional work terms beyond the required term will be charged at the applicable co-op work term rate.

^{****}Continuance Fee is applied when an internship placement extends beyond the standard duration specified in the graduate program

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts (Hons) in Legal Studies

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 Arts (Hons) in Legal Studies program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the following changes to the Bachelor of Arts (Hons) in Legal Studies program:

- Add a note to the calendar copy under “Degree and major requirements” that describes an opportunity for high achieving 4th year students to take a graduate seminar in the Master of Arts in Social Practice and Innovation (MSPI) to fulfill one of the 4th year course requirements, and
- Update prerequisites for twenty-three (23) LGLS courses and one (1) CRMN course.

The option to add MSPI courses to elective options will create an attractive opportunity for students who meet the minimum GPA requirement to take a more challenging seminar course at the graduate level. The change may also encourage 4th year undergraduate students to consider graduate degree options.

Updating the courses will to open the prerequisites to more students across FSSH and other faculties to support student interest and elective opportunities.

RESOURCES REQUIRED:

No additional resource requirements.

TRANSITION AND COMMUNICATION PLAN:

The MSPI program will add information regarding the opportunity for 4th year undergraduates in Legal Studies, Political Science, and Communication and Digital Media Studies at Ontario Tech who meet the minimum requirements to take a graduate course in MSPI. This option will also be promoted in Fall recruitment efforts targeting those Ontario Tech undergraduates.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 22 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Undergraduate Studies Committee (Recommendation): 18 November 2025
- Academic Council (Approval): 27 January 2026

Students in the MSPI program have been consulted about this change and informal discussions with undergraduate students have been held to gauge potential interest.

NEXT STEPS:

Pending the approval of Academic Council, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification](#)
 - Related individual course changes are available for review in the attachment 'Course Change Bulk - LGLS 26-27 - Complete.xlsx' available under 'Files' within the proposal above.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts (Hons) in Legal Studies Minor

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 Major Program Modification to change the name of two minors in the Bachelor of Arts (Honours) in Legal Studies program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing updating the name of two minors from *Human Rights Law* and *Information Law* to *Human Rights and Advocacy* and *Law, Technology and Society* so they align with the name changes that were completed last year for the specializations.

RESOURCES REQUIRED:

No additional resource requirements.

TRANSITION AND COMMUNICATION PLAN:

In addition to the calendar copy updates, the website for Legal Studies will be updated to reflect the new names of the minors. Any students currently enrolled in these minors will have the option to retain the old name or take the new one, since nothing about the content of the minor requirements has changed.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 22 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Undergraduate Studies Committee (Recommendation): 18 November 2025
- Academic Council (Approval): 27 January 2026

NEXT STEPS:

Pending the approval of Academic Council, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Minor Program Adjustment – Update to Program General Information](#)
- [Major Program Modification – Human Rights and Advocacy minor](#)
- [Major Program Modification – Law, Technology and Society minor](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Commerce

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 a new specialization in Economics to the Bachelor of Commerce program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing a new specialization that will be integrated into the Bachelor of Commerce (BCom) program within FBIT and the Political Science (POSC) program within FSSH. While this is a joint and coordinated effort by both Faculties, the structure of the specialization, admission requirements, and course options are proposed as unique and separate.

The Bachelor of Commerce program at Ontario Tech already provides foundational economics knowledge to students in the microeconomics and macroeconomics courses. This proposed specialization allows interested students to take additional courses at FBIT on energy economics and environmental economics, and/or pursue exciting courses through the Political Science (POSC) program at FSSH. Some of the topics covered in these courses include the political economy of growth, the legal and political foundations of economic systems, the role of government in managing economic activity, and the relationship between globalization, colonization, and inequality. Additionally, these courses explore how corporations engage with

their workers, the promises and limitations of technological innovation, the nature of modern money, and the role of private enterprise in promoting sustainable and equitable development.

The proposed Economics Specialization will complement the BCom program by offering a unique interdisciplinary curricular opportunity that deepens and expands its existing offerings in economics. This new specialization will formally integrate the complementary research and teaching expertise of the Faculty of Social Science and Humanities (FSSH) and the Faculty of Business and Information Technology (FBIT), through collaboration between the Political Science and Bachelor of Commerce (BCom) programs. It will offer students an innovative and coherent curricular option that blends approaches from business and economics with critical perspectives from political science, equipping them with the interdisciplinary knowledge and skills required to engage with complex economic and political challenges in both public and private sector contexts.

RESOURCES REQUIRED:

As student interest and enrollment to the specialization grow, additional instructional support may be needed through limited-term faculty appointments, academic associates, and sessional instructors.

TRANSITION AND COMMUNICATION PLAN:

The program will be available to incoming students effective Fall 2026. Once the program is launched and an implementation plan and course availability schedule is finalized, some existing students may be able to access the courses in the specialization and enroll in it. The overall degree requirements and curricular pathways for both new and existing BCom students remain unchanged. Academic Advising will be informed of the specialization details, so they are prepared to provide advice and information to interested students.

The program will be widely promoted in recruitment materials and events and via the university website.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 2 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

Students in the Faculty of Business and Information Technology (FBIT) already take a variety of Political Science courses as electives and have expressed interest in opportunities to delve further.

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 proposal](#)
- New Course proposals: [BUSI 3998U](#), [BUSI 3999U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Information Technology in Game Development and Interactive Media

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 a new specialization in Video Games, Creative Industries and Society to the Bachelor of Information Technology in Game Development and Interactive Media program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the addition of a new specialization in Video Games, Creative Industries and Society. This new specialization will augment the BIT program by adding a unique interdisciplinary curricular option for students. It will formally integrate the complementary researching and teaching strengths of both the Faculty of Social Science and Humanities’ (FSSH) Communication and Digital Media Studies (CDMS) program and the Faculty of Business and IT’s (FBIT) Game Development and Interactive Media (GDIM) program. This will enhance the GDIM program by augmenting one of its core areas of focus in the creative industries with CDMS’s game studies, digital/social media, and communications expertise. It will provide students with an innovative curricular map that blends the strengths of both CDMS and GDIM.

RESOURCES REQUIRED:

As student interest and enrollment to the specialization grow, additional instructional support may be needed through limited-term faculty appointments, academic associates, and sessional instructors.

TRANSITION AND COMMUNICATION PLAN:

The program will be available to new students effective Fall 2026. It will be widely promoted in recruitment materials and events and via the university website.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 2 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

Students in the Faculty of Business and Information Technology (FBIT) already enroll in a number of Communication and Digital Media Studies (CDMS) courses as electives, and Game Development and Interactive Media (GDIM) students have frequently expressed interest in greater integration between the two programs. Similarly, CDMS students have expressed a strong desire to take more GDIM courses and to see increased curricular flexibility that would allow them to combine the strengths of both Faculties – merging the creative, critical, and sociocultural focus of CDMS with the entrepreneurial and design expertise of GDIM. Current students will not be impacted by the new specialization.

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 proposal](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Health Science (Hons) in Medical Laboratory Science and Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology

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 Medical Laboratory Science and Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology programs.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the following changes to the Bachelor of Health Science (Hons) in Medical Laboratory Science and Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology:

- add six (6) new required courses and delete a number of required courses
- change pre-requisite and co-requisite courses, contact hours, credit restrictions and/or equivalency(s), and update the program maps
- increase the simulated clinical practicum and correspondingly reduce the clinical practicum time from 25 to 16 weeks to be more in line with industry changes and ensure the viability of future clinical practicum placement capacity within the program

- expand the bridge program admission requirements to include graduates from any Ontario College with priority for graduates of Durham College
- add MLSC 3141U as a required course in the bridge program

The Medical Laboratory Science program at Ontario Tech, a leading and unique degree-based program in Canada, seeks strategic updates to maintain excellence and meet emerging standards. Recent Undergraduate Program Reviews (2015, 2023), student and faculty feedback, and regulatory changes highlight key priorities: reducing student workload, expanding simulation-based learning, and addressing structural challenges. Additionally, new national certification requirements and the introduction of molecular biology as a distinct field create an opportunity for Ontario Tech to become the only program in Canada offering training in six fields of practice, positioning graduates as leaders in the profession.

RESOURCES REQUIRED:

Program revisions reorganize courses and expand simulation without requiring significant new human resources, aside from minor sessional support and faculty allocation for simulation delivery. Increased access to BIT3075 will be required to ensure effective student learning and a slight increase in laboratory operations costs associated with the delivery of simulation courses.

TRANSITION AND COMMUNICATION PLAN:

Students admitted in Fall 2026 will follow the revised program map, while current on-track students will complete their studies under the existing structure without impact. Off-map students admitted prior to Fall 2026 will be offered the option to transition to the new program map, with individualized plans developed in consultation with academic advisors to ensure no additional credit burden. Those who choose not to transition may complete the program under the current structure. Given the anticipated benefits of reduced clinical practicum duration and associated financial relief, most students are expected to adopt the revised map. Clear communication will be provided through the MLSc Course Hub and direct email from program directors to minimize confusion.

CONSULTATION AND APPROVAL:

- ✓ Program Committee: 12 May 2025
- ✓ Curriculum Committee: 15 September 2025
- ✓ Faculty Council: 5 November 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

The program review committee gathered extensive student input through four focus groups across all years and over five years of historical feedback, supplemented by institutional research and UPR documentation. Additionally, a PAC focus group assessed the impact on prospective students, ensuring stakeholder perspectives were considered.

Discussions with FSci have been underway with respect to the utilization of BIT3075. In addition, the DPO of FHS and FHSc have been in contact regarding this change. Importantly, this change results in only a small reduction in the number of students who will participate in CHEM1020 as the MLSc student pool is relatively small (approximately 30-40 students annually).

NEXT STEPS:

Pending the approval of Academic Council, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

[Major Program Modification – Medical Laboratory Science](#)

[Major Program Modification - Medical Laboratory Science – Bridge – Advanced Diploma in Biotechnology](#)

Course changes: [MLSC 1010U](#), [MLSC 2111U](#), [MLSC 2121U](#), [MLSC 2130U](#), [MLSC 2131U](#),
[MLSC 3111U](#), [MLSC 3121U](#), [MLSC 3131U](#), [MLSC 3141U](#), [MLSC 3200U](#),
[MLSC 3210U](#), [MLSC 3230U](#), [MLSC 3300U](#), [MLSC 4400U](#), [MLSC 4401U](#)

New courses: [MLSC 3501U](#), [MLSC 3502U](#), [MLSC 4201U](#), [MLSC 4202U](#), [MLSC 4203U](#),
[MLSC 4405U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- | | |
|----------------------|-------------------------------------|
| Recommendation | <input type="checkbox"/> |
| Decision | <input checked="" type="checkbox"/> |
| Discussion/Direction | <input type="checkbox"/> |
| Information | <input type="checkbox"/> |

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Science (Hons) in Computer Science

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 Science (Hons) in Computer Science.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the following changes to the Bachelor of Science (Hons) in Computer Science program:

- Adding two (2) new specializations – Artificial Intelligence and Software Development
- Changing the name of an existing specialization (Digital Media) to Interactive Computing
- Introducing four (4) new courses that will serve as elective options in the major and all specializations
- Adding one (1) new course – STAT 3020U – to the Data Science specialization
- Separating out third- and fourth-year requirements with smaller, concise group lists in third-year and removal of groupings in fourth-year for specializations
- Course code and course title changes to more accurately match the content
- Updating course descriptions, prerequisite courses, and learning outcomes

- Minor housekeeping updates

The proposed addition of and changes to the specializations reflect modernization efforts in the Computer Science program and leverage recent faculty growth and expanded course offerings. By broadening the specializations in both name and content to include a wider range of contemporary topics, the revisions better prepare students for current market demands.

The proposed changes simplify degree requirements, reduce unnecessary complexity, and align the specializations with updates to the main Computer Science major. They enhance flexibility and clarity for students, support breadth in third year and depth in fourth year, and strengthen technical and mathematical foundations for careers or graduate studies.

RESOURCES REQUIRED:

Course and tutorial instructors will be required for the new STAT 3020U course, which will serve as part of the Data Science specialization in Computer Science.

There will be no change to faculty assignments for existing and new specializations, as they will continue to use current courses. The new course will be offered on a rotating basis with other electives, minimizing the need for additional resources.

TRANSITION AND COMMUNICATION PLAN:

The proposed changes will primarily impact new students enrolling in the degree. The Faculty of Science will work with Advising to add flexibility reflecting these updates to existing students, wherever possible. Since no courses are being removed or significant changes made to the structure, all students following original program maps will still be able to complete their requirements as written when they began their program.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 20 October 2025
- ✓ Faculty Council: 4 November 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

Consultation has occurred with the program directors and department chairs of related programs (FEAS Specialization in AI, FBIT Specialization in AI in Business, Game Development and Interactive Media, and Software Engineering) to make them aware of the new CSCI specializations and changes within the program. These discussions are ongoing and focus on potential areas of overlap in subject matter, naming conventions, and opportunities for collaboration. Any feedback received from these programs will be incorporated where appropriate prior to advancing these proposals further to ensure alignment and minimize duplication.

Consultation with students has occurred indirectly through Advising, as well as some conversations with 4th year students who have gone through the existing degree program. Discussions with admin staff supporting the program have also occurred.

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 – Computer Science](#)

[Major Program Modification – Computer Science – Artificial Intelligence Specialization](#)

[Major Program Modification – Computer Science – Software Development Specialization](#)

[Major Program Modification – Computer Science – Data Science Specialization](#)

[Major Program Modification – Computer Science – Interactive Computing Specialization](#)

[Major Program Modification –Thesis Project or Senior Computer Science electives](#)

Course changes: [CSCI 1050U](#), [CSCI 3000U](#), [CSCI 3052U](#), [CSCI 3101U](#), [CSCI 3240U](#),
[CSCI 3620U](#), [CSCI 4080U](#), [CSCI 4160U](#), [CSCI 4220U](#)

New courses: [CSCI 4450U](#), [CSCI 4470U](#), [CSCI 4480U](#), [CSCI 4490U](#), [STAT 3020U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Science (Hons) in Physics –
Computational Physics 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 the Bachelor of Science (Hons) in Physics program to add a new specialization in Computational Physics.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the addition of a Computational Physics specialization which includes the creation of a new course PHY4110U and a prerequisite change to the existing PHY 4910U course.

This new specialization is designed to modernize the physics curriculum by integrating advanced computational skills alongside traditional physics knowledge. This approach addresses a gap in current offerings, which often lack applied computational training essential for research and industry. Graduates will develop expertise in programming, modeling physical systems, running simulations, analyzing complex datasets, visualizing high-dimensional results, and applying machine learning in physics contexts. These enhancements aim to attract students who might otherwise choose computing or traditional physics programs, while signaling to employers that graduates possess both subject matter expertise and practical skills to solve

complex problems. The specialization also complements related minors, creating additional interdisciplinary opportunities.

RESOURCES REQUIRED:

No new resource requirements.

TRANSITION AND COMMUNICATION PLAN:

The changes will take effect in Fall 2026. First-year students in 2025–2026 can transfer into the new specialization without adjustments, as all first-year requirements are identical. Students in second year or beyond will generally not be eligible due to missing prerequisite courses. Incoming students can transfer by Fall 2027, and future applicants will apply directly to the new specialization. Current students will be informed through regular communications from the Physics Undergraduate Program Director.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 17 November 2025
- ✓ Faculty Council: 2 December 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

Discussions regarding the proposed specialization were held with both current and prospective students and were uniformly well received. Parents of prospective students expressed particular enthusiasm, recognizing the value of a skill-based specialization.

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 – Physics – Computational Physics specialization](#)

Course change(s): [PHY 4910U](#)

New course(s): [PHY 4110U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts (Hons) in Communication and Digital Media Studies

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 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.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing:

- The addition of a new specialization in Video Games, Creative Industries and Society to the CDMS program. This new specialization will augment the CDMS program by adding a unique interdisciplinary curricular option for students. It will formally integrate the complementary researching and teaching strengths of the Faculty of Social Science and Humanities’ (FSSH) Communication and Digital Media Studies (CDMS) program and the Faculty of Business and IT’s (FBIT) Games Development and Interactive Media (GDIM) program. This will enhance the CDMS program by augmenting one of its core areas of focus in the creative industries with GDIM’s video game expertise. It will provide students

with an innovative curricular map that blends the strengths of CDMS and GDIM.

- The addition of a new AI for Professional Communicators specialization to the CDMS program. This new specialization meets Ontario Tech University's vision for helping students develop professional AI skills. CDMS students are the ideal cohort to create AI content, analyze it, assess it, and help mitigate its potential ethical harms in professional industries as professional communicators.
- Additional updates to elective options for students including an opportunity for high achieving 4th year students to take a graduate seminar in the Master of Arts in Social Practice and Innovation (MSPI) to fulfill one of the program requirements.

RESOURCES REQUIRED:

As student interest and enrollment in the specializations grow, additional instructional support may be needed through limited-term faculty appointments, academic associates, and sessional instructors.

TRANSITION AND COMMUNICATION PLAN:

These new options will be widely promoted through recruitment materials and events, online through the website and social media as well as through Academic Advising. New and continuing students will be able to consider these options effective Fall 2026.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 22 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

Feedback from new and current students has indicated a keen interest in both new specializations.

NEXT STEPS:

Pending the approval of Academic Council, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

[Major Program Modification proposal](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts (Hons) in Criminology and Justice – Advanced Entry

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 create a fully online option for the Advanced Entry pathway of the Criminology and Justice program.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing the addition of an online option for the advanced entry pathway. The Criminology and Justice program already provides a substantial number of online courses and this new option seeks to take advantage of those offerings to ensure that students have the flexibility to meet the degree requirements.

The modified map retains the core structure of the existing program but makes a few adjustments to the option blocks. Practicum will not be available through this online option, but students will have access to other experiential learning opportunities such as Internship and CRMN 4100U.

This proposal will also be used to create a major or cohort code that will be used to prioritize students enrolled in this option to take online or hybrid criminology courses. Students in the regular option will still be able to access those online courses when space is available.

This option will be appealing to non-local students and students whose life circumstance make in-person attendance a significant barrier to pursuing an undergraduate degree.

RESOURCES REQUIRED:

No additional resource requirements.

TRANSITION AND COMMUNICATION PLAN:

Although not formally available to existing students, a large number of online course options will still be available for all students. Information for students will be communicated via the Faculty website, academic advising, and at other university events such as open house. The new option stream will be made available on the OUAC website.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 19 November 2025
- ✓ Faculty Council: 26 November 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 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 Modification proposal](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts and Bachelor of Arts (Hons) - Liberal Studies, Advanced Entry, GAS Transfer, and Liberal Studies Minor

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 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*.

BACKGROUND/CONTEXT & RATIONALE:

The existing program was intended to provide a more open, less discipline-based program similar to existing Liberal Studies programs in other universities around the world and provide an opportunity for students struggling in other programs across the university to successfully complete a degree at Ontario Tech. Recently, a new 3-year general BA path was created to further support student retention.

Due to the low enrolment in the Liberal Studies program since its launch, a review was conducted. During the review, it was noted that “Liberal Studies” is not the standard name for degrees of this kind in the Canadian higher education landscape and the Bachelor of Arts, General degree umbrella may allow for more flexibility in creating retention pathways and pathways for non-direct entry students (e.g., students who are mature, those without a high

school diploma, those with significant care-giving responsibilities), as “Arts” has greater currency among the public when it comes to social science and humanities-based university study.

Two specializations will be available for the 4-year Honours BA. These specializations will serve a dual purpose as both a direct entry option and as an off-ramp retention opportunity for students in other programs to be able to successfully complete a degree without losing the credits already successfully completed.

- Science, Technology and Society: this specialization may be especially appealing to those in Engineering or Science based programs to transfer their credits and successfully complete a BA degree without adding more time to their degree. This specialization may also appeal to direct entry students who wish to study science and technology related issues but do not have the grades or desire to take a Science or Engineering program.
- Social Innovation and Entrepreneurship: this specialization is currently available as a Minor. By making it a specialization, it may afford students in Business programs an alternative pathway to successfully completing a degree at Ontario Tech. The minor has attracted students from across the university.

RESOURCES REQUIRED:

No additional resource requirements.

TRANSITION AND COMMUNICATION PLAN:

The changes will not impact current students beyond a name change of the program. Students will be notified with the updated academic calendar, information on the FSSH website, and through academic advising as well as via recruitment materials and events.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 19 November 2025
- ✓ Faculty Council: 26 November 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 2026

NEXT STEPS:

Pending the approval of Academic Council, these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- Major Program Modification proposals:
 - [Bachelor of Arts, General](#)
 - [Bachelor of Arts, \(three year\)](#)
 - [Bachelor of Arts, General - Advanced Entry](#)
 - [Bachelor of Arts, General - GAS Transfer](#)
 - [Liberal Studies Minor](#)
- Course Change Proposals: [SSCI 2000U](#), [SSCI 2413U](#), [SSCI 2414U](#), [SSCI 3400U](#), [SSCI 3500U](#), [SSCI 3999U](#), [SSCI 4001U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Arts (Hons) in Political Science

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 a new specialization in Economics to the Bachelor of Arts (Hons) in Political Science program and to update program requirements.

BACKGROUND/CONTEXT & RATIONALE:

The specialization will be integrated into the Bachelor of Commerce (BCom) program within FBIT and the Political Science (POSC) program within FSSH. While this is a joint and coordinated effort by both Faculties, the structure of the specialization, admission requirements, and course options are proposed as unique and separate documents.

The Political Science (POSC) program at Ontario Tech University already offers specialized streams in *Business and Society* and *Global Studies*, in which students critically examine the political economy of growth, the legal and political foundations of economic systems, the role of government in managing economic activity, and the relationship between globalization, colonization, and inequality. Additionally, these specializations explore how corporations engage with their workers, the promises and limitations of technological innovation, the nature of modern money, and the role of private enterprise in promoting sustainable and equitable development.

The proposed *Economics Specialization* will augment the POSC program by offering a unique interdisciplinary curricular pathway that deepens and expands its existing strengths. This new specialization will formally integrate the complementary research and teaching expertise of the Faculty of Social Science and Humanities (FSSH) and the Faculty of Business and Information Technology (FBIT), through collaboration between the Political Science and Bachelor of Commerce (BCom) programs. This partnership will enhance the POSC program by further developing one of its core areas of focus: the intersection of politics, economics, and society. It will offer students an innovative and coherent curricular option that blends critical approaches from political science with applied perspectives from business and economics, equipping them with the interdisciplinary knowledge and skills required to engage with complex economic and political challenges in both public and private sector contexts.

RESOURCES REQUIRED:

As student interest and enrollment to the specialization grow, additional instructional support may be needed through limited-term faculty appointments, academic associates, and sessional instructors.

TRANSITION AND COMMUNICATION PLAN:

The program will be available to incoming students effective Fall 2026. No major communication plan is required, as the addition of the new program specialization will not impact current students. The overall degree requirements and curricular pathways for both new and existing students remain unchanged. The specialization functions primarily as an enrollment mechanism within the existing program structure. Academic Advising will be informed of the students enrolled in the specialization and will ensure that their annual course planning aligns with the specialization's requirements.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 19 November 2025
- ✓ Faculty Council: 26 November 2025
- ✓ Undergraduate Studies Committee (Recommendation): 16 December 2025
- Academic Council (Approval): 27 January 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 Modification proposal](#)
- [Minor Program Adjustment proposal – Advanced Entry](#)
- New Course proposals: [POSC 4800U](#)
- Course Change Proposals: [POSC 2000U](#), [POSC 2100U](#), [POSC 2200U](#), [POSC 3000U](#), [POSC 3102U](#), [POSC 3501U](#), [POSC 3750U](#), [POSC 3800U](#), [POSC 4000U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: Major Program Modification – Master of Arts in Social Practice and Innovation

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 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.

BACKGROUND/CONTEXT & RATIONALE:

The Masters of Social Practice and Innovation (MSPI) was created 2022 with the first cohort entering for the 2023/24 academic year. The Faculty established a part-time option of the program in the 2024-2025 academic year and is now in a position to make some further refinements to the program including:

- Establishing a defined program map for part-time students including two new courses that allow for the Major Research project (MPP) to be completed over a longer duration.
- Establishing an accelerated one-year program map for students wishing to complete the program in a 12-month/three consecutive semester period, including an option for high-achieving 4th-year undergraduate students to complete specific MSPI courses prior to registration in the MSPI program.
- Updating course descriptions to reflect how the courses have been taught in practice over the last two years.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION AND COMMUNICATION PLAN:

The proposed changes do not affect students currently in the program, since students already have a means to convert to part-time according to existing University policy. The accelerated option will only affect new students since it is a process that begins in their first semester.

MSPI has a very small cohort each year (typically 5-6 students) so there is ample opportunity to communicate with them personally and directly. The Faculty will include the new options for part-time and accelerated timelines in recruitment materials. Students will also be advised through the program website, graduate program staff, and at Faculty events.

