

**BOARD OF GOVERNORS' 143rd REGULAR MEETING
&
ANNUAL GENERAL MEETING**

AGENDA

June 25, 2026

9:30 a.m. - 11:30 a.m.

Hybrid

In-Person Location:

Bordessa Hall, 55 Bond Street E., Oshawa, ON - 5th floor Boardroom (DTB 524)

For Public Attendance:

[Public In-Person Registration](#)

[Public Virtual Registration](#)

PUBLIC SESSION					
No.		Topic	Lead	Allocated Time	Suggested Start Time
1		Call to Order	Chair	5	9:30 a.m.
2		Agenda (M)			
3		Conflict of Interest Declaration			
4		Chair's Remarks and Introductions			
5		President's Report	Steven Murphy	10	9:35 a.m.
6		Academic Council Report* (I)	Jemma Tam	5	9:45 a.m.
	6.1	New Program Proposal: Faculty of Business and Information Technology: Bachelor of Business Analytics and Artificial Intelligence* (M)	Chair	10	9:50 a.m.
	6.2	New Program Proposal: Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons), Artificial Intelligence Engineering* (M)			
Committee Reports					
7		Audit & Finance (A&F) Report	Susanna Zagar	10	10:00 a.m.
	7.1	Draft Audited Financial Statements 2025-26 (includes internally restricted funds)* (M)			
8		Governance, Nominations & Human Resources (GNHR) Report	Gaurav Singh	5	10:10 a.m.
9		Strategy & Planning (S&P) Report	Eric Agius	10	10:15 a.m.

	9.1	Annual Integrated Academic-Research Plan, Institutional and SMA Metrics Report* (I)			
10		Consent Agenda: (M)	Chair		
	10.1	Public Session Minutes of the May 7, 2026 Board Meeting* (M)			
	10.2	Public Session Minutes of the April 23, 2026 A&F Meeting* (I)			
	10.3	Public Session Minutes of the February 3, 2026 GNHR Meeting* (I)			
	10.4	Public Session Minutes of the April 2, 2026 S&P Meeting* (I)			
	10.5	Board Chair Annual Report* (I)			
	10.6	Committee Annual Reports* (I)			
		A&F Public Reports:			
	10.7	Activity Based Budget Allocation Model Update* (I)			
	10.8	Revised 2026-27Ancillary Fees* (M)			
		GNHR Public Reports			
	10.9	Annual Pension Plan Report* (I)			
		S&P Public Reports:			
	10.10	2025-2026 Continuous Learning Annual Report* (I)			
	10.11	2025-2026 Quality Assurance Annual Report* (I)			
	10.12	Strategic Research Plan Annual Report* (I)			
11		Adjournment (M)	Chair		10:25 a.m.
NON-PUBLIC SESSION (material not publicly available)					
		HAIL AND FAREWELL	Chair	5	10:30 a.m.
12		Call to Order	Chair	5	10:35 a.m.
13		Conflict of Interest Declaration			
14		Chair's Remarks			
15		President's Report	Steven Murphy	10	10:40 a.m.
Committee Reports (Confidential Items Only)					
16		Audit & Finance (A&F) Report	Susanna Zagar	10	10:50 a.m.
	16.1	Audit Findings Report* (I)			
	16.2	Capital Projects Update* (M)			
17		Governance, Nominations & Human Resources (GNHR) Report	Gaurav Singh	5	11:00 a.m.
18		Strategy & Planning (S&P) Report	Eric Agius	5	11:05 a.m.

19		Consent Agenda (M):			
	19.1	Non-Public Session Minutes of the May 7, 2026 Board Meeting* (M)			
	19.2	Non-Public Session Minutes of the April 23, 2026 A&F Meeting* (I)			
	19.3	Non-Public Session Minutes of the February 3, 2026 GNHR Meeting* (I)			
	19.4	Non-Public Session Minutes of the March 19, 2026 GNHR Meeting* (I)			
	19.5	Non-Public Session Minutes of the April 2, 2026 S&P Meeting* (I)			
	19.6	2026-27 Committee Workplans* (M)			
	19.7	Annual Safe Disclosure Reports (Financial and Non-Financial)* (I)			
		A&F Non-Public Reports:			
	19.8	Expenditure Authorization* (M)			
		GNHR Non-Public Reports:			
	19.9	2026 Board Elections & Appointments* (M)			
	19.10	2026-2027 Board Secretary Appointment* (M)			
	19.11	Board Professional Development Plan* (I)			
	19.12	Executive Committee Delegated Authority* (M)			
20		<i>In Camera</i> Session (M)			
	20.1	President's Performance Goals & Review* (D)	Chair	20	11:10 a.m.
21		Termination (M)	Chair		11:30 a.m.

Nicola Crow, University Secretary

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

MEETING DATE: June 25, 2026

FROM: Jemma Tam, Academic Council Liaison

SUBJECT: Agenda Item 6: Academic Council Report: May 2026

Academic Council (AC) is the academic governing body for Ontario Tech University (“the University”) and it plays a significant role in the University’s governance. It is the role of AC to oversee the academic work of the University, and to advise and make recommendations to the Board on important matters. As the AC Liaison for the academic year 2025-2026, I’m pleased to the report on AC activities for May 2026, with June’s report being presented as usual at the first Board Meeting in the next academic year due to the timing of the June AC and Board meetings.

Academic Council Meeting Materials:

- [May 26, 2026](#)

If Board members are interested in reviewing any of the materials referenced below, please go to meeting material links above

Recommendations to Board of Governors

At the May AC meeting there were recommendations to the Board of Governors as noted below.

New Program Proposals:

The following new program proposals are on the Board’s agenda for approval by the Board following AC’s approval on May 26, 2026:

- Faculty of Business and Information Technology: Bachelor of Business Analytics and Artificial Intelligence

- Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons), Artificial Intelligence Engineering

There are no new Research Institute(s)/Centre(s).

Conferral of Degrees

- Conferral of Degrees – Spring/Summer 2026 were approved by Academic Council

Curriculum & Program Changes

At the May meeting, AC did not receive any curriculum or program changes.

Institutional Quality Assurance Reports

Final Assessment Report (FAR):

The University's Institutional Quality Assurance Process requires that Final Assessment Reports, Executive Summaries and Implementation Plans be provided to AC and the Board of Governors for information. As such, these materials are being presented to the Board within the AC report.

In May, AC did not receive any Executive Summary and Implementation Plans.

Cyclical Program Review (CPR) Follow-Up Reports:

In May, AC did not receive any follow-up reports resulting from a CPR.

Policy

At its May meeting, AC received the following policy instruments for information/approval.

- Examination and Grading Policy Amendments (approval)

AC did not receive any policy instrument related matters for face-to-face or written consultation:

Scholarships and Awards Updates

At its May meeting, AC received information on the following emanating from the Graduate Studies Committee (GSC):

- Outstanding Thesis Award Amendments (GSC)

Reports/Information Received

- Undergraduate Studies Committee Report (verbal)
- Graduate Studies Committee Report (verbal)
- Research Committee Report (verbal)
- Council of Ontario Universities Academic Colleague Report (written/verbal)
- Senior Academic Administrator Search Update (verbal)
- 2025-2026 Continuous Learning Annual Report
- 2025-2026 Quality Assurance Annual Report
- 2026-2027 Activity Based Budget Model
- Strategic Research Plan Annual Report

BOARD OF GOVERNORS REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: 25 June 2026

FROM: Academic Council

SUBJECT: New Program Proposal – Bachelor of Business Analytics and Artificial Intelligence

BOARD MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree and diploma programs. Academic Council is seeking the Board's approval for the establishment of a Bachelor of Business Analytics and Artificial Intelligence.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Bachelor of Business Analytics and Artificial Intelligence program, as presented.

BACKGROUND/CONTEXT & RATIONALE:

The Bachelor of Business Analytics and Artificial Intelligence (BBAI) equips students with the knowledge and expertise to be informed decision makers in public and private sector careers. This unique program combining analytics and AI is guided by the university's 'tech with a conscience' ethos, and emphasizes sustainable business practices, the responsible use of technology in business and society, and ethical AI. The BBAI is a 4-year honours bachelor program. Students complete 5 courses each semester on topics ranging from business, people, and operations analytics to the application and management of AI in various business domains. Students acquire foundational technical and applied skills, while also learning how to act and think responsibly with analytics and AI systems in the broader context of digital/AI transformation. This hybrid program, with the majority of courses delivered in person and on campus, features capstone, internship, co-op, and undergraduate thesis experiential opportunities.

The proposed program is an extension of our successful Master of Business Analytics and AI program, and aims to replicate the program's successful development for students at the undergraduate level who are looking for careers that require knowledge and competence in analytics and AI.

The program will receive support from various research centers at FBIT, including our Mindful AI Research Institute, the Institute for Cybersecurity and Resilient Systems, the Business Analytics and AI Research Group, and the Joint Research Center in AI for Health and Wellness. FBIT houses an active group of experts in business analytics and AI who employ this expertise across various fields. The proposed program fits into FBIT's four research and teaching pillars: Artificial Intelligence, Business Analytics, Interactive Media, and Cybersecurity. It also aligns with FBIT's strategic research plan themes of Digital Economy, Data Analytics and Artificial Intelligence, and Digital Technologies.

The program is featured in FBIT's academic plan and is aligned with the institution's differentiated growth objective. The Faculty of Business and IT has not had a new undergraduate degree option since creating the BIT and BCom degrees at its inception, and the faculty is now able to propose this innovative program as it has matured and accumulated diverse expertise, knowledge, and experience at both the undergraduate and graduate levels. By expanding FBIT's undergraduate degree programs to incorporate business analytics and artificial intelligence, the new BBAI degree supports the university's focus on developing programs that meet market demands and enhance its research capacity in emerging, impactful areas. It builds upon and will continue to grow the fields of business analytics and artificial intelligence at Ontario Tech, while fostering our multidisciplinary learning experience through core courses and bold, innovative electives.

RESOURCES REQUIRED:

Approximately half of the BBAI program will be serviced by courses already offered in the Bachelor of Commerce or the Bachelor of Information Technology program. It is expected that student enrolment from the BBAI program will be factored into course and section planning for those courses and adjusted accordingly. New dedicated BBAI required courses and electives will make up the other half of the program. As program resources are tied to enrollment, careful monitoring will be required as the program launches and begins to grow.

The Faculty is currently hiring a Tenure-Tenure-Track (TTT) faculty member with a focus on business analytics and artificial intelligence. FBIT will also onboard a limited-term faculty member (LTFM) with industry experience in business analytics for the 2027/2028 academic year. The Faculty has also been allocated a net new TTT position focused on business analytics from July 1, 2026, which they are covering with an LTFM contract for 2026-27. These new hires would support the BBAI, the existing BCom and Bachelor of IT Technology Management programs, the BCom Specialization in AI for Business, and the Master of Business Analytics and AI (MBAI).

While the program will rely on current and incoming/planned TTT/LTFM, we will be strategic in our use of sessional instructors for key areas not within the expertise of current FBIT faculty members. Once the BBAI has been established and student enrolment is sustainable, the Faculty will review the program resources and seek an additional TTT position with emphasis on artificial intelligence in business applications (potentially for 2028/29) and a second tenure-track position with a similar emphasis on artificial intelligence and/or business analytics (for 2029/30). Within the resource review, we will also consider seeking an additional teaching faculty position to meet the course requirements of the program and to support the other Faculty areas in

business analytics and AI. This hire would likely be proposed for the 2030/31 or 2031/32 academic year. All additional hiring would be contingent on all areas demonstrating strong intake and retention to support the need for additional faculty resources. If the program experiences a better-than-expected growth trajectory, the Faculty will evaluate resourcing needs and if necessary, request additional faculty hires. Details and timing of hirings are to be coordinated and confirmed with the Provost's Office.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 11 November 2025
- ✓ FBIT Faculty Council: 7 April 2026
- ✓ Undergraduate Studies Committee (Recommendation): 21 April 2026
- ✓ Academic Council (Approval and Recommendation): 26 May 2026
- Board of Governors (Approval): 25 June 2026

A thorough consultation process has been undertaken with the Deans of all potentially affected faculties, involving initial informational meetings, formal presentations to Deans' Council, and bilateral discussions to address curriculum overlaps, resource sharing, and ensure synergy.

NEXT STEPS:

- The proposal must also proceed through the following external approval steps:
 - ✓ Ontario Universities Council on Quality Assurance Appraisal Committee
 - Ministry of Colleges, Universities, Research Excellence and Security (for Ontario Student Assistance Program purposes)
 - The preferred date of implementation is the Fall of 2027

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal
- Appendices (supplemental only)



New Undergraduate 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 undergraduate 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.

Full name of proposed program (as it will appear on the student's transcript): (e.g., Bachelor of Arts in Psychology; Bachelor of Science in Biology)	Bachelor of Business Analytics and Artificial Intelligence (Honours) [Including Co-op and Internship]
Degree designation and short form: (e.g., Bachelor of Arts, B.A.; Bachelor of Science, B.Sc.)	BBAI (Hons)
Cost recovery program:	☐ Yes ☒ No
Professional program:	☐ Yes ☒ No
Faculty offering the program: (i.e., where the program will be housed/site of academic authority)	Faculty of Business and Information Technology
Collaborating Faculty(ies) (if applicable):	
Collaborating institution(s) (if applicable):	
Program delivery location:	Ontario Tech University North Campus location
Proposed program start date (please change as needed):	Fall 2027
Program proponent/contact:	Dr. Gabby Resch Dr. Mehdi Hossein-Nejad
Version date (please change as you edit this proposal):	April 2026
Date of Academic Council Approval:	26 May 2026
Date of Decanal Final Approval:	28 April 2026

New Undergraduate Program Proposal

Bachelor of Business Analytics and Artificial Intelligence
Faculty of Business and IT

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 Bachelor of Business Analytics and Artificial Intelligence (BBAI) equips students with the knowledge and expertise to be informed decision makers in public and private sector careers. This unique program combining analytics and AI is guided by the university's 'tech with a conscience' ethos, and emphasizes sustainable business practices, the responsible use of technology in business and society, and ethical AI. The BBAI is a 4-year honours bachelor program. Students complete 5 courses each semester on topics ranging from business, people, and operations analytics to the application and management of AI in various business domains. Students acquire foundational technical and applied skills, while also learning how to act and think responsibly with analytics and AI systems in the broader context of digital/AI transformation. This hybrid program, with the majority of courses delivered in person and on campus, features capstone, internship, co-op, and undergraduate thesis experiential opportunities.

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; list any program specializations, pathways, etc.*
- *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*

Since its inception, the Faculty of Business and Information Technology has sought to integrate the fields of business IT in the design and delivery of undergraduate and graduate programs, as well as in its research directions and initiatives. This is in response to demands from industry and academia that require university graduates to possess multidisciplinary competencies and skills across business and technology domains.

Data, its analysis, and the tools used to interpret it each occupy increasingly important functions in social, economic, and business activities. FBIT has a strong track record of offering courses and programs in data and business analytics, and this new degree program is an opportunity to expand on those efforts by comprehensively providing students with the knowledge, skills, and tools required for changing business, government, and non-profit roles.

This program has a parallel focus on artificial intelligence, an emerging and rapidly growing field of inquiry in the post-secondary sector. It will introduce foundational knowledge of AI technologies to students, taking an approach that is accessible to non-technical students.

The program will place a strong emphasis on the application of analytics and AI in various business functions and contexts, with applied activities to familiarize students with technologies and methods used in industry. It will also place a strong emphasis on the legal, ethical, and social implications of both data and artificial intelligence technologies and allow students to consider the various ways these tools are used to make business and policy decisions. Under the university's "Tech With a Conscience" strategic priority, the program will aim to educate professionals to use data and AI technologies responsibly and ethically.

The name "Bachelor of Business Analytics and Artificial Intelligence (BBAI)" captures the program's unique approach, which places equal emphasis on "Business Analytics" and "Artificial Intelligence," where related programs typically focus on one or the other. These two subject areas are at the heart of the program, and serve to orient its objectives. By also including the word "business," we are highlighting the fact that this program mainly focuses on the application of these technologies and concepts within the context of business, commerce, and management, rather than the more technical domains typically encountered in engineering, data science, or computer science programs.

At this time, the proposed program does not have any majors, minors, or specializations. The possibility of creating them remains open if a need arises in the future.

The BBAI will be a hybrid program, with most of its courses delivered in person and on campus. The proposed hybrid delivery mode is aimed at promoting the university's goal of a "sticky campus" while providing a flexible learning environment to our diverse student body and optimizing resource use at the university level. It is important for our students to be equipped with the skills and experiences necessary for real world working environments. The hybrid approach will allow students to navigate the program's learning outcomes and degree level expectations to align with hybrid and flexible professional working arrangements that have taken shape over the past half-decade. Successful students will have developed the necessary skills to integrate themselves into modern analytics and AI professional environments that are currently undergoing the transformation to hybrid and online work.

The main pitch for the program will be that students will be able to successfully integrate into a vibrant, dynamic, and shifting job market that requires data and AI skills. The key word here is *shifting*. The ground upon which contemporary data-driven work rests is rapidly changing. Flexible curriculum that fully considers the uncertainty

of AI-driven transformation in the workplace remains to be developed. Students in this new program will gain knowledge of AI, analytics, and cybersecurity fundamentals with special consideration to the business application of these technologies, but will do so with a recognition that many of the methods, skills, and technologies are undergoing considerable transformation. FBIT is uniquely positioned to offer a program such as this, as its expertise lies across IT and Business domains and it has an established track record of delivering novel, dynamic, and innovative curriculum across analytics and AI subjects.

The program will receive support from various research centers at FBIT, including our Mindful AI Research Institute, the Institute for Cybersecurity and Resilient Systems, the Business Analytics and AI Research Group, and the Joint Research Center in AI for Health and Wellness. FBIT houses an active group of experts in business analytics and AI who employ this expertise across various fields. The proposed program fits into FBIT's four research and teaching pillars: Artificial Intelligence, Business Analytics, Interactive Media, and Cybersecurity. It also aligns with FBIT's strategic research plan themes of Digital Economy, Data Analytics and Artificial Intelligence, and Digital Technologies.

The proposed BBAI program is an embodiment of one of the university's main priorities, to promote "tech with a conscience," which advocates for the advancement of scientific and technical knowledge in domains that affect not only day-to-day experience, but also global well-being. In keeping with FBIT's recent strategic directions, the program will include various elements dedicated to sustainability and the responsible use of technology in business and society.

The proposed program is an extension of our successful Master of Business Analytics and AI program, and aims to replicate the program's successful development for students at the undergraduate level who are looking for careers that require knowledge and competence in analytics and AI.

This program will feature a number of experiential learning opportunities, including co-op, internship, capstone projects, venture creation, and undergraduate thesis. Notably, a variety of innovative new core courses and electives that cover a wide range of analytics and AI topics, from social media analytics to adversarial machine learning, are being proposed. In each course, students will make use of hands-on activities, cutting-edge technology platforms, and case studies in data analysis and artificial intelligence and their applications in business and society.

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 Bachelor of Business Analytics and AI aligns with Ontario Tech's mandate to provide labour market-focused degrees with strong workforce demand, as well as the FBIT's mandate to offer innovative programs that are at the intersection of technology and business. Ontario Tech's vision encourages "embracing technology with a conscience to advance knowledge and promote sustainability." The BBAI program is designed to facilitate our students' learning and skill development with cutting-edge analytics and AI technologies used in business, as well as their knowledge of the social, environmental, and ethical implications of these technologies. The program directly addresses the key priorities highlighted in our institution's vision.

The proposed program is an embodiment of the university's main priority, "tech with a conscience," which advocates for the advancement of scientific and technical knowledge in domains that affect not only day-to-day experience, but also global well-being. With a mix of in-person and online delivery modes, hands-on activities, experiential learning opportunities, and other on-campus and off-campus initiatives, the program reflects our institution's commitment to creating a sticky campus and re-imagining of learning 21st century skills for an uncertain economy and transforming professional world. The proposed program aligns with the university's core values, specifically intellectual resilience and innovation, by developing students that have the capacity to be leaders and experts in the transforming domains of business analytics and artificial intelligence, both of which are at the centre of modern scientific research activities, business development, and our changing economy and

society. The BBAI program also fits the Faculty of Business and IT mission, which emphasizes the skills, knowledge, and networks that students need to succeed in today's workplace, and encourages continued learning and adaptation to the needs of the workplaces of the future. FBIT's mission also highlights the faculty's strengths in business transformation, digital economy, data analytics, artificial intelligence, and digital technologies for good, which are all core elements of the proposed program.

Artificial intelligence is expected to change our social lives, our economy, and the ways businesses operate. Our strategic mandate asks us to develop and run programs that have community and economic impact, and are tied to skills and employment outcomes. The BBAI program addresses these mandates exceptionally well by providing students with skills that make them desirable prospective employees in Durham Region, Ontario, Canada, and beyond.

The program is featured in FBIT's academic plan and is aligned with the institution's differentiated growth objective. The Faculty of Business and IT has not had a new undergraduate degree option since creating the BIT and BCom degrees at its inception, and the faculty is now able to propose this innovative program as it has matured and accumulated diverse expertise, knowledge, and experience at both the undergraduate and graduate levels. By expanding FBIT's undergraduate degree programs to incorporate business analytics and artificial intelligence, the new BBAI degree supports the university's focus on developing programs that meet market demands and enhance its research capacity in emerging, impactful areas. It builds upon and will continue to grow the fields of business analytics and artificial intelligence at Ontario Tech, while fostering our multidisciplinary learning experience through core courses and bold, innovative electives.

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*

While no formal survey or analysis of demand has been conducted, the impact of AI and data analytics on industry and the job market is undeniable, and this shift is projected to intensify in the coming years. Conversations with the RO over the past couple of years have also pointed to increasing interest in a program with the proposed characteristics and elements. At FBIT, the rapid growth of our graduate MBAI program in just the past 5 years is a clear indication that students are looking for degrees that will prepare them for the future job markets anticipated by the BBAl.

Anecdotally, in classroom discussions about employment preparation through courses like BUSI 4504U - Advanced Business intelligence, graduating Tech Management students regularly express interest in job search strategies that will position them across analytics and AI, and many report that they are unsure which competencies they need to highlight when searching for jobs in these areas.

Contemporary analytics and AI methods have transformed businesses and organizations, and this trend will only accelerate in the coming years. The 2025 Future of Jobs report by the World Economic Forum places AI and Machine Learning Specialists at the top of its list of key roles for business transformation in Canada by 2030, highlighting AI and big data, networks and cybersecurity, technological literacy, curiosity and lifelong learning, and resilience, flexibility, and agility as the core skills that will see the most increase in use by 2030. It recognizes strong demand for Data Analysts and Scientists, Business Intelligence Analysts, Information Security Analysts, Big Data Specialists, and Digital Transformation Specialists. The list also includes related positions such as Digital Marketing and Strategy Specialists and Business

Development Professionals. Graduates of our proposed BBAI program will develop the knowledge and expertise required to be successful in positions such as these.

The following data, selected from Labour Market Information databases provided by the Governments of Canada and Ontario and the Canadian Occupational Projection System, highlight broad areas of potential employment for graduates of this program, and provide evidence of potential job opportunities for BBAI graduates across Ontario and Canada.

Employment Category	Projected Job Openings Across Canada (2024 – 2033)	3-Year Forecast for Ontario	GTA Outlook	Hourly Wage Range
Data scientists (NOC 21211)	12,300	Moderate	• Employment growth will lead to a moderate number of new positions. • Not many positions will become available due to retirements.	\$26.64 - \$79.15
Information systems specialists (NOC 21222)	126,900	Very Good	• Employment growth will lead to several new positions. • Several positions will become available due to retirements.	\$27.18 - \$69.71

Database analysts and data administrators (NOC 21223)	29,800	Moderate	• Employment growth will lead to a moderate number of new positions. • A moderate number of positions will become available due to retirements. • There are a small number of unemployed workers with recent experience in this occupation.	\$25.38 - \$62.50
Business systems specialists (NOC 21221)	19,300	Moderate	• Employment growth will lead to a moderate number of new positions. • A moderate number of positions will become available due to retirements.	\$28.85 - \$61.54
Computer and information systems managers (NOC 20012)	68,300	Moderate	• Employment growth will lead to a moderate number of new positions. • Not many positions will become available	\$44.23 - \$98.08

			due to retirements.	

Locally, opportunities in the GTA, and Oshawa and Durham Region in particular, appear to be abundant. Between 2016 AND 2021, the GTA experienced the highest growth in tech talent across all tech talent hubs in the U.S. and Canada according to a report by commercial real estate firm CBRE. CBRE also named Oshawa one of the top 5 fastest growing tech talent markets in Canada, noting Oshawa's proximity to the Toronto-Waterloo Innovation Corridor and the higher-than-average number of tech jobs in the city. In 2022, the New York Times published a viral story about the GTA emerging as one of the major tech hubs in North America. Microsoft, Google, Apple, Amazon, Twitter, Snapchat, and many more were all building and recruiting in the GTA when the story was published.

At the same time, the federal and provincial governments announced a \$259M investment in Oshawa's General Motors facilities to support electric vehicle production. Given recent announcements about layoffs at GM due to U.S. tariffs, it remains to be seen whether this specific investment will lead to abundant opportunities in Oshawa, but signals suggest that investment in Durham's tech, healthcare, EV manufacturing, and precision agriculture sectors - all of which would be ideal landing spots for BBAI graduates - is healthy and indicative of future growth. Over the past decade, Oshawa's Ward 2 (which contains the University) has grown from 33,530 to a projected 38,290 by 2026, and Ward 1, Oshawa's Northeast ward that borders the University, has grown from 21,170 to a projected 34,550 by 2026. These numbers signal important population growth and economic activity in the areas surrounding Ontario Tech, and suggest that BBAI graduates who choose to remain in the area may contribute to healthy future growth in this developing area of Durham Region.

- *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?*

Ontario Tech offers a Bachelor of Engineering with a specialization in AI, but it is sufficiently distinct from the proposed BBAI program in that its focus is on developing technical engineering competencies. There is also a Bachelor of Science in Computer Science with a specialization in Data Science and a Management option that allows students to take an additional year of business courses, but it is not designed from the ground up as a degree that would combine analytics and AI. While students in the data science specialization will study some related themes, the overall course offerings and program outcomes are sufficiently distinct.

It is possible that there may be some early negative impact on FBIT's Technology Management majors in the BCom and BIT programs, as there are some overlaps in the content and potential career options, especially with FBIT's new specialization in AI for Business (which prioritizes AI competencies more than analytics). Analysis and input by the Registrar's Office has indicated that the overall level of enrolment increases with new programs, however, and that short-term negative impacts will transform into overall gains in the long term.

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

While the study of business analytics and its intersection with AI is not a new area of study, and FBIT already has established expertise and teaching experience in each of these domains, the alignment of these fields is novel - especially at the undergraduate level. FBIT's Master of Business Analytics and AI program has some similarities with recent professional master's programs in business analytics (e.g. the MBAN program at UBC), but with a greater emphasis on the development of AI skills and expertise. The BBAI program will place this emphasis on AI at an earlier stage of students' education, and ensure that they establish competencies across each field in a balanced manner. In this sense, the BBAI proposes a novel and innovative approach to teaching these topics, each of which is at the heart of an emerging data-driven economy and professional environment.

- *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*

We have conducted an extensive search to identify similar programs in Ontario and sought input from the Registrar’s Office. It appears that there are no dedicated degree options at the undergraduate level that combine and align business analytics and AI themes. At comparable universities in Ontario, there are options that are technical in nature (e.g. Algoma’s Bachelor of Computer Science with a specialization in data science and AI), programs that focus on the societal implications of data and AI (e.g. Trent’s forthcoming Bachelor of Arts in AI), and business programs that focus on analytics (e.g. Guelph’s Business Data Analytics minor in its Bachelor of Commerce). Across Canada, there are business analytics majors and concentrations in prominent business programs that offer courses on AI transformation (e.g. McGill and UBC).

All of the surveyed programs appear to prioritize business analytics, data science, or AI, without giving students an opportunity to develop breadth and depth of knowledge across these intertwined subject areas. There are no programs in the province or across the country that combine these subjects purposefully in order to provide students with the opportunity to acquire technical and business skills simultaneously, or to position graduates as analytics and AI leaders in a transforming economy. The BBAI will be the first undergraduate program in Canada to emphasize both business analytics and AI, and will equip students with technical and theoretical skills, critical literacies, and applied opportunities for learning. With the emergence of executive positions including Chief Data and Analytics Officer, Chief AI Officer, and AI Transformation Leader, graduates of this program will be well-positioned to lead AI-first and data-driven enterprises.

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					
	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033

Level of Study						
1 st year	40	45	55	60	65	75
2 nd year	0	40	45	55	60	65
3 rd year	0	0	40	45	55	60
4 th year	0	0	0	40	45	55
5 th year	0	0	0	0	0	0
Total Enrollment	40	85	140	200	225	255

The program is expected to reach a stable single section entry of around 60 students in 4-5 years. BBAI is a unique program that provides analytics and AI knowledge and skills for students interested in both business and IT careers. Degrees that combine these areas are not common at this time, which creates an opportunity for Ontario Tech. However, we do anticipate competition to emerge from GTA universities, and this may have an impact on our projected numbers. The program has great potential, and we hope to work with the RO on a marketing and recruitment strategy aimed at high school students within both the province and international markets. If the program experiences better than expected growth, there is capacity to revise these numbers and move to more sections in response to market demands.

6 Admission Requirements

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

Admission to the Bachelor of Business Analytics and Artificial Intelligence program will follow similar requirements to those currently set out for FBIT's Bachelor of Commerce program. Admission to the BCom program is competitive, and the specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria, including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. For admission to the BBAI, preference will be given to applicants with the best mix of qualifications based on the criteria described above. Current Ontario secondary school students will need to complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits and a recommended overall average of 70%, including English (ENG4U) with a recommended minimum average of 60 per cent, and one of Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U) with a recommended minimum average of 70 per cent. It is strongly recommended that students complete two of these math courses.

All other applicants should refer to [admissions](#) for the requirements for their specific category of admission.

- *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; if this is not a direct-entry from high-school program, please explain*

Ontario Tech emphasizes access to education for those who seek it, and takes pride in attracting highly qualified students. At the same time, the university provides opportunities to students who would otherwise not be able to pursue higher education in their desired field. The BBAI admission requirements ensure that students who want to pursue a career in business analytics and AI will have broadly similar requirements as other FBIT undergraduate programs from an admissions point of view. Students who meet the standard admission requirements will in a program that is both technical and theoretical in nature. Maintaining rigorous admission requirements will ensure that they can achieve success in technical introductory courses such as Intro to Programming for Analytics and AI, Intro to Business Analytics, and Statistics and Probability for Data Analytics, as well as specialized upper-year courses that will mix technical, conceptual, theoretical, and design-based competencies, such as Designing AI Systems, Strategic Management of Analytics and AI Systems, and Foundations of Machine Learning. Foundational knowledge needed in more technical and applied upper-year courses will be provided to students in earlier years of the program. Students who are admitted into the program will progress through the program courses and meet program learning outcomes from an introductory level before advancing to more complex concepts, ensuring that academic support and student success remain a priority.

The BBAI program will not require any additional admissions criteria, such as portfolios or special language. Admission will be competitive and based primarily on grades. Non-standard admissions, and those requiring special consideration, will be processed in accordance with the University's policies and procedures. Similar to other FBIT programs, this program will primarily draw high school graduates from Ontario and, to a lesser extent, other Canadian provinces. We also hope to

attract international students interested in pursuing an undergraduate degree in business analytics and artificial intelligence, a strong area of interest and growth for the international market. FBIT will collaborate with the RO to develop a marketing plan tailored to this target market. At this time, no college-to-university pathway program is developed for the BBAI, but we are open to evaluating this opportunity as more relevant college diploma programs are developed. We will evaluate transfer requests from other institutions or programs in accordance with Ontario Tech's program change and/or transfer credit policies.

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 - BBAI Program Learning Outcomes and Alignment Map - 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; provide a clear indication of 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 sequencing of courses supports the PLOs and DLEs so that students will gain knowledge of business processes and applications, identify opportunities for digital transformation and implementation of AI, and become familiar with knowledge of models, tools, and methodologies. The course sequencing supports a foundational understanding of the main principles in the first two years and progresses to advanced learning outcomes in the final two years via courses like Strategic Management of Analytics and AI Systems, Advanced Business Intelligence, and Responsible Analytics - Ethical, Legal, Policy, and Social Implications of Analytics and AI.

The BBAI will be a hybrid program, with the majority of courses delivered in-person and on campus. The proposed hybrid delivery mode is aimed at achieving the university's goal of a sticky campus while providing a flexible learning environment to our diverse student body and optimizing resource use at the university. Whether in person or in an online hybrid format, the mode of delivery supports all of the PLOs and DLEs as graduates will need to present, craft data stories, and create useful reports that can be delivered to an end user in an online presentation, in person presentation, or a combination of both. A hybrid program ensures students are better equipped for the flexible professional world.

Similar to other FBIT programs, the BBAI degree will accept FT and PT students. The standard program length for FT students is four years. The standard program length for PT students is 6 years. The course loads for FT and PT students mimic the standard program lengths of most normal university programs. The students are equipped with many resources such as academic advising, teaching and learning, international student services, and more to help mitigate the pressures of completing the required course work in the standard period.

As previously mentioned, the BBAI program will be aligned with the MBAI graduate program, which will create many synergies and opportunities between the programs for advanced learning and collaboration with graduate students working in a research/project mentality. This will be clearly demonstrated through the capstone

final project or even the undergraduate student research fellowship, where our brightest will showcase their innovation and research skills acquired through Faculty mentorship and knowledge gained through course work. The culmination of knowledge directly supports the PLOs and DLEs, allowing the student to speak with confidence on their final capstone project or research findings.

The BBAI program will be administered in a contemporary format with PLOs and DLEs reflecting the current state of the field of study. Given the fast-changing fields of analytics and AI, the program should continue to adopt new ideologies and emerging technologies so it can further prepare graduates for their future careers.

This program will have access to FBIT's collection of experiential learning programs such as co-op, internship, capstone projects, and/or venture creation. Within each course, students will utilize hands-on activities, technologies, and case studies in data analysis, artificial intelligence, and their application in business and cybersecurity. These unique curricular and experiential program components will strengthen the PLOs and DLEs by supporting students in exploring individual academic desires outside the main curriculum of the program.

The main pitch for the program will be the growing and vibrant job market for these skills in current and coming years. Students will gain knowledge of AI, Analytics, and cybersecurity fundamentals with special consideration to the business application of these technologies. FBIT is uniquely positioned to offer a program such as this with expertise in IT and Business. The PLOs and DLEs are in alignment with students being well prepared and equipped to meet the demands and needs of the industry upon graduation. The innovative and well-structured course work as well as the experiential program components all address the current state of the discipline.

FBIT will explore accreditation options for the BBAI program, but the program is not accredited at this time.

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 Business and IT (FBIT) is among the most diverse and inclusive faculties at Ontario Tech University in terms of racial, religious, and gender diversity in faculty members and students. The BBAI program is proposed to feature some topics on AI and equality/ the global AI divide taught by our diverse faculty and geared toward understanding broader discussions on the ethics of business analytic and AI technologies.

A diverse approach in designing the BBAI program has been taken into consideration. Not only does the program have foundational pillars which meet the needs in understanding ethical, moral, and equitable use of business analytics and AI, it also proposes future elective courses and content which speak directly to understanding how Indigenous data is collected, stored, and preserved. The principles of collecting data and preserving it in the way and context First Nations communities deem it to be collected and stored facilitates Indigenous data sovereignty and promotes responsible data governance. The IEAC will be consulted before these electives are developed and finalized.

We aim to actively support diversity in the student body and ensure adequate representation as we train future industry leaders. Special attention will be directed to the promotion of the program to underrepresented and equity-deserving groups, as well as Indigenous applicants. We hope that the planned flexible programming and delivery mode of the program will increase access to it from various groups.

Similar to other undergraduate programs at Ontario Tech University, this program will follow the Procedures for Academic Accommodation for Students with Disabilities: <https://usgc.ontariotechu.ca/policy/policy-library/policies/legal,-compliance-and->

[governance/procedures-for-academic-accommodation-for-students-with-disabilities.php](#)

FBIT is dedicated to considerations for students, staff, and faculty who have the need for accommodations due to mental, physical, or health related issues. Students will be given the opportunity to engage with student accessibility services and other central offices such as teaching and learning in order to accommodate needs for universal teaching and learning. In the BBAI program, FBIT will cultivate an environment that promotes student wellbeing and a sense of community through actively listening to the student body, including students in cyclical program reviews for input, focus groups, and surveys. Creating program-specific events will not only foster healthy competition, but establish a strong academic community that includes students.

As shown through the course catalogue, the BBAI program will have a global focus. Elective courses such as AI for Social Good, AI and Inequality, and Technology in Society are good examples of program content with broader global topics. The program also hopes to add electives that focus on Indigenous data and OCAP principles after consultation with the IEAC.

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

Please see above for information related to Indigenous content.

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

Has the IEAC been contacted ☐ Yes ☒ No If yes, when?

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

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

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

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.

This program will have access to FBIT's collection of experiential learning programs such as co-op work terms, internships, capstone projects, and/or venture creation. Within each course, students will utilize hands-on activities, technologies, and case studies in data analysis, artificial intelligence, and their applications in business and cybersecurity.

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 be used to inform continuous program improvement*

As highlighted and illustrated in the PLO-DLE mapping spreadsheet, the courses in the program use a myriad of assessment methods at the course level to measure students' progress towards the course and program level learning outcomes. Following the advice and procedures set out by the Quality Council, special care was taken to ensure that assessment methods are appropriate for the corresponding learning outcomes. Additionally, the position of a course in the program map (early years vs upper years) has an impact on the mix of assessment methods employed. As the learning outcomes shift more towards the application and integration of knowledge in the upper year courses, the nature of the assessments also shift to more detailed written assignments and case analyses, group projects, presentations, simulations, and reports.

Students at Ontario Tech and the Faculty of Business and IT are provided with a detailed course outline at the start of each semester. This course outline clearly indicates the learning objectives and the topics covered in the course. Additionally, information about the teaching approach, assessment methods, expectations, and all other relevant operational and academic matters are outlined in this document. Students regularly receive grades and feedback throughout the semester and are encouraged to work with their instructor to improve when needed. Ontario Tech also has an early alert system in place for first year students through its academic advising office. This system tracks the students' progress in the first few weeks of their initial year at the university, and support is offered to students struggling with the courses. While this particular system is in place for 1st year students, the advising office continues to work with students and their instructors throughout their program and when needed to ensure students have access to all available academic and mental health resources.

Across the new and existing courses proposed for the BBAI program, the following formative and summative assessments tools are used to both measure student progress and performance, and to provide learning opportunities and growth:

- In class activities that encourage students to work on a specific task individually or in groups, or make contributions to class discussions through oral and written comments.
- Written assignments in the form of case analyses, essays, reports, research projects, data analysis results and interpretations, and proposals that help students practice and display critical thinking analytical skills.
- Tests and quizzes during the semester with timely feedback to assist in learning and improvement.
- End of term examination to assess learning.
- Simulations.
- Group and/or individual projects that allow students to work on analytics and AI topics, problems, opportunities and develop problem solving, research, and analysis skills.
- Presentations.
- Other assignments focusing on topics such as programming, data analytics, AI systems, statistics. These are mainly used as formative assessments to provide feedback and help students identify areas of strength and those needing improvement.
- Tasks related to specific software, technologies, and analytics tools. These may be assigned in class, at home, or in a lab.

A few examples of course assessments used and how they are linked with degree and program level outcomes:

BBAI 4700U- Strategic Management of Analytics and AI systems

This upper year course relies heavily on case studies in teaching a variety of topics and in assessment of student progress and learning. Heavy emphasis is placed on in-class activities and contributions, detailed case analysis essays, assignments, term tests, and a final exam. The overall teaching approach, the nature of the assessments, and the type of extensive feedback provided to students correspond well with the higher level degree expectations of “Application of Knowledge”, “Awareness of Limits of Knowledge”, and “Autonomy and Professional Capacity”. The course also covers and assesses student learning under PLO1, PLO4, PLO6, PLO7, PLO9.

BBAI 4750U - Leading Digital Transformation

This upper year course builds on many earlier topics and courses in the program, and students will learn how to navigate complex, wide-scale digital transformation, how to manage resistance to change, and how to shepherd the shift toward enterprise-wide system migration. To assess the learning in these highly complex topics, methods such as case study analysis, detailed essays, and a major multi-stage group project are used. The project itself contains many components including a presentation to the instructor and peers. These assessments align well with the higher level degree outcomes and the numerous PLOs corresponding to the course.

BBAI 1950U - Statistics and Probability for Data Analytics

This is an introductory course that gives students specific fundamental quantitative tools necessary for success in the program and post graduation. Students apply statistical methods using real-world business datasets to build reliable, interpretable models and communicate insights to technical and executive audiences through clear visuals and narratives. The course uses, Weekly problem sets (concepts & short applications), software labs using real datasets (reproducible notebooks), term tests (applied inference & regression), a term project: design and defend an A/B test or predictive regression for a business question; submit executive brief and in-class presentation (visualization/storytelling focus). It also includes formative low-stakes quizzes to reinforce knowledge and learning. The composition of the various assessment tools correspond to the “Knowledge of Methodologies” and “Communication Skills” degree level expectations. They also measure competencies and progress towards PLO2 and PLO3.

A data-driven approach to track program success will be undertaken by the program leadership team. This will involve the development of internal processes designed to track/evaluate metrics provided by the Centre for Institutional Quality Enhancement, as well as metrics collected by the program. These processes will deliver periodic reports for monitoring the health of the program. We will also initiate surveys with students, graduates, and other key stakeholders to expand the scope of this data-driven approach.

The following data is collected annually:

- course-level performance data (grades, GPA distribution, progression, and completion rates),
- enrollment and retention figures,
- student demographic data relevant to EDI and access,
- course evaluation summaries,
- instructor reflections on course delivery and curricular effectiveness,
- graduate and employment data.

Any required changes to curriculum, assessment methods, delivery, or administration are implemented as appropriate and feasible at the discretion of the Faculty Dean. Curricular changes are then submitted and documented through appropriate Faculty and University committees consistent with standard curricular change policies and procedures as identified in the IQAP.

In accordance with the University's Institutional Quality Assurance Process, the long-term assessment and monitoring of program effectiveness and continuous improvement will be through the cyclical program review process. In addition to the external review every eight years, Ontario Tech's Academic Resource Committee (ARC) requires a brief report at program launch and a full report one-year after the launch of a new program. 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 there are areas of concern and it is deemed necessary, ARC will make recommendations to enhance program effectiveness and student success and may request a subsequent report. If required, the subsequent 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 ARC'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; New minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact CIQE for more information and templates*

Please see Appendix B Calendar Copy with Program Maps

- *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.*

* For a full list of courses in the program Please see Appendix C: List of Program Courses, C1 - New Course Proposals, C2 - Existing Course Descriptions, C3 – Course Changes

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 proposed BBAI program complements the current portfolio of degree offerings within FBIT. The Faculty has experts in Information Technology and Business, and this program is an opportunity to expose our students to both sets of topics in a truly

interdisciplinary curriculum. Graduates will learn about AI and data analytics within the context of business to understand how these tools enable new business models, competitive positioning, informed decision-making, and effective analysis. They will also learn about the ethical, legal, and social implications of these business tools. Such a collection of topics fills a gap between our more technical programs under the Bachelor of IT umbrella and our traditional business majors under the Bachelor of Commerce program.

It is possible that there may be some early negative impact on our Technology Management majors in BCom and BIT since there are some overlaps in the content and potential career options. Analysis and input by the RO has indicated that the overall level of enrolment increases with new programs and the short-term negative impacts will transition to overall gains in the long term. This program has a stronger emphasis on AI and business analytics compared to our current Technology Management major, and will hopefully attract students who are looking to learn about these tools and their applications in various business functions and settings.

We anticipate minimal impact on other FBIT programs in the long term, with anticipated net gain in student admissions with BBAI added to the portfolio of degrees within the Faculty. As this program is heavily focused on the business applications of AI and analytics, we also see minimal overlap with programs across the university. Students who want a more technical understanding of AI technologies or data analytics can find options within the Faculty of Science or Faculty of Engineering and Applied Sciences. With the recent approval of the School of Ethical AI at Ontario Tech, all AI-related degrees, including BBAI, will form a comprehensive portfolio of programs that offer choice for students seeking to learn about these technologies, and/or their application in different contexts.

The BBAI program was one of the main proposals presented by Dean Dr. McGregor when she outlined her vision for FBIT at the start of her term. She ensured that Deans from the other Ontario Tech faculties have been informed of the plan to pursue this new degree. She also presented the proposed differentiated growth strategy for FBIT within the Dean's Council in January 2024 after her appointment as Dean. Since then, the BBAI idea has been discussed briefly at various faculty council meetings and gatherings at FBIT.

During the development stage of the program proposal, input was sought from subject matter experts within FBIT. A copy of the proposed program learning outcomes, course list, and program description was sent to this group for feedback,

and comments were carefully reviewed and integrated by the team working on the proposal. The proposal has been presented to Faculty Council twice for information, and to seek further feedback, before going to external reviewers for comment.

FBIT is committed to upholding the principles of Equity, Diversity, Inclusion, and Decolonization in program development, launch, and delivery. Any feedback relating to these principles will be considered carefully to ensure the inclusivity of our program(s).

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.

What human and physical resources will be required to launch and sustain the program?

Additional faculty members and teaching assistant support may be required as the program grows. See section 11.1 Human Resources Requirements.

As the BBAI program grows, additional non-academic staff may also be required. See section 11.1 Human Resources Requirements.

The Faculty expects the BBAI program to be technical and hands-on in nature, similar to our current Bachelor of Information Technology programs. See sections 11.3 Information Technology and 11.4 Space and Infrastructure Requirements.

How will existing programs be impacted?

It is possible that there may be some early negative impact on our Technology Management majors in BCom and BIT since there are some overlaps in the content and potential career options. Analysis and input by the Office of the Registrar has indicated that the overall level of enrolment increases with new programs and the short-term negative impacts will transition to overall gains in the long term.

What is the marketing pitch for this program and what outlets should be used?

The main pitch for the program will be the growing and vibrant job market for these skills in current and coming years. Students will gain knowledge of AI and Analytics fundamentals with special consideration to the business application of these technologies. FBIT is uniquely positioned to offer a program such as this with expertise in IT and Business.

The Office of the Registrar will take the lead in promoting the program and attracting students. FBIT will collaborate by providing information for marketing material and participating in events and outreach programs.

The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): ____ 11 November 2025

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.

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 any faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

*Please see Appendix D: Detailed Listing of Faculty Committed to the Program and Folder 'Curriculum Vitae' for Faculty Committed to the Program (**external review only**)*

Approximately half of the BBAI program will be serviced by courses already offered in the Bachelor of Commerce or the Bachelor of Information Technology program. It is expected that student enrolment from the BBAI program will be factored into course and section planning for those courses and adjusted accordingly. New dedicated BBAI required courses and electives will make up the other half of the program. As program resources are tied to enrollment, careful monitoring will be required as the program launches and begins to grow.

The Faculty is currently hiring a Tenure-Tenure-Track (TTT) faculty member with a focus on business analytics and artificial intelligence. FBIT will also onboard a limited-term faculty member (LTFM) with industry experience in business analytics for the 2027/2028 academic year. The Faculty has also been allocated a net new TTT position focused on business analytics from July 1, 2026 which they are covering with an LTFM contract for 2026-27. These new hires would support the BBAI, the existing BCom and Bachelor of IT Technology Management programs, the BCom Specialization in AI for Business, and the Master of Business Analytics and AI (MBAI).

While the program will rely on current and incoming/planned TTT/LTFM, we will be strategic in our use of sessional instructors for key areas not within the expertise of current FBIT faculty members.

Once the BBAI has been established and student enrolment is sustainable, the Faculty will review the program resources and seek an additional TTT position with emphasis on artificial intelligence in business applications (potentially for 2028/29) and a second tenure-track position with a similar emphasis on artificial intelligence and/or business analytics (for 2029/30). Within the resource review, we will also consider seeking an additional teaching faculty position to meet the course requirements of the program and to support the other Faculty areas in business analytics and AI. This hire would likely be proposed for the 2030/31 or 2031/32 academic year. All

additional hiring would be contingent on all areas demonstrating strong intake and retention to support the need for additional faculty resources. If the program experiences a better-than-expected growth trajectory, the Faculty will evaluate resourcing needs and if necessary, request additional faculty hires. Details and timing of hirings are to be coordinated and confirmed with the Provost's Office.

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.

Given the distinct and separate nature of the BBAI compared with the Faculty's other programs, the Bachelor of Commerce and the Bachelor of Information Technology, a program director will be appointed. The appointment may also include supporting the Technology Management programs in both the Bachelor of Commerce and the Bachelor of Information Technology.

The Faculty expects the BBAI program to be technical and hands-on in nature, similar to our current Bachelor of Information Technology programs. Teaching assistantship will be provided to support the delivery of course materials and related laboratories and tutorials.

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):

Once the BBAI has been established and student enrolment is sustainable, the Faculty will revisit overall staff support. In particular, two (2) areas of support will be reviewed: (1) the technical support (e.g. information technology, datacentre, software, laboratories) and (2) the undergraduate program support. It is expected that the current advising structure can support the increased enrolment in the Faculty.

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. Please contact your [Subject Librarian](#) as you begin your proposal to request the 'Library statement for new program proposal'.

Please see Appendix E - Library Report - for a statement from the Library confirming the adequacy of library holdings and support for student learning.

Please see Appendix F: Existing Student Supports for a University statement concerning student support services.

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.

Please see Appendix G - Information Technology Services for a University statement concerning information technology services.

Faculty-specific space/equipment:

The Faculty expects the BBAI program to be technical and hands-on in nature, similar to our current Bachelor of Information Technology programs. Ideally, a space that can accommodate from 30 to 60 students could be designed as a collaborative design thinking classroom and flexible workspace, with modular stations where students can engage in collective ideation, sketching, prototyping, and demonstration activities. This collaboratory-style space would contain at least 30 desktop computers outfitted with relevant software and access to databases for running simulations, designing experiments, and engaging in brainstorming activities that expand on design ideation exercises students carry out in their courses and experiential learning activities.

Space allocation in FBIT's data centre will support data-centric activities in the collaboratory, as well as teaching, experiential learning, and research activities that require access to large datasets as well as the hardware resources and processing power required to train and run AI models. The Faculty would set up the space to support multiple programs, including the BBAI, the BCom and BIT Technology

Management programs, the BCom Specialization in Artificial Intelligence for Business, and the Master of Business Analytics and Artificial Intelligence.

Software and datasets will be of significant importance in the BBAI program. While base software and datasets will be made available in the laboratory, course-specific software will be required and is expected to be incorporated into Ontario Tech's Technology-Enriched Learning Environment program. It is also expected that faculty and staff will require ongoing training to maintain expert knowledge in the evolving fields of AI and analytics.

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)?*

- *Describe the adequacy of the technological platform to be used for online delivery*

Ontario Tech employs a learning management system (Canvas) integrated with video conferencing tools (e.g., Zoom, MS Teams, Meet), ensuring reliable online delivery. This platform allows for synchronous and asynchronous course delivery, access to digital resources, submission of assignments, and discussion forums. TELE also supports **bring-your-own-device (BYOD)** standards with licensed software, cloud-based resources, and technical support.

- *Describe how the quality of education will be maintained*

Ontario Tech has well-established courses that are taught online. Faculty members have been teaching courses online since the early 2000s. Quality education can be maintained with clear expectations, careful planning of the curriculum, and engagement with the students. Since the university wishes to include a variety of delivery modalities, faculty members have developed strong methodologies for teaching online, in-person and in hybrid formats.

By designing all courses, including hybrid and online, with attention to Universal Design for Learning (UDL) protocols, we work to ensure that all students are accommodated to the best of our ability. UDL principles are considered by ensuring that students have access to ppt slides prior to lectures where and when possible, using closed captioning on lecture videos, having flexible scheduling of assignments, and so on, within the limits imposed by university rules and structures. Within the parameters of academic freedom, course content is designed logically and clearly outlined on the syllabus. Given the wide range of andragogical models, different courses may have different designs and levels of complexity. Assignment expectations are clearly laid out in the syllabus or in assignment information sheets and within the Canvas Learning Management System. The university's Teaching and Learning Centre provides workshops that assist instructors in planning their courses, including advice on teaching online, rubric and assignment best practices, and so on, such as chunking lecture videos into shorter 10 min segments. Students are always encouraged to reach out to instructors, academic advisors, and program directors if they run into difficulties in any of their courses, whether they are online or in-person.

- *Describe how the program objectives will be met*

Online modules, research supervision, and lab simulations align with program learning outcomes, ensuring rigor and accessibility. Preparing students for leadership in AI, analytics, and cybersecurity—are achieved through: Coursework in AI systems, business intelligence, visualization, and data ethics. Experiential projects that allow application of business analytics and AI in real-world contexts.

- *Describe how the program learning outcomes will be met*

Learning outcomes (e.g., applying AI tools, managing projects, evaluating ethical implications) are met through: Practical assignments (case studies, projects, applied research). Assessments (tests, papers, presentations, rubrics) ensuring measurable achievements. Integration of commercial and open-source technologies in labs and coursework to mirror industry practices.

- *Describe the support services and training for teaching staff that will be made available*

Faculty receive training and ongoing support through the Teaching and Learning Centre, including workshops on online pedagogy, accessibility, and use of digital tools. The IT Service Desk and Software Support Specialists provide direct technical assistance.

- *Describe the sufficiency and type of supports that will be available to students*

Students benefit from IT support via phone, chat or email, access to online library resources, Business Analytics and AI labs, and academic advising through Graduate Program directors and Assistants.

- *How has accessibility been considered?*

Course materials adhere to AODA standards, with closed captioning, transcripts, and screen-reader-friendly design. Universal Design for Learning principles are embedded in course development. Adaptive infrastructure like AODA desks are available. Closed captioning and transcription are available for recorded lectures and video content.

- *What strategies have been considered to accommodate students with disabilities?*

Academic accommodations coordinated by Student Accessibility Services. Learning materials available in multiple formats visual and/or audio. Flexibility in assignments and assessments as needed.

- *Have the principles of Universal Design been considered?*

Yes, Universal Design for Learning (UDL) is integrated into course design. This ensures multiple means of engagement, representation, and expression, making course content usable by all students

- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcripts)?*

Yes, recorded lectures include captioning and transcripts.

- *Is course content designed logically and is it easy to follow with limited instruction?*

Yes, Content is logically organized and designed to be navigated with minimal instruction.

- *Are assignment expectations clear (i.e., a rubric)?*

Assignments include clear rubrics and grading criteria for transparency. Students receive structured guidance through sample cases and project briefs.

- *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)?*

Pre-recorded lectures are broken into short segments (≤ 10 minutes) to allow easier streaming and downloading. Materials are provided in low-bandwidth formats where possible and feasible (slides, transcripts, PDFs).

11.4 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?*

As the BBAI is established and the Faculty onboards new faculty members, dedicated office and research space may be required. Details and timing of space and infrastructure requirements will be coordinated and confirmed with the Provost's Office as the need arises.

For space and infrastructure requirements specific to information technology and laboratory space, see section 11.3 Information Technology.

11.5 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)*

There are no impacts on existing agreements and no inter-Faculty teaching 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 Bachelor of Business Analytics and Artificial Intelligence will be the first undergraduate program in Ontario to give parallel consideration to business analytics and AI, arguably the two most important areas for future innovation, growth, and responsible policy development in a shifting economy. As Ontario and Canada face political and economic headwinds brought on by broad global transformations, this program will prepare our students to be the leaders and stewards who will help navigate this uncertainty. BBAI graduates will develop technical knowledge and skills that span machine learning pipelines to recommendation systems to data storytelling. They will develop applied knowledge in domains like customer and people analytics, geospatial analytics, and contemporary electronic finance. Importantly, they will acquire the capacity to think critically about analytics and AI systems, and will learn practices that emphasize sustainability, resilience, ethical development, and responsible integration of these systems in a changing business landscape.

As a hybrid program with the majority of its courses delivered in person and on campus, the BBAI will be flexible enough to accommodate changes to the university experience, while still prioritizing peer-to-peer experiences and connection to a young and dynamic university that has positioned itself as a leader in technology-driven curriculum. FBIT's state-of-the-art labs, classrooms, and data infrastructure will ensure that students are able to engage with this curriculum in a modern and realistic setting - learning applied skills with the technologies and systems they are likely to encounter

in real world professional settings, and not merely engaging in classroom debates or memorizing textbook facts. Ontario Tech's emphasis on grounding students in real-world professional practice has meant that experiential opportunities for students take precedence, and FBIT's strong record of support for experiential and hands-on learning will ensure that BBAI graduates are prepared to enter the workforce with strong portfolios that highlight their capstone, internship, co-op, research, and venture creation projects.

Unique in its equal emphasis on business and information technology, FBIT boasts a truly multidisciplinary faculty with expertise in a wide range of fields, from marketing to networking and IT security to management information systems and more. Faculty members who make up the core of the BBAI program carry out award-winning international research in areas that include marketing analytics, big data analytics, information visualization, sustainable supply chain management, adversarial machine learning, reinforcement learning, trustworthy AI, and many more. This core faculty group includes one current Canada Research Chair and one alumni, as well as researchers with extensive public and private experience working with organizations like the National Research Council and PricewaterhouseCoopers. Collectively, the group currently holds tens of millions of dollars in research funding from the tri-council funding agencies, including NSERC Discovery grants, CIHR Project grants, and SSHRC Partnership grants, in addition to research funding from Mitacs, Canada Foundation for Innovation, and more. A handful of this core group are among the most cited researchers in their fields.