CONSULTATION AND APPROVAL:

- ✓ Graduate Curriculum Committee: 6 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Graduate Studies Committee (for recommendation): 25 November 2025
- Academic Council (for approval): 27 January 2026

The Faculty has discussed the proposed changes with current and alumni students in both the MSPI Graduate Studies Committee (there is a graduate student representative on this committee) and in informal conversations with students. SGPS was consulted on both the part-time and accelerated options.

NEXT STEPS:

Pending the approval of Academic Council these changes will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)
- 'THREE PROGRAM MAP OPTIONS FOR MSPI Fall 2025.docx' is available for download in the 'Files' section of the program proposal above.
- New Course Proposals: [MSPI - 5101G](#), [MSPI - 5102G](#)
- Course Change Proposals: [MSPI 5001G](#), [MSPI 5002G](#), [MSPI 5010G](#), [MSPI 5020G](#), [MSPI 5030G](#), [MSPI 5040G](#), [MSPI 5050G](#), [MSPI 5060G](#), [MSPI 5070G](#), [MSPI 5080G](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation**
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: Major Program Modification – PhD - Cybersecurity

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 Cybersecurity PhD program to add a part-time option and modify the scheduling of the seminar component.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to add a part-time option in order to bring the program in line with most other PhD programs at Ontario Tech (e.g. Computer Science, Engineering, Forensic Psychology etc.) who accept part-time PhD students. The Faculty has received expressions of interest in the program from working professionals and government employees who, due to the requirements of their jobs, can only participate in the program on a part-time basis.

Given the stated goals of the program in preparing cybersecurity experts not just for academia, but also in government, policymaking and industry roles, the presence of students from these sectors enriches the program and also allows exchange of research ideas and potential collaborations with those sectors.

The proposed change in the seminar course streamlines its operation and eliminates some problems with registration. In the original proposal, it was envisioned that students would register in the seminar course every semester, however, it has now been determined that such registration would cause significant operational problems with regard to registration and keeping track of seminars. Instead, in line with other PhD programs such as Computer Science and Engineering, students will now be required to present two seminars – one at candidacy and one exit seminar prior to defence – and to register in the seminar course at the time of the exit seminar.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION AND COMMUNICATION PLAN:

No transition plan is required. Current students can take advantage of this option by switching to part-time studies if needed and subject to graduate program director approval.

CONSULTATION AND APPROVAL:

- ✓ Graduate Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 2 December 2025
- ✓ Graduate Studies Committee (for recommendation): 18 December 2025
- Academic Council (for approval): 27 January 2026

There has been informal consultation with students in class and through email correspondence. The Faculty has been informally asking students to register for these two required courses each term.

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 proposal](#)

Course Change Proposal: [INFR 7000G](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: Major Program Modification – Master of Education

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 Education program, updating all courses to include EDUC 5001G and EDUC 5002G as pre-requisites with concurrency.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to add EDUC 5001G and EDUC 5002G as pre-requisites with concurrency for all courses within the program to ensure students take these courses at the beginning of the program as they are foundational in nature. This change will help ensure that all students possess the knowledge and skills necessary to be successful in the remainder of the elective course offerings and will contribute to building a stronger academic culture within the program.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION AND COMMUNICATION PLAN:

Current students will have to take EDUC 5001G and EDUC 5002G beginning Fall 2026 if they have not already done so by that time. New students will begin the program by taking these required courses.

Current and new students will be notified via email and through the Graduate Program Assistant. The Faculty has already started communicating with current students for Fall 2025, Winter 2026, and Spring 2026 encouraging students to complete these two courses.

CONSULTATION AND APPROVAL:

- ✓ Graduate Curriculum Committee: 20 November 2025
- ✓ Faculty Council: 27 November 2025
- ✓ Graduate Studies Committee (for recommendation): 18 December 2025
- Academic Council (for approval): 27 January 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 Modification Proposal](#)

Course Change proposals: Please see 'Course Change Bulk - EDUC GR 26-27 - Complete.xlsx' available for download from the 'Files' Tab in the proposal above.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: **New Program Proposal – Graduate Diploma in Railway Engineering**

COMMITTEE MANDATE:

In accordance with the Act and By-Law Number 2 the Academic Council (AC) has the delegated authority “to establish the academic standards and curricular policies and procedures of the University, and to regulate such standards, policies and procedures, including...determining the contents and curricula of all programs and courses of study” and, further, to “make recommendations to the Board on matters including...the establishment or termination of degree programs”.

In accordance with the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “to examine proposals for new graduate degree and diploma programs” and “to recommend their approval, as appropriate, to the Academic Council”. GSC reviewed the New Program Proposal and recommends approval of the Graduate Diploma in Railway Engineering

MOTION FOR CONSIDERATION:

That 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.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Engineering and Applied Science was originally approached by Alstom and AtkinsRéalis about the possibility of developing a Railway Engineering Specialization for our undergraduate engineering programs. Despite Canada’s strong reliance on the rail sector for moving people and freight, there are currently no engineering programs in Canada that educate engineers in railway systems. In fact, Canada is the only G7 nation without a railway engineering program (number of programs by nation: France 4, Germany 4, Italy 3, Japan 3, UK 3, and USA 3).

Rail has played a central role in the creation of Canada and its development and economic prosperity. This contribution continues to today, where Canadian freight railways transported half of Canada’s exports in 2022 and a total of \$380 billion worth of goods (source: Rail Trends 2023

by Railway Association of Canada). Rail is one of the key components in decarbonizing the transportation sector, especially in public transit. Rail is the singular, most efficient way to move people in urban environments.

The growth of rail transit projects is enormous both in Canada and globally. Alstom, globally has close to a 100 billion euros (€) backlog of rail projects. As of September 2024, Alstom currently had over 100 open engineering positions in Canada alone, half of which were for early career engineering graduates.

There is a clear need and demand from industry to train engineers with railway engineering expertise in Canada. With the launch of the undergraduate Railway Engineering Specialization, we have received repeated requests from people in industry wishing to take similar courses. Alstom and Hitachi Rail have also expressed interest in having their new hires, who did not take the Railway Engineering Specialization during their undergraduate studies, the opportunity to take these courses.

The proposed GDip in Railway Engineering is designed to provide engineers in industry, from a wide range of engineering disciplines, the necessary core competencies in railway engineering that employers need.

RESOURCES REQUIRED:

The Faculty of Engineering and Applied Science will leverage the undergraduate Railway Engineering Specialization courses and it is anticipated there will be no major resource requirements.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 9 December 2025
- ✓ FEAS Faculty Council: 4 December 2025
- ✓ Graduate Studies Committee: 18 December 2025
- Academic Council (Approval and Recommendation): 27 January 2026
- Board of Governors (Approval) Prospective Target Date: 4 March 2026

NEXT STEPS:

- Pending the approval and recommendation of Academic Council, the new program will be presented to the Board for final approval. The proposal must proceed through the following external approval steps subsequent to the Board:
 - Ontario Universities Council on Quality Assurance Appraisal Committee
 - Ministry of Colleges, Universities, Research Excellence and Security
- The preferred date of implementation is in the Fall of 2026

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices



Full name of proposed program (as it will appear on the student's transcript): (e.g., Master of Arts in Education; Master of Science in Applied Bioscience)	Graduate Diploma in Railway Engineering
Degree designation and short form: (e.g., Master of Arts, M.A.; Master of Science, M.Sc.)	GDip
Cost recovery program:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Professional program:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
For graduate diplomas:	<input type="checkbox"/> Type 2 <input checked="" type="checkbox"/> Type 3
Faculty offering the program: (i.e., where the program will be housed/site of academic authority)	Faculty of Engineering and Applied Science
Collaborating Faculty(ies) (if applicable):	N/A
Collaborating institution(s) (if applicable):	N/A
Program delivery location:	Ontario Tech North Campus and Hybrid
Proposed program start date (please change as needed):	Fall 2026
Program proponent/contact:	Scott Nokleby
Version date (please change as you edit this proposal):	December 9, 2025
Date of Academic Council Approval:	

New Graduate Program Proposal

The program proposal and accompanying documents must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program. This template is for all proposals for new graduate programs and aligns with Ontario Tech Institutional Quality Assurance Process (IQAP) requirements and, together with the required supporting documents, will help to ensure that all evaluation criteria established by the Quality Council are addressed. All sections of the template are required.

Brief description of the proposed program¹: (NOTE: Text box is formatted to limit the description to 1000 characters or less. This description should be identical to the 'Program Abstract' on page one of the proposal.)

The rail sector is key to the Canadian economy with freight railways transporting half of Canada's exports. Rail is one of the key components in decarbonizing the transportation sector, especially in public transit, offering the most efficient way to move people in urban environments. The growth in the rail sector in Canada is enormous, with a growing demand from the industry for trained in Canada engineers with knowledge of railway systems. The Graduate Diploma in Railway Engineering is designed for recent graduates and industry professionals with an undergraduate engineering degree who want to learn the foundations of rail engineering and start careers in the rail sector. Through four hybrid courses that have been designed in collaboration with industry, students will learn the foundations of railway engineering including gaining core knowledge in types of rail systems, safety, signalling, rolling stock, and operations and maintenance.

¹ NOTE: Following the Quality Council's approval of the proposed program, the QA Secretariat will seek confirmation from the University that this description is appropriate to post on the Quality Council's website ([Approved Programs — Ontario Universities Council on Quality Assurance \(oucqa.ca\)](#))

For CIQE Use Only:

Approval Steps	Date (e.g., of site visit, final sign off, meeting, submission)
Notice of Intent (NOI) Open for Community Comment	2025
NOI at Academic Resource Committee (ARC)	2025/11/11
NOI Approved to Proceed	2025/11/11
Development of Proposal Brief	
✓ <i>Program Learning Outcomes Workshops and Review Completed</i>	2025/12
Writing of Proposal ✓ <i>Collect Data</i> ✓ <i>Broad Consultation and Letters of Support</i> ✓ <i>All Required Appendices Completed</i>	2025/11
Library Report Completed	N/A (included in Learning Resources)
Draft Proposal at Faculty Council for Feedback	2025/12/04
Draft Proposal Reviewed by Centre for Institutional Quality Enhancement (CIQE)	2025/12/05
Draft Proposal Reviewed by School of Graduate and Post-Doctoral Studies (if applicable)	[date]
List of Potential Reviewers Submitted to CIQE	N/A
Draft Proposal Presented to ARC	2025/12/09
Draft Proposal Return to ARC (if required)	N/A
External Review (Degree Programs Only) and Completion of Proposal	
External Review Completed (degree programs)	N/A
Response to Review Completed (degree programs)	N/A
Final Proposal Completed	N/A
Decanal signoff <i>In signing I/We confirm that I/We have ensured appropriate:</i> ✓ <i>compliance with the evaluation criteria required in the Ontario Tech Institutional Quality Assurance Process</i> ✓ <i>consultation with the Office of the Provost and Vice-President, Academic</i> ✓ <i>consultation with faculty and students, other University divisions, and external institutions where appropriate</i>	Hossam Kishawy, Dean, Faculty of Engineering and Applied Science [Date of Signoff]

Provostial signoff <i>In signing I confirm that the new program proposal:</i> ✓ <i>Is complete and includes information on all evaluation criteria required in the Ontario Tech Institutional Quality Assurance Process</i>	Lori Livingston, Provost and Vice-President, Academic [Date of Signoff]
Faculty Council Approval	2025/12/04
Submission to University Governance	
Undergraduate/Graduate Studies Committee Recommendation	[date]
Academic Council Approval and Recommendation (must be within two years of NOI approval)	[date]
Board of Governors Approval	[date]
The program may begin advertising once academic and fiscal approval has been received and the proposal has been submitted to the Ontario Universities Council on Quality Assurance (Quality Council) as long as any and all material includes the clear statement that, “No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges and Universities (where the latter is sought/required).”	
External Approval and Launch of Program	
Quality Council	[date]
<input type="checkbox"/> External reviewers’ report N/A <input type="checkbox"/> Program’s and Dean’s response (with date)* N/A <input type="checkbox"/> CVs, course outlines, and other supporting material (as appendices, where applicable)	<input type="checkbox"/> Summary of changes N/A <input type="checkbox"/> Final, revised proposal
Anticipated Submission to the Ministry (where sought/required)	[date]
Final Expected Start Date	[date]
Initial Intake Report Due (based on expected start date)	[date]
1-Year Report Due (based on expected start date)	[date]
Date of First Cyclical Review (based on expected start date)	[date]

New Graduate Program Proposal

Graduate Diploma in Railway Engineering
Faculty of Engineering and Applied Science

1 Program Abstract

Please provide a brief overview of the proposed program, summarizing the key points, to be shared with the public, in 1000 characters or less. You may wish to include:

- *A clear statement of the purpose of the program (who is it for, what are the outcomes)*
- *Any program components, such as fields, pathways, or micro-credentials (note that fields, pathways, and micro-credentials are not required)*
- *Nature of the learning environment, noting any distinctive elements, including alternative modes of delivery (including online)*

Note that this statement will be used on a standalone basis and is for external purposes; what do you want potential students/advisors to know about this program? (You may wish to complete this section last.)

The rail sector is key to the Canadian economy with freight railways transporting half of Canada's exports. Rail is one of the key components in decarbonizing the transportation sector, especially in public transit, offering the most efficient way to move people in urban environments. The growth in the rail sector in Canada is enormous, with a growing demand from the industry for trained in Canada engineers with knowledge of railway systems. The Graduate Diploma in Railway Engineering is designed for recent graduates and industry professionals with an undergraduate engineering degree who want to learn the foundations of rail engineering and start careers in the rail sector. Through four hybrid courses that have been designed in collaboration with industry, students will learn the foundations of railway engineering including gaining core knowledge in types of rail systems, safety, signalling, rolling stock, and operations and maintenance.

2 Academic Rationale

- *Identify what is being proposed, clearly state the program objectives, and provide an academic rationale for the proposed program (what is being created and why?)*

- *Explain the appropriateness of the program name and degree nomenclature, particularly as they relate to the program objectives*
- *Describe the mode of delivery (in-class, hybrid, online) and any work-integrated learning; outline how the delivery and components are appropriate to support students in achieving the Degree Level Expectations, program outcomes, and Program Learning Outcomes*
- *Discuss how the program addresses the current state of the discipline or area of study*
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

Building upon the anticipated success of the undergraduate Railway Engineering Specialization, the proposed GDip in Railway Engineering has been designed for engineers in industry and recent engineering graduates who wish to pursue a career in the rail sector. The program structure for the GDip will be hybrid and is comprised of four courses:

- ENGR 5511G: Railway Systems
- ENGR 5522G: Railway Safety and Signalling
- ENGR 5533G: Railway Rolling Stock
- ENGR 5544G: Railway Systems Operation and Maintenance

The GDip offering of the courses will share the same lectures as those in the equivalent undergraduate Railway Engineering Specialization courses, but have different, graduate level deliverables and no labs.

The program name and nomenclature accurately reflect the program's scope and objectives. It signals a focused, graduate-level credential that builds on an engineering foundation while specializing in railway systems.

Innovative features of the program include integration with an established undergraduate specialization for resource efficiency and academic continuity, graduate-level assignments emphasizing applied research and industry-relevant problem-solving and a curriculum aligned with high-impact practices, fostering expertise in a sector vital to Canada's economic and environmental goals.

The Graduate Diploma in Railway Engineering addresses a critical skills gap in a discipline undergoing rapid transformation due to sustainability goals, technological innovation, and infrastructure modernization.

Describe any fields and/or any pathways from related programs. (Graduate programs are not required to have fields in order to highlight an area of strength or specialization within a program, nor are they required to provide specific pathways from programs at the college, bachelor, or other level.)

The Faculty of Engineering and Applied Science is currently updating its MEng programs to allow students who complete an engineering GDip a pathway into completing an MEng degree. While the specific details are still being developed, the changes will provide flexibility to students to complete an MEng degree, with the following options available:

- Complete the GDip in Railway Engineering (12 credits) plus a second four course engineering GDip plus two additional engineering graduate courses (6 credits)
- Complete the GDip in Railway Engineering (12 credits) plus a second four course engineering GDip plus the MEng Project (6 credits)
- Complete the GDip in Railway Engineering (12 credits) plus six additional engineering graduate courses (18 credits)
- Complete the GDip in Railway Engineering (12 credits) plus four additional engineering graduate courses (12 credits) plus MEng Project (6 credits)

3 University Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement

- *Detail the consistency of the program objectives with the Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement*
- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Academic and Research Plan*
- *Is this program consistent with the mandate of the sector? (i.e. technically/vocationally/theoretically/academically oriented for universities)*

Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's [Strategic Mandate Agreement](#)

The act that created the University of Ontario Institute of Technology (Ontario Tech) states: “The objectives of the university are, (a) to provide undergraduate and postgraduate university programs with a primary focus on those programs that are innovative and responsive to the individual needs of students and to the market-driven needs of employers...” The proposed GDip in Railway Engineering is a clear example of delivering on this objective. Industry has clearly demonstrated the need for engineers trained in Canada with knowledge of railway systems.

The vision of Ontario Tech is: “Embracing technology with a conscience to advance knowledge and promote sustainability.” Railway is key to the sustainability of Canada, including making its cities livable, as well as playing a key role in the decarbonization of the transportation sector. As the population of Canada continues to grow, rail is the only viable solution to moving large numbers of people in urban centres to improve the livability of Canadian cities.

The proposed GDip aligns well with Ontario Tech’s mission to “... equip future leaders to solve complex problems.” Modern railway systems are extremely complex. The proposed GDip will give graduates the skill-set needed by the rail industry to allow them to make immediate contributions to this growing field.

In addition, the proposed GDip will be a unique offering amongst engineering programs in Canada. Ontario Tech will be the only engineering school offering a GDip in Railway Engineering.

4 Need, Demand, and Duplication

Provide evidence of the need and demand for the program and how this has been determined, focusing on:

- *Student interest:*
 - *including number of prospective student inquiries, applications and registrations for similar programs, results from surveys/focus groups of existing students, graduates, or professionals in the field (include information about domestic vs. international student interest)*
- *Societal need:*

- *including evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors);*
- *employment opportunities for prospective graduates, indicating at least three occupations in which graduates from this proposed program may be employed, selecting at least one using the [Ontario Job Futures website](#) and one from the [Government of Canada Labour Market Trends website](#); you may also wish to review the [Durham Workforce Authority website](#) and provide any relevant sector portfolio or local/community impact information;*
- *for professional programs, a description of the program's congruence with current regulatory requirements*
- *note if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

The Faculty of Engineering and Applied Science was originally approached by Alstom and AtkinsRéalis about the possibility of developing a Railway Engineering Specialization for our undergraduate engineering programs. Despite Canada's strong reliance on the rail sector for moving people and freight, there are currently no engineering programs in Canada that educate engineers in railway systems. In fact, Canada is the only G7 nation without a railway engineering program (number of programs by nation: France 4, Germany 4, Italy 3, Japan 3, UK 3, and USA 3).

Rail has played a central role in the creation of Canada and its development and economic prosperity. This contribution continues to today, where Canadian freight railways transported half of Canada's exports in 2022 and a total of \$380 billion worth of goods (source: Rail Trends 2023 by Railway Association of Canada). Rail is one of the key components in decarbonizing the transportation sector, especially in public transit. Rail is the singular, most efficient way to move people in urban environments. The growth of rail transit projects is enormous both in Canada and globally. Alstom, globally has close to a 100 billion euros (€) backlog of rail projects. As of September 2024, Alstom currently had over 100 open engineering positions in Canada alone, half of which were for early career engineering graduates.

There is a clear need and demand from industry to train engineers with railway engineering expertise in Canada. With the launch of the undergraduate Railway Engineering Specialization, we have received repeated requests from people in industry wishing to take similar courses. Alstom and Hitachi Rail have also expressed interest in having their new hires, who did not take the Railway Engineering Specialization during their undergraduate studies, the opportunity to take these

courses. Projected enrollment would initially be around 30-40 students per year with the potential to enter into partnership with employers, like Alstom and Hitachi Rail, to deliver the courses to their new hires directly.

The proposed GDip in Railway Engineering is designed to provide engineers in industry, from a wide range of engineering disciplines, the necessary core competencies in railway engineering that employers need.

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

The GDip in railway engineering is distinct from other programs at Ontario Tech. Although the Railway Engineering Specialization exists for some of the undergraduate programs, the GDip is designed for those who did not have the opportunity to take the Railway Engineering Specialization during their undergraduate studies.

The GDip will not affect enrolment in other programs at Ontario Tech.

- *Is this a new area of study? Please explain:*

The GDip builds upon the already existing undergraduate Railway Engineering Specialization, so it is not a new area of study. However, it is a further step into expanding Ontario Tech's offerings that contribute to the training needs of the rail sector.

- *Identify similar or complementary programs offered by other universities with specific reference to Ontario and Canadian examples, using the table in the Appendix. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs. Please fill out and refer to the table in the Appendix when discussing the comparator programs*
- *Provide additional overall comment on the justification for any duplication*

The GDip in Railway Engineering is unique at the graduate level and there are no similar programs available in Ontario or in Canada. At the undergraduate level, other than the Ontario Tech Railway Engineering Specialization, the only similar

undergraduate specialization is at Polytechnique Montreal which offers a French language version of the Railway Engineering Specialization.

5 Enrolment Information

- Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections
- Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number
- This table should reflect normal estimated program length. (Table may be adjusted as necessary.)

Table 1: Projected Enrollment by Academic and Program Year

	Academic Year					
	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Level of Study						
Master's year 1	30-40	30-40	40-50*	40-50	40-50	40-50
Total Enrollment	30-40	30-40	40-50	40-50	40-50	40-50

Projected enrollment would initially be around 30-40 students per year with the potential to enter into partnership with employers, like Alstom and Hitachi Rail, to deliver the courses to their new hires directly. The planned steady-state is 40-50 students per year. Note these directed offerings may be offered in alternate formats other than the traditional 12-week semester.

6 Admission Requirements

Outline the formal admission requirements as they will appear in the Academic Calendar

Minimum Academic Requirements for Graduate Diploma Programs:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject.
- A minimum B-minus average (GPA: 2.7 on a 4.3 scale).
- Applicants that have a degree in subject areas outside of engineering or those who do not meet the minimum GPA requirements, but have relevant engineering experience will be evaluated on an individual case-by-case basis.

- *Explain how the program’s admission requirements are appropriate for the program objectives and program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain in detail any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *Indicate the programs from which students may be drawn*

Graduates from any Canadian accredited undergraduate engineering program (or its equivalent) will be eligible to enrol in the GDip, including: Automotive Engineering, Civil Engineering, Electrical Engineering, Energy Engineering, Industrial Engineering, Manufacturing Engineering, Mechanical Engineering, Mechatronics Engineering, and Software Engineering.

Note, the consideration of applicants from non-engineering programs or those who do not meet the minimum GPA requirements is to provide applicants looking to re-skill for the rail sector the potential opportunity to do the GDip in Railway Engineering.

7 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs), and Program Structure

Participate in program learning outcome (PLO) development sessions and complete the PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated; include the mapping document as an appendix; refer to the new PLOs and PLO mapping document to complete the questions in this section.

Please see Appendix A for a list of the Program Learning Outcomes, Degree Level Expectations, Courses, and Assessments.

Discuss how the design, structure, requirements, and delivery of the program are appropriate for the program learning outcomes, program outcomes, and Degree Level Expectations. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). Be sure to include the following in your response:

- *The sequencing of required courses or other learning activities*
- *The mode of delivery of the program (is this an online or hybrid program?)*
- *Will the program be offered full-time and/or part-time; what is the program length for both full-time and part-time students; how will the program requirements reasonably be completed within the proposed time?*
- *A clear indication of how faculty scholarship and research is integrated; for researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion; for professional graduate programs, how an understanding of research in this area will be reflected in curriculum and/or assessment*
- *How the program will be administered*
- *The unique curriculum or program innovations or creative components in this program*
- *The ways in which the curriculum addresses the current state of the discipline*
- *If the program is to be accredited, include with the above details about the accreditation requirements and add the accreditation tables, if available, as an additional Appendix*

The program consists of four core courses, delivered over two semesters, that cover key knowledge for those wishing to pursue a career in the rail sector:

- ENGR 5511G: Railway Systems
- ENGR 5522G: Railway Safety and Signalling
- ENGR 5533G: Railway Rolling Stock
- ENGR 5544G: Railway Systems Operation and Maintenance

Typically, ENGR 5511G and ENGR 5522G will be offered in the Fall semester and ENGR 5533G and ENGR 5544G will be offered in the Winter semester to align with the delivery of the undergraduate Railway Engineering Specialization. The sequencing of the courses is designed so that students are first given an overview of railway systems in ENGR 5511G and safety and signalling in ENGR 5522G in the Fall semester and then build upon these courses in the Winter semester where they focus on rolling stock in ENGR 5533G and railway systems operations and maintenance in ENGR 5544G. By the end of the four courses, graduates will have core knowledge about the key areas of railway systems.

Delivery mode for the four courses will be hybrid. In addition to the traditional 12-week semester delivery, the courses may be delivered in compressed time formats to meet the needs of industry partners.

To facilitate access to all potential students, part-time studies are permitted. In particular, engineers in industry may wish to pursue a graduate diploma program through part-time studies.

The courses available in the program cover the state-of-the-art in railway engineering and are taught by instructors with subject matter expertise. The courses were developed in conjunction with subject matter experts from industry. An Industrial Advisory Committee made up of representatives from the rail industry will help ensure the courses remain relevant and current.

All course deliverables will be designed to ensure that the students are meeting the program learning outcomes and support the achievement of Degree Level Expectations. Assessments will not only measure content knowledge but also foster advanced competencies expected at the graduate level.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses

All four courses that are required for the GDip are graduate level.

Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)? Please provide information beyond the services offered by Student Accessibility Services*
- *Discuss how the program structure and delivery reflect universal design for teaching and learning and how the potential need to provide mental or physical health accommodations have been considered; describe how the program structure and delivery methods promote student well-being and resiliency and any elements that support a sense of community in the program*
- *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all its courses and all its research activities. The material covered in this program considers the development of railway systems that serve the public, so it is critical that EDI considerations are incorporated into the development of these systems, in particular ensuring these systems are accessible for all users. The courses, where appropriate, will cover these issues to ensure that students understand the importance of designing accessible systems.

As an example of its focus on EDI, FEAS has the Women in Engineering Society with the following goals:

- We foster a welcoming and engaging space for female engineering students to create a sense of community on and off campus.
- We connect female students to future employers and engineering career opportunities across Canada, and showcase successful female engineering professionals.
- We equip our students with professional skills, connections, and inspiration to prepare them for their professional careers.
- We give back to the community by running outreach events to encourage and inspire young women to pursue an education in engineering.

In addition to the above, FEAS's Engineering Outreach offers programs targeting Indigenous and black students to inspire and encourage them to pursue engineering.

For students who have accommodation needs, existing Student Accessibility Services (SAS) supports will be available to students who require specific accommodations.

Does this Program 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? N/A

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

N/A

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

Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable) and provide letters of support.

N/A

8 Assessment of Teaching and Learning

Using examples from the PLO mapping document, address the following. Please see [Guidance on Assessment of Teaching and Learning](#) and speak with the Teaching and Learning Centre (TLC) for advice on how to satisfy these criteria.

- *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations*
- *Describe plans for documenting and demonstrating:*
 - *The overall quality of the program*
 - *Whether the program is achieving in practice its proposed objectives;*
 - *Whether the students are achieving the program learning outcomes and a level of performance consistent with the Degree Level Expectations; and*
 - *How the resulting information will used to inform continuous program improvement*

The learning outcomes for the program are achieved through a combination of graduate-level course work, including assignments, exams, projects, and presentations.

Learning activities and materials in graduate courses will be carefully designed to ensure that learners are deliberately exposed to study, the majority of which is at, or informed by, the forefront of engineering theory and practice.

The courses have been designed to give students key knowledge in railway engineering as well as an opportunity for advanced development of generic skills such as communication and teamwork. In addition, there will be scholarly activities of independent investigation, report writing, and presentations.

Throughout the curriculum, learning activities are planned, and student progress will be monitored to ensure that safety, professional guidelines, and ethical responsibilities relevant to engineering are modelled, developed, and evaluated.

The courses available in the program cover the state-of-the-art in railway engineering and are taught by instructors with subject matter expertise. The courses were developed in conjunction with subject matter experts from industry. An Industrial Advisory Committee made up of representatives from the rail industry will help ensure the courses remain relevant and current.

Student feedback surveys will be completed at the end of each course delivery to gather feedback. As well student performance in each course will be monitored yearly. The Graduate Program Director responsible for the program will review both the student feedback surveys and the student performance to ensure that the program is meeting its goals. In addition, the Industrial Advisory Committee will also provide feedback on the program delivery. Insights from these surveys and reviews will be documented and used to identify specific areas for improvement, inform curriculum adjustments, and guide enhancements to teaching and learning strategies.

To ensure sustained quality, program effectiveness will be assessed and monitored through the cyclical review process, providing actionable insights for continuous improvement. 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.

9 Calendar Copy and Program Map(s)

- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether the courses are new/existing. Include full new course proposals for new courses, the template for which will be provided by CIQE. Include the most recent course descriptions for existing courses. If you are making changes to the existing courses, also include a course change form. In an Appendix referenced in Section 11 below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix B for the Calendar Copy and New Course Proposals for the program.

10 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization not covered in Section 7 above*

The Graduate Diploma in Railway Engineering is designed to complement, rather than compete with, existing programs within the Faculty and across the University. By leveraging shared lectures with the undergraduate Railway Engineering Specialization, the GDip enhances resource efficiency without diminishing the quality of undergraduate offerings. Graduate-level course deliverables ensure academic rigor and differentiation, maintaining clear boundaries between credential levels.

The Office of the Registrar and the School of Graduate and Postdoctoral Studies were both consulted in the development of this program. No issues were raised.

As noted above, there will be no impact on other programs offered at Ontario Tech.

Please see Appendix C for Letters of Support obtained from Industry partners.

11 Resource Requirements

Resource Summary

Provide a brief summary statement of the funding requirements and the rationale. Please consult with the Provost's Office early regarding any resource implications described in this section.

As the program is leveraging the undergraduate Railway Engineering Specialization courses, it is anticipated there will be no major resource requirements. By leveraging shared lectures with the undergraduate Railway Engineering Specialization, the GDip enhances resource efficiency without diminishing the quality of undergraduate offerings. Graduate-level course deliverables ensure academic rigor and differentiation, maintaining clear boundaries between credential levels.

***The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): December 9, 2025
(date of review)***

11.1 Human Resource Requirements

Faculty – New and Existing Requirements

Complete, as an Appendix, the table detailing the list of faculty committed to the program and provide, in paragraph form below, the following:

- *Clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Additional information to demonstrate how supervisory loads are distributed in light of qualifications and appointment status, if not clear from the table*
- *Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program and achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty and any adjunct faculty; provide an approximate percentage used in the delivery of the program and the*

plans to ensure the sustainability of the program and quality of the student experience

- *Explain the provision of supervision of any experiential learning opportunities; how will supervisory loads be distributed?*

Provide the CVs of all faculty who appear in the table of faculty committed to the program. These CVs should form a separate document with a table of contents and should have all CVs in alphabetical order by surname. CVs should be submitted in a consistent format.

The program will be delivered by three existing faculty members in the Faculty of Engineering and Applied Science with railway engineering expertise: Yuping He, Zia Saadatnia, and Mohamed Yousseff. Like the undergraduate Railway Engineering Specialization, some courses may be taught by sessional instructors with relevant industry experience. Alstom and AtkinRéalisis have confirmed they can provide qualified engineers to teach courses as needed.

There is no supervision of experiential learning opportunities in this program.

Please see Appendix D for the Faculty Information for the program.

Are additional faculty required to be able to offer this program? Yes No

Please explain, i.e. Why would new faculty not be required? Would this change over time? What year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

Since the course delivery will leverage the undergraduate Railway Engineering Specialization course offerings, no additional human resources will be required, unless the number of students enrolled reaches the point where more than one section of a given course needs to be offered.

Over time, as the numbers warrant, the Faculty will make the case to hire two dedicated faculty members to support both the undergraduate Railway Engineering Specialization and the GDip in Railway Engineering.

Additional Academic and Non-Academic Human Resources

Give details regarding the nature and level of TA support required by the program, the level of administrative (i.e. new program director appointment), and academic advising support, etc. If new staff resources are needed, provide further details below.

No TAs will be required unless the enrolment per course for GDip students exceeds 40-50 students.

Are additional staff required to be able to offer this program? Yes No

If yes, please outline what year the staff hire(s) will be required and any additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities):

N/A

11.2 Learning Resources

Provide an opening statement to describe the resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; refer as noted to the two standard Appendices.

The program will leverage existing institutional resources and targeted supports, including access to modern facilities, technology-enabled classrooms, and research infrastructure. Dedicated student services, academic advising, and wellness initiatives will promote student well-being and resiliency, ensuring a supportive and inclusive learning environment.

Please see Appendix E for a University statement concerning Learning Resources.

11.3 Information Technology

Provide a summary of evidence that there are adequate information technology resources to sustain the quality of scholarship and research activities of undergraduate and graduate students; address any unique requirements including renovations to existing space, Faculty-specific space/equipment, etc.; are there additional technology requirements specific to being able to successfully launch this program? Refer as noted to the standard Appendix.

The institution provides robust information technology resources to support high-quality scholarship and research activities for both undergraduate and graduate students. These include access to modern computing facilities, high-speed networks, secure data storage, and discipline-specific software to enhance teaching and learning. Existing spaces are equipped with technology-enabled classrooms and research infrastructure ensuring the program can be successfully implemented and sustained.

Please see Appendix F for a University statement concerning information technology services.

Supporting information for online and hybrid programs

Where applicable, please provide the following details for online and hybrid programs:

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of [Universal Design](#) been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

The program will leverage existing University IT infrastructure. Ontario Tech is a laptop university where students bring their own laptop devices and are provided access to a software portal where they can download any necessary software required for their courses, including a variety of engineering specific packages such as SolidWorks, NX, Multisim, MATLAB, Adams, and Nastran.

The hybrid delivery of the courses will make use of Ontario Tech's flexible hybrid classrooms that allow for synchronous delivery with active participation from

students both in room and online and the ability for all students to see all other students.

11.4 Financial Support for Graduate Students

Provide evidence that financial assistance for students, including TA-ships where applicable, will be sufficient to ensure adequate quality and numbers of students.

No financial assistance will be provided as this is a professional program.

11.5 Space and Infrastructure Requirements

- *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information about laboratory and research space access, where applicable, and office space; address any unique requirements*
- *Highlight the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities; renovation of existing space; or whether the current space allocation will accommodate the new program*
- *Are there additional space requirements specific to being able to successfully launch this program?*

The hybrid delivery of the courses and the leveraging with the undergraduate Railway Engineering Specialization course delivery will have minimal impact on classroom requirements.

No additional space requirements are required.

11.6 Other Resource Implications

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement. Please consult with CIQE (cique@ontariotechu.ca) regarding any implications to existing or new agreements*
- *Are there inter-Faculty teaching implications?*
- *If this is a new joint program with another institution, indicate how the program will be administered and how program reviews will be conducted (refer to the Ontario Tech [Institutional Quality Assurance Process Policy](#) for more information)*

The program does not impact any existing agreements Ontario Tech has with institutional and external partners. In addition, there are no inter-Faculty implications.

12 Closing Statements Regarding Program Quality

- *Please summarize the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program; use indicators to provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record).*
- *Please summarize how the program and faculty will ensure the intellectual quality of the student experience.*

The GDip in Railway Engineering has been designed in consultation with experts from the railway sector to meet the demands of this rapidly growing sector. The Faculty has several professors with railway expertise as well as access to a slate of industry experts from our partner companies who can deliver courses as needed. The program has been designed to meet the needs of the rail sector. The Faculty has a history of quality program delivery that will serve as a model for the delivery of this new program.

Appendices

Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed below, attached as separate documents, and clearly labelled (A, B, C, etc.) in the order in which they are first mentioned in the document.

Appendix A: Program Learning Outcomes, Degree Level Expectations, Courses, and Assessments

Appendix B: Calendar Copy and New Course Proposals

Appendix C: Letters of Support from Industry

Appendix D: Faculty Information

Appendix E: Learning Resources

Appendix F: Information Technology Resources

Appendix A – PLO, DLE, Courses, Assessments

Graduate Diploma in Railway Engineering

PLO #	Program Learning Outcomes
1	Explain advanced concepts, principles, and theories in railway systems related to safety, signalling, rolling stock, operations, and maintenance.
2	Use engineering knowledge and methods to identify, analyze, and solve engineering problems related to railway systems.
3	Practice social, professional, and ethical requirements of engineering.
4	Explain the importance of continuing professional education and the strategies necessary for lifelong learning in the discipline.
5	Communicate railway engineering concepts, principles, and results effectively using written and verbal formats.
6	Critically evaluate advanced information using knowledge of railway systems and apply it in engineering practice.

Graduate Diploma in Railway Engineering

Graduate Degree Level Expectations		Depth and Breadth of Knowledge				Research and Scholarship				Level of Application of Knowledge				Professional Capacity/Autonomy				Level of Communication Skills				Awareness of Knowledge Limits			
Program Learning Outcomes		PL O1				PL O1	PL O6			PL O2				PL O3	PL O4			PL O5				PL O6			
Course No.	Course Title																								
ENGR 5111G	Railway Systems	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5222G	Railway Safety and Signalling	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5333G	Railway Rolling Stock	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			
ENGR 5444G	Railway Systems Operation and Maintenance	1, 2, 3, 4				4	4			1, 2				3, 4	3, 4			3, 4				3, 4			

Degee of Implementation:
Introduced
Reinforced

Assessment Legend:	
1	Assignments
2	Exam (example)

Mastered

3	Presentati on	
4	Project	



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Ontario Tech
Scott Nokleby
Professor and Associate Dean, Academic
Faculty of Engineering and Applied Science
Ontario Tech University
2000 Simcoe Street North
Oshawa, ON L1G 0C5

Montréal, November 25, 2025

Re: Letter of Support for the Graduate Diploma in Railway Engineering

Dear Scott Nokleby:

On behalf of Alstom Canada, we are pleased to provide our support for the proposed Graduate Diploma (GDip) in Railway Engineering. As a global leader in smart and sustainable rail mobility, Alstom is deeply committed to advancing education on rail transportation.

Alstom Canada has already worked closely with the Faculty of Engineering and Applied Science at Ontario Tech in the development of its new undergraduate Railway Engineering Specialization that launched Fall 2025. The proposal to create a GDip that leverages these courses to enable recent graduates who did not have the chance to take the Railway Engineering Specialization during their undergraduate programs, as well as engineers in other industries looking to make a career change, will be of great benefit to the rail sector. The proposed four course GDip will give graduates a foundation skill set that they can use in their careers as engineers in the rail sector.

As an industry leader in the rail sector, we know first-hand the importance of having trained in Canada engineers with railway expertise. Alstom has numerous projects in the works in North America, such as Toronto's Go Expansion, New York's subway, Montreal's REM, and many others. The demand for engineers with railway expertise continues to grow yearly. The proposed GDip is another key piece in filling the talent pipeline that the rail sector in Canada needs urgently and for the long term.

Alstom Americas



We look forward to our continued partnership with Ontario Tech and the launch of the new Graduate Diploma in Railway Engineering.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Spriet", is positioned below the word "Sincerely,".

Edouard SPRIET
Human Resources Vice President
Alstom Americas

Contact:

Vincent-Pierre GIROUX, P.Eng., M.Sc.A.
Global Director, Learning & Talent Development
+1.438.357.4465
vincent-pierre.giroux@alstomgroup.com

3 December 2025

Ontario Tech University
Faculty of Engineering and Applied Science
2000 Simcoe Street North
Oshawa, ON
L1H 7K4
Canada

Attention: Dr. Scott Nokleby

Subject: Letter of Support - Graduate Diploma in Railway Engineering at Ontario Tech University

Dear Dr. Nokleby,

On behalf of Hitachi Rail, I am pleased to provide this letter of support for Ontario Tech University's proposal to establish a Graduate Diploma (GDip) in Railway Engineering.

As you know, Hitachi Rail has proudly partnered with Ontario Tech University through our recent Memorandum of Understanding to support Canada's first English-speaking undergraduate Railway Engineering Specialization. This initiative represents an important step in addressing the growing demand for skilled professionals in the rail industry and broader mobility sector.

The GDip in Railway Engineering will leverage the undergrad Railway Engineering Specialization and make it available to those already in the industry, providing new and existing engineers with access to specialized training in railway systems. By bridging academic learning with industry needs, this program will help ensure that Canada develops a workforce equipped to meet the challenges of our industry.

With over 40 years of history in Toronto, 1,300 employees in Canada, and a track record of delivering global transit projects, Hitachi Rail recognizes the importance of cultivating talent that is prepared to contribute to both local and international rail projects. The Graduate Diploma will complement the undergraduate specialization and further strengthen the pipeline of skilled engineers entering the field.

We commend Ontario Tech University for its leadership in advancing railway engineering education and look forward to continuing our collaboration to support the next generation of Canadian engineers.

Sincerely,



Ziad Rizk
Managing Director, Hitachi Rail Canada

 **Hitachi Rail GTS Canada Inc.**

105 Moatfield Drive, Toronto, Ontario, M3B 0A4, Canada
Tel + (1+) 416-742-3900

hitachirail.com

Appendix D – Faculty Information

Please include here only those currently at the institution and affiliated with the program. Examples in purple to be removed.

Where available, link each faculty name to their Research or Profile page on the website.

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Supervisory Privileges and Role in New Program (Note if faculty will be teaching and/or supervising in the program; indicate primary supervisor by asterisks)	Total Graduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Dr. Mohamed Youssef Professor	PhD	FEAS	Propulsion Systems for Automotive and Innovative Technologies like Hyperloop; Power Train for New Drives like Water Pumps; Railway Electromagnetic Compatibility (EMC); Railways Traction Substation Design Planning, and Commissioning; Power Electronics Applications for the Information Technology (IoT); Power Electronics Applications in the Innovative Renewable Energy Resources; Power Supply Design for the Oil/Gas; Power Systems Operation and Stability.	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)
Dr. Yuping He Professor	PhD	FEAS	Autonomous Driving, Vehicle System Dynamics, Vehicle Chassis Design, Vehicle Active Safety Systems, Automated Design Synthesis, Modelling and Simulation, Driver-Hardware-in-the-Loop Real-	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)

			Time Simulations, Application of Multidisciplinary Design Optimization, Mechatronic Systems		
Dr. Zia Saadatnia Assistant Professor	PhD	FEAS	Smart Structures and Materials, Nonlinear Vibration and Structural Dynamics, Energy Harvesting, Sensors and Actuators, Biomedical Devices	Graduate Faculty* Teaching core courses	3-4 courses (undergraduate/graduate level)

Appendix E: Learning 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

Appendix F: Information Technology Resources

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services

IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs

IT Services provide on campus repairs on eligible laptop models.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)

Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: January 27, 2026

FROM: Joe Stokes, University Registrar and AVP, International

SUBJECT: Revised Registration and Course Selection Policy

COMMITTEE MANDATE:

Under the Policy Framework and the University's Act and By-laws, Academic Council is responsible for approving Academic Policy and to make recommendations to the Board on "the establishment and terms of reference of committees to exercise the Academic Council's delegated authority" under By-law no. 2. The Undergraduate and Graduates Studies Committees have a mandate of maintaining the academic standards set by Academic Council and serve as the deliberative bodies for academic policy instruments. We present the attached amended Registration and Course Selection Policy for approval by Academic Council.

MOTION FOR CONSIDERATION:

That Academic Council hereby approves the amended Registration and Course Selection Policy.

BACKGROUND/CONTEXT & RATIONALE:

The Registration and Course Selection Policy establishes the requirements regarding registration and course selection for undergraduate and graduate students. The proposed amendments are specifically focused on differentiating flat-fee and fee-per-credit programs and the expectation of continuous registration for graduate students.

The policy instrument currently specifies that all graduate students must maintain continuous registration. The proposed amendments seek to clarify the differences between students enrolled in flat-fee versus fee-per-credit programs with respect to expectations regarding continuous registration. Specifically, students enrolled in flat-fee programs must be registered in each semester commencing with the semester specified in their letter of offer and continuing until graduation. Conversely, students enrolled in fee-per-credit programs are not necessarily expected to maintain continuous registration; rather they are expected to follow their course requirements as outlined in the Graduate Academic Calendar. For example: some professional Master's programs such as the Master of Financial Data Analytics (MFDA), Master of Business Analytics and Artificial Intelligence

(MBAI) and Master of Education (MEd) do not require their students to pursue spring/summer courses to complete their degree on time. Students in fee-per-credit programs should consult with their program office and/or their Graduate Program Director regarding the expectations for continuous registration in their program.

In addition to these changes, editorial amendments were made to section 8.2 of the policy instrument.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: November 10, 2025 – November 14, 2025
- Undergraduate Studies Committee (Discussion/Direction): December 16, 2025
- Graduate Studies Committee (Deliberation): December 23, 2025
- Academic Council for approval: January 27, 2026

NEXT STEPS:

Pending the approval of Academic Council, this policy amendment will become effective immediately.

SUPPORTING REFERENCE MATERIALS:

- ACD 1508 Registration and Course Selection Policy (Tracked Changes)
- ACD 1508_Registration and Course Selection Policy_Clean Copy.docx

Registration and Course Selection Policy

Classification number	ACD 1508
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	March 25, 2025 <u>DRAFT FOR APPROVAL</u>
Review date	March 2028 <u>TBD</u>
Last updated	November 2025 <u>March 25, 2025</u>
Supersedes	Registration and Course Selection Policy, February 25, 2020; Academic Regulations – Undergraduate Academic Calendar 2016-2017, Academic Regulations, Graduate Academic Calendar 2019-20

Purpose

1. The purpose of this Policy is to outline the University's Registration and Course selection Framework.

Definitions

2. For the purposes of this Policy the following definitions apply:

“Academic Transcript” means the complete report of a student's academic record.

“Academic Year” means the period from September 1 to August 31.

“Credit Hours” means a measure used to reflect the relative weight of a given Course toward the fulfillment of degree requirements. Unless otherwise indicated, a Course normally has a Credit Hour value of three.

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"Corequisite" means a Course that must be taken concurrently with the Course for which it is required.

"Course" means a unit of work in a particular subject normally extending through one Semester or Session, the completion of which carries credit toward the requirements of a degree or diploma.

"Examination" means a form of testing intended to assess the level of students' knowledge, ability, skills, comprehension, application, analysis, and/or synthesis of the subject matter in a Course of study. This includes, but is not limited to in-person, online, take-home, practical, and laboratory Examinations. This does not include doctoral candidacy, master's or doctoral thesis examinations.

"Fee-Per-Credit Program" refers to a graduate program in which students are charged tuition based on the number of credits in which they are registered in a given term.

"Flat-Fee Program" refers to a graduate program in which all students in the same program are charged the same tuition fee for course loads at or above a certain threshold of the normal course load.

"Grade Point Average (GPA)" means the weighted average of the grade points awarded on the basis of academic performance during a single Semester.

"Prerequisite" means a Course that must be successfully completed prior to commencing a second Course for which it is required.

"Program" means a complete set and sequence of Courses, combination of Courses, and/or other units of study, research and practice, the successful completion of which qualifies the candidate for a formal credential (degree with or without major; diploma), provided all other academic and financial requirements are met.

"Semester" means sixty days of lectures and a final Examination period.

"Session" means a period of approximately six consecutive weeks in the summer Semester consisting of 30 days of lectures and a final Examination period. The first half of summer Semester is designated as spring Session; the second half is designated as summer Session.

"Time-Status" means the declared registration status of a graduate student. Graduate students can be registered full-time or part-time regardless of the number of courses in which they are registered. Time-status means full or part-time status for an Undergraduate student,

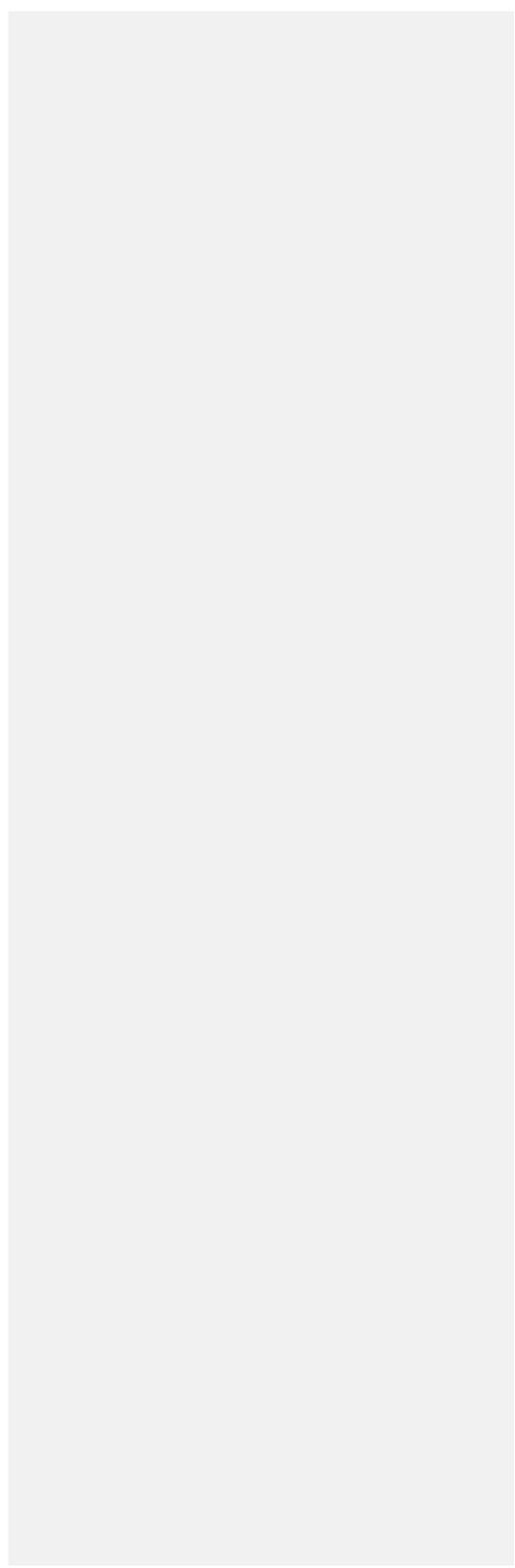
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which is defined by the student's registered course load.