The core BBAI faculty group has a strong commitment to developing innovative curriculum and pedagogy. A number of the group's members have been recognized for teaching excellence and have, over the past two years, been nominated for (and, in a few cases, received) Ontario Tech's Award for Excellence in Teaching, Learning Re-Imagined Award, Open Education Award, Tim McTiernan Student Mentorship Award, Student Choice Award, and FBIT's Early Career Teaching Award and Teaching and Sustainability Award. This group also engages in a variety of innovative teaching methods. These include employing augmented and mixed reality methods and technologies for teaching geospatial analytics, developing open source and public-facing analytics curriculum that is shared on GitHub, and establishing collaborations with the Regional Municipality of Durham and the City of Oshawa to develop curriculum that uses data from local governments to address real-world challenges in the cities surrounding the university.

The BBAI will build on the Faculty of Business and IT's successful creation of its Master of Business Analytics and AI, which has experienced healthy growth over the past three years. MBAI graduates have landed positions as analysts and data scientists at Royal Bank of Canada, Ontario's Municipal Property Assessment Corporation, Bouchier, Shopify, and many other prominent organizations. Through its commitment to developing groundbreaking curriculum that aligns analytics and AI themes, and its adoption of data-driven and technology-enabled teaching methods that ensure students are exposed to the tools and skills they will encounter in real-world professional scenarios, FBIT is the natural home for a program such as this. BBAI graduates will be ready for the various challenges that businesses increasingly will be faced with, from IT security threats to climate risk mitigation. They will be ready to shepherd organizations through AI transformation. They will be ready to deploy cutting-edge analytics and AI solutions while taking political, legal, and ethical considerations into account. They will be ready to act and think responsibly, ushering in a new era of data-driven decision making.

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.

- A: Program Learning Outcomes and Alignment Map
- B: Calendar Copy with Program Map
- C: List of Program Courses, New Course Proposals, Existing Course Descriptions, Course Changes
- D: Detailed Listing of Faculty Committed to the Program
- E: Library Report
- F: Existing Student Supports
- G: Information Technology Services

Folder: Curriculum Vitae for Faculty Committed to the Program (provided only to external reviewers for new Degree programs or to Quality Council in the case of new Diploma Programs)

Items to be separate documents sent to CIQE:

- New Program Funding and Tuition form (for CIQE use only)
- Budget Spreadsheet (for ARC use only)

Appendix A - Program Learning Outcomes and Alignment Map

BBAI	Bachelor of Business Analytics and Artificial Intelligence
PLO #	Program Learning Outcomes
1	Evaluate opportunities for digital transformation and implementation of AI and business analytics in new and existing processes
2	Choose and implement appropriate business analytics and AI tools and methodologies to solve business problems using data-driven decision making practices
3	Synthesize data-driven insights to create impactful presentations and reports for diverse audiences
4	Manage and lead data projects from end to end, recognizing various stages including opportunity recognition, scoping, maintenance, and drift determination
5	Determine appropriate data management principles for database design, data storage, data infrastructure implementation, and administration challenges
6	Evaluate and compare the significance and reliability of competing AI models and business analytics methodologies
7	Create, analyze, and implement AI models, tools, and workflows for business problems utilizing commercial and/or open source technologies
8	Evaluate implications of analytical models from multiple perspectives while identifying issues and challenges associated with strategic value, business ethics, bias, privacy, trust, and equity
9	Research analytics and AI technologies within the context of core business functions, financial processes, economic principles, and management concepts, and make use of the acquired knowledge to analyze and solve business problems

	Degree Level Expectation	Depth and Breadth of Knowledge				Knowledge of Methodologies					Application of Knowledge						Communicat ion Skills	Awareness of Limits of Knowledge			Autonomy and Professional Capacity		
	Program Learning Outcomes	PLO5	PLO6	PLO7	PLO9	PLO1	PLO2	PLO3	PLO6	PLO8	PLO1	PLO2	PLO4	PLO5	PLO7	PLO9	PLO3	PLO4	PLO7	PLO8	PLO1	PLO4	PLO8
Course No.	Course Title																						
BUSI 1030U	Writing & Critical Thinking							1,3,4,5									3,4,5						
BUSI 1600U	Management of the Enterprise									2,4													
BBAI 1650U	Intro to AI in Bus and Soc									2,3,4,7										2,4			3,4,7
BBAI 1950U	Statistics and Probability for Data Analytics						4,7	1,2,4,7									4,7						
BBAI 1300U	Communicating with Data							1,3,4,7									3,4,7						
BUSI 1520U	Intro to Business Analytics	1,2,4	1,2,4	1,2,4	1,2,4		1,2,4		1,2,4			1,2,4			1,2,4		4		1,2,4				
BBAI 1750U	Intro to Data-Driven Decision Making						2,4										4						
BBAI 1110U	Intro to Programming for Business Analytics and AI	1,4,7	1,4,7	1,4,7										1,4,7			7						
BUSI 2040U	Information Systems	1,4,7			1,4,7											1,4,7							
BBAI 2700U	Fundamentals of AI for Business		1,2,4,7		1,2,4,7				1,2,4,7														
BBAI 2200U	Customer and Marketing Analytics				1,2,4,5,7											2,4,5,7	4,5,7						
BUSI 2500U	Business Simulation & Analytics		2,3,4,7	2,3,4,7	2,3,4,7											2,3,4,7	3,4,7						
BBAI 2950U	Quantitative Skills for Data Analytics and AI	1,2,4												1,2,4			4						
BBAI 2570U	Intro to Geospatial Analytics						1,4					1,4					4						
BUSI 2050U	Managerial Economics				2,4											2,4							
BUSI 2603U	Intro to Operations Management				2,4											2,4							
BBAI 2420U	Principles of Modern Finance: From Electronic Trading to Crypto				1,4,7											1,4,7							
BUSI 2550U	Intro to Project Management					2,3,4,7					2,3,4,7		2,3,4,7				3,7	2,3,4,7			3,4,7	3,4,7	
BUSI 3000U	Business and Sustainability									1,2,4,5										2,4,5			
BBAI 3150U	Foundations of Machine Learning	1,2,4,5		1,2,4,5										1,2,4,5									
BBAI 3750U	Designing AI Systems		3,4,7	3,4,7	3,4,7	3,4,7			3,4,7		3,4,7		3,4,7		3,4,7			3,4,7	3,4,7		3,4,7	3,4,7	
BUSI 3504U	Databases, Data Warehouses & Business Intelligence	1,4,5	1,4,5											4,5			4,5						
BBAI 3650U	Beyond the Hype: Ethical and Legal Issues in Analytics and AI						1,2,4,5,7			1,2,4,5,7		2,4,5,7								2,4,5,7			2,4,5,7
BBAI 3700U	Business Applications of AI		1,2,4,5,7	1,2,4,5,7	1,2,4,5,7		1,2,4,5,7					2,4,5,7			2,4,5,7					2,4,5,7			
BBAI 3550U	Design Thinking and User Experience Design												3,4,5,7				3,4,5,7			3,4,5,7		3,4,5,7	
BUSI 4504U	Advanced Business Intelligence	3,4,7	3,4,7				3,4,7	3,4,7				3,4,7					3,4,7						
BUSI 4040U	Emerging Trends in Technology Management				3,4,5,7																		
BBAI 4800U	Security, Privacy and Trust in AI Systems	2,3,4,5,7								2,3,4,5,7										3,4,5,7			3,4,5,7
BBAI 4500U	Visualization and Storytelling							3,4,5									3,4,5						
BBAI 4700U	Strategic Management of Analytics and AI Systems		1,2,4,5	1,2,4,5	1,2,4,5	1,2,4,5					1,2,4,5		2,4,5					2,4,5			2,4,5	2,4,5	
BBAI 4750U	Leading Digital Transformation				4,5,7	4,5,7					4,5,7		4,5,7					4,5,7			4,5,7	4,5,7	
Various	BBAI Electives																						
XBIT XXXXU	Capstone, Internship, or Venture Creation, or co-op work terms																						

Introduced

Reinforced

Mastered

Assessments - Identify types of relevant assessments and number them (do not have to be in rank order); those listed below are only examples

1 - Test

2 - Exam

3 - Presentation

4 - Assignment

5 - Essay

6 -Thesis

7 - Group project

APPENDIX B - Calendar Copy with Program Map

Program: Bachelor of Business Analytics and Artificial Intelligence (BBAI)

General information

The Bachelor of Business Analytics and Artificial Intelligence equips students with the knowledge and expertise to be informed decision makers in public and private sector careers. This unique program combining analytics and AI is guided by the university's 'tech with a conscience' ethos, and emphasizes sustainable business practices, the responsible use of technology in business and society, and ethical AI. The BBAI is a 4 year honours bachelor program. Students complete 5 courses each semester on topics ranging from business, people, and operations analytics to the application and management of AI in various business domains. Students acquire foundational technical and applied skills, while also learning how to act and think responsibly with analytics and AI systems in the broader context of digital/AI transformation. This hybrid program, with the majority of courses delivered in-person and on campus, features capstone, internship, venture creation, co-op, and undergraduate thesis experiential opportunities.

Admission requirements

Admission to the Bachelor of Business Analytics and Artificial Intelligence program is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Then include the requirements for Current Ontario secondary school students and statement directing other students:

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits and a recommended overall average of 70%, including English (ENG4U) with a recommended minimum average of 60 per cent and one of Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U) with a recommended minimum average of 70 per cent. It is strongly recommended that students complete two of these math courses.

All other applicants should refer to [admissions](#) for the requirements for their specific category of admission.

Internship program

Internship provides students with the opportunity to obtain paid on-the-job experience with businesses locally and globally. FBIT students apply classroom concepts in a real-world environment and gain valuable and relevant work experience to promote networking and life-long career success. They will also bring their work experience back to the classroom and enrich the learning environment for themselves and their classmates.

Participating employers are given the opportunity to bring the motivated learners, thinkers, and doers of tomorrow into their workplaces, as well as provide valuable mentoring to interns.

Ontario Tech University has a detailed policy document for internships, co-ops and practicum opportunities. Students should review the [policy framework](#) before considering and starting an internship within FBIT. The university policy framework sets the minimum requirements and in addition to these points, FBIT has the following important requirements for its internship program.

FBIT internship requirements

- Internships are at least four months of full-time work (usually 480 hours or more) and maximum of four semesters or 16 months.
- Internships are paid work placements. The intern's wages (stipulated in a contract) are paid by the sponsoring business over the internship.
- Students participating in an internship program may enroll in one course (three credits) per semester. This course must not interfere with the internship schedule outlined by the employer and students may be asked to provide written confirmation from the employer confirming a lack of conflict.
- Students may secure their own internship opportunity with an employer. However, the FBIT Experiential Learning office must approve the opportunity before anything is finalized and the work term is initiated.
- Successful internship completion and a satisfactory verbal and/or written reports throughout the semester will result in the intern receiving a letter grade and three credit hours ([XBIT 4600U](#)) toward their undergraduate degree requirements.
- Students may do a second internship while in the program and the second internship opportunity will count as an elective course ([XBIT 4610U](#)).
- Undergraduate students must return for one semester of full-time studies after their internship before graduation (internship cannot be their final semester).
- Students in the Co-op program are not eligible for internships.

Note: For international internships, the students must coordinate closely with the Experiential Learning office within FBIT before finalizing any details.

FBIT requirements for acceptance into internship (above and beyond university requirements)

- Completion of 54 credit hours (third-year standing) with at least a 2.3 cGPA and the following additional program specific course requirements:
 - BCom - all majors except Technology Management: at least 30 credit hours of BUSI courses.
 - BCom Technology Management major: at least 30 credit hours of BUSI and INFR courses.
 - BBAI: at least 30 credit hours from required courses in the program.
 - BIT Technology Management: at least 30 credit hours of BUSI and INFR courses.
 - BIT Game Development and Interactive Media: at least 30 credit hours of INFR courses.
 - BIT Networking and IT Security: at least 30 credit hours of INFR courses.
 - Clear academic standing.
- Academic misconduct: Students who have a major academic misconduct on file (i.e., sanctions imposed by the Dean and/or Academic Integrity Committee) are not eligible for Internship.

Students with a major academic misconduct can apply for a waiver after one (1) year of the misconduct decision date. Decision for eligibility will be made by the Dean or Dean's designate.

The university and faculty provide numerous resources for students to find internships and succeed in their work placements. However, internship placements are competitive and not guaranteed.

Students are encouraged to review the information on the FBIT website for the most up-to-date information regarding our experiential learning programs including Internship.

BBAI Undergraduate Thesis

To pursue the undergraduate thesis option, a student must complete a two semester thesis project (2 separate and distinct 3 credit hour courses).

Eligibility

To be eligible to apply for a thesis, students must have successfully completed third year (at least 84 credit hours) of the program and have cumulative GPA of 2.7 or better. Applications would require the support of at least one supervising faculty member and approval from the program director.

Thesis requirements

Thesis projects will be limited to a small number of students who are selected by a supervising faculty member and approved by the program director. Thesis research will be conducted over two semesters (fall and winter) and you should commit a minimum of nine hours per week towards this research.

Before the end of the first semester, you will submit a written progress report to your supervisor. Registration in the second course is contingent on a satisfactory grade in the progress report. A failing grade means you will not be able to continue with the thesis project and must register for other elective courses instead. If the undergraduate thesis is used to satisfy the program's experiential learning requirement, students who fail the course must complete another experiential learning component.

You will submit a final written thesis on your project before the end of the winter semester. At the end of the semester there will be a symposium where you will present your work to faculty members and your peers. If you don't submit a thesis, you will receive a fail (F). Requests for special consideration must be submitted to the program director. Extensions for submission may be granted only under exceptional circumstances.

BBAI UG Thesis Application Procedure

Before registering for a thesis course, you must submit an application to your Program Director by May 30 in the third year of your program. Please use the application procedure and form(s) shared by the program. Enrollment in the thesis option is competitive and spots are limited. Students are encouraged to secure a supervisor and project first, before submitting an application. The program may also publish a list of available projects.

Degree and major requirements

To be eligible for the Bachelor of Business Analytics and Artificial Intelligence (Honours) degree, students must successfully complete 120 credit hours, including all courses outlined in the following program map.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings, please visit the faculty website at businessandit.ontariotechu.ca.

Degree requirements [120 credit hours]

Year 1

- BUSI 1030U - Writing & Critical Thinking
- BUSI 1600U – Management of the Enterprise
- BBAI 1650U – Intro to AI in Bus and Soc
- BBAI 1950U - Statistics and Probability for Data Analytics
- BBAI 1300U – Communicating with Data
- BUSI 1520U – Intro to Business Analytics
- BBAI 1110U - Intro to Programming for Business Analytics and AI
- BBAI 1750U – Intro to Data-Driven Decision Making
- General Elective
- General Elective

Year 2

- BUSI 2040U – Information Systems
- BBAI 2700U - Fundamentals of AI for Business
- BBAI 2200U – Customer and Marketing Analytics
- BUSI 2500U – Business Simulation and Analytics
- BBAI 2570U – Intro to Geospatial Analytics
- BUSI 2050U – Managerial Economics
- BUSI 2603U - Intro to Operations Management
- BBAI 2420U - Principles of Modern Finance: From Electronic Trading to Crypto
- BBAI 2950U - Quantitative Skills for Data Analytics and AI
- BBAI Elective

Year 3

- BUSI 2550U – Intro to Project Management
- BUSI 3000U – Business and Sustainability
- BBAI 3150U – Foundations of Machine Learning
- BBAI 3750U – Designing AI Systems
- BBAI 3700U – Business Applications of AI
- BUSI 3504U - Databases, Data Warehouses & Business Intelligence
- BBAI 3650U - Ethical and Legal Issues in Analytics and AI
- BBAI 3550U – Design Thinking and User Experience Design
- Open Elective
- BBAI Elective

Year 4

-
- BUSI 4504U – Advanced Business Intelligence
 - BUSI 4040U – Emerging Trends in Technology
 - BBAI 4800U - Security, Privacy and Trust in AI Systems
 - BUSI 4590U – Visualization and Storytelling
 - BBAI 4700U - Strategic Management of Analytics and AI Systems
 - BBAI 4750U - Leading Digital Transformation
 - BBAI Elective
 - BBAI Elective
 - Open Elective
 - XBIT 4500U Capstone or XBIT 4600U Internship or XBIT 4700U Venture Creation or BBAI 4910U/BBAI 4920U BBAI Thesis I&II

2 General electives from courses outside of FBIT.

2 Open electives can be any elective from within or outside FBIT programs.

4 BBAI electives from a list of approved BBAI courses. This list will be updated periodically. Program director may approve BUSI or INFR courses if they align with program requirements and learning outcomes.

BBAI Elective list:

Note: Not all courses are offered every year. FBIT will publish a list of available electives every academic year through academic advising.

- BBAI 1590U – Intro to Design Thinking
- BBAI 1690U – Foundations of Cognitive Science and Psychology for AI *(to be developed at a future date)*
- BBAI 2690U – Technology in Society
- BBAI 3365U - Indigenous Data and OCAP Principles
- BBAI 3610U - Sustainability and Information Technologies
- BBAI 3910U - Analysis of Economic Data
- BBAI 3590U – Robotics and Automation
- BBAI 3570U - Advanced Geospatial Analytics
- BBAI 3930U - Data-Driven Health Systems (aka Health Informatics)
- BBAI 3110U - Data Analytics and Information Systems (DAIS) for Managerial Accounting
- BBAI 3120U - Cloud Services for Analytics and AI
- BBAI 3290U – Intro to Game Theory
- BBAI 3380U - People (HR) Analytics to be developed at a future date)
- BBAI 3690U - AI and Inequality/The Global AI Divide
- BBAI 4790U - Data, AI, and Disruptive Innovation *(to be developed at a future date)*
- BBAI 4542U – Music Analytics
- BBAI 4540U – Game Analytics
- BBAI 4541U – Real Estate Analytics
- BBAI 4548U – Sports Analytics
- BBAI 4990U – Special Topics in Analytics and AI
- BBAI 4120U - Chatbots and Recommendation Engines
- BBAI 4610U – AI for Social Good

Cooperative Education:

Bachelor of Business Analytics and Artificial Intelligence

Co-op program

The Faculty of Business and Information Technology (FBIT) offers the opportunity for eligible students to receive a co-operative education designation on their degrees in the following fields of study:

Benefits of co-operative education

Co-operative education provides many benefits to students including the opportunity to:

- Gain valuable practical experience.
- Earn competitive salaries that partially offset the cost of their education.
- To help clarify career objectives and to develop valuable networking that will enhance opportunities for full-time employment upon graduation.

Applying to co-operative education

Students have the option of applying directly into the co-operative education program from high school or can opt to apply in the winter term of first year. This is the only opportunity to apply for entry into co-op. Any deviation from this timeline will require approval from the dean or designate. Students who apply in first year are accepted based on:

- A minimum cumulative grade point average (cGPA) of 2.70 (B-minus) at time of application.
- Clear academic standing.
- 27 credit hours completed.
- No record of a major misconduct. Students with a record of major misconduct (sanctions imposed by the dean or academic integrity committee) may ask for a waiver after 1 year of the decision. Approval to be granted by the dean or designate.

All students must maintain a cGPA of 2.7 or will be removed from the co-op program. Information on the application process is available from the Experiential Learning Office.

Work terms in co-operative education

Co-operative education placements normally start after the completion of Year 2 of undergraduate studies and must be completed prior to the final term of full-time study. A co-operative education placement can be 3 separate four month work terms, or up to 16 months of full-time continuous work. For 16 months placements, the work term MUST start at the beginning of the spring/summer semester. Students that successfully complete a minimum of three co-op work terms and satisfy all other program requirements are eligible to receive the Co-operative Education designation on their Bachelor of Business Analytics and Artificial Intelligence degree. All completed co-op work terms appear on a student's academic transcript. Students choosing a continuous 12 month or 16 month co-op placement are strongly advised to start at the beginning of the spring semester to avoid significant disruption to their program maps. Those opting to start these placements at a different semester are required to obtain approval from the program director.

Program details and degree requirements

Students wishing to participate in the co-operative education program must meet the admission requirements outlined above. Once accepted, they will be required to complete and pass [XBIT 1000C – Foundations for Success in Co-op](#) (a zero-credit course) and complete at least three co-op work terms ([XBIT 2000W – FBIT Co-op Work Term I](#), [XBIT 3000W – FBIT Co-op Work Term II](#), and [XBIT 4000W – FBIT](#)

[Co-op Work Term III](#)). Students can take up to two additional work terms (up to 5 total) if they choose to do so.

Students must continue to maintain a minimum cGPA of 2.7 to participate in co-op and must complete 27 credit hours by end of first year of studies before they take XBIT1000C and complete a second year of study (54 credit hours in the Bachelor of Business Analytics and Artificial Intelligence (Honours program) before their first co-op work term. While on a co-op work term, a student is allowed to take a maximum of one course, however, this course must not interfere with the full-time work schedule outlined by the employer. The co-op office may require a written approval from the program director and the employer before a student is granted approval to take a course while on their work term. If a student in the co-op stream commits a major academic misconduct, they will be removed from the co-op program.

In order to graduate from the Bachelor of Business Analytics and Artificial Intelligence program Co-op (Honours) program, students must satisfy all BBAI degree requirements and all co-op requirements.

All completed co-op work terms appear on a student's academic transcript. While Ontario Tech cannot guarantee a co-op placement, assistance, advice and counselling are provided to all students enrolled in the co-operative education program by the co-op coordinator. Students should carefully review their work term(s) sequence, length, and position in the program map to determine the impact on their graduation date. Students cannot complete all their co-op work terms in the same season (all in spring/summer terms). Depending on the timing and length of work terms, graduation may be delayed. Students must return to school for a minimum of one full-time semester before graduation to meet the requirements of the co-op program.

Specific details regarding the co-op program, policies, important dates, requirements, and student resources are available through the University and Faculty experiential learning website.

Co-op courses

- [XBIT 1000C – Foundations for Success in Co-op](#)
- [XBIT 2000W – FBIT Co-op Work Term I](#)
- [XBIT 3000W – FBIT Co-op Work Term II](#)
- [XBIT 4000W – FBIT Co-op Work Term III](#)
- [XBIT 4100W – FBIT Co-op Work Term IV](#)
- [XBIT 4200W – FBIT Co-op Work Term V](#)

Anticipated Program Map

YEAR ONE				
BUSI 1030U Writing & Critical Thinking	BUSI 1600U Management of the Enterprise	BBAI 1650U Intro to AI in Business and Society	BBAI 1950U Statistics and Probability for Data Analytics	General Elective
BBAI 1300U Communicating with Data	BUSI 1520U Intro to Business Analytics	BBAI 1750U Intro to Data-Driven Decision Making	BBAI 1110U Intro to Programming for Business Analytics and AI	General Elective
YEAR TWO				
BUSI 2040U Information Systems	BBAI 2700U Fundamentals of AI for Business	BBAI 2200U Customer and Marketing Analytics	BUSI 2500U Business Simulation & Analytics	BBAI 2950U Quantitative Skills for Data Analytics and AI
BBAI 2570U Intro to Geospatial Analytics	BUSI 2050U Managerial Economics	BUSI 2603U Intro to Operations Management	BBAI 2420U Principles of Modern Finance: From Electronic Trading to Crypto	BBAI Elective
YEAR THREE				
BUSI 2550U Intro to Project Management	BUSI 3000U Business and Sustainability	BBAI 3150U Foundations of Machine Learning	BBAI 3750U Designing AI Systems	Open Elective
BUSI 3504U Databases, Data Warehouses & Business Intelligence	BBAI 3650U Ethical and Legal Issues in Analytics and AI	BBAI 3700U Business Applications of AI	BBAI 3550U Design Thinking and User Experience Design	BBAI Elective
YEAR FOUR				
BUSI 4504U Advanced Business Intelligence	BBAI 4800U Security, Privacy and Trust in AI Systems	BUSI 4040U Trends in Technology Management	BBAI Elective	BBAI Elective
BBAI 4500U Visualization and Storytelling	BBAI 4700U Strategic Management of Analytics and AI Systems	BBAI 4750U Leading Digital Transformation	Open Elective	XBIT 4500U Capstone or XBIT 4600U Internship or XBIT 4700U Venture Creation or BBAI 4910U/4920U - UG Thesis I and II

Appendix C - List of Program Courses

New Courses (see C.1 – New Course Proposals)

BBAI 1110U	Intro to Programming for Business Analytics and AI
BBAI 1590U	Intro to Design Thinking
BBAI 1650U	Intro to AI in Business and Society
BBAI 1690U	Foundations of Cognitive Science and Psychology for AI (to be developed at a future date)
BBAI 1750U	Intro to Data-Driven Decision Making
BBAI 1950U	Statistics and Probability for Data Analytics
BBAI 2200U	Customer and Marketing Analytics
BBAI 2420U	Principles of Modern Finance: From Electronic Trading to Crypto
BBAI 2570U	Intro to Geospatial Analytics
BBAI 2690U	Technology in Society
BBAI 2950U	Quantitative Skills for Data Analytics and AI
BBAI 3110U	Data Analytics and Information Systems (DAIS) for Managerial Accounting
BBAI 3120U	Cloud Services for Analytics and AI
BBAI 3150U	Foundations of Machine Learning
BBAI 3290U	Introduction to Game Theory
BBAI 3365U	Indigenous Data and OCAP Principles
BBAI 3380U	People (HR) Analytics(to be developed at a later date)
BBAI 3550U	Design Thinking and User Experience Design
BBAI 3570U	Advanced Geospatial Analytics
BBAI 3590U	Robotics and Human Robot Interaction
BBAI 3610U	Sustainability and Information Technologies
BBAI 3690U	AI and Inequality/The Global AI divide
BBAI 3750U	Designing AI Systems
BBAI 3910U	Analysis of Economic Data
BBAI 3930U	Data-Driven Health Systems (aka Health Informatics)
BBAI 4120U	Chatbots and Recommendation Engines
BBAI 4500U	Visualization and Storytelling
BBAI 4540U	Game Analytics
BBAI 4541U	Real Estate Analytics
BBAI 4542U	Music Analytics
BBAI 4548U	Sports Analytics
BBAI 4610U	AI for Social Good
BBAI 4700U	Strategic Management of Analytics and AI Systems
BBAI 4750U	Leading Digital Transformation

BBAI 4790U	Data, AI, and Disruptive Innovation (to be developed at a later date)
BBAI 4800U	Security, Privacy and Trust in AI Systems
BBAI 4910U/4920U	BBAI Thesis I&II
BBAI 4990U	Special Topics in Analytics and AI

Existing Course: (see C.2 Existing Course Descriptions)

BUSI 1030U	Writing & Critical Thinking
BUSI 1520U	Intro to Business Analytics
BUSI 1600U	Management of the Enterprise
BUSI 2040U	Information Systems
BUSI 2050U	Managerial Economics
BUSI 2500U	Business Simulation & Analytics
BUSI 2550U	Intro to Project Management
BUSI 2603U	Introduction to Operations Management
BUSI 3000U	Business and Sustainability
BUSI 3504U	Databases, Data Warehouses & Business Intelligence
BUSI 4040U	Emerging Trends in Technology Management
BUSI 4504U	Advanced Business Intelligence
XBIT 1000C	Foundations for Success in Co-op
XBIT 2000W	FBIT Co-op Work Term I
XBIT 3000W	FBIT Co-op Work Term II
XBIT 4000W	FBIT Co-op Work Term III
XBIT 4100W	FBIT Co-op Work Term IV
XBIT 4200W	FBIT Co-op Work Term V
XBIT 4500U	Capstone
XBIT 4600U	Internship
XBIT 4700U	Venture Creation

C3 - Course Changes

BBAI 1300U	Communicating with Data
BUSI 2603U	Introduction to Operations Management
BBAI 2700U	Fundamentals of AI for Business
BBAI 3650U	Ethical and Legal Issues in Analytics and AI
BBAI 3700U	Business Applications of AI

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 1100U

*ensure the course code has not been previously used

Full Course Title: Intro to Programming for Business Analytics and AI

Short-Form Course Title (max. 30 characters): **Programming for BA and AI**

Course Description

This course provides a foundational introduction to programming for first-year students with a focus on applications in Business Analytics and Artificial Intelligence. Students will develop practical coding skills while gaining a solid understanding of basic programming techniques and data structure design principles. Through hands-on exercises and programmatically solving real-world case studies, learners will explore how to efficiently organize, process, and retrieve data to support analytical decision-making and intelligent automation. By the end of the course, students will be able to understand the basic of programming, write structured programs using built-in AI and BA libraries, interact with databases through code, and apply appropriate data structures to solve business problems using analytical and AI-driven techniques.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial: 1.5	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Weekly tutorial tasks based on lecture content (27%)
- Bi-weekly Quizzes (18%)
- Class activities (problem solving based on case-studies) – 10%
- Test-1 (Based on 1-6 Lectures) (12.5%)

- Group Project (20%)
- Test-2 (Based on 7-11 Lectures) (12.5%)

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

Upon successful completion of this course, students will:

- Demonstrate foundational programming skills by writing structured codes to solve problems.
- Develop a problem-solving logic adequate for information technology professionals.
- Apply basic programming techniques and data structure design principles to organize, process, and retrieve data efficiently.
- Interact with databases programmatically to support analytical decision-making and automation.
- Analyze real-world case studies and implement appropriate data structures and algorithms to address challenges in business analytics and AI applications.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

BBAI 3365U development will include consultation with the IEAC.

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 1590U

*ensure the course code has not been previously used

Full Course Title: Intro to Design Thinking

Short-Form Course Title (max. 30 characters): **Design Thinking**

Course Description

This course introduces students to the concept of design thinking, a non-linear, iterative process that teams can use to understand users, challenge assumptions, redefine problems, and create innovative solutions to prototype and test. This empathy-based process involves five phases - empathize, define, ideate, prototype and test – and can be used to tackle ill-defined or unknown problems. In design thinking, cross-functional teams work together to understand user needs and create solutions that address those needs. Students will learn how to understand problems and needs, to apply design thinking to analytics and AI challenges, and to use visual prototyping to think creatively around pain points and opportunity areas.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Team Introduction and Contract = 5%
- Team Research Paper = 10%
- 5 Individual Quizzes/assignments = 10%
- 3 Group Video Assignments = 30%
- Client Session Preparation = 10%
- Final Pitch = 20%

- Individual Reflection = 15%

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

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

- Understand the elements of a design thinking framework and how it can be applied to various analytics and AI contexts
- Apply strategies like diagramming and storytelling to analytical practices
- Develop the ability to understand clients and their underlying needs and values, and be able to recommend solutions
- Implement the tools of design thinking to analytics and AI challenges
- Apply the correct use of the five stages of design thinking to an analytics or AI project

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI

Course Number: 1650U

*ensure the course code has not been previously used

Full Course Title:

Introduction to Artificial Intelligence (AI) in Business and Society

Short-Form Course Title (max. 30 characters):

Intro to AI in Business and Society

Course Description

This course examines the fundamental concepts, origins, applications, and implications of artificial intelligence (AI) across various aspects of economic and social life. Special attention is given to the role of AI in organizations as businesses adapt to emerging systems and technologies. Students will explore the social, ethical, and environmental dimensions of AI, considering how it transforms work, economic activity, and human interaction. The course design will encourage students to critically review and assess AI technologies, communicate their benefits and risks, and envision responsible and innovative uses of AI in contemporary business and society.

Credit Hours: 3

Contact Hours – please indicate total number of hours for each component

Lecture: 3

Lab: 0

Tutorial: 0

Other: 0

Cross-listings

Prerequisites for Calendar

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☒ **Core**

☐ **Elective**

☐ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

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

Course instructional method:

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

Teaching and assessment methods:

Reflection and case analysis assignments (~20%)

Class activities and contribution (~15%)

Group project(s) (~20%)

Term exam(s) (~15%)
Final assessment (~30%)

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

- Explain key concepts, origins, and approaches in artificial intelligence (AI), including how these systems learn, are trained, and make decisions.
- Describe and analyze how AI is transforming business, economic activity and social life, and the role data plays in this transformation.
- Evaluate real-world AI applications and identify the risks, benefits and limits.
- Assess the current and future impact of AI on work, economic activity, human interactions, governance, and the environment.
- Identify and evaluate the ethical and legal challenges in AI, including bias, privacy, transparency, and sustainability.
- Communicate perspectives on AI's role in society and business through oral and written analysis, displaying critical awareness of opportunities and threats.
- Propose responsible and creative uses for AI that address real life or simulated social, environmental, or business opportunities and challenges.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 1750U

*ensure the course code has not been previously used

Full Course Title: Introduction to Data-Driven Decision Making

Short-Form Course Title (max. 30 characters): **Intro Data-Driven Decision Making**

Course Description

Data-driven decision making is the ability to effectively transform information into actionable knowledge by collecting, analyzing and interpreting various types of data. Data-driven decision making skills are crucial for participating in the knowledge economy. In this course, students will learn how to make data-driven business decisions and develop data literacy skills. Data literacy is the ability to collect, manage, evaluate, and apply data, in a critical manner. This course introduces students to various forms of data, how it is collected, stored and manipulated for business insights. The emphasis of this course is on critical thinking while working with data analytics. Various software tools and data sources will be used by students in hands-on assignments.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture:	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

Assignments – 30%
Midterm – 20%
Final Exam- 50%

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

Students will learn:

- how to interpret data from different sources
- how to convert data into actionable insight
- what different types of data are and how they are stored
- how to evaluate the reliability of data
- how to think critically about data analytics
- how to interpret the validity of data-based arguments
- how to weigh the merit and impacts of possible decisions

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty:
Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-28

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

Fall 2027

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

Subject Code: BBAI

Course Number: 1950U

*ensure the course code has not been previously used

Full Course Title:

Statistics and Probability for Data Analytics

Short-Form Course Title (max. 30 characters):
Statistics and Probability for Data Analytics

Course Description

This course introduces probability and statistics with an emphasis on data-driven decision-making in business analytics and AI contexts. Topics include descriptive statistics; probability laws; random variables and common distributions; sampling and statistical inference; estimation and confidence intervals; hypothesis testing; correlation and simple/multiple regression; model diagnostics; uncertainty quantification; and A/B/n testing. Students apply methods using real-world business datasets to build reliable, interpretable models and communicate insights to technical and executive audiences through clear visuals and narratives. Ethical use of data and recognition of bias, privacy, and fairness considerations are integrated throughout via cases and labs. (Tools: Python or R with reproducible notebooks; basic spreadsheet for comparison.) (Alignment with BBAI PLOs: statistical concepts & techniques; visualization & storytelling; evaluating model reliability; responsible analytics).

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3.0		Lab:	
Tutorial:		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core	☐ Elective	☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Weekly problem sets (concepts & short applications)
- Software labs using real datasets (reproducible notebooks)
- Two term tests (applied inference & regression)

- Term project: design and defend an A/B test or predictive regression for a business question; submit executive brief + technical appendix; in-class presentation (visualization/storytelling focus)
- Low-stakes quizzes to reinforce fundamentals

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

- Summarize and visualize data appropriately, selecting charts and narratives suited to diverse audiences (executives vs. technical).
- Apply probability concepts (random variables, distributions, law of large numbers/CLT) to reason about uncertainty in business contexts.
- Conduct statistical inference (point/interval estimation, hypothesis testing) and correctly interpret p-values, CIs, power, and effect sizes.
- Build and evaluate regression models (diagnostics, multicollinearity checks, residual analysis) and communicate limitations and reliability.
- Design and analyze experiments (A/B/n testing) and sampling strategies to support data-driven decisions.
- Compare analytics/AI methodologies for a given business problem and justify tool/method choices using statistical evidence.
- Recognize and mitigate issues of bias, fairness, privacy, and ethical risk in data, models, and communication.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

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Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI

Course Number: 2200U

*ensure the course code has not been previously used

Full Course Title:

Customer and Marketing Analytics

Short-Form Course Title (max. 30 characters):
Customer and Marketing Analytics

Course Description

This course introduces students to the principles and practices of customer analytics as a foundation for effective marketing management. Students will learn about core marketing concepts such as segmentation, targeting, positioning, consumer behaviour, marketing mix, and marketing strategy with emphasis on how insights gained from data analytics can impact these activities/functions. The course focuses on the collection, analysis, and interpretation of customer data to support evidence-based marketing decisions. Students will also engage with fundamental tools, concepts, and channels of digital marketing, and participate in hands-on activities, case studies, and lectures to explore how analytics is used to design and evaluate marketing initiatives, measure campaign performance using key metrics, and integrate ethical and privacy considerations into the use of customer data.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 0
Tutorial: 0	Other: 0
Cross-listings	
Prerequisites for Calendar	BUSI1520U AND BUSI1600U
Prerequisites for Banner	BUSI1520U AND BUSI1600U
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	BUSI3503U ☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

This course utilizes lectures, assignments, case studies, and in-class interactive activities to explore customer analytics within the context of digital marketing.

Applied and/or case analysis assignments (~20%)

Class activities and contribution (~15%)

Group project(s) (~20%)

Term exam(s) (~15%)

Final assessment (~30%)

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

Upon successful completion of this course, students will be able to:

- Demonstrate an introductory understanding of core marketing concepts.
- Analyze consumer behavior and decision-making processes in both traditional and digital contexts to inform marketing decisions.
- Describe how customer analytics support marketing decision making in traditional and digital environments.
- Interpret key marketing metrics such as brand awareness, customer lifetime value, retention rate, and conversion rate.
- Recognize the role of digital channels in collecting and analyzing customer data and supporting marketing decisions.
- Apply basic analytical techniques to understand customer behavior and evaluate marketing initiative performance.
- Develop and communicate marketing recommendations based on data-driven customer insights and digital metrics.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty:

Faculty of Business and Information Technology

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number:

2420U

Full Course Title: Principles of Modern Finance From Electronic Trading to Crypto

Short-Form Course Title (max. 30 characters):

Course Description

This course explores how finance works in today's rapidly evolving markets. Students learn the core ideas of modern finance—like pricing, risk, and market efficiency—while also examining new technologies that are transforming the field. Topics range from electronic and algorithmic trading to blockchain, cryptocurrencies, and decentralized finance. By the end, students will understand both the foundations of financial systems and the opportunities and risks created by financial innovation.

Credit Hours:3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture:3.0		Lab:	
Tutorial:1.5		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core ☐ Elective ☐ Core or Elective		
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Weekly tutorial tasks based on lecture content (27%)
- Bi-weekly Quizzes (18%)
- Class activities (problem solving based on case-studies) – 10%
- Test-1 (Based on 1-6 Lectures) (12.5%)
- Group Project (20%)
- Test-2 (Based on 7-11 Lectures) (12.5%)

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

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

1. **Explain core concepts** of modern finance, including asset pricing, market efficiency, and risk-return tradeoffs.
2. **Describe and evaluate** the role of electronic and algorithmic trading in today's markets.
3. **Analyze financial innovations** such as blockchain, cryptocurrencies, and decentralized finance.
4. **Apply financial principles** to assess both traditional and digital assets.
5. **Critically assess risks and opportunities** created by financial technologies and new trading mechanisms.
6. **Discuss regulatory and ethical implications** of emerging financial systems.
7. **Integrate theory with practice** through case studies, simulations, or applied exercises that bridge classic finance with technological innovation.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 2570U

*ensure the course code has not been previously used

Full Course Title: Introduction to Geospatial Analytics

Short-Form Course Title (max. 30 characters): **Geospatial Analytics I**

Course Description

Analyzing, visualizing, and mapping geospatial data are increasingly important competencies that business analysts must acquire. Being able to understand topics like supply chain capacity, economic disruption, and geopolitical instability through the lens of spatial data science can ensure that an analyst recognizes business risks from opportunities.

This course will introduce students to geographic information systems (e.g. QGIS, ArcGIS, Foursquare Studio) and programming tools (e.g. spatial analysis libraries in R and Python), as well as geospatial visualization techniques (e.g. thematic maps), that can be deployed for business analytics. Through applied projects with real-world datasets, students will add essential geospatial methods to their analytics toolboxes.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- 10 short weekly quizzes based on lecture content. (2% each for 20%)
- Each week, in-class tutorials will focus on technical skill acquisition. From the 10 tutorials, students will select 3 to modify or extend with different datasets and/or methods. Students will then submit these for peer and instructor feedback. (15% each for 45%)

- Mid-term test (15%)
- Final individual data analysis project (20%)

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

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

- Understand the fundamentals of geospatial analytics, including how businesses can increasingly make use of it;
- Discover, access, and process geospatial data from various sources;
- Select basic spatial analysis methods (e.g. spatial regression, clustering) and apply them to business cases;
- Use modern GIS software applications to analyze and visualize geospatial data for a variety of outputs (including dashboards, story maps, and immersive experiences);
- Choose appropriate geospatial visualization techniques for different interfaces and contexts;
- Design custom data-driven analyses and reports using techniques that are scalable to real-world contexts.

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

If yes:

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

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

Process of consultation, if applicable:

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

Select datasets to be analyzed in this course will focus on improving outcomes for equity-deserving and marginalized groups.

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 2690U

*ensure the course code has not been previously used

Full Course Title: Technology in Society

Short-Form Course Title (max. 30 characters): **Tech in Society**

Course Description

This course is an introduction to the social, cultural, economic, and political dimensions of technology in society. Students will explore various impacts of technological change, including disruption to political systems, innovation and adaptation in economic systems, and sociocultural transformation. The course will examine historical and modern case studies, from the development of nuclear weapons and energy to the advent of personal computing. These case studies and their impacts will be brought to bear on contemporary analytics and AI technologies and their influence in a transforming world.

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3.0		Lab:	
Tutorial:		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core	☐ Elective	☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Mid-term exam: 35%
- Movie review: 15%
- Final exam: 40%
- Discussion: 10%

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

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

- Understand important concepts and theories from disciplines like digital media studies and science and technology studies (e.g. technological determinism);
- Analyze the development of data analytics and artificial intelligence technologies through a historical lens that can also be applied to past technological developments;
- Articulate how analytics and AI technologies are shaped by social, cultural, economic, and political trends;
- Explain the different components of crucial literacies needed examine analytics and AI from a critical perspective (e.g. media literacy; data literacy);
- Reflect on their own use, consumption, management, and even development of analytics and AI technologies and recognize various responsibilities that come with respect to these dimensions.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty:

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☐ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 2950U

*ensure the course code has not been previously used

Full Course Title:

Quantitative Skills for Data Analytics and AI

Short-Form Course Title (max. 30 characters):

Quantitative Skills for Data Analytics and AI

Course Description

This course equips students with essential quantitative and mathematical tools foundational to advanced data analytics and artificial intelligence. Emphasizing practical problem-solving, students explore linear algebra, matrix operations, vector spaces, and optimization methods crucial for understanding and implementing machine learning algorithms. Topics include systems of linear equations, eigenvalues and eigenvectors, singular value decomposition, gradient descent, convex optimization, and numerical methods for function approximation. Students will develop algorithmic thinking and computational skills by applying these concepts using programming environments (such as Python) to real-world business datasets. The course also covers model formulation techniques to translate complex business problems into solvable mathematical optimization tasks, including linear, integer, and nonlinear programming.

Credit Hours:

Contact Hours – please indicate total number of hours for each component

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

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

Course instructional method:

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

Teaching and assessment methods:

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

1. Demonstrate proficiency in fundamental linear algebra concepts such as matrix operations, vector spaces, eigenvalues, and eigenvectors relevant to data analytics and AI.
2. Apply numerical methods and optimization techniques (e.g., gradient descent, convex optimization) to solve quantitative problems in business contexts.
3. Formulate and solve linear, integer, and nonlinear programming problems to model complex decision-making scenarios in analytics and AI.
4. Translate real-world business problems into mathematical models suitable for computational solution and analysis.
5. Utilize programming tools (e.g., Python with NumPy/SciPy) to implement quantitative algorithms and perform matrix computations efficiently.
6. Interpret the mathematical and computational foundations of machine learning algorithms, enabling informed application and critique.
7. Develop algorithmic thinking to design, test, and optimize quantitative solutions for large-scale business datasets.
8. Evaluate the accuracy and stability of numerical methods and optimization routines applied in data analytics workflows.
9. Communicate quantitative findings clearly and effectively, using appropriate visualizations and narratives tailored to technical and non-technical audiences.
10. Understand ethical considerations related to the mathematical modeling and algorithmic implementation in business analytics and AI, including fairness and bias mitigation strategies.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3110U

*ensure the course code has not been previously used

Full Course Title: Data Analytics and Information Systems (DAIS) for Managerial Accounting

Short-Form Course Title (max. 30 characters): **DAIS for Managerial Accounting**

Course Description

Data analytics and information systems (DAIS) are now core competencies in accounting. Topics that future accountants are expected to be familiar with include systems concepts, data and information modelling, and the presentation of information for decision making. At the same time, artificial intelligence tools and methods are beginning to disrupt and unsettle professional accounting practice. This course will introduce students to the various DAIS topics they will be expected to know in managerial accounting contexts, and will introduce them to some of the analytics and AI tools and platforms that professional accountants are now expected to work with.

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3.0		Lab:	
Tutorial:		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core	☐ Elective	☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Mid-term examination = 30%
- Data analysis and copilot workflow = 10%
- Accounting dashboard development = 10%
- Data-driven report for decision makers = 10%
- Final examination = 40%

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

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

- Demonstrate an understanding of core principles and concepts associated with data analytics and information systems;
- Be able to recognize data visualization and dashboard design principles association with the presentation of information for decision making;
- Make use of market-leading analytics and business intelligence software including, but not limited to, Microsoft Power BI; and develop workflows with more common accounting tools (e.g. Microsoft Excel);
- Demonstrate analytical, problem solving, and critical thinking skills related to data-driven decision making.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Winter 2028

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

Subject Code: BBAI

Course Number: 3120U

*ensure the course code has not been previously used

Full Course Title: Cloud Services for Analytics and AI

Short-Form Course Title (max. 30 characters): **Cloud for Data & AI**

Course Description

Cloud computing has transformed how businesses store, access, and analyze data, and how they deploy artificial intelligence applications. As cloud services play an essential role in transforming data into insights and enabling AI applications, understanding cloud technologies is crucial for students in this field.

This introductory course will cover the fundamentals of cloud services, focusing on core concepts like cloud infrastructure, deployment models, and service models. Students will be introduced to major cloud providers (AWS, Microsoft Azure, Google Cloud) and learn how cloud services can be used for data storage, processing, and deploying AI models.

The course will cover basic cloud architecture, including compute resources, cloud storage, and networking. Students will explore the differences between IaaS, PaaS, and SaaS models and how they are applied in data analytics and AI contexts. Through hands-on lectures and projects, students will learn how to provision resources, use cloud tools for data analytics, and build simple AI workflows in the cloud.

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3.0		Lab:	
Tutorial:		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core	☐ Elective	☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Weekly quizzes and hands-on activities on cloud technologies, including provisioning cloud resources, setting up cloud-based storage, and deploying basic AI workflows (20%)
- Group project: Design and present a cloud-based pipeline solution for a data analytics or AI use in a real-world scenario (35%)
- Midterm: to cover the theoretical content of the course (25%)
- Peer review and feedback on group projects (10%)
- Final reflection and portfolio submission: Documentation of skills, tools used, and ethical considerations (10%)

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

Upon successful completion of this course, students will:

- Understand the fundamentals of cloud computing, including key concepts such as cloud architecture, service models (IaaS, PaaS, SaaS), and deployment models (public, private, hybrid clouds).
- Understand the role of cloud computing in data analytics and AI.
- Learn to provision cloud resources, such as virtual machines, storage, and network services, to support data analytics and AI workloads.
- Navigate major cloud platforms (AWS, Microsoft Azure, Google Cloud) and understand their specific strengths in supporting business and AI applications.
- Develop basic data pipelines in the cloud, involving data storage, transformation, and analysis using cloud-based tools and services.
- Deploy AI models in the cloud environment, using platform-specific tools to create machine learning workflows.
- Collaborate in teams to design business-oriented solutions using cloud technology for AI-driven analytics.

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

If yes:

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

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

Process of consultation, if applicable:

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

Case studies will include diverse industries and international contexts, including small business and public sector applications.

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI

Course Number: 3150U

**ensure the course code has not been previously used*

Full Course Title:

Foundations of Machine Learning

Short-Form Course Title (max. 30 characters):

Machine Learning Foundations

Course Description

This course introduces students to how machines learn from data and make decisions related to various aspects of life – such as product recommendations, chatbots, medical diagnosis, and robotics. Students learn about computer systems and algorithms that classify, cluster, recognize patterns, and make predictions on data that the system has never seen before and how these systems adapt over time. The course is designed for a non-technical student population and emphasis is placed on understanding concepts, exploring real world applications, and critical evaluation of social, ethical, and economic implication of intelligent systems. Students are given basic exposure to python programming and introductory mathematical foundations to further introduce the building blocks of machine learning. Class structure focuses on case studies, activities, and discussions related to real world applications of machine learning.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 0
Tutorial: 0	Other: 0
Cross-listings	
Prerequisites for Calendar	BBAI1XXXU – Statistics for Analytics and AI
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	INFR3700U ☒ Equivalency*
Recommended Prerequisites	
Course Restrictions	INFR3700U
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

This course utilizes lectures, case studies, and in-class interactive activities to explore how AI and Analytics enable business models, lead to competitive advantage, and support decision-making.

Individual and Group Assignments (~30%)

Class activities and contribution (~15%)

Term exam(s) (~25%)

Final assessment (~30%)

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

- Explain how machines interpret and learn from data to make predictions in various contexts.
- Differentiate between various types of machine learning and explore their real-world applications.
- Evaluate the outputs of machine learning systems and identify potential biases, risks, benefits.
- Assess the ethical, legal, and economic implications of machine learning within society and business.
- Connect machine learning concepts to various business functions and tools used in marketing, finance, accounting, and operations.
- Communicate insights related to machine learning and its applications to a non-technical business audience.
- Apply knowledge of machine learning by creating conceptual solutions for everyday business opportunities and challenges.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and Artificial Intelligence

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

Fall 2027

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

Fall 2027

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

Subject Code: BBAI	Course Number: 3290U
Full Course Title: Introduction to Game Theory	
Short-Form Course Title (max. 30 characters): Intro to Game Theory	

Course Description

This course introduces students to the mathematical study of game theoretical concepts used in strategic decision-making contexts. It will equip students with the tools to model and predict behavior in competitive and cooperative environments. Students will explore foundational concepts including normal and extensive form games, dominant strategies, Nash equilibria, and mixed strategies, before progressing to applications in mechanism design, auctions, bargaining, and multi-agent systems. Special emphasis is placed on the intersection of game theory with artificial intelligence, including algorithmic game theory, adversarial modeling, and the design of incentive-compatible AI systems.

Through case studies drawn from pricing strategy, supply chain negotiation, and platform competition, students will develop both analytical rigor and practical intuition for reasoning about rational and boundedly rational agents.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: Noi
Tutorial: No	Other:
Cross-listings	
Prerequisites for Calendar	BBAI 1950U – Statistics and Probability for Data Analytics
Prerequisites for Banner	BBAI 1950U – Statistics and Probability for Data Analytics
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

Instruction will use in-class lectures supported by discussion-based case analyses, review of selected industry and research papers, and structured hands-on activities.

- 3 Quizzes: 30%
- Individual Case Analysis Project: 25%
- Collaborative Project – Model Competitive Dynamics Between Two Selected Platforms: 35%
- Contribution to Discussion: 10%

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

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

- Model strategic interactions, identifying players, strategies, payoffs, and information structures across a range of business and technological contexts.
- Identify and compute equilibria, including dominant strategies, pure and mixed strategy Nash equilibria, and subgame perfect equilibria.
- Analyze cooperative and non-cooperative settings, distinguishing when agents benefit from coordination.
- Apply game-theoretic models to business problems, including oligopoly pricing, auctions, contract design, platform competition, and supply chain negotiations.
- Connect game theory to artificial intelligence, explaining how multi-agent systems, adversarial machine learning, and reinforcement learning draw on strategic reasoning, and apply basic algorithmic game theory concepts to AI design problems.
- Evaluate the limits of rational actor assumptions, incorporating concepts of bounded rationality, behavioral game theory, and empirical findings that challenge classical equilibrium predictions.
- Design simple mechanisms and incentive structures that align individual behavior with desired outcomes.
- Communicate strategic analysis clearly, presenting well-reasoned recommendations derived from formal models to both technical and non-technical audiences through written reports and in-class discussion.

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

If yes:

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

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

Process of consultation, if applicable:

BBAI 3290U is part of the group of BBAI electives which students will have the opportunity to opt for. The electives category in the BBAI program are outlined in the proposal package itself and it currently going through the various governance steps to become a fully approved program. It is currently at the USC step as of April 2026.

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

This course follows Ontario Tech's policies surrounding Equity, diversity and inclusion.

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

None

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

NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

BBAI

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3365U

*ensure the course code has not been previously used

Full Course Title: Indigenous Data and OCAP Principles

Short-Form Course Title (max. 30 characters): **Indigenous Data and OCAP**

Course Description

Anyone working with First Nations in Canada or beyond should consider how they interact with First Nations data. This is an important element of responsible and ethical analytics and AI practice. This course will explore historical and contemporary practices of data extraction and their relationship to systems of knowledge from an Indigenous perspective. Topics will include Indigenous data sovereignty, which is a response to colonial practices of data collection; the First Nations principles of ownership, control, access, and possession, more commonly known as OCAP, which assert that First Nations have control over data collection processes; the development of Indigenous frameworks for building and understanding AI systems; and opportunities for reconciliation that come from recognizing our shared data histories.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Critical review of a data-driven system of knowledge: 20%
- Story map: 20%
- Data ethics case study of a policy document: 25%
- OCAP data governance plan for a specified information system: 25%

- Five short reflection posts: 10%

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

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

- Understand how colonial practices of extraction are embedded in modern data systems;
- Articulate various ethical, legal, and cultural issues associated with Indigenous data work in Canada;
- Explain the First Nations principles of OCAP and how they relate to existing analytics and AI infrastructures;
- Critically evaluate whether existing data and policy infrastructures responsibly take into account First Nations data sovereignty;
- Incorporate First Nations perspectives while conducting data audits, developing data-sharing protocols, and governance documents;

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

The IEAC will be contacted in the spring/summer of 2026 as specific course content is developed.

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3550U

*ensure the course code has not been previously used

Full Course Title: Design Thinking and User Experience Design

Short-Form Course Title (max. 30 characters): **Design Thinking and UXD**

Course Description

Building on BBAI 2XXXU - Intro to Design Thinking, this project-based course will introduce students to user experience (UX) design concepts that complement design thinking. User experience design is the process design teams use to create products that provide meaningful and relevant experiences to users. UX design involves the design of the entire process of acquiring and integrating the product, including aspects of branding, design, usability, and function. Students will work in teams to develop an analytics or AI project following a five-stage design thinking process, applying UX methods like usability testing, A/B testing, customer analytics, and more, throughout the entire process.

Credit Hours: 3.0			
Contact Hours – please indicate total number of hours for each component			
Lecture: 3.0		Lab:	
Tutorial:		Other:	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	☐ Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	☒ Core ☐ Elective ☐ Core or Elective		
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)			
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)		

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

Course instructional method:

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

Teaching and assessment methods:

- Five individual reflections based on course readings: 20%
- Five individual discussion posts based on in-class examples: 20%
- Group development of an analytics or AI project using design thinking methods: 25%
- Application of UX methods to the design and evaluation of group project (including user evaluation plan, brand evaluation, informal testing, and project pitch): 25%
- Completion of five in-class tutorials: 10%

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

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

- Draw on design thinking methods to plan an analytics or AI project;
- Apply the five stages of design thinking to analytics and AI workflows;
- Develop a style guide and branding for an analytics or AI project;
- Develop a user experience protocol for an analytics or AI project;
- Carry out informal evaluations (including usability testing, A/B testing, and more) in AI or data design contexts;
- Coordinate and manage an analytics or AI design project;
- Evaluate UX technologies and platforms that can be employed in UXD for analytics and AI contexts;
- Recognize how established design methods can be employed in analytics and AI project management and communication strategies;

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3570U

*ensure the course code has not been previously used

Full Course Title: Advanced Geospatial Analytics

Short-Form Course Title (max. 30 characters): **Advanced Geospatial Analytics**

Course Description

Building on BBAI 2XXXU - Intro to Geospatial Analytics, this course focuses on advanced geospatial analytics and data science concepts and methods. Students will learn how businesses integrate location analytics in development, marketing, and operations. They will also learn advanced spatial modelling techniques (e.g. geographically weighted regression) that can be used to understand local geographical factors when carrying out market analyses and exploring business opportunities. Surveying and applying various advanced methods, including modern GeoAI methods, students will learn how location intelligence is changing contemporary business development.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- 10 short quizzes based on weekly tutorials: 2% each for 20%
- Mid-term exam: 25%
- Individual dashboard and summary report: 25%
- Group data analysis, report, and presentation of findings: 30%

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

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

- Understand a range of advanced geospatial analytics methods, including cluster analysis, spatial interpolation, geographically weighted regression, and more;
- Determine which advanced methods are applicable to specific business cases and circumstances;
- Discover, access, process, and manage geospatial big data;
- Use GIS software, along with Python and R programming methods, to build geospatial dashboards and related visualization projects;
- Present and explain insights from geospatial modelling processes;
- Recommend methods and software for translating spatial statistics into location intelligence.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2029

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

<https://www.human-robot-interaction.org/>

Subject Code: BBAI

Course Number: 3590U

*ensure the course code has not been previously used

Full Course Title: Robotics and Human Robot Interaction

Short-Form Course Title (max. 30 characters): Robotics and HRI

Course Description

A social robot consists of a physical humanoid robot component that connects to online services, enhancing traditional robotics functionality through a network infrastructure. Humanoid robots typically behave like natural social interaction partners for human users, with emotional features such as speech, gestures, and eye gaze that reflect the users' cultural and social background. The course's foundations will establish the baseline for understanding how Human-Robot Interaction (HRI) is likely to influence and change our business practices and lifestyle. This course will also present and discuss the emerging use of robotics in various business application domains, such as customer service support and healthcare management. The students will experience the development of a social robotics application from the design phase to prototype development.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☒ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Individual Exercises (4 x 10%)
- Group Project Proposal Presentation (5%)
- Group Project Presentation and Demonstration (15%)
- Group Project Report (30%)
- Individual Guest Lecture Reports (10%)

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

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

- 1) Describe social robotics for supporting operational and strategic needs in various functional contexts in organizations.
- 2) Evaluate cross-cultural differences and their impact on Human-Robot Interaction (HRI).
- 3) Investigate the humanoid robot's emotions for HRI.
- 4) Explain what social robotics is in terms of theory and practice.
- 5) Contextualize a need for designing a prototype capable of showing the relevance of current robotics trends to influence and change practices.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3610U

*ensure the course code has not been previously used

Full Course Title: Sustainability and Information Technologies

Short-Form Course Title (max. 30 characters): **Sustainability and IT**

Course Description

Sustainability and Information Technology (IT) can be viewed from the perspective of the impact of IT, such as AI datacenters on the environment, or from the perspective of looking at how information technology can be used to manage sustainability. This course examines both perspectives through case studies, hands-on assignments and projects. IT tools for ESG (Environmental, Social and Governance) reporting and carbon accounting will be used to learn how businesses can measure and manage their sustainability initiatives. Students will learn how to assess the costs and benefits of sustainability initiatives directed at improving operations and supply chains.