Scope and authority

3. This Policy applies to all Course selections for undergraduate and graduate students.
4. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.
5. The Dean of Graduate and Postdoctoral Studies is responsible for overseeing the implementation, administration and interpretation of this Policy as they pertain to graduate students.

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Policy

The following outlines the requirements regarding registration and Course selection for undergraduate and graduate students.

6. Course Selection

- 6.1 Requirements for Programs of study are listed in the faculty or Program sections of the academic calendar. Students should become familiar with the Program and/or degree requirements and plan their Programs accordingly.
- 6.2 Academic advice is available to undergraduate students who experience difficulty when selecting Courses.
- 6.3 All candidates pursuing a graduate degree or diploma shall enrol in an advanced course of study.
- 6.4 Graduate students must consult with their graduate program director, faculty advisor or research supervisor as part of the planning process.
- 6.5 All Courses in the student's Program must be approved by the graduate program director.
- 6.6 Graduate students may take graduate Courses outside their Program with permission from the student's supervisor (if applicable), graduate program director for the Program and the graduate program director for the Course. Graduate students may be charged fees in addition to their regular Program fee for such Courses.
- 6.7 Graduate students cannot take Courses for credit in addition to the Course requirements for their graduate Program.
- 6.8 Not all Courses are offered in any one Semester, Session, or Academic Year. Elective offerings may vary from Semester to Semester.

7. Prerequisites and Corequisites

- 7.1 Some Courses have Prerequisites or Corequisites.
- 7.2 An undergraduate student may have Prerequisites and Corequisites waived with the permission of the faculty.
- 7.3 A graduate student may have Prerequisites or Corequisites waived with the permission of the graduate program director.
- 7.4 Any student who requests such a waiver is responsible to ensure that they are adequately prepared to proceed with the level of study required in the Course.
- 7.5 Inadequate preparation is not a basis for appeal of a final grade in a Course

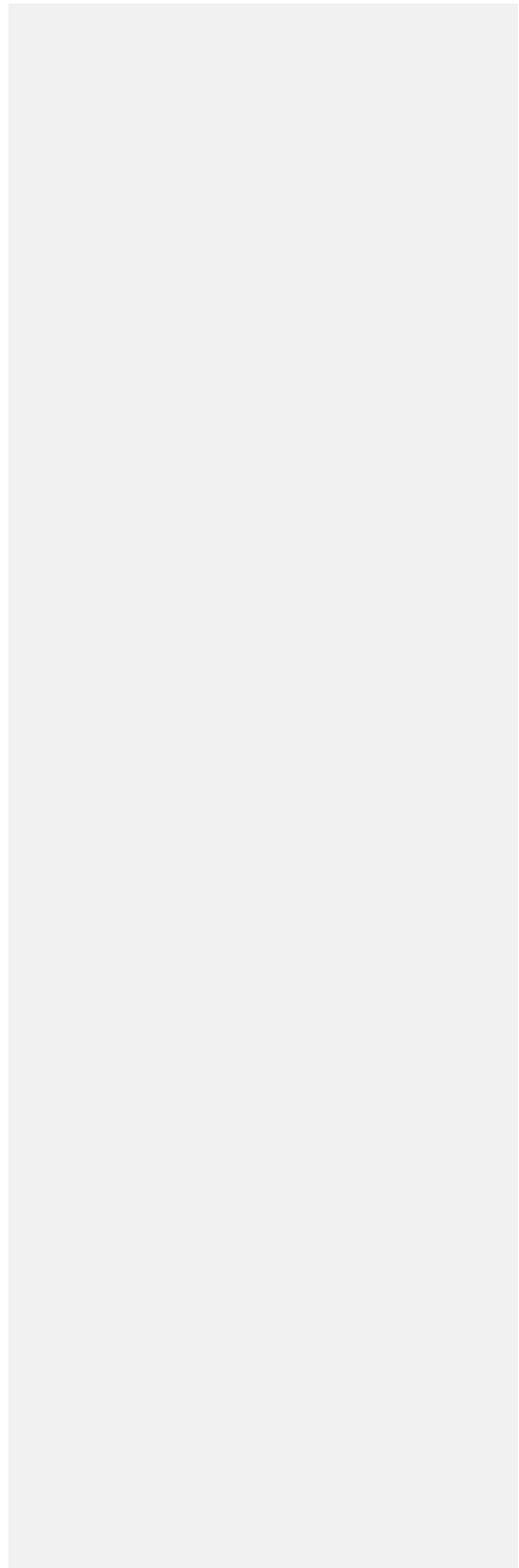
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for which a student requested a waiver of Prerequisite or Corequisite.

8. Repeating Courses

8.1 Undergraduate students

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- a. Undergraduate students are not allowed to repeat the same Course, or its equivalent, more than two times.
- b. All instances of a Course will appear on the Academic Transcript. Only the grade achieved on the most recent attempt will be included in the calculation of the student's Grade Point Average.
- c. Students who have failed a third attempt of a Program required Course will be dismissed from the Program.

8.2 Graduate students

- a) Graduate students who fail a course are required to repeat the Course or an approved alternate within three active semesters after receiving the final grade.
- b) Students who do not successfully complete the Course within three active semesters or fail a second Course will be eligible for dismissal from the University.

~~a- Graduate students who fail one Course are required to repeat the Course or an approved alternative within 12 months of receiving the failing grade.~~

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- ~~If the failed Course is designated as a mandatory Course in the Program, students must retake the same Course.~~
- ~~If the failed Course is an elective Course, students may be able to take an alternative elective Course approved by the graduate program director.~~
- ~~Students who have a second failure are dismissed from the University.~~

~~b-~~ c) All instances of a Course appear on the Academic Transcript. Only the _____ grade achieved on the most recent attempt, or an approved alternative _____ Course, is used to calculate the student's GPA.

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~~e-d) Repeating Courses impacts graduate student academic standing. This is outlined in "Graduate Student Grading System, Research Progress and Academic Standing Policy".~~

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9. Auditing Courses

- 9.1 Undergraduate and graduate students may audit a Course(s) in accordance with the Policy on Auditing an Undergraduate and Graduate Course
- 9.2 Audited Courses will not appear on a student's Academic Transcript.

10. Curriculum Substitution

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- 10.1 Undergraduate students wishing to substitute one Course for another in a set of Program requirements may request permission to do so from the dean of the faculty or designate. Requests are referred to the appropriate Faculty Council for decision.
 - 10.2 Any changes to a graduate student's Program must be approved by the graduate program director.

11. Letters of Permission for Undergraduate Students

- 11.1 Students wishing to take a Course at another institution must apply for and receive a letter of permission from the University in advance of their application to the visiting institution.
- 11.2 A letter of permission ensures that the Courses to be taken at the host institution will be recognized for credit at the University and are applicable to the student's Program of

study.

- 11.3 For application instructions, eligibility requirements, and restrictions, students should visit ontariotechu.ca/lop.

12. Graduate Student Course and Research Exchanges

- 12.1 Graduate students may apply to take Courses at other universities within and outside Canada and may request for credits earned to be transferred to their graduate Program at the University.
- 12.2 Graduate students from other universities within and outside Canada may apply to take Courses at the University that can be applied to their graduate work at the institution at which they are registered.
- 12.3 For application instructions, eligibility requirements, and restrictions, students should review the relevant section of the Graduate Academic Calendar or policy.

13. Registration Changes

13.1 Course Changes

The academic schedule for each Academic Year will outline predetermined dates for the following for each Semester and/or Session:

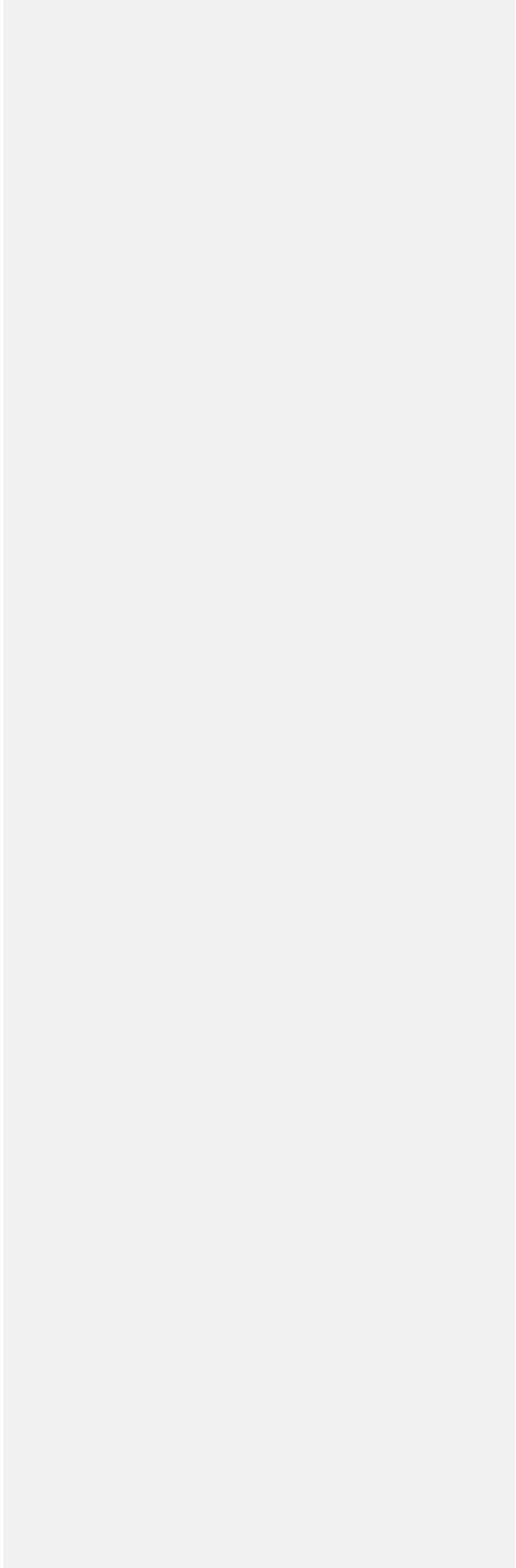
- a. Last day to add Courses.
- b. Last day to drop Courses and receive a 100 per cent refund of tuition fees.
- c. Last day to drop Courses and receive a 50 per cent refund of tuition fees. Dropping Courses on or prior to this date can be done without academic consequences.
 - Dropping Courses after this date, and up to the last day to drop Courses, will result in a W being placed on the student's record indicating withdrawal.
 - The W will not affect the Grade Point Average (GPA). However, a large number of W grades may affect the way an Academic Transcript is viewed by graduate schools or potential employers.
- d. Last day to drop Courses.
 - Withdrawal deadlines are not the same as the refund deadlines. Students should consult the University's academic schedule and Fees and Charges policies when considering withdrawal.

13.2 Graduate Student Registration Change Requests

The academic schedule for each Academic Year will outline predetermined dates for graduate students to submit:

- a. Request for Program change;
- b. Request to change Time-Status; or
- c. Requests for Leave of Absence

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14. Voluntary Withdrawal

- 14.1 Withdrawal from a Course can have implications for a student's academic Program, student aid and awards eligibility and full-time status.
- 14.2 A dropped Course does not count toward degree requirements and cannot be used to satisfy Prerequisites for further Courses. In addition, the Course that is dropped may not be available in the next Semester or Session. Students are advised to consider all Course changes carefully or consult an advisor or graduate program director.
- 14.3 Students are reminded that non-attendance in a Course is not equivalent to withdrawal. Students who cease to attend a Course but do not formally withdraw will be academically and financially responsible for that Course.

15. Request for Consideration for Late Withdrawal from a Course(s) for Undergraduate Students

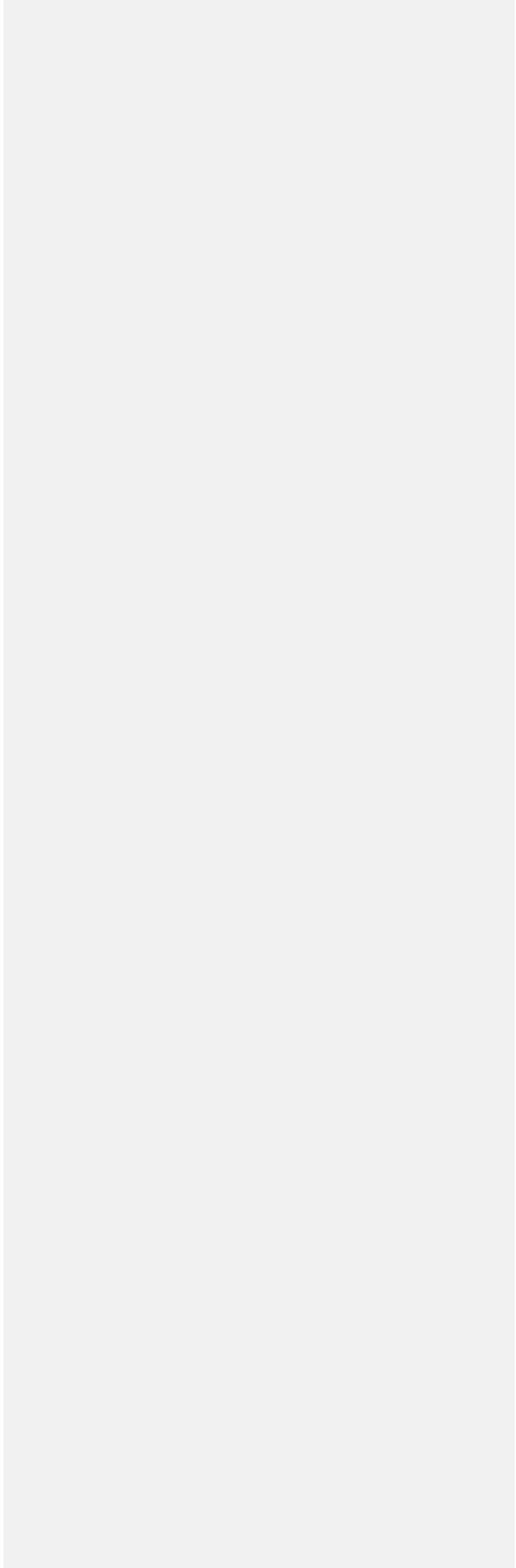
- 15.1 Students may submit a request to the Registrar's office to consider a late withdrawal from a Course(s) due to extenuating circumstances beyond their control (such as medical reasons, death in the family, etc.).
- 15.2 All relevant supporting documentation must accompany the request.
- 15.3 Such requests must be submitted in writing no later than 10 working days after the commencement of the subsequent Semester (including fall, winter or summer Semester) in which the student is enrolled.

16. Continuous Registration for Graduate Students

- 16.1 Students enrolled in flat-fee programs must be registered in each Semester (including fall, winter and summer Semester) commencing with the Semester specified in their letter of offer and continuing until graduation. Students enrolled in fee-per-credit programs must consult with their program office or graduate program director regarding the expectations for continuous registration in their program.
- 16.2 Students enrolled in flat-fee programs are automatically registered in a graduate continuance Course until graduation, withdrawal or Program termination. Students must actively register for all other Program Courses. Students who do not formally register in a course cannot attend classes, access Course materials on the learning management system, submit assignments for evaluation or be assigned a grade in that Course.

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- 16.3 If a student enrolled in a flat-fee program fails to maintain continuous registration in a Program or to register after the expiry of an approved leave of absence, the student's status is changed to inactive for up to one year.
- 16.4 Students who wish to re-register within the one year period may apply for reinstatement. If reinstatement is approved, students are required to pay all fees owing as well as any reinstatement fees that are in effect at the time of reinstatement.
- 16.5 If the student fails to register for three consecutive Semesters, their file is closed and the student is withdrawn from the Program.
- 16.6 Should a student who has been withdrawn wish to continue their graduate studies, the student must apply for readmission. Readmission to the University and/or the student's
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original Program is not guaranteed.

17. Concurrent Registration

17.1 Undergraduate students may not be enrolled concurrently in more than one Program at any institution unless the Programs are formally structured and approved for concurrent registration.

17.2 Graduate students may not be enrolled concurrently in two Programs unless the Programs are formally structured and approved for concurrent registration.

18. Absences from Studies for Graduate Students

18.1 Graduate students are expected to be uninterruptedly registered in their designated Program of study in order to support the timely completion of their degree. However, the University recognizes that under certain circumstances students may need to absent themselves from regular study while maintaining their relationship with the University.

18.2 Such circumstances must have sufficient cause and an official leave of absence must be requested through the School of Graduate and Postdoctoral Studies and approved by the Dean of Graduate and Postdoctoral Studies.

18.3 Acceptable circumstances include the following:

- a. Exceptional circumstances, including medical, extraordinary demands of employment and compassionate circumstances.
- b. Maternity leave, which is available to students during or following a pregnancy.
- c. Parental leave, which is available to students who face extraordinary demands in parental responsibilities or whose duties require that they be absent from their studies for a period of time.

18.4 A leave normally begins on the first day of the Semester for a period of one, two or three academic Semesters. Normally, retroactive leaves of absences will not be granted.

18.5 During the period of leave, the following conditions apply:

- a. Students are not registered or required to pay fees.
- b. Students may not undertake any academic or research work, or use any of the University's facilities.

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- c. Students are not eligible to receive scholarships or assistantships from the University. In the case of other graduate student awards, the regulations of the particular granting agency apply.
 - d. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. The time limits for completing the degree Program will be extended by the duration of the leave taken (i.e., one, two or three Semesters, as appropriate).
 - e. Leave of absence forms will not be processed for students who have outstanding fees. Students must inform the University immediately upon return.

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19. Time Status for Undergraduate Students

- 19.1 Each Program has associated with it a number of Credit Hours that constitute a full Course load. In many Programs, this number is 15 per Semester or 30 per Academic Year.
- 19.2 Students will be considered full-time if they are registered in a Course load of nine Credit Hours or more.
 - a. Full-time status may have an impact on such things as student aid and awards eligibility, fees, income tax credits, athletic eligibility and other areas.
- 19.3 Students are considered part-time status if they are registered in a Course load of less than nine Credit Hours.

20. Time-Status for Graduate Students

- 20.1 Students are required to register as full-time or part-time students at the time of admission and registration.
- 20.2 With permission from the graduate program director, students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form and submitting it to the School of Graduate and Postdoctoral Studies for approval by the Dean of Graduate and Postdoctoral Studies.
- 20.3 A change in status may have an impact on student aid and awards eligibility, fees, income tax credits and other areas.
- 20.4 Full-time status
Graduate students are considered full-time if they meet the following criteria:
 - a. Pursue their studies as a full-time occupation.
 - b. Formally identify themselves as full-time students on all documentation.
 - c. Maintain regular contact with their faculty advisor or research supervisor, if applicable, and be geographically available and visit the campus regularly.
- 20.5 Part-time status

Graduate students who do not meet the above criteria are deemed part-time students. Part-time students may have Course load restrictions. Students should consult the individual faculty with regard to the availability of part-time studies within their Program.

Monitoring and review

21. This Policy will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review this Policy.

Relevant legislation

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Related policies, procedures & documents

23. Undergraduate Fees
and Charges Policy
Graduate Fees and
Charges Policy
Graduate Academic
Calendar
Undergraduate
Academic Calendar

Registration and Course Selection Policy

Classification number	ACD 1508
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	DRAFT FOR APPROVAL
Review date	TBD
Last updated	November 2025
Supersedes	Registration and Course Selection Policy, February 25, 2020; Academic Regulations – Undergraduate Academic Calendar 2016-2017, Academic Regulations, Graduate Academic Calendar 2019-20

Purpose

1. The purpose of this Policy is to outline the University's Registration and Course selection Framework.

Definitions

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“Course” means a unit of work in a particular subject normally extending through one Semester or Session, the completion of which carries credit toward the requirements of a degree or diploma.

“Examination” means a form of testing intended to assess the level of students' knowledge, ability, skills, comprehension, application, analysis, and/or synthesis of the subject matter in a Course of study. This includes, but is not limited to in-person, online, take-home, practical, and laboratory Examinations. This does not include doctoral candidacy, master's or doctoral thesis examinations.

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“Grade Point Average (GPA)” means the weighted average of the grade points awarded on the basis of academic performance during a single Semester.

“Prerequisite” means a Course that must be successfully completed prior to commencing a second Course for which it is required.

“Program” means a complete set and sequence of Courses, combination of Courses, and/or other units of study, research and practice, the successful completion of which qualifies the candidate for a formal credential (degree with or without major; diploma), provided all other academic and financial requirements are met.

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which is defined by the student's registered course load.

Scope and authority

3. This Policy applies to all Course selections for undergraduate and graduate students.
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- 7.4 Any student who requests such a waiver is responsible to ensure that they are adequately prepared to proceed with the level of study required in the Course.
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for which a student requested a waiver of Prerequisite or Corequisite.

8. Repeating Courses

8.1 Undergraduate students

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- a. Undergraduate students are not allowed to repeat the same Course, or its equivalent, more than two times.
- b. All instances of a Course will appear on the Academic Transcript. Only the grade achieved on the most recent attempt will be included in the calculation of the student's Grade Point Average.
- c. Students who have failed a third attempt of a Program required Course will be dismissed from the Program.

8.2 Graduate students

- a) Graduate students who fail a course are required to repeat the Course or an approved alternate within three active semesters after receiving the final grade.
- b) Students who do not successfully complete the Course within three active semesters or fail a second Course will be eligible for dismissal from the University.
- c) All instances of a Course appear on the Academic Transcript. Only the grade achieved on the most recent attempt, or an approved alternative Course, is used to calculate the student's GPA.
- d) Repeating Courses impacts graduate student academic standing. This is outlined in "Graduate Student Grading System, Research Progress and Academic Standing Policy".

9. Auditing Courses

9.1 Undergraduate and graduate students may audit a Course(s) in accordance with the Policy on Auditing an Undergraduate and Graduate Course

9.2 Audited Courses will not appear on a student's Academic Transcript.

10. Curriculum Substitution

10.1 Undergraduate students wishing to substitute one Course for another in a set of Program requirements may request permission to do so from the dean of the faculty or designate. Requests are referred to the appropriate Faculty Council for decision.

10.2 Any changes to a graduate student's Program must be approved by the graduate program director.

11. Letters of Permission for Undergraduate Students

- 11.1 Students wishing to take a Course at another institution must apply for and receive a letter of permission from the University in advance of their application to the visiting institution.
- 11.2 A letter of permission ensures that the Courses to be taken at the host institution will be recognized for credit at the University and are applicable to the student's Program of

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study.

- 11.3 For application instructions, eligibility requirements, and restrictions, students should visit ontariotechu.ca/lop.

12. Graduate Student Course and Research Exchanges

- 12.1 Graduate students may apply to take Courses at other universities within and outside Canada and may request for credits earned to be transferred to their graduate Program at the University.
- 12.2 Graduate students from other universities within and outside Canada may apply to take Courses at the University that can be applied to their graduate work at the institution at which they are registered.
- 12.3 For application instructions, eligibility requirements, and restrictions, students should review the relevant section of the Graduate Academic Calendar or policy.

13. Registration Changes

13.1 Course Changes

The academic schedule for each Academic Year will outline predetermined dates for the following for each Semester and/or Session:

- a. Last day to add Courses.
- b. Last day to drop Courses and receive a 100 per cent refund of tuition fees.
- c. Last day to drop Courses and receive a 50 per cent refund of tuition fees. Dropping Courses on or prior to this date can be done without academic consequences.
 - Dropping Courses after this date, and up to the last day to drop Courses, will result in a W being placed on the student's record indicating withdrawal.
 - The W will not affect the Grade Point Average (GPA). However, a large number of W grades may affect the way an Academic Transcript is viewed by graduate schools or potential employers.
- d. Last day to drop Courses.
 - Withdrawal deadlines are not the same as the refund deadlines. Students should consult the University's academic schedule and Fees and Charges policies when considering withdrawal.

13.2 Graduate Student Registration Change Requests

The academic schedule for each Academic Year will outline predetermined dates for graduate students to submit:

- a. Request for Program change;
- b. Request to change Time-Status; or
- c. Requests for Leave of Absence

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14. Voluntary Withdrawal

- 14.1 Withdrawal from a Course can have implications for a student's academic Program, student aid and awards eligibility and full-time status.
- 14.2 A dropped Course does not count toward degree requirements and cannot be used to satisfy Prerequisites for further Courses. In addition, the Course that is dropped may not be available in the next Semester or Session. Students are advised to consider all Course changes carefully or consult an advisor or graduate program director.
- 14.3 Students are reminded that non-attendance in a Course is not equivalent to withdrawal. Students who cease to attend a Course but do not formally withdraw will be academically and financially responsible for that Course.

15. Request for Consideration for Late Withdrawal from a Course(s) for Undergraduate Students

- 15.1 Students may submit a request to the Registrar's office to consider a late withdrawal from a Course(s) due to extenuating circumstances beyond their control (such as medical reasons, death in the family, etc.).
- 15.2 All relevant supporting documentation must accompany the request.
- 15.3 Such requests must be submitted in writing no later than 10 working days after the commencement of the subsequent Semester (including fall, winter or summer Semester) in which the student is enrolled.

16. Continuous Registration for Graduate Students

- 16.1 Students enrolled in flat-fee programs must be registered in each Semester (including fall, winter and summer Semester) commencing with the Semester specified in their letter of offer and continuing until graduation. Students enrolled in fee-per-credit programs must consult with their program office or graduate program director regarding the expectations for continuous registration in their program.
- 16.2 Students enrolled in flat-fee programs are automatically registered in a graduate continuance Course until graduation, withdrawal or Program termination. Students must actively register for all other Program Courses. Students who do not formally register in a course cannot attend classes, access Course materials on the learning management system, submit assignments for evaluation or be assigned a grade in that Course.

- 16.3 If a student enrolled in a flat-fee program fails to maintain continuous registration in a Program or to register after the expiry of an approved leave of absence, the student's status is changed to inactive for up to one year.
- 16.4 Students who wish to re-register within the one year period may apply for reinstatement. If reinstatement is approved, students are required to pay all fees owing as well as any reinstatement fees that are in effect at the time of reinstatement.
- 16.5 If the student fails to register for three consecutive Semesters, their file is closed and the student is withdrawn from the Program.
- 16.6 Should a student who has been withdrawn wish to continue their graduate studies, the student must apply for readmission. Readmission to the University and/or the student's

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original Program is not guaranteed.

17. Concurrent Registration

- 17.1 Undergraduate students may not be enrolled concurrently in more than one Program at any institution unless the Programs are formally structured and approved for concurrent registration.
- 17.2 Graduate students may not be enrolled concurrently in two Programs unless the Programs are formally structured and approved for concurrent registration.

18. Absences from Studies for Graduate Students

- 18.1 Graduate students are expected to be uninterruptedly registered in their designated Program of study in order to support the timely completion of their degree. However, the University recognizes that under certain circumstances students may need to absent themselves from regular study while maintaining their relationship with the University.
- 18.2 Such circumstances must have sufficient cause and an official leave of absence must be requested through the School of Graduate and Postdoctoral Studies and approved by the Dean of Graduate and Postdoctoral Studies.
- 18.3 Acceptable circumstances include the following:
 - a. Exceptional circumstances, including medical, extraordinary demands of employment and compassionate circumstances.
 - b. Maternity leave, which is available to students during or following a pregnancy.
 - c. Parental leave, which is available to students who face extraordinary demands in parental responsibilities or whose duties require that they be absent from their studies for a period of time.
- 18.4 A leave normally begins on the first day of the Semester for a period of one, two or three academic Semesters. Normally, retroactive leaves of absences will not be granted.
- 18.5 During the period of leave, the following conditions apply:
 - a. Students are not registered or required to pay fees.
 - b. Students may not undertake any academic or research work, or use any of the University's facilities.

- c. Students are not eligible to receive scholarships or assistantships from the University. In the case of other graduate student awards, the regulations of the particular granting agency apply.
- d. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. The time limits for completing the degree Program will be extended by the duration of the leave taken (i.e., one, two or three Semesters, as appropriate).
- e. Leave of absence forms will not be processed for students who have outstanding fees. Students must inform the University immediately upon return.

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19. Time Status for Undergraduate Students

- 19.1 Each Program has associated with it a number of Credit Hours that constitute a full Course load. In many Programs, this number is 15 per Semester or 30 per Academic Year.
- 19.2 Students will be considered full-time if they are registered in a Course load of nine Credit Hours or more.
 - a. Full-time status may have an impact on such things as student aid and awards eligibility, fees, income tax credits, athletic eligibility and other areas.
- 19.3 Students are considered part-time status if they are registered in a Course load of less than nine Credit Hours.

20. Time-Status for Graduate Students

- 20.1 Students are required to register as full-time or part-time students at the time of admission and registration.
- 20.2 With permission from the graduate program director, students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form and submitting it to the School of Graduate and Postdoctoral Studies for approval by the Dean of Graduate and Postdoctoral Studies.
- 20.3 A change in status may have an impact on student aid and awards eligibility, fees, income tax credits and other areas.
- 20.4 Full-time status
Graduate students are considered full-time if they meet the following criteria:
 - a. Pursue their studies as a full-time occupation.
 - b. Formally identify themselves as full-time students on all documentation.
 - c. Maintain regular contact with their faculty advisor or research supervisor, if applicable, and be geographically available and visit the campus regularly.
- 20.5 Part-time status

Graduate students who do not meet the above criteria are deemed part-time students. Part-time students may have Course load restrictions. Students should consult the individual faculty with regard to the availability of part-time studies within their Program.

Monitoring and review

21. This Policy will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review this Policy.

Relevant legislation

22. This section intentionally left blank

Related policies, procedures & documents

23. Undergraduate Fees
and Charges Policy
Graduate Fees and
Charges Policy
Graduate Academic
Calendar
Undergraduate
Academic Calendar

ACADEMIC COUNCIL

**Minutes of the Public Session of the November 25, 2025 Meeting
via Videoconference
2:32 p.m. - 4:18 p.m.**

Academic Council Committee Agendas, Materials and Minutes 2025-2026

Present:

Scott Nokleby, Acting Chair
Asifa Aamir
Scott Aquanno
Rachel Ariss
Laura Banks
Wendy Barber
Mihai Beligan
Mary Bluechardt
Rupinder Brar
Toba Bryant
Krystina Clarke
Amanda Cooper
Catherine Davidson
Ana Duff

Mikael Eklund
Mitch Frazer
Shahram Heydari
Jessica Hogue
Mehdi Hossein-Nejad
Hossam Kishawy
Sayyed Ali Hosseini
Brenda Jacobs
Les Jacobs
Venuga Kariharan
Hossam Kishawy
Lori Livingston
Janet McCabe
Carolyn McGregor

Pejman Mirza-Babaei
Fedor Naumkin
Gabby Resch
Carol Rodgers
Robyn
Ruttenberg Rozen
Gillian Slade
Peter Stoett
Joe Stokes
Jemma Tam
Dwight Thompson
Shannon Vettor
Ken Wilson

Regrets:

JoAnne Arcand
Ahmad Barari
Shanti Fernando

Steven Murphy, Chair
Aliza Rizwan
Denina Simmons

Staff:

Kirstie Ayotte (Secretary)
Nicola Crow
Krista Hester

Jennifer MacInnis
Brad MacIsaac
Andrew Sunstrum

Sarah Thrush

1. Call to Order and Land Acknowledgement

The Acting Chair called the Public Session of the Academic Council (AC) meeting to order at 2:32 p.m. and J. Tam provided their personal Land Acknowledgement.

2. Agenda (M)

Upon a motion duly made by H. Kishawy and seconded by J. Tam, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Chair's Remarks

The Acting Chair welcomed Members to the final Academic Council Meeting of the 2025 year and wished everyone a restful break and encouraged Members to attend the upcoming National

Day of Remembrance and Action on Violence Against Women on December 5, 2025 in the ERC Atrium.

4. Inquiries and Communications

4.1 COU Academic Colleague Report* (I)

R. Ruttenberg-Rozen noted that the October COU meeting focused on civil discourse and academic freedom in relation to Bill 33, with additional details provided within the meeting materials.

She reported that the discussion highlighted growing concerns regarding public perceptions of universities and the broader challenges of sustaining constructive dialogue. R. Ruttenberg-Rozen also advised that the University of Toronto's Working Group on Civil Discourse has offered recommendations to strengthen capacity for productive dialogue, beginning with faculty support, while acknowledging ongoing concerns regarding how civil discourse should be approached.

In response to a question regarding the potential impact of Bill 33 on Ontario Tech's admissions, J. Stokes explained that the effects are still uncertain. He noted that current policies do include equity-based and Indigenous admissions and that legal guidance is being sought to ensure compliance with expectations under Bill 33. He also highlighted that mid-cycle changes are complicated due to procedural fairness, and the University is coordinating with Ontario's admissions council while reviewing its own practices.

5. Provost's Remarks

The Provost thanked the University community for their efforts over the last term and wished everyone a safe and restful holiday break.

She highlighted the AI literacy resources available through the Teaching and Learning Centre (TLC) and encouraged Faculty and Staff to explore the growing range of tools and learning supports that they offer. She also noted the active programming of the Women in Research Council, pointing to its upcoming events, speakers, and mentoring opportunities as valuable supports for Faculty, Staff, and Students.

The Provost concluded her remarks by congratulating the Faculty of Engineering and Applied Science (FEAS) on its standing in the recently released Shanghai Rankings, which emphasizes its strong international reputation in Energy Science and Engineering and the national recognition of its Mechanical Engineering program. The Provost further noted that these accomplishments reflect the Faculty's sustained excellence, research strength and growing global impact.

In response to a request to bring back the weekly report, the Provost clarified that the University app serves as the primary and more up-to-date source for event and activity information, offering broader coverage than the Weekly Report. She noted that she would convey the request to Communications and Marketing but emphasized that decisions regarding the Report's format or future resides within that office.

6. 2026-2027 Budget Approach* (D)

B. Maclsaac opened by outlining the purpose of the budget assumption presentation, noting that preliminary assumptions were shared now and a full budget would return in the Spring.

S. Thrush reviewed enrollment planning, highlighting current trends, projected scenarios, and the balance between conservative budgeting and aspirational growth. She emphasized the need to offset international enrollment caps and declines by increasing market share for traditional high school students and pursuing new student markets and program innovations. It was also noted that AC will receive an enrollment report in February or March.

B. Maclsaac provided a high level overview of revenue assumptions, emphasizing the longstanding frozen government grants and tuition, and noting that ancillary revenues have a limited impact overall on the budget as there is normally an offsetting expense. He indicated that provincial funding and domestic tuition are expected to remain flat, while international tuition may see modest increases. He further stressed the structural deficit arising from expenses rising faster than revenues.

L. Livingston noted that the University's revenue is closely tied to enrollment and highlighted pressures from rising costs and intensified competition for domestic students. She stressed that traditional models are insufficient and not sustainable, and so the University must adopt a "Differentiated Growth 2.0" model to accelerate its shift to new learner markets and more flexible program delivery, including virtual, asynchronous, and non-traditional formats, with pathways connecting micro-credentials to larger credentials. L. Livingston reported that this equates to students having the opportunity to access learning opportunities and supports 24 hours a day, 7 days a week, 365 days of the year. She further emphasized the importance of attracting new students while strengthening retention supports.

A fulsome discussion followed on revenue generation strategy and growth plans. Members asked about alternative revenue sources and L. Livingston and S. Thrush described opportunities to expand online and in person offerings, develop modular and condensed programs, and provide micro-credentials for non-traditional learners. They also noted ongoing efforts to secure competitive government grants and emphasized flexible, accessible program delivery.

Questions arose regarding funding for graduate programs, labour costs, and the impact of enrollment growth on library resources such as licensing. L. Livingston, B. Maclsaac and S. Thrush noted that baseline funding for graduate programs is under review, labour costs are being monitored with projections for salary growth, and preparations were underway to address increased demands on licensed resources. AI integration in administrative functions and the performance of micro-credentials was also discussed, with examples provided along with emphasizing continued data collection requirements.

Members raised questions regarding managing workload and implementing new programs without upfront resources. L. Livingston and B. Maclsaac clarified that additional supports and funding were being provided, growth will not rely solely on existing staff, and quality remains a priority. However, with flat revenues and growing expenses the current ratios will not be maintained. We must look at how to do things differently, what to stop doing to ease workloads. Members also highlighted the importance of updating policies and systems to enable innovative programming while supporting sustainable, well managed expansion.

7. Understanding Human Rights: Training Initiatives at Ontario Tech University (I)

A. Sunstrum and J. MacInnis gave a presentation on the work being undertaken by the Human Rights Office to strengthen understanding of how Human Rights legislation applies within a university context. They noted that the Office is focusing on deepening the community's practical

understanding through education, training, and proactive research, with the goal of embedding Human Rights principles into everyday practice with an emphasis on continued dialogue. This includes upcoming scenario-based modules addressing common areas of misunderstanding around harassment and disrespect. A. Sunstrum emphasized the importance of helping the campus community distinguish harassment from broader conflict and disrespect, promoting direct communication where appropriate, and strengthening a proactive, informed culture surrounding Human Rights.

J. MacInnis noted that new training modules are in beta testing and asked for additional student members of Academic Council to volunteer to review the modules. Interested members were invited to contact the Human Rights Office.

A discussion centred on how the Human Rights Office handles reports, supports early resolution, distinguishes disrespect from harassment, and helps supervisors, staff, faculty and students navigate a range of power imbalances. A. Sunstrum explained that the Office assesses each report to determine whether it falls under the policy and then guides it toward consultation, mediation, or investigation. J. MacInnis acknowledged the importance of clear expectations for supervisors and added that the Office often assists individuals, especially students, who may not feel comfortable addressing concerns directly, and noted ongoing work to strengthen training for managers and others of authority.

8. Undergraduate Studies Committee – No Report

The Chair clarified that there was no October USC meeting, therefore, no report or business for discussion at this Academic Council meeting. He advised that the November USC meeting update will be presented at the January Academic Council meeting.

9. Graduate Studies Committee – No Report

10. Research Committee

L. Jacobs highlighted opportunities arising from the recent federal budget, which included significant research and talent investments, notably funding to attract leading researchers and support new labs in Canada. He emphasized that Ontario Tech will need to act quickly to identify potential candidates for these positions and encouraged members to consider researchers with strong profiles who might be interested.

He then shared that the University will again be recognized as Canada's Research University of the Year amongst smaller universities, highlighting that the University rose to 34th place Nationally which is a ten place jump since 2019, reflecting the impact of strategic investments in Faculty and Graduate Students.

11. Consent Agenda:

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

11.1 Minutes of the Meeting of October 28, 2025* (M)

12. Other Business

No other business noted.

13. Termination

There being no other business, and upon a motion to terminate by T. Bryant, the AC Meeting terminated at 4:18 p.m.

Kirstie Ayotte, Assistant University Secretary

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ACADEMIC COUNCIL REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Academic Council

DATE: December 9, 2025

FROM: Ken Wilson, Dean, Faculty of Science

SUBJECT: Exception to Residency Permit

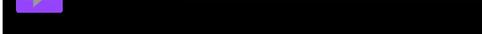
MANDATE:

In accordance with Section 6.2 of the [Graduation and Conferral of Degree Policy](#), the following item is brought to Academic Council for Information.

Section 6.2: Residency Requirements

6.2: In exceptional circumstances, with sufficient advance notice, or in the case of special agreements with other universities, a dean may reduce this requirement for undergraduate Degrees to 25 per cent. Such cases are reported to Academic Council for information.

BACKGROUND:

Student: 
Program: 

Due to exceptional circumstances, the Dean of the Faculty Science, Ken Wilson, has approved a reduction from the standard residency requirement of 50 percent to 47.5 percent for the above-mentioned student who is anticipated to graduate in June 2026.

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

July 31, 2026	Last day to submit an application for Readmission or Change of Program for the fall semester through the portal.
August 10, 2026	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
September 5 to 7, 2026	Fall semester orientation.
September 7, 2026	Labour Day.
September 8, 2026	Lectures begin for all programs, fall semester.
September 21, 2026	End of regular registration period; last day to add courses, fall semester.
	Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
	Fall semester fees due.

October 5, 2026	<p>Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.</p> <p>Last day to drop courses and receive a 50 per cent refund of tuition fees, fall semester.</p>
October 12, 2026	Thanksgiving Day, no scheduled academic activities.
October 13 to 18, 2026	Fall study week, no scheduled academic activities.
October 15, 2026	Fall Convocation.
November 30, 2026	Last day to submit an application for Readmission or Change of Program for the winter semester through the portal.
December 7, 2026	<p>Lectures end, fall semester, except Bachelor of Education.</p> <p>Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.</p>
December 8, 2026	Study break, no scheduled academic activities.

December 9 to 19, 2026	Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
December 18, 2026	Lectures end, Bachelor of Education.
January 4, 2027	Fall semester grades released.
January 6, 2027	Fall academic standing released.
December 24, 2026 to January 1, 2027	University closed.
December 31, 2026	Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

Winter semester

January 4, 2027	University reopens. Start date, Bachelor of Education (see Frazer Faculty of Education's Field Experience Handbook).
January 11, 2027	Lectures begin, winter semester.
January 22, 2027	End of regular registration period; last day to add courses, winter semester.
	Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

Winter semester fees due.

February 5, 2027

Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses and receive a 50 per cent refund of tuition fees, winter semester.

February 15, 2027

Family Day, no scheduled academic activities.

February 16 to 21, 2027

Winter study week, no scheduled academic activities.

February 28, 2027

Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.

March 31, 2027

Last day to submit an application for Readmission or Change of Program for the spring/summer semester through the portal.

March 26, 2027

Good Friday, no scheduled academic activities.

March 28, 2027

Easter Sunday, no scheduled academic activities.

April 12, 2027 Lectures will follow the Friday schedule on this day only. Lectures end, winter semester, except Bachelor of Education.

Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.

April 13, 2027 Study break, no scheduled academic activities.

April 14 to 24, 2027 Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

April 29, 2027 Winter semester grades released.

April 30, 2027 Lectures end, Bachelor of Education.

May 3, 2027 Winter academic standing released.

Spring/Summer semester

May 3, 2027 Start date, Bachelor of Education (see Frazer Faculty of Education's Field Experience Handbook).

May 10, 2027 Lectures begin, six-week spring session and 12-week summer semester.

May 14, 2027 Last day to add six-week spring session courses.

Last day to drop six-week spring session courses and receive a 100 per cent refund of tuition and ancillary fees.

Six-week spring session and 12-week summer semester fees due. Fees are due at the time of registration for any six-week spring session or 12-week summer semester courses registered after this date.

May 24, 2027

Victoria Day, no scheduled academic activities.

May 21, 2027

Last day to add courses, 12-week summer semester.

Last day to drop 12-week summer semester courses and receive a 100 per cent refund of tuition and ancillary fees.

Last day to withdraw from six-week spring session courses and receive a 50 per cent refund of tuition fees.

Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

June 7, 2027	Last day to drop 12-week summer semester courses and receive a 50 per cent refund of tuition fees.
	Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
June 9 to 11, 2027	Spring Convocation.
June 21, 2027	Lectures end, six-week spring session.
	Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.
	Last day to submit online application for graduation for students completing degree requirements at the end of the spring session.
June 22, 2027	Spring six-week session study break, no scheduled academic activities.
June 22 to 26, 2027	Study break, 12-week summer semester, except Bachelor of Education.
June 23 to 26, 2027	Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

June 28, 2027

Lectures begin, six-week summer session.

Lectures resume, 12-week summer semester.

Six-week summer session fees due. Fees are due at the time of registration for any six-week summer session courses registered after this date.

June 30, 2027

Spring session grades released.

July 1, 2027

Canada Day, no scheduled academic activities.

July 2, 2027

Lectures end, Bachelor of Education nine-week session.

July 5, 2027

Last day to add courses, six-week summer session.

Last day to drop six-week summer session courses and receive a 100 per cent refund of tuition and ancillary fees.

July 12, 2027

Last day to drop six-week summer session courses and receive a 50 per cent refund of tuition fees.

Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded

on the academic transcript with a grade of W to indicate withdrawal.

August 2, 2027	Civic holiday, no scheduled academic activities.
August 10, 2027	Last day to submit online application for graduation for students completing degree requirements at the end of the summer session. Lectures will follow the Thursday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session. Last day to withdraw from 12-week summer semester and six-week summer courses. Active 12-week summer semester and six-week summer session courses will be graded by instructors.
August 11, 2027	Study break, no scheduled academic activities.
August 12 to 15, 2027	Summer semester final examination period (includes six-week and 12-week courses). Students are advised not to make commitments during this period (i.e., vacation, travel plans).
August 20, 2027	Six-week summer session and 12-week summer semester grades released.
August 24, 2027	Spring/Summer academic standing released.

Notes:

- Fourth-year students in the Medical Laboratory Science program will have program start dates prior to the first week of lectures stated in this academic schedule. See Medical Laboratory Science program start dates for details.
- See the Frazer Faculty of Education website for Bachelor of Education important program dates and details.
- Fall convocation will be held in October 2026. Spring convocation will be held in June 2027. For more details, please refer to ontariotechu.ca/convocation.

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

August 10, 2026 Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.

September 7, 2026 Labour Day, no lectures.

September 8, 2026 Lectures begin, fall semester.

Last day to submit for reinstatement, fall semester.

Last day to submit return from leave of absence form, fall semester.

Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.

Last day to submit a program change request, fall semester.

Last day to change full-time/part-time status, fall semester.

	Last day to submit a leave of absence form, fall semester.
September 21, 2026	End of regular registration period; last day to add courses, fall semester.
	Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
October 5, 2026	Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, fall semester.
October 12, 2026	Thanksgiving Day, no lectures.

October 13 to 18, 2026	Fall study week, no lectures.
October 15, 2026	Fall Convocation.
November 16, 2026	Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.
December 7, 2026	Lectures end, fall semester.
December 8, 2026	Study break, no lectures.
December 9 to 19, 2026	Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
December 16, 2026	Last day to submit final thesis package to program office to ensure graduation by end of fall semester.
	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of fall semester.
January 4, 2027	Fall Semester Grades released.
December 24, 2026 to January 1, 2027	University closed.

Commented [JB1]: Guideline: between 7 and 10 working days after lectures end. Last year: 10 days

December 31, 2026 Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

Winter semester

January 4, 2027 University reopens.

January 11, 2027 Lectures begin, winter semester.

Last day to submit a return from leave of absence form, winter semester.

Last day to request reinstatement, winter semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.

Last day to submit a program change request, winter semester.

Last day to change full-time/part-time status, winter semester.

Last day to submit a leave of absence form, winter semester.

January 22, 2027 End of regular registration period; last day to add courses, winter semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

February 5, 2027

Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.

February 15, 2027

Family Day, no lectures.

February 16 to 21,
2027

Winter study week, no lectures.

February 28, 2027

Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.

March 19, 2027	Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.
March 26, 2027	Good Friday, no scheduled academic activities.
March 28, 2027	Easter Sunday, no scheduled academic activities.
April 12, 2027	Lectures end, winter semester. Lectures will follow the Friday schedule on this day only.
April 13, 2027	Study break, no lectures.
April 14 to 24, 2027	Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
April 21, 2027	Last day to submit final thesis package to program office to ensure graduation by end of winter semester. Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of winter semester.
April 29, 2027	Winter Semester grades released.

Spring/Summer semester

May 10, 2027	Lectures begin, six-week spring session and 12-week summer semester.
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Last day to submit a return from leave of absence form, summer semester.

Last day to request reinstatement, summer semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.

Last day to submit a program change request, summer semester.

Last day to change full-time/part-time status, summer semester.

Last day to submit a leave of absence form, summer semester.

May 14, 2027 Last day to add six-week spring session courses.

Last day to drop six-week spring session courses in fee-per-credit programs and receive a 100 per cent refund of tuition and ancillary fees.

May 24, 2027 Victoria Day, no lectures.

May 21, 2027 Last day to add courses, 12-week summer semester.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, summer semester.

Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

June 7, 2027

Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, summer semester.

June 9 to 11,
2027

Spring Convocation.

- June 9, 2027 Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.
- June 21, 2027 Lectures end, six-week spring session.
- Last day to submit an online application for graduation for students completing degree requirements at the end of the spring session.
- June 22, 2027 Spring six-week session study break, no lectures.
- June 22 to 26, 2027 Study break, 12-week summer semester, no lectures.
- June 23 to 26, 2027 Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
- June 25, 2027 Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of spring semester.
- Last day to submit final thesis package to program office to ensure graduation by end of spring semester.
- June 28, 2027 Lectures begin, six-week summer session.
- Deadline for payment of fees or submission of Graduate Student Promissory Note (fee-per-credit programs only), six-week summer session.