Credit Hours: 3.0

Contact Hours – please indicate total number of hours for each component

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

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

Course instructional method:

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

Teaching and assessment methods:

Assignments – 30%
Midterm – 30%
Term Project- 40%

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

Students will learn:

- how to ESG data is collected and stored
- how to assess the carbon footprint of supply chains
- what the environmental impact is of information technology
- how to interpret ESG reports from publicly traded companies
- to make recommendations to improve the sustainability of operations
- how to evaluate the costs and benefits of sustainability initiatives

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

If yes:

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

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

Process of consultation, if applicable:

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

EDI is part of ESG, so yes these have been considered and are a part of the course contents.

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3690U

*ensure the course code has not been previously used

Full Course Title: AI and Inequality/The Global AI Divide

Short-Form Course Title (max. 30 characters): **AI and Inequality**

Course Description

Techno-utopian proclamations argue that the AI revolution will usher in a new age of equality, with wide-scale access to information, wealth and opportunity distribution, and AI fixes to wicked problems like climate change that disproportionately affect marginalized communities. Despite this, artificial intelligence also has the potential to trigger inequality in numerous domains, with recent examples including predatory financial schemes, political misinformation campaigns that target under-educated communities, and the looming threat of automation that is likely to displace workers at the lower end of the socioeconomic scale. An important element of this is the unequal distribution of AI technology, infrastructure, and talent, from data centres to university programs. Some scholars and theorists are calling this a new "global AI divide" that carries with it the potential to widen economic and educational disparities, and to further exacerbate political tensions between the marginalized and well-represented communities.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Data access case study: 15%
- Persuasive Essay - "AI is/is not a force for positive transformation.": 30%

- Comparative Essay - "Compare AI strategic plans for two regions": 30%
- Group policy document: 15%
- Discussion: 10%

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

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

- Describe how the current AI revolution can lead to either lessened or heightened inequality in various contexts, from education to global wealth distribution;
- Recognize and critique potentially the unequal distribution of AI systems in diverse examples and contexts;
- Compare developments to Canada's AI strategy with those proposed by other countries through an ethical lens that considers AI inequality;
- Articulate recommendations for equal AI access that may be used in an organization's AI strategy;
- Develop responses, including policy documents, that can be used to counter AI inequality.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

BBAI

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3750U

*ensure the course code has not been previously used

Full Course Title: Designing AI Systems

Short-Form Course Title (max. 30 characters): **Designing AI Systems**

Course Description

The design of AI systems typically includes analysis, development, and maintenance of both new and existing systems. In an enterprise context, this requires understanding and specifying in detail what a system should do and how the components of the system should be implemented and work together. This course introduces the foundations of designing AI systems from a business and applied perspective. Students will draw on various tools and techniques used in contemporary hardware and software systems analysis and design as they learn how to plan, develop, and evaluate novel AI systems. These include data collection, structured analysis and design concepts, entity relationship modeling, data flow modeling, feature representation, model training, performance assessment, user interface prototyping, and structure visualization. Students will apply these concepts, and more, to an AI system case study. The course emphasizes the lifecycle of AI system development and the emerging shift toward agentic, goal-driven AI systems capable of taking autonomous actions.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

Instruction will use in-class lectures supported by discussion-based case analysis, review of selected industry and research papers (in an accessible format), and structured hands-on exercises that illustrate each step of the AI development process. Students will complete a capstone project in which they develop a conceptual AI

system design for a mock organization, demonstrating how data, model, and evaluation choices align with a defined business use case.

- 6 Quizzes: 30%
- Group Project: 50%
 - Term Project – 25%
 - Project Proposal – 2.5%
 - Work distribution – 2.5%
 - Project Report – 1 – 7.5%
 - Project Report – 2 – 7.5%
 - Peer Evaluation – 5%
- Individual Project Reflection: 20%

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

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

- Describe the stages of the AI system development lifecycle and how they connect to business objectives.
- Explain principles, concepts, and practices related to AI systems analysis and design such as data preparation, feature representation, model training, and model evaluation in non-technical terms.
- Articulate the importance of developing AI strategies in alignment with the overall organizational strategy.
- Identify and gather data to analyze an organization's AI requirements and opportunities, as well as Identify key quality considerations in dataset selection and preparation.
- Explain the role and value of agentic AI systems and how they differ from traditional predictive models.
- Develop general and detailed models for an AI system that can fulfil specified requirements.
- Interpret model evaluation results and performance metrics at a conceptual level.
- Appreciate the significance of having a broad understanding of organizations, organizational culture, organizational change, organizational operations, and business processes in the context of AI transformation.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 3910U

*ensure the course code has not been previously used

Full Course Title: Analysis of Economic Data

Short-Form Course Title (max. 30 characters): **Analysis of Economic Data**

Course Description

The course objectives are to help enable the student to find, collect, evaluate, analyze and present economic data. The student will be introduced to economic and statistical concepts and techniques. Using tools to estimate economic relationships involving two or more variables and to test their significance. Interpret and critically evaluate regression results by using Excel and other statistical outputs in the context of economic theory. Identify and address issues such as multicollinearity, heteroscedasticity, and autocorrelation in economic data.

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

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

Course instructional method:

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

Teaching and assessment methods:

- Quizzes on lecture contents throughout the semester (20%).
- Midterm will have 2 parts:
 - Individual Exam where students will be tested on the foundational knowledge (20%).
 - Group Case Study on an ongoing Topic regarding the Canadian Economy (15%).
- Final Group Project Proposal (5%).

- Final Group Project (30%)
- Group Presentation in Class (10%).

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

Upon Completion Students will:

1. Understand different types of datasets and how to analyze them effectively.
2. Be able to find, collect, clean, and preprocess economic datasets for empirical analysis effectively to answer major economic questions.
3. Develop the capacity for critical thinking concerning data and its presentation.
4. Be able to test economic hypotheses and forecast economic trends.
5. Be able to communicate effectively through written reports and presentations supported by data visualization.
6. Be able to analyze data and contribute to economic debate.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Winter 2030

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

Subject Code: BBAI

Course Number: 3930U

*ensure the course code has not been previously used

Full Course Title: Data-Driven Health Systems (aka Health Informatics)

Short-Form Course Title (max. 30 characters): **Data-Driven Health Systems**

Course Description

An introduction to techniques in data-driven computer systems with a focus on artificial intelligence in their application to the healthcare field. Topics include, but are not limited to: search methods, adaptive learning approaches, natural language processing and robotics covering application areas in healthcare ranging from document management, medical imaging, healthcare administration, decision support systems and assistive devices.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	BBAI 2XXXU Quantitative Skills for Data Analytics and AI
Prerequisites for Banner	BBAI 2XXXU Quantitative Skills for Data Analytics and AI
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Four assignments due every two weeks (10% each for total of 40%) that provides practical application of the current techniques taught over those two weeks
- End of term project where students choose a technique and health application area that they wish to do an in-depth report on the latest work in that area(20%)
- Midterm test (15%)
- Final exam test (25%)

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

Upon successful completion of this course a student should have a broad overview of the different techniques of data systems and artificial intelligence and how they have been and could be applied to health care applications. The student will have a general understanding of the following techniques:

- Automating reasoning, planning and formal inference, and logic;
- Knowledge Representation;
- Probability modeling, probabilistic inference, interpreting senses, and natural language;
- Optimal behavior, sequential decision making, game theory, robotics and control;
- Learning problems, learning algorithms, generalization and over fitting.

The student will have an understanding of how these techniques are applied to areas of health care document searching/development, medical imaging, telemedicine, developing decision support systems and assistive devices.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2030

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

Subject Code: BBAI

Course Number: 4120U

*ensure the course code has not been previously used

Full Course Title: Chatbots and Recommendation Engines

Short-Form Course Title (max. 30 characters): **Chatbots and Recommendation Engines**

Course Description

This course will introduce students to the techniques and sample applications for the use of Chatbots and Recommendation Engines used ubiquitously around the world in application areas such as retail, healthcare and finance applications. We will consider not just how they are implemented and used, but also the legal and ethical issues such as the parties responsible and consequences for recommendations that are in error resulting in liability, consent for training the systems, etc.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	BBAI 3XXXU Foundations of Machine Learning
Prerequisites for Banner	BBAI 3XXXU Foundations of Machine Learning
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Four assignments covering techniques, application, a legal and ethical issues (10% each for total of 40%)
- End-of-term project reporting on a case study of a chatbot/recommendation system (60%)

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

Upon successful completion of the course a student will:

- Understand the theory and implementation techniques of the machine learning techniques used in chatbot and recommendation engines
- Be able to explain how AI techniques such as neural networks, natural language processing and reinforcement learning are used to create chatbots and recommendation engines
- Be able to illustrate the ethical issues surrounding the creation of these systems
- Explain the legal responsibilities and provide case examples involving the creation and use of chatbots and recommendation engines

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI	Course Number: 4500U *ensure the course code has not been previously used
Full Course Title: Visualization and Storytelling	
Short-Form Course Title (max. 30 characters): Visualization and Storytelling	

Course Description

Open a newspaper or news website. Listen to a political speech. Data has become the language of contemporary life. Dashboards are ubiquitous. Interactive data-driven maps are everywhere. Data visualization is used at the highest levels of power to make sense of public health and economic crises, to inform and direct policy decisions, and to communicate insights to the public. Knowing how to speak the language of data is arguably the most important skill in an information society.

This course will introduce students to a variety of tools and methods for telling stories with data. It will explore visualization basics (e.g. selecting appropriate chart types), data design concepts (e.g. choosing colour palettes), interaction methods (e.g. brushing for selection), elements of story construction (e.g. developing a narrative structure), and common data storytelling formats (e.g. scrollytelling). The course will draw on a number of real-world case studies from fields like data journalism and business intelligence, and students will work with a variety of data visualization platforms, including (but not limited to) Tableau, Power BI, Datawrapper, Infogram, and Plotly. Students will be expected to use these tools to create reports, dashboards, and coherent data stories designed to help individuals and organizations make data-driven decisions.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	BUSI3504U
Prerequisites for Banner	BUSI3504U
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

The course will be delivered exclusively through weekly in-person classes. Each week will consist of a short lecture providing an overview of important themes, a group discussion, and a collaborative design exercise or guided in-depth tutorial. Students are expected to attend all classes, read assigned readings, and contribute to discussion. To facilitate discussion, students will identify themes and questions from the course materials and relate them to topical issues.

There will be three major assignments throughout the course. Each of these assignments is designed to provide students with an opportunity to develop professional portfolio items.

Assignment 1 - Storyboard 25%

Assignment 2 - Deceptive Graphic 25%

Assignment 3 - Visualization Story 40%

Canvas Inspiration 5%

In-class Inspiration 5%

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

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

- Use contemporary software applications to create visualizations that make it easy for users to perceive and understand selected data;
- Create stylish and engaging reports, dashboards, and data stories that effectively communicate trends and patterns;
- Incorporate visual perception and cognition concepts in the design of interactive data graphics;
- Explain data visualization principles and guidelines (e.g. International Business Communication Standards) for effective analysis and presentation;
- Deploy filters, calculated fields, parameters, and clusters in interactive visualizations that facilitate forecasting and trend analysis.

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

If yes:

Case Study		Simulated Workplace Project	X
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: To be determined by course instructor.			

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see *Course Change Template*

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and Artificial Intelligence

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

Fall 2027

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

Fall 2027

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

Subject Code: BBAI	Course Number: 4540U
Full Course Title: Game Analytics	
Short-Form Course Title (max. 30 characters): Game Analytics	

Course Description

The course will introduce students to basic concepts of probability & statistics and their applications in game design, programming, analytics, usability studies of games, games user research, and human-computer interaction for games.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: No
Tutorial: No	Other:
Cross-listings	
Prerequisites for Calendar	BBAI 1950U – Statistics and Probability for Data Analytics
Prerequisites for Banner	BBAI 1950U – Statistics and Probability for Data Analytics
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

In this course, we will be learning about probability & statistics and their applications in various aspects of game development and video games studies. We will learn the grammar of the R programming language, which is popular among data scientists in the industry and academia. We will learn how to perform descriptive statistics in R and how they are used for generating reports on collected data. We will then be learning the basics of the theory of probability, with applications in balancing games and economies. We will then learn about the basics of quantitative research involving human participants in the game industry and academia for studying game user research. We will also cover the basic use of hypothesis testing to analyze mock user study data. We will then move on to learning about correlations and linear regression analysis of gameplay generated data and how it can be used for game analytics. We will finish the course with learning how to perform advanced data visualizations.

Weekly tasks (20%)

- Each week, starting with Week 2, students will be expected to complete a task (e.g. writing code in R and/or generating a report, or completing a stats quiz).

Assignment 1 & 2 (20% each)

- There are 2 assignments in this course, to be done in Groups of 2. The assignments will test your knowledge of the math concepts and R programming presented in class

Midterm Exam (20%)

Final Exam (20%)

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

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

- Understand the basics of the R programming language for applications in game design, games user research and game analytics, which includes:
- Descriptive statistics
- The basics of probability theory
- Understanding differences between fundamental types of data
- Plotting the data using basic and advanced visualization techniques
- Generating data reports
- Understanding hypothesis testing and analysis of variance
- Understanding correlations and linear regression analysis

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

If yes:

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

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

Process of consultation, if applicable:

BBAI 4540U is part of the group of BBAI electives which students will have the opportunity to opt for. The electives category in the BBAI program are outlined in the proposal package itself and it is currently going through the various governance steps to become a fully approved program. It is currently at the USC step as of April 2026.

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

This course follows Ontario Tech's policies surrounding Equity, diversity and inclusion.

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

None

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and Artificial Intelligence

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

Fall 2027

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

Fall 2027

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

Subject Code: BBAI	Course Number: 4541U
Full Course Title: Real Estate Analytics	
Short-Form Course Title (max. 30 characters): Real Estate Analytics	

Course Description

This course applies data-driven methods to the analysis of real estate markets, with a focus on the Canadian (and Ontario) landscape. Students will examine residential and commercial property valuation, market forecasting, and investment analysis through the lens of business analytics, drawing on publicly available data sources including the CMHC, Statistics Canada, and regional MLS datasets. Topics include hedonic pricing models, spatial analysis and geographic information systems (GIS), mortgage mathematics, cap rate and discounted cash flow analysis, and the impact of macroeconomic factors (including interest rate cycles, immigration, and housing supply policy) on Canadian market dynamics. Students will also explore emerging applications of machine learning in automated valuation models and site selection, as well as the role of REITs and property technology in reshaping real estate investment.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: No
Tutorial: No	Other:
Cross-listings	
Prerequisites for Calendar	None
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

This course will be delivered in a three-hour weekly session that combines lectures, applied exercises, and short assessments.

Bi-Weekly Quizzes (5 @ 5%) = 25%

Weekly in-class exercises (10 @ 2.5%) = 25%

Collaborative Term Project: Groups will develop a real estate analysis project using local data and will build an interactive application (e.g. dashboard) to demonstrate their analytical work. 30%

Term Project Presentation: Groups will present their analytical project in a data-driven presentation to their peers. 20%

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

Upon successful completion of this course, students will be able to

- Analyze Canadian real estate market dynamics using data from including the CMHC, Statistics Canada, and regional MLS,
- Interpret trends in housing supply, demand, affordability, and price cycles across different markets and property types.
- Build and interpret hedonic pricing models that decompose property values into constituent attributes, applying regression-based techniques to estimate the marginal contribution of location, structure, and neighbourhood characteristics.
- Apply spatial analysis and GIS tools to visualize and quantify geographic patterns in real estate data, including proximity effects, neighbourhood boundaries, and the influence of infrastructure and amenities on property values.
- Conduct investment analysis on real estate assets, including discounted cash flow modelling, cap rate analysis, mortgage mathematics, and basic REIT evaluation.
- Evaluate the impact of macroeconomic and policy variables, including Bank of Canada interest rate decisions, immigration levels, foreign buyer regulations, and municipal zoning policy, on Canadian housing market conditions.
- Assess proptech innovations and emerging market structures, including platform-based real estate transactions, algorithmic site selection, and the digitization of property records.
- Communicate data-driven real estate insights effectively, presenting valuation analyses, market forecasts, and investment recommendations in diverse formats.

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

If yes:

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

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

Process of consultation, if applicable:

BBAI 4541U is part of the group of BBAI electives which students will have the opportunity to opt for. The electives category in the BBAI program are outlined in the proposal package itself and it currently going through the various governance steps to become a fully approved program. It is currently at the USC step as of April 2026.

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

This course follows Ontario Tech's policies surrounding Equity, diversity and inclusion.

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

None

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 4542U

*ensure the course code has not been previously used

Full Course Title: Music Analytics

Short-Form Course Title (max. 30 characters): **Music Analytics**

Course Description

Data-driven methods, from content generation to audience engagement, are ubiquitous in contemporary digital creative industries like film and game development. The music world has been slower to embrace data and analytics, but the advent of streaming music has led to a tidal shift, and music analytics is now an important and growing field. Artists and music industry enterprises use sonic, audience, revenue, and engagement metrics to create innovative new sounds and genres, develop content distribution strategies, and understand hidden audience insights and trends. This course will examine the foundations of music analytics, from how data informs our understanding of music to how music companies use data. Students will learn to analyze and visualize music data, leverage data-driven insights for licensing and royalty calculations, and explore and build music recommendation systems.

Credit Hours: 3.0

Contact Hours – please indicate total number of hours for each component

Lecture: 3.0

Lab:

Tutorial:

Other:

Cross-listings

Prerequisites for Calendar

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☒ **Core**

☐ **Elective**

☐ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

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

Course instructional method:

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

Teaching and assessment methods:

- Music business forecast report: 20%
- AI music composition with data analysis and visualization of insights: 30%
- (Group) development and presentation of a recommendation system: 40%

- Two inspiration presentations or posts: 10%

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

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

- Understand how musicians and music industry organizations can leverage analytics and AI for content creation, brand development, and audience engagement
- Use data visualization to synthesize and communicate music analytics insights
- Evaluate new opportunities for music industry organizations to use sonic, audience, revenue, and engagement metrics for developing innovative markets
- Develop data-driven approaches to music curation, including recommendation systems
- Forge novel management and leadership opportunities in the music industry

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and Artificial Intelligence

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

Fall 2027

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

Fall 2027

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

Subject Code: BBAI	Course Number: 4548U
Full Course Title: Sports Analytics	
Short-Form Course Title (max. 30 characters): Sports Analytics	

Course Description

This course examines the application of advanced data analytics and artificial intelligence to the business and performance dimensions of professional and amateur sport. Students will explore how front offices, coaching staff, and sports media organizations use data to drive decisions in player evaluation, in-game strategy, roster construction, and fan engagement. Drawing on publicly available datasets from leagues such as the NHL, NBA, MLB, and CFL, students will apply statistical and machine learning methods, including player tracking analysis, expected value metrics, survival analysis for career modelling, and natural language processing for scouting reports, to real problems faced by sports organizations. The course addresses the business analytics side of sport, focusing on ticket pricing and dynamic demand modelling, sports betting markets as forecasting benchmarks, and the valuation of franchises and broadcast rights.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: None
Tutorial: None	Other:
Cross-listings	
Prerequisites for Calendar	None
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

Reflection and case analysis assignments (~20%)
Class activities and contribution (15%)
Midterm (25%)
Group analysis and development project (20%)
Group report and presentation (20%)

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

Upon successful completion of this course, students will be able to:

- Collect, process, and visualize real-world sports data from professional league APIs, public repositories, and web sources
- Construct reproducible data pipelines that transform raw data into publication-quality visualizations and dashboards suitable for front office or broadcast audiences.
- Evaluate and apply sport-specific performance metrics, including expected goals, wins above replacement, player efficiency ratings, and other modern derived statistics.
- Analyze player tracking and spatiotemporal data using appropriate statistical and machine learning methods, extracting actionable insight from movement, positioning, and event-level data.
- Build predictive models for in-game and season-level outcomes, applying techniques such as logistic regression and gradient boosting to problems including win probability estimation, playoff forecasting, and injury risk modelling.
- Apply survival analysis and longitudinal methods to athlete career data.
- Conduct business analytics for sports organizations, including dynamic ticket pricing models, attendance demand forecasting, fan segmentation, and the financial valuation of franchises, sponsorships, and media rights in the North American sports market.
- Leverage sports betting markets as analytical benchmarks, interpreting implied probabilities, line movement, and market efficiency as tools for evaluating the quality of predictive models.

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

If yes:

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

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

Process of consultation, if applicable:

BBAI 4548U is part of the group of BBAI electives which students will have the opportunity to opt for. The electives category in the BBAI program are outlined in the proposal package itself and it currently going through the various governance steps to become a fully approved program. It is currently at the USC step as of April 2026.

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

This course follows Ontario Tech's policies surrounding Equity, diversity and inclusion.

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

None

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: BBAI 4610U

*ensure the course code has not been previously used

Full Course Title:

Short-Form Course Title (max. 30 characters): **AI for Social Good**

Course Description

As an emerging technology, AI has significant potential to improve our world. This course is focused on understanding and creating novel solutions using AI to create social good. Students will work in teams to design AI-driven solutions for real-world social challenges. Guided by design thinking and responsible AI frameworks, teams partner with community organizations, social enterprises, or impact-driven firms to prototype AI applications that create measurable social value. Solutions will focus on how AI can be applied to advance the United Nations Sustainable Development Goals (SDGs), including poverty alleviation, climate action, quality education, responsible consumption, and sustainable economic growth. Case-studies about AI solutions for social benefit will also be covered.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Participation – 15%
- Weekly group-based activity – 25%
- Individual assignment (exploring issue related to a UN sustainability goal) – 25%
- Group project– 25%
- Final presentation – 10%

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

Upon successful completion of this course, students will:

- Identify and evaluate AI applications that address specific UN Sustainable Development Goals.
- Analyze the ethical, environmental, and social implications of AI-driven initiatives.
- Design responsible AI solutions that balance innovation, profitability, and sustainability.
- Communicate the impact of AI projects using SDG-aligned performance metrics and reporting frameworks (e.g., ESG, GRI).
- Demonstrate strategic thinking in using AI to achieve long-term sustainable development outcomes.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI	Course Number: 4700U *ensure the course code has not been previously used
Full Course Title: Strategic Management of Analytics and Artificial Intelligence Systems	
Short-Form Course Title (max. 30 characters): Strategic Management of Analytics and AI Systems	

Course Description

Artificial Intelligence (AI) and analytics are transforming businesses and industries. This course provides an overview of key strategic management concepts and frameworks with special emphasis on how AI and analytics systems enable business models, assist strategic decision making, and create competitive advantage. Through case studies, lectures, and interactive activities, students apply their understanding of these concepts to design solutions that connect AI and analytics technologies with a firm's other resources and capabilities to achieve its objectives.

Topics such as generic competitive strategies, industry analysis, resource-based view, and blue ocean strategy are covered. Emphasis is placed on strategic fit, organizational readiness, positioning, and long-term value creation in an increasingly data-driven and AI-enabled economy.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	BBAI3XXXU – Business Applications of AI
Prerequisites for Banner	BBAI3XXXU – Business Applications of AI
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	BUSI4570U ☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

This course utilizes lectures, case studies, and in-class interactive activities to explore how AI and Analytics enable business models, lead to competitive advantage, and support decision-making.

Case analysis assignments (~30%)

Class activities and contribution (~20%)

Midterm exam (~20%)

Final assessment (~30%)

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

- Describe the role analytics and AI systems play in business strategy and competitive advantage.
- Evaluate how analytics and AI systems enable new business models and assist strategic decision making.
- Apply key strategic management frameworks such as industry analysis, resource-based view, and value chain analysis to assess the strategic role of AI and analytics systems.
- Evaluate when and how data-driven capabilities can lead to competitive advantage and can enhance performance in rapidly changing contexts.
- Analyze real life case studies and develop recommendations on applying AI and analytics in pursuit of competitive advantage.
- Evaluate the ethical, social, and environmental implications of AI and analytics systems as key drivers of firm activities and decisions.
- Communicate solutions and recommendations effectively and efficiently, and display critical thinking abilities.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☒ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2027-2028

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

Fall 2027

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

Subject Code: BBAI

Course Number: 4750U

*ensure the course code has not been previously used

Full Course Title: Leading Digital Transformation

Short-Form Course Title (max. 30 characters): **Leading Digital Transformation**

Course Description

Building on prior courses and topics in the program, this course examines the ethical, legal, financial, and societal implications of data and AI transformation, providing students with a foundation to become leaders in the context of wide-ranging digital transformation. Digital transformation is one of the most important topics in modern business. Leaders who prepare for it can optimize business processes, mitigate risks, and discover opportunities that digital, data-driven, and AI technologies promise to bring.

In this course, students will consider how to navigate complex, wide-scale digital transformation, how to manage resistance to change, and how to shepherd the shift toward enterprise-wide system migration. Heavy emphasis will be placed on strategic planning, embracing cultural change, and creative adaptation as students explore topics ranging from gap analysis to organizational readiness.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3.0	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

- Case Study Analysis 25%
- Essay that examines ethical, legal, financial, and/or societal implications of data/AI transformation 25%
- Strategic Plan Survey and Development (group project) 50%

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

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

- Draw on a variety of methods for setting objectives, defining organization values, and implementing processes for change;
- Develop strategic plans for organizational change that will account for AI transformation;
- Develop messaging strategies that communicate an organization's strategic plans;
- Simulate core digital transformation processes and build consensus in a team setting;
- Evaluate modern (and future) analytics and AI technologies that have the potential for significant disruption;
- Employ different organizational governance models to manage resistance to analytics and AI technologies;
- Recognize a range of business opportunities, challenges, and dangers associated with digital transformation;
- Coordinate short- and long-term goals for leading digital transformation with key stakeholders.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☒ No

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

Faculty: Business and IT

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☐ No

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

2026-2027

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

Fall 2027

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

Subject Code: BBAI

Course Number: 4800U

*ensure the course code has not been previously used

Full Course Title:

Security, Privacy and Trust in AI Systems

Short-Form Course Title (max. 30 characters): Security, Privacy and Trust in AI Systems

Course Description

This course examines the concepts and practices required to ensure security, privacy, and trust in contemporary AI systems deployed in business contexts. Students will explore methods for identifying risks associated with data use, model behavior, and system interactions, as well as approaches to safeguarding personal information and maintaining regulatory compliance. Emphasis is placed on governance frameworks, responsible data practices, and the evaluation of trustworthiness in AI-enabled decision-making. Upon completion, students will be able to assess AI-related risks, recommend appropriate organizational controls, and support the development and oversight of AI systems that align with legal, ethical, and stakeholder expectations.

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

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

Course instructional method:

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

Teaching and assessment methods:

Instruction will combine in-class lectures and guided discussions with structured, hands-on activities. Students will review and critique relevant research, industry policy documents, and regulatory guidance to build practical understanding. Learning will culminate in a capstone project in which students apply course concepts to a

simulated organization or business scenario, developing a structured AI security, privacy, and trust assessment for a mock field or company context.

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

1. Identify security, privacy, and trust considerations associated with AI systems in organizational environments.
2. Analyze AI-related risks across data, model, and deployment stages.
3. Evaluate regulatory, ethical, and governance requirements relevant to AI adoption.
4. Recommend policies and controls to support responsible and compliant AI use.
5. Assess the trustworthiness of AI-enabled decision-making in business contexts.

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI	Course Number: 4910U *ensure the course code has not been previously used
Full Course Title: BBAI Thesis Project I	
Short-Form Course Title (max. 30 characters): BBAI Thesis Project I	

Course Description

The thesis project provides students with the opportunity, under the supervision of a faculty member, to integrate and synthesize knowledge gained throughout their program of study and to satisfy specific objectives and requirements. The project will be selected to include research that has been approved by the supervising faculty member. Students will submit a progress report at the end of the first semester. Once all work is completed, each student must submit a thesis and make a presentation based on their research in the following semester.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 0	Lab: 0
Tutorial: 0	Other: 9
Cross-listings	
Prerequisites for Calendar	Students will have completed 84 credit hours in the BBAI program and have a cGPA of 2.7 or higher. Students must obtain prior consent of a faculty member and approval from the program director.
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

The two, one-semester courses (BBAI4910U and BBAI4920U) will include independent research conducted by the student, either as an individual or as a member of a group, with the guidance of a faculty supervisor. The student is expected to allocate a minimum of 9 hrs per week to work on their project. The time allotted will ensure that students have the opportunity to acquire the necessary knowledge related to their projects. This time will also be used to meet with the supervisor, who will provide them with guidance and help prepare them for the presentation of their work and for the writing of the technical reports. The main form of assessment will be a written document, or thesis, that is required before the end of the second semester. In addition, students

will be graded on a presentation that will be required at the end of the second semester, and on their performance throughout the project.

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

Students who successfully complete the course have reliably demonstrated the ability to:

- Employ and synthesize the skills established in the individual courses in the student's program of study.
- Define a project and be responsible for carrying it out to a satisfactory conclusion.
- Accept responsibility for managing time and financial constraints associated with carrying out a research project.
- Prepare technical presentations and reports, and format them for specific purposes
- Communicate the essential elements of the project orally before an audience of peers.
- Participate actively in presentations by others, and to articulate appropriate questions to the speaker.
- Prepare a detailed final report outlining the problem definition, the methodology of tackling the problem, and summarizing the conclusions.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

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

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

Financial Implications

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Bachelor of Business Analytics and AI (BBAI)

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

Fall 2027

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

Fall 2027

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

N/A

Subject Code: BBAI	Course Number: 4920U *ensure the course code has not been previously used
Full Course Title: BBAI Thesis Project II	
Short-Form Course Title (max. 30 characters): BBAI Thesis Project II	

Course Description

A continuation of the project started in BBAI 4910U. Students will make presentations based on their research and submit a written thesis.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 0	Lab: 0
Tutorial: 0	Other: 9
Cross-listings	
Prerequisites for Calendar	BBAI4910U
Prerequisites for Banner	BBAI4910U
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course:	☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

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

Course instructional method:

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

Teaching and assessment methods:

The two, one-semester courses (BBAI4910U and BBAI4920U) will include independent research conducted by the student, either as an individual or as a member of a group, with the guidance of a faculty supervisor. The student is expected to allocate a minimum of 9 hrs per week to work on their project. The time allotted will ensure that students have the opportunity to acquire the necessary knowledge related to their projects. This time will also be used to meet with the supervisor, who will provide them with guidance and help prepare them for the presentation of their work and for the writing of the technical reports. The main form of assessment will be a written document, or thesis, that is required before the end of the second semester. In addition, students will be graded on a presentation that will be required at the end of the second semester, and on their performance throughout the project.

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

Students who successfully complete the course have reliably demonstrated the ability to:

- Employ and synthesize the skills established in the individual courses in the student's program of study.
- Define a project and be responsible for carrying it out to a satisfactory conclusion.
- Accept responsibility for managing time and financial constraints associated with carrying out a research project.
- Prepare technical presentations and reports, and format them for specific purposes
- Communicate the essential elements of the project orally before an audience of peers.
- Participate actively in presentations by others, and to articulate appropriate questions to the speaker.
- Prepare a detailed final report outlining the problem definition, the methodology of tackling the problem, and summarizing the conclusions.

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

If yes:

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

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

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

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

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

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

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

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

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Business and IT	
This new course is associated with:	
☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None	
Will this course appear anywhere other than the course description section of the Calendar?	☐ Yes ☒ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Business Analytics and AI (BBAI)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

N/A

Subject Code: BBAI	Course Number: 4990U *ensure the course code has not been previously used
Full Course Title: Special Topics in Analytics and Artificial Intelligence	
Short-Form Course Title (max. 30 characters): Special Topics in Analytics and AI	

Course Description

This course is an exploration of contemporary issues in business analytics and AI. Specific topics and any additional prerequisites will be announced with the schedule each time this course is offered. Course content varies from offering to offering but may include topics in AI and/or analytics in various business functions, Ethics and Legal issues related to analytics and AI, and business models enabled by analytics and AI systems. This course may be retaken with a change in topic.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	
Prerequisites for Banner	To be determined by course instructor based on course content
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

Teaching approach and assessment strategies to be developed by instructor for the particular topic selected in a semester and approved by program director before the start of semester.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.ontariotechu.ca/), or contact them at teachingandlearning@ontariotechu.ca.)

This is a special topics course and content will vary with each offering of the course and depending on the content and pedagogy.
Learning outcomes be determined by course instructor for the topics selected for a specific semester and approved by program director.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences: To be determined by course instructor.			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

This course is part of a new degree proposal and was included in the consultation for that program. Please refer to the main program proposal for consultation details.

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☒ No Please explain:

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Appendix C.2 – Existing Course Descriptions

BUSI 1030U – Writing and Critical Thinking

Effective professional written and oral presentation skills are the foundation of future academic and career success. The course has three layers, starting with basic writing skills including grammar and composition. The second layer is the preparation of professional written and oral business communications, emails, positive and negative messages; and the preparation and oral presentation of an argumentative report including library research skills and bibliography. The final layer is advanced topics such as mind maps, resume preparation and interview skills, fallacious arguments, business etiquette and conversational skills.

BUSI 1520U – Introduction to Business Analytics

This course will provide skills in Microsoft Excel to solve business problems and help you make important business decisions and achieve optimum results. Students will learn how to use What-if Analysis tools to explore business impacts arising from changing one or more variables, use Excel Solver to find optimal solutions to business problems with multiple decision variables and constraints, and use Pivot Tables and Power Pivot to perform data-driven business analysis and create sophisticated data models. Visual Basic for Applications (VBA) will also be used to create user-defined functions and automate processes beyond what is normally available with Microsoft Excel.

BUSI 1600U – Management of the Enterprise

This introductory management course is divided into four parts. Students will be introduced to the core concepts and context of management, enhancing their understanding of how the business environment affects the practice of management. The functions of management will be reviewed, including key topics, issues and problems within the basic management activities of marketing, organizational behaviour/human resources, operations management and information technology, accounting, and finance. The latter components will synthesize the ideas presented in earlier classes by introducing fundamental elements of business strategy, followed by advanced topics in management, including small business, entrepreneurship and e-business.

BUSI 2040U – Information Systems

This course provides a broad introduction to the many elements that comprise an information system and explores the underlying information technologies and their impact on organizations. Emphasis is placed on managers' information needs, the various kinds of support necessary for decision-making, and the functional and strategic implications of information systems for organizations. Students will also be introduced to concepts regarding the design of information systems to enable them to communicate the needs of their functional business area to technical personnel. This will enable their organization to obtain an information system that meets a specific need and provides a competitive advantage in their industry. The course also includes a practical element, allowing

students to gain hands-on experience with popular Enterprise Resource Planning (ERP) software.

BUSI 2050U – Managerial Economics

This core course provides students with analytical tools useful for dealing with microeconomics from a manager's perspective. It is concerned with the application of economic principles and methodologies to key management decisions within organizations. It provides principles to foster the goals of the organization, as well as a better understanding of the external business environment in which an organization operates. It shows a unique way of thinking about problems, issues and decisions that managers face in each of the functional areas of the organization as well as the strategic ones faced by general managers while competing with their rivals.

BUSI 2500U – Business Simulation and Analytics

Functional business areas such as Finance, Accounting, Production Planning, Procurement, Logistics, Marketing and Sales are coordinated using Enterprise Resource Planning (ERP) systems. This course introduces students to the concept of integration within an organization. Using an experiential approach, this course will provide students hands-on training in the use of tools, such as SAP, an industry leader in ERP.

BUSI 2550U – Introduction to Project Management

This course focuses on information technology projects and applies basic project management theory on handling and managing those projects. It introduces the concepts and tools that are appropriate for phases of project life cycle, and incorporates areas outlined in the Project Management Institute's Project Management Body of Knowledge (PMBOK) into the basic concepts associated with information systems management and software engineering.

BUSI 3000U – Business and Sustainability

This course focuses on sustainability in business as a transformative approach to Corporate Social Responsibility. Students will explore how doing well in business requires doing good in society and for the environment. The course begins by examining the normative foundations of sustainability using business ethics as a framework. The course then situates sustainability in the practical reality of today's world in order to understand the types of social issues and environmental concerns that shape society's expectations of business. Students will examine various international treaties and conventions to understand the global context of sustainability. Students will learn about the challenges and opportunities that lie in integrating sustainability into business in meaningful and transformative ways. Students will explore the emergence of different forms of business

organizations, as well as the use of ESG reporting to measure the performance of business with respect to the environment, social issues and corporate governance. The course will also include a special focus on the intersection of technology and sustainability, and the idea of ‘tech with a conscience’.

BUSI 3504U – Databases, Data Warehouses and Business Intelligence

This course is designed for information technology and business students as a first step towards becoming a data management and business intelligence professional. It focuses on three areas: databases, data warehouses and business intelligence. First, it covers the foundations of data modelling, including entity-relationship diagrams, normalization and denormalization, database management techniques and Structured Query Language (SQL). Next, it exposes students to the implementation and use of data warehouses from conceptual and practical perspectives. Finally, it covers the use of databases and data warehouses for various business intelligence tasks. Throughout the course, students will be given an opportunity to explore popular database, data warehousing and business intelligence software tools.

BUSI 4040U – Emerging Trends in Technology Management

Technology, and the way we use and manage it, changes rapidly. In this course, we examine the trends in Technology Management that are occurring, focusing on new and impactful technologies and how they can change business and life.

BUSI 4504U – Advanced Business Intelligence

Business intelligence is an integral aspect of how businesses use data to make decisions. This course presents advanced business intelligence tools and techniques that can be used productively in organizations of any size. Students will learn a variety of advanced data management and analytical skills, including project planning, requirements gathering, tool selection, data modelling, ETL, dashboard design, deployment and reporting. Additionally, students will gain hands-on experience with various technologies used in professional business intelligence and data warehousing contexts. Placing a heavy emphasis on experiential learning, with real-world case studies and examples, this course demonstrates how these skills and technologies can be applied in the contemporary workplace.

XBIT 1000C – Foundations for Success in Co-op

This is a mandatory workshop for students enrolled in the Bachelor of Commerce Co-op program. Students will develop skills that will help them search for co-op placement opportunities, prepare job application packages, attend interviews and reflect on their experiences. The interactive course also provides an overview of the FBIT co-op program details in addition to tips on how to experience a successful co-op program. This is an opportunity for students to network with a cohort of peers that are all experiencing the co-op program at the same time.

XBIT 2000W – FBIT Co-op Work Term I

The first co-op work term for students in Bachelor of Commerce programs aimed at providing significant professional experience. The typical duration of the work term is four months. Registration in this course is conditional on the student obtaining and accepting an acceptable co-op placement offer from an approved employer partner. Co-op students are required to submit a report, following established criteria, after completing the co-op placement in accordance with the published timelines. The course is graded on a pass/fail basis and the grade appears in the student's academic transcript. Both grades have no numerical value and are not included in a student's grade point average.

XBIT 3000W – FBIT Co-op Work Term II

The second co-op work term for students in Bachelor of Commerce programs aimed at providing significant professional experience. The typical duration of the work term is four months. Registration in this course is conditional on the student obtaining and accepting an acceptable co-op placement offer from an approved employer partner. Co-op students are required to submit a report, following established criteria, after completing the co-op placement in accordance with the published timelines. The course is graded on a pass/fail basis and the grade appears in the student's academic transcript. Both grades have no numerical value and are not included in a student's grade point average.

XBIT 4000W – FBIT Co-op Work Term III

The third co-op work term for students in Bachelor of Commerce programs aimed at providing significant professional experience. The typical duration of the work term is four months. Registration in this course is conditional on the student obtaining and accepting an acceptable co-op placement offer from an approved employer partner. Co-op students are required to submit a report, following established criteria, after completing the co-op placement in accordance with the published timelines. The course is graded on a pass/fail basis and the grade appears in the student's academic transcript. Both grades have no numerical value and are not included in a student's grade point average.

XBIT 4100W – FBIT Co-op Work Term IV

An optional fourth co-op work term for students in Bachelor of Commerce programs aimed at providing significant professional experience. The typical duration of the work term is four months. Registration in this course is conditional on the student obtaining and accepting an acceptable co-op placement offer from an approved employer partner. Co-op students are required to submit a report, following established criteria, after completing the co-op placement in accordance with the published timelines. The course is graded on a pass/fail basis and the grade appears in the student's academic transcript. Both grades have no numerical value and are not included in a student's grade point average.

XBIT 4200W – FBIT Co-op Work Term V

An optional fifth co-op work term for students in Bachelor of Commerce programs aimed at providing significant professional experience. The typical duration of the work term is

four months. Registration in this course is conditional on the student obtaining and accepting an acceptable co-op placement offer from an approved employer partner. Co-op students are required to submit a report, following established criteria, after completing the co-op placement in accordance with the published timelines. The course is graded on a pass/fail basis and the grade appears in the student's academic transcript. Both grades have no numerical value and are not included in a student's grade point average.

XBIT 4500U – Capstone Study Project

Students will work in teams with an outside client organization, completing a comprehensive analysis and evaluation of the organization and developing appropriate recommendations for improved performance and problem resolution. The student team will make a formal presentation of their findings and recommendations to faculty advisors and to the management of the client organization. Through Capstone, students will develop a thorough understanding of the technology, environment, markets, and operations of a real organization by applying the theory and knowledge that they have learned.

XBIT 4600W – Internship

This program offers students who have successfully completed two years of study, achieved a minimum 2.3 GPA (C+ average on a 4.3 scale) and who are in good academic standing an opportunity to engage in a contracted learning partnership with businesses locally and globally. Faculty members may provide links to various internship placement opportunities or a student may secure an employer who meets the criteria as prescribed by the Faculty of Business and Information Technology.

The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life but also helps them to gain valuable and relevant work experience to promote networking and life-long career success. Participating employers are given the opportunity to bring the motivated learners, thinkers and doers of tomorrow into their workplaces, as well as provide valuable mentoring to students.

The internship program placement equates to a minimum of 560 hours of progressive business and management experience. The intern's wages (stipulated in a contract) are paid by the sponsoring business over a contracted period. Successful work placement completion and both a verbal and written final report will result in the intern receiving a mark and three credits toward the honours Bachelor of Commerce degree requirements. Students who have successfully completed the internship program are not required to take the Capstone Study Project.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in one course (three credits) per semester. This course must not interfere with the internship schedule outlined by the employer.

XBIT 4700U – Venture Creation

The course will support students both academically and practically to move their business ideas through various stages with a final result of launching a functioning, viable business plan, product, or service. Working with the Brilliant Incubator or other community-based incubator programs, students will receive guidance, mentorship and assistance in all phases of their venture's development.

This course differentiates itself from traditional business incubators by its dual 'practical doing' and 'formal learning' streams. Although many traits and talents that contribute to entrepreneurial success are often inherent within an individual, the course reflects the philosophy that skills and knowledge can be learned and acquired as a result of expert mentorship and guidance, especially when linked with a 'practical doing' component.

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Business and IT	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course Instructional Method (CLS, HYB, WB1, WEB)	☐ Learning outcomes
☒ Course number or course Subject code	☐ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

BUSI 2510U was used as a placeholder course code until the new BBAI program was developed. Now that the BBAI program is in its final stages of approval, we are updating the course code to be in line with the BBAI program core courses

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: BBAI	Course Number: 1300U
Full Course Title: Communicating with Data	
Short-Form Course Title (max. 30 characters): Communicating with Data	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	

Not Applicable

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ No

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☐ Yes ☐ NA

Please describe:

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ Yes ☐ No **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty:	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course Instructional Method (CLS, HYB, WB1, WEB)	☐ Learning outcomes
☐ Course number or course Subject code	☒ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☐ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Adding BBAI 1950U as a prerequisite for BUSI 2603U so BBAI students have the course set correct with a statistics prerequisite prior to being able to enroll. Remaining prerequisites stay the same.

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: BUSI	Course Number: 2603U
Full Course Title: Intro to Operations Management	
Short-Form Course Title (max. 30 characters): Intro to Operations Management	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?**If yes:**

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?☐ Yes ☐ No**WE HAVE CONSULTED WITH ALL IMPACTED AREAS?** ☐ Yes ☐ NA**Please describe:**

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ Yes ☐ No **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Business and IT	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course Instructional Method (CLS, HYB, WB1, WEB)	☐ Learning outcomes
☒ Course number or course Subject code	☐ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

BUSI 2800U was used as a placeholder course code until the new BBAI program was developed. Now that the BBAI program is in its final stages of approval, we are updating the course code to be in line with the BBAI program core courses

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: BBAI	Course Number: 2700U
Full Course Title: Fundamentals of AI for Business	
Short-Form Course Title (max. 30 characters): Fundamentals of AI for Business	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	

Not Applicable

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ No

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☐ Yes ☐ NA

Please describe:

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ Yes ☐ No **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

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Faculty: Faculty of Business and IT	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course Instructional Method (CLS, HYB, WB1, WEB)	☐ Learning outcomes
☒ Course number or course Subject code	☐ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

BUSI 3830U was used as a placeholder course code until the new BBAI program was developed. Now that the BBAI program is in its final stages of approval, we are updating the course code to be in line with the BBAI program core courses

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: BBAI	Course Number: 3650U
Full Course Title: Ethical and Legal Issues in Analytics and AI	
Short-Form Course Title (max. 30 characters): Ethical and Legal Issues in Analytics and AI	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ No

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☐ Yes ☐ NA

Please describe:

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ Yes ☐ No **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Business and IT	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course Instructional Method (CLS, HYB, WB1, WEB)	☐ Learning outcomes
☒ Course number or course Subject code	☐ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

BUSI 4800U was used as a placeholder course code until the new BBAI program was developed. Now that the BBAI program is in its final stages of approval, we are updating the course code to be in line with the BBAI program core courses

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: BBAI	Course Number: 3700U
Full Course Title: Business applications of AI	
Short-Form Course Title (max. 30 characters): Business applications of AI	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading scheme	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

CONSULTATION (Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☐ No

WE HAVE CONSULTED WITH ALL IMPACTED AREAS? ☐ Yes ☐ NA

Please describe:

ARE THERE ANY CONSIDERATIONS FOR THE PRINCIPLES OF EQUITY, DIVERSITY, INCLUSION, OR DECOLONIZATION INCLUDED WITH THIS COURSE CHANGE? ☐ Yes ☐ No **Please explain:**

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL?

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Appendix D – Faculty Information

Please include here only those currently at the institution and affiliated with the program. **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	Role in New Program (Note if faculty will be teaching and/or supervising in the program)	Total Undergraduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Vargas Martin, Miguel - Professor	Ph.D.	FBIT	Cryptography and Network Security	Teaching and Supervising	2 courses total (including BBAI)
Serenko, Alexander - Professor	Ph.D.	FBIT	Scientometrics, Knowledge Management, Implicit Cognitive Processes	Teaching and Supervising	4 courses total (including BBAI)
Resch, Gabby – Assistant Professor	Ph.D.	FBIT	Data Visualization, Tangible and Embodied Interaction, Digital Fabrication...	Teaching and Supervising	3 courses total (including BBAI), Core course developer
Rastpour, Amir – Associate Professor	Ph.D.	FBIT	Stochastic Models, Queuing Theory, Statistics	Teaching and Supervising	4 courses total (including BBAI)
Munieb Sheikh, Ahmed – Associate Teaching Professor	M.Sc.	FBIT	Computer Science, Machine Learning, Computer Vision	Teaching and Supervising	6 courses total (including BBAI), Core course developer
Miedema, Theresa – Associate Dean, Academic and Student Affairs	Science Juris Doctor (S.J.D)	FBIT	Business Law and Ethics	Teaching and Supervising	6 courses total (including BBAI)
McGregor, Carolyn – Dean & Professor	Ph.D.	FBIT	Big Data Analytics, Event Stream Processing, Temporal Data Mining	Teaching and Supervising	N/A
McEachern Gaudet, Amanda – Undergraduate	MBA	FBIT	Experiential Learning	Teaching and Supervising	6 courses total (including BBAI)

Program Director - Commerce					
Mazaheri, Samaneh – Associate Teaching Professor	Ph.D.	FBIT	Artificial Intelligence, Computer Vision, Machine Learning	Teaching and Supervising	7 courses total (including BBAI)
Madani, Pooria – Assistant Professor	Ph.D.	FBIT	Adversarial Machine Learning, Intrusion Detection, Malware Detection	Teaching and Supervising	2 courses total (including BBAI), Course developer
Lu, Fletcher – Associate Professor	Ph.D.	FBIT	Mobile Fitness, Cybercrime, Insurance Fraud	Teaching and Supervising	2 courses total (including BBAI), Elective course developer
Karray, Salma - Professor	Ph.D.	FBIT	Marketing Analytics, Marketing Decision Models, Applications of AI in Business	Teaching and Supervising	4 courses total (including BBAI)
Jackson, Stephen – Associate Professor	Ph.D.	FBIT	Behavioral Information Security, Digital Transformation, Electronic Business	Teaching and Supervising	4 courses total (including BBAI)
Ibrahim, Amin – Associate Teaching Professor	Ph.D.	FBIT	Evolutionary Computation, Multi- and many-objective optimization, High-dimensional visualization	Teaching and Supervising	5 courses total (including BBAI), Core course developer
Hossein-Nejad, Mehdi – Associate Dean	Ph.D.	FBIT	Strategy and International Business	Teaching and Supervising	6 courses total (including BBAI), Core course developer
Golmohammadi, Amirmohsen – Assistant Professor	Ph.D.	FBIT	Sustainable Supply Chain Management, Game Theory, Stochastic Optimization	Teaching and Supervising	3 courses total (including BBAI)

Bliemel, Michael - Professor	Ph.D.	FBIT	Business Analytics, Data Literacy, Digital Transformation	Teaching and Supervising	4 courses total (including BBAI), Core course developer
Aamir, Asifa – Associate Teaching Professor	MBA	FBIT	Information Systems and Technologies, Business Processes and IT, User experience	Teaching and Supervising	7 courses total (including BBAI)
Lewis, Peter – Associate Dean, Research and Graduate Studies	Ph.D.	FBIT	Artificial Intelligence, Socio-Technical Systems, Self-Awareness	Teaching and Supervising	1 course total (including BBAI)

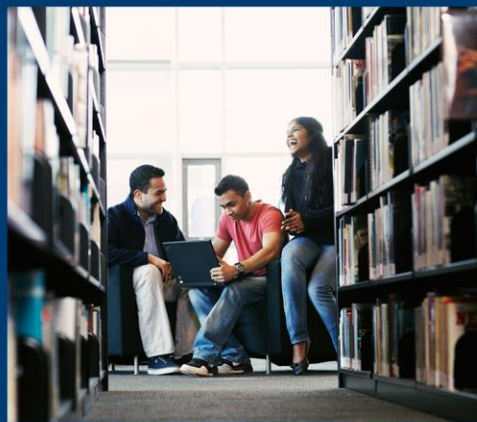
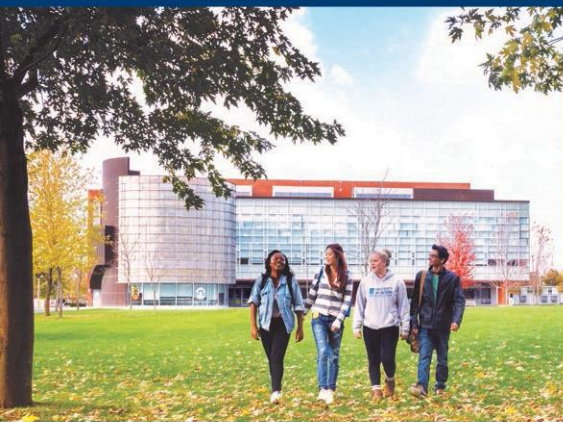
Undergraduate Thesis supervisory records/experience by faculty member (if applicable to the program)

Name	Undergraduate Theses Supervised Last 5 Years	Total Undergraduate Theses Supervised

New Program Assessment: Business Analytics and Artificial Intelligence, BBAI

Library Statement of Support Provided to Ontario Tech University

Prepared by: Nadya Lim-Douglas, Faculty of Business & IT Liaison Librarian, October 9, 2025





Contents

Summary	4
Introduction	5
Library Collections.....	5
Consortial Licensing	5
Journals	5
Books & E-Books	6
Search Tools	7
Other Library Resources	7
Data Resources	7
Multimedia Resources	8
Library Services	8
Research Support.....	8
Reference Service & Research Consultations	8
Open Access & Research Data Management.....	8
Theses & Dissertations.....	9
Teaching & Learning Support.....	9
Information Literacy Instruction	9
Online Research Guides	10
Copyright & Academic Integrity.....	11
Course Reserves	11
3D Printing & Equipment Loans	11
Library Staffing	11
Conclusion.....	12

Summary

Ontario Tech University Library's holdings in Faculty of Business & IT are strong.

The proposed Business Analytics and Artificial Intelligence program will focus on artificial intelligence and business analytics. The library holds 46,765 books and e-books with subject coverage of artificial intelligence.

The Library's research holdings, as well as archives and special collections total more than 85,433 print volumes and 229,433 journal subscriptions. In addition, our holdings include more than 1,658,434 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Opportunities exist to incorporate information literacy directly into the Business Analytics and Artificial Intelligence program. Student feedback from information literacy sessions overwhelmingly shows that students find the skills to be useful and that information literacy instruction should ideally be incorporated into first year classes. The following courses have been identified for delivering information literacy instruction:

- BUSI 1030U – Writing and Critical Thinking
- BUSI 2040U – Information Systems

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 85,433 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The proposed Business Analytics and Artificial Intelligence program has curriculum connections with the existing Networking and IT security program as well as the Technology Management program, as such the library's holdings in the areas of artificial intelligence are strong.

The Library's collections budget for 2023-2024 totaled \$1,996,876. Approximately 96% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

With respect to programs in the Faculty of Business and IT, including the proposed Business Analytics and Artificial Intelligence program, our collection spans digital transformation, AI, data, open-source technologies, and business ethics. Further, the collection covers topics of interdisciplinary relevance such as management, accounting, marketing, and economics.

Collection suggestions are welcome and faculty and students are encouraged to contact their subject specialist. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 81 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

Our journal holdings in disciplines related to the proposed Business Analytics and Artificial Intelligence Program are strong, including coverage related to business, technology, and computer science.

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

Students and researchers can access nearly complete journal suites, in many cases including archives, from publishers such as:

- Association for Computers and Machinery
- IEEE
- Sage
- EBSCO
- ProQuest
- INFORMS
- Intertek i2i

We provide access, through subscription, to many of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2024).

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
List Relevant Subject Categories	# we have/Total	• List select highly ranked journal titles
Computer Science, Artificial Intelligence	/205	• Nature Machine Intelligence • IEEE TRANSACTIONS ON PATTERN ANALYSIS AND MACHINE INTELLIGENCE • Information Fusion
Business	/317	• Academy of Management Annals • Journal of Innovation & Knowledge • Business Strategy and the Environment

Books & E-Books

As noted, we provide access to over 85,433 print books and over 1,658,434 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers, including:

- SAGE
- MIT Press
- Emerald Publishing
- Springer Nature

Through the Omni Library Search, students and faculty have access to books from Ontario Tech and other Omni member universities by searching Ontario Tech + Omni Libraries. Articles and books that are not available through Omni Libraries, can be requested through our interlibrary loan service.

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

The following table highlights Library holdings by subject heading for print books and e-books that encompass the Library's Business Analytics and Artificial Intelligence collection.

Subject	# Print Books	# E-Books
Machine Learning	55	10,755
Artificial Intelligence	212	43,154
Business	3,662	117,388

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Business Analytics and Artificial Intelligence. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: Business	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
• Business Source Complete • ProQuest One Business • Sage Business Cases	• Web of Science • Scopus • Scholars Portal	Computer Science: • IEEE Xplore Digital Library • ACM Digital Library • Computers & Applied Sciences Complete

Other Library Resources

Intertek i2i provides simultaneous access to standards in electronic format. This custom collection is curated by the Library. Faculty and students can request access to standards by contacting the Library.

Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

- **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF).
- **odesi:** A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
- **Interuniversity Consortium for Political and Social Research (ICPSR):** Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

In addition, we provide access to Borealis: The Canadian Dataverse Repository, which supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the the proposed Business Analytics and Artificial Intelligence program. Multimedia resources are selected individually or as part of standing subscriptions.

Our collection includes 807 DVDs and 20,065 Streaming Video titles. Of these multimedia resources, the following are particularly relevant to the curriculum in the proposed Business Analytics and Artificial Intelligence Program.