	Lectures resume, 12-week summer semester.
June 30, 2027	Spring session grades released.
July 1, 2027	Canada Day, no scheduled academic activities.
July 5, 2027	Last day to add courses, six-week summer session.
	Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.
July 12, 2027	Last day to withdraw from six-week summer session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
July 19, 2027	Last day to withdraw from 12-week summer semester courses. Active 12-week summer semester courses will be graded by instructors.
July 28, 2027	Last day to withdraw from six-week summer session courses. Active six-week summer session courses will be graded by instructors.
August 2, 2027	Civic Holiday, no lectures.

August 10, 2027	<p>Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.</p> <p>Lectures will follow the Thursday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.</p>
August 11, 2027	Study break, no lectures.
August 12 to 15, 2027	Six-week summer session and 12-week summer semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
August 18, 2026	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer semester.
August 16, 2027	Last day to submit final thesis package to program office to ensure graduation by end of summer semester.
August 20, 2027	Summer session and Spring/Summer semester grades released.

Notes:

- The Summer session and Spring/Summer semester grade release date is not necessarily inclusive of grades associated with final thesis package submissions ahead of the August 16, 2027 deadline.
- Courses offered outside the normal teaching timeframe will have add/drop deadlines pro-rated accordingly. In such cases, faculties will advise

students of appropriate deadline dates during the first meeting of the class.

- It is expected that students in a fee-per-credit program will register before the beginning of classes. If you register in a fee-per-credit course after the tuition payment deadline, your tuition fees are due immediately and you may be assessed a late payment fee. Visit gradstudies.ontariotechu.ca/tuitionandfees for a list of fee-per-credit programs.
- Deadlines related to the following can be found on the Graduate Studies website: application deadlines for admission to graduate programs; deadlines for the submission of projects and major papers; deadlines for the submission of theses/dissertations and defences; tuition refund deadlines for thesis completion during a term; and deadlines for scholarships, awards and bursaries.
- Spring/summer session courses in Education may run on a schedule that varies from the above. Consult the Frazer Faculty of Education's website for specific start and end dates.
- Fall convocation will be held in October 2026. Spring convocation will be held in June 2027. For more details, please refer to ontariotechu.ca/convocation.

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

August 10, 2026 Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.

September 7, 2026 Labour Day, no lectures.

September 8, 2026 Lectures begin, fall semester.

Last day to submit for reinstatement, fall semester.

Last day to submit return from leave of absence form, fall semester.

Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.

Last day to submit a program change request, fall semester.

Last day to change full-time/part-time status, fall semester.

	Last day to submit a leave of absence form, fall semester.
September 21, 2026	End of regular registration period; last day to add courses, fall semester.
	Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, fall semester.
October 5, 2026	Last day to withdraw from fall semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, fall semester.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, fall semester.
October 12, 2026	Thanksgiving Day, no lectures.

October 13 to 18, 2026	Fall study week, no lectures.
October 15, 2026	Fall Convocation.
November 16, 2026	Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.
December 7, 2026	Lectures end, fall semester.
December 8, 2026	Study break, no lectures.
December 9 to 19, 2026	Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
December 16, 2026	Last day to submit final thesis package to program office to ensure graduation by end of fall semester.
	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of fall semester.
January 4, 2027	Fall Semester Grades released.
December 24, 2026 to January 1, 2027	University closed.

Commented [JB1]: Guideline: between 7 and 10 working days after lectures end. Last year: 10 days

December 31, 2026 Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

Winter semester

January 4, 2027 University reopens.

January 11, 2027 Lectures begin, winter semester.

Last day to submit a return from leave of absence form, winter semester.

Last day to request reinstatement, winter semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.

Last day to submit a program change request, winter semester.

Last day to change full-time/part-time status, winter semester.

Last day to submit a leave of absence form, winter semester.

January 22, 2027 End of regular registration period; last day to add courses, winter semester.

Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.

February 5, 2027

Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

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Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.

February 15, 2027

Family Day, no lectures.

February 16 to 21,
2027

Winter study week, no lectures.

February 28, 2027

Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.

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Spring/Summer semester

May 10, 2027	Lectures begin, six-week spring session and 12-week summer semester.
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Last day to submit a return from leave of absence form, summer semester.

Last day to request reinstatement, summer semester.

Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.

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Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.

June 7, 2027

Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.

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June 9 to 11,
2027

Spring Convocation.

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- Deadline for payment of fees or submission of Graduate Student Promissory Note (fee-per-credit programs only), six-week summer session.

	Lectures resume, 12-week summer semester.
June 30, 2027	Spring session grades released.
July 1, 2027	Canada Day, no scheduled academic activities.
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	Last day to drop six-week summer session courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.
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August 10, 2027	<p>Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.</p> <p>Lectures will follow the Thursday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.</p>
August 11, 2027	Study break, no lectures.
August 12 to 15, 2027	Six-week summer session and 12-week summer semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
August 18, 2026	Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer semester.
August 16, 2027	Last day to submit final thesis package to program office to ensure graduation by end of summer semester.
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Notes:

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students of appropriate deadline dates during the first meeting of the class.

- It is expected that students in a fee-per-credit program will register before the beginning of classes. If you register in a fee-per-credit course after the tuition payment deadline, your tuition fees are due immediately and you may be assessed a late payment fee. Visit gradstudies.ontariotechu.ca/tuitionandfees for a list of fee-per-credit programs.
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- Fall convocation will be held in October 2026. Spring convocation will be held in June 2027. For more details, please refer to ontariotechu.ca/convocation.

ACADEMIC COUNCIL REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Academic Council

DATE: January 27, 2026

FROM: Joe Stokes, Registrar

SUBJECT: Conferral of Degrees – Winter 2026

MANDATE:

Article 1.1(a)(g) of By-law No. 2 provides that Academic Council has the authority to establish the procedures necessary to grant bachelor's degrees, master's degrees, doctoral degrees, honorary degrees and all other degrees, certificates, and diplomas in any and all branches of learning.

MOTION for CONSIDERATION:

That pursuant to the recommendations of each Faculty and the Registrar, Academic Council hereby confirms the eligibility for graduation of those students who have fulfilled all degree requirements at the end of the Winter 2026 term and recommends the conferral of degrees by the Chancellor.

ACADEMIC COUNCIL REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Academic Council

DATE: January 27, 2026

PRESENTED BY: Governance & Nominations Committee (GNC)

FROM: Nicola Crow, University Secretary

SUBJECT: Election Key Dates and Open Positions

KEY CONSIDERATIONS:

- GNC is responsible for advising Academic Council on its governance structure and processes, the nomination and election of new members, and Academic Council performance.
- By way of information to Academic Council, on January 20, 2026 GNC approved the below 2026 Academic Council election dates and process.
- Open positions for the 2026 Academic Council elections are also shared for information.

Election Dates and Process for 2026 Elections

Key Dates	Process
February 9, 2026	Nominations Open
March 6, 2026	Nominations Close
March 9-11, 2026	Review Nomination Eligibility
March 13, 2026	Mandatory Student Candidate Information Meetings (if required)
March 16-25, 2026	Campaign Period (if required)
March 25-27, 2026	Online voting (if required)
April 21, 2026	Results to GNC for recommendation to Academic Council
April 28, 2026	Academic Council approves GNC recommendations
May/June	Calls for expressions of interest for AC Committees
June 16, 2026	Expressions of interest results to GNC for recommendation to Academic Council
June 23, 2026	Academic Council approves Committee/Position appointments
June 23, 2026	2026-2027 Election Process Ends

BACKGROUND/CONTEXT:

- Since GNC's approval in 2024, the election process is now more streamlined and incorporates more opportunities for potential candidates to participate.

SUPPORTING MATERIALS:

- 2026 Academic Council Elections: Open Positions

2026 Academic Council Elections: Open Positions

Open Positions	#	Filled
Academic Council - Elections		
Frazer Faculty of Education	1	
Faculty of Health Sciences	1	
Faculty of Science	2	
Faculty of Social Science and Humanities	2	
Faculty at Large	4	
Undergraduate Student	2	
Graduate Student	2	
Academic Council – Renewable (tbc)		
Undergraduate Student	2	
Academic Council Committees - Elections		
Academic Appeals Committee (Undergraduate)		
Teaching Staff	1-3	
Undergraduate Student (renewable - tbc)	2	
Undergraduate Student	1	
Graduate Studies Committee		
Graduate Student (PhD level)	1	
Honorary Degrees Committee		
Student (renewable - tbc)	1	
Undergraduate Studies Committee		
Undergraduate Student	2	
Academic Council Committees - EOI		
Governance & Nominations Committee		
AC elected Teaching Staff (FEd)	1	
AC elected Teaching Staff (FSSH)	1	
AC elected Student	1	
Graduate Studies Committee		
AC elected Teaching Staff (Graduate Faculty)	1	
Graduate Student Council Representative	1	
Research Committee		
AC elected Teaching Staff	2	
Steering Committee (Elected Representatives of Academic Council)		
AC elected Teaching Staff	1	
AC elected Student	1	
Undergraduate Studies Committee		
AC elected Teaching Staff	2	
Academic Council/Committee Positions - EOI		
Academic Council Vice-Chair (renewable)	1	
COU Academic Colleague Alternate	1	
Academic Council Board Liaison	1	
Academic Appeals Committee Chair (chosen from within Committee - Teaching Faculty)	1	
Academic Appeals Committee Vice-Chair (chosen from within Committee - Teaching Faculty)	1	

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation**
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Engineering Year 1

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:

Following the recent Canadian Engineering Accreditation Board (CEAB) visit for the Automotive, Electrical, and Software Engineering programs, the Visiting Team identified a gap in instruction related to written communication appropriate to engineering. As a result, the Faculty of Engineering and Applied Science proposed changing the common first year curriculum for all Engineering programs:

- Remove COMM 1050U: Technical Communications
- Remove SSCI 1470U: Impact of Science and Technology on Society
- Add ENGR 1050U: Engineering Communications and Technology Impacts

These changes aim to better align communication instruction with engineering needs, integrate relevant content, and reduce overall course load by one course (from 33 credit hours to 30 credit hours). The revised curriculum has been reviewed to ensure all programs and specializations continue to meet Accreditation Unit (AU) requirements.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Current students (Fall 2025 intake and earlier) who are missing either COMM 1050U and/or SSCI 1470U will need to take ENGR 1050U. Future students (Fall 2026 intake and onwards) will follow the new program map.

CONSULTATION AND APPROVAL:

- ✓ Engineering Curriculum Committee: 18 September 2025
- ✓ Faculty Council: 25 September 2025
- ✓ Undergraduate Studies Committee (for approval): 18 November 2025
- Academic Council (for information): 27 January 2026

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- [Minor Program Adjustment](#)
- New course proposal(s): [ENGR 1050U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Indigenous Studies minor

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 Social Science and Humanities proposed adjusting the required courses to make the program more flexible in being able to find qualified instructors. The proposed changes include:

- Moving INDG 4100U to an option block of required courses, and
- Adding two new courses to the elective list: INDG 2010U - The Indian Residential School System *and* INDG 4000U - Understanding Reconciliation and Decolonization.

This will allow students to more easily fulfill the requirements of the minor given that there are few Indigenous instructors available with the necessary expertise.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

This change will be shared with Academic Advising to communicate to the students.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 22 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Undergraduate Studies Committee (for approval): 18 November 2025
- Academic Council (for information): 27 January 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](#)
- New course proposal(s): [INDG 2010U](#), [INDG 4000U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Arts (Honours) in Political Science

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 Social Science and Humanities proposed the following changes:

- Add a note to the calendar copy under “Degree and major requirements” that describes an opportunity for high achieving 4th year students to take a graduate seminar in the Master of Arts in Social Practice and Innovation (MSPI) to fulfill one of the program requirements, and
- Add new course POSC 4020U to a 4th year option block.

The proposed option to add the MSPI seminar will create an attractive opportunity for students who meet the minimum GPA requirement. The change may also encourage 4th year undergraduate students to consider graduate degree options.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

The MSPI program will add information regarding the opportunity for 4th year undergraduates in Legal Studies, Political Science, and Communication and Digital Media Studies at Ontario Tech who meet the minimum requirements to take a graduate course in MSPI. This option will also be promoted in Fall recruitment efforts targeting those Ontario Tech undergraduates.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 22 October 2025
- ✓ Faculty Council: 29 October 2025
- ✓ Undergraduate Studies Committee (for approval): 18 November 2025
- Academic Council (for information): 27 January 2026

Students in the MSPI program have been consulted about this change and informal discussions with undergraduate students have been held to gauge potential interest.

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- [Minor Program Adjustment](#)
- New course proposal(s): [POSC 4020U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Arts (Hons) in Sociology, Technology and Innovation

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:

To be consistent with the technology focus of the Sociology, Technology and Innovation program (and the priorities of the university), the Faculty proposed the addition of a new required 2000-level course in Technology & Society to replace SOCI 2025 Youth Cultures, which will become an elective, allowing the program to maintain the current number of required 2000-level courses while adding the core Technology & Society requirement. The requirement for three FSSH 1000-level electives has been reduced to two.

SSCI 1470U *Impact of Science and Technology on Society* will also be added as a first year required course, adding one required course to the program. As the title suggests, this course involves real-world examples and analysis of the impacts technological change has on society. This makes it a good pairing for the more complete critical sociological examination of technology offered by SOCI 2030U *Technology and Society*. As the topic of economy and society is already supported by POSC 2800 *Introduction to*

Business, Economy & Society and POSC 3800 *Business, Politics and the Macroeconomy*, SOCI 3001 *Economy & Society* will become an elective, resulting in no change to the total number of required courses.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

These changes would be implemented before accepting any students to the new Sociology, Technology and Innovation program, so there are no transition implications.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 19 November 2025
- ✓ Faculty Council: 26 November 2025
- ✓ Undergraduate Studies Committee (for approval): 16 December 2025
- Academic Council (for information): 27 January 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](#)
- [Minor Program Adjustment – Advanced Entry](#)
- New course proposal: [SOCI 2030U](#)
- Course Change proposal: [SOCI 1470U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Science (Hons) in
Mathematics for Science and Industry

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 Science proposed that MATH 4010U and MATH 4060U be reclassified from required courses to Mathematics for Science and Industry electives, and that the number of required electives in this category increase from four (4) to six (6), with at least two (2) at the 4000-level. Additionally, STAT 3020 and MATH 4080 will be added to the elective list. These changes do not alter the total credit hours or overall program length.

This change increases flexibility for students to customize their mathematical training while preserving depth through the requirement for 4000-level electives. Students can focus on computational or analytical aspects depending on career or graduate study interests.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Students entering Fall 2026 will follow the revised requirements, while current students may complete either the existing or new structure. Advising staff will support off-map students with credit substitutions and individualized plans as needed.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 17 November 2025
- ✓ Faculty Council: 2 December 2025
- ✓ Undergraduate Studies Committee (for approval): 16 December 2025
- Academic Council (for information): 27 January 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](#)
- New course proposal(s): [MATH 4080U](#), [STAT 3020U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation**
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Cyclical Program Review 18-Month Follow-up – Bachelor of Health Sciences (Hons) in Medical Laboratory Science

COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review and Auditing Procedures, eighteen months following the completion of a program review the Dean will prepare a brief follow up report and “A summary of the progress report will be approved by the appropriate standing committee of Academic Council”. This summary report will be reported to Academic Council for information and subsequently posted to the Ontario Tech corporate website.

BACKGROUND/CONTEXT & RATIONALE:

Eighteen months after the completion of a program review the Faculty is asked to report on the progress to date in implementing the agreed upon plans for improvement. The report is sent to the Academic Resource Committee for review and further follow-up, if required.

RESOURCES REQUIRED:

The Faculty’s plans to address any remaining resource needs are outlined in the 18-Month report. Information and support will be required from various areas of the University in order to implement the plan as originally agreed.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm’s length from both Ontario’s publicly assisted universities and Ontario’s government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review’s purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

NEXT STEPS:

Following the presentation to Academic Council, this summary will be posted to the University's website.

SUPPORTING REFERENCE MATERIALS:

- 18-Month Report Summary



**18-Month Follow-Up
SUMMARY REPORT
October 3, 2025
Bachelor of Health Science (Hons) in Medical Laboratory Science
Dean: Dr. Carol Rodgers**

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence. Program reviews involve several stages, including:

1. A comprehensive and analytical self-study brief developed by members of the program under review.
2. A site visit by academic experts who are external to and arm's length from the program. The visit involves discussions with senior academic administrators, faculty, staff, and students.
3. Submission of an external reviewers' report including recommendations on ways the program may be improved based on a review of the program's self-study brief, discussions during the site visit and supporting material.
4. Internal responses to the external review and recommendations prepared separately by the Program and Dean.
5. Development of an Implementation Plan prepared by the Dean including resource requirements and a timeline for acting on and monitoring the implementation of the recommendations.

All programs that undergo a review must provide a report eighteen months after the completion of the review to gather information on the progress that has been made implementing the agreed upon plans for improvement.

In academic years 2021-2023, a review was scheduled for the Bachelor of Health Science (Hons) in Medical Laboratory Science, with a site visit on June 12, 14-16, 2023. The program has submitted to the Provost's Office a report outlining the progress they have made relative to the implementation plan resulting from the review. A summary of this progress is provided on the following pages.

	Implementation Plan Action Item(s) <i>(corresponding recommendation # from reviewers' report)</i>	Timeline	Status*	Comments from Dean on progress of implementation
1.	Investigate options for enhanced use of UB3075 ideally on a permanent basis to enable at least one focus area [eg transfusion] and its associated equipment to be permanently located in this other space. If UB3075 is not available explore other space options within the university, taking into consideration increased use of simulation and/or more flexibility in lab scheduling.	2023-24 academic year for Fall 2024 implementation.	In Progress	<p>Discussion amongst the Deans began on this issue winter 2025 and has continued within each respective unit to gather needs/concerns. A meeting amongst representative individuals from both FHSc and SCI was held September 2025 to further discuss respective needs and pressure points. It was agreed that FSc will explore the possibility of using the forensic lab for any courses currently scheduled in BIT3075 (formerly UB3075), while the FHSc will make inquiries about the potential for using Durham College lab space. FHSc will share some days/times when prep access would be helpful so FSc can determine if it would work with their activities.</p> <p>Finally, the FHSc has proposed increasing FSc access to BIT3085 and BIT3095 space and equipment, such as QuantStudio Systems, Orchard Harvest LIS, and Panoptiq Microscopy. Other space ideas were also explored.</p>
2.	Begin search process to fill pending vacancies – ensure that position descriptions align with both the needs of the program [created by the 3 upcoming vacancies] and current pedagogical trends in the field [ie simulation] as well as addressing the research needs of the program [TTT positions].	Fall 2023 – with the goal to have all 3 positions in place by July 1, 2024	In Progress	Two of three positions were filled as LTFM appointments in July/August 2024. One of these appointments is now being advertised – TF with anticipated start date of January 2025. The LTFM position will continue through the current academic year [with potential to advertise for TF in 2026/2027].
3.	[a] Identify areas where clinical partnerships need to be cultivated to better avail students of a greater breadth of placement opportunities.	Fall 2023 – Fall 2024	Complete	<p>A. Comprehensive Curriculum Review</p> <ul style="list-style-type: none"> ○ The program has implemented an MPM to reduce the time requirement associated with

<p>[b] Strengthen relationships with current clinical partners – development of continuing education courses for practicing MLTS [licensure requirement need]; annual conference on current topics in the field</p>	<p>Spring 2024 – Fall 2025</p>	<p>Continuous</p>	<p>the clinical practicum, which will alleviate pressure on clinical partners while maintaining a significant breadth of placement opportunities. By leveraging increased simulation in the revised program map, the program can explore placement outside of traditional locations, including considerable rural placement for future students. The program has also begun implementation of a competency-based assessment element to ensure students are able to meet clinical practicum requirements.</p> <ul style="list-style-type: none"> ○ Additionally, clinical practicum length has been considered a potential barrier due to pressures at clinical sites that have been exacerbated following COVID. This has been further impacted by the growth of MLS training institutes in the last 2 years. As such, the program has moved to reduce the clinical practicum from 25 weeks to 16 weeks and has supplemented it with new simulation courses. This will allow the program to place students throughout multiple potential semesters (e.g., Fall, Winter, Spring) and increase clinical placement capacity. These changes were proposed after extensive consultation with our Program Advisory Committee(PAC) members. <p>B. Preceptor Training Program Launch and Continuous Clinical Coordinator.</p> <ul style="list-style-type: none"> ○ As well as the identified curriculum changes, the program has implemented a preceptor training module that was created through an external partner and set up an independent email system to allow preceptors an opportunity to submit completion of the module for credit with the regulatory body. ○ The program has also adopted a co-directorship model, which allows for shared
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	<p>[c] Explore options around shared buying opportunities for equipment and reagent with some of our closest partners like Lakeridge Health.</p>	<p>Fall 2024</p>	<p>Complete</p>	<p>coordination of the program responsibilities and focused support for clinical partners.</p> <ul style="list-style-type: none"> ○ Clinical site visits continue with scheduled visits to clinical partners that include an education session. ○ The program continues to offer education days at the end of each academic year for clinical partners, which include guest speakers regarding various MLS education topics. ○ The program has also begun the process for development of a graduate program focused on medical laboratory practitioners to better address some of the continuous learning needs of clinical partners, as no such programs exist in Ontario. <p>C. Secured Donations</p> <ul style="list-style-type: none"> ○ While the relationships with our closest partners remain strong, shared buying of equipment presents challenges due to regulatory, operational, and accreditation requirements at facilities and is not considered a viable mechanism for laboratory capital or consumable resources; however, the program has received several donations to support the program through continued partnership and has secured central funding to replace significant equipment, including a new hematology analyzer, new chemistry analyzers, and new molecular equipment, as well as new IT infrastructure. The program also completed a revised capital needs list and has identified priority capital requests to ensure effective program delivery. ○ The program has also worked to develop new partnerships with groups such as Gamma Dynacare, which resulted in the donation of modern molecular biology equipment (e.g., Quant Studio 7 Flex).
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4.	<p>[a] Review options to include information beyond GPA only as part of the current admissions process.</p> <p>[b] Explore opportunities to create a fast-track for internationally trained MLTs.</p> <p>[c] Inventory curriculum re. EDIA inclusion/opportunities</p>	<p>Fall 2023-24</p> <p>Winter 2024</p> <p>Fall 2025</p>	<p>On Hold</p> <p>Cancelled</p> <p>Complete</p>	<p>A. Admission Criteria</p> <ul style="list-style-type: none"> ○ Admissions processes are controlled at the registrar's level, and implementation of non-academic elements has been deemed impractical for MLS admissions. A review of MLS admissions in Canada indicates that admission is primarily based on academic factors. ○ The program continues to explore and utilize opportunities for the advanced entry pathways for students with undergraduate degrees in health-related fields and biotechnology-related diplomas. <p>B. IEMLT Action</p> <ul style="list-style-type: none"> ○ Initial discussions were held regarding this option; however, in August 2024, the regulatory bodies within the Canadian Medical Laboratory Science sector unexpectedly shifted the entry to practice certification examination, which has nullified the viability of this action. ○ IEMLT education is no longer considered a viable mechanism to address the workforce shortages or student recruitment, as IEMLTs who are deficient in a select MLS discipline(s) may now avail of "discipline-specific" certification (i.e., there is no business case for a fast-track model for IELMT). <p>C. MPM, Regulatory Changes, and Patient Partner</p> <ul style="list-style-type: none"> ○ The regulatory shift noted above also resulted in the two-phase MPM process, where the program conducted a fulsome review of its course offerings and addressed all aspects of the MLS landscape. Course revisions were proposed, and the MPM has passed through the required committees with the Academic Council Remaining.
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				<ul style="list-style-type: none"> ○ Changes related to the program incorporated all aspects of the new CAMPLR fields of practice, which incorporate elements of EDI, social determinants of health, as well as revised clinical discipline elements. These have been included within course revisions. However, course improvement is a continuous quality cycle and therefore will be reviewed as courses are delivered. ○ The program also implemented a new patient partnership strategy, which, in addition to meeting accreditation requirements, allows for the incorporation of EDI-based concepts within the MLS curriculum. The inaugural patient partnership day was held in June 2025, and we have voted to include a patient partner within the program PAC.
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***Process Status Legend:**

Complete: Accomplished action item; no further steps required.

Continuous: Initial action item complete but requires ongoing monitoring and/or enhancement.

In Progress: Progress on the action item has been initiated but is not complete at this time. Outline all steps taken in the comment's column.

On Hold: Unable to complete due to other dependent factor(s).

Cancelled: Item no longer relevant or resources unavailable.

Additional comments:

- In addition to the UPR, the program is currently undergoing an external assessment by its accreditation partner (Equal Canada). The program has submitted a comprehensive program audit, which involves 31 criteria (10 high priority) by which MLSc programs are measured and through which its accreditation status is determined. This is a 6-year quality assurance cycle.
- These criteria involve all aspects of the program's structure, ranging from admissions to competency-based curriculum requirements, to institutional policies and quality improvement. The program has submitted its

documentation on schedule and is expecting an off-site report in the Fall 2025 semester. Upon receipt of this follow-up, the program will be required to conduct an on-site assessment, which may include a number of recommendations to ensure compliance with the EQal standards. As part of the commitment to continuous quality improvement, the program will address these recommendations in concert with those continuous elements within the 18-month follow-up.

This summary report will be sent for approval to the appropriate standing committee of Academic Council (USC or GSC), and will subsequently be reported to Academic Council. It will then be posted on the Ontario Tech corporate website.

Next Scheduled Program Review: 2029-2031

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Decision
- Recommendation
- Discussion/Direction
- Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Cyclical Program Review – Final Assessment Report – Bachelor of Information Technology (Hons) in Game Development and Interactive Media

COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review (CPR) and Auditing Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for approving the Final Assessment Report (FAR), Executive Summary, and Implementation Plan (IP) resulting from the Review.

BACKGROUND/CONTEXT & RATIONALE:

In academic years 2021 – 2023 a program review was scheduled for the Bachelor of Information Technology (Hons) in Game Development and Interactive Media program. The site visit was conducted on December 3-4, 2024. At the completion of a CPR the appropriate standing committee of Academic Council (USC or GSC) will review and approve the FAR, Executive Summary, and IP that synthesize the recommendations resulting from the review, identify the strengths of the program as well as the opportunities for program improvement and enhancement, and outline the agreed-upon implementation plans for this improvement.

RESOURCES REQUIRED:

The Faculty's plans to address any resource needs are outlined in the Implementation Plan. Information and support will be required from various areas of the University in order to implement the plan. The resources identified in the Implementation Plan have been reviewed by the Academic Resource Committee and will be allocated as necessary to successfully support this program.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

CONSULTATION AND APPROVAL:

The Academic Resource Committee reviewed the Implementation Plan on September 9, 2025. The Implementation Plan was presented to Faculty Council (FHS) on September 2, 2025.

NEXT STEPS:

- Following presentation of the Executive Summary and IP to Academic Council and the Board of Governors, a Final Assessment Report (FAR), the Executive Summary, and the IP will be sent to the Quality Council as required under the Quality Assurance Framework. A summary report is then posted on the Ontario Tech corporate website.
- The FAR, Executive Summary, and IP will be provided to the Faculty, through the Dean, to serve as the basis for the continuous improvement and monitoring of the program. A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time.

SUPPORTING REFERENCE MATERIALS:

- Executive Summary
- Implementation Plan



FINAL ASSESSMENT REPORT Executive Summary Cyclical Program Review

Degree Program:	Bachelor of Information Technology– Game Development and Interactive Media
Components:	Co-op
Dean:	Dr. Carolyn McGregor
Date:	October 21, 2025

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

In academic years 2021-2023 a program review was scheduled for Bachelor of Information Technology – Game Development and Interactive Media. This is the second program review for this program. A timeline of the review is provided below.

Program Review Timeline	Date
Program Review start date:	June 2021
Self Study submitted/approved:	10 October 2023
Site Visit:	3-4 December 2024
External Reviewers Report received:	28 January 2025
Program Response received:	11 April 2025
Decanal Response received:	27 July 2025

Significant Strengths of the Program

The program's greatest strengths lie in its committed faculty, well-designed curriculum, and strong emphasis on experiential learning. Core faculty are passionate, research-active, creating a collegial environment that supports mentorship and continuous improvement. The program's structure — a broad foundational year followed by clear pathways to specialization — gives students both a wide-ranging understanding of game development and the chance to develop deep, marketable expertise. Hands-on components, including game development workshops and group projects, provide sustained opportunities for collaboration, iteration, portfolio development, and soft-skill growth in communication, teamwork, conflict resolution, and project management. Well-equipped labs and studio spaces function as hubs of community and collaboration. Graduates are industry-ready across programming, design, technical art, and management roles, and an increasing number of student teams are commercializing projects—forming studios and releasing games on platforms like Steam—which strengthens entrepreneurial outcomes and inspires current students.

Opportunities for Program Improvement and Enhancement

- The program is still refining its identity following the 2022 curriculum changes; clarifying a distinct focus will help resolve many downstream issues. While students gain impressive breadth, there is insufficient depth in key technical areas leaving some graduates less competitive in the job market. Foundational skill gaps and uneven student engagement in core art and programming subjects reduce students' ability to contribute effectively to second-year projects; stronger first-year fundamentals and more emphasis on individual skill development are needed.
- The program would benefit from some revision of curriculum to enhance applied arts offerings (sound/music, dedicated modeling/animation sequences, anatomy for character work) and socio-cultural/game-studies content tied to the program's "tech with a conscience" positioning. Expanding or partnering to provide these offerings would improve both skills and diversity.
- There is a notable gender imbalance among students and faculty that requires proactive recruitment, retention, and curriculum choices to address.

The review consisted of two external reviewers. During the virtual site visit, the reviewers met with the following groups and individuals:

Dr. Lori Livingston, Provost & VP Academic, Dr. Carolyn McGregor, Dean, Faculty of Business and Information Technology, James Robb, Undergraduate Program Director, GDIM along with a number and members of the internal assessment team and a number of faculty, staff, and students.

The external reviewers identified ten recommendations. The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers' report.

Both documents, accompanied by this Executive Summary (ES), were delivered to the appropriate standing committee of Academic Council (USC/GSC) and approved on **November 18, 2025**.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	2 September 2025
Academic Resource Committee	IP	Resource review	9 September 2025
USC/GSC	FAR, ES, IP	Approval	18 November 2025
Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

Due Date for 18-Month Follow-up Report: 1 October 2026
Date of Next Cyclical Review: 2028-2030
Timeframe for associated site visit: Spring 2029



IMPLEMENTATION PLAN
 July 2025
 Game Development and Interactive Media
Program Review
Prepared by: Dr. Carolyn McGregor

The table below presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report. The Dean solicits feedback on this Implementation Plan through Faculty Council.

	Recommendation <i>(corresponding # from reviewers’ report)</i>	Action Item(s)	Specify role of person responsible	Timeline for action and monitoring	Resource Requirements
1	Clarify and refine program identity.	Program to prepare a comprehensive report which includes: - Reflection on the changes implemented in 2022 and the current structure of the program heavily reliant on electives and clusters - Examine the current state of the field and industry as it relates to our program content and structure - Examine the career readiness of our graduates and the	Program Director with input from all members of GDIM area	Report ready and presented to the dean by May 2026	Operational needs of the program advisory board meeting as it relates to this report. Information from OIRA

		<p>skills/knowledge they need to succeed after graduation</p> <p>- Provide suggestions on all changes in structure, curriculum, courses, identity, and other academic and non-academic components based on this reflection and study</p>			
2	Address gender disparity in the student body.	Develop student recruitment and marketing initiatives aimed at a diverse student population	Program Director Dean's office	Spring 2026 in order to implement for the 26-27 recruitment cycle	Registrar's Office input and support Ontario Tech student recruitment team input and support Marketing support
3	Address gender imbalance among full-time faculty.	While there are currently no open positions in the GDIM area, where these opportunities arise, we will adopt wholistic EDI principles to all aspects of hiring to address this.	Dean's office	At Ontario Tech, the allocation of resources—including full-time faculty—is currently guided by enrolment trends. The Faculty will continue monitoring student numbers in the GDIM program to assess the need for additional resources as necessary. This may in the short-term be addressed by reviewing the current complement of sessional and contract faculty.	N/A

4					
5	Develop a required Game Studies course.	Program to determine if this new course or topic area fits the overall program structure and goals	Program Director	Decision and action by April 2026	Potential collaboration with other faculties within Ontario Tech.
6	Reduce lab sizes in hands-on courses.	Evaluate current lab sizes and determine plans for future years. The decision on class size is influenced by a myriad of factors. Any program proposals regarding lab/tutorial sizes will be evaluated accordingly and within the budgetary and resource constraints of the faculty.	Program Director DPO Associate Dean	Decision for 26-27 academic year by April 2026	Registrar's Office for scheduling and physical space support.
7	Safeguard the positive learning environment in labs and other facilities.	Develop a Lab Use Policy within the policy frameworks and procedures at the university	Program Director DPO	Developed by July 2026	Input and support from the Office of the General Counsel
8					
9	Consider revisiting admissions requirements, including minimum average and a statement of interest.	Review admission requirements for the 26-27 academic year and onwards.	Dean's office RO Program Director	July 2026	Information from Registrar's office Information from OIRA
10	Emphasize portfolio development and career readiness from Day One in the program.	<ul style="list-style-type: none"> - Program to explore the possibility of incorporating a formal portfolio development structure within the GDW workshop. - Collaborate with centralized career center to explore tailored services for GDIM students where and when appropriate 	<ul style="list-style-type: none"> - Program Director - Program Director, Associate Dean 	<ul style="list-style-type: none"> - May 2026 - July 2026 	<ul style="list-style-type: none"> - None - Services and input from the centralized career center unit

Recommendations not Addressed and Rationale

#	Recommendation not Addressed	Rationale
4	Hire a tenure-track faculty member in Technical Art or a related field.	<p>Under the current budgetary approach at Ontario Tech, resources (including full time faculty) follow trends in enrolment numbers. We will continue to evaluate our student numbers in the GDIM program to determine if/when additional resources are required.</p> <p>In the meantime, FBIT support the program's desire to develop a pool of qualified and experienced sessionals that could step in and deliver our courses if/when needed. This could also help us connect with industry experts and alumni and open the door to other forms of collaboration.</p>
8	Require at least one course in 3D modeling and/or animation.	<p>Recommendations such as this one need to be evaluated within a broader study of the program and its direction. Ultimately, decisions about specific courses will be made by the program and follow the university policies for program modifications when needed.</p> <p>This item can be evaluated within the process proposed under the first recommendation.</p>

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	<input type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input checked="" type="checkbox"/>

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Cyclical Program Review – Executive Summary, Implementation Plan and Program Learning Outcomes – Bachelor of Science in Nursing (BScN)

COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review (CPR) and Auditing Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for approving the Final Assessment Report (FAR), Executive Summary, and Implementation Plan (IP) resulting from the Review.

Additionally, in accordance with Article 6 of the IQAP Curriculum Change Procedures, editorial revisions to Program Learning Outcomes are considered Minor Program Adjustments and are sent to the standing committee for approval.

BACKGROUND/CONTEXT & RATIONALE:

In academic years 2022 – 2024 a program review was scheduled for the Bachelor of Science in Nursing (BScN) Science program. The site visit was conducted on June 9 – 11, 2025. At the completion of a CPR the appropriate standing committee of Academic Council (USC or GSC) will review and approve the FAR, Executive Summary, and IP that synthesize the recommendations resulting from the review, identify the strengths of the program as well as the opportunities for program improvement and enhancement, and outline the agreed-upon implementation plans for this improvement.

RESOURCES REQUIRED:

The Faculty's plans to address any resource needs are outlined in the Implementation Plan. Information and support will be required from various areas of the University in order to implement the plan. The resources identified in the Implementation Plan have

been reviewed by the Academic Resource Committee and will be allocated as necessary to successfully support this program.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

CONSULTATION AND APPROVAL:

The Academic Resource Committee reviewed the Implementation Plan on October 21, 2025. The Implementation Plan was presented to Faculty Council (FSci) on October 1, 2025. The Final Assessment Report, Executive Summary, Implementation Plan, and revised learning outcomes were approved at Undergraduate Studies Committee on November 18, 2025.

NEXT STEPS:

- Following presentation of the Executive Summary and IP to Academic Council and the Board of Governors, a Final Assessment Report (FAR), the Executive Summary, and the IP will be sent to the Quality Council as required under the Quality Assurance Framework. A summary report is then posted on the Ontario Tech corporate website.
- The FAR, Executive Summary, and IP will be provided to the Faculty, through the Dean, to serve as the basis for the continuous improvement and monitoring of the program. A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time.

SUPPORTING REFERENCE MATERIALS:

- Executive Summary
- Implementation Plan
- PLO Enhancement Summary



FINAL ASSESSMENT REPORT Executive Summary Cyclical Program Review

Degree Program:	Bachelor of Science in Nursing (BScN) including: <ul style="list-style-type: none"> • Ontario Tech University (OTU)-Durham College (DC) BScN Collaborative 4-year (Honours) Program • Ontario Tech University-DC Post RPN-BScN Bridge (Oshawa) (Honours) Program
Components:	
Dean:	Carol D. Rodgers, PhD
Date:	November 3, 2025

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

In academic years 2022 - 2024 a program review was scheduled for the Bachelor of Science in Nursing (BScN) collaborative program. This is the third program review for this program. A timeline of the review is provided below.

Program Review Timeline	Date
Program Review start date:	November 8, 2022
Self Study submitted/approved:	May 20, 2025
Site Visit:	June 9-11, 2025
External Reviewers Report received:	July 8, 2025
Program Response received:	August 8, 2025

Decanal Response received:

September 12, 2025

In the self study, the reviewers were asked to comment on faculty and staff workload, governance and leadership structures, evolving partnership dynamics within Ontario's nursing education landscape, and upcoming curricular changes.

The review consisted of two external reviewers. During the virtual site visit, the reviewers met with the following groups and individuals:

Dr. Lori Livingston, Provost & VP, Academic
Dr. Carol Rodgers, Dean of Faculty of Health Sciences
Dr. Janet McCabe, Associate Dean, Undergraduate Programs
Dr. Rebecca Milburn, Executive Dean, Durham College
Dr. Gillian Dunn, Associate Dean, Durham College
Dr. Hilde Zitzelsberger, Associate Dean, Nursing
Leslie Graham, RPN-BScN Coordinator
Dr. Sue Coffey, Chair of Internal Assessment Team
Members of the Internal Assessment Team
Faculty, Staff, and Students from the Faculty of Health Sciences

External reviewers highlighted the program's unified partnership across institutions, strong enrollment and curriculum design, impactful clinical and simulation experiences, robust community engagement, and a deeply supportive, student-centered learning environment enriched by institutional resources.

The external reviewers identified eleven recommendations identifying specific steps to be taken to improve the program. Recommendations focus on enhancing simulation and clinical practice alignment, restructuring leadership and resources to support program growth, addressing student communication and advising gaps, supporting faculty research, and strengthening the external profile of the program. The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers' report. Both documents, accompanied by this Executive Summary (ES), will be delivered to the appropriate standing committee of Academic Council (USC/GSC) for approved on November 18, 2025.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	October 1, 2025
Resource Committee	IP	Resource review	October 21, 2025
USC/GSC	FAR, ES, IP	Approval	November 18, 2025

Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

Due Date for 18-Month Follow-up Report: March 12, 2027

Date of Next Cyclical Review: 2030-2032
Timeframe for associated site visit: Winter 2031

IMPLEMENTATION PLAN
November 3, 2025
Bachelor of Science in Nursing (BScN)
Cyclical Program Review
Dean: Carol D. Rodgers, PhD

The Implementation Plan is a critical outcome of the Cyclical Program Review process. The Dean solicits feedback on the Implementation Plan through Faculty Council and the plan is reviewed by the Provost, through the Academic Resource Committee (ARC), to examine resource implications and allocations. A Final Assessment Report (FAR) and Executive Summary are prepared synthesizing the program review reports and responses, following review of the Implementation Plan by the ARC. The plan proceeds through Ontario Tech’s governance process and is posted on the corporate website.

The table below presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report.

Recommendation <i>(corresponding # from reviewers’ report)</i>	Action Item(s)	Specify role of person responsible	Timeline for action and monitoring	Resource Requirements
1. Simulation and Clinical Practice [a] Create an outline of all core simulations offered in the program, identifying the year, course, and content then mapping them to the CNO	Creation of a mechanism and associated processes for tracking all simulations offered in the program including the following features: <ul style="list-style-type: none"> • Simulation/Source 	Chair - Nursing Program Simulation Committee <i>[Associate Dean – Nursing]</i>	Present proposed mechanism and processes to program committee for feedback [Dec 2025 program committee/retreat] –	

	ETP competencies, and program learning goals.	<ul style="list-style-type: none"> • Year and level • Course • Content/focus • CNO ETP competencies • Program learning goals • Brief statement about how these hours enhance nursing practice 		adjust accordingly with finalized version ready for distribution to faculty for completion by Feb 2026 so report can be presented for feedback and determination of “next steps” at Spring retreat.	
2.	<p>Graduate Outcomes</p> <p>[a] Focus on NCLEX results as a method to evaluate whether the program is achieving the proposed objectives is essential to.</p> <p>[b] Implement strategies to ensure that the NCLEX scores meet or surpass the provincial standards.</p>	<p>[a/b] Collection of data from program graduates to be initiated/ completed through the Program Evaluation Committee. Assessment tool should focus on students’ experience of writing the NCLEX exam and their recommendations.</p> <p>[b] Workshop and resources focused on improving NCLEX scores to be gathered and shared with faculty. Strategies to be developed for using resources, in concert with data collection/ recommendations [outlined above].</p>	<p>Chair – Program Evaluation Committee;</p> <p>Chair – NCLEX sub-committee</p> <p><i>[Associate Dean – Nursing]</i></p>	<p>Data collection to occur in fall of 2025. Recommendations from data analysis to be presented to nursing program committee [UNPC] in spring 2026.</p> <p>Analysis of data and related recommendations to be presented to nursing program committee [UNPC] in spring 2026.</p> <p>Workshop and resources focused on improving NCLEX scores will be added to the fall 2025 strategic planning retreat day.</p>	

<p>3.</p>	<p>Restructuring and Re-evaluating</p> <p>[d] Additional nurse/sim tech to support the current lab and sim aspects of the curriculum.</p> <p>Develop these aspects further as simulation is a major strength of the program, and allow for growth in this area.</p> <p>[e] It is recommended that the university addresses the increasing demand for 3-hour classroom space, as the Program expands.</p>	<p>Can be explored as part of the position resourcing opportunities that currently available for the program</p> <p>As per #1 [1a]</p> <p>Continue to highlight the need for this space [especially in 3-hour blocks] and note the pending new classroom space in SHA [5th floor] as a potential option [especially for NURS students with labs on 4th floor etc.]</p>	<p>UNPC; Associate Dean – Nursing; Dean</p> <p>Simulation Committee; <i>[Associate Dean – Nursing]</i></p> <p>Dean</p>	<p>Consider this in discussions about focus of upcoming available positions [both collaborative and longer term – 2nd degree entry]</p> <p>As per #1 [1a]</p> <p>Discussions scheduled for Fall 2025</p>	<p>Office of Campus Infrastructure and Sustainability</p>
<p>4.</p>	<p>Student Concerns</p> <p>Create an algorithm for escalating issues and educate the students on this process.</p>	<p>Review current algorithm; ensure messaging via multiple means [student orientation; Program Handbook]</p>	<p>Associate Dean – Nursing; Associate Dean Undergraduate; Advising Manager</p>	<p>Fall 2025</p>	<p>Academic Advising</p>

5.	<p>Workload and Collective Agreements</p> <p>Continue to work collaboratively related to workload</p>	<p>Timelines to be established as part of revisions to MOU</p>	<p>Steering Committee; Deans/Associate Deans OTU and DC</p>	<p>Timelines already incorporated into MOU pending signatures [Fall 2025].</p> <p>Regular ongoing meetings Deans, Associate Deans support actualization of timelines and discussions around challenges.</p>	<p>Finance (both DC and OTU)</p>
6.	<p>Structure and Workload</p> <p>Assistant Deans position be removed to make room for two additional Associate Deans- 1. Practicum and Simulation and 2. Collaborative BScN and Second Entry Programs. Each of these positions will receive 2 course releases based on the university's policies.</p>	<p>It is recognized that the current organizational structure within the program is not optimal from a functional perspective. Review in accordance with jurisdiction [workload and collective agreements] will take place to determine whether a more optimal structure that is financially neutral will be undertaken.</p>	<p>Deans – both DC and OTU; program steering committee</p>	<p>To be completed by Spring 2026.</p>	
7.	<p>Increasing Faculty Complement</p> <p>Increase by 3-4 full-time faculty members. Understanding that this takes time, a short-term solution would be to extend the two-</p>	<p>LTFM has been extended – 1 year and an additional TF position since acquired.</p>	<p>Dean - OTU</p>	<p>In progress - LTFM goal start January 2026; TF July 2026.</p>	

	year LTA position for another two years.				
9.	Research and Workload Focused plan for all faculty to engage in research.	Develop a research plan to support faculty research and align within context of FHSc strategic research plan to optimize resourcing/support.	Nursing Program Research Committee <i>[Associate Dean – Nursing]</i>	First draft of plan to be presented at Spring 2026 retreat for faculty feedback.	
11.	Increasing Admission Requirements to BScN Program (not the Advanced Entry Program) It is recommended to increase the minimum grades for admission prerequisite courses from 60 percent. A minimum of 65 percent for the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credit hours including English (ENG4U), Biology (SBI4U), Chemistry (SCH4U), and one of Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U).	Analyze data related to admission criteria/scores, program performance and persistence, and success on first time writing of the NCLEX-RN exam to determine if this recommendation would be appropriate.	Nursing program undergraduate curriculum committee; program evaluation committee <i>[Associate Dean – Nursing]</i>	Data analysis to be presented to the Nursing Program faculty over 2025/2026 with a timeline of determining if admission criteria should be modified by fall 2026 (impacting 2027 admissions).	RO, Advising

*The Dean shall be responsible for monitoring and reporting on the Implementation Plan.

Recommendations not Addressed and Rationale

Recommendation not Addressed <i>(corresponding # from reviewers' report)</i>	Rationale
1[b] Simulation and Clinical Practice Expand three-tiered process for sim pedagogy development to create online modules for faculty and staff in other nursing programs across the province.	Implementation of the collaborative program new curriculum, approval and pending launch of the 2 nd degree entry program, significantly increased cohort size as well as transition of the MScN program to its own independent program [no longer in collaboration with Trent] have all required considerable effort on the part of faculty/staff over the last 3 years and will continue to do so in the upcoming 2-3 years. Need to wait until current work in other priority areas is complete.
2[c] Graduate Outcomes Consider adopting an external NCLEX prep program and implementing it throughout the program.	This has been previously considered. A tool was added [purchased by students/ancillary fee] and there was no significant change/impact on NCLEX scores. This has since been removed.
3 [a] Restructuring and Re-evaluating Practicum coordinators need to be nursing focused, and an additional role is needed to support growth and mitigate vulnerability of the programs. [b] Consideration could be given to have non-nursing students (Research and Kinesiology) utilize Synergy Gateway [c] Verifying clinical sessional instructor's pre-placement requirements could be included in the placement onboarding processes and in collaboration with the	An additional practicum coordinator has been added to support growth/manage vulnerability of the program. Anticipate the individual to be in place late Fall 2025/early 2026. Already done. Med Lab last Fall and Kin/Research transitioned Fall 2025. Not feasible to request this of current placement partners.

	placement partners occupational-health team.	
8.	<p>Off-Track Students and Workload</p> <p>One designated nursing advisor who tracks this info over four years to enhance the process of communication for off track students and for continuity of student progression.</p>	Measures have been put in place to mitigate the planning concerns with off-track students centrally, however, it's not feasible to have a Nursing advisor given the university's centralized advising model.
10.	<p>Building the Image of the Program</p> <p>Associate Professors be mentored and supported for promotion to Professors by the next cyclical review.</p>	This is already built in to the APR process for all faculty as well a mentorship committee approach has been developed for all new FHSc TTT faculty. Promotion to full professor also includes a "time" factor which limits whether this is feasible by the next cyclic review for many of the current faculty.

Due Date for 18-Month Follow-up Report: March 12, 2027

Date of Next Cyclical Review: 2030-2032

Cyclical Program Review: Summary of program learning outcome enhancements

[This form should be used in cases where program learning outcomes have been enhanced for an existing undergraduate or graduate program as the result of a cyclical program review. The program and course learning outcomes must be reviewed and revised using resources provided by CIQE and the Teaching and Learning Centre (TLC). This form will be appended to the Final Assessment Report and presented at the appropriate standing committee of Academic Council (USC or GSC) for approval.]

Faculty: Health Sciences	
Program: Bachelor of Science in Nursing (BScN)	
Review year: 2022-24	
Undergraduate: <input checked="" type="checkbox"/>	Graduate: <input type="checkbox"/>

Original program learning outcome(s): (Provide all of the initial program learning outcomes)

<ol style="list-style-type: none"> 1) Use nursing science, knowledge, and skills to promote health and healing of individuals, families, groups and communities. 2) Establish professional, caring relationships with individual clients, families, groups, and communities. 3) Establish professional relationships with nursing colleagues and interdisciplinary health team members. 4) Communicate effectively, using oral, written, and information technology skills. 5) Use critical thinking, scientific inquiry, problem solving, and other ways of knowing within a decision-making framework. 6) Apply leadership and managerial abilities to provide quality care for clients, and quality of work-life for colleagues. 7) Engage in reflective practice and self-directed learning, to support professional growth and development and the quality assurance requirements in nursing. 8) Advocate for public policies that will promote the health of individuals, families, groups, and communities. 9) Use available research to support evidence-based practice, advance health care, and promote the nursing profession. 10) Practice nursing based on a conceptual framework, and a clear understanding of the professional contribution of nursing in health care. 11) Practice and promote the professional practice requirements as outlined in the College of Nurses of Ontario <i>Professional Standards for Registered Nurse and Entry to Practice Competencies for Registered Nurses</i>, and in the Canadian Association of University Schools of Nursing <i>Statement on Baccalaureate Education</i>.