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Kanopy Streaming	• Business: 1.8k titles • Computer Science and Technology: 504

Select Recently Added Multimedia Titles

- Posthumans (2025)
- AI Revolution (2024)
- *Secrets in Your Data* (2024)
- *AI Tipping Point* (2023)
- *AI vs Human: The Creativity Experiment* (2023)

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the proposed Business Analytics and Artificial Intelligence program will have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, via telephone, email and through online chat help. In the 2023-2024 academic year, library staff answered 8,693 research questions from the Ontario Tech community.

Librarians provide individualized research consultations with students and faculty, in person or online. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2023-2024 academic year, Librarians participated in 12 research consultations with members of the Faculty of Business and IT.

Open Access & Research Data Management

We provide support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access

or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, eScholar (<https://ir.library.ontariotechu.ca>).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (<http://guides.library.ontariotechu.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.ontariotechu.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2023-2024 academic year, these guides were viewed 1,442 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus and Journal Citation Reports (JCR).

Our Research Metrics guide (<http://guides.library.ontariotechu.ca/researchmetrics>) provides background information and support for these tools.

Theses & Dissertations

To ensure that the Ontario Tech community has access to national and international thesis and dissertation databases, we provide access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online. Library information literacy modules are available in the Canvas Learning Management System and can be adapted and added direct into courses, or instructors can opt for asynchronous recordings.

In the 2023-2024 academic year, 1,807 students in the Faculty of Business and IT received instructional support from a Librarian. Information literacy instruction will be integrated in the proposed Business Analytics and Artificial Intelligence program in the following existing Faculty of Business and IT courses:

- BUSI 1030U – Writing and Critical Thinking
- BUSI 2040U – Information Systems

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

Students may also receive Information Literacy instruction from a Librarian in their elective or communications courses.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Student feedback from information literacy sessions indicates that 78% of students felt more confident using the library after receiving library instruction, 84% of students felt that they learned something new, and that students often wish they could have received this training earlier in their program. Some comments include:

- “Definitely could have used this tutorial in prior classes for research”
- “I wish I had known about this stuff in first year”
- “I wish I had learned about this 3 years ago”
- “I wish this was mandatory for all first year students”
- “I think this course would be great for all first year students”

The following courses have been identified as potential Information Literacy touchpoints, due to the research skills outcomes built into the curriculum:

- MBAI 5200 – Ethical and Legal Issues in Analytics and AI
 - PLO: Evaluate implications of analytical models from multiple perspectives while identifying issues and challenges associated with strategic value, business ethics, bias, privacy, trust, and equity.
- MBAI 5100 – Business Analytics
 - PLO: Understand, analyze, and create AI models, tools, and workflows for business problems utilizing commercial and/or open source technologies.

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- 3D Printing
- Managing Your Research Identity
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the the proposed Business Analytics and Artificial Intelligence program include:

- Networking & IT Security: <https://guides.library.ontariotechu.ca/networkingITsecurity>
- Business: <https://guides.library.ontariotechu.ca/business>

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

During the 2023-2024 academic year, these guides were viewed a combined 1,032 times.

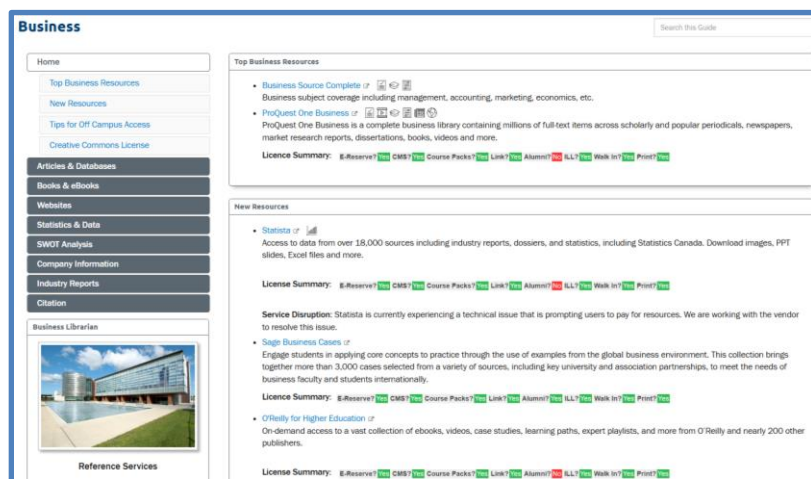


Figure 1 Business Research Guide

Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place materials on course reserve in the library, or make course materials available online through our electronic course reserves system. Online course reserves can include the library's print holdings, as well as digitized chapters, and links to journals, e-book chapters, videos and more. We are dedicated to providing equitable access to resources, and our online reserves are subject to copyright compliance and licensing restrictions.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the the proposed Business Analytics and Artificial Intelligence program program for years 1-4 is as follows:

	2026	2027	2028	2029	2030	2031
Y1	40	45	55	60	65	75

Library Statement for Business Analytics and Artificial Intelligence Program Proposal

Y2		40	45	55	60	65
Y3			40	45	55	60
Y4				40	45	55
Total	40	85	140	200	225	255

We anticipate that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the proposed Business Analytics and Artificial Intelligence program. Our suite of services and programs will meet the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.

Appendix F - Existing Student Supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for 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/>.

Faculty-Specific Support

Please provide details on the Academic Advising Office and any Faculty-specific student support services (e.g. peer mentoring, 'coffee chats', study groups, etc.).

Student Life

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.

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.

BOARD OF GOVERNORS REPORT

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: 25 June 2026

FROM: Academic Council

SUBJECT: New Program Proposal – Bachelor of Engineering (Hons) in Artificial Intelligence Engineering

BOARD MANDATE:

In accordance with Article 1.4 of By-law No.2, Academic Council will make recommendations to the Board on matters including the establishment or termination of degree and diploma programs. Academic Council is seeking the Board's approval for the establishment of a Bachelor of Engineering (Hons) in Artificial Intelligence Engineering.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Bachelor of Engineering (Hons) in Artificial Intelligence Engineering program, as presented.

BACKGROUND/CONTEXT & RATIONALE:

The proposed four-year Bachelor of Engineering (Hons) in Artificial Intelligence Engineering is an interdisciplinary program designed to address the urgent demand for AI professionals with strong engineering expertise and a deep commitment to ethical innovation. Through the integration of hands-on learning, industry collaboration, and a focus on societal impact, the program prepares graduates to excel in a rapidly evolving field.

The program provides a robust foundation in core AI concepts while addressing critical engineering challenges such as real-time processing, embedded systems, and secure data handling. By combining rigorous AI theory with practical engineering applications, the program's name accurately reflects its interdisciplinary nature and objectives. With a strong emphasis on career-ready education, the program supports collaborative, technology-driven learning and research that enables students to solve real-world problems and contribute to scientific, social, and economic innovation. Courses are delivered primarily in person, with selected hybrid or

online offerings, and are supported by extensive work-integrated learning opportunities, including engineering laboratories, design projects, industrial projects, and co-op and internship experiences.

The program responds directly to AI's transformative role across engineering domains such as software systems, IoT, smart homes, automotive technologies, cyber-physical systems, and smart infrastructure. It aligns with the strategic objectives of the Faculty of Engineering and Applied Science and Ontario Tech University by offering a market-driven, career-oriented curriculum that enhances the university's academic portfolio and reflects its commitment to producing new and useful ideas that create a better world.

RESOURCES REQUIRED:

Consistent with the structure and growth of engineering programs at Ontario Tech, strong enrolment growth is anticipated for the proposed Artificial Intelligence Engineering program as it matures. As institutional resources are tied to enrolment, careful monitoring of enrolment trends across the sector, and specifically their impact on this program and Software Engineering, will be required to ensure that existing resources are leveraged to the fullest extent and that any new hires resulting from enrolment increases in AI and related fields are positioned to support growth across both programs. This careful and phased approach to investment will be essential to uphold academic quality, foster innovation, respond to evolving student demand, ensure long term resource sustainability, and remain competitive in a rapidly evolving academic and technological landscape.

Required teaching loads and supervision of experiential learning opportunities, including capstone projects, will be assigned to current tenured, tenure track, and teaching faculty members within the Faculty. Additional Teaching Assistant support will be required for new courses and can be met through available full-time graduate students, including those from the MASc in Software Engineering.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 21 October 2025
- ✓ FEAS Faculty Council: 23 April 2026
- ✓ Undergraduate Studies Committee (Recommendation): 19 May 2026
- ✓ Academic Council (Approval and Recommendation): 26 May 2026
- Board of Governors (Approval): 25 June 2026

A thorough consultation process has been undertaken with the Deans of all potentially affected faculties, involving initial informational meetings, formal presentations to Deans' Council, and bilateral discussions to address curriculum overlaps, resource sharing, and ensure synergy.

NEXT STEPS:

- The proposal must also proceed through the following external approval steps:
 - ✓ Ontario Universities Council on Quality Assurance Appraisal Committee
 - Ministry of Colleges, Universities, Research Excellence and Security (for Ontario Student Assistance Program purposes)
 - The preferred date of implementation is the Fall of 2027

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal
- Appendices (supplemental only)



New Undergraduate 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 undergraduate 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.

Full name of proposed program (as it will appear on the student's transcript): (e.g., Bachelor of Arts in Psychology; Bachelor of Science in Biology)	Bachelor of Engineering (Honours), Artificial Intelligence Engineering Bachelor of Engineering and Management (Honours), Artificial Intelligence Engineering Bachelor of Engineering (Honours), Artificial Intelligence Engineering, Co-operative Education
Degree designation and short form: (e.g., Bachelor of Arts, B.A.; Bachelor of Science, B.Sc.)	BEng (Hons)
Cost recovery program:	☐ Yes ☒ No
Professional program:	☒ Yes ☐ No
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):	
Collaborating institution(s) (if applicable):	
Program delivery location:	Ontario Tech University - North Campus 2000 Simcoe St N, Oshawa, ON L1G 0C5
Proposed program start date (please change as needed):	Fall 2027
Program proponent/contact:	Dr. Hossam Kishawy (Dean) Dr. Anwar Abdalbari (PCC Chair)
Version date (please change as you edit this proposal):	March 2026

Date of Academic Council Approval:	

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 four-year Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering is an interdisciplinary program that addresses the urgent demand for AI professionals who possess engineering technical expertise and a deep commitment to ethical innovation. By integrating hands-on learning, industry collaboration, and a focus on societal impact, this program prepares graduates to excel in a rapidly evolving field. The program will offer a robust foundation in core AI concepts and address critical engineering challenges such as real-time processing, embedded systems, and secure data handling.

The program fosters career-ready education and drives collaborative, technology-driven research, preparing students to solve real-world challenges and contribute to scientific, social, and economic innovations. By integrating AI theory with practical applications, the program embodies the university's commitment to producing new and useful ideas that create a better world.

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 \(oucqa.ca\)](#))

New Undergraduate Program Proposal

Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering Faculty of Engineering and Applied Science

Please retain all the prompts and questions and address/answer all points in each section.

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 four-year Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering is an interdisciplinary program that addresses the urgent demand for AI professionals who possess engineering technical expertise and a deep commitment to ethical innovation. By integrating hands-on learning, industry collaboration, and a focus on societal impact, this program prepares graduates to excel in a rapidly evolving field. The program will offer a robust foundation in core AI concepts and address critical engineering challenges such as real-time processing, embedded systems, and secure data handling.

The program fosters career-ready education and drives collaborative, technology-driven research, preparing students to solve real-world challenges and contribute to scientific, social, and economic innovations. By integrating AI theory with practical applications, the program embodies the university's commitment to producing new and useful ideas that create a better world.

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; list any program specializations, pathways, etc.*
- *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*

We're proposing the establishment of a four-year Honours Bachelor of Engineering in Artificial Intelligence (AI) Engineering program within the Electrical, Computer and Software Engineering Department at Ontario Tech University.

In addition to the Artificial Intelligence (AI) Engineering program, the Faculty of Engineering and Applied Science (FEAS) will also be offering an Artificial Intelligence (AI) Engineering and Management program. This program will be of the same format as all of FEAS's other management options where students do an additional year of business courses between Years 3 and 4 of their engineering program. Also, engineering students all have the opportunity to participate in a co-op option, allowing them to gain valuable, real-world industry experience.

The objective of the program is to address the urgent demand for AI professionals who possess both strong engineering technical expertise and a deep commitment to ethical innovation.

The program's name, Artificial Intelligence Engineering, precisely reflects its interdisciplinary nature, combining rigorous AI theory with practical engineering applications, and aligning directly with the objectives of preparing graduates to excel

in a rapidly evolving field. It will offer a robust foundation in core AI concepts such as machine learning, deep learning, natural language processing, computer vision, intelligent control systems, robotics, machine learning DevOps, and reinforcement learning, while also tackling critical engineering challenges like real-time processing, embedded systems, and secure data handling.

The courses will be delivered primarily in-class, with some courses offered in hybrid or online formats. A strong emphasis on work-integrated learning and industry collaboration supports students in achieving the Program Learning Outcomes (PLOs) and Degree Level Expectations (DLEs) through a combination of practical experiences and theoretical knowledge. These include engineering laboratories, design-based projects, industrial projects and co-op and internship opportunities. This approach is especially well-suited to the applied nature of AI engineering and supports the goal of preparing graduates to be career ready.

The program directly addresses the current state of AI as a transformative force across various engineering domains, including software applications, IoT systems, smart homes, automotive systems, cyber-physical systems, and smart infrastructure by equipping students with cutting-edge skills to enhance decision-making and improve system efficiency.

The proposed program aligns with the objectives and strategies the Faculty of Engineering and Applied Science by offering a market- and career-oriented curriculum that preparing graduates to meet the evolving demands of the twenty-first century. This new offering strategically fits within Ontario Tech University's broader commitment to fostering career-ready education and technology-driven research, complementing existing programs by providing specialized expertise in AI engineering. By providing specialized expertise in AI theory with practical applications, the program enhances the university's existing portfolio and reflects its dedication to societal impact.

Its unique curriculum is designed to produce new and useful ideas that contribute to a better Canada and the world. This program will equip students with cutting-edge AI skills, preparing them to solve real-world challenges and contribute to scientific, social, and economic innovations.

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 Artificial Intelligence (AI) Engineering program is exceptionally consistent with Ontario Tech University's foundational Mission, Vision, and strategic plans, directly contributing to its overarching goals. The University's Vision, "Embracing technology with a conscience to advance knowledge and promote sustainability," and Mission, "We equip future leaders to solve complex problems," are directly embodied by this program, which focuses on developing AI professionals committed to ethical innovation and solving real-world challenges through technology. This aligns seamlessly with the "Tech with a conscience" strategic priority outlined in the University's Integrated Academic and Research Plan, which emphasizes innovating to improve lives and the planet through the ethical development and use of technology. Furthermore, the program's strong emphasis on hands-on learning, industry collaboration, and real-time processing directly supports the "Learning re-imagined" priority by adapting to the evolving educational landscape and providing dynamic learning opportunities. As a technically and vocationally oriented program within a university, it is entirely consistent with the mandate of the sector to provide career-oriented university programs that are responsive to the needs of students and employers, a core tenet of Ontario Tech's founding mandate. This program explicitly fits within a key area of strength and growth identified in Ontario Tech University's Strategic Mandate Agreement: Data Science, Artificial Intelligence and New Technologies. By producing graduates equipped with advanced AI skills, the program directly contributes to the university's role in stimulating economic growth, technological advancement, and social innovation, solidifying Ontario Tech's position as a leader in a critical and rapidly expanding field.

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 proposed Artificial Intelligence Engineering program is directly supported by significant evidence of both student interest and pervasive societal need, as determined through a review of market trends, employment data, and the broader AI ecosystem.

Student Interest: While specific prospective student inquiries for an "AI Engineering" program at Ontario Tech University are not publicly available at this moment, the general surge in interest for AI-related education across Canada provides strong indirect evidence. Universities across Canada, including the University of Waterloo, University of Alberta, University of Toronto, and Western University, have either established or expanded their AI-focused programs, ranging from specialized AI degrees to AI specializations within existing Computer Science and Engineering programs. This proliferation reflects a high demand from prospective students who recognize the transformative potential of AI. Given Ontario Tech's established reputation in engineering and technology, it is highly probable that a dedicated AI

engineering program would attract substantial interest from both domestic and international students seeking specialized, hands-on training in this rapidly evolving field. Similar programs at other institutions have seen competitive application numbers, indicating a strong appetite for such specialized offerings. Surveys or focus groups with current engineering students often reveal a keen desire to integrate AI skills into their future careers, underscoring the relevance of this proposed program.

Societal Need: The societal need for graduates of an AI Engineering program is profound and growing across academic, public, and private sectors. AI technologies are no longer confined to specialized tech companies but are permeating every industry, leading to a critical shortage of professionals capable of designing, developing, and deploying AI solutions ethically and effectively.

Evidence of Need:

- **Ontario's AI Ecosystem:** Ontario is rapidly solidifying its position as a global AI hub. Recent reports, such as the Vector Institute's "Ontario AI Snapshot" (June 2025), indicate a significant growth in the province's AI sector, with over 17,000 new AI jobs created and private investment reaching \$2.6 billion (2024-25). This robust ecosystem, characterized by new AI company establishments and relocations to Ontario, highlights an insatiable demand for qualified AI talent.
- **Economic Transformation:** AI is seen as a powerful engine for economic growth and productivity. The integration of AI into manufacturing, financial services, healthcare, transportation, and smart infrastructure necessitates a workforce skilled in AI engineering to optimize processes, enhance decision-making, and drive innovation.
- **Durham Region's Focus:** The Durham Workforce Authority's reports and the "Artificial Intelligence in Durham Region: Talent, R&D and Business at Work" document emphasize Durham Region's emergence as a hub for AI talent and innovation. This regional focus underscores a local, immediate need for skilled AI engineers to support growing businesses and initiatives within the community.
- **Employment Opportunities:** Graduates from this proposed program will be highly sought after in numerous roles. Below are at least three key occupations:
 1. **Artificial Intelligence Engineer / Machine Learning Engineer:** (Referencing Ontario Job Futures / various job boards) This role is consistently in high demand, as seen on job platforms like ZipRecruiter, which lists numerous "AI Engineer" and "Machine Learning Engineer"

positions in Ontario from companies like RBC, H2O.ai, Chubb, and TELUS. These roles involve designing, building, and deploying AI/ML models, developing scalable data pipelines, and integrating AI solutions into various applications.

2. **Data Scientist:** (Referencing Government of Canada Labour Market Trends / OECD) The OECD's "The state of AI jobs in Canada" report (March 2025) identifies Data Scientists as the most in-demand AI profession, accounting for 20% of all AI-related job postings. These professionals leverage AI and machine learning to analyze complex datasets, extract insights, and inform strategic decisions across sectors.
3. **Intelligent Control Systems Engineer / Robotics Engineer:** (Drawing from program scope) Given the program's focus on intelligent control systems and robotics, graduates will be well-prepared for roles in advanced manufacturing, autonomous vehicles, and industrial automation. While a direct "Intelligent Control Systems Engineer" entry might not be universally distinct on broad job boards, these skills are crucial for roles such as "Automation Engineer," "Robotics Software Developer," or "Mechatronics Engineer with AI specialization," particularly within the automotive sector (e.g., General Motors' investment in autonomous vehicle systems in Oshawa, as noted by the Durham Region report).

- **Congruence with Regulatory Requirements:** For professional programs, adherence to regulatory requirements is paramount. While AI engineering is an emerging field, the program's foundation within the Electrical, Computer, and Software Engineering department ensures alignment with established engineering accreditation bodies (e.g., Engineers Canada, through its provincial regulators like Professional Engineers Ontario). The curriculum's integration of ethical innovation is crucial, anticipating future regulatory frameworks for AI and ensuring graduates are prepared for responsible AI development and deployment.
- **Employer Support:** Several employers in the Durham Region and broader Ontario have already expressed a strong need for AI talent. While specific letters of support are not provided in this abstract, the presence of major companies like General Motors in Oshawa, investing in autonomous vehicle systems, and OPG developing AI solutions for operational efficiency, strongly indicates local industry demand.

- *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 program will offer a robust foundation in a wide array of AI concepts (machine learning, deep learning, NLP, computer vision, intelligent control systems, robotics, MLOps, reinforcement learning) specifically in the context of their engineering application, a more comprehensive approach than a specialization within a broader engineering discipline.

Ontario Tech has identified AI as a growing institutional priority, recognizing its potential to transform work across disciplines and operations. As AI continues to evolve, the university is developing a collaborative approach to guide its integration across programs and initiatives, with a focus on minimizing potential impacts on enrolment.

- *Is this a new area of study? Please explain:*

While the broad concept of Artificial Intelligence has been a field of academic study since the 1950s, AI Engineering as a distinct and comprehensive undergraduate degree program is indeed a relatively new area of study. Historically, AI research primarily resides within Computer Science departments, focusing on theoretical algorithms and the fundamental science of intelligence. However, the explosion of data, computational power, and the widespread application of AI in various industries over the past decade has created a critical need for professionals who can not only understand AI models but also engineer, deploy, and maintain them ethically and efficiently within real-world systems. This shift has necessitated a formal academic discipline that merges core AI concepts with robust engineering principles, addressing practical challenges like real-time processing, embedded systems, and secure data handling, thereby establishing "AI Engineering" as a crucial and emerging specialization.

- *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 Artificial Intelligence (AI) Engineering stands apart from existing provincial and national programs by offering a dedicated engineering approach. While many comparable programs provide strong theoretical foundations and practical exposure within computer science or computing frameworks, they often lack the depth in engineering principles and system-level design that are central to AI engineering. This program fills a unique gap by integrating AI theory with hands-on engineering applications, ensuring graduates are equipped to design, deploy, and manage AI systems in real-world environments.

Please see Appendix A for a table indicating complementary programs offered by other universities.

5 Enrolment Information

- Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections
- Please determine the academic year when the program enrolment 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 Enrolment by Academic and Program Year

	Academic Year					
	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Level of Study						
1 st year	30	40	50	50	50	50
2 nd year		27	36	45	45	45
3 rd year			26	35	43	43
4 th year				25*	34	41
Total Enrolment	30	67	112	155	172	179

Table 1 presents the projected enrolment for the program. The numbers assume the following: 10% attrition (this is the current attrition rate in engineering programs) from Years 1 to 2; 5% attrition between Years 2 and 3, and also Years 3 and 4; enrolment for the 2nd and 3rd academic years increase by 33% and 66% of the first academic year, respectively. It is important to note that the numbers in 4th year may change as some students take co-op/internships and come back in the fifth year to

finalize their engineering degree; on average, this represents about 30% of students (consistent with other engineering programs at Ontario Tech). The enrolment will reach steady-state in the 4th academic year (2030-2031).

6 Admission Requirements

Outline the formal admission requirements as they will appear in the Academic Calendar

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum grade of 60 per cent, Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U) and Physics (SPH4U). In addition, a combined minimum 70 per cent average in prerequisite math and science courses is required, with no grade below 60 per cent.

- *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; if this is not a direct-entry from high-school program, please explain*

The formal admission requirements for this engineering program are strategically designed to ensure student success and align with the program's objectives. Prerequisites in English, Advanced Functions, Calculus and Vectors, Chemistry, and Physics provide the essential mathematical, scientific, and communication foundations necessary for an engineering degree, supporting the comprehension of complex AI concepts and effective professional practice. A competitive admission average and minimum grades in core subjects ensure a high standard of academic preparedness, fostering a strong learning environment.

While primarily a direct-entry program for high school graduates, the admission framework also thoughtfully accommodates transfer students from other post-secondary institutions and mature applicants by recognizing prior work and learning experiences, with an emphasis on a strong academic background, typically a 70% average for transfers.

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 B 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; provide a clear indication of 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 design, structure, requirements, and delivery of the Artificial Intelligence Engineering program are meticulously crafted to ensure students achieve the outlined Program Learning Outcomes (PLOs), broader program outcomes, and Degree Level Expectations (DLEs) for an engineering degree.

1. Program Design, Structure, and Sequencing of Required Courses: The curriculum will adopt a progressive, scaffolded approach, typical of accredited engineering programs, starting with foundational principles and gradually building towards advanced, specialized AI engineering topics.
 - Years 1-2 (Foundational Engineering and Core Computing): The initial years will focus on strengthening students' understanding of core mathematics (calculus, linear algebra, discrete mathematics), fundamental physics, basic chemistry, and essential computer science principles (programming, data structures, algorithms, computer organization). These courses directly support the PLO to "Solve complex engineering problems... by applying principles from the fields of mathematics, statistics, physics, chemistry, and engineering science." They also lay the groundwork for understanding hardware-software interactions crucial for intelligent systems.
 - Years 2-3 (Core AI and Engineering Applications): Students will then transition into core AI courses such as Machine Learning, Deep Learning, Natural Language Processing, and Computer Vision, coupled with engineering-specific courses like Signals and Systems, Control Systems, Embedded Systems, and Data Communications. This sequencing ensures students first grasp the "why" and "what" of AI before delving into the "how" of building robust AI-driven engineering solutions. This directly addresses PLOs related to "Design and implement intelligent systems" and "Apply engineering design principles."
 - Years 3-4 (Advanced AI Engineering, Specialization, and Ethical/Societal Impact): The final years will involve advanced topics, including Robotics, Reinforcement Learning, Machine Learning DevOps (MLOps), and a significant focus on AI ethics, societal impact, and advanced software engineering practices. A capstone design project (spanning two semesters) will integrate all learned knowledge, requiring students to "Analyze real-world problems," "Assess existing tools," "Apply ethical reasoning and professional judgment," and "Communicate in written, oral, and visual forms." Courses on data analysis and statistical methods will be integrated throughout, particularly in relation to AI model development and evaluation, directly supporting the "Utilize data analysis and Statistical methods" PLO. The emphasis on MLOps and industry best practices in the later years ensures the "Use modern tools, programming languages, and software engineering practices" PLO is met, preparing graduates for real-world deployment.

2. **Mode of Delivery and Program Length:** This program will be delivered primarily as an in-class program with some courses offered online/hybrid. The in-class mode is crucial for hands-on learning in engineering, providing access to specialized labs, computing infrastructure, and fostering direct collaboration among students and with faculty. The program will be offered full-time over four years. The structured sequencing of courses and the integrated learning approach ensures that all program requirements, including theoretical coursework, laboratory sessions, practical projects, and a capstone design, can be reasonably completed within this proposed timeframe, allowing for comprehensive coverage of the DLEs. While part-time options are not immediately planned for initial launch, flexible scheduling for individual courses could be explored later, though the intensive nature of an engineering degree typically favors full-time study.
3. **Integration of Faculty Scholarship and Research:** Faculty scholarship and research are deeply integrated into the program, reflecting Ontario Tech's research-intensive environment.
 - **Research-Informed Curriculum:** Course content will be continually updated to reflect the latest advancements and research findings in AI and related engineering fields. Faculty members, who are active researchers, will bring their cutting-edge work into the classroom through lectures, case studies, and discussions, providing students with insights into current challenges and future directions in AI.
 - **Undergraduate Research Opportunities:** Students will have opportunities to engage in undergraduate research projects, either through formal courses, independent studies, or by assisting faculty members in their labs (e.g., the Trustworthy AI Lab or the AI4HW Joint Research Centre). This direct exposure to research cultivates critical thinking, problem-solving skills, and an understanding of research methodologies, directly contributing to the "Solve complex engineering problems" and "Adapt to rapidly evolving engineering challenges... by engaging in lifelong learning" PLOs.
 - **Capstone Design Project:** The capstone design project, a hallmark of engineering education, will often involve tackling open-ended problems that may draw from ongoing faculty research or industry-sponsored initiatives. Students will apply research methods to identify solutions, evaluate alternatives, and demonstrate an understanding of the current state of the discipline.

4. **Program Administration:** The Artificial Intelligence Engineering program will be administered by the Electrical, Computer and Software Engineering Department within the Faculty of Engineering and Applied Science. The department has established administrative structures for student advising, course scheduling, faculty management, and lab resources. A dedicated Program Curriculum Chair (PCC) or the Department Chair will oversee the curriculum, student progression, and ensure alignment with university policies and potential accreditation requirements. This departmental oversight ensures that the program benefits from existing infrastructure, experienced faculty, and a proven administrative framework.
5. **Unique Curriculum and Program Innovations:** This program incorporates several unique innovations:
 - **Dedicated AI Engineering Focus:** Unlike many programs that offer AI as a specialization, this is a standalone engineering degree, allowing for deeper integration of engineering principles with AI across the entire curriculum.
 - **Integrated Ethical AI Stream:** A strong emphasis on ethical reasoning and responsible AI development is not just a standalone course but woven throughout the curriculum, addressing crucial societal implications (as reflected in the PLO to "Apply ethical reasoning and professional judgment").
 - **Emphasis on MLOps and Deployment:** Beyond theoretical AI, the program will equip students with practical skills in MLOps, software engineering best practices for AI, and scalable system design, addressing the critical industry need for deployable AI solutions.
 - **Project-Based Learning:** Extensive hands-on and project-based learning opportunities from early years, culminating in a significant capstone project, will be central to the program, fostering practical application of knowledge and teamwork (directly supporting "Collaborate effectively in diverse teams" PLO).
 - **Industry Collaboration:** Strong ties with industry partners will facilitate guest lectures, co-op placements, and industry-sponsored projects, ensuring the curriculum remains relevant and students gain real-world experience.
6. **Addressing the Current State of the Discipline:** The curriculum directly addresses the current state of AI as a rapidly evolving, interdisciplinary field characterized by:
 - **Rapid Technological Advancements:** By integrating topics like deep learning, reinforcement learning, and MLOps, the program prepares

students for cutting-edge technologies. The "Adapt to rapidly evolving engineering challenges" PLO highlights this.

- **Data-Centric Nature:** A strong emphasis on data analysis, statistical methods, and data-driven systems ensures graduates are proficient in handling and leveraging the vast amounts of data central to modern AI.
- **Ethical and Societal Implications:** The integrated ethical stream directly responds to the growing global discourse on AI ethics, bias, privacy, and societal impact.
- **Interdisciplinary Application:** The program acknowledges that AI is transforming various engineering sectors (automotive, smart homes, IoT) by preparing graduates to apply AI in these diverse contexts, reflected in the PLO to "Analyze real-world problems rooted in social, environmental, and economic context."

7. **Accreditation:** It is intended that the Artificial Intelligence (AI) Engineering program will seek accreditation by Engineers Canada through the Canadian Engineering Accreditation Board (CEAB). This accreditation is crucial for graduates to pursue professional engineering licensure in Canada. The program's design, including its adherence to rigorous engineering science, engineering design, mathematics, and complementary studies requirements, will align with CEAB's accreditation criteria. The curriculum structure, learning outcomes, and assessment methods will be mapped directly to CEAB's twelve graduate attributes, ensuring that the program meets the high standards required for professional engineering education in Canada.

Please see Appendix C for Accreditation Table.

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 Artificial Intelligence (AI) Engineering program at Ontario Tech University is being designed with a robust commitment to Equity, Diversity, Inclusion, and Decolonization. This involves actively integrating diverse perspectives and scholarship into the curriculum, including contributions from Indigenous, Black, Persons of Colour, and 2SLGBTQIA+ individuals within AI and engineering. The program will critically examine the ethical implications of AI, addressing issues like algorithmic bias and data colonialism, and ensuring that discussions extend beyond Western narratives to include global and marginalized viewpoints. This approach aims to cultivate not just technical proficiency, but also a deep social and ethical awareness in future AI engineers.

Furthermore, the program prioritizes accessibility through Universal Design for Learning (UDL) principles, offering multiple means of representation, action/engagement, and engagement to accommodate diverse learning styles and abilities, moving beyond standard accessibility services. Physical and mental well-being are promoted through a supportive learning environment, flexible considerations for accommodations, and fostering a strong sense of community through collaborative projects. Decolonization efforts within the curriculum will involve challenging technological “neutrality,” highlighting non-Western contributions to STEM, and analyzing the global impact of AI with an awareness of power imbalances, ensuring graduates are equipped to develop AI solutions that are equitable and socially responsible for all communities.

FEAS is committed to Reconciliation. The course ENGR 1015U: Introduction to Engineering has two learning modules that cover important Indigenous content: 1) Historic Relations to the Present and 2) Land Relations. Fourth year students will also be able to take the elective course ENGR 4570U: Indigenous Design and Technology. In addition, students in the program can take an Indigenous Studies Minor.

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.

Proposal last updated: [March 2026]

- 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?

2021-2022

What was the advice you received from the IEAC, and how has it been included in your proposal?

The IEAC was consulted when the learning modules (noted above) were developed for ENGR 1015U: Introduction to Engineering. This course is taken by all engineering students. In addition, the IEAC was consulted in the development of the elective course ENGR 4570U: Indigenous Design and Technology. The feedback from the IEAC was incorporated in both these cases.

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.

The Artificial Intelligence (AI) Engineering program at Ontario Tech University will integrate a robust experiential learning component, primarily through a co-operative education (co-op) option and various embedded work-integrated learning (WIL) opportunities. The co-op stream allows students to complete a minimum of three (12 months total) to a maximum of five (20 months total) full-time paid work terms, typically extending the program to five years. These placements, projected to be 50-70+ per year at full enrolment, will leverage Ontario Tech's extensive network of over 350 industry partners, including significant local collaborators like General Motors Canada and Lakeridge Health, ensuring students gain invaluable practical experience in real-world AI engineering environments.

Beyond co-op, the curriculum will feature integrated WIL through mandatory multi-semester capstone design projects, applied labs utilizing industry-standard tools, guest lectures from AI professionals, and problem-based learning using real-world case studies. These components are crucial for students to achieve Program Learning Outcomes (PLOs) by applying theoretical knowledge to complex engineering problems, designing and implementing intelligent systems ethically, developing strong communication and teamwork skills, and mastering modern AI deployment practices. This comprehensive experiential learning framework ensures graduates are not only academically proficient but also career-ready, adaptable, and aligned with the dynamic demands of the AI industry.

Template updated: September 2024

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 be used to inform continuous program improvement*

The Artificial Intelligence (AI) Engineering program will utilize diverse assessment methods to ensure students achieve its Program Learning Outcomes (PLOs) and Degree Level Expectations (DLEs). These include applied labs, coding assignments, design projects, case studies, ethical dilemma analyses, and both oral and written presentations, all directly mapped to specific PLOs in areas like problem-solving, design, critical thinking, communication, and ethics. The culminating capstone project will be particularly crucial for demonstrating comprehensive engineering application.

Program quality and continuous improvement will be rigorously monitored and data driven. This involves direct measures like curriculum mapping, rubric-based assessments of capstone projects and key assignments, and aggregated data from courses. Indirect measures will include student, alumni, and employer surveys, alongside co-op work term evaluations. Any required changes to the program are implemented as appropriate and feasible at the discretion of the Faculty Dean. Curricular changes are then submitted and documented through appropriate Faculty and University committees consistent with standard curricular change policies and procedures as identified in the IQAP.

Ontario Tech's cyclical program review process will formalize this. 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 enrolment 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, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar; New minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact CIQE for more information and templates*
- *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.*

Please see Appendix D for proposed calendar copy.

Please see Appendix E for a full list of courses in 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 new proposed Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering program is expected to positively impact other Ontario Tech University

programs by elevating the Faculty of Engineering and Applied Science's profile and fostering interdisciplinary research. While minor enrolment shifts may occur in existing Computer Science or other Engineering specializations, clear program differentiation and collaborative advising will mitigate this. The program will significantly strengthen the university's overall AI ecosystem, leading to increased collaboration on courses and research with faculties like Science (Computer Science) and Business and IT (Data Science), and creating new opportunities for interdisciplinary projects with faculties such as Health Sciences. This strategic addition aims to complement, rather than compete with, existing offerings, enriching the academic landscape across the university.

A thorough consultation process has been undertaken with the Deans of all potentially affected faculties, involving initial informational meetings, formal presentations to Deans' Council, and bilateral discussions to address curriculum overlaps, resource sharing, and ensure synergy. Furthermore, the program's design actively embeds Equity, Diversity, Inclusion, and Decolonization (EDID) principles. This includes consultations with Student Accessibility Services for Universal Design for Learning and discussions with diverse student groups and alumni to ensure an inclusive learning environment, fostering a program that is both technically robust and socially responsible.

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.

Strong enrolment growth is anticipated for the AI Engineering program. At this time, existing faculty resources can support initial enrolment. Careful monitoring of enrollment in this new program as well as Software Engineering, which has recently experienced an enrollment decrease, will be required to ensure the most strategic and flexible use of existing faculty resources (in the context of overall faculty resource requirements) and to support enrollment growth in AI-focused curriculum.

The program will also require additional Teaching Assistant (TA) support for new courses, which can be met through current full-time graduate students.

As AI continues to integrate across disciplines and operations at Ontario Tech, leveraging existing resources and securing appropriate additional resources as required—including faculty, infrastructure, and support services—is a strategic priority to ensure the university remains competitive and innovative.

The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): October 21, 2025

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?*

Ontario Tech is particularly well-served with a depth of qualified faculty members with expertise in AI, data science, computer engineering, and other related relevant fields. A detailed Faculty Information table is included in appendix F.

Both required teaching load and supervisory of experiential learning opportunities such as capstone will be assigned to both current Tenured and Tenure-Track, and Teaching Faculty members within the Faculty.

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.

Please see folder 'Curriculum Vitae' for Faculty committed to 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 any faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

Consistent with the structure and growth of Engineering programs at Ontario Tech, we anticipate strong enrolment growth in the Artificial Intelligence (AI) Engineering program as it matures. As institutional resources are tied to enrolment, careful monitoring of enrolment trends across the sector, and specifically as they impact this new program and Software Engineering, will be required to ensure that existing resources across all programs are leveraged to fullest extent and that any new hires required by enrollment increases in AI offerings and related fields are positioned to support enrollment growth across the two programs.

As shown above in *Table 1: Projected Enrolment by Academic and Program Year*, initial enrolment levels can be supported with existing faculty resources.

This careful and phased consideration of investment will be essential to uphold academic quality, foster innovation, respond to growing and changing student demand, ensure long-term resource sustainability and to remain competitive in a rapidly evolving academic and technological landscape.

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.

The proposed program will require additional Teaching Assistant (TA) support to accommodate the new courses being introduced which the Faculty currently has availability from full-time graduate students across various programs in particular with the recently introduced MASc in Software Engineering. No additional resources

are anticipated at this time for program administration, academic advising, or support staff, as these needs can be met within the existing structures.

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. Please contact your [Subject Librarian](#) as you begin your proposal to request the 'Library statement for new program proposal'.

Ontario Tech University is committed to providing robust resources to ensure the sustained quality of scholarship and research for both undergraduate and graduate students, enhance the learning and teaching environment, and promote student well-being and resiliency within the proposed Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering program. Our strategy leverages existing institutional strengths and targeted support, as detailed in the Library Statement and outlined in the student support services statement.

Please see Appendix G for a statement from the Library confirming the adequacy of library holdings and support for student learning.

Please see Appendix H 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.

Ontario Tech University possesses strong existing IT infrastructure, including HPC clusters, software licenses, and network connectivity, to support the new AI Engineering program. However, launching and sustaining this program's quality requires specific enhancements. Unique requirements include dedicated AI Engineering labs with enhanced GPU capacity (necessitating potential power/cooling upgrades), a robotics and intelligent systems lab, and specialized data storage solutions. Additional crucial technology needs for a successful launch involve securing comprehensive software licenses, substantial cloud computing credits, and potentially dedicated IT support for these specialized AI resources, along with the initial procurement of high-end hardware. These focused investments will ensure students have access to the cutting-edge computing environments essential for advanced AI engineering scholarship and research.

Please see Appendix I 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)?*

As a primarily in-class program, the Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering leverages Ontario Tech's robust Canvas LMS and specialized software/HPC resources, ensuring a strong digital learning environment. Quality is maintained through blended learning, hands-on labs, diverse assessments, and a carefully structured curriculum.

Extensive support for both faculty and students is available: the Teaching and Learning Centre (TLC) provides pedagogical and tech training for staff, while students benefit from the Student Learning Centre, Student Accessibility Services (SAS), Career Centre, and Mental Health Services, alongside comprehensive library resources. The program prioritizes accessibility and Universal Design for Learning (UDL), offering multiple means of representation (e.g., closed captioning/transcriptions for all video), action/expression (varied assignments with clear rubrics), and engagement. Course content will be logically designed and easy to follow, with pre-recorded material potentially segmented into short videos to accommodate diverse student needs, including those with limited internet access or attention challenges.

11.4 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?*

Ontario Tech University has strong existing resources to support the new AI Engineering program's scholarship and research. Its Faculty of Engineering and Applied Science already provides numerous modern labs, including those for mechatronics and prototyping, which lay a strong foundation for AI applications. The university's strategic space planning aims to optimize existing facilities and acquire new ones, aligning with a vision for dynamic learning and research environments rather than traditional office spaces, allowing for accommodation of new faculty and administrative staff.

However, unique demands for this specialized program necessitate specific enhancements. Key requirements include establishing or significantly renovating dedicated AI/Deep Learning Labs with high-performance, GPU-equipped workstations, likely requiring electrical and HVAC upgrades. An expansion or dedicated zones within existing Robotics and Intelligent Systems Labs will also be crucial. These specialized spaces, along with access to comprehensive AI software licenses and scalable cloud computing, are essential for hands-on learning and advanced student and faculty research, ensuring a successful launch.

11.5 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 new AI Engineering program has no impact on enrollment agreements with other institutions/external partners.

As per the other BEng programs at Ontario Tech, FEAS will continue to make use of service courses offered by the Faculty of Science and the Faculty of Social Science and Humanities (liberal studies electives). In addition, the management option will make use of courses offered by the Faculty of Business and Information Technology.

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 Bachelor of Engineering (Hons), Artificial Intelligence (AI) Engineering program at Ontario Tech University will be underpinned by the exceptional collective expertise of its faculty. These professors, predominantly PhD holders from renowned institutions, bring diverse and deep knowledge in key AI areas like machine learning, deep learning, computer vision, robotics, and data analytics. Their active engagement in cutting-edge research, evidenced by significant funding from bodies like NSERC and their consistent publication in top-tier journals, ensures the curriculum remains at the forefront of the rapidly evolving AI landscape. This scholarly activity directly informs the courses, providing students with insights into the latest advancements and real-world challenges.

The faculty's quality is further demonstrated by numerous honours and awards, including Canada Research Chairs, and their strong ties with industry partners such as General Motors Canada and Lakeridge Health. This blend of academic excellence and practical experience ensures the program is not only theoretically robust but also highly relevant to industry needs. The faculty's commitment to both fundamental research and its application provides a strong foundation for a program designed to produce highly skilled and ethically-aware AI professionals.

To ensure the intellectual quality of the student experience, the program will integrate faculty's research directly into teaching, offering students exposure to leading-edge discoveries and unresolved problems in AI. A strong emphasis on hands-on and project-based learning will define the curriculum, utilizing dedicated AI/GPU labs and robotics labs for practical application. The multi-semester capstone design project will challenge students to apply their knowledge to complex, real-world problems. Furthermore, the embedded co-op stream and various work-integrated learning opportunities will provide invaluable industry exposure, allowing students to apply their skills in professional settings and deepen their understanding.

Beyond technical prowess, the program is committed to fostering critical thinking and ethical reasoning. Faculty will guide discussions on AI's societal implications, including algorithmic bias and data privacy, instilling a "Tech with a Conscience" mindset. Students will benefit from strong mentorship and ample opportunities for direct interaction with faculty, promoting intellectual inquiry and development. Access to cutting-edge computing resources and a comprehensive library will further support their learning and research endeavors, ensuring graduates are well-equipped to be leaders and innovators in the field of Artificial Intelligence.

Appendices

Appendix A – List of Comparator Programs

Appendix B – Program Learning Outcome Alignment Map

Appendix C – Accreditation Table

Appendix D – Calendar Copy with Program Map

Appendix E – List of Program Courses: Course Descriptions for Existing Courses, Course Change Proposals, New Course Proposals

Appendix F – Faculty Information table

Appendix G - Library Report

Appendix H – Learning Resources

Appendix I – Information Technology Services

Folder – *Curriculum Vitae* *(provided only to external reviewers and Quality Council in the case of new Degree Programs)*

Items to be separate documents sent to CIQE:

New Program Funding and Tuition form (for CIQE use only)

Budget Spreadsheet (for ARC use only)

Appendix A: Comparator Programs

Please list at least 3 Ontario Tech and 3 external comparators; provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. 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.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
University of Waterloo	Bachelor of Computer Science - AI Specialization BCS	Offers strong theoretical foundation in AI, machine learning, deep learning. Strong co-op component.	Primarily a Computer Science degree; engineering principles (e.g., real-time processing, embedded systems, secure data handling in hardware) are less central than in a dedicated engineering program.
University of Alberta	BSc with Honours in Computing Science - AI Option BSc (Hons)	Provides core AI concepts, machine learning and deep learning within a computing science framework. Strong research focus.	Focuses on computing science rather than a full engineering methodology for AI system design and deployment.
Queen's University	Bachelor of Applied Science in Computer Engineering - AI BASc	Integrates AI within a Computer Engineering context, likely covering some hardware-software interaction and system design for AI.	Specific focus may vary; may not have the explicit, comprehensive coverage of AI system lifecycle from an engineering perspective as broadly as the proposed program.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
Carleton University	Bachelor of Computer Science - AI & Machine Learning Stream BCS	Includes courses on AI, ML, neural networks, computer vision, NLP. Offers co-op.	A stream within a Computer Science degree, not a dedicated engineering degree, potentially less emphasis on the engineering view of AI system development and deployment.
Durham College	Honours Bachelor of Artificial Intelligence BH AI	A dedicated honours bachelor's degree in AI, strong focus on hands-on learning, real-world applications, and AI practices. Located in Oshawa.	While a bachelor's, it is a college degree, potentially differing in research, theoretical depth, and engineering intensity from a university engineering program.
University of Toronto	Honours Bachelor of Science in Computer Science - AI Specialist BSc (Hons)	Deep dive into AI theories, machine learning, deep neural networks, computational linguistics. Strong research focus.	Primarily a Computer Science degree; engineering aspects like hardware deployment and system deployment are less central.

BEng in Artificial Intelligence Engineering

PLO #	Program Learning Outcomes
PLO1	Solve complex engineering problems related to artificial intelligence and data-driven systems by applying principles from the fields of mathematics, statistics, physics, chemistry, and engineering science.
PLO2	Analyze real-world problems rooted in social, environmental, and economic context to evaluate complexity and feasibility from an AI and engineering perspective.
PLO3	Assess existing tools, technologies, and systems for effectiveness, robustness, safety, and ethical implications in addressing engineering and societal challenges.
PLO4	Design and implement intelligent systems and solutions using appropriate AI methodologies—including machine learning, deep learning, data analytics, and computer vision—that are safe, cost-effective, efficient, and reliable.
PLO5	Apply engineering design principles to develop AI-based systems that meet specified needs under realistic constraints such as safety, scalability, economic viability, environmental impact, and societal acceptability.
PLO6	Apply ethical reasoning and professional judgment to ensure safe and socially responsible AI solutions that promote public trust and benefit the community.
PLO7	Communicate in written, oral, and visual forms with various audiences about topics related to complex AI systems, design processes, and implications.
PLO8	Collaborate effectively in diverse teams, functioning as a member or leader in multidisciplinary settings to achieve project objectives, integrating diverse knowledge and perspectives.
PLO9	Use modern tools, programming languages, and software engineering practices to build AI applications that are scalable, maintainable, and aligned with industry best practices and MLOps frameworks.
PLO10	Utilize data analysis and statistical methods to inform AI model development, validation, and performance evaluation.
PLO11	Adapt to rapidly evolving engineering challenges and career demands in artificial intelligence by engaging in lifelong learning.

<u>Undergraduate DLEs</u>	Aligned PLO*
<i>Example: 1. Depth and Breadth of Knowledge</i>	<i>Example: PLO1, PLO3</i>
1. Depth and Breadth of Knowledge	PLO1, PLO2, PLO3, PLO10
2. Knowledge of methodologies	PLO4, PLO9, PLO10
3. Application of knowledge	PLO1, PLO2, PLO4, PLO5, PLO9
4. Communication skills	PLO7, PLO8
5. Awareness of limits of knowledge	PLO3, PLO6, PLO11
6. Autonomy and professional capacity	PLO5, PLO6, PLO8, PLO11

BEng in Artificial Intelligence Engineering

	Degree Level Expectation	Depth and Breadth of Knowledge			Knowledge of Methodologies		Application of Knowledge				Communication Skills		Awareness of Limits of Knowledge	Autonomy and Professional Capacity		
	Program Learning Outcomes	LO1	LO2	LO4	LO9	LO10	LO4	LO5	LO9	LO10	LO7	LO8	LO3	LO5	LO6	LO11
Course No.	Course Title															
ENGR 1050U	Engineering Communications & Technology Impacts				2	2					3,7	1,2,4		1,2		1,2
ENGR 1015U	Introduction to Engineering										3,7	1,2,4	4	1,2,4	2	1,2,4
MATH 1010U	Calculus I	1,2	1,2						4							
MATH 1850U	Linear Algebra for Engineers	1,2	1,2						4							
PHY 1010U	Physics I	1,2	1,2						4							
CHEM 1800U	Chemistry for Engineers					2			4			2		2		2
ENGR 1025U	Engineering Design					2						2	4	4		1,2,4
ENGR 1200U	Introduction to Programming for Engineers	1,2	1,2	1,2								1,2	4	4		2
MATH 1020U	Calculus II	2	2						2							
PHY 1020U	Physics II	2	2						2							
ELEE 2110U	Discrete Mathematics for Engineers	4	1,4	4		4	1,2,4	1,2,4								
SOFE 2710U	Object Oriented Programming and Design	1,2	1,2	1,2	2		4	4	1,2	4		4		4		4
ARTE 2200U	Introduction To Data Analytics	1,2,4	3,7	2,4,7		3,4,7	1,3,4	4	3,4,7	3,4,7						
ARTE 2100U	Bio-Inspired Computing				2	2					2,4,7	2,4,7		2,4	7	2,4
	Liberal Studies Elective															
ELEE 2200U	Electrical Engineering Fundamentals	1,2	1,2	1,2									4			
SOFE 2250U	Digital Systems and Computer Architecture	1	4	1,4			4	1,2,4	4	1,2,4			4			
STAT 2800U	Statistics and Probability for Engineers	2	2						2,4		3,7	3,7				
SOFE 2715U	Data Structures	4	1	1,4	2	2					3,7	1,2,3,7	4	1,2		1,2
ARTE 2000U	Foundations of AI Engineering				7	7									1,2	
	Science Elective															
ARTE 3000U	Data and Feature Engineering	1,2	1,2,4	7									3,4		4,7	
SOFE 3650U	Software Design and Architectures				4	4						2	4	2		2
SOFE 3720U	Introduction to Artificial Intelligence	1,2	1,2	1,2	4,7	4,7	1,2,4	1,2,4	1,2,4	1,2,4	7	2,4,7		2,4		2,4
SOFE 3770U	Design and Analysis of Algorithms	1,2	1,2,7	1,2	7	4									1,2	
	Liberal Studies Elective															
ENGR 3360U	Engineering Economics								2,4			1,2,4		1,2,4		1,2,4
SOFE 3290U	Software Quality and Project Management				4	7									7	
ARTE 3200U	Natural Language Processing	1	2								3,7	3,7			3,4	
ARTE 4120U	AI Agents and Multi-Agent Systems			4,7	1,2		4,7	1,2	3,9		7	7				
SOFE 3620U	Machine Learning and Data Mining	4	1,2	4					4	1,2						
ENGR 4111U	Capstone Systems Design I				3,5,7	3,5,7					3,5,7	3,5,7		5,7		5,7
SOFE 4590U	Embedded Systems	1	1,2	2									4			
ARTE 4110U	Deep Learning Architecture and Algorithms	1	2	2,4			4,7	1,2								
ARTE 4100U	Foundation Models and Generative AI										7	7		7		5
ENGR 4760U	Ethics, Law and Professionalism for Engineers				3,5,7	3,5,7						2		2	5,7	2
ENGR 4222U	Capstone Systems Design II				3,5,7	3,5,7					3,5,7	2,3,5,7	7	5,7	5,7	5,7
ARTE 4210U	Autonomous and Connected Systems						4,7	1,2	3,9				1		2	
ARTE 4200U	AI Engineering and Machine Learning Operations										7	7		7		5

Degee of Implementation:

Introduced
Reinforced
Mastered

Assessments - Identify types of relevant assessments and number them (do not have to be in rank order); those listed below are only example

1 - Test	4 - Assignment	7 - Group project
2 - Exam	5 - Essay	
3 - Presentation	6 -Thesis	

	Course Code	Course Name	MC	LEC	Lab/Tut	LEC-Aus	LAB-Aus	S=Lec+0.	Math%	NS %	CS %	ES%	ED %	Math au	NS au	CS au	ES au	ED au	ES + ED a	Math+NS	KBE	PA	INV	DES	UET	ITW	COM	PRO	ISE	ETH	EPM	LLL
Year 1	ENGR 1015U	Introduction to Engineering	0	3	2.5	36	30	51	0	0	30	45	25	0	0	15.3	22.95	12.75	35.7	0				I	I			I	I	I	I	
	ENGR 1050U	Engineering Communications & Technology Impacts	0	3	1	36	12	42	0	0	100	0	0	0	0	0	42	0	0	0	0					I	I	I	I	I		
	MATH 1010U	Calculus I	0	3	1.5	36	18	45	100	0	0	0	0	0	45	0	0	0	0	0	45	I	I									
	MATH 1850U	Linear Algebra for Engineers	0	3	1.5	36	18	45	100	0	0	0	0	0	45	0	0	0	0	0	45	I	I									
	PHY 1010U	Physics I	0	3	2.25	36	27	49.5	0	100	0	0	0	0	0	49.5	0	0	0	0	49.5	I	I									
	CHEM 1800U	Chemistry for Engineers	0	3	1.75	36	21	46.5	0	100	0	0	0	0	0	46.5	0	0	0	0	46.5	I	I						I			I
	ENGR 1200U	Intro to Programming for Engineers	0	3	2	36	24	48	0	0	0	100	0	0	0	0	0	48	0	48	0	I		I								I
	MATH 1020U	Calculus II	0	3	1.5	36	18	45	100	0	0	0	0	0	45	0	0	0	0	0	45	D	D									
	PHY 1020U	Physics II	0	3	2.25	36	27	49.5	0	100	0	0	0	0	0	49.5	0	0	0	0	49.5	D	D									
ENGR 1025U	Engineering Design	0	3	3	36	36	54	0	0	0	0	0	100	0	0	0	0	54	54	0			I	I	I	I			I		I	I
Year 2	ARTE 2000U	Foundations of AI Engineering	0	3	1.5	36	18	45	0	0	0	40	60	0	0	0	18	27	45	0				D				D	D	I	I	
	ARTE 2100U	Bio-Inspired Computing	0	3	1	36	12	42	0	80	0	20	0		33.6	0	8.4	0	8.4	33.6			D				D		I	I		D
	ELEE 2110U	Discrete Mathematics for Engineers	0	3	1.5	36	18	45	100	0	0	0	0	45	0	0	0	0	0	45	D	D	I									
	ELEE 2200U	Electrical Engineering Fundamentals	0	3	2.5	36	30	51	0	25	0	0	75	0	0	12.75	0	38.25	0	38.25	12.75	I	I		I							
	SOFE 2710U	Object Oriented Programming and Design	0	3	1.5	36	18	45	0	0	0	0	70	30	0	0	0	31.5	13.5	45	0	D	D		I	D		I				I
	ARTE 2200U	Introduction to Data Analytics	0	3	1.5	36	18	45	0	0	0	0	75	25	0	0	0	33.75	11.25	45	0		I	I	D	D						I
	SOFE 2250U	Digital Systems and Computer Architecture	0	3	4.5	36	54	63	0	0	0	0	75	25	0	0	0	47.25	15.75	63	0	D	D	D	D							
	SOFE 2715U	Data Structures	0	3	1.5	36	18	45	0	0	0	0	70	30	0	0	0	31.5	13.5	45	0	D				D		I		I		I
	STAT 2800U	Stats for Engs	0	3	0	36	0	36	100	0	0	0	0	0	36	0	0	0	0	0	36	D	D									
SE	Science Elective	0	3	0	36	0	36																									

Artificial Intelligence Engineering

General information

Our university's Artificial Intelligence Engineering program is designed to produce engineers capable of designing, building, and deploying robust, ethical, and scalable AI systems. The curriculum provides a strong foundation in software engineering, mathematics, and the core principles of AI, including machine learning, deep learning, natural language processing, and computer vision. Courses such as Machine Learning, AI Engineering and MLOps, Deep Learning, Foundation Models and Gen AI, and Autonomous and Connected Systems prepare graduates for careers as AI engineers, ML engineers, and AI system designers across a vast range of industries, from robotics and software to finance and healthcare.

Admission requirements

Admission requirements should include the general University statement:

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum average of 60 per cent, Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U), and Physics (SPH4U). In addition, a combined minimum 70 per cent average in math and science courses is required, with no grade below 60 per cent. All other applicants should refer to [admissions](#) for the requirements for their specific category of admission.

Note: students who are missing one or more of Calculus and Vectors (MCV4U), Chemistry (SCH4U), and/or Physics (SPH4U), may apply for admission to the [pre-engineering program](#).

Professional designation

Our undergraduate engineering programs in the Faculty of Engineering and Applied Science have been fully accredited by the Canadian Engineering Accreditation Board. Each graduate is eligible to apply for licensing as a professional engineer (PEng) in any province or territory in Canada. Note that our newest programs, [Energy Engineering](#) and [Industrial Engineering](#), will go for accreditation in 2026-2027 when the first classes of students reach fourth year.

Program details and degree requirements

To be eligible for an honours Bachelor of Engineering degree in Artificial Intelligence Engineering, students must successfully complete 126 credit hours, including all courses outlined here. For elective options, see the following list.

All courses in Year 1 are prerequisites to all non-elective courses in Year 3.

All courses in Years 1 and 2 are prerequisites to all non-elective courses in Year 4.