Total number of original outcomes: 11

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Undergraduate Studies Committee

SUBJECT: Cyclical Program Review – Final Assessment Report and Program Learning Outcomes – Bachelor of Arts (Hons) in Communication and Digital Media Studies

COMMITTEE MANDATE:

In accordance with Article 8 of the Ontario Tech University Institutional Quality Assurance Process (IQAP) Cyclical Review (CPR) and Auditing Procedures, the appropriate standing committee of Academic Council (USC or GSC) is responsible for approving the Final Assessment Report (FAR), Executive Summary, and Implementation Plan (IP) resulting from the Review.

Additionally, in accordance with Article 6 of the IQAP Curriculum Change Procedures, editorial revisions to Program Learning Outcomes are considered Minor Program Adjustments and are sent to the standing committee for approval.

BACKGROUND/CONTEXT & RATIONALE:

In academic years 2023 – 2025 a program review was scheduled for the Bachelor of Arts (Hons) in Communication and Digital Media Studies program. The site visit was conducted on April 23 and 25, 2025. At the completion of a CPR the appropriate standing committee of Academic Council (USC or GSC) will review and approve the FAR, Executive Summary, and IP that synthesize the recommendations resulting from the review, identify the strengths of the program as well as the opportunities for program improvement and enhancement, and outline the agreed-upon implementation plans for this improvement.

RESOURCES REQUIRED:

The Faculty's plans to address any resource needs are outlined in the Implementation Plan. Information and support will be required from various areas of the University in

order to implement the plan. The resources identified in the Implementation Plan have been reviewed by the Academic Resource Committee and will be allocated as necessary to successfully support this program.

COMPLIANCE WITH POLICY/LEGISLATION:

The Ontario Universities Council on Quality Assurance (Quality Council), established by the Council of Ontario Universities in July 2010, is responsible for oversight of the Quality Assurance Framework processes for Ontario Universities. The Council operates at arm's length from both Ontario's publicly assisted universities and Ontario's government. Under the Quality Assurance Framework, academic programs must undergo a cyclical review at least every eight years following their implementation. The purpose of the cyclical program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of continuous improvement. A program review's purpose is not solely to demonstrate the positive aspects of the program, but also to outline opportunities that will lead to improvements for the future.

CONSULTATION AND APPROVAL:

The Academic Resource Committee reviewed the Implementation Plan on October 21, 2025. The Implementation Plan was presented to Faculty Council (FHS) on September 24, 2025.

NEXT STEPS:

- Following presentation of the Executive Summary and IP to Academic Council and the Board of Governors, a Final Assessment Report (FAR), the Executive Summary, and the IP will be sent to the Quality Council as required under the Quality Assurance Framework. A summary report is then posted on the Ontario Tech corporate website.
- The FAR, Executive Summary, and IP will be provided to the Faculty, through the Dean, to serve as the basis for the continuous improvement and monitoring of the program. A report from the program outlining the progress that has been made in implementing the recommendations will be put forward in eighteen months' time.

SUPPORTING REFERENCE MATERIALS:

- Executive Summary
- Implementation Plan
- PLO Enhancement Summary



FINAL ASSESSMENT REPORT Executive Summary Cyclical Program Review

Degree Program:	Bachelor of Arts – Communications and Digital Media Studies
Components:	<p>Specializations:</p> <ul style="list-style-type: none"> • Creativity, Digital Arts and Entertainment Industries • Strategic Communications, Social Media & Society <p>Co-op</p> <p>Minor Programs</p> <ul style="list-style-type: none"> • Communication and Digital Media Studies - Open Minor • Creative Industries and Popular Culture • Online Creators: Digital Entrepreneurship, Work and Society • Social Media Advocacy, Activism & Social Change • Digital Media, Politics and Policy • Professional Communication
Dean:	Dr. Peter Stoett
Date:	October 14, 2025

Under Ontario Tech University's Institutional Quality Assurance Process (IQAP) and the Ontario Quality Assurance Framework (QAF), all programs are subject to a comprehensive review at least/at minimum every eight years to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

In academic years 2023-2025 a program review was scheduled for Bachelor of Arts – Communications and Digital Media Studies. This is the second program review for this program. A timeline of the review is provided below.

Program Review Timeline	Date
Program Review start date:	9 August 2023
Self Study submitted/approved:	31 October 2024
Site Visit:	23, 25 April 2025
External Reviewers Report received:	22 May 2025
Program Response received:	10 June 2025
Decanal Response received:	10 June 2025

Significant Strengths of the Program

The CDMS program supports the Faculty of Social Science and Humanities (FSSH) and Ontario Tech University (OTU). The CDMS program curriculum is both comprehensive, covering a wide range of communication and digital media studies topics, and differentiated, with the two new specializations. CDMS students are trained in an array of theoretical and methodological models and have access to a wide selection of engaging, substantive courses. Their education culminates in two key opportunities: the Capstone Creator Project and the Practicum or Internship, where they apply the knowledge and skills they have developed. Additionally, the CDMS curriculum prepares students for a fast-growing professional field with abundant career and job opportunities and CDMS graduates / alumni go on to flourish in many communication and digital media careers. The program's faculty is deeply committed to research and teaching excellence, demonstrated by significant research accomplishments and numerous teaching awards. For a smaller social science and humanities program, the record of research and teaching excellence is particularly impressive when compared to larger departments across the province and country.

CDMS faculty members are committed to further enhancing the program's national and international reputation through ongoing scholarly contributions and mentorship of undergraduate students in research. The program's size allows faculty to build close relationships with students, tailoring courses to their needs and helping them grow over the course of their studies. This learner-centered approach is especially important in a program where many students are the first in their families to attend university. The smaller class sizes in CDMS, typically with a maximum of 50 students, offer a more personalized learning environment compared to larger departments at other universities. This benefits both students and faculty by fostering greater engagement and deeper learning. In recent years, CDMS has undertaken massive major and minor enhancements to the program structure and curriculum, and made significant strides in clarifying and communicating its identity to prospective students and potential research collaborators. Longstanding and newer faculty members are proud of their research and teaching accomplishments and the growing visibility and recognition of the program among external audiences.

Opportunities for Program Improvement and Enhancement

Program Requirements: One key area is the development of specialization-specific learning outcomes. As reviewers note, defining these outcomes would clarify the distinct value of each specialization, support student decision-making, and enhance the program's ability to communicate the benefits of each pathway to prospective students. Another area for enhancement concerns delivery modality. Students that participated in the focus groups consistently expressed a preference for in-person learning, highlighting its role in fostering community, building relationships with faculty, and feeling connected to the university. While fully online and hybrid courses are appreciated for their flexibility, semesters that are nearly

entirely online were described by some students—particularly advanced-entry, international, and local students—as isolating. This feedback underscores the importance of balancing modality in alignment with Ontario Tech’s institutional goal of “creating a sticky campus”. Finally, while the program’s digital media focus remains a foundational strength and differentiation point, the broader postsecondary landscape has become increasingly competitive as more institutions expand their digital media studies offerings. The program’s introduction of two new specializations reflects an important step toward renewed curricular differentiation and innovation, and ongoing curriculum development will be essential to maintaining the program’s distinctiveness and relevance in a shifting field.

Teaching and Learning: Opportunities for improvement in teaching and learning within the CDMS program include ensuring sustained academic leadership and strengthening alumni engagement. Reviewers expressed concern about the transition away from a dedicated Undergraduate Program Director (UPD), noting that the UPD has historically played a vital role in the program’s maintenance and innovation. Additionally, while efforts to assess alumni outcomes are underway, they remain limited by broader institutional constraints. Strengthening alumni engagement and exploring new strategies to build and maintain these connections would enhance long-term program evaluation and contribute to continuous improvement in teaching and learning.

Admissions Requirements: The primary admissions-related challenge for the CDMS program lies in converting offers into acceptances, despite steadily increasing application and offer numbers. Declining enrolment is a significant concern, driven largely by external factors beyond the program’s control, including increasing competition from nearby institutions. Internal challenges—such as the split between the North and Downtown campuses—also contribute to reduced program visibility, which may impact recruitment. Most critically, the program suffers from a lack of visibility both within the university and in the broader post-secondary landscape. Students themselves echoed this concern, expressing that they “wished more people knew about the program. Enhancing the program’s public profile through better resourced and targeted communicating and marketing could improve admissions.

Experiential Learning: While the CDMS program offers many positive experiential learning opportunities, student uptake in current practicum and intern opportunities is lower than expected, despite the strong alignment between program content and a wide range of communication-related career pathways. Enhancing student awareness of these experiential opportunities could increase participation. Additionally, although the new co-op initiative holds promise for student recruitment, experiential learning and industry connection, its rollout will require clear and effective communication. Students have expressed confusion about the distinctions between the practicum, internship, and new co-op options, underscoring the need for more advising. Furthermore, while the program is well positioned to attract co-op employers—particularly in every existing sector, because all rely on social media communicators—competition for co-op placements is high, and summer course offerings will be needed to support students on alternate academic schedules. Addressing these issues presents a valuable opportunity to maximize the program’s experiential learning impact.

Resources: While the CDMS program is recognized as a model of resource efficiency, several opportunities for resourcing remain.

1. Reviewers noted that not all CDMS courses are offered every year due to annual resource limitations. Academic advising staff observed that, under constrained conditions, the program tends to prioritize courses required for the specializations. This often results in all students—regardless of whether they are enrolled in the

general BA or either specialization—defaulting into these courses, thereby narrowing the range of choices available. Ongoing monitoring of course availability and its impact on student experience will be essential to ensuring that the program’s promise of flexibility remains meaningful. The problem of defaulting into limited course availability is significant and needs to be addressed as the illusion of choice creates difficulty in evaluation at the level of quality control not to mention what students understand and communicate to one another about the specializations and program in general.

2. In terms of faculty support, reviewers recommend the development of a more formalized mentorship program at the faculty or institutional level to support the career progression of junior colleagues.
3. Enhanced research support is also identified as critical to retaining high-performing research faculty and sustaining the program’s research-intensive identity.
4. Furthermore, physical and geographic barriers continue to affect the program’s reach. The split between the North and Downtown campuses limits the ability to attract non-majors from North Campus into CDMS electives—unless those courses are offered online. Offering select in-person CDMS courses on the North Campus may help increase visibility, cross-faculty enrollment, and broader student engagement. Addressing these infrastructure and integration challenges would strengthen cross-campus collaboration and extend the program’s impact.
5. Finally, the faculty complement—6.5 full-time members plus one limited-term member—must, at a bare minimum, be maintained. It is essential that the program retain all 7.5 positions. This is particularly important given CDMS’s expanding role within the Faculty of Social Science and Humanities and across the wider university. 7.5 CDMS faculty support a large suite of curricular offerings, including eight minors, three BA specializations, one comprehensive four-year BA, a forthcoming three-year BA, and two graduate programs.

The review consisted of two external reviewers. During the virtual site visit, the reviewers met with the following groups and individuals:

Dr. Mary Bluechardt, Deputy Provost, Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities, Dr. Tanner Mirrlees, Undergraduate Program Director, CDMS along with a number and members of the internal assessment team and a number of faculty, staff, and students.

The external reviewers identified seven recommendations identifying specific steps to be taken to improve the student experience and increase the profile and visibility of the program to internal and external audiences. The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report. Both documents, accompanied by this Executive Summary (ES), were delivered to the

appropriate standing committee of Academic Council (USC/GSC) and approved on **November 18, 2025**.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	24 September 2025
Academic Resource Committee	IP	Resource review	8 October 2025
USC/GSC	FAR, ES, IP	Approval	18 November 2025
Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

Due Date for 18-Month Follow-up Report: 10 December 2026

Date of Next Cyclical Review: 2031-2033
Timeframe for associated site visit: Spring 2032



IMPLEMENTATION PLAN
August 30, 2025
Communication and Digital Media Studies
Cyclical Program Review
Dean: Peter Stoett

The Implementation Plan is a critical outcome of the Cyclical Program Review process. The Dean solicits feedback on the Implementation Plan through Faculty Council and the plan is reviewed by the Provost, through the Academic Resource Committee (ARC), to examine resource implications and allocations. A Final Assessment Report (FAR) and Executive Summary are prepared synthesizing the program review reports and responses, following review of the Implementation Plan by the ARC. The plan proceeds through Ontario Tech’s governance process and is posted on the corporate website.

The table below presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report.

	Recommendation <i>(corresponding # from reviewers’ report)</i>	Action Item(s)	Specify role of person responsible	Timeline for action and monitoring	Resource Requirements
1.	Monitor and assess the current ratio of in-person, hybrid, and fully online courses in response to changing enrolments and student feedback in specific programs. For majors, ideally no more than 1 or 2 of their courses should be fully online in any specific semester.	Ongoing – monitoring already takes place; commitment to limiting online to 50% of classes remains in place	Dean’s Office/UPD	ongoing	NA

	Online courses should also be selected as the ones most likely to service non-majors given the physical gap between the North and downtown campuses.				
2.	Assess the viability of an online-only General BA by conducting a thorough market demand survey and considering the impact on current students, including the ratio of in-person to online courses (see recommendation 1), and advanced-entry demand and pathways.	General BA already exists, will consider its impact on individual programs	UPDs of all programs and Dean's Office (Associate Dean, Undergrad), Registrar's Office	ongoing	NA
3.	Develop program-level learning outcomes for recently introduced specializations in Creativity, Digital Arts and Entertainment Industries and Strategic Communication, Social Media & Society to ensure and defend their full differentiation.	UPD to meet with faculty leads on the new programs	UPD and faculty leads	To be completed by start of 2026-2027 academic year	NA
4.	Regularly monitor the enrolment uptake in the two new specializations and seven new minors and be prepared to streamline/reduce accordingly.	Monitoring of all programs is ongoing	Dean's office, UPD	Ongoing process	NA
5.	Advocate for making courses, or potentially even minors, required by programs in other faculties.	Discussions at Deans' Council, etc.	Dean and UPD	Will approach on an ongoing basis, no time limits	NA
6.	Develop a clear communications plan for the				

	launch of co-op to avoid confusion among prospective students, current students, and even employers, on the different work-integrated learning opportunities available. Longer-term, monitor enrollment success in co-op, internships, and practicum to determine if all three are necessary.	This needs to be accomplished in collaboration with Co-op office for all of the FSSH programs engaged in the new co-op offering	FSSH Office of Experiential learning, UPDs, Associate Dean Undergrad,. Office of cooperative education, experiential learning and career development.	Co-op is to be introduced in 2026-2027 (placements to begin in 2027-2028) so work on this should commence over the next academic year (2025-2026)	No additional resource costs assuming co-op office is attending to such issues
7.	Advocate for a modest program-level marketing budget, for example to purchase search and social media advertising targeting both high school domestic, international, and advanced-entry prospective students.	Faculty budget is split amongst program promotion according to priorities,	Dean's office	Targeted advertising for all programs over 2025-2026	Dean's discretionary fund to cover costs (yet TBD)

*The Dean shall be responsible for monitoring and reporting on the Implementation Plan.

Recommendations not Addressed and Rationale

#	Recommendation not Addressed	Rationale

Due Date for 18-Month Follow-up Report: December 10 2026

Date of Next Cyclical Review: 2031-2033



Cyclical Program Review: Summary of program learning outcome enhancements

[This form should be used in cases where program learning outcomes have been enhanced for an existing undergraduate or graduate program as the result of a cyclical program review. The program and course learning outcomes must be reviewed and revised using resources provided by CIQE and the Teaching and Learning Centre (TLC). This form will be appended to the Final Assessment Report and presented at the appropriate standing committee of Academic Council (USC or GSC) for approval.]

Faculty: Faculty of Social Science and Humanities	
Program: BA – Communications and Digital Media Studies	
Review year: 2023-2025	
Undergraduate: <input checked="" type="checkbox"/>	Graduate: <input type="checkbox"/>

Original program learning outcome(s): (Provide all of the initial program learning outcomes)

<p>1.1 Demonstrate knowledge of the focus and findings of significant social science and humanities research fields in the discipline of Canadian and transnational communication and digital media studies, such as mass communication, professional and strategic communication, communication technology, media, cultural and creative industries, communication policy, international communication, visual communication, promotional communication, political communication, history of communication, communication theory, and creativity and cultural studies.</p> <p>1.2 Demonstrate knowledge of key scholarly concerns, issues and developments in the discipline of communication and digital media studies, as reflected by relevant peer-reviewed journals, journal articles, books, policy documents, news reports and other relevant works.</p> <p>1.3 Demonstrate knowledge of the past, present and emerging problems pertaining to the organizations, policies, practices, products, uses and effects of communication and digital media in society.</p> <p>2.1 Demonstrate knowledge of what a research method is.</p> <p>2.2 Demonstrate knowledge of a range of communication and digital media research methods such as: organizational/institutional analysis, media production and cultural and creative industries analysis, policy analysis, discourse analysis, content analysis, semiotic analysis, rhetorical analysis, interviews and surveys, ethnography, reception studies, cultural studies, and data analytics.</p>
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2.3 Demonstrate knowledge of research resources available (library, scholarly databases, journals, the news, websites, everyday life) and an ability to evaluate the quality of them.

2.4 Demonstrate knowledge of what a theory is.

2.5 Demonstrate knowledge of a range of canonical and emerging theories of communication, technology, creativity & culture and digital media developed by a plurality of key thinkers and their works.

2.6 Demonstrate the ability to describe and critique these theories and key concepts related to them.

3.1 Demonstrate the ability to utilize a variety of communication and digital media studies research methods to conduct research on different facets of communication and digital media across a number of social contexts: economic, technological, political and cultural.

3.2 Demonstrate the ability to analyze how a wide range of individuals, groups and organizations use communication technologies and media to inform, entertain and persuade; produce, distribute, consume and prosume content across social media platforms and in different social contexts; and, how society may be transformed by communication and digital media.

3.3 Demonstrate the ability to apply a variety of theories and concepts pertaining to communication and digital media through grounded studies and interpretations of communication and media organizations, processes, practices, products, contents, and audiences.

4.1 Define the fundamentals of and demonstrate professional writing skills: the ability to write to a grammatical standard and style demanded by the university and a number of other professionally-relevant writing contexts in order to report, inform, persuade, debate or tell a story.

4.2 Define the fundamentals of and demonstrate public speaking skills: the ability to effectively communicate ideas that inform or persuade a plurality of publics in live and mediated contexts.

4.3 Define the fundamentals of and demonstrate professional communication skills: the ability to exercise emotional intelligence, engage and interact with people from circumstances unlike one's own, collaborate and work in teams, manage time, cope with pressure, flexibly adjust to different circumstances, and give and take constructive feedback. Also, the ability to recognize and adapt one's communication strategy, messages and images, to different organizational goals and cultural contexts.

4.5 Define the fundamentals of and demonstrate digital creativity and communication skills: the ability to access, view, create, manage, publish, circulate, store, edit, modify, remix, respond to, and critically evaluate digital media content using hardware, software and online platforms.

4.6 Define the fundamentals of and demonstrate critical media literacy skills: the ability to critically analyze, evaluate and interpret the workings of communication organizations, media messages and images, and their effects, with regard to social power relations, and ethical and normative frameworks of social justice and democracy.

5.1 Academic autonomy: Demonstrate the ability to take responsibility for one's own learning process; independently pursue knowledge by formulating, asking and answering questions; and, make reasoned decisions that support intellectual growth and life-long learning.

5.1.1 Defend ethical value-judgements about one's own learning process, as well as the courses, methods, theories, projects and practices engaged with.

5.1.2 Formulate solutions to problems using the identified appropriate theories and research-based methods.

5.2 Civic autonomy: Demonstrate the ability to become informed about the society in which one lives; describe the causes, consequences and possible solutions to a number of social problems and actively participate in public discussions, practices and projects that aim to change society, for the better.

5.2.1 Defend ethical value-judgements about communication and digital media with regard to their power to support or undermine the pursuit of a democratic, fair, inclusive, equitable and just society.

5.3 Professional autonomy: Demonstrate the ability to take responsibility for one's own professional development; independently hone professionally relevant knowledge and skills according to career aspirations and goals, and make reasoned decisions that support professional growth and accomplishments.

5.3.1 Defend ethical value-judgements about the professional communications organizations, roles, processes, practices and products one may encounter or contribute to.

5.4 Media autonomy: Demonstrate the ability to think for oneself about the benefits and costs of living in a communications technology and media-saturated society. Evaluate various media organizations, the roles they play, the goals they pursue, the messages and images they create and circulate, and the impacts and effects they may have on society.

6.1 Demonstrate intellectual modesty.

6.2 Demonstrate the ability to question and evaluate the claims and statements made about communication and digital media by oneself, professors, authors, journalists, and students.

6.3 Practice self-reflection in regard to the ways that one's personal experience, history, worldview, social status, identity, location may shape how one perceives and thinks about communication and digital media in society.

6.4 Describe different points of view on one topic, issue, or problem related to communication and digital media in society.

6.5 Demonstrate an ability to think dialectically about communications and digital media by formulating and expressing conflicting positions about the same topic, issue or problem.

Total number of original outcomes:30

Proposed enhanced learning outcomes: (Updated outcomes as a result of the program review learning outcome workshops)

Students will:

- appraise research in the field of communication and digital media studies and related professional fields, including historical, technological, economic, policy, legal, ethical, creative, and practical dimensions.
- be familiarized with and evaluate relevant theories and research methods within the communication and digital media studies field for utility in various academic and professional contexts.
- apply knowledge about the organizational sources, technological mediums, content, reception, and uses of communication and digital media in society to creative and communicative practices.
- communicate ideas in spoken, written, visual, and digital media formats to engage, inform, and influence various audiences.
- evaluate the limits of what and how they know across academic and industry contexts of communication and digital media in society.
- conduct themselves ethically and appropriately with regard to the field and professional practice of communication and digital media in society.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: Minor Program Adjustment – Engineering Management, MEngM

COMMITTEE MANDATE:

In accordance with the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “to approve minor program adjustments and report them to Academic Council for information”.

BACKGROUND/CONTEXT & RATIONALE:

Currently, students in the Engineering Management, MEngM program have limited flexibility in Group B course selection, with only three courses available. This lack of variety has caused scheduling challenges and confusion in tracking progress due to the complex structure of course requirements across Groups A, B, C, and D.

The Faculty proposed to address these issues by:

- Adding three new entrepreneurship-focused courses to Group B to increase choice, improve scheduling flexibility, and strengthen program appeal
- Simplifying course requirements for clarity and better academic planning in the course- and project-based options
- Including Mechatronics Engineering, MEng in ‘Group D – Engineering elective courses’ to provide additional engineering elective options
- Updating the course description for ENGR 5002G to ensure its content aligns with the program objectives, particularly when three or more elective courses are added

These changes aim to streamline the program structure, enhance student experience, and support timely completion.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Students beginning in Fall 2026 onwards will follow the new course requirements. The FEAS graduate office will communicate with current MEngM students who may be affected by this transition.

CONSULTATION AND APPROVAL:

- ✓ FEAS Graduate Committee: 20 November 2025
- ✓ FEAS Faculty Council: 4 December 2025
- ✓ Graduate Studies Committee (Approval): 18 December 2025
- Academic Council (Information): 27 January 2026

These changes were made in consultation with the FBIT Dean. The FEAS and FBIT Deans have agreed on these courses and the FBIT Dean offers to help in delivery as needed.

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- [Minor Program Adjustment – Engineering Management, MEngM](#)
 - new course(s): [ENGR 5421G](#), [ENGR 5422G](#), [ENGR 5423G](#)
 - course change(s): [ENGR 5002G](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 27 January 2026

FROM: Graduate Studies Committee

SUBJECT: Minor Program Adjustment – Mechatronics Engineering, MSc

COMMITTEE MANDATE:

In accordance with the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility “to approve minor program adjustments and report them to Academic Council for information”.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed to remove ENGR 5201G Engineering Communication and Ethics as a course listing from the Master of Applied Science (MSc) in the Mechatronics Engineering program as this course is specifically designed for students in the Master of Engineering programs.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Effective for Fall 2026. The Graduate Engineering Program Office will communicate this change to students.

CONSULTATION AND APPROVAL:

- ✓ FEAS Graduate Committee: 20 November 2025
- ✓ FEAS Faculty Council: 4 December 2025
- ✓ Graduate Studies Committee (Approval): 18 December 2025
- Academic Council (Information): 27 January 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 – Mechatronics Engineering, MAsc](#)