Although reasonable efforts will be made to adhere to the order and timing of courses as indicated, course requirements and term offerings may change. For the most up-to-date list of course offerings, please visit the faculty website at engineering.ontariotechu.ca.

Year 1 (30 credit hours)

- ENGR 1015U - Introduction to Engineering
- ENGR 1050U – Engineering Communications and Technology Impacts
- MATH 1010U - Calculus I
- MATH 1850U - Linear Algebra for Engineers
- PHY 1010U - Physics I
- CHEM 1800U - Chemistry for Engineers
- ENGR 1025U - Engineering Design
- ENGR 1200U - Introduction to Programming for Engineers
- MATH 1020U - Calculus II
- PHY 1020U - Physics II

Year 2 (33 credit hours)

- ARTE 2000U - Foundations of AI Engineering
- ARTE 2100U - Bio-Inspired Computing
- ELEE 2110U - Discrete Mathematics for Engineers
- ELEE 2200U - Electrical Engineering Fundamentals
- SOFE 2710U - Object Oriented Programming and Design

- ARTE 2200U - Introduction to Data Analytics
- SOFE 2250U - Digital Systems and Computer Architecture
- SOFE 2715U - Data Structures
- STAT 2800U - Statistics for Engineers
- Science Elective*
- Liberal Studies Electives*

Year 3 (30 credit hours)

- ARTE 3000U - Data and Feature Engineering
- SOFE 3650U - Software Design & Architectures
- SOFE 3720U - Introduction to Artificial Intelligence
- SOFE 3770U - Design and Analysis of Algorithms
- ARTE 3200U - Natural Language Processing
- ARTE 4100U - Foundation Models and Generative AI
- ENGR 3360U - Engineering Economics
- SOFE 3290U - Software Quality and Project Management
- SOFE 4620U - Machine Learning and Data Mining
- Liberal Studies Electives*

Year 4 (30 credit hours)

- Engineering Elective*
- ARTE 4120U - AI Agents and Multi-Agent Systems
- ARTE 4110U - Deep Learning Architecture & Algorithms
- ENGR 4111U - Capstone Systems Design I
- SOFE 4590U - Embedded Systems
- ARTE 4210U - Autonomous and Connected Systems
- ARTE 4200U - AI Engineering & Machine Learning Operations
- ENGR 4222U - Capstone Systems Design II
- ENGR 4760U - Ethics, Law, Prof for Engs
- Engineering Elective*

Engineering electives

Courses selected for the engineering elective must be approved by the Faculty of Engineering and Applied Science. Engineering courses from other engineering programs may be allowed as engineering electives provided students have the prerequisites and the courses extend the students' knowledge through greater depth in an advanced area, or greater breadth in a complementary field. Not all of the listed engineering electives will necessarily be offered each year.

The following are approved courses as engineering electives:

- ENGR 4570U Indigenous Design and Technology
- ARTE 4300U Computer Vision and Robotics

- SOFE 4610U Design and Analysis of IoT Software Systems
- SOFE 4630U Cloud Computing
- SOFE 4640U Mobile Applications Development
- SOFE 4830U Real Time Systems and Control
- SOFE 4850U User Interface and Experience Design
- SOFE 4890U Advanced Computer Networks

Science electives

Courses selected for the Science elective must be approved by the Faculty of Engineering and Applied Science. Science courses from our university's other programs may be allowed as Science electives provided students have the prerequisites and the courses extend the students' knowledge through greater depth in an advanced area, or greater breadth in a complementary field. Not all of the approved Science electives will necessarily be offered each year.

The following are approved courses as science electives:

- BIOL 1841U - Essentials of Biology
- ENVS 1000U - Environmental Science
- ENVS 2010U - Introductory Environment Science
- HLSC 1200U - Human Anatomy & Physiology I
- PHY 2900U - Astronomy I

Liberal Studies electives

Complementary studies, including courses in humanities, social sciences, arts, management, engineering economics, ethics and communication, are included in engineering programs to complement the technical content of the curriculum and thereby provide graduates with a broader perspective of their role in society. The inclusion of complementary studies also satisfies several accreditation criteria of the Canadian Engineering Accreditation Board. Courses or parts of courses covering engineering economics, ethics, and the impact of technology on society, as well as courses that develop the student's capability to communicate orally, visually and in writing, are essential to the education of an engineer and therefore are included in all of our engineering programs.

Liberal studies electives are included in each engineering program to ensure adequate coverage of subject matter that deals with central issues, methodologies and thought processes of the humanities and social sciences. Such material is required in the education of an engineer. Liberal studies electives can include, but are not limited to, courses dealing with cultural analysis; historical analysis; literature and the arts; knowledge, cognition, and moral reasoning; and social and behavioural analysis.

Foreign language and business courses may not be used as liberal studies electives. Courses can be approved as liberal studies electives for students in engineering

programs at the university by the Dean of the Faculty of Engineering and Applied Science (or designate), in accordance with these principles.

Courses selected for the liberal studies electives must be approved by the Faculty of Engineering and Applied Science. Liberal studies electives are subject to change. An updated list of liberal studies electives will be maintained online at engineering.ontariotechu.ca.

Program learning outcomes

The following outcomes outline the knowledge and skills students will have achieved upon completion of the program.

PROPOSED Artificial Intelligence Engineering 2027-2028						
Year	Course	Course	Course	Course	Course	Course
1-1	ENGR 1015U Introduction to Engineering	ENGR 1050U Engineering Communications and Technology Impacts (Credit restrictions: COMM 1050U/SSCI 1470U)	MATH 1010U Calculus I	MATH 1850U Linear Algebra for Engineers	PHY 1010U Physics I	
1-2	CHEM 1800U Chemistry for Engineers (Credit restrictions: CHEM 1010U/CHEM 1020U/CHEM 1110U)	ENGR 1025U Engineering Design (ENGR 1015U, ENGR 1050U)	ENGR 1200U Introduction to Programming for Engineers	MATH 1020U Calculus II (MATH 1010U)	PHY 1020U Physics II (PHY 1010U)	
2-1	ARTE 2000U Foundations of AI Engineering (ENGR 1200U)	ARTE 2100U Bio-Inspired Computing (ENGR 1025U)	ELEE 2110U Discrete Mathematics for Engineers (MATH 1020U, MATH 1850U)	ELEE 2200U Electrical Engineering Fundamentals (MATH 1020U, MATH 1850U, PHY 1020U)	SOFE 2710U Object Oriented Programming and Design (ENGR 1200U)	Liberal Studies Elective
2-2	ARTE 2200U Introduction to Data Analytics (SOFE 2710U and ARTE 2000U Foundations of AI Engineering)	SOFE 2250U Digital Systems and Computer Architecture (ELEE 2110U, SOFE 2710U)	SOFE 2715U Data Structures (SOFE 2710U)	STAT 2800U Statistics and Probability for Engineers (MATH 1020U)	Science Elective	
3-1	ARTE 3000U Data and Feature Engineering (SOFE 2715U and ARTE 2200U Intro to Data Analytics)	SOFE 3650U Software Design and Architectures (SOFE 2720U or ARTE 2000U Foundation of AI Eng)	SOFE 3720U Introduction to Artificial Intelligence (SOFE 2715U)	SOFE 3770U Design and Analysis of Algorithms (ELEE 2110U, SOFE 2715U)	Liberal Studies Elective	
3-2	ARTE 3200U Natural Language Processing (SOFE 3770U, SOFE 3720U)	ARTE 4100U Foundation Models and Generative AI (~~SOFE 3620U~~ SOFE 3720U)	ENGR 3360U Engineering Economics	SOFE 3290U Software Quality and Project Management (SOFE 3650U, ~~SOFE 3700U~~)	SOFE 3620U Machine Learning and Data Mining (SOFE 3720U)	
4-1	ARTE 4120U AI Agents and Multi-Agent Systems (ARTE 3200U Natural Language Processing)	ARTE 4110U Deep Learning Architecture & Algorithms (SOFE3620U)	ENGR 4111U Capstone Systems Design I (Successful completion of all non-elective courses in year three)	SOFE 4590U Embedded Systems (SOFE 3950U or ARTE 4100U)	Engineering Elective	Engineering Elective
4-2	ARTE 4210U Autonomous and Connected Systems (SOFE 4590U)	ARTE 4200U AI Engineering & Machine Learning Operations (SOFE 3620U, (SOFE3290U)	ENGR 4222U Capstone Systems Design II (ENGR 4111U)	ENGR 4760U Ethics, Law and Professionalism for Engineers	Engineering Elective	

Appendix E – List of Program Courses: Course Descriptions for Existing Courses, Course Change

Proposals, New Course Proposals

List of Program Courses

	Course Code	Course Name	
Year 1	ENGR 1015U	Introduction to Engineering	Existing Course – course description enclosed
	ENGR 1050U	Engineering Communications and Technology Impacts	Existing Course – course description enclosed
	MATH 1010U	Calculus I	Existing Course – course description enclosed
	MATH 1850U	Linear Algebra for Engineers	Existing Course – course description enclosed
	PHY 1010U	Physics I	Existing Course – course description enclosed
	CHEM 1800U	Chemistry for Engineers	Existing Course – course description enclosed
	SSCI 1470U	Impact of Science on Society	Existing Course – course description enclosed
	ENGR 1200U	Intro to Programming for Engineers	Existing Course – course description enclosed
	MATH 1020U	Calculus II	Existing Course – course description enclosed
	PHY 1020U	Physics II	Existing Course – course description enclosed
	ENGR 1025U	Engineering Design	Existing Course – course description enclosed
Year 2	ARTE 2000U	Foundations of AI Engineering	NEW course – template enclosed
	ARTE 2100U	Bio-Inspired Computing	NEW course – template enclosed
	ELEE 2110U	Discrete Mathematics for Engineers	Existing Course – course description enclosed
	ELEE 2200U	Electrical Engineering Fundamentals	Existing Course – course description enclosed
	SOFE 2710U	Object Oriented Programming and Design	Existing Course – course description enclosed
	ARTE 2200U	Introduction to Data Analytics	NEW course – template enclosed
	SOFE 2250U	Digital Systems and Computer Architecture	Existing Course – course description enclosed
	SOFE 2715U	Data Structures	Existing Course – course description enclosed
	STAT 2800U	Stats for Engs	Existing Course – course description enclosed
	SE	Science Elective	
	LSE	Liberal Studies Elective	
Year 3	ARTE 3000U	Data and Feature Engineering	NEW course – template enclosed
	SOFE 3650U	Software Design & Architectures	Existing Course – course description enclosed Course change template below
	SOFE 3720U	Introduction to Artificial Intelligence	Existing Course – course description enclosed
	SOFE 3770U	Design and Analysis of Algorithms	Existing Course – course description enclosed
	ARTE 3200U	Natural Language Processing	NEW course – template enclosed
	ARTE 4100U	Foundation Models and Generative AI	Existing Course – course description enclosed Course change template below
	ENGR 3360U	Engineering Economics	Existing Course – course description enclosed
	SOFE 3290U	Software Quality and Project Management	Existing Course – course description enclosed Course change template below
	SOFE 3620U	Machine Learning and Data Mining	Existing Course – course description enclosed
	LSE	Liberal Studies Elective	
	ARTE 4120U	AI Agents and Multi-Agent Systems	NEW course – template enclosed
	ARTE 4110U	Deep Learning Architecture and Algorithms	Existing Course – course description enclosed Course change template below
	ENGR 4111U	Capstone Systems Design I	Existing Course – course description enclosed
	SOFE 4590U	Embedded Systems	Existing Course – course description enclosed Course change template below
	ARTE 4210U	Autonomous and Connected Systems	NEW course – template enclosed

Year 4	ARTE 4200U	AI Engineering and Machine Learning Operations	Existing Course – course description enclosed
	ENGR 4222U	Capstone Systems Design II	Existing Course – course description enclosed
	ENGR 4760U	Ethics, Law, Prof for Engs	Existing Course – course description enclosed
	ENG Elective	Engineering Elective	
	ENG Elective	Engineering Elective	
	ENG Elective	Engineering Elective	
ENG Electives	ARTE 4300U	Computer Vision and Robotics	NEW course – template enclosed
	ENGR 4570U	Indigenous Design and Technology	Existing Course – course description enclosed
	SOFE 4610U	Design and Analysis of IoT Software Systems	Existing Course – course description enclosed
	SOFE 4630U	Cloud Computing	Existing Course – course description enclosed
	SOFE 4640U	Mobile Applications Development	Existing Course – course description enclosed
	SOFE 4850U	User Interface and Experience Design	Existing Course – course description enclosed
	SOFE 4830U	Real Time Systems and Control	Existing Course – course description enclosed

Course Descriptions

ENGR 1015U - Introduction to Engineering

An introduction to engineering, the profession and core skills of engineers. Topics include: history of engineering; introduction to Indigenous histories in Canada and the responsibility of engineers to consult and work with Indigenous peoples; fields in engineering; how systems work; an overview of computer systems; information technology trends and state-of-the-art applications (scientific computing, communications, and signal processing); role of engineers in society; Equity, Diversity, and Inclusion (EDI); impact of technology on the environment; core engineering skills including freehand sketching, basic engineering graphics and drafting techniques, engineering report writing and introduction to MATLAB programming; occupational health and safety, and safety standards.

ENGR - 1050U - Engineering Communications and Technology Impacts

In the first part of the course students will learn the principles of professional oral, written, visual, and interpersonal communication required to effectively communicate in an engineering career. Students will become familiar with common forms of engineering communications, such as technical reports, memos, proposals, emails, and presentations. In the second part of the course students will learn about the impacts of technology including the ethical, environmental, economic, social, and political issues raised by technological change. The focus will be on ways of thinking critically about both the remediation of already existing problems and the prevention of future problems.

MATH 1010U - Calculus I

Applications to science and engineering using differential calculus. Emphasis on limits, continuity, the derivative, Mean Value Theorem for derivatives and integrals, approximation by differentials, Fermat's Theorem, differentiation and anti-differentiation, definite integrals, areas between curves, and the Fundamental Theorem of Calculus.

MATH 1850U - Linear Algebra for Engineers

Develops the fundamental ideas of linear algebra and demonstrates their applications to other areas. Topics include the algebra of matrices; systems of linear equations; determinants and matrix inverses; real and complex vector spaces, linear independence, bases, dimension and co-ordinates; inner product spaces and the Gram-Schmidt process; least squares and regression; linear maps and matrices, change of basis and similar matrices; eigenvalues, eigenvectors and matrix diagonalization; quadratic forms.

PHY 1010U - Physics I

This calculus-based course is intended for students who have completed high school calculus. It gives an introduction to basic mechanics, Newton's laws of motion; kinematics and dynamics in one and two dimensions; work and energy; friction; momentum and collisions; angular momentum, torque and rotation of rigid bodies; gravitation; simple harmonic motion; mechanical and sound waves; static equilibrium; fluid mechanics; kinetic theory of gases and thermodynamics.

CHEM 1800U - Chemistry for Engineers

Introduction to the four sub-disciplines of modern chemistry: analytical, inorganic, organic and physical. Atoms, molecules, stoichiometry and gas laws; reactions, chemical kinetics, thermochemistry, entropy and free energy; electronic structure of atoms, bonding and molecular structure with emphasis on organic molecules; intermolecular forces, liquids and solids; electrochemistry, fuel cells and electrolytic cells.

ENGR 1025U - Engineering Design

A project-based introduction to the engineering design process, computer-aided drafting, and the use of design tools and software packages for engineering design. Open-ended design-build projects by individuals and groups and written and oral technical communications. Basics of project management including organizing, planning, scheduling, controlling, and application of spreadsheets and project management software.

ENGR 1200U - Introduction to Programming for Engineers

Introduction to the anatomy of a computer: CPU, memory, machine cycle, input and output devices, data representation; fundamental programming concepts: flowcharting, algorithm design, use of procedures, program control flow, arrays and vectors, arithmetic and logic operations, input and output, data declaration; programming in C++.

MATH 1020U - Calculus II

A continuation of Calculus I or Introductory Calculus emphasizing integral calculus: problem solving, calculations and applications. Applications to volumes, arc length, polar co-ordinates and functions of two or more variables. Multivariable calculus: partial derivatives, differential equations, Taylor and MacLauren series, double integrals.

PHY 1020U - Physics II

Introduction to electromagnetism and optics: electric charge and Coulomb's law; electric field, electric flux, Gauss' law; electrostatic potential, capacitance; Kirchoff's laws in DC circuits. Magnetic forces and magnetic field; Biot-Savart law; Ampere's law; magnetic flux, Faraday's law, inductance; AC circuits. Electromagnetic waves, geometrical and wave optics; nuclear structure and radioactivity.

ELEE 2110U - Discrete Mathematics for Engineers

Sets and set operations, propositional logic, predicate logic, rules of inference; methods of proof and reasoning, modular arithmetic, counting, pigeonhole principle, induction, deduction, relations, functions, graphs, graph algorithms, shortest path, trees, combinatorics; applications to cryptosystems, hashing functions, coding.

ELEE 2200U - Electrical Engineering Fundamentals

Coulomb's, Ohm's and Kirchoff's laws; electrostatics and electromagnetics; resistance, capacitance, inductance and impedance and reactance; series and parallel circuits, independent and dependent voltage and current sources; energy, power; superposition, Thevenin, and Norton Theorems; maximum power transfer; node-voltage and mesh-current analysis of DC and AC circuits; initial, steady state and transient conditions; complex power and phasor domain analysis; poly-phase circuits and transformers.

SOFE 2710U - Object Oriented Programming and Design

Introduction to the fundamentals of software design through object-oriented programming, abstraction principles, information hiding and encapsulation. Introduction to design tools like pseudo-coding and basic Unified Modelling Language (UML) diagrams. Introduction to simple data structures, including linked lists, stacks, and queues, and their applications to Engineering problems. The content outline by topic is as follows: principles of object oriented programming; debugging and analysis; maintain and document programs using techniques of good programming style; basic and advanced, aspects of abstraction, recursion, parameter passing, file I/O and classes; object libraries and packages; object-oriented analysis and design using UML object interaction, messaging, association, and composition diagrams; abstract data types and basic data structures like lists, stacks, and queues.

SOFE 2250U - Digital Systems and Computer Architecture

This course starts with foundational Boolean algebra, combinational and sequential logic circuits, hardware-description language on FPGAs, and progresses to more advanced topics such as logic circuit optimization, memory technologies (ROM, RAM, ASIC), and A/D and D/A interfaces. The course then transitions to computer architecture, covering CPU, ALU, I/O devices, memory systems, GPU, and the differences between RISC and CISC architectures. Practical skills are developed in C and assembly language programming, with a focus on microprocessors, including interrupts, timers, memory management, and serial communication interfaces.

SOFE 2715U - Data Structures

This course provides the students with a solid foundation in data structures and their associated algorithms (e.g. traversal, sorting, searching, element addition and removal) both from a theoretical, as well as practical implementation perspective. The main objective of the course is to teach students how to set and design data structures and algorithms that are appropriate for problems that they might encounter. The correctness and computational complexities of the algorithms as related to the various data structures presented is also studied. Topics covered are: analysis of algorithms, dictionaries, trees (balanced trees, binary-trees, spanning trees, etc.), hashing, sorting, graphs, sets and maps, strings and pattern matching.

SOFE 2720U - Principles of Software and Requirements Engineering

This course provides an in-depth exploration of the fundamental principles and practices of software engineering and requirements engineering. The course covers the following: software life cycle, introduction to Object-oriented design patterns, UML, software requirements and eliciting, analyzing, software design, software process models, software construction, software documentation, and software testing.

STAT 2800U - Statistics and Probability for Engineers

This course introduces the concepts and techniques of statistics and probability to collect, present, analyze and interpret data, and make decisions in the presence of variability. Students study a selection of topics relevant to engineering, selected from: sample spaces, probability, conditional probability, independence. Bayes' theorem, probability distributions, algebra of expected values, descriptive statistics. Discrete and continuous random variables; probability distributions: binomial, Poisson, normal, lognormal, Weibull, etc.; mean and variance; the central limit theorem; inferences concerning means, variances, and proportions. Parameter estimation, introduction to correlation and regression. Introduction to quality control and reliability.

SOFE 3650U - Software Design and Architectures

This course covers common software architectural patterns, styles, reference software architectures, and frameworks. There is a strong emphasis on the influence of software quality attributes such as performance, adaptability, energy, safety, security, etc. to the shape and structure of the architecture. A core component of the course is the adoption of software architectural design processes and modeling languages. A major team-based project is leveraged in the course to teach these concepts.

SOFE 3720U - Introduction to Artificial Intelligence

This course introduces students to basic concepts and methods of artificial intelligence from a software engineering perspective. Emphasis of the course will be on the selection of data representations and algorithms useful in the design and implementation of intelligent systems. Knowledge representation methods, state space search strategies, and use of logic for problem solving. Applications chosen from

among expert systems, planning, natural language understanding, uncertainty reasoning, machine learning, and robotics. The course will contain an overview of one AI language and discussion of important applications of artificial intelligence methodology.

SOFE 3770U - Design and Analysis of Algorithms

Designing and analyzing algorithms; asymptotic notation; recurrences and recursion; probabilistic analysis and randomized algorithms; sort algorithms; priority queues; medians and order statistics; data and advanced data structures; augmenting data structures for custom applications; dynamic programming; greedy algorithms; graph algorithms; sorting networks; matrix operations; linear programming; number theoretic algorithms; string matching; NP-completeness and approximation algorithms; object libraries.

ARTE - 4100U - Foundation Models and Generative AI

This course explores the principles, architectures, and applications of foundation models and generative AI, including large language models (LLMs), diffusion models, and multimodal AI systems. Students will study the underlying techniques behind models such as GPT, BERT, and Stable Diffusion, focusing on training methodologies, fine-tuning strategies, and deployment considerations. The course covers key topics such as transfer learning, prompt engineering, ethical implications, and real-world applications in text, image, and code generation. Through hands-on projects, students will gain practical experience in building, customizing, and integrating generative AI models into software systems, preparing them for the rapidly evolving AI landscape.

ENGR 3360U - Engineering Economics

Aspects of theoretical and applied economics relevant to engineers, including an introduction to fundamental principles of micro and macroeconomics. Microeconomics topics include scarcity, opportunity cost, diminishing returns, elasticity, industrial organization, economies of scale and concentration. Macroeconomics topics include unemployment, inflation, economic growth, the multiplier, equilibrium, fiscal policy and monetary policy. The principle of money and banking are introduced along with the role of the Bank of Canada. Applied economics topics covered include cost concepts, time value of money, comparison of alternatives, depreciation, tax considerations, economic analysis of projects, breakeven, sensitivity and risk, and decision models. Other topics covered include: economic decision analysis applied to private and public sector capital projects, discounted cash flow methods, lease analysis, replacement decisions, inflation impacts and public sector project analysis.

SOFE 3290U - Software Quality and Project Management

This course combines the essential elements of software quality assurance with software project management techniques. It covers the entire spectrum of software quality, including the assessment and maintenance of quality, various levels of software testing, and the nuances of test data generation and validation. The course also explores the balance between software cost, schedule, quality, and the integration of quality assurance in the software development process. On the project management side, it covers project planning, scheduling, cost estimation, organizational structure, and effective leadership of personnel, all within the framework of IEEE software engineering management standards.

SOFE 3620U - Machine Learning and Data Mining

This course is offered in two parts. First part covers the discovery of new knowledge using various data mining techniques on real-world datasets. Introducing the details of the current Algorithms in Data Mining and Machine Learning such as supervised and unsupervised learning, neural networks and deep learning, dimensionality reduction, and information theory is the fundamental context for this course.

This course utilizes the latest blended learning techniques to explore topics in foundations of knowledge discovery and data mining; data mining approaches; and the application of data mining within such diverse domains as health care, business, supply chain and IT security. Current research directions, trends, issues and challenges are also explored. The second part will cover the applications of Machine Learning and Data mining in Internet of Things (IoT) domain. Issues with the data extracted or collected from an IoT system are covered in two parts: 1) Mining time series data and 2) Introduction to streaming and real-time data mining.

ARTE - 4110U - Deep Learning Architecture and Algorithms

This course provides an in-depth exploration of deep learning techniques and their applications in modern artificial intelligence systems, with a strong focus on the underlying algorithms that drive these models. Students will study neural network architectures, including feedforward networks, convolutional neural networks (CNNs), recurrent neural networks (RNNs), transformers, and generative adversarial networks (GANs), examining the mathematical foundations and algorithmic strategies behind their design and training. The course covers essential topics such as gradient-based optimization methods, backpropagation, regularization techniques, and scalability of deep learning models. Emphasis is placed on practical implementation using deep learning libraries and frameworks, enabling students to build and deploy deep learning models for tasks in computer vision, natural language processing, and reinforcement learning. Ethical considerations and the limitations of deep learning are also discussed to foster responsible AI development.

ENGR - 4111U - Capstone Systems Design I

This two-part capstone design course represents a culminating design experience for engineering students. The course allows senior-level students to integrate their engineering knowledge to solve an open-ended design problem while working as part of an engineering design team. Students will apply the engineering design process to a project of major breadth that will require them to integrate the knowledge that they have gained throughout their respective programs of study and apply it to the design and development of a complete system. Design teams will meet weekly with their project supervisor and attend several guest lectures during the semester. By the end of this first course, students will have completed the first stages of the engineering design process for their project culminating with a preliminary design report and proof-of-concept prototype presentation and demonstration. Note that students will finish the design and development of their systems in ENGR 4222U: Capstone Systems Design II.

SOFE 4590U - Embedded Systems

Embedded systems range from microprocessor-based controllers to system-on-a-chip, and applications of embedded systems including consumer electronics, automotive systems, medical devices, and robotics to name a few. This course covers the characteristics, design and implementation of embedded systems, and issues in hardware/software interfacing. Topics include: specification languages for capturing system behavior, tools for validation and verification, microcontrollers and their programming models.

ARTE - 4200U - AI Engineering and Machine Learning Operations

This course focuses on the principles and best practices for deploying, managing, and maintaining AI and machine learning systems in real-world applications. Students will explore the full lifecycle of machine learning models, from data preprocessing and model training to deployment, monitoring, and continuous integration. Key topics include cloud-based AI services, containerization, model versioning, automated pipelines, and scalable deployment platforms. The course emphasizes reliability,

reproducibility, and ethical considerations in AI engineering, ensuring that students gain hands-on experience with industry-standard MLOps tools. By the end of the course, students will be able to build, deploy, and maintain robust AI solutions that align with software engineering best practices.

ENGR - 4222U - Capstone Systems Design II

In this course, students will complete the design and development of the system that they first started in ENGR 4111U: Capstone Systems Design I. Design teams will meet weekly with their project supervisor and attend several guest lectures during the semester. By the end of this second course, students will have completed the engineering design process for their project culminating with a final design report and final prototype presentation and demonstration. Students will also showcase their completed projects at the Capstone Design Exhibition held at the end of the semester.

ENGR 4760U - Ethics, Law and Professionalism for Engineers

Legal aspects of engineering practice; business organizations and corporations; intellectual and industrial property; conflict resolution; tort liability and contract law; employment and labour law; public safety and health considerations; occupational health and safety and WHMIS; Canadian and international engineering standards and commercial practices; international trade; environmental laws and regulations; environmental stewardship and sustainable development; corporate social responsibility; equity. Ethics and moral philosophy; applied ethics; ethical aspects of engineering practice; engineering codes of ethics and ethical obligations of engineers; detecting ethical dilemmas and methods for resolving them; research ethics. The engineering profession and its history; engineering associations and societies; engineering licensure; the role and responsibilities of the professional engineer in society; engineers in industry, management and private practice.

ENGR 4570U – Indigenous Design and Technology

This course will explore design and technology of Indigenous peoples in Canada and the impacts on technology development. Two-Eyed Seeing (where with one eye we view the subject through Indigenous ways of knowing and with the other eye we view it through Western approaches) will be used to study the evolution of Indigenous design and technology and its influence on modern systems. Indigenous approaches to sustainability and its role in Indigenous design and technology will be investigated with the goal of engineers and designers incorporating this knowledge and methodologies in the development of new sustainable technologies.

SOFE 4610U – Design and Analysis of IoT Software Systems

Internet of Things (IoT) systems are large scale complex systems integrating sensing, data analytics, software services, and actuation through the Internet. Design and development of software systems for the Internet of Things (IoT) and the related architectures, technologies, communication protocols and frameworks used to enable the IoT are described. The importance and benefits of IoT in society is presented through large scale IoT application examples like smart buildings, remote health monitoring, and smart cities. Students will learn to design and analyze IoT systems with an emphasis on software architecture, protocols at the sensor, actuation, and service layer, and data storage and analysis with the goal of facilitating the deployment of IoT services. IoT specific security concerns and solutions will be discussed. Experiential learning is emphasized through hands-on design and development of IoT prototypes.

SOFE 4630U – Cloud Computing

The objective of this course is to expose students to the state of the art in cloud computing. Students will learn about issues relevant to the design, implementation and operation of cloud computing

infrastructures, platforms, and services for the Internet of Things (IoT). Topics include web services, description languages, communication protocols, data centres, virtualization, storage, big data, and cloud programming models, services and resource management, and security, privacy and trust issues. In addition, students will learn about systems research through a research and development project.

SOFE 4640U – Mobile Application Development

The objective of this course is to expose students to the state of the art in mobile application development. Students will learn about mobile operating systems, wireless networks, communication protocols, native and cross-platform mobile application development, software architecture for mobile applications, mobile apps for the Internet of Things, performance evaluation and the mobile user experience, app stores, the full development and publishing lifecycle of mobile applications, and security/privacy/trust of mobile applications and services.

SOFE 4850U – User Interface and Experience Design

This course introduces the principles of human-computer interaction with a strong emphasis on creating optimal user interfaces. It covers the fundamentals of designing user-centric solutions, focusing on understanding user needs and behaviors to design effective user environments and user satisfaction. Students will learn about various aspects of user experience (UX) design, including usability, accessibility, and emotional impact. The course introduces methods for user research, usability testing, and rapid prototyping to iteratively improve and refine designs. It also explores the principles behind user perception and decision-making, providing insights into cognitive ergonomics.

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Engineering and Applied Science	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course mode of delivery (online, hybrid, in-person etc.).	☐ Learning outcomes
☐ Course number or course Subject code	☒ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Prerequisite change to replace “SOFE 3620U Machine Learning and Data Mining “with “SOFE 3720U Introduction to Artificial Intelligence” so AI Engineering students can take this course.

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: ARTE	Course Number: 4100U
Full Course Title: Foundation Models and Generative AI	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed
This course explores the principles, architectures, and applications of foundation models and generative AI, including large language models (LLMs), diffusion models, and multimodal AI systems. Students will study the underlying techniques behind models such as GPT, BERT, and Stable Diffusion, focusing on training methodologies, fine-tuning strategies, and deployment considerations. The course covers key topics such as transfer learning, prompt engineering, ethical implications, and real-world applications in text, image, and code generation. Through hands-on projects, students will gain practical experience in building, customizing, and integrating generative AI models into software systems, preparing them for the rapidly evolving AI landscape. Credit hours: 3 Lecture hours: 3 Prerequisite(s): ~~SOFE 3620U~~	This course explores the principles, architectures, and applications of foundation models and generative AI, including large language models (LLMs), diffusion models, and multimodal AI systems. Students will study the underlying techniques behind models such as GPT, BERT, and Stable Diffusion, focusing on training methodologies, fine-tuning strategies, and deployment considerations. The course covers key topics such as transfer learning, prompt engineering, ethical implications, and real-world applications in text, image, and code generation. Through hands-on projects, students will gain practical experience in building, customizing, and integrating generative AI models into software systems, preparing them for the rapidly evolving AI landscape. Credit hours: 3 Lecture hours: 3 Prerequisite(s): SOFE 3720

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	SOFE 3720
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*

Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading mode	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes

 ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

N/A

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- A course from another faculty is being added or removed from the program map.
- Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).
- Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

N/A

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Engineering and Applied Science	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☒ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course mode of delivery (online, hybrid, in-person etc.).	☐ Learning outcomes
☐ Course number or course Subject code	☐ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Need to add a 1.5 hr tutorial

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: ARTE	Course Number: 4110U
Full Course Title: Deep Learning Architecture & Algorithms	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed
This course provides an in-depth exploration of deep learning techniques and their applications in modern artificial intelligence systems, with a strong focus on the underlying algorithms that drive these models. Students will study neural network architectures, including feedforward networks, convolutional neural networks (CNNs), recurrent neural networks (RNNs), transformers, and generative adversarial networks (GANs), examining the mathematical foundations and algorithmic strategies behind their design and training. The course covers essential topics such as gradient-based optimization methods, backpropagation, regularization techniques, and scalability of deep learning models. Emphasis is placed on practical implementation using deep learning libraries and frameworks, enabling students to build and deploy deep learning models for tasks in computer vision, natural language processing, and reinforcement learning. Ethical considerations and the limitations of deep learning are also discussed to foster responsible AI development. Credit hours: 3 Lecture hours: 3 Prerequisite(s): SOFE 3620U	This course provides an in-depth exploration of deep learning techniques and their applications in modern artificial intelligence systems, with a strong focus on the underlying algorithms that drive these models. Students will study neural network architectures, including feedforward networks, convolutional neural networks (CNNs), recurrent neural networks (RNNs), transformers, and generative adversarial networks (GANs), examining the mathematical foundations and algorithmic strategies behind their design and training. The course covers essential topics such as gradient-based optimization methods, backpropagation, regularization techniques, and scalability of deep learning models. Emphasis is placed on practical implementation using deep learning libraries and frameworks, enabling students to build and deploy deep learning models for tasks in computer vision, natural language processing, and reinforcement learning. Ethical considerations and the limitations of deep learning are also discussed to foster responsible AI development. Credit hours: 3 Lecture hours: 3 Tutorial: 1.5 weekly Prerequisite(s): SOFE 3620U

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial – 1.5 hr weekly	Other

OTHER CHANGES (if applicable)

Cross-listings	

Prerequisites for Calendar and Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading mode	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

N/A

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

N/A

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Engineering and Applied Science	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course mode of delivery (online, hybrid, in-person etc.).	☐ Learning outcomes
☐ Course number or course Subject code	☒ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Prerequisite change to remove “SOFE 3700U Data Management Systems” so AI Engineering students can take this course.

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: SOFE	Course Number: 3290U
Full Course Title: Software Quality and Project Management	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed
This course combines the essential elements of software quality assurance with software project management techniques. It covers the entire spectrum of software quality, including the assessment and maintenance of quality, various levels of software testing, and the nuances of test data generation and validation. The course also explores the balance between software cost, schedule, quality, and the integration of quality assurance in the software development process. On the project management side, it covers project planning, scheduling, cost estimation, organizational structure, and effective leadership of personnel, all within the framework of IEEE software engineering management standards. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (bi-weekly) Tutorial hours: 1.5 Prerequisite(s): SOFE 3650U ~~and SOFE 3700U~~	This course combines the essential elements of software quality assurance with software project management techniques. It covers the entire spectrum of software quality, including the assessment and maintenance of quality, various levels of software testing, and the nuances of test data generation and validation. The course also explores the balance between software cost, schedule, quality, and the integration of quality assurance in the software development process. On the project management side, it covers project planning, scheduling, cost estimation, organizational structure, and effective leadership of personnel, all within the framework of IEEE software engineering management standards. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (bi-weekly) Tutorial hours: 1.5 Prerequisite(s): SOFE 3650U

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	SOFE 3650U
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*

Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Grading mode	☐ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes

 ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

N/A

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

N/A

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Engineering and Applied Science	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course mode of delivery (online, hybrid, in-person etc.).	☐ Learning outcomes
☐ Course number or course Subject code	☒ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Prerequisite change to add new course “ARTE 2000U Foundations of AI Engineering” for AI Engineering students to take this course.

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: SOFE	Course Number: 3650U
Full Course Title: Software Design and Architectures	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed
This course covers common software architectural patterns, styles, reference software architectures, and frameworks. There is a strong emphasis on the influence of software quality attributes such as performance, adaptability, energy, safety, security, etc. to the shape and structure of the architecture. A core component of the course is the adoption of software architectural design processes and modeling languages. A major team-based project is leveraged in the course to teach these concepts. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (biweekly) Tutorial hours: 1.5 Prerequisite(s): SOFE 2720U	This course covers common software architectural patterns, styles, reference software architectures, and frameworks. There is a strong emphasis on the influence of software quality attributes such as performance, adaptability, energy, safety, security, etc. to the shape and structure of the architecture. A core component of the course is the adoption of software architectural design processes and modeling languages. A major team-based project is leveraged in the course to teach these concepts. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (biweekly) Tutorial hours: 1.5 Prerequisite(s): SOFE 2720U or ARTE 2000U Foundations of AI Engineering

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	SOFE 2720U or ARTE 2000U Foundations of AI Engineering
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective

Grading mode	☐ N (normal alpha grade)	☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

N/A

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

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FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

N/A

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: Faculty of Engineering and Applied Science	
Course Level	☒ Undergraduate ☐ Graduate

COURSE CHANGES (check all that apply)

☐ Contact hours	☐ Cross-listings
☐ Co-requisites	☐ Experiential Learning
☐ Course description	☐ Grade Mode (N – alpha grade, P – Pass/Fail)
☐ Course mode of delivery (online, hybrid, in-person etc.).	☐ Learning outcomes
☐ Course number or course Subject code	☒ Prerequisites
☐ Course title (include new short form title)	☐ Delete course from Academic Calendar
☐ Credit restrictions and/or Equivalencies	☐ Teaching and assessment methods
☐ Credit weighting	☐ Course restrictions
☐ Deleting an Elective Shown in the Program Map	☐ Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Prerequisite change to add "ARTE 4100U - Foundation Models and Generative AI" for AI Engineering students to take this course.

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2027

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

COURSE INFORMATION

Subject Code: SOFE	Course Number: 4590U
Full Course Title: Embedded Systems	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed
Embedded systems range from microprocessor-based controllers to system-on-a-chip, and applications of embedded systems including consumer electronics, automotive systems, medical devices, and robotics to name a few. This course covers the characteristics, design and implementation of embedded systems, and issues in hardware/software interfacing. Topics include: specification languages for capturing system behavior, tools for validation and verification, microcontrollers and their programming models. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (biweekly) Prerequisite(s): SOFE 3950U	Embedded systems range from microprocessor-based controllers to system-on-a-chip, and applications of embedded systems including consumer electronics, automotive systems, medical devices, and robotics to name a few. This course covers the characteristics, design and implementation of embedded systems, and issues in hardware/software interfacing. Topics include: specification languages for capturing system behavior, tools for validation and verification, microcontrollers and their programming models. Credit hours: 3 Lecture hours: 3 Laboratory hours: 3 (biweekly) Prerequisite(s): SOFE 3950U or ARTE 4100U Foundation Models and Generative AI

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	SOFE 3950U or ARTE 4100U Foundation Models and Generative AI
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	

Course Type	☐ Core	☐ Elective	☐ Core or Elective
Grading mode	☐ N (normal alpha grade)	☐ P (pass/fail)	

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

N/A

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

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FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☒ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☒ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☒ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☒ No

If yes, please explain and outline the consultation process in detail.*

N/A

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 2000U

Full Course Title: Foundations of AI Engineering

Short-Form Course Title (max. 30 characters): Foundations of AI Engineering

Course Description

This course introduces the principles and practices involved in engineering artificial intelligence (AI) systems, including technologies such as recommendation systems, computer vision, and generative AI. The course provides a conceptual introduction to AI engineering and examines the roles of data, machine learning models, and computing infrastructure in building intelligent applications. The engineering lifecycle of AI systems is explored, including problem formulation, data preparation, model development and evaluation, and system integration and deployment. Real-world applications of AI across industry and society are considered, along with ethical, societal, and professional issues related to the responsible development and deployment of AI technologies.

Credit Hours: 3

Contact Hours – please indicate total number of hours for each component

Lecture: 3

Lab:

Tutorial: 1.5 hr weekly

Other:

Cross-listings

Prerequisites for Calendar

ENGR 1200U

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☒ **Core**

☐ **Elective**

☐ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Design	D
Professionalism	D
Impact of engineering on society and the environment	D
Ethics and equity	I
Economics and project management	I

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	40%	60%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Explain the AI engineering lifecycle, including problem formulation, data preparation, model development, evaluation, system integration and deployment.
2. Explain fundamental concepts of artificial intelligence and machine learning and their role in modern computing systems.
3. Describe the components and architecture of AI-enabled systems, including data, models, and software infrastructure.
4. Identify and select appropriate AI approaches for different types of real-world problems and applications.
5. Evaluate the performance and limitations of AI systems using appropriate metrics and testing approaches.
6. Design and implement a simple AI-enabled application that integrates data, models, and software components.
7. Analyze and communicate ethical, societal, and professional issues related to the development and deployment of AI technologies.

Topics

1. Introduction to Artificial Intelligence and AI Engineering
2. AI Systems and Real-World Applications
3. Data and Datasets for AI Systems
4. Foundations of Machine Learning
5. Classification, Prediction, and Pattern Recognition
6. Evaluating and Testing AI Systems
7. Architecture of AI-Enabled Systems
8. The AI Engineering Lifecycle
9. Generative AI and Foundation Models
10. Limitations, Failures, and Risks of AI Systems
11. Ethical and Societal Implications of AI
12. Responsible AI Engineering and Emerging Trends

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 2100U

Full Course Title: Bio-Inspired Computing

Short-Form Course Title (max. 30 characters): Bio-Inspired Computing

Course Description

This course explores a range of popular nature-inspired computing methods that draw inspiration from biological, physical, and natural systems. These computational paradigms have been successfully applied to solve complex problems across diverse real-world domains. Topics covered include cellular automata, artificial life, neural networks, evolutionary computation, and swarm intelligence. Students will gain both theoretical insights and practical experience in modelling and applying these techniques to problem-solving scenarios.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 2hr bi-weekly
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	ENGR 1025U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Investigation	D
Communication	D
Impact of engineering on society and the environment	I
Ethics and equity	I
Life Long Learning	D

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	80%	0%	20%	0%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Describe Core Nature-Inspired Computing Paradigms
2. Explain the Biological and Natural Analogies Behind Computing Models
3. Apply Nature-Inspired Techniques to Solve Computational Problems
4. Compare and Evaluate Nature-Inspired Approaches
5. Implement and Experiment with Nature-Inspired Algorithms

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 2200U

Full Course Title: Introduction to Data Analytics

Short-Form Course Title (max. 30 characters): Intro. to Data Analytics

Course Description

This course provides an introduction to the field of data analytics, focusing on the use of data, statistical and quantitative analysis, and predictive modeling to uncover meaningful patterns and insights. Students will explore the principles and techniques used to analyze both structured and unstructured data. Emphasis is placed on applying standard data mining algorithms and interpreting their results in the context of real-world decision-making. The course combines theoretical foundations with practical exercises to equip students with the skills necessary to perform data-driven analysis and support data-informed decision processes across various domains.

Credit Hours: 3

Contact Hours – please indicate total number of hours for each component

Lecture: 3

Lab:

Tutorial: 1.5 hr weekly

Other:

Cross-listings

Prerequisites for Calendar

ATRE 2xxxU Foundations of AI Engineering and SOFE 2710U

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☒ **Core**

☐ **Elective**

☐ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Investigation	I
Design	I
Use of Engineering Tools	D
Individual and team work	D
Life Long Learning	I

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	75%	25%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Explain the core concepts and significance of data analytics in modern decision-making processes.
2. Apply statistical, exploratory, and predictive modeling techniques to analyze structured and unstructured datasets.
3. Utilize standard data mining algorithms to extract insights and patterns from data.
4. Evaluate the effectiveness and limitations of analytic models in various real-world applications.
5. Communicate findings and recommendations derived from data analysis to both technical and non-technical audiences.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

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Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE	Course Number: 3000U
Full Course Title: Data and Feature Engineering	

Short-Form Course Title (max. 30 characters): Data and Feature Engineering

Course Description

This course introduces the principles and practices of preparing data for artificial intelligence and machine learning systems. Students learn how to design data pipelines, manage and transform datasets, and construct effective features for predictive models. Topics include data ingestion, cleaning and transformation, feature engineering, dataset versioning, and reproducible data workflows using modern data processing tools and libraries. Emphasis is placed on building reliable, scalable, and ethical data preparation processes that support machine learning applications.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 2 hr bi-weekly
Tutorial: 1.5 hr weekly	Other:
Cross-listings	
Prerequisites for Calendar	SOFE 2715U and ARTE 2200U: Introduction to Data Analytics
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Investigation	D
Design	D
Communication	D
Ethics and equity	D

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	30%	70%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Design and implement basic data pipelines for acquiring and processing datasets used in AI systems.
2. Clean, transform, and manage structured and unstructured datasets using modern data processing tools.
3. Apply feature engineering techniques to prepare data for machine learning models.
4. Evaluate dataset quality, bias, and suitability for training and testing AI models.
5. Implement reproducible workflows for dataset preparation and management.
6. Integrate prepared datasets into machine learning pipelines for downstream modeling tasks.

Topics

1. Data Engineering in AI Systems
2. Data Ingestion and Data Sources
3. Data Storage, Schemas, and Data Formats
4. Data Cleaning and Validation Pipelines
5. Data Transformation for Machine Learning
6. Feature Engineering Fundamentals
7. Advanced Feature Engineering Techniques
8. Dataset Construction for Machine Learning
9. Data Leakage, Bias, and Dataset Integrity
10. Reproducible Data Workflows and Versioning
11. Feature Pipelines and ML Data Pipelines
12. Preparing Data for Machine Learning Systems

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE	Course Number: 3200U

Full Course Title: Natural Language Processing

Short-Form Course Title (max. 30 characters): Natural Language Processing

Course Description

This course introduces the fundamental theories and practical skills required for Natural Language Processing (NLP). Students will explore core concepts such as text preprocessing, syntactic and semantic analysis, language modelling, and sentiment analysis. Emphasis is placed on developing the ability to collect, clean, and analyze text data using a variety of NLP algorithms and machine learning techniques. Through hands-on projects and coding assignments, students will gain experience building real-world NLP applications, including chatbots, information extraction tools, and text classifiers. The course bridges linguistic theory with computational techniques, preparing students for further research or industry applications in language technology

Credit Hours: 3

Contact Hours – please indicate total number of hours for each component

Lecture: 3

Lab:

Tutorial: 1.5 hr weekly

Other:

Cross-listings

Prerequisites for Calendar

SOFE 3720U and SOFE 3770U

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☒ **Core**

☐ **Elective**

☐ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Problem Analysis	D
Design	A
Use of Engineering Tools	A
Impact of engineering on society and the environment	D
Life Long Learning	A

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	75%	25%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Explain the foundational concepts and algorithms in natural language processing, including tokenization, stemming, parsing, and language modelling.
2. Preprocess and analyze text data using standard NLP libraries and techniques.
3. Design and implement programs to solve basic NLP tasks such as text classification, named entity recognition, and sentiment analysis.
4. Apply machine learning and deep learning approaches to build NLP applications.
5. Evaluate the performance of NLP models using appropriate metrics and methods.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

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Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 4120U

Full Course Title: AI Agents and Multi-Agent Systems

Short-Form Course Title (max. 30 characters): AI Agents and Multi-Agent Systems

Course Description

This course introduces the principles and practices for designing, deploying, and coordinating AI agent-based systems. Students will learn how to build intelligent agents that can operate autonomously, collaborate effectively, and solve complex, multi-step tasks in dynamic environments. Key topics include role specialization, memory management, tool integration, task decomposition, error handling, and agent cooperation strategies. Through case studies and hands-on projects, students will automate six common business processes using coordinated teams of AI agents equipped with memory, tools, and strategic workflows.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 2 hr bi-weekly
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	ARTE 3200U: Natural Language Processing
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](https://teachingandlearning.utoronto.ca/), or contact them at teachingandlearning@utoronto.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Problem Analysis	D
Investigation	D
Design	D
Use of Engineering Tools	D
Life Long Learning	I

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	75%	25%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Design autonomous AI agents with distinct roles and capabilities tailored to specific tasks.
2. Implement memory architectures for AI agents, including short-term, long-term, and shared memory to support decision-making.
3. Integrate tools and APIs into agent workflows to enhance their problem-solving and data-gathering capabilities.
4. Decompose complex tasks into sub-goals and assign them across multiple agents to improve performance and scalability.
5. Apply guardrails and safety mechanisms to handle agent errors, hallucinations, and unbounded loops.
6. Coordinate multi-agent systems using serial, parallel, and hierarchical cooperation models to automate real-world business processes.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No **Please explain:**

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 4210U

Full Course Title: Autonomous and Connected Systems

Short-Form Course Title (max. 30 characters): Autonomous & Connected Systems

Course Description

This course introduces students to the foundational concepts and technologies behind autonomous and connected systems, with applications in areas such as self-driving vehicles, smart cities, robotics, and the Internet of Things (IoT). Topics include system architectures, sensor integration, localization and mapping, control and decision-making algorithms, vehicle-to-vehicle (V2V) and vehicle-to-infrastructure (V2I) communication, data fusion, safety and ethical considerations. The course also explores the use of machine learning for perception, prediction, and planning in autonomous systems. Students will engage in hands-on labs and projects to design, simulate, and analyze autonomous and connected systems.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 2 hr bi-weekly
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	SOFE 4590U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☒ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Problem Analysis	A
Design	A
Use of Engineering Tools	A
Individual and team work	A
Impact of engineering on society and the environment	A

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
0%	0%	0%	75%	25%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Explain the key components, architecture, and operation of autonomous and connected systems.
2. Apply algorithms for localization, mapping, and motion planning in autonomous systems.
3. Integrate communication protocols (e.g., V2V, V2I) into connected system designs.
4. Implement basic sensor fusion and control strategies using real-time data inputs.
5. Analyze challenges related to safety, security, and ethics in autonomous and connected systems.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☐ No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: Faculty of Engineering and Applied Science

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

BEng in Artificial Intelligence Engineering

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2027

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2027

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: ARTE

Course Number: 4300U

Full Course Title: Computer Vision and Robotics

Short-Form Course Title (max. 30 characters): Computer Vision and Robotics

Course Description

This course provides an introduction to key aspects of computer vision with a focus on applications in robotics. Students will explore fundamental concepts and techniques in image processing and 3D vision that enable robots to perceive and interact with their environment. The course combines theoretical foundations with practical applications and case studies of real-world robotic vision systems.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab: 2hr bi-weekly
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	SOFE 3720U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☒ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ N (normal alpha grade) ☐ P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assignments, midterms, project, and final exam as determined by the instructor.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

CEAB Graduate Attributes:

Attributes	Covered in the Course
Design	A
Use of Engineering Tools	A
Professionalism	A
Economics and Project Management	A

CEAB Course Content Breakdown:

Math	Basic Science	Complementary Studies	Engineering Science	Engineering Design
10%	0%	0%	20%	70%

Students who successfully complete the course should have reliably demonstrated the ability to:

1. Explain the Principles of Image Formation and Camera Calibration
Students will be able to describe the geometry of image formation and apply camera calibration techniques for robotic vision systems.
2. Apply Image Processing and Feature Detection Techniques
Students will apply foundational image processing methods and feature detection/matching algorithms to extract meaningful visual information.
3. Analyze 3D Vision Techniques for Robotic Perception
Students will analyze and implement methods such as stereo vision and structure from motion to reconstruct 3D scenes from images.
4. Evaluate the Role of Machine Learning in Robotic Vision
Students will evaluate the application of machine learning and deep learning techniques in robotic vision tasks such as segmentation, object detection, and tracking.
5. Assess Real-World Robotic Vision Systems
Students will critically assess case studies of robotic vision systems, understanding how visual perception integrates with robotic tasks and decision-making.

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes ☐ NA

Process of consultation, if applicable:

Have you considered the principles of Equity, Diversity, Inclusion, or Decolonization included when creating this new course? ☐ Yes ☒ No Please explain:

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, and Inclusion (EDI), including in all of its courses. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

There will be no significant financial impact, as the course will be delivered by the department's existing full-time faculty members.

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Appendix F - Faculty Information

Please include here only those currently at the institution and affiliated with the program.

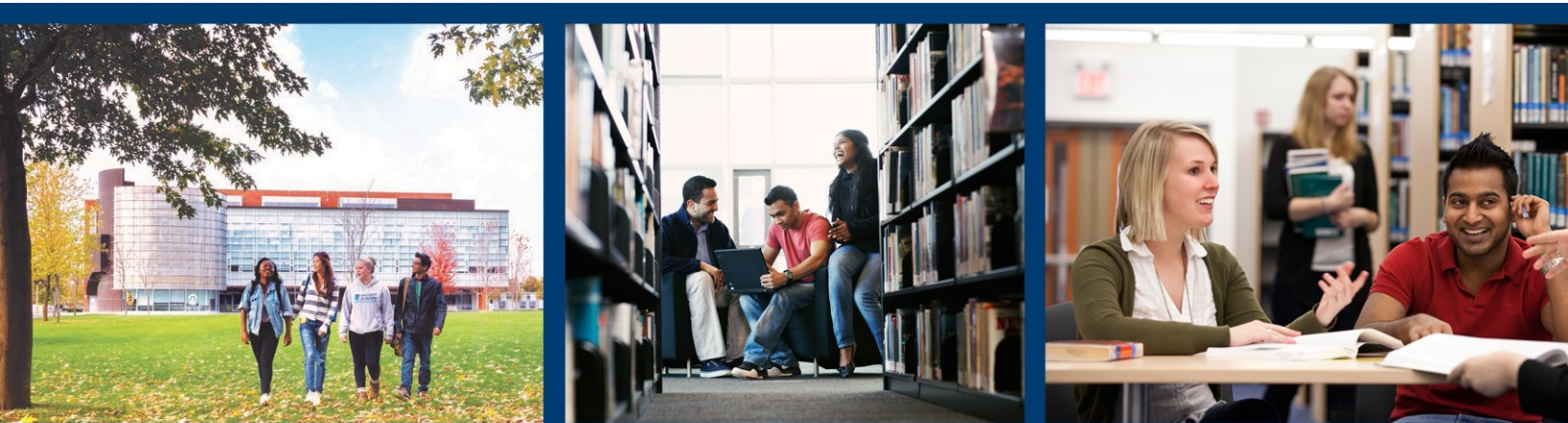
Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Role in New Program (Note if faculty will be teaching and/or supervising in the program)	Total Undergraduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Dr. Anwar Abdalbari Associate Teaching Professor	PhD	FEAS	Electrical, Computer and Software Engineering	Teaching - SOFE 2710U, SOFE2715, SOFE 2720U, Intro to AI	6-7 courses Software/Electrical Engineering
Dr. Khalid Elgazzar Associate Professor	PhD	FEAS	Electrical, Computer and Software Engineering	Teaching - ENGR 1200U, SOFE 4590U New courses Intro to Data, Deep Learning Architecture & Algorithms)	3-4 courses Software and the AI program
Dr. Khalid Abdel Hafeez Associate Teaching Professor	PhD	FEAS	Electrical, Computer and Software Engineering	Teaching - SOFE 3770U, SOFE 2250U, SOFE 4620, Intro to AI (new course Learning Architecture & Algorithms)	6-7 courses Software and the AI program
Dr. Qusay Mahmoud Professor	PhD	FEAS	Middleware	Teaching software development, distributed systems, and supervision of capstone projects.	3-4 courses
Dr. Sanaa Alwidian Assistant Professor	PhD	FEAS	Requirements Engineering, AI for Software Engineering, Software Modeling and Analysis	Teaching Requirements Engineering and AI for Software Engineering courses	3-4 courses

Dr. Masoud Makrehchi Associate Professor	PhD	FEAS	AI, Machine Learning, Natural Language Processing, Data mining	Teaching a broad range of courses in AI and Machine Learning and Algorithm Design, SOFE 3720U, SOFE 4620U	3-4 Courses
Dr. Akramul Azim Associate Professor	PhD	FEAS	Embedded systems, cyber physical systems, AI-based software systems, Software Testing, DevOps, AI/ML	Teaching courses related to AI-based systems and DevOps, SOFE 4590U	3-4 Courses
Masoud Farzam Associate Teaching Professor	PhD	FEAS		Teaching labs & ENGR 2100U/ELEE 2200U	6-7 courses Laboratory
Dr. Tarlochan Sidhu Professor	PhD	FEAS	Electrical, Computer and Software Engineering	ENGR 1015U, ENGR 1025U	3-4 Courses
Dr. Hani Sami Assistant Professor	PhD	FEAS	Electrical, Computer and Software Engineering	SOFE 3650U	3-4 Courses
Dr. Mohamed El-Darieby Associate Professor	PhD	FEAS	Electrical, Computer and Software Engineering	SOFE 3290U	3-4 Courses
Dr. Nasim Moallemi Associate Teaching Professor	PhD	FEAS	Electric Circuit, Electronics, Digital Systems, and Electrical Engineering Fundamentals, Microprocessor and Embedded Systems	Teaching - ENGR 4760U & ENGR 3360U	6-7 courses
Various faculty members from the Faculty of Science	PhD	FSCI	Calculus, Physics, Chemistry, Linear Algebra, Statistics,	Teaching - Foundational Mathematics and Physics courses	6-7 courses Mathematics/Science/Engineering

New Program Assessment: Bachelor of Engineering (Honours), Artificial Intelligence Engineering

Library Statement of Support Provided to Ontario Tech University

Prepared by: Kate Gibbings, Faculty of Engineering and Applied Science Liaison Librarian, July 8, 2025



Contents

Summary	3
Resource Requirements	3
Introduction	4
Library Collections	4
Consortial Licensing.....	4
Journals	4
Books & E-Books.....	5
Search Tools	6
Other Library Resources.....	7
Data Resources.....	7
Multimedia Resources.....	7
Library Services.....	7
Research Support	8
Reference Service & Research Consultations	8
Open Access & Research Data Management	8
Theses & Dissertations	8
Teaching & Learning Support	9
Information Literacy Instruction.....	9
Online Research Guides	10
Copyright & Academic Integrity	10
Course Reserves	10
3D Printing & Equipment Loans	11
Library Staffing	11
Conclusion	11

Summary

Ontario Tech University Library's holdings in Artificial Intelligence Engineering are strong.

Library collections support artificial intelligence topics in all engineering program areas, and particularly in the disciplines of software and computer engineering. Topic coverage includes machine learning, information theory, algorithms, models, data mining, deep learning, neural networks, supervised learning, and multiagent systems.

The Library's research holdings, as well as archives and special collections total more than 98,368 print volumes and 187,387 journal subscriptions. In addition, our holdings include more than 1,484,750 e-books, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Opportunities exist to incorporate information literacy instruction directly into the Bachelor of Engineering (Honours), Artificial Intelligence Engineering program. Student feedback from information literacy sessions overwhelmingly shows that students find the skills to be useful and that information literacy instruction should ideally be incorporated into first year classes. The following are examples of undergraduate engineering courses that could benefit from information literacy instruction due to assignments that require research skills and research-related information resources.

- SSCI 1470U: Impact of Science and Technology on Society
- ENGR 3150: Artificial Intelligence and Machine Learning
- ENGR 4940: Capstone Systems Design for Electrical, Computer and Software Engineering I

Resource Requirements

Resource	Rationale	Budget Requirement	OTO or Ongoing
Total			

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 98,368 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The Library's collections budget for 2024-25 totaled \$1,995,032. Approximately 95% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

Library collections provide strong support for artificial intelligence topics in all engineering program areas, and particularly in the disciplines of software and computer engineering. Given the importance of artificial intelligence in curriculum and research across the Faculty, the Library has both built up subject coverage over time and taken steps to maintain the currency of resources. Topic coverage includes machine learning, information theory, algorithms, models, data mining, deep learning, neural networks, supervised learning, and multiagent systems.

Collection suggestions are welcome and faculty and students are encouraged to contact their subject specialist. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech University community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 81 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

Our journal holdings in disciplines related to Artificial Intelligence Engineering are strong, including coverage of artificial intelligence, software engineering, and computer science.

Students and researchers can access nearly complete journal suites, in many cases including archives, from publishers such as ACM, ASME, Elsevier, IEEE, SAE, Springer, and Wiley.

We provide access, through subscription, to most of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database 2024.

By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Computer Science, Artificial Intelligence	19 of Top 20	• Nature Machine Intelligence • IEEE Transactions on Pattern Analysis and Machine Intelligence • Artificial Intelligence Review
Computer Science, Software Engineering	20 of Top 20	• Computational Visual Media • Communications of the ACM • IEEE Transactions on Dependable and Secure Computing
Engineering, Electrical and Electronic	20 of Top 20	• Nature Electronics • IEEE Transactions on Fuzzy Systems

Books & E-Books

In total, the Library provides access to over 98,368 print books and over 1,484,750 e-books that support teaching, learning and research across all programs and disciplines. Through the Omni Library Search, students and faculty have access to books from Ontario Tech and other Omni member universities by searching Ontario Tech + Omni Libraries. Articles and books that are not available through Omni Libraries, can be requested through our interlibrary loan service. Students and faculty have access to books and e-books from major academic publishers, including: ASME, Cambridge University Press, Cengage, CRC Press, IEEE, IET, Elsevier, McGraw Hill, O'Reilly, Packt, Pearson, SAE, SIAM, Springer, Taylor & Francis, and Wiley.

The Library has a Demand-Driven Acquisition (DDA) Engineering collection that adds more than 5,800 recently published engineering e-books from major publishers to the Omni Search tool, with titles updated regularly. As users access specific e-books, those titles are then added to the Library's permanent collection. This allows the Library to vastly increase the availability of relevant titles, while focusing budget funds on e-books that have proven value to students and faculty.

The following table highlights Library holdings by subject heading for print books and e-books that have particular relevance to Artificial Intelligence Engineering. No significant gaps were identified, but the Library will address the collection development needs of this rapidly developing field as follows:

- The Library prioritizes e-book purchases because digital formats facilitate accessibility, convenience and currency. While print book totals are low in some subject areas, this often reflects a necessary focus of funds on e-books. Having said that, it is important for the Library to

maintain carefully managed print budgets as some highly relevant books cannot be licensed digitally by libraries due to publisher limitation or cost.

- One way the Library can facilitate access to books on the most current and important topics is by maintaining subscriptions to highly relevant collections such as O'Reilly for Higher Education that continuously add new curated titles, and funds for Demand-Driven Acquisition.

Subject	# Print Books	# E-Books
Artificial Intelligence	210	37,420
Data Mining	141	10,572
Computational Intelligence	28	10,571
Algorithms	158	10,553
Machine Learning	54	8,803
Natural Language Processing or Natural Language Generation (Computer Science)	16	3,059
Neural Networks (Computer)	27	2,734
Deep Learning	2	513
Multiagent Systems	4	594

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Artificial Intelligence Engineering. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: Engineering & Computer Science	Relevant Databases: STEM & Multidisciplinary	Relevant Databases: Standards
• ACM Digital Library • ASME • ASTM Digital Library • Computers & Applied Sciences Complete • Engineering Village (INSPEC and Compendex) • IEEE Xplore • O'Reilly for Higher Education • SAE Mobilus • SPIE	• Elsevier ScienceDirect • IOP Science • SciTech Premium Collection • Scopus • SIAM Journals • SpringerLINK • Web of Science	• CSA OnDemand • ASME Standards • ASTM Standards • IEEE Standards • Techstreet Enterprise

Other Library Resources

Standards

The Library subscribes to full standards collections from selected publishers as noted in the table above, but also purchases standards from other publishers via Techstreet Enterprise. Faculty, research teams and students can request standards which are then made available in Techstreet.

Data Resources

The Library provides access to Borealis: The Canadian Dataverse Repository, which supports research data management and open access data requirements for Tri-Agency research funding compliance. To support research that requires statistics and datasets, the Library subscribes to three main resources. Data Liberation Initiative (DLI), odesi and ICPSR provide access to Canadian and American datasets.

Multimedia Resources

Multimedia resources are selected individually or as part of standing subscriptions. Our collection includes 74,347 streaming videos. The collections below are relevant to Engineering programs.

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
O'Reilly for Higher Education	Video content includes videos from courses, conferences and case studies. Titles in Skill category Artificial Intelligence: 131
Kanopy Streaming	Computer Science and Technology: 497

Select Recently Added Multimedia Titles

- Using AI Responsibly. (2024). O'Reilly Media.
- A.I. Revolution. (2024). PBS Nova.

- Introduction to Machine Learning. (2020). The Great Courses.

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Faculty of Engineering and Applied Science have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, via telephone, email and through online chat help. In the 2024-25 academic year, library staff answered 2,979 research questions from the Ontario Tech community. Of these questions, 224 were from faculty or graduate students.

Librarians provide individualized research consultations with students and faculty, in person or online. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2024-25 academic year, Librarians participated in 155 research consultations. The Engineering Librarian engaged in ten research consultations with Faculty of Engineering and Applied Science students.

Open Access & Research Data Management

We provide support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, eScholar (<https://ir.library.ontariotechu.ca>).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (<http://guides.library.ontariotechu.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.ontariotechu.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2024-2025 academic year, these guides were viewed 1,481 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus and Journal Citation Reports (JCR).

Our Research Metrics guide (<http://guides.library.ontariotechu.ca/researchmetrics>) provides background information and support for these tools.

Theses & Dissertations

To ensure that the Ontario Tech community has access to national and international thesis and dissertation databases, we provide access to PQDT (ProQuest Dissertations and Theses) and the Theses

Canada Portal. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online. Library information literacy modules are available in the Canvas Learning Management System and can be adapted and added directly into courses, or instructors can opt for asynchronous recordings.

In the 2024-25 academic year, 129 students in the Faculty of Engineering and Applied Science received course-integrated instructional support from a Librarian. Information literacy instruction is not integrated into any undergraduate courses in the Software or Electrical Engineering programs, though it is integrated into the following courses:

- NUCL 4610: Corrosion for Engineers
- NUCL 4625: Radioactive Waste Management
- NUCL 4994: Capstone Design I
- ENGR 5003/6003: MSc Seminar for Automotive and Mechanical Engineering
- ENGR 5007/6007: MSc Seminar for Electrical, Computer and Software Engineering

The Librarian-created asynchronous guide Library Research for Engineering Students, noted below, is well used by Engineering students. Students may also receive Information Literacy instruction from a Librarian in their elective or communications courses, as well as voluntary workshops.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Student feedback from information literacy sessions indicates that 78% of students felt more confident using the library after receiving library instruction, 84% of students felt that they learned something new, and that students often wish they could have received this training earlier in their program.

The following courses have been identified as potential Information Literacy touchpoints, due to assignments or projects with research components:

- SSCI 1470U: Impact of Science and Technology on Society
- ENGR 3150U: Artificial Intelligence and Machine Learning
- ENGR 4940: Capstone Systems Design for Electrical, Computer and Software Engineering I

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Ridgeback Ramp Up: Finding and Reading Peer Reviewed Journal Articles
- 3D Printing Workshops
- Making an Impact: Your Research Identity
- EndNote Essentials: Streamline your Research Process

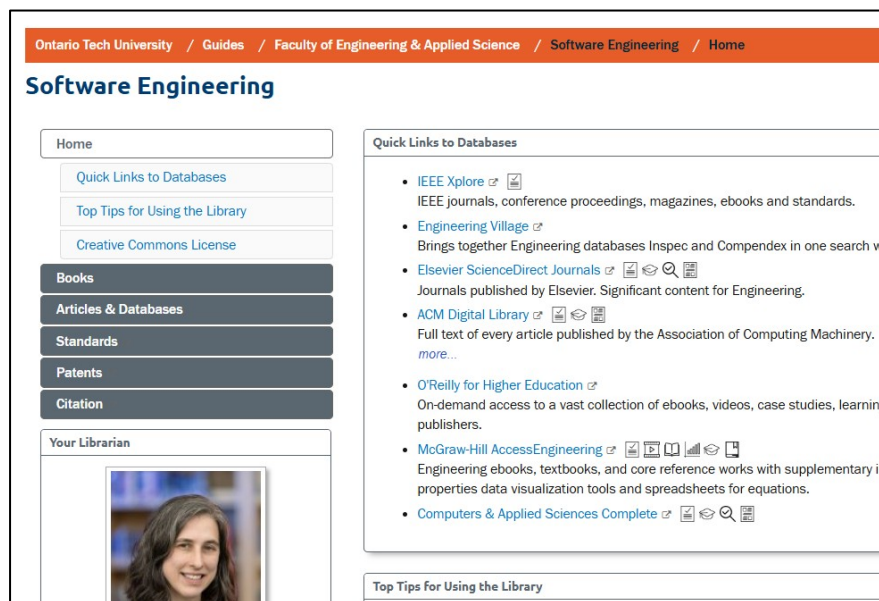
Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance.

- Software Engineering Research Guide: <https://guides.library.ontariotechu.ca/soft-eng>
- Library Research for Engineering Students: <https://guides.library.ontariotechu.ca/engineering>
- Standards and Codes Research Guide: <https://guides.library.ontariotechu.ca/standards>

During the 2024-2025 academic year, these guides were viewed a combined 4,754 times. The Library's Citation Guide, which covers IEEE citation, was viewed 5,865 times.



Software Engineering Research Guide

Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place materials on course reserve in the library, or make course materials available online through our electronic course reserves system. Online course reserves can include the library's print holdings, as well as digitized chapters, and links to journals, e-book chapters, videos and more. We are dedicated to providing equitable access to resources, and our online reserves are subject to copyright compliance and licensing restrictions.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Bachelor of Engineering (Honours), Artificial Intelligence Engineering program is as follows:

Information provided by Program Quality office

We anticipate that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the Bachelor of Engineering in Artificial Intelligence Engineering. Our suite of services and programs will meet the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.

Existing student supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for 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/>.

Faculty-Specific Support

The FEAS Academic Advising Office empowers all engineering students to take ownership of their education by providing personalized, comprehensive academic advising in a confidential and safe environment. The office strives to promote the personal growth of students by instilling a sense of responsibility and independence. The Academic Advisors are committed to helping students develop and reach their academic and personal goals.

The FEAS Academic Advising Office is comprised of four full-time advisors. They include one First Year Advisor and three Upper Years Advisors, along with a Manager of First Year Advising and a Manager of Upper Year Advising. The Academic Advisors work closely with the Department Chair for program related matters and to ensure that the advising needs of students in the program are met.

In recent initiatives by the University, both Managers have dual reporting to the Director of Academic Advising in the Office of the Deputy Provost (for all issues related to Human Resources, Training, and University wide policies and procedures) and to the Associate Dean, Academic within the Faculty (for all issues related to academic matters including but not limited to: course selection, academic standing, readmission, etc.) This model ensures consistency of Academic Advising across the University by developing University wide procedures and providing the required training/professional development while also ensuring that academic matters are contained within the program and the Faculty. It must be stated here that this new structure provides our engineering programs with the expected autonomy to better serve the students in each engineering discipline and relieve the Associate Dean of non-academic matters.

The services provided by Academic Advisors include, but are not limited to:

- Address questions and concerns related to all aspects of student life
- Help establish realistic educational goals and future planning
- Assist in appropriate course planning and sequencing according to the approved program map
- Assess and discusses academic performance, progress, and standing
- Provide strategies and resources for academic success
- Interpret academic policies and procedures
- Ensure all degree requirements are met for timely and successful graduation

- Provide guidance to students on the selection of engineering and liberal studies electives

Student Life

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.

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

Appendix I - Information Technology Resources

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.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐
Consent ☐

ACTION REQUESTED:

Decision ☒
Discussion ☐
Information ☐

TO: Board of Governors

MEETING DATE: June 25, 2026

PRESENTED BY: Susanna Zagar, Chair, Audit & Finance Committee

FROM: Pamela Onsiong, Executive Director, Financial Planning & Reporting

SUBJECT: Item 7.1 - Draft Audited Financial Statements 2025/26 (includes internally restricted funds)

EXECUTIVE SUMMARY:

The Audit and Finance Committee reviewed the 2025/26 audited financial statements on June 18, 2026, and recommends that the **Board approve the audited financial statements** and the proposed **internally restricted reserves**.

The University's strategic priorities, as outlined in its Integrated Academic and Research Plan ("IARP"), drive resource allocation decisions through the annual budget, while the **audited financial statements provide accountability and an overview of financial performance, sustainability, and financial flexibility** in support of long-term institutional goals.

The audited financial statements are prepared on a consolidated basis in accordance with generally accepted accounting principles ("GAAP"), as set out in the Canadian Accounting Standards for Non-for-Profit Organizations, as described in Note 1 to the audited financial statements.

In fiscal 2025/26, the University **continued to operate in a complex and financially constrained** Ontario post-secondary environment that required strong stewardship, strategic focus, and operational flexibility. While the 2025-2026 budget was balanced and included \$3.0M allocated for capital investments and future maintenance costs, **this amount remains below the recommended sector benchmarks**. Industry practice recommends a reserve of 1.5% to 2.5% of asset replacement value to support future capital renewal and ongoing maintenance. For the University, this equates to an **estimated annual reserve provision of \$6.6M to \$11.0M**.

To address this gap in reserves, Management continues to pursue opportunities to strengthen capital sustainability through a combination of revenue growth opportunities and operational efficiencies. Any surplus generated in the current year has been evaluated for allocation to capital renewal and other strategic priorities, subject to Board approval.

Reserve funding decisions are reviewed **in conjunction with the available surplus reported in the University's management report** (see Appendix 5) to ensure sufficient cash coverage while maintaining a strong working capital position. While the audited financial statements report a **surplus of \$22.3M under GAAP, the management reporting** which is prepared on a "modified cash" basis **shows an available surplus of \$13.2M after accounting for non-cash items and other adjustments**. Management is therefore recommending **that a net \$13.2M be internally restricted**, of which \$12.5M will be allocated to capital initiatives, including the future academic building (see Appendix 2)

Management recognizes the **importance of continuing to strengthen its reserve levels** through the annual budgeting and long-term financial planning process (see Appendix 3 for reserve position).

KEY CONSIDERATIONS:

The Board may wish to consider the following questions and comments throughout this presentation:

- o Do the financial **results align with the University's strategic priorities** and approved budget?
- o Is the University **maintaining sufficient financial flexibility and liquidity** to respond to future risks and opportunities?
- o How will **emerging financial pressures, or trends** impact long-term sustainability?

ANALYSIS

Financial Implications (Appendices 1 & 4)

The University reported an annual **surplus of \$22.3M** compared to \$7.2M surplus in the prior year.

Total revenue increased by \$32.1M (or 11.7%) to \$306.0M compared to the prior year, primarily driven by strong **enrolment growth** resulting in higher tuition revenue of \$19.5M (or 17.3%), as well as **increases in operating and research grants** of \$6.2M (or 7.1%). Tuition revenue and grants together account for 74% of total revenue.

Total expenses increased by \$17.0M (or 6.4%) to \$283.7M over the prior year. The increase was largely attributable to higher **salaries and benefit costs**, which increased by \$12.5M (or 8.0%), reflecting compensation obligations under collective agreements and growth in staffing levels required to support enrolment and institutional priorities. **Salaries and benefits** remain the University's largest expenditure category, representing 60% of total operating expenses.

Despite the ongoing financial challenges facing the Ontario post-secondary sector in the current year, the University's **statement of financial position** remains stable. Factors contributing to

the stable financial position include **robust enrolment growth, positive operating results contributing to increased reserves, and solid levels of liquidity supported by cash and investments.**

The University continues to **meet all debt servicing and financial covenant obligations.** During the fiscal year 2025/26, the University repaid \$11.8M in debt, reflecting its commitment to prudent financial management and long-term financial sustainability.

Capital / Strategic Commitments

In addition to normal operating activities, the University entered into a series of agreements with a third-party developer in fiscal year 2025/26 to design, construct, lease and operate purpose-built student residences on campus with expected completion in Fall 2027. Under these agreements, the developer is responsible for all construction and future operating costs associated with the student residences. As a result, the agreements **did not have a financial impact on the University's results in the current fiscal year.** Additional details are provided in Note 23 (c), Contingencies and Contractual Commitments.

Risk Assessment – Financial Health Ratios (Appendix 3)

The Ministry of Colleges, Universities, Research Excellence and Security (“MCURES”) implemented the **University Financial Accountability Framework** (the “Framework”) in 2023/24 to annually assess the financial health and long-term sustainability of the sector in Ontario. The Framework consists of seven financial indicators (liquidity, sustainability and performance ratios) with associated defined risk thresholds that determine an overall institutional risk rating and any associated action plan requirements. Since implementation of the Framework, the University has been classified in the **medium-risk** category primarily due to the level of outstanding debt on its balance sheet.

For the current fiscal year, the University reported a surplus that **strengthened its reserve position and improved its working capital base.** **Except for the net operating revenue ratio, which showed a slight deterioration** from the prior year, all other liquidity, sustainability and performance indicators improved year over year. Although the reserve ratio improved to 71 days, it remains within the medium risk category. The University also continued to repay its debt obligations without incurring new debt, **contributing to stronger sustainability ratios.**

While the reserve ratio and sustainability ratios remain within the medium-risk category on a standalone basis, it is expected that the weighted average of the seven financial ratios will result in the University's **overall institutional assessment shifting from medium risk to low risk.**

Conclusion

The University's 2025/26 financial results provide Management with financial flexibility to support strategic initiatives, strengthen its reserves and liquidity position, and invest in future renewal while maintaining alignment with the University's IARP and risk profile. Management remains committed to prudent financial planning that maintains financial strength over the long term.

Motion for Consideration

That, pursuant to the recommendations of the Audit & Finance Committee, the Board of Governors hereby approves the 2025/26 audited financial statements and the 2025/26 internally restricted reserves, as presented.

ATTACHMENTS:

This report provides the Board with the following documents for the year ending March 31, 2026

- Draft audited financial statements and the accompanying notes to the financial statements (Appendix 1)
- Internally restricted reserves (Appendix 2)
- Financial health ratios (Appendix 3)
- Consolidated financial statements analysis (Appendix 4).
- Reconciliation between management operating results and audited financial statements (Appendix 5)

Consolidated Financial Statements of

ONTARIO TECH UNIVERSITY

For the year ended March 31, 2026

Appendix 1

ONTARIO TECH UNIVERSITY Consolidated Financial Statements Table of Contents For the year ended March 31, 2026

	<u>Page</u>
Independent Auditor's Report	
Consolidated Statement of Financial Position	1
Consolidated Statement of Operations	2
Consolidated Statement of Changes in Net Assets	3
Consolidated Statement of Cash Flows	4
Notes to the Consolidated Financial Statements	5-24

ONTARIO TECH UNIVERSITY
Consolidated Statement of Financial Position
(in thousands of dollars)
As at March 31, 2026

	<u>2026</u>	<u>2025</u>
Assets		
Current assets:		
Cash and cash equivalents (Note 3)	\$ 89,657	\$ 75,330
Short-term investments (Note 4)	12,462	-
Grant receivable	11,993	9,114
Other accounts receivable (net of allowance for doubtful accounts - \$1,744; 2025 - \$1,304) (Note 3)	10,304	9,400
Prepaid expenses, deposits and inventories	4,520	2,618
	128,936	96,462
Long-term investments (Note 4)	-	12,000
Endowed and other investments (Note 5)	44,960	40,612
Other assets (Note 6)	1,875	1,819
Capital assets (Note 7)	384,051	391,991
Goodwill (Note 8)	973	973
Total assets	\$ 560,795	\$ 543,857
Liabilities and Net Assets		
Current Liabilities:		
Accounts payable and accrued liabilities (Notes 9 and 18)	\$ 47,324	\$ 43,806
Deferred revenue (Note 10)	40,346	36,439
Current portion of other long-term debt (Note 11)	863	746
Current portion of obligations under capital lease (Note 12)	669	584
Current portion of long-term debenture debt (Note 13)	9,549	8,971
Current portion of fair value of interest rate swap (Note 14)	780	756
	99,531	91,302
Other long-term debt (Note 11)	3,675	4,538
Long-term portion of obligations under capital lease (Note 12)	25,083	25,752
Long-term portion of debenture debt (Note 13)	102,259	111,808
Long-term portion of fair value of interest rate swap (Note 14)	18,810	20,370
Deficiency in other investments (Note 15)	26	272
Deferred capital contributions (Note 16)	151,193	153,757
	400,577	407,799
Net Assets		
Unrestricted	13,478	12,685
Invested in capital assets (Note 19)	74,236	66,041
Internally restricted (Note 20)	41,354	28,061
Endowments (Note 21)	31,150	29,271
	160,218	136,058
Related party transactions (Notes 2,6,7,8,15,19,23)		
Contingencies and contractual commitments (Note 23)		
Subsequent event (Note 23 (d))		
Guarantees (Note 24)		
Financial instrument risks (Note 25)		
Total liabilities and net assets	\$ 560,795	\$ 543,857

See accompanying notes to the consolidated financial statements

ONTARIO TECH UNIVERSITY
Consolidated Statement of Operations
(in thousands of dollars)
For the year ended March 31, 2026

	<u>2026</u>	<u>2025</u>
REVENUE		
Grants - operating and research (Note 17)	\$ 94,315	\$ 88,071
Grants - debenture (Note 13)	13,500	13,500
Donations	3,494	3,765
Student tuition fees	132,236	112,740
Student ancillary fees	19,536	16,801
Revenues from purchased services (Note 18)	1,733	1,557
Other income	25,433	22,346
Amortization of deferred capital contributions	8,882	8,653
Investment income (Note 5)	3,668	4,693
Income from other investments (Note 15)	246	1,538
Unrealized gain/(loss) on interest-rate swap	781	(1,597)
Unrealized gain on endowed and other investments	2,213	1,907
	306,037	273,974
EXPENSES		
Salaries and benefits	167,657	155,205
Student aid, financial assistance and awards	18,087	17,239
Supplies and expenses	45,671	41,133
Purchased services (Note 18)	15,428	16,245
Interest expense - debt obligations	10,637	10,981
Interest expense - other	312	282
Amortization of capital assets	24,213	23,340
Professional fees	1,751	2,300
Loss on disposal of assets	-	1
	283,756	266,726
Excess of revenue over expenses	\$ 22,281	\$ 7,248

See accompanying notes to the consolidated financial statements

ONTARIO TECH UNIVERSITY
Consolidated Statement of Changes in Net Assets
(in thousands of dollars)
As at March 31, 2026

	<u>Unrestricted</u>	<u>Invested in Capital Assets</u> (Note 19)	<u>Internally Restricted</u> (Note 20)	<u>Endowments</u> (Note 21)	<u>Total 2026</u>	<u>Total 2025</u>
Balance - Beginning of Year	\$ 12,685	\$ 66,041	\$ 28,061	\$ 29,271	\$ 136,058	\$ 126,625
Excess / (deficiency) Revenue over Expenses	37,612	(15,331)	-	-	22,281	7,248
Interfund Transfer	(13,293)	-	13,293	-	-	-
Investment in Capital Assets	(23,526)	23,526	-	-	-	-
Net Endowment Contributions	-	-	-	1,879	1,879	2,185
Net changes during the year	793	8,195	13,293	1,879	24,160	9,433
Balance - End of Year	\$ 13,478	\$ 74,236	\$ 41,354	\$ 31,150	\$ 160,218	\$ 136,058

See accompanying notes to the consolidated financial statements

ONTARIO TECH UNIVERSITY
Consolidated Statement of Cash Flows
(in thousands of dollars)
For the year ended March 31, 2026

	<u>2026</u>	<u>2025</u>
NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES		
OPERATING		
Excess of revenue over expenses	\$ 22,281	\$ 7,248
Items not affecting cash:		
Amortization of capital assets	24,213	23,340
Amortization of deferred capital contributions	(8,882)	(8,653)
Loss on disposal of capital assets	-	1
Income from other investments	(246)	(1,538)
Unrealized (gain)/loss on interest-rate swap	(781)	1,597
Unrealized gain on endowed and other investments	(2,213)	(1,907)
	34,372	20,088
WORKING CAPITAL		
Grant and other accounts receivable	(3,783)	1,221
Prepaid expenses, deposits and inventories	(1,902)	37
Accounts payable and accrued liabilities	3,518	9,443
Deferred revenue	3,907	3,639
	36,112	34,428
INVESTING		
Purchase of capital assets	(16,273)	(23,356)
Proceeds on disposal of capital assets	-	1
Net change in investments	(2,597)	(14,263)
Net change in other assets	(56)	(56)
	(18,926)	(37,674)
FINANCING		
Repayment of interest-rate swap	(755)	(734)
Repayment of long-term and debenture debt	(9,717)	(9,081)
Repayment of obligations under capital leases	(584)	(506)
Net endowment contributions	1,879	2,185
Deferred capital contributions received	6,318	4,210
	(2,859)	(3,926)
NET CASH INFLOW /(OUTFLOW)	14,327	(7,172)
CASH & CASH EQUIVALENTS BALANCE, BEGINNING OF YEAR	75,330	82,502
CASH & CASH EQUIVALENTS BALANCE, END OF YEAR	\$ 89,657	\$ 75,330
SUPPLEMENTARY CASH FLOW INFORMATION		
Interest paid	\$ 10,898	\$ 11,227
Donated buildings	\$ -	\$ 4,800

See accompanying notes to the financial statements

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

University of Ontario Institute of Technology (the “University”) was incorporated without share capital under the University of Ontario Institute of Technology Act which received Royal assent on June 27, 2002. The objectives of the University, as well as the powers of the Board of Governors and the Academic Council, are defined in the Act.

The University is a market-oriented University integrating inquiry, discovery and application through excellence in teaching, learning and value-added research. The University is a degree granting and research organization offering graduate and undergraduate education. The University is a registered charity under Section 149 of the Income Tax Act and is, therefore, exempt from income taxes.

On March 27, 2019, the University launched its brand name and now operates as “Ontario Tech University”.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES

(a) Basis of presentation

The University follows Canadian Accounting Standards for Not-for-Profit Organizations (“ASNPO”) in Part III of the Chartered Professional Accountants of Canada (“CPA”) Handbook. Except for Ontario Tech Talent, these consolidated financial statements reflect the assets, liabilities, net assets, revenue and expenses of all the operations controlled by the University.

On March 10, 2020, Ontario Tech Talent (“Talent”) was incorporated as a separate legal entity with a March 31 fiscal year-end. Its purpose was to provide students and new graduates with opportunities to enhance their job readiness skills and improve employment prospects. Talent is a for-profit entity, controlled by the University and its financial results to March 31, 2026 are accounted for using the equity method, whereby the investment is carried in the University’s financial statements initially at cost, and includes the share of earnings or loss. Talent follows Canadian Accounting Standards for Private Enterprises, with no significant differences in accounting policies from those followed by the University. On January 30, 2025, the Board of Directors of Talent approved a motion to wind down its operations. Operations ceased during fiscal 2025/26 and Talent will be dissolved in 2026/27.

On February 21, 2023, and pursuant to a share purchase agreement, the University acquired the share capital and control of the Regent Square Property Corporation (“Regent Corporation”) and its related property for cash consideration. The acquisition has been accounted for using the acquisition method, whereby the purchase price is allocated to the net assets acquired based on their fair values. The accounting policy choice to consolidate on an annual basis has been selected.

On June 21, 2025, Ontario Tech Edge Inc. (“Edge”) was incorporated as a separate legal entity with a March 31 fiscal year-end. Edge was established to deliver high-quality professional programs and services to organizations across various industries in support of innovation, entrepreneurship, and the development of new ventures that contribute to workforce development and lifelong learning. Edge operates as a for-profit entity and is controlled by the University. The accounting policy choice to consolidate on an annual basis has been selected.

SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

These consolidated financial statements do not reflect the assets, liabilities, and results of operations of the various student organizations as they are not controlled by the University.

(b) Revenue recognition

The University follows the deferral method of accounting for contributions, which includes donations and government grants.

Operating grants are recorded as revenue in the year to which they relate. Grants earned but not received at the end of an accounting year are accrued. When a portion of a grant relates to a future period, it is deferred and recognized in that subsequent period.

Student ancillary fees are recognized as revenue when courses are provided.

Student tuition fees are deferred to the extent that related courses extend beyond the fiscal year of the University.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Externally restricted contributions for purposes other than endowment are deferred and recognized as revenue in the year in which the related expenses are incurred. Pledged donations are not recorded until received due to the uncertainty involved in their collection.

Life insurance policy donation which is owned by the University and for which it is the named beneficiary, is recognized as revenue at the cash surrender value in the year in which it is received, with adjustments each year thereafter in accordance with the instrument's cash surrender value increase.

Endowment contributions are reported as direct increases in net assets when received.

Other operating revenues are deferred to the extent that related services provided, or goods sold, are rendered or delivered subsequent to the end of the University's fiscal year.

Investment income related to restricted spending is recorded directly to the endowment net assets. Investment income without restrictions is recognized when earned.

(c) Cash and cash equivalents

Cash equivalents consist of highly liquid investments having terms to maturity of three months or less at the end of the fiscal year and are readily convertible to cash on short notice and are recorded at market value.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

(d) Financial instruments

Financial instruments are recorded at fair value on initial recognition. Freestanding derivative instruments that are not in a qualifying hedging relationship and equity instruments that are quoted in an active market are subsequently measured at fair value. All other financial instruments are subsequently recorded at cost or amortized cost.

Transaction costs incurred on the acquisition of financial instruments measured subsequently at fair value are expensed as incurred. All other financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

Financial assets are assessed for impairment on an annual basis at the end of the fiscal year if there are indicators of impairment. If there is an indicator of impairment, the University determines if there is a significant adverse change in the expected amount or timing of future cash flows from the financial asset. If there is a significant adverse change in the expected cash flows, the carrying value of the financial asset is reduced to the highest of the present value of the expected cash flows, the amount that could be realized from selling the financial asset or the amount the University expects to realize by exercising its right to any collateral. If events and circumstances reverse in a future period, an impairment loss will be reversed to the extent of the improvement, not exceeding the initial impairment charge.

(e) Long-term debt

The University carries long-term debt at amortized cost.

(f) Inventories

Inventories are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis.

(g) Capital assets

Purchased capital assets are recorded at cost less accumulated amortization. Contributed capital assets are recorded at fair value at the date of contribution when fair value is reasonably determinable. Otherwise, contributed assets are recorded at a nominal amount. Betterments, which extend the estimated useful life of an asset, are capitalized. When a capital asset no longer contributes to the University's ability to provide services, its carrying amount is written down to its residual value. Capital assets are amortized on a straight-line basis over their useful lives, which have been estimated to be as follows:

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

Buildings	15 – 40 years
Building renovations and major equipment	10 years
Leasehold improvements	over lease term
Parking	20 years
Furniture and fixtures	5 years
Laptops	4 years
Computer equipment and vehicles	3 years
Capital leases	over economic life of assets

Capital assets acquired during the financial year are amortized at half of the applicable rate. Construction-in-progress represents assets not yet available for use, therefore amortization commences when the project is complete.

(h) Goodwill and its impairment

Goodwill is the excess of the consideration paid over the fair value of the acquired assets and assumed liabilities in a business combination. Goodwill is not amortized but rather tested for impairment at which time an event has occurred and which indicates a possibility of impairment.

When the carrying amount of a reporting unit, including goodwill, exceeds its fair value, an impairment loss is recognized in an amount equal to the excess. An impairment loss is not subsequently reversed.

(i) Deferred capital contributions

Contributions received for capital assets are deferred and amortized over the same term and on the same basis as the related capital assets.

(j) Contributed goods and services

The University receives a number of contributed goods and services from individuals, corporations and community partners. Because of the difficulty in determining the fair value, contributed services are not recognized in the Consolidated Financial Statements. Contributed goods for which fair value is measurable and would have otherwise been purchased for use in the normal course of operations, are recognized in the Consolidated Financial Statements.

(k) Cloud computing arrangements

In the current year, the University adopted the Accounting Guideline AcG-20, Customer's Accounting for Cloud Computing Arrangements. Under the policy, the University has chosen the simplification approach, whereby expenditures related to elements in cloud computing arrangements are recorded as an expense as incurred. Amounts paid in advance for cloud services are recorded as prepaid expenses and recognized over the term of the arrangement. During the fiscal year, the University expensed \$2,100 (2025 - nil) of cloud computing costs.

1. SIGNIFICANT ACCOUNTING POLICIES AND DISCLOSURES (continued)

(l) Use of estimates

The preparation of consolidated financial statements requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenue and expenses during the year. Items subject to such estimates and assumptions include the valuation of derivatives and the carrying value of capital assets. Actual results could differ from these estimates.

2. RELATED PARTY TRANSACTIONS

(a) Campus Corners Property

On December 14, 2007, the University entered into an operating lease agreement on a building in north Oshawa, known as Campus Corners building, with Wellington Capital Corporation ("Wellington Corporation"). This lease was extended on May 2, 2012 with expiry on August 31, 2027.

On September 17, 2024, a series of financial transactions took place between Wellington Corporation, Simcoe Property Corporation and the University:

Pursuant to a purchase and gift agreement, the University acquired 50% interest in Campus Corners Property which comprises of the Campus Corners building and other buildings in the surrounding area. The acquisition of the Campus Corners Property was for cash consideration of \$12,900. The fair market value of Campus Corners Property was determined to be \$17,700. The resulting excess of the fair market value over the purchased price, being \$4,800, was a gift to the University and is included in the consolidated financial statements as a deferred capital contribution in Note 16. The Campus Corners Property total value, inclusive of net sales taxes of \$148, is \$18,430 and is included under Buildings in the "Capital assets" Note 7.

The University entered into a co-ownership agreement with Wellington Corporation to own, manage, service, market and lease the Campus Corners Property. Any net rental cash flows from the agreement are distributed equally to the University and Wellington Corporation on a monthly basis. The net rental cash flows are included on a gross basis in the statement of operations. In the current year, the University received \$1,079 (2025 - \$674) of rental revenues.

Under the co-ownership agreement, the University and Wellington Corporation as landlord entered into an agreement with the University as tenant to extend the operating lease for Campus Corners building by a period of 25 years, commencing on September 17, 2024 and expiring on September 16, 2049. The remaining operating lease commitment is \$26,394 and is included in Note 23 (b), "Contractual Commitments").

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

3. CASH AND CASH EQUIVALENTS

	<u>2026</u>	<u>2025</u>
Bank of Montreal, cash balances	\$ 70,730	\$ 57,571
RBC guaranteed investment certificate	18,000	17,000
Royal Bank of Canada, cash balances	146	115
Harris Bank, cash balances/(drawn)	34	(15)
Other, balances	747	659
	<u>\$ 89,657</u>	<u>\$ 75,330</u>

The University has a credit facility agreement with a Canadian chartered bank, which provides for a revolving operating line of credit up to \$17,000, bearing interest at prime plus 0.25%. As at March 31, 2026, the University utilized, on a cash consolidated basis, nil (2025 - nil) of the operating line of credit.

The balance includes \$18,000 of an annual guaranteed investment certificate (“GIC”) maturing on April 30, 2026, which is classified as “cash and cash equivalents” (2025 – \$17,000). The interest income recognized on the GIC in the current year is \$685 (2025 - \$970), of which \$646 (2025 - \$970) is included in other accounts receivable.

4. SHORT-TERM AND LONG-TERM INVESTMENTS

Short-term investments of \$12,462 consist of a two-year GIC maturing on March 11, 2027 and including interest of \$462 recognized and reinvested after one year. In the prior year, this \$12,000 GIC was classified as a long-term investment as its maturity date exceeded 12 months from the reporting date.

5. ENDOWED AND OTHER INVESTMENTS

The University maintains pooled investment funds for its endowed investments. The pooled funds are managed by external investment managers appointed by the University and are invested in accordance with the University’s approved statement of investment policies and procedures.

Investment income included in the consolidated statement of operations consists of dividends on investments and interest on cash and cash equivalents and long-term investments.

Realized investment income and realized gains on endowed investments are recognized as changes in endowed net assets for capital preservation.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

5. ENDOWED AND OTHER INVESTMENTS (continued)

At March 31, 2026, the fair values of the funds are as follows:

	2026	2025
Pooled equity funds	\$ 32,914	\$ 29,261
Fixed Income	11,013	10,058
Money Market/Cash	1,033	1,293
	\$ 44,960	\$ 40,612

Financial instrument risks are disclosed in Note 25, under “Financial instrument risks”.

6. OTHER ASSETS

Included under Other assets is the donation of a life insurance policy the University received in July 2020. This policy, for which the University is the named beneficiary, is recorded at the current cash surrender value of \$1,875 (2025 - \$1,819). Other assets are net of an allowance for doubtful accounts of \$165 (2025 - \$270) that pertains to a receivable from its subsidiary, Talent (Note 15).

7. CAPITAL ASSETS

Capital assets consist of:

	2026			2025
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Land	\$ 12,887	\$ -	\$ 12,887	\$ 12,887
Buildings	498,896	204,259	294,637	307,437
Building renovations	46,387	32,788	13,599	12,900
Leasehold improvements	2,754	1,319	1,435	1,476
Parking	1,820	605	1,215	1,200
Furniture and fixtures	25,592	22,567	3,025	3,279
Laptops	4,095	3,672	423	633
Vehicles	613	504	109	115
Computer equipment	30,738	27,000	3,738	3,695
Major equipment	113,412	87,804	25,608	27,167
Construction-in-progress	8,410	-	8,410	1,754
	\$ 745,604	\$ 380,518	\$ 365,086	\$ 372,543
Assets under capital leases:				
Land	2,300	-	2,300	2,300
Buildings	24,152	7,487	16,665	17,148
Total	\$ 772,056	\$ 388,005	\$ 384,051	\$ 391,991

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

7. CAPITAL ASSETS (continued)

Donated assets other than non-depreciables, such as land, are amortized as per note 1(g) under Significant accounting policies and disclosures.

Included in the asset schedule are buildings of \$18,430 acquired upon the purchase of 50% interest in the Campus Corners Property (note 2).

Included in land is property with a carrying value of \$5,400 that has been leased in the current year to a third-party developer under a 99-year ground lease for the construction and operation of student residences. The University retains legal ownership of the land (note 23(c) "Contingencies and Contractual Commitments").

Amortization of assets under capital leases for the current year totaled \$483 (2025 - \$483).

8. GOODWILL

Goodwill of \$973 represents the excess of the purchase price over the fair market value of Regent Corporation's net assets upon the acquisition of control of the Regent Corporation in 2023.

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Included in accounts payable and accrued liabilities are government remittances payable of \$3,936 (2025 - \$3,620).

10. DEFERRED REVENUE

Deferred revenue represents revenues related to expenses of future periods. The changes in deferred revenue balance are as follows:

	Opening balance April 1, 2025	Amounts received	Revenues recognized	Ending balance March 31, 2026
Grants - operating and research	\$ 13,976	\$ 96,323	\$ (94,315)	\$ 15,984
Grants - debenture	-	13,500	(13,500)	-
Donations	4,953	3,739	(3,494)	5,198
Student tuition fees	13,199	133,523	(132,236)	14,486
Student ancillary fees	1,416	19,536	(19,536)	1,416
Other income	2,895	25,800	(25,433)	3,262
	<u>\$ 36,439</u>	<u>\$ 292,421</u>	<u>\$(288,514)</u>	<u>\$ 40,346</u>

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

11. OTHER LONG-TERM DEBT

The University has incurred debts in the amount of \$4,538 through third parties related to a property in downtown Oshawa and leasehold improvements. Other long-term debt comprised the following:

	<u>2026</u>	<u>2025</u>
Unsecured loan for leasehold improvements in downtown Oshawa, repayable monthly at 9.3% per annum, with final instalment due April 30, 2041	160	165
Secured loan for property at 55 Bond Street, repayable monthly at 7.2% per annum with final instalment due September 1, 2030 (Note 24)	4,378	5,119
	\$ 4,538	\$ 5,284

Total principal repayments in each of the next five years and thereafter for other long-term debt are as follows:

2027	863
2028	925
2029	992
2030	1,064
2031	564
Thereafter, through 2042	130
	<u>4,538</u>
Less: current portion	863
	<u>\$ 3,675</u>

The fair value of the other long-term debt is \$4,694 (2025 - \$5,557). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

12. OBLIGATIONS UNDER CAPITAL LEASES

In fiscal year 2011, the University entered into capital leasing arrangement on a property in downtown Oshawa to accommodate the growth in student population.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

12. OBLIGATIONS UNDER CAPITAL LEASES (continued)

Remaining capital lease repayments are due as follows:

	2026	2025
2026	\$ -	\$ 2,929
2027	2,959	2,959
2028	2,988	2,988
2029	3,018	3,018
2030	3,049	3,049
2031	3,079	3,079
Thereafter, through 2041	32,834	32,835
Total minimum lease payments	47,927	50,857
Less: amount representing interest at 9.0%	22,175	24,521
Present value of net minimum capital lease payments	25,752	26,336
Less: current portion of principal obligation	669	584
	\$ 25,083	\$ 25,752

Interest of \$2,345 (2025 - \$2,394) relating to capital lease obligations has been included in interest expense – debt obligations on the consolidated statement of operations. The total cost of assets under capital leases is \$26,452 (2025 - \$26,452) with related accumulated amortization of \$7,487 (2025 - \$7,004).

The fair value of the capital leases is \$26,062 (2025 - \$26,720). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

13. LONG-TERM DEBENTURE DEBT

On October 8, 2004, the University issued Series A Debentures in the aggregate principal amount of \$220,000. These debentures bear interest at 6.351%, payable semi-annually on April 15 and October 15, with the principal due in 2034. The proceeds of the issuance were used to finance capital projects including the construction of three Academic Buildings, a Library and related infrastructure. These debentures are secured by all assets of the University and are guaranteed by Durham College.

The debt is funded through special one-time grants from the Ministry of Colleges, Universities, Research Excellence and Security (“MCURES”), and by the University’s operating funds.

On August 12, 2011, an agreement was signed between the University and the MCURES whereby the MCURES shall pay the University \$13,500 each year in equal semi-annual payments of \$6,750 in April and October to fund the repayment of the debentures. The agreement took effect on April 1, 2011 and the grant will continue until the maturity of the debentures in October 2034.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

13. LONG-TERM DEBENTURE DEBT (continued)

Total principal and interest paid on the debenture to March 31, 2026 is \$346,521 (2025 - \$330,020), \$277,488 (2025 - \$263,988) funded by the MCURES and \$69,033 (2025 - \$66,032) funded by the University. As at March 31, 2026, \$217,431 (2025 - \$217,431) had been used to finance capital assets. Total principal repayments for debenture debt are as follows:

	<u>2026</u>	<u>2025</u>
2026	-	8,971
2027	9,549	9,549
2028	10,165	10,165
2029	10,821	10,821
2030	11,520	11,520
2031	12,263	12,263
Thereafter, through 2034	57,490	57,490
Total minimum debt payments	111,808	120,779
Less: current portion	9,549	8,971
	102,259	111,808

The fair value of the long-term debenture debt is \$119,404 (2025 - \$130,311). Fair value has been calculated using the future cash flows of the actual outstanding debt instrument, discounted at current market rates available to the University.

14. DERIVATIVE FINANCIAL INSTRUMENT

On September 29, 2021, the University entered into an unsecured interest rate swap agreement with RBC for the long-term financing of the Shawenjigewining Hall. This agreement expires on September 28, 2046. Under the terms of the agreement, the University agrees with the counterparty to exchange, at specified intervals and for a specified period, its floating interest calculated on the notional principal amount of each loan for a fixed rate of 2.23%. The credit spread on this loan is 0.79%. The use of the swap effectively enables the University to convert the floating rate interest obligation of the loan into a fixed rate obligation and thus manages its exposure to interest rate risk.

The fair value of the derivative liability is as follows:

	<u>2026</u>	<u>2025</u>
Interest rate swap	\$ 19,590	\$ 21,126
Less: current portion	780	756
	\$ 18,810	\$ 20,370

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

15. DEFICIENCY IN OTHER INVESTMENTS

Deficiency in other investments comprise of the investment in Talent. Investment as at March 31, 2026 is a net loss of \$26 (2025 – loss of \$272) which includes the initial investment in Talent of 100 shares valued at one hundred dollars.

On January 30, 2025, the Board of Directors of Talent approved a motion to wind down its activities with business activities ceasing in fiscal 2025/26. Included in the total revenue of Talent is \$355 (2025 - \$3,250) of amounts due and forgiven by the University in the current year.

Financial information from Talent’s financial statements is as follows:

	<u>2026</u>	<u>2025</u>
Total assets	<u>\$ 139</u>	<u>\$ 149</u>
Total liabilities	165	421
Shareholders' equity		
- 100 common shares, valued at one hundred dollars	-	-
- Net accumulated loss	<u>(26)</u>	<u>(272)</u>
	<u>\$ 139</u>	<u>\$ 149</u>
Results of operations:		
Total revenue	443	4,690
Total expenses	<u>197</u>	<u>3,152</u>
Net income for the year	<u>\$ 246</u>	<u>\$ 1,538</u>

The total liabilities of Talent relates to a related party balance of \$165 (2025 – \$270), representing the outstanding draw of a credit facility with the University to fund the operating costs of Talent. This related party balance has been provided for by the University in the current year. There is no interest on this credit facility and there are no fixed terms of repayment.

16. DEFERRED CAPITAL CONTRIBUTIONS

Deferred capital contributions represent the unamortized amount of contributions, including grants and donations, for the investment in capital assets.

On September 17, 2024, the University entered into an agreement with Wellington Corporation and Simcoe Property Corporation to purchase 50% interest in Campus Corners Property. The excess of fair market value of the Property over the purchase price (see Note 2 “Related Party Transactions”), being \$4,800, was a gift to the University and is included as a deferred capital contribution as the gift is directed to financing the purchase of the Campus Corners Property.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

16. DEFERRED CAPITAL CONTRIBUTIONS (continued)

The changes in the balance consist of the following:

	<u>2026</u>	<u>2025</u>
Balance - beginning of year	\$ 153,757	\$ 153,400
Contributions	6,318	4,210
Donated buildings	-	4,800
Recognized as revenue during the year	(8,882)	(8,653)
Balance - end of year	<u>\$ 151,193</u>	<u>\$ 153,757</u>

Deferred capital contributions include unspent amounts of \$3,066 (2025 - \$1,332).

17. GRANT REVENUES – OPERATING AND RESEARCH

Grant revenues consist of the following:

	<u>2026</u>	<u>2025</u>
Operating	\$ 77,630	\$ 71,746
Externally funded research	16,685	16,325
Total grant revenues	<u>\$ 94,315</u>	<u>\$ 88,071</u>

18. PURCHASED SERVICE COSTS

Under a shared service agreement, the University purchases certain administrative services from Durham College. The cost of salaries, benefits and operating expenses purchased by the University are calculated based on a combination of individual percentage and actual cost by service area.

Amounts invoiced from Durham College for purchased services expense, including expense from ancillary operations, are recorded as expenses under “Purchased services” in the consolidated Statement of Operations. Revenues from ancillary operations are recorded as revenues and are included under “Revenues from purchased services” in the consolidated Statement of Operations.

Shared services are paid by a standing monthly instalment to Durham College, with a final true-up and settlement in April following the end of the fiscal year.

Included in accounts payable and accrued liabilities is an amount payable to Durham College for shared services of \$4,336 (2025 - \$8,045)

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

19. INVESTED IN CAPITAL ASSETS

Investment in capital assets represents the following:

	<u>2026</u>	<u>2025</u>
Capital assets - net book value	\$ 384,051	\$ 391,991
Less amount financed by deferred capital contributions, net of unspent amounts (Note 16)	(148,127)	(152,425)
Less amount financed by long-term debt (Notes 11, 12, 13 and 14)	(161,688)	(173,525)
Total investment in capital assets	\$ 74,236	\$ 66,041

	<u>2026</u>	<u>2025</u>
Net change in investment in capital assets:		
Purchase of capital assets	\$ 16,273	\$ 23,356
Donated buildings	-	4,800
Amounts funded by:		
Deferred capital contributions, net of unspent amounts	(4,584)	(2,878)
Donated buildings	-	(4,800)
Repayment of long-term debt	11,056	10,321
Unrealized gain/(loss) on interest rate swap and net book value of disposed capital assets	781	(1,599)
	\$ 23,526	\$ 29,200

	<u>2026</u>	<u>2025</u>
Amortization of deferred capital contributions	\$ 8,882	\$ 8,653
Less amortization of capital assets	(24,213)	(23,340)
	\$ (15,331)	\$ (14,687)
Net change during the year	\$ 8,195	\$ 14,513

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

20. INTERNALLY RESTRICTED NET ASSETS

Internally restricted net assets represent unspent funds which have been committed for specific purposes, including the appropriation of internally funded research and investment in the University's academic priorities, working capital, facilities, information technology and student aid. Re-purposing or increasing such restrictions is subject to Board approval.

Details of the internally restricted net assets are as follows:

	<u>2026</u>	<u>2025</u>
Balance is comprised of the following:		
Research funds (a)	\$ 5,809	\$ 5,938
Capital projects and deferred maintenance (b)	14,466	1,966
Student assistance and related funds (c)	4,460	3,536
Working capital (d)	6,000	6,000
Learning re-imagined (e)	4,367	4,278
Digital and physical infrastructure re-imagined (f)	2,588	2,588
Revenue-generating unit carry-forward (g)	3,664	3,755
	<u>\$ 41,354</u>	<u>\$ 28,061</u>

- (a) Research funds represent unspent start-up and professional development funds allocated to individual members under the terms of their collective agreement, and funded by university operations.
- (b) Capital projects and deferred maintenance represent funds restricted for deferred maintenance, renovations and capital projects, including the athletic expansion and the new feature building projects.
- (c) Student assistance and related funds represent unspent student fees, such as the student services fee, that are reserved for future student-related projects.
- (d) Working capital represents internally restricted funds set aside to strengthen the University's financial sustainability, as mandated by the MCURES.
- (e) Learning re-imagined represents funds allocated to support the academic plan and enhance the "pedagogy-technology" interface to improve the student, staff and faculty experience. These funds also include recruitment and student success initiatives.
- (f) Digital and physical infrastructure re-imagined are funds restricted to enhance the University's virtual and physical campus infrastructure.
- (g) Revenue-generating unit carry-forward represents surplus funds restricted for future operating and strategic initiatives within those units.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

21. ENDOWMENTS

Endowment funds are restricted donations received by the University where the endowment principal is required to be maintained intact. The investment income generated from these endowments must be used in accordance with the various purposes established by donors. The University ensures, as part of its fiduciary responsibilities, that all funds received with a restricted purpose are expended for the purpose for which they were provided.

Investment income on endowments is recorded to endowments net assets.

Endowment funds include grants provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund ("OSOTF") and the Ontario Trust for Student Support ("OTSS"). Under these programs, the government matches funds raised by the University. The purpose of these programs is to assist academically qualified individuals who, for financial reasons, would not otherwise be able to attend University. On January 5, 2012, the Ministry announced that the OTSS would be discontinued as of the end of Fiscal 2012 fundraising year.

The balance of endowments consists of the following:

	<u>2026</u>	<u>2025</u>
OSOTF	\$ 2,206	\$ 2,108
OTSS	21,204	20,043
OSOTF and OTSS	23,410	22,151
Other	7,740	7,120
	<u>\$ 31,150</u>	<u>\$ 29,271</u>

The change in the balance of endowments is as follows:

	<u>2026</u>	<u>2025</u>
Endowment fund balance, beginning of year	\$ 29,271	\$ 27,022
Donations	307	1,164
Realized gains	1,290	968
Realized investment income	1,058	893
Income distributions	(776)	(776)
Endowment fund balance, end of year	<u>\$ 31,150</u>	<u>\$ 29,271</u>

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

21. ENDOWMENTS (continued)

As per the MCURES policies, the transactions related to OSOTF and OTTS should be presented in these consolidated financial statements, for the year ended March 31, 2026 and 2025.

	<u>OSOTF</u>	<u>OTTS</u>	<u>Total 2026</u>	<u>Total 2025</u>
Schedule of Changes in Endowment Fund Balance				
Endowment balance, beginning of year	\$ 1,930	\$ 19,333	\$ 21,263	\$ 20,700
Eligible cash donations	-	85	85	36
Preservation of capital	27	300	327	527
Endowment balance, end of year	<u>\$ 1,957</u>	<u>\$ 19,718</u>	<u>\$ 21,675</u>	<u>\$ 21,263</u>
Schedule of Changes in Expendable Funds Available for Awards				
Expendable balance, beginning of year	\$ 178	\$ 710	\$ 888	\$ 610
Realized investment income and realized gains	148	1,676	1,824	1,453
Less: Preservation of capital	(27)	(300)	(327)	(527)
Bursaries and awards disbursed	(50)	(600)	(650)	(648)
	<u>\$ 249</u>	<u>\$ 1,486</u>	<u>\$ 1,735</u>	<u>\$ 888</u>
Total funds, end of year	<u>\$ 2,206</u>	<u>\$ 21,204</u>	<u>\$ 23,410</u>	<u>\$ 22,151</u>

In the current year, 421 bursaries and awards valued at \$776 were disbursed from the endowed funds (2025 – 471 bursaries and awards valued at \$776).

22. PENSION PLAN

All eligible employees of the University are members of a defined contribution pension plan. Contributions made by the University to the pension plan during the year were \$9,844 (2025 - \$9,108).

23. CONTINGENCIES AND CONTRACTUAL COMMITMENTS

(a) Contingencies

The University has been named as the defendant in certain legal actions, in which damages have been sought.

The outcome of actions that are not determinable as at March 31, 2026 have not been recorded in these consolidated financial statements.

ONTARIO TECH UNIVERSITY
Notes to the Consolidated Financial Statements
(In thousands of dollars)
For the year ended March 31, 2026

23. CONTINGENCIES AND CONTRACTUAL COMMITMENTS (continued)

(b) Contractual Commitments

Future minimum lease payments, exclusive of taxes and operating costs, for premises and under operating leases at March 31, 2026 are as follows:

2027	\$	1,334
2028		1,334
2029		1,334
2030		1,334
2031		1,307
Thereafter		20,244
	\$	26,887

(c) Student Residences

During the fiscal year, the University entered into agreements with a third-party developer to design, construct, lease and operate purpose-built student residences on campus with expected completion in Fall 2027.

On July 15, 2025, the University entered into a long-term ground lease for university-owned land, under which the University acts as a landlord and the developer as a tenant. Rental income on the ground lease is nominal (one dollar per annum) for the first five years. Thereafter, rental income will be variable, based on a revenue-sharing agreement with the developer, and will be recognized as income in the period in which it is earned.

On March 9, 2026, the University entered into a separate long-term building lease with the developer, whereby the developer acts as a landlord and the University is the tenant for its exclusive use of the student residences. This leaseback will be classified as a capital lease. However, as lease payments are contingent in nature, no minimum lease payments have been identified. Accordingly, no asset or lease obligation has been recognized at the commencement of the lease term in the consolidated financial statements.

The developer is responsible for the construction, financing, and ongoing operation of the residences, including all related operating costs.

These agreements are expected to generate future economic benefits to the University; however, such benefits are contingent upon the financial performance of the residences and the developer's recovery of its capital investment. Accordingly, no amounts have been recognized in the consolidated financial statements as at year-end.

Upon completion of construction, the University plans to enter into residential lease agreements with students under a sublease arrangement commencing in Fall 2027. Rental revenues will be collected by the property manager, who will administer and manage the student lease agreements, with no rental income flowing through to the University.

23. CONTINGENCIES AND CONTRACTUAL COMMITMENTS (continued)

(d) Other

On July 24, 2020, the University entered into a land exchange agreement with the City of Oshawa. The appraised fair market value of the City of Oshawa property was \$6,250 and that of the University was \$4,365. As per the agreement, the University agrees and warrants that after closing, it shall be restricted from conveying any part of the City Property to any third party without first offering to the City for the nominal sum of Two Dollars (\$2.00) on an “AS IS, WHERE IS” basis.

On March 15, 2023, the University issued a letter of credit in the amount of \$159 to the Province of Ontario to secure its obligations under the Land Transfer Tax Act in connection with the donation of property from Regent Corporation. The letter of credit was required in order to obtain a deferral of land transfer tax, subject to the University meeting certain conditions, including a 36-month holding period. Upon expiry of the required holding period, the University submitted a request in April 2026 to the Province of Ontario to cancel the letter of credit and release the University from the associated obligations. As of March 31, 2026, the letter of credit remains outstanding pending confirmation of its cancellation.

24. GUARANTEES

On October 30, 2020, the University signed a license agreement with Ontario Tech Student Union (“OTSU”), whereby the OTSU will pay the University a one-time license fee of \$5,000 for the use and occupation of the licensed areas in the new Shawenjigewining Hall. Under this agreement, both parties agree and confirm that the University will provide a guarantee of OTSU’s obligations under a loan of a principal amount of up to a maximum of \$3,500 which was obtained by OTSU to complete the transactions in the license agreement.

On February 21, 2023, Regent Corporation signed an amended credit agreement with Sun Life Assurance Company of Canada and the University, with the latter acting as guarantor on the mortgage assumed on the 55 Bond Street property upon acquisition of control of Regent Corporation by the University. The outstanding mortgage as at March 31, 2026 is \$4,378 (2025 - \$5,119).

25. FINANCIAL INSTRUMENT RISKS

(a) Credit and interest rate risk

The value of fixed income securities will generally increase if interest rates fall and decrease if interest rates rise. Changes in interest rates may also affect the value of equity securities. The fixed income investments consist of pooled funds that include various Canadian government and corporate bonds and individual mortgage holdings. The fixed income investments bear coupon rates ranging from 0.0% to 7.2% (2025 – 0.0% to 31.1%) and have maturity dates ranging from April 1, 2026 to December 12, 2061 (2025 - April 1, 2025 to November 15, 2083).

25. FINANCIAL INSTRUMENT RISKS (continued)

Credit risk refers to the risk that a counterparty may default on its contractual obligations, resulting in a financial loss. The University is exposed to credit risk with respect to investments and accounts receivable. The University assesses, on a continuous basis, accounts receivable and provides for any amounts that are not collectible in the allowance for doubtful accounts.

The University is also exposed to interest rate risk on its fixed and floating interest financial instruments. Fixed-interest instruments subject the University to a fair value risk while the floating-rate instruments subject it to a cash flow risk.

The University mitigates interest rate risk on its term debt through derivative financial instruments (interest rate swaps) that exchange the variable rate inherent in the term debt for a fixed rate. Therefore, fluctuations in market interest rates will not impact future cash flows and operations relating to the term debt. There have been no changes in interest rate risk exposure as compared to the prior year.

(b) Foreign currency risk

The University is exposed to financial risks as a result of exchange rate fluctuations and the volatility of these rates. The University, through its investment management advisors, hedges against foreign exchange risks. There has been no change in the University's hedging policy from 2025.

(c) Market price risk

Market price risk arises as a result of trading fixed income securities and equities. The value of equity securities changes with stock market conditions which are affected by general economic and market conditions. Changes in interest rates may also affect the value of equity securities. Fluctuation in the market exposes the University to a risk of loss. The University manages this risk through policies and procedures in place governing asset mix, equity and fixed income allocations, and diversification among and within categories.

(d) Liquidity risk

Money market investments represent instruments in highly liquid investments that are readily converted into known amounts of cash. The University invested in equity and fixed income investments that are traded in an active market and can be readily liquidated at amounts close to their fair value in order to meet liquidity requirements.

26. COMPARATIVE INFORMATION

Certain comparative information has been reclassified to conform with the financial statement presentation adopted in the current year.

APPENDIX 2

ONTARIO TECH UNIVERSITY

INTERNALLY RESTRICTED RESERVES FOR THE YEAR ENDED MARCH 31, 2026 (\$ 000'S)

		2025/26		
Internally restricted assets	Opening balance as at April 1, 2025	Reserves utilized	Proposed reserves	Closing balance, as at March 31, 2026
Research funds (a)	(5,938)	129		(5,809)
Capital projects and deferred maintenance (b)	(1,966)		(12,500)	(14,466)
Student assistance and related funds (c)	(3,536)		(924)	(4,460)
Working Capital (d)	(6,000)			(6,000)
Learning re-imagined (e)	(4,278)	39	(128)	(4,367)
Digital and physical infrastructure re-imagined (f)	(2,588)			(2,588)
Revenue-generating unit carry-forward (g)	(3,755)	545	(454)	(3,664)
Total internally restricted assets	(28,061)	713	(14,006)	(41,354)

- (a) Research funds represent unspent start-up and professional development funds allocated to individual members under the terms of their collective agreement and funded through University operations.
- (b) Capital projects and deferred maintenance represent funds restricted for deferred maintenance, renovations and capital projects, including the athletic expansion and the new feature building projects.
- (c) Student assistance and related funds include the unspent student fees, such as student services fees, that are reserved for future student-related projects.
- (d) Working capital represents internally restricted funds set aside to strengthen the University's financial sustainability, as mandated by the MCURES.
- (e) Learning re-imagined represents funds allocated to support the academic plan and enhance the “pedagogy-technology” interface to improve the student, staff and faculty experience. These funds also support recruitment and student success initiatives.
- (f) Digital and physical infrastructure re-imagined are funds restricted to enhance the University's virtual and physical campus infrastructure.
- (g) Revenue-generating unit carry-forward represents surplus funds restricted for future operating and strategic initiatives within those units.

APPENDIX 3

ONTARIO TECH UNIVERISTY - FINANCIAL HEALTH RATIOS - MARCH 31, 2026

Financial Ratios and Thresholds					Thresholds		2025/2026 Results vs Thresholds	
		2023/24	2024/25	2025/26	Medium-risk threshold	High-risk threshold	Medium risk	High risk
LIQUIDITY RATIOS								
Primary reserve (days)	(Expendable net assets / Total expenses) x 365 days	70	57	71	< 90	< 30	Yes	No
Working capital	Current assets / Current liabilities	1.4	1.1	1.3	< 1.25	< 1	No	No
SUSTAINABILITY RATIOS								
Viability ratio	Expendable net assets / Long-term debt	26.4%	25.9%	36.6%	< 60%	< 30%	Yes	No
Debt ratio	Total liabilities - DCC / Total assets	47.3%	46.7%	44.5%	> 35%	> 55%	Yes	No
Debt to revenue ratio	Long-term debt / Total revenue	70.5%	59.0%	49.0%	> 35%	> 50%	Yes	No
Interest burden ratio	Interest expense / Total expenses less amortization	5.2%	4.5%	4.1%	> 2%	> 4%	Yes	Yes
PERFORMANCE								
Net income / (loss) ratio	Net income (loss) / Total revenues	2.5%	2.6%	7.3%	< 1.5%	< 0%	No	No
Net operating revenue ratios	Cash flow from operations / Total revenues	7.1%	12.5%	11.8%	< 7%	< 2%	No	No
Credit Rating								
Moodys		A1 stable	A1 stable	A1 stable			Yes	No
DBRS		A stable	A stable	A stable			Yes	No

APPENDIX 4

ONTARIO TECH UNIVERSITY - CONSOLIDATED FINANCIAL STATEMENTS ANALYSIS – MARCH 31, 2026

Statement of Financial Position - Assets

Long-term investments in the prior year consisted of operating cash invested in a 2-year GIC. As this GIC matures within one year of the current fiscal year end, but more than 90 days after year-end, it is classified as short-term investments in the current year.

Cash and investments net increase of \$14.8M is mostly attributable to year-over-year enrolment growth resulting in higher tuition revenue, increased provincial grant funding and unspent research funding at the end of the fiscal year, as well as timing differences in payables and receivables.

Grant receivables balance of \$12.0M includes \$7.1M related to the 25/26 Collaborative Nursing (CN) grant, which is funded on a slip-year basis and therefore will be received in fiscal 2027, \$2.5M of external research grants, \$1.5M of education and sustainability funding, and other provincial grants, none exceeding \$0.5M. All grant receivables are current.

Other accounts receivable (A/R) include student and trade receivables. The 10.3M balance includes net student A/R of \$6.1M (\$4.1M for winter 2025 and spring 2026 semesters and \$2.0M for fall 2025 and prior semester receivables), 3.2M of current trade, research and ACE receivables, \$1.1M of application fees receivable (rec'd in Apr 2026), \$1.0M of interest revenue on short-term investments maturing after year-end, \$1.0M of sales tax recoverable, offset by \$1.7M provision for student bad debt, and other balances, none exceeding \$0.5M.

Prepaid expenses and deposits and inventories balance includes \$4.4M of prepaid expenses. Increase of \$1.9M over the prior year includes new license subscriptions for the cloud-based migration of our enterprise resource planning ("ERP") system.

Investment balance of \$45.0M relates to endowed funds held at PH&N. The year-over-year increase of \$4.3M is comprised of \$2.4M in net investment income and realized gains, \$2.2M in mark-to-market unrealized gain reflecting more favourable bond and equity market conditions during the year, and \$0.4M in new donations. These increases were partially offset by \$0.7M in bursaries and award disbursements to students.

Other assets of \$1.9M pertain to a life insurance policy for which the University is the named beneficiary.

Capital assets decrease of \$7.9M includes net asset additions of \$16.3M, offset by accumulated amortization of \$24.2M in the current year.

Additions comprise \$6.6M of construction-in-progress, \$3.5M building and parking renovations, \$3.2M of major equipment, \$3.0M of computer equipment, laptops and furniture and fixtures. Approximately **45% of the asset additions are funded by facilities renewal & external research grants and donations**, with the remaining 55% funded by Operations.

Goodwill of \$1.0M represents the excess of the purchase price over the fair market value of the Regent's net assets upon the acquisition of control of the Regent by the University in February 2023.

Statement of Financial Position - Liabilities

Accounts payable and accrued liabilities balance of \$47.3M includes \$10.4M of trade payables, \$8.3M of payroll and vacation accruals, \$8.3M of payroll and vacation accruals, \$5.1M of student unapplied credits, \$4.3M due to Durham College for purchased services of which \$2.8M is due and paid in April 2026, \$4.0M of payroll deductions paid in April 2025, \$3.3M of debenture interest payable due and paid April 15, \$2.4M of student ancillary fees held in trust, and other variances none exceeding \$1.0M.

Deferred revenue relates to revenues deferred to subsequent periods as these have not yet been earned at the end of the fiscal year or will be recognized as revenue in the period in which related expenses are incurred.

Balance of \$40.3M comprises of \$14.5M deferred tuition representing one month of winter term fees not earned at year-end, and \$25.8M of revenues billed or received and not yet spent at the end of fiscal (\$15.2M of externally funded research grants, \$5.2M of expendable donations, \$1.4M of student ancillary fees, and \$4.0M of miscellaneous deferred revenues).

Increase of \$3.9M in deferred revenue includes \$2.1M increase in deferred research, \$1.3M increase in deferred tuition due to higher tuition revenues attributable to growth in the current year, and other immaterial variances.

Current and long-term debt total decrease of \$11.8M over the prior year pertains to the repayment of various debt obligations, including repayment of debenture debt, capital lease obligation and inducements for 61 Charles, mortgage loan for 55 Bond and an interest rate swap for a financial derivative for the financing of Shawenjigewing Hall.

Deficiency in other investments pertain to the accumulated net investments in the University's subsidiary, Ontario Tech Talent. Decrease over the prior year reflects the winding down of Talent's operating activities.

Deferred capital contributions include grants and donations of \$6.4M received for capital projects during the fiscal year, offset by \$8.9M amortization into revenues of capital grants and donations received since inception of the University.

New grants and donations received include \$3.2M operating grant for campus renovations and lab equipment, \$1.4M donations for building construction and \$1.8M of external research grants to invest in research equipment.

Statement of Operations – Revenue

Operating and research grant increase of \$6.2M includes \$4.8M of higher operating provincial funding (\$2.8M of new Initial Teacher Education Grant, \$0.6M of additional STEM Funding, \$0.9M of Collaborative Nursing including \$0.5M for capital infrastructure), \$1.1M of federal grant received for Continuous Learning for which there are offsetting expenses in the current year, offset by immaterial variances.

Donations for purposes other than endowment are deferred and recognized as revenue in the year in which the related expenses are incurred. Donation revenue of \$3.5M relates to expendable donations recognized in the current year for awards disbursed to students and funds to cover specific projects, in compliance with donor agreements.

Student tuition increase of \$19.5M over last year includes \$12.0M increase in domestic tuition revenues primarily driven by an increase of 1,270 FTE in undergrad domestic enrolment, \$6.5M increase in graduate tuition revenues (\$6.1M international and \$1.7 domestic) reflecting increase in graduate credit courses, and \$1.0M increase in non-credit tuition revenues.

Student ancillary fees increased by \$2.7M, attributable to higher student headcount (~1,300 additional students) and an average of 2% increase in ancillary fee rates relative to the prior year.

Other income increase of \$3.1M includes \$1.8M increase in other research income, \$1.2M increase in ACE revenues and other variances, none of which exceeds \$0.5M.

Investment income decreased by 1.0M, primarily driven by lower interest rates on treasury cash balances and short-term investments in the current year.

Income from other investments represents the net gain recognized in the current year from the University's subsidiary, Ontario Tech Talent. This gain includes an income pickup of \$0.4M arising from the forgiveness of a loan by the University during the fiscal year. The decrease over the prior year is attributable to the wind-down of TALENT's operations.

Unrealized gain on interest rate swap represents the mark-to-market gain on the derivative financial instrument, reflecting more favourable swap rates in the current year compared to the prior year.

Statement of Operations - Expenses

Salaries and benefits increased by \$12.5M, driven by:

- 1) A \$9.5M increase related to full-time employees, including \$4.9M for salary and benefit increases for faculty and staff including union collective agreement adjustment, \$1.8M for net new hires, \$0.9M attributable to a reduction in vacant positions in the current year, and remaining balance due to various salary accruals.
- 2) A \$3.0M increase in limited term contracts, primarily driven by \$2.5M for contract staffing to back-fill vacant positions and support project-based work funded by external research grants and revenue-generating programs, and \$0.5M increase in teaching assistants and sessional instructors attributable to enrolment growth.

Student aid, financial assistance and awards increased \$0.8M over the prior year and includes \$0.5M additional support for students funded by international tuition fees, and \$0.3M increase in other student awards funded by external research funding and donations.

Supplies and expenses increased by \$4.5M, including \$2.9M for the cloud-based migration of our enterprise resource planning ("ERP") system and \$1.0M in support of the University's AI strategy.

Appendix 5

Ontario Tech University

Management Reporting - Operating Summary For the year ending March 31, 2026 (in \$000's)

April 1, 2025 - March 31, 2026									
Total Annual Budget	Y/E Forecast	Actuals	Fav. (Unfav.) Actuals vs. Budget \$ / %		Fav. (Unfav.) Budget vs. Forecast \$ / %		Fav. (Unfav.) Actuals vs. Forecast \$ / %		
Revenue									
Grants	89,775	97,719	99,370	9,595	11%	7,944	9%	1,651	2%
Tuition	127,693	136,443	135,685	7,992	6%	8,750	7%	(758)	-1%
Student ancillary	18,846	19,438	19,538	692	4%	591	3%	100	1%
Other	26,350	27,872	27,315	965	4%	1,522	6%	(557)	-2%
Total Revenue	262,664	281,472	281,907	\$ 19,243	7%	\$ 18,808	7%	435	0%
Expenditures									
Academic	98,941	102,798	101,171	(2,230)	-2%	(3,857)	-4%	1,627	2%
Academic Support	64,773	63,845	63,454	1,319	2%	928	1%	391	1%
Administrative	39,363	40,519	41,328	(1,965)	-5%	(1,156)	-3%	(809)	-2%
Sub-total	203,077	207,162	205,953	\$ (2,876)	-1%	(4,085)	-2%	\$ 1,209	1%
Purchased Services	16,727	15,772	15,428	1,299	8%	955	6%	344	2%
Total Commercial	13,308	13,568	12,747	560	4%	(261)	-2%	821	6%
Interest Expense - debt obligations	8,200	7,931	7,941	259	3%	269	3%	(10)	0%
Total operating expenses	241,312	244,433	242,069	\$ (757)	0%	\$ (3,122)	-1%	\$ 2,364	1%
Net contribution from operations	\$ 21,352	\$ 37,039	\$ 39,838	\$ 18,486	87%	\$ 15,686	73%	\$ 2,800	8%
Capital expenses	8,094	16,907	15,702	(7,608)	-94%	(8,812)	-109%	1,205	7%
Principal repayment - debt obligations	11,056	11,056	10,889	167	2%	0	0%	167	2%
Total net surplus	\$ 2,202	\$ 9,076	\$ 13,248	11,046	602%	\$ 6,874	312%	\$ 4,172	46%

Reconciliation of management reporting to audited financial statements

Net contribution from Operations	39,838
Items not budgeted and non-cash transactions:	
Externally funded research revenues	17,311
Externally funded research expenses	(16,524)
Amortization of capital assets	(24,213)
Amortization of deferred capital contributions	8,882
Unrealized gain on investments	2,994
Revenues accounted as deferred capital contributions	(3,699)
Other accruals	(2,308)
Excess revenue over expenses - as per audited financial statements	\$ 22,281

Board Report

SESSION:**Public**☒**Non-Public**☐**ACTION REQUESTED:****Decision**☐**Discussion/Direction**☐**Information**☒**TO:****Board of Governors****DATE:****June 25, 2026****PRESENTED BY:** **Eric Agius, Strategy & Planning Committee Chair****FROM:****Dr. Lori Livingston, Provost and Vice-President Academic
Sarah Thrush, Associate VP Planning and Strategic Analysis****SUBJECT:****Integrated Planning Annual Evaluation and Report, Institutional
and SMA Metrics Annual Report**

BACKGROUND/CONTEXT & RATIONALE:

The 2023-28 Integrated Academic and Research Plan (IARP) outlined a commitment to continuously evolve our integrated planning processes through annual evaluation and reporting. The annual reports contain two components; a qualitative summary of the years successes and challenges as identified in Faculty and unit integrated plan evaluations, and a quantitative data dashboard that illustrates performance against target for each metric (approved by the Board in 2022). The metrics report card provides the institution with opportunities to reflect on our successes and challenges that impact our collective progress.

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2025-2029 (SMA4) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) performance metrics. Each year the University validates the data, assesses risks for each of the metrics and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2025-26 year marked the initial year, year 1, in the SMA4 reporting cycle and the dashboard is provided to illustrate performance against target, and the financial impact for those metrics where performance exceeded target. SMA4 performance metrics vary from SMA3 performance metrics in two overarching ways:

A. Performance metrics have been reduced from 10 to the 8 below:

- 1) Graduate Employment Rate in a Related Field
- 2) Graduation Rate
- 3) Graduate Employment Earnings
- 4) Experiential Learning
- 5) Community/Local Impact of Student Enrolment

- 6) Institutional Strength/Focus
 - 7) Research Revenue Attracted from Private Sources
 - 8) Economic Impact (Institution-specific)
- B. Reporting Accountabilities and Attestations have been added and if the university is not compliant in any one of the elements, there is a penalty equivalent to 5% of the University's total operating funding. The Reporting and Accountability and Attestations required are:
- 1) Reporting:
 - i. Audited Enrolment
 - ii. Graduate Reports
 - iii. University Financial Outlook
 - iv. Research Disclosures
 - v. STEM Funding Metrics
 - 2) Attestation of Key Activities:
 - i. Efficiency Metric
 - ii. Skills and Competencies Assessment
 - iii. Research Security
 - iv. Commercialization Attestation

Attached are the 2025-26 Institutional Metrics dashboard and qualitative summary report, and the SMA4 Metrics Annual report dashboards that illustrate progress towards our 2023-2028 IARP and our year 1 SMA4 report on performance metrics as reported to the MCURES. We are pleased to note that Ontario Tech met or exceeded all of its performance targets in year 1 of SMA4 and satisfied its reporting accountabilities and attestations. This will result in no loss of performance or operating funding, and a modest allocation for those metrics where targets were exceeded.

Also included in this package for record keeping is the finalized SMA3 metrics dashboard for information. The SMA3 report provided in June 2025 contained estimates for additional performance funding as the system allocations were delayed. There are no changes to the actual performance to target, rather a few minor dollar adjustments.

CONSULTATION:

Senior Leadership Team June 1, 2026
Board Strategy & Planning June 11, 2026
Academic Council June 23, 2026
Board of Governors June 25, 2026

NEXT STEPS:

N/A

SUPPORTING REFERENCE MATERIALS:

- 2025-26 Integrated Planning Report_Final.pdf
- Institutional Metrics_2025-26_Full_Final.pdf
- SMA4 Dashboard – Year 1 Reporting Final.pdf
- SMA3 Dashboard_Year 5_Finalized 2026.pdf

INTEGRATED PLANNING ANNUAL EVALUATION AND REPORT



TECH WITH
A CONSCIENCE



LEARNING
REIMAGINED



CREATING A
STICKY CAMPUS



PARTNERSHIPS

As it reaches its midpoint, the 2023–2028 Integrated Academic Research Plan (IARP) continues to serve as Ontario Tech’s overarching framework for institutional planning, strategic alignment, and accountability. The IARP is supported through narrative reporting in the Annual Evaluation process, which captures accomplishments, challenges, and emerging priorities across Faculties and Administrative Units, as well as quantitative performance monitoring through Institutional Metrics, which tracks progress against key institutional indicators. Together, these reporting mechanisms provide a comprehensive view of institutional progress, emerging opportunities, and areas requiring attention, supporting informed decision-making, strengthening coordination, and reinforcing alignment with the university’s strategic priorities.

Since its implementation, the IARP has been increasingly integrated with institutional planning and reporting cycles. Faculty- and Unit-level Integrated Plans continue to operate as three-year rolling strategies supported by annual assessment and reporting each Spring, providing both long-term direction and flexibility to respond to evolving priorities. By aligning local initiatives and strategies with the IARP’s four priority areas, the process supports an institution-wide view on progress and a coordinated approach to institutional planning.

This past year, Ontario Tech continued to demonstrate strong institutional momentum despite an increasingly competitive and uncertain post-secondary environment. Total enrolment surpassed 14,000 students, while undergraduate applications increased by 5.3% year-over-year, reflecting sustained demand for the university’s innovative, career-focused programs. Ontario Tech was named Canada’s No. 1 Research University of the Year among undergraduate institutions by Research Infosource for the third consecutive year. The university also performed strongly in global benchmarks, including the Shanghai Global Ranking of Academic Subjects and the Times Higher Education World University Rankings, reflecting its growing reputation for research excellence, industry collaboration, and leadership in applying technology to address societal challenges. Internally, the university advanced major digital transformation initiatives, including significant implementation readiness work to support the separation of its Banner enterprise system from Durham College and the transition to a cloud-based ERP platform, as well as the creation of a standalone Microsoft Outlook and Exchange Online environment to strengthen operational autonomy and long-term institutional scalability. New program development continues to support STEM-focused enrolment growth and institutional differentiation through the introduction of innovative academic and professional programs aligned with emerging industry and workforce needs.

For the 2025–2026 academic year, Faculties and Units submitted 26 separate Integrated Plans comprising more than 500 milestones aligned with the four IARP priority areas. Of these, 90% were reported as either “Completed” or “On Track/In Progress”, while 9% were identified as “Behind Target” or “Amended”, primarily reflecting revised timelines or work continuing into the next academic year. Less than 1% of milestones were terminated. In addition to milestone reporting, Faculties and Units identified key accomplishments, challenges, and emerging priorities that will help shape future planning and decision-making.



The 2025–2026 Annual Evaluation submissions highlight significant achievements across all four IARP priority areas, while also identifying operational pressures, external challenges, and emerging opportunities that will continue to influence institutional planning and strategic direction. Key highlights include:

- In October 2025, Ontario Tech launched Canada's first School of Artificial Intelligence (SAI), bringing together interdisciplinary expertise in artificial intelligence, data science, ethics, health, and applied learning. SAI places a strong emphasis on the responsible design and application of artificial intelligence in teaching, including considerations related to privacy, data protection, and algorithmic bias. Through its partnership with the Mindful Artificial Intelligence Research Institute (MAIRI), the SAI will also contribute to the development of AI governance standards and national policy frameworks, further strengthening Ontario and Canada's leadership in responsible AI innovation.
- Throughout the academic year, Ontario Tech continued to strengthen its commitment and leadership in advancing ethical, human-centered approaches to AI research, education, and implementation. In March, the university held its inaugural AI Forum, which brought together more than 200 leaders from academia, industry, and government to explore human-centered AI applications that support economic growth, community wellbeing, and responsible innovation. Ontario Tech also launched a pilot of its in-house AI Learning Agent across 22 undergraduate and graduate courses, creating a real-world environment for testing how AI can enhance learning while maintaining academic integrity and human oversight.
- Through training, consultations, and infrastructure support, the Library continued to build institutional capacity in areas such as information literacy, data literacy, and trustworthy AI use, while reinforcing responsible research practices and academic integrity. By strengthening support for ethical research, responsible data management and stewardship, and digital literacy across teaching and learning environments, the Library further established its role as a key campus partner in advancing ethical innovation and informed academic practice.
- Student Engagement & Equity (SEE) expanded the use of the MentorCity platform across its Peer Mentorship and Ambassador Programs. The full implementation of the platform has improved accessibility and increased student autonomy through self-selection matching and the centralization of training resources. Unit operations are benefiting from improved process efficiency and automation, enhanced mentorship oversight and engagement tracking, and evidence-informed program evaluation.
- The Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) completed the design of a comprehensive Orbis Experiential Learning module framework, including intake, job search, work term tracking, engagement scoring, automated milestone monitoring, and at-risk student flagging functionality. This work established the foundation for future data-informed co-op operations and reporting.

AI Forum

AT ONTARIO TECH

Exploring AI.
Empowering
Futures.





LEADING IN INNOVATION

A reflection of our commitment to academic excellence, innovation, and meeting the needs of our communities.

ONTARIO TECH REPRESENTED



OF ALL NEW PROGRAMS APPROVED

BY THE MINISTRY OF COLLEGES,
UNIVERSITIES, RESEARCH EXCELLENCE
AND SECURITY (MCURES)



IN 2025-26
Q1 & Q2



- Undergraduate co-op programs were successfully launched within the Frazer Faculty of Education and the Faculty of Social Science and Humanities, significantly expanding access to work-integrated learning opportunities across additional academic disciplines. The Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) also redesigned and standardized co-op preparation curriculum across all faculties using a modular framework that balanced institutional consistency with faculty-specific customization.
- CEELCD integrated the InStage platform to support enhanced student job search capabilities and activities. During the evaluation period, more than 380 students engaged with the platform, completing over 1,500 InStage sessions. The platform also strengthened search tracking and provided improved insights into student engagement and support needs.
- The School of Graduate and Postdoctoral Studies (SGPS) continued to advance graduate-level experiential learning initiatives, including the development of an initial draft graduate experiential learning policy and the creation of Ontario Tech's first structured master's co-op framework within the Faculty of Engineering and Applied Science.
- The Athletics Department launched the Ridgeback Level UP program to support student-athletes as they explore post-undergraduate pathways. Developed in partnership with CEELCD and SGPS, the program integrates career preparation into the student-athlete experience. All Ridgebacks classified by the university as being in their third year of study are offered access to one-on-one career guidance, employment advising, and support related to post-graduate studies.
- Building on its undergraduate specialization, the Faculty of Engineering launched a new Graduate Diploma in Railway Engineering. The program is designed to equip engineering professionals from a broad range of disciplines with the specialized knowledge and core competencies required to meet evolving industry needs in the railway sector.
- The Faculties of Business and Information Technology (FBIT) and Social Science and Humanities (FSSH) launched a new inter-faculty specialization in Video Games, Creative Industries and Society. Offered through the Game Development and Interactive Media and Communication and Digital Media Studies programs, the specialization integrates communication, design, entrepreneurship, art, and creativity within the context of digital media and gaming industries. The two Faculties have also collaborated on the development and launch of a specialization in Economics, which leverages cross-disciplinary expertise. Offered through the Bachelor of Arts in Political Science and the Bachelor of Commerce, the specialization is designed to provide students with a comprehensive interdisciplinary education in economic theory and applied economic analysis.
- The Faculty of Science launched several new specializations within its undergraduate programs, including Computer Science specializations in Software Development and Artificial Intelligence, and a Physics specialization in Computational Physics.

- Continuous Learning launched the Nuclear Career Accelerator (NCA), a rapid upskilling program designed to help mid-career engineers and technical professionals transition into Canada's growing nuclear sector. Supported through the Upskills Canada Palette grant and delivered in collaboration with the Office of Co-operative Education, Experiential Learning and Career Development (CEELCD), the program combined industry-informed micro-credentials, technical training, career coaching, employer networking, and job placement supports. More than 1,000 learners applied to the program, with 270 participants admitted during the grant-funded phase. The initiative achieved strong completion and learner satisfaction rates while helping address critical workforce needs in the nuclear industry. Building on its success, the program has been prepared for ongoing delivery beyond the initial grant-funded model, strengthening Ontario Tech's role in workforce development and lifelong learning.
- The Faculty of Social Science and Humanities (FSSH) launched a new specialization in AI for Professional Communicators, focused on the ethical use of Artificial Intelligence (AI) and Large Language Models (LLMs) in creative and professional communication fields. Students will develop skills in using evolving technologies to support the production of creative media projects while also learning to critically assess contexts, media forms, social values, and audience considerations to ensure responsible ethical practices.
- Several innovative programs are currently progressing through internal governance processes. These include the Bachelor of Business Analytics and Artificial Intelligence (BBAI), the Bachelor of Engineering in Artificial Intelligence Engineering, the Bachelor of Engineering in Civil Engineering, the Bachelor of Arts in Health Studies, a new Medical Laboratory Science field of study within the Master of Health Science, and a Master of Science in Neuroscience.
- Notices of Intent (NOIs) are currently in development or under review for the following new programs.
 - Graduate Diploma in Radioisotope Technology for Health Applications
 - Master in Game Development
 - Master in Business Innovation and Leadership, DBA
 - Graduate Diplomas in Age-Friendly and Dementia-Friendly Environments



NUCLEAR CAREER ACCELERATOR (NCA)

Fast-tracking careers
in Canada's
nuclear sector.



1,000+
APPLICATIONS



270
LEARNERS
ACCEPTED



12 WEEKS
CAREER SUPPORT

THE ACCELERATOR ADVANTAGE



Specialized training
for technical
professionals and
engineers.



One-on-one career
and networking
support.



Industry-aligned
curriculum.



Applied learning
guided by experts.



OSAP-eligible
micro-credentials.



**BUILDING CAREERS.
POWERING TOMORROW.**
Train. Connect. Succeed.

INNOVATING TODAY.
TRANSFORMING TOMORROW.



Ontario Tech University and Durham College
Campus Master Plan announcement



Ground-breaking at *The Ridge*



The first phase new student residence,
The Ridge (architectural rendering)



Campus High Performance Complex
(architectural rendering)



CREATING A STICKY CAMPUS

- The 2025–2026 academic year marked an important step forward in Ontario Tech’s evolution as a vibrant campus community and regional hub for learning, engagement, and connection. In early 2026, Ontario Tech and Durham College launched a refreshed joint Campus Master Plan to guide the long-term growth and transformation of their shared campus environment. The plan outlines a future-focused vision centered on academic growth, sustainability, accessibility, student experience, and community connection. Key priorities include new academic and multi-purpose buildings, expanded athletic and wellness facilities, enhanced wayfinding and walkability, transit-oriented planning, and the creation of a welcoming campus gateway and dynamic community hub that strengthens both campus life and regional engagement.
- In February 2026, the University broke ground on “The Ridge,” a new on-campus residence development that will open in phases beginning in Fall 2027. The project will initially add 450 student beds, with long-term capacity for approximately 2,000 students, helping address student housing demand while strengthening campus life, student engagement, and institutional growth.
- Athletics and recreation infrastructure continued to advance through planning for the Campus High Performance Complex, an expansion of the existing Campus Ice Centre. With a targeted opening in 2028, the complex is envisioned as more than an athletics facility. It will serve as a community-inclusive hub that supports student development, as well as overall campus wellbeing, belonging, and engagement. The facility will bring together students, employees, alumni, and community members through spaces designed for recreation, health and wellness, experiential learning, and community gathering. The project will strengthen campus vibrancy and enhance the student and employee experience, while supporting community partnerships, regional economic activity, and Ontario Tech’s long-term institutional competitiveness.
- Ancillary Services finalized a new strategic direction for Campus Parking Services, with Ontario Tech assuming responsibility for daily operations across the shared north campus, the downtown campus, and Durham College’s North Whitby location. The transition to an in-house operating model strengthens service integration, operational oversight, and long-term sustainability, while supporting a more coordinated and accessible campus experience for students, employees, and visitors. The initiative also lays the foundation for a comprehensive transportation strategy aligned with future campus growth, mobility, and community engagement objectives.
- The Office of Campus Infrastructure and Sustainability (OCIS) led the renewal of Hunter’s Kitchen and atrium furnishings, transforming high-traffic campus spaces into more modern, accessible, and flexible environments. The upgrades enhance usability and collaboration, contributing to a more welcoming and vibrant campus experience. The refreshed spaces also provide greater flexibility and functionality for meetings, events, and broader community activities.



PARTNERSHIPS

- Ontario Tech's Institute for Cybersecurity and Resilient Systems (ICRS) received a major philanthropic gift to advance cybersecurity research and education. The donation, from a longtime Ontario Tech supporter and resident of Durham Region, will support new initiatives focused on strategic cybersecurity for business, helping organizations address emerging cybersecurity challenges through technological innovation while also considering legal, ethical, and social frameworks. The investment will also expand opportunities for student scholarships, applied research experiences, small business training, and community-focused cybersecurity education, further strengthening Ontario Tech's leadership in cybersecurity innovation and resilience.
- Internal collaborations between the Office of the Registrar, the School of Graduate and Postdoctoral Studies (SGPS), and the Office of the Deputy Provost expanded the integration of international and graduate student orientations with broader campus transition programming, strengthening student connection and engagement opportunities.
- Indigenous Education and Cultural Services (IECS) strengthened Ontario Tech's national Indigenous engagement through participation in the National Indigenous University Senior Leaders Association (NIUSLA), supporting Indigenous-centred leadership and policy collaboration across Canadian universities.
- The Faculty of Engineering and Applied Science and the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD) launched the HERizon co-op program in partnership with industry, government, and community partners to support women-identifying engineering students in accessing professional co-op pathways and industry networks.
- The Brilliant Energy Institute established and operationalized its Advisory Board, bringing together senior leaders from industry, academia, government, Indigenous leadership, and strategic sectors including nuclear, hydrogen, AI, and climate innovation. The Board provides high-level strategic guidance to strengthen relevance, partnerships, and long-term impact.
- In partnership with the Office of the Registrar, Communications and Marketing implemented a new integrated external marketing and recruitment campaign aimed at strengthening coordination of paid, owned, and earned media across GTA, Durham, and provincial markets. The initiative improves consistency in messaging and alignment with institutional priorities, enhancing brand visibility and supporting a more strategic and effective recruitment approach.
- A transformational \$1 million gift from the Sienna for Seniors Foundation established the Sienna Senior Living Research Centre for Healthy Aging and Happiness at Ontario Tech. The centre will advance applied, human-centered research focused on improving the well-being and quality of life of older adults and those who support them. Its work will emphasize healthy aging innovation, caregiver and workforce education, and the development of evidence-based tools and policies to help shape the future of senior care.

ONE DAY. ONE COMMUNITY. A BIG IMPACT.

Ontario Tech made university history by holding this year's **Chancellor's Challenge** and **Homecoming** on the same day, combining Ridgeback community spirit, campus activities and milestone fundraising.



700+

alumni, students,
faculty, staff,
friends and
sponsors



**RAN, WALKED
AND ROLLED**

together at
Polonsky Commons



\$211,000+

raised in support
of student success



One day.
One community.
**Stronger together.
Ridgebacks for life.**



CHALLENGES

Throughout the 2025–2026 academic year, academic and administrative units across the University navigated an increasingly complex institutional and post-secondary environment that influenced the pace, scope, and sequencing of strategic initiatives. While many areas continued to demonstrate strong adaptability, innovation, and commitment to institutional priorities, the reporting cycle highlighted the growing importance of balancing strategic priorities with institutional capacity, resource sustainability, and institutional readiness for change.

A recurring theme across the university was the challenge of advancing strategic transformations while maintaining day-to-day operations. As Ontario Tech continues to differentiate and grow in scale, many units are managing expanding portfolios, increasing service demands, new programs and services, and evolving reporting and assessment requirements. At the same time, significant efforts are underway to modernize systems, processes, and service delivery models. This dual focus on operational delivery and institutional transformation has created pressures on implementation timelines, long-term planning, and operational agility. Student Engagement & Equity (SEE) provides a strong example of the operational and strategic demands facing many units, balancing high-volume annual programming while simultaneously advancing modernization initiatives related to mentorship systems, leadership development, assessment frameworks, and institutional belonging programming. To support this work, SEE adopted phased implementation approaches, prioritized high-impact initiatives, leveraged technology and automation where possible, and focused on building sustainable systems and scalable processes to support long-term operational efficiency and future growth.

The increasing complexity of institution-wide initiatives also highlighted challenges related to governance, coordination, and implementation. Many initiatives require extensive collaboration across multiple academic and administrative units, which strengthens institutional alignment and relationships but also increases consultation and reporting requirements, shared approvals, and project dependencies. These factors often slow implementation timelines and reduce overall institutional agility. The development and launch of new academic programs illustrate both the opportunities and pressures associated with interconnected planning processes. Accelerated approval timelines require significant coordination among Faculties, the Office of the Registrar, the Planning Office, and other support units to ensure timely recruitment, admissions, communications, and market positioning. While the university's collaborative culture remains a significant strength in managing these challenges, the reporting cycle reinforced the value of clear accountability structures, streamlined decision-making processes, and strong institutional coordination.

Technological modernization and infrastructure readiness emerged as another significant area of challenge. Several initiatives experienced delays due to system limitations, competing digital priorities, integration requirements, or reliance on manual processes while broader institutional modernization efforts were underway. The experience of Ancillary Services' planned UCard expansion demonstrated many of these complexities. Despite extensive development, testing, and cross-institutional collaboration over approximately 18 months, the addition of a declining-balance functionality was ultimately not implemented due to limitations in platform readiness and the operational complexity of Ontario Tech's shared-service environment with Durham College. While the decision to discontinue the project reflected the unit's commitment to operational stability, user experience, and responsible resource management, it also reinforced the importance of technology readiness assessments, phased implementation approaches, and coordinated planning. More broadly, the reporting cycle highlighted the need for continued investment in enterprise systems, digital infrastructure, and change management to ensure employees have access to reliable, scalable, and fit-for-purpose tools that support both operational effectiveness and long-term strategic objectives.

External pressures also continued to shape institutional planning and operations. Demographic shifts, government policy changes, evolving international student regulations, and increasing market competition within the post-secondary sector influenced enrolment patterns and recruitment strategies. Additionally, economic uncertainty, funding ambiguity, and broader socio-political dynamics placed increasing pressure on institutional budgets, operational planning, and investment priorities. In response, Faculties and Units demonstrated adaptability through diversification strategies, digital innovation, partnership development, revised recruitment approaches, and operational restructuring. The evolving external environment continues to require greater institutional responsiveness, stronger market differentiation, and increasingly agile planning approaches.



NEXT STEPS IN THE INTEGRATED PLANNING PROCESS

The 2025–2026 academic year reflected a university continuing to navigate significant growth, operational complexity, and institutional transformation within an increasingly competitive and evolving post-secondary environment. The IARP reporting cycle reinforced the importance of aligning strategic priorities with institutional capacity, coordinated planning, and realistic timelines while Ontario Tech continues to expand its programs, partnerships, and campus service initiatives.

Looking ahead, the Integrated Planning process will remain essential in aligning enrolment and growth strategies, budget development, complement and capital planning, infrastructure requirements, and modernization initiatives to effectively support the university's strategic objectives. Focus should be placed on strengthening coordination across academic and administrative units, clarifying strategic direction, and streamlining planning and implementation processes to enhance organizational effectiveness. Continued investment in and integration of scalable systems, digital infrastructure, and service modernization will be critical to enabling sustainable growth and ensuring employees have access to the tools, technology, and support needed to effectively deliver on both operational responsibilities and longer-term strategic objectives.

Despite increasing complexity and external pressures, Faculties and Units continued to demonstrate strong adaptability, innovation, and commitment to institutional priorities throughout the reporting cycle. As Ontario Tech enters the second half of the IARP cycle, maintaining this collaborative, coordinated, and student-centered approach will be critical in supporting long-term sustainability, institutional agility, differentiation, and continued success.





2025-2026 Report on Institutional Metrics

June 2026

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.



Learning re-imagined:

Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.



Creating a sticky campus:

Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.



Partnerships:

Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.



Ontario Tech University Metrics

		IARP Priority Alignment			
		Tech with a Conscience	Learning Re-Imagined	Sticky Campus	Partnerships
					
Comprehensive Access Institution					
Student mix (Actual and Proportion)	●		●	●	●
Intake Enrolment Targets to Actuals	●		●	●	
Demographics of our community	●	●		●	
Transfer students from universities and colleges	●		●		
Student retention rates	●			●	
Student participation in Transition activities	●		●	●	
LEAP participation	●		●	●	
Employee Retention (Academic and Non-Academic)	●			●	
Transformational Education & Research Excellence					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by FT faculty	●			●	
Student: Faculty ratios	●		●	●	
NSSE results: overall student satisfaction	●		●	●	
NASM/FTE ratio in instructional categories	●		●	●	
Flexible course formats offered (online or hybrid)	●		●		
Research Chairs & Institutes	●	●			●
Research Sponsorship	●				●
Alumni Engagement	●			●	●
Economic Stewardship					
Net Income/Loss Ratio	●	Legend: ● - On Track/Meeting Target ● - Progressing towards target ● - Behind/Below target ● - Aligned with Strategic Priority			
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Mix - Overall**

Definition: Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Overall Enrolment numbers include GR, PR and UG.

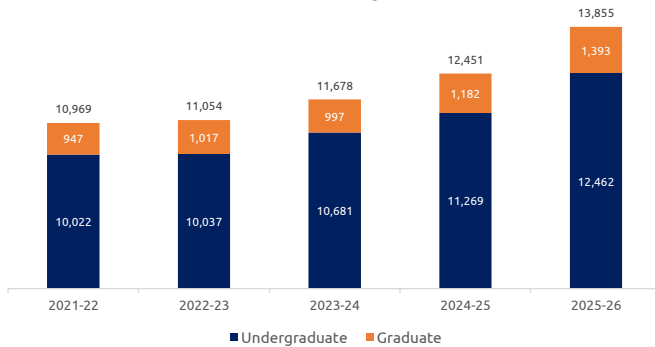
Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
Proportion of International Students: 11-15%

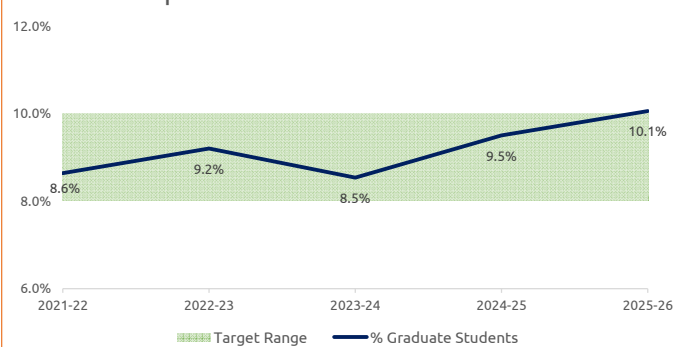
Proportion of Female Students: 50%
Proportion of Part-Time Students: 7-10%



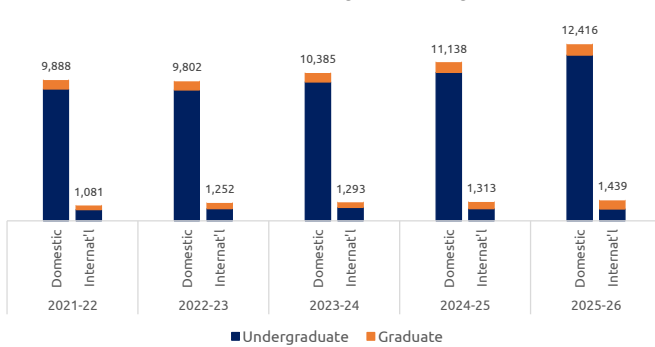
Student Mix by Level



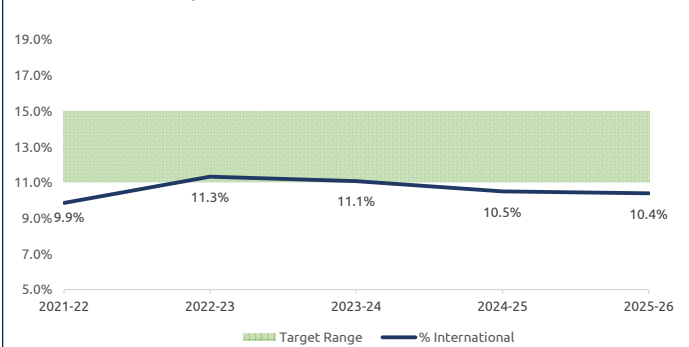
Proportion of Graduate Students



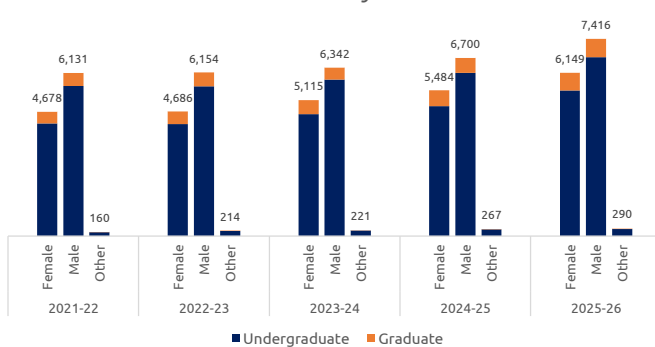
Student Mix by Residency



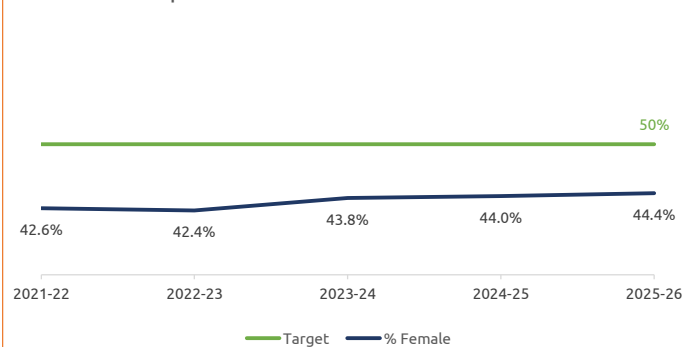
Proportion of International - Overall



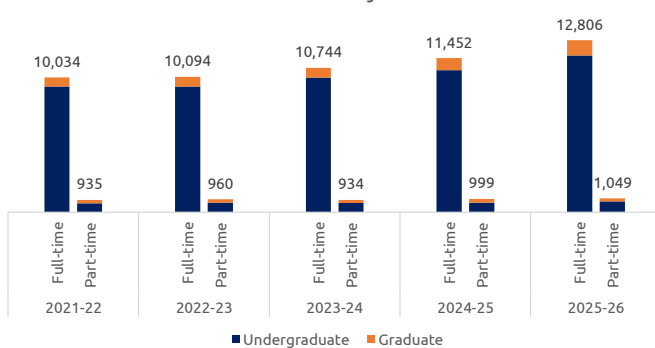
Student Mix by Gender



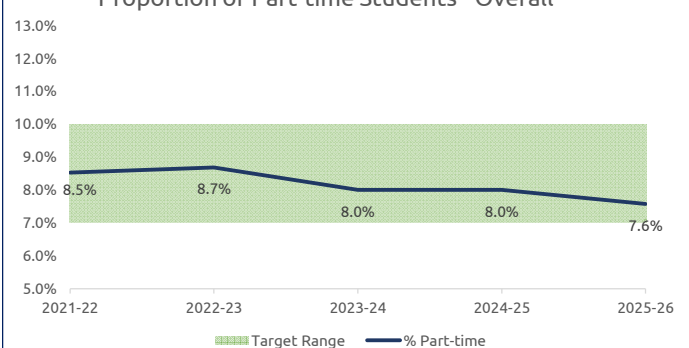
Proportion of Female Students - Overall



Student Mix by Status



Proportion of Part-time Students - Overall



Ontario Tech University Metrics

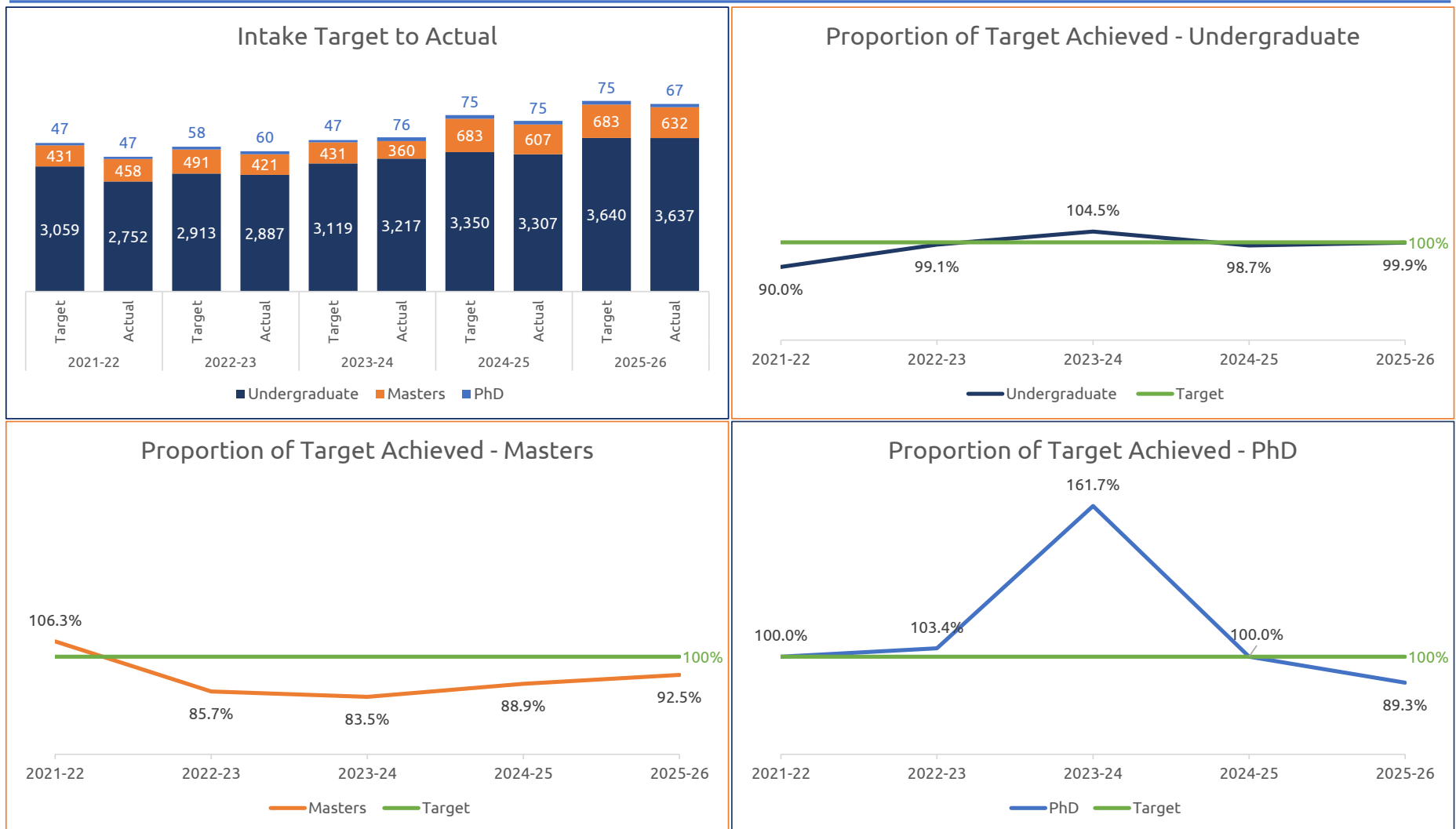
[Return to Metrics Listing](#)

Metric: **Intake Enrolment Targets to Actual**

Definition: Comparison of the established Day 10 Intake Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

Target: 100% of Enrolment Targets Achieved



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Demographics of our Community**

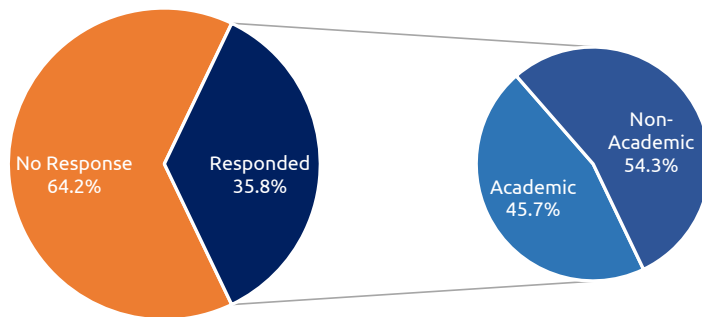
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

Data Source: EDI Self-ID Survey Data (internal)

Target: 30% or higher response rate per campus population (reporting threshold)



Full-time Continuing Employee
EDI Self-ID Survey Response Rate



Report shows response rates to EDI Self-ID Survey from active Full-time Continuing academic and non-academic employees. The data presented covers all currently available data. However, it only includes responses from employees who were active on the 2025-2026 official count date (October 1, 2025).

Response rates for students and limited term employees (academic and non-academic) continue to not meet the target threshold of 30% required to reporting. Currently, 5.56% of limited term employees have submitted survey responses. On-going communication efforts saw a small increase in survey participation amongst the student population, bringing the overall student response rate to 4.32%.

The EDI working group continues to explore options to encourage greater survey participation across the campus community.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Transfer students from college and university

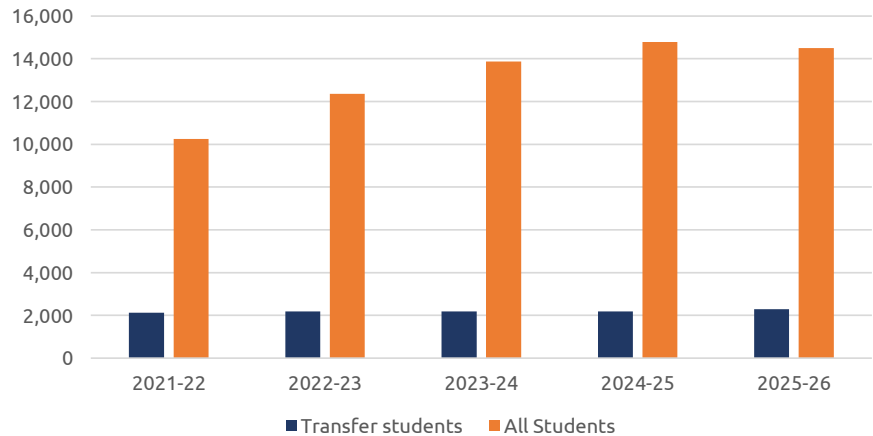
Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.

Data Source: Day 10 Applicant Tracking Report and Official Fall USER report

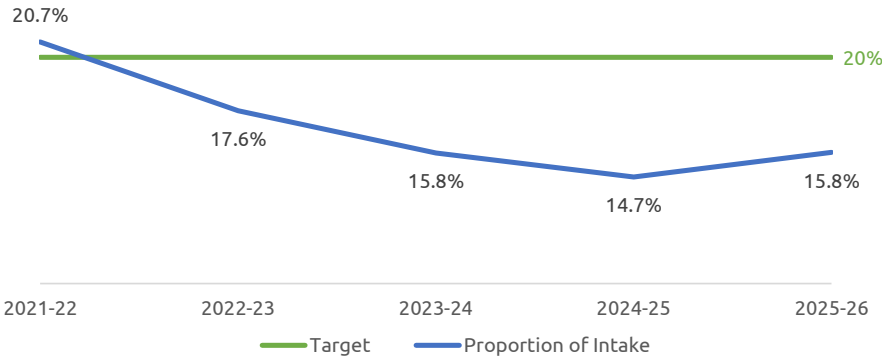
Target: Maintain 20% of applications and 30% of registrations



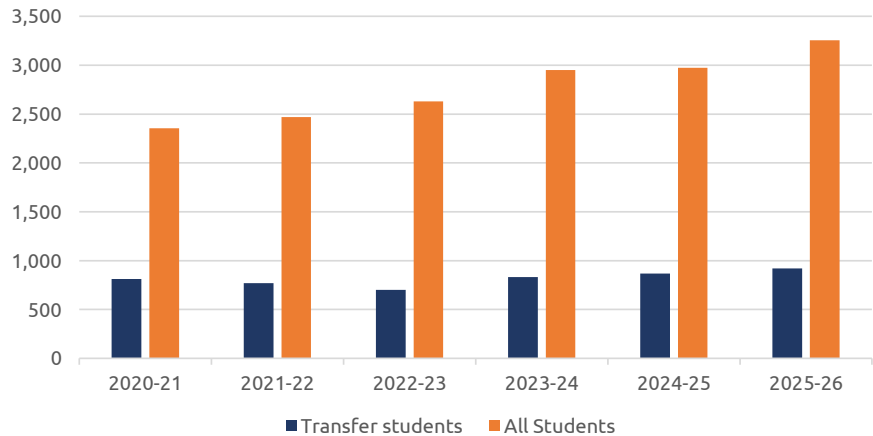
Student Applications



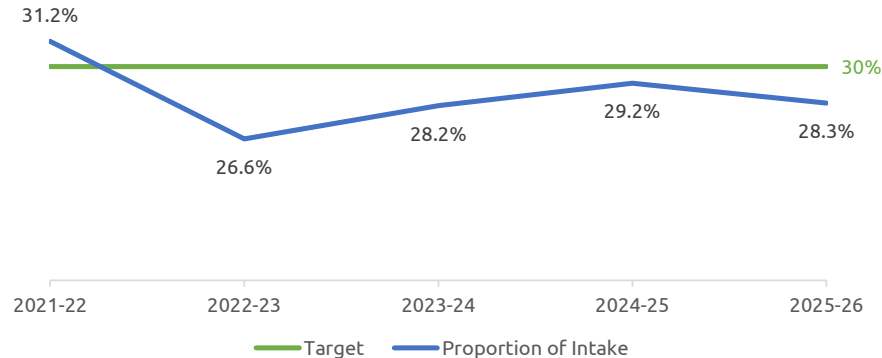
Proportion of Student Applications



Student Registrations



Proportion of Registrants



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Retention Rates**

Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

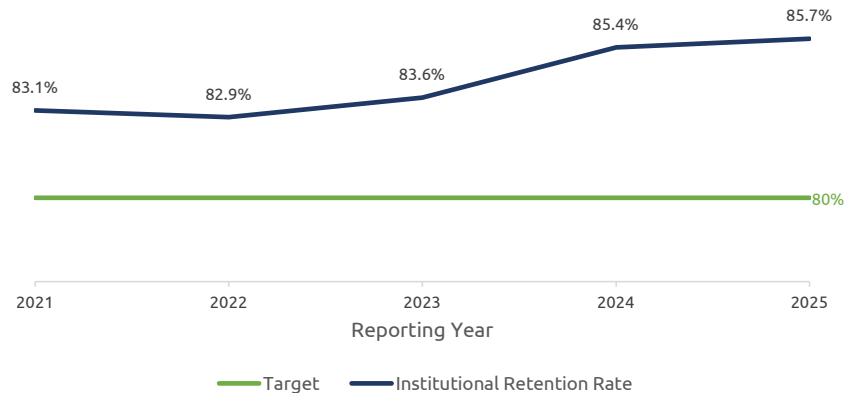
- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who commenced studies in the previous year and have continued to study in the same institution in the reporting year.
- Applicable methodology applied to Year 2 to Year 3 Retention rates.

Data Source: Official Fall USER Reports

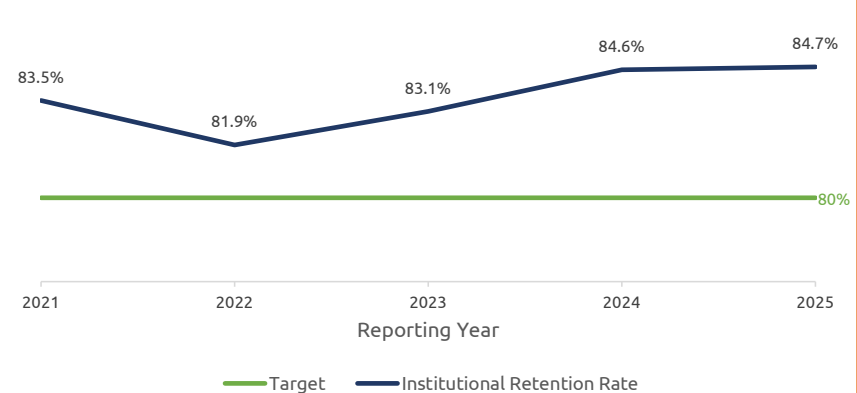
Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
CSRDE Year 2 to Year 3 Retention Rate: 95%



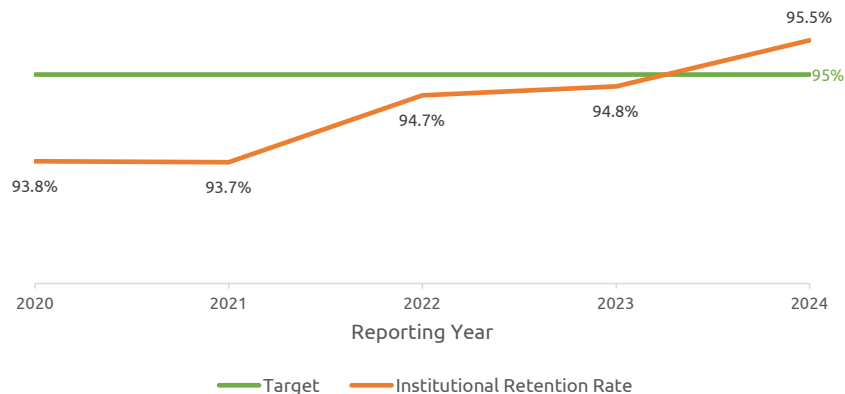
CSRDE Yr1-Yr2 Retention Rate



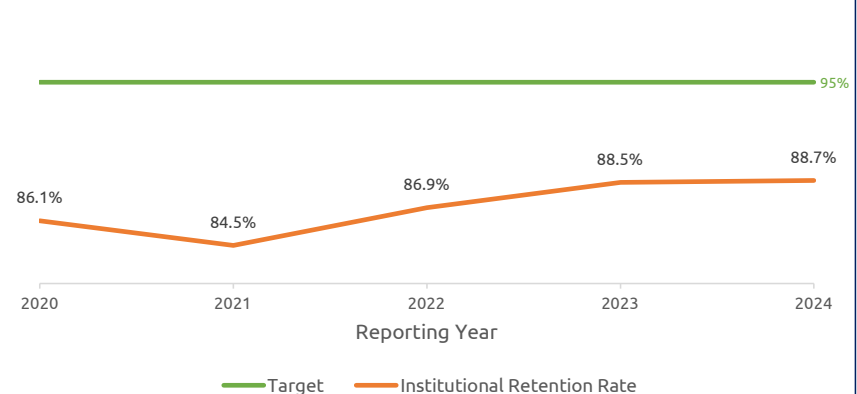
Yr1 to Yr 2 Retention Rate, All Students



CSRDE Yr2-Yr3 Retention



Yr2 to Yr3 Retention Rate, All Students



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Participation in New Student Transition Events

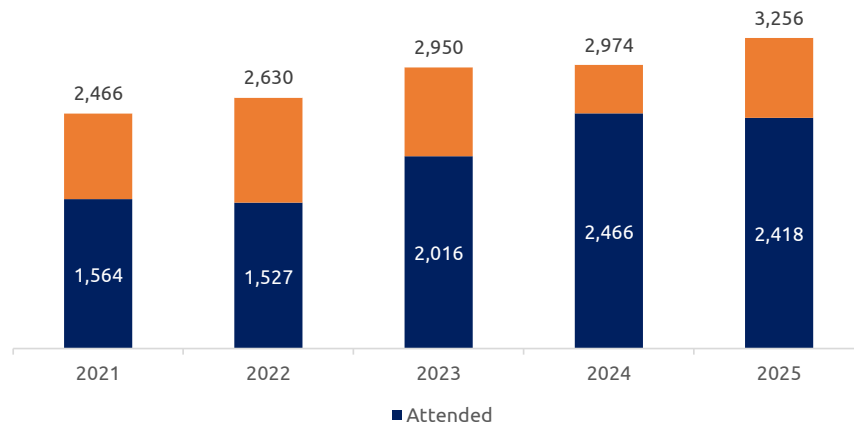
Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Get Ready Workshops, & Ridgeback Ramp Up)

Data Source: Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)

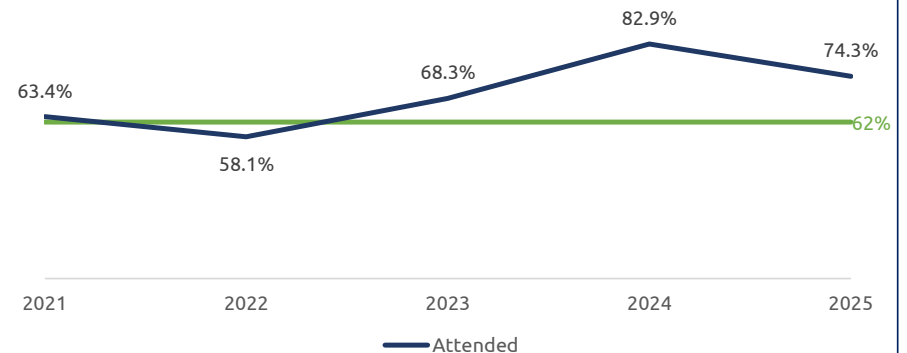
Target: Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



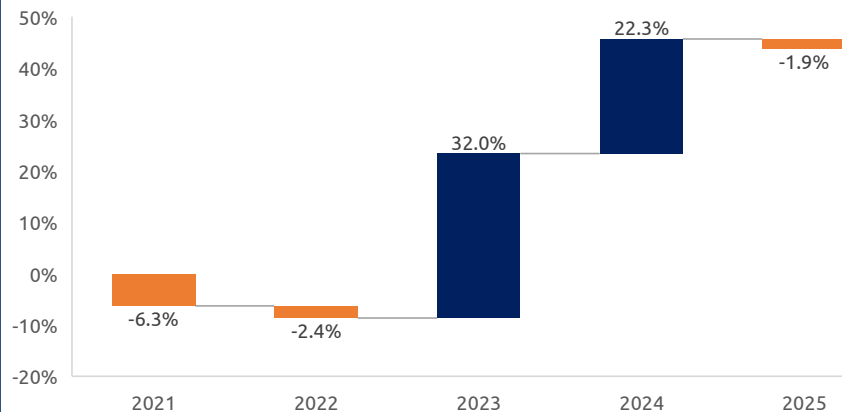
Transition Event Participation by Cohort



Proportion of Incoming Students Attending Transition Events



% Change Year over Year (since 2020)



Ridgeback Ramp Up is a series of online modules and live workshops that provide new students with a head start (both academically and an orientation to services and supports) in their university career. The program is offered throughout July and August to help students prepare for classes in September.

Ridgeback Orientation is the university's largest transition program specifically geared toward in-coming students. Orientation events take place before classes start in both the fall and winter terms, and serves as an opportunity for students to connect with other new students, get familiar with their academic program, and get to know their way around campus. Scheduled activities provide fun and exciting opportunities for all incoming students to learn about the university's vibrant campus culture.

Get Ready Workshops are quick reviews sessions offered in the first six week of the Fall semester and are designed to help students succeed in fundamental first-year course work. Students have the opportunity to ask questions and review foundational concepts, as well as review the academic expectations they need to thrive in their first year of study.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **LEAP participation**

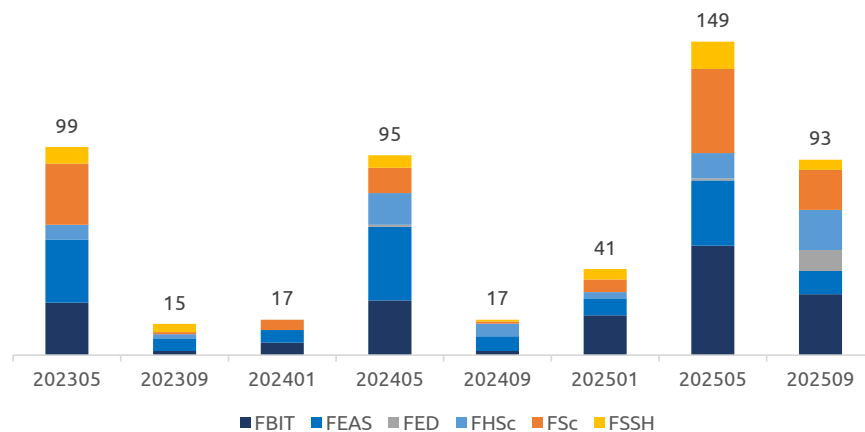
Definition: Post-program continuation of students who participated in and completed the LEAP program (count and proportion) term over term (one and two terms after program participation).

Data Source: LEAP course registration/grades and Annual USER data

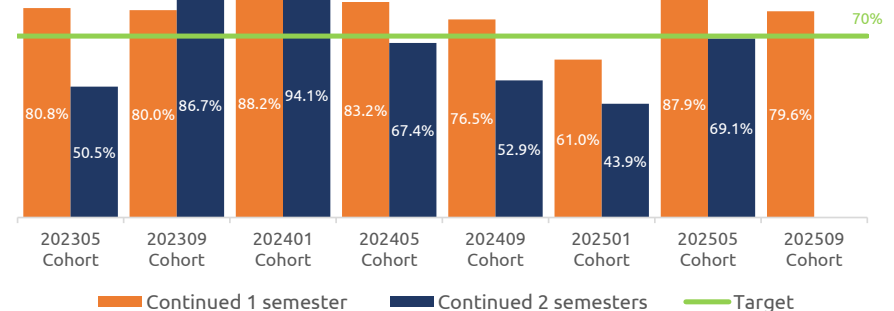
Target: Proportion of participating cohort continuing post-program: 70%



of Students Participating in LEAP



Proportion of All LEAP Participants Continuing 1 & 2 Semesters post-program



The Learner Engagement Academic Program (LEAP) aims to provide students with the tools needed to support a successful transition into the university community and beyond. While all Ontario Tech students can benefit from taking LEAP 1001U, the program is specifically recommended for first-year students and/or students on academic probation. In certain circumstances, LEAP 1001U may be required for academic continuation, including for students facing academic suspension who wish to reduce the length of their suspension to a single term, as well as for students whose academic appeal conditions include successful completion of the program.

LEAP 1001U is a highly interactive, in-person course offered during the regular 12-week semester. Combining the innovative principles of *Designing Your Life by Burnett and Evans* (2016) with Covey's *The 7 Habits of Highly Effective People* (2019), the course has been specifically designed to help students develop a variety of academic and life-management skills. Students who successfully complete LEAP 1001U will be able to apply design-thinking processes, create frameworks for personal, career, and academic development, and develop a series of personally relevant tools that can be used to overcome barriers.

Note: As of Spring 2025, LEAP 1001U has been offered as a for-credit course.

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Student Participation in Working Integrated Learning (WIL) opportunities.

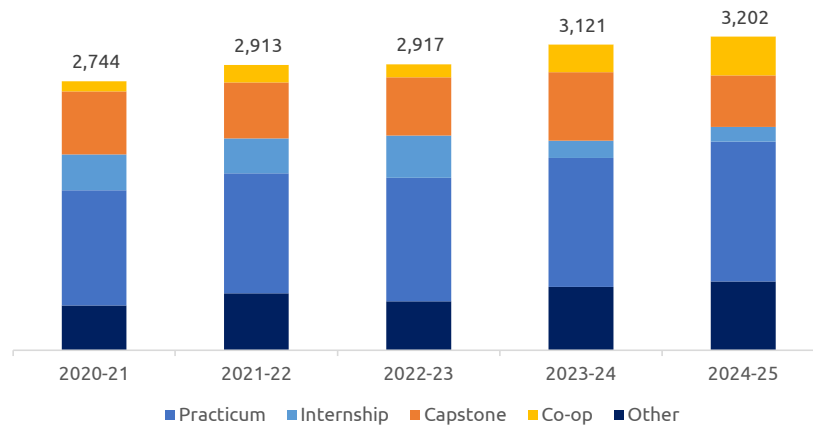
Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

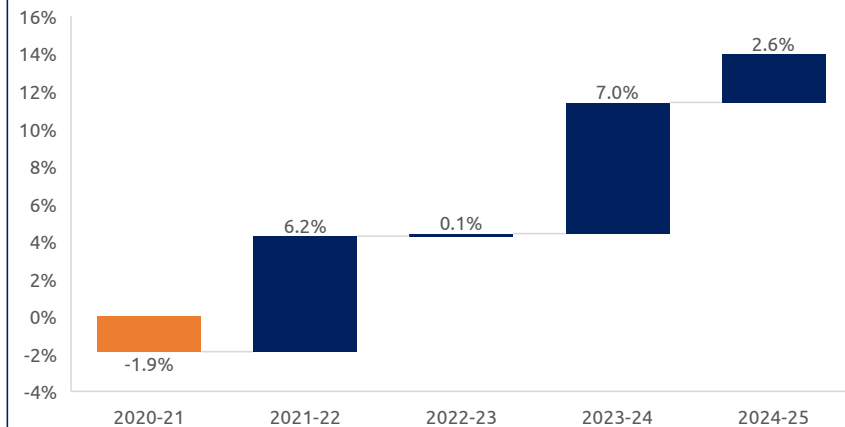
Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience" (Co-op, Internship, Practicum, and Capstone): 80%



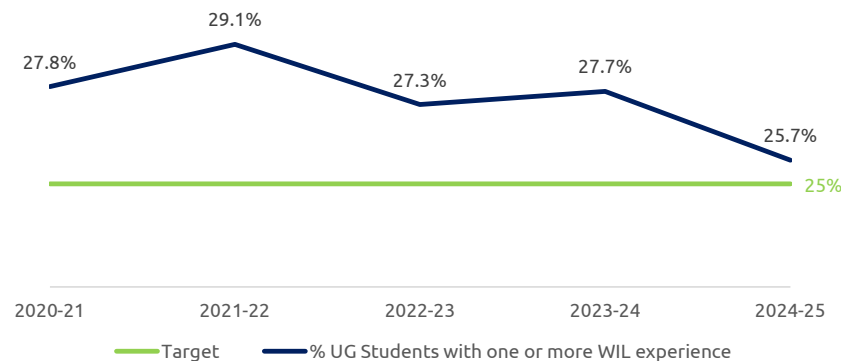
of Students in WIL Opportunities



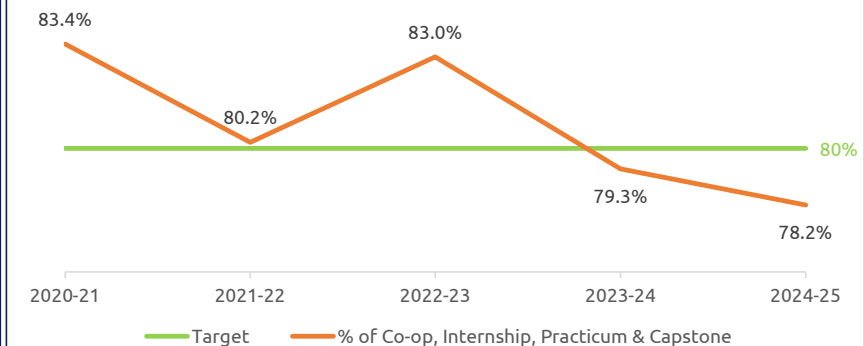
% Change Year over Year
(since 2019-20)



Proportion of UG students with a WIL Experience



Proportion of WIL Opportunities classified as "Traditional"



Ontario Tech University Metrics

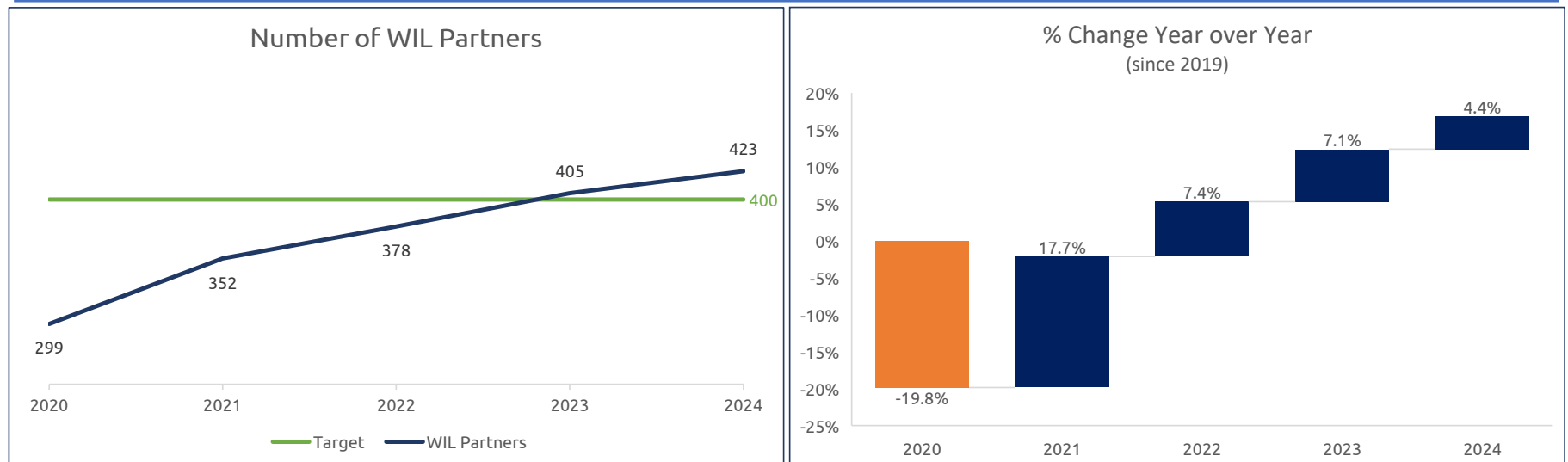
[Return to Metrics Listing](#)

Metric: **Partnerships in support Work Integrated Learning**

Definition: Distinct Count of partners supporting Work Integrated Learning included, but not limited to, Co-operative Education, Practicums, Internships, and Capstone projects. Note: Partner may have more than one project supporting WIL opportunities recorded for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Students graduating with a course on Ethics or Impact**

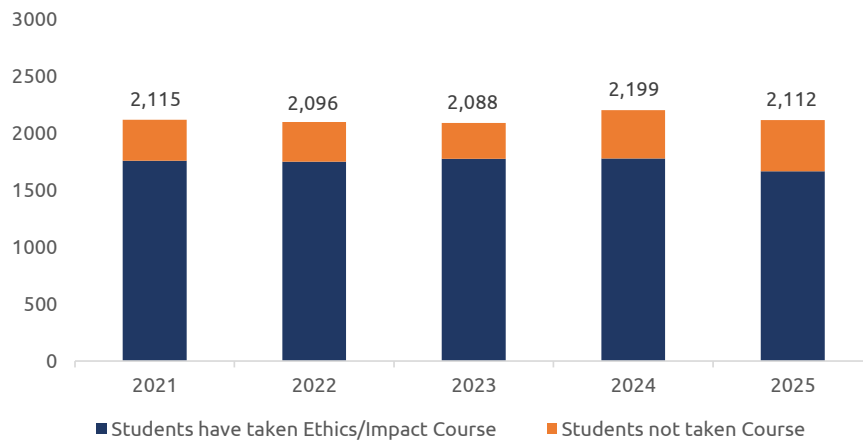
Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

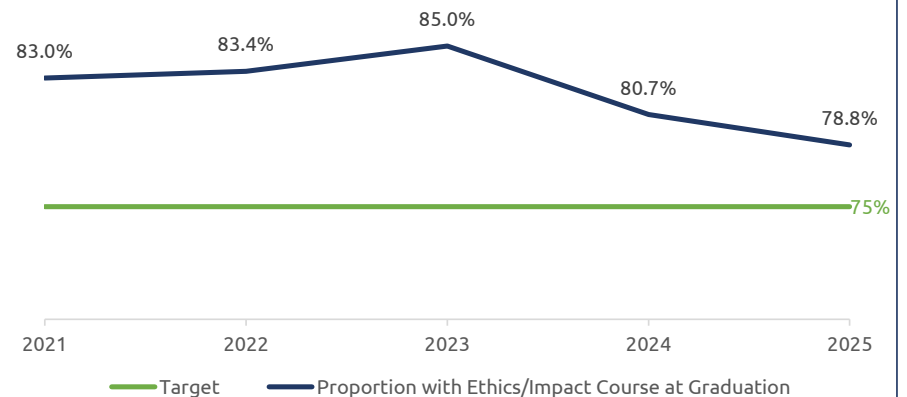
Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



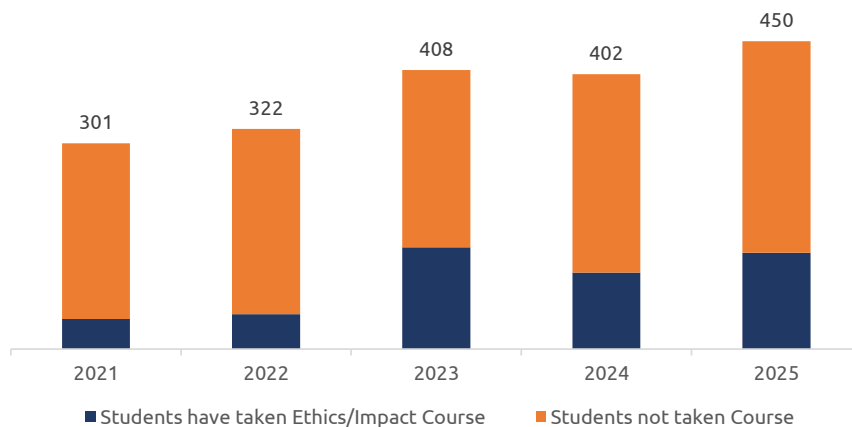
UG Students Graduate with Ethics/Impact Course



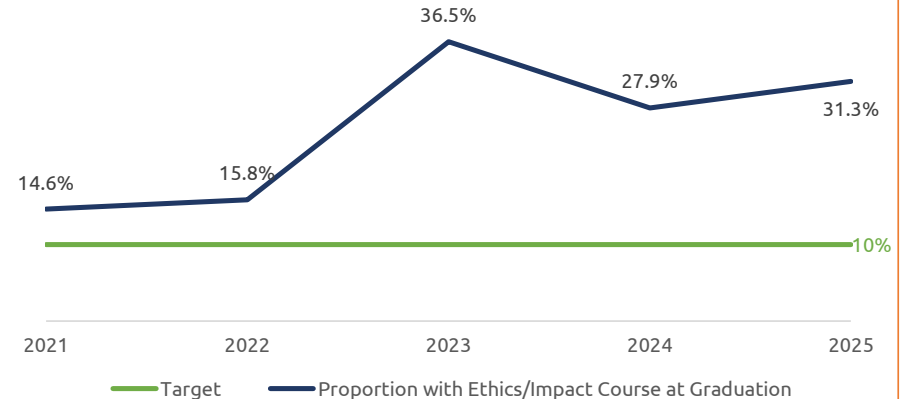
Proportion of Graduated UG Students with Ethics/Impact Courses



GR Student Graduates with Ethics/Impact Course



Proportion of Graduated GR Students with Ethics/Impact Courses



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Courses taught by Full-time faculty**

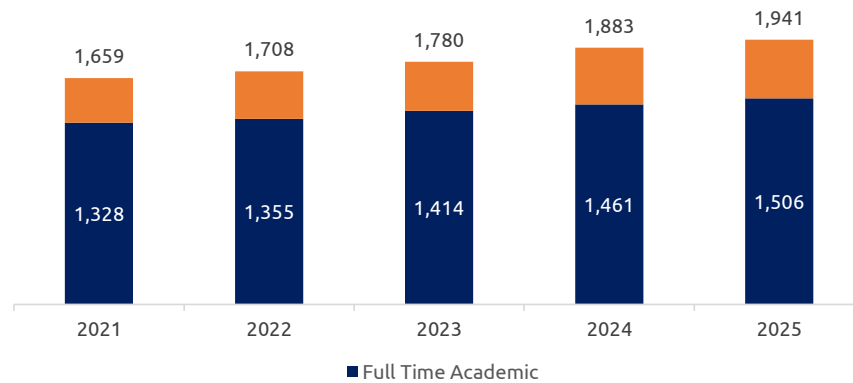
Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.

Data Source: Course data and enrolment reports

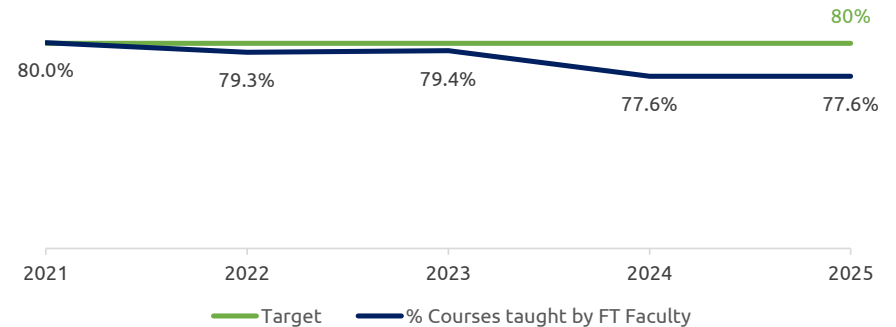
Draft Target: Proportion of Courses taught by FT faculty members: 80%



Courses taught by FT faculty



Proportion of Courses taught by FT faculty



Ontario Tech University Metrics

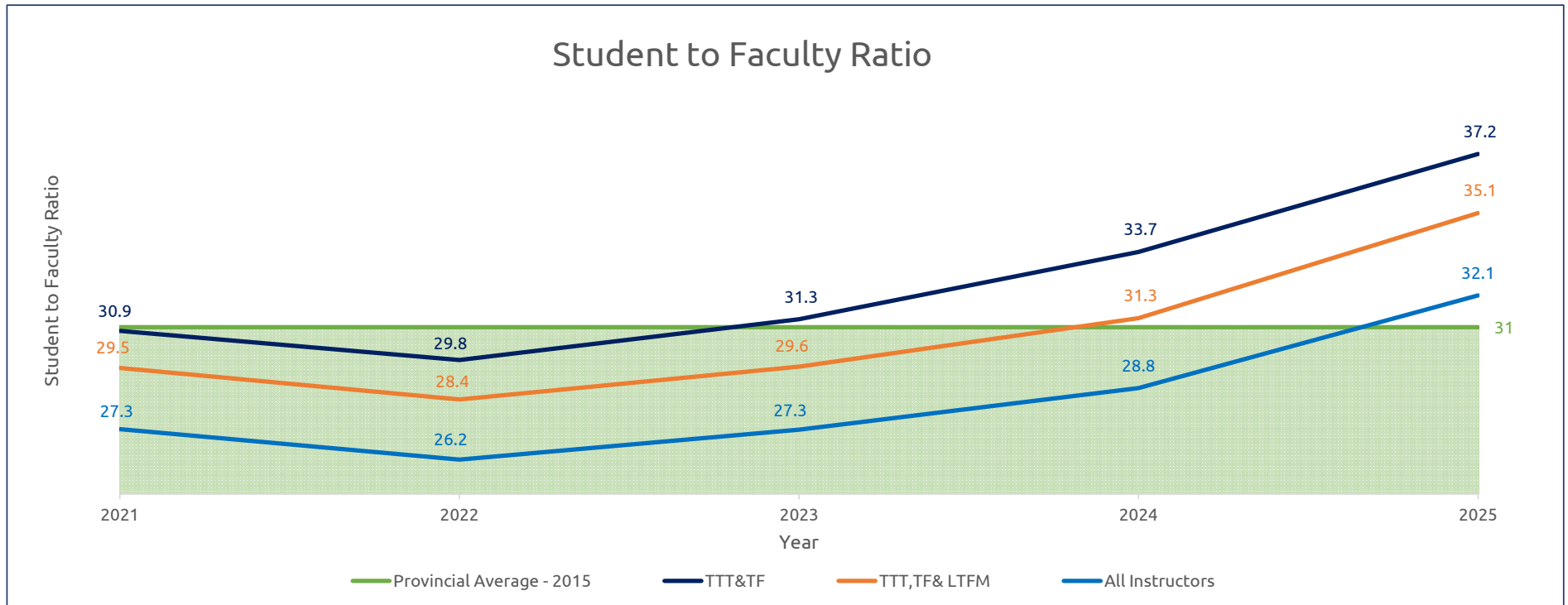
[Return to Metrics Listing](#)

Metric: **Student: Faculty ratios**

Definition: The ratio of students taught to number of academic teaching staff (Measure of FTE to FTE).

Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.

Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Overall Student Satisfaction**

Definition: Response to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4

Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

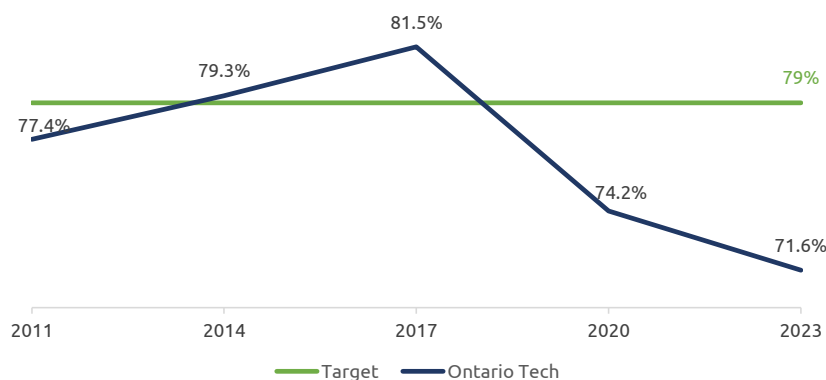
Target: Question 1 - Year 1: 79%, Year 4: 77%

Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)

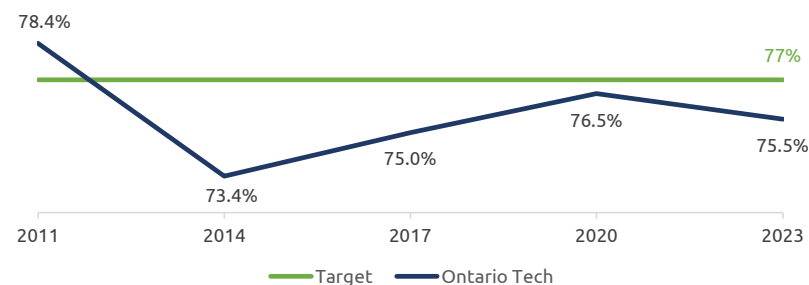


Question: How would you evaluate your entire educational experience at this institution?

% of Good/Excellent Respondents - Year 1

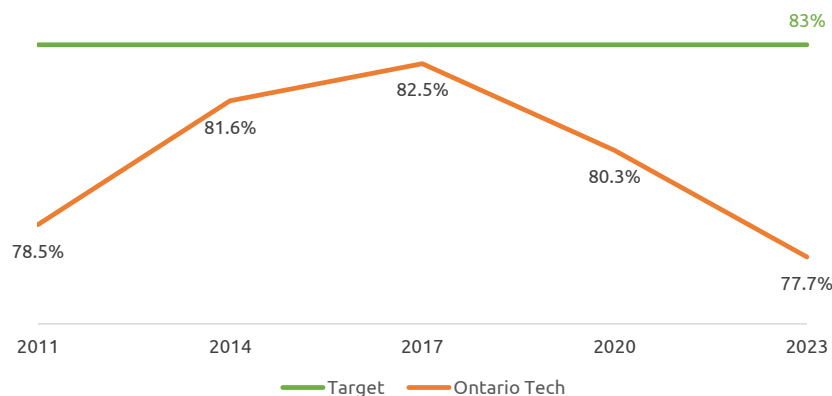


% of Good/Excellent Respondents - Year 4

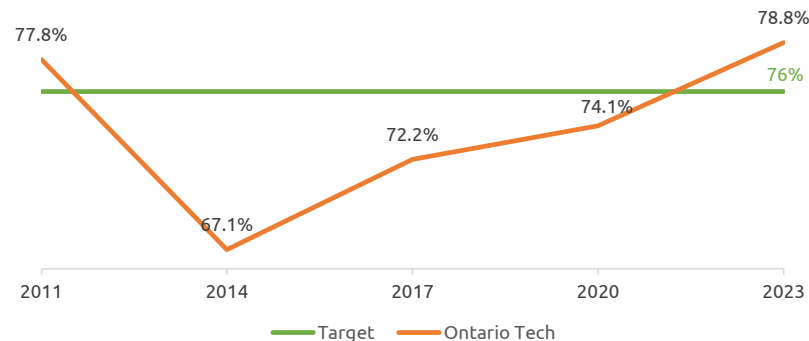


Question: If you could start over again, would you go to the same institution you are now attending?

% of Good/Excellent Respondents - Year 1



% of Good/Excellent Respondents - Year 4



Ontario Tech University Metrics

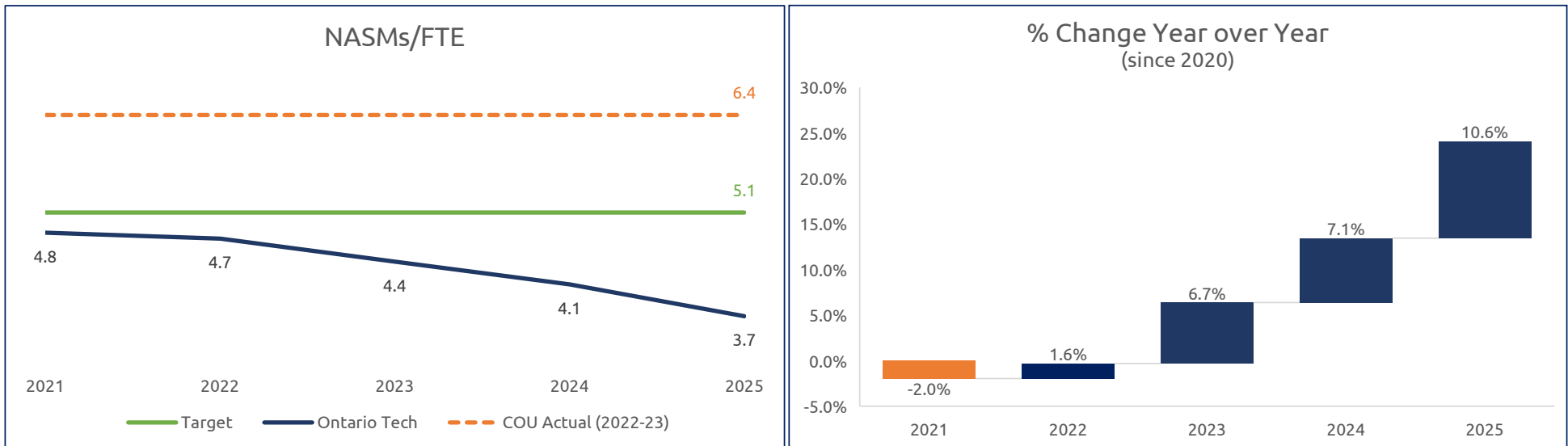
[Return to Metrics Listing](#)

Metric: **NASM/FTE ratio in instructional categories**

Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)

Data Source: Official space database (OCIS), Annual USER data

Target: Ontario Tech Internal Target of 5.1



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Flexible course formats offered (online or hybrid)**

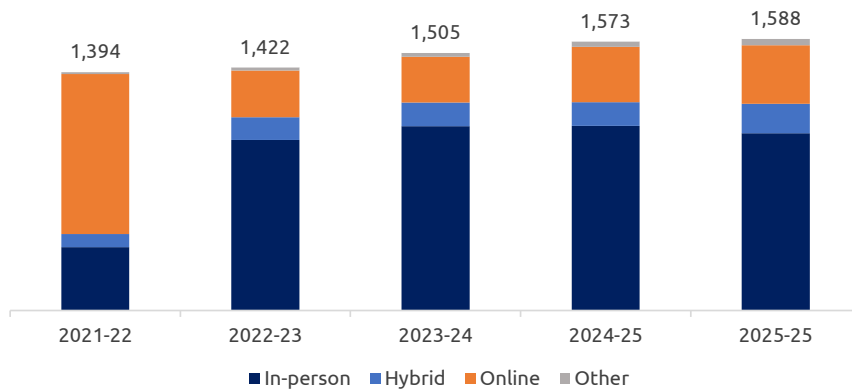
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

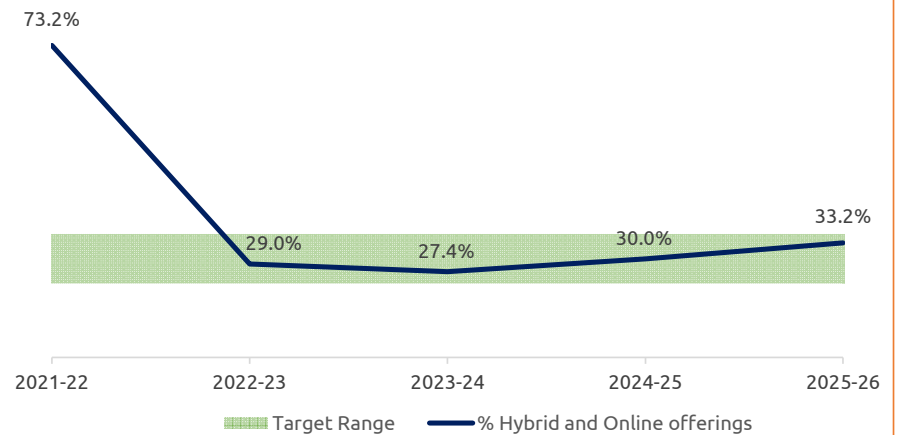
Target: Proportion of online/hybrid undergraduate course offerings: between 25-35%



Course Offerings by Instructional Method



% of Online/Hybrid Course Offerings



Ontario Tech University Metrics

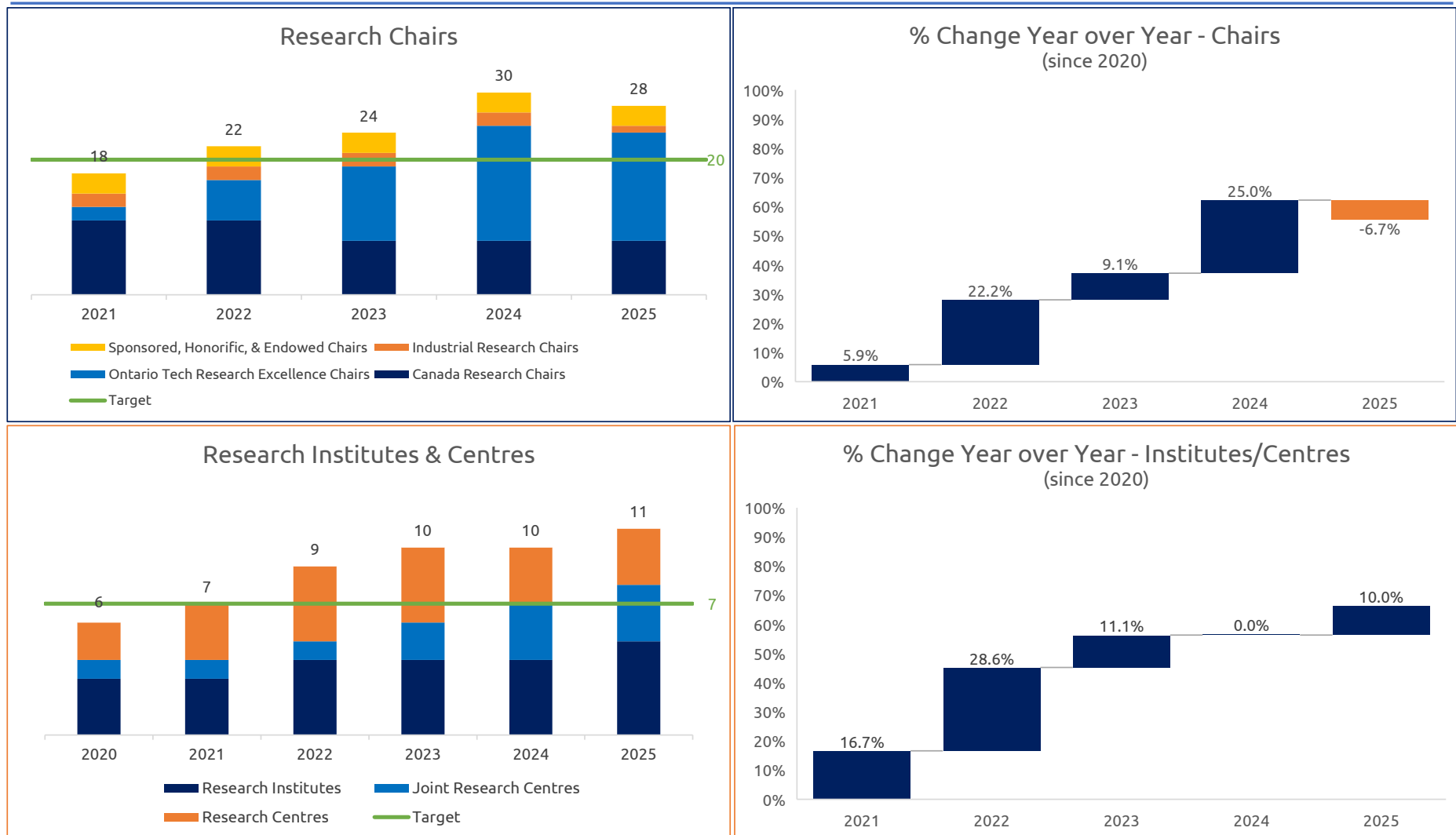
[Return to Metrics Listing](#)

Metric: **Research Chairs & Institutes**

Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.

Data Source: Office of Research Services

Draft Target: Count of Research Chairs: 20
Count of Research Institutes and Centres: 7



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Research Sponsorship**

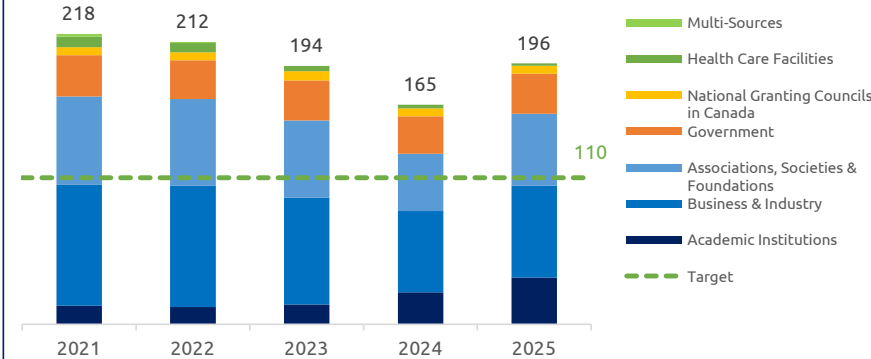
Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one fiscal year.

Data Source: Office of Research Services

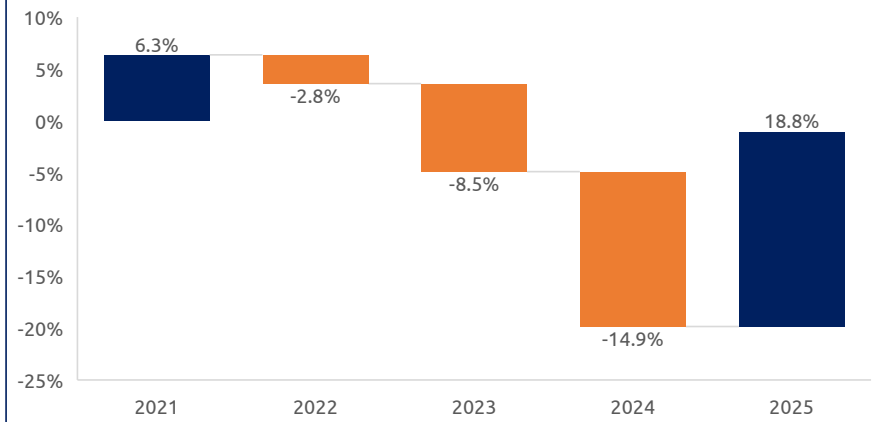
Target: Number of external entities involved in sponsored research: 110



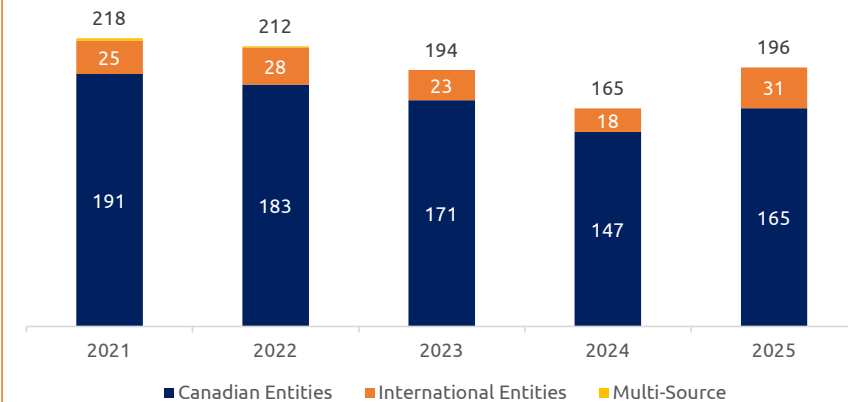
Number of External Entities involved in Ontario Tech Research



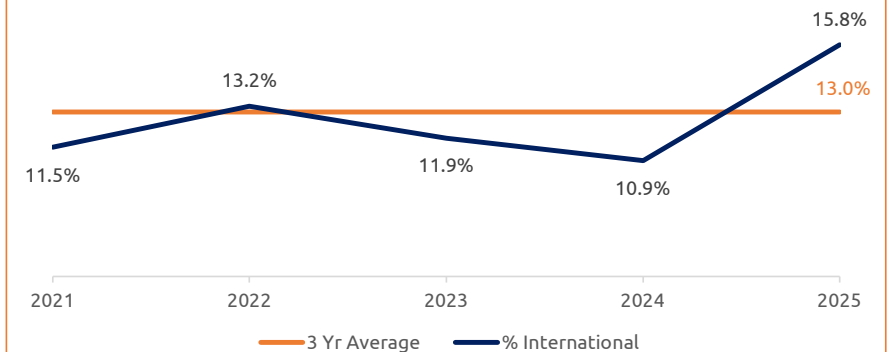
% Change Year over Year (since 2020)



Number of Canadian and International Entities



Proportion of International Entities



Ontario Tech University Metrics

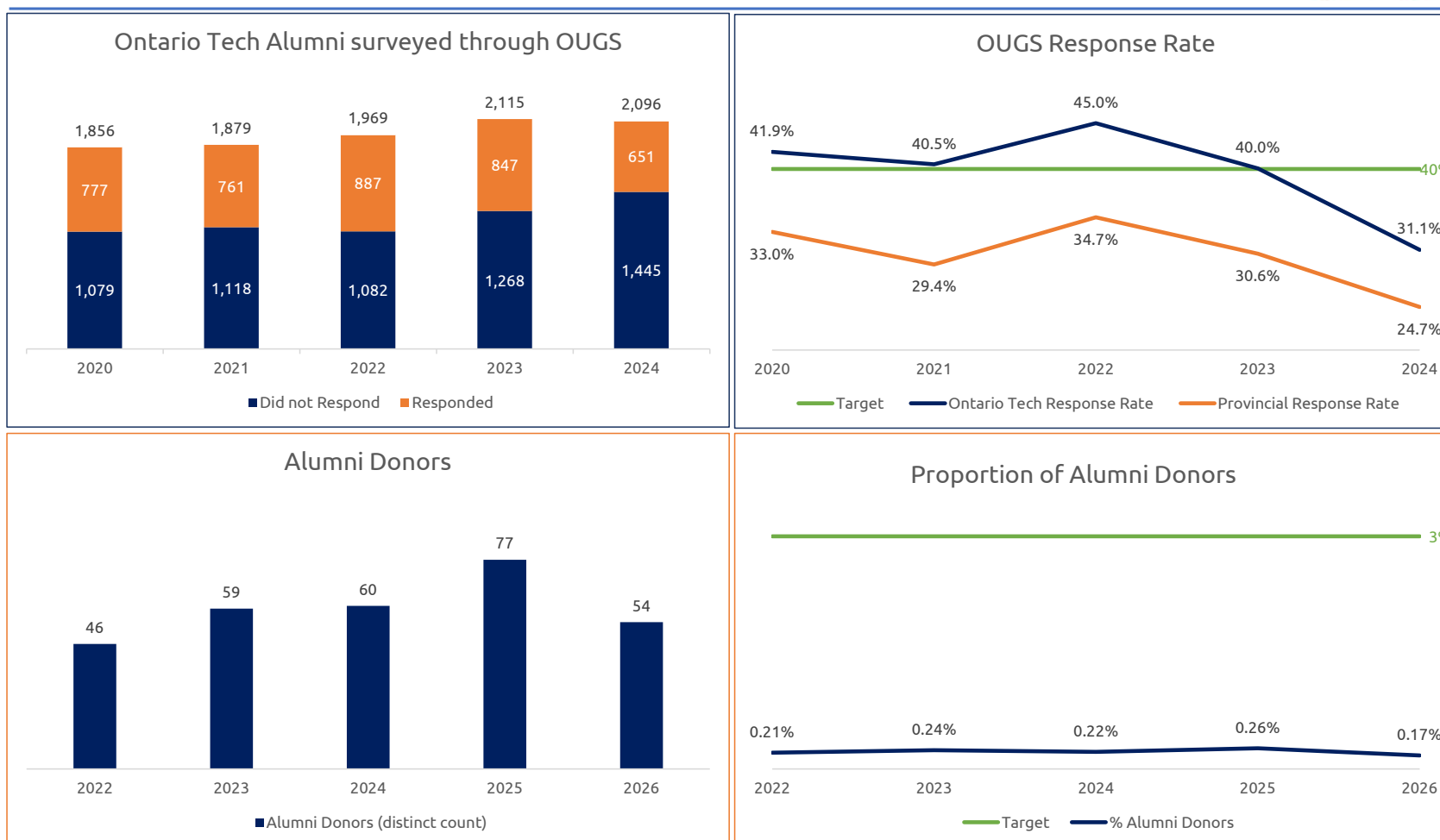
[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total alumni).

Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



While there was a decrease in unique alumni donors in 2025-26, the Advancement Office and Alumni Relations saw a 12.5% increase in overall philanthropic gifts from 2024-25, with more Ontario Tech Alumni opting for monthly pledges.

Ontario Tech University Metrics

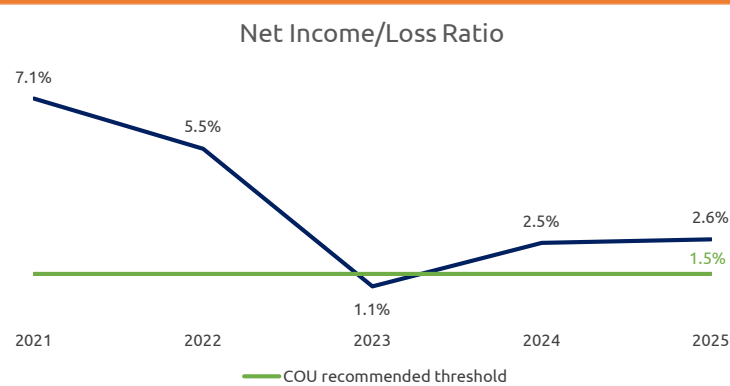
[Return to Metrics Listing](#)

Metric: **Economic Stewardship**
 Definition: As provided below
 Data Source: Finance

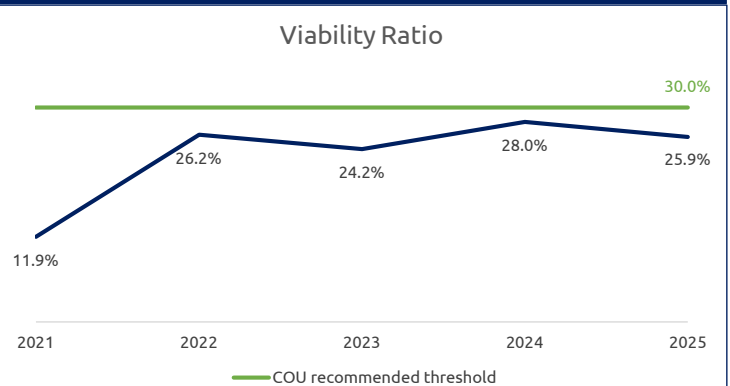
Target: COU recommended thresholds.
 Net Income/Loss Ratio: < 1.5%
 Primary Reserve Ratio: < 30

Viability Ratio: < 30%
 Net Operating Revenues Ratio: < 2.0%

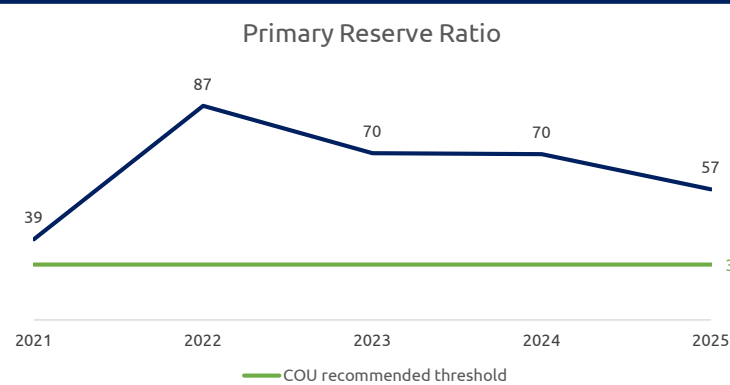
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.



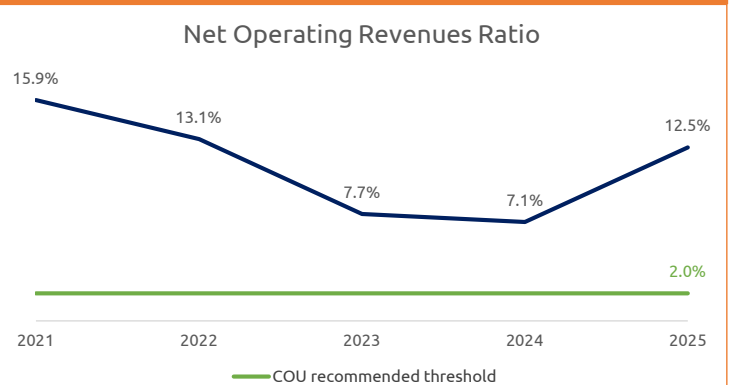
The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be expended without restrictions.



The Net Operating Revenues Ratio is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows in the long run to be financially sustainable.



Credit Rating	Moody's	DBRS
2020-21	A1 Stable	A(low) Stable
2021-22	A1 Stable	A(low) Stable
2022-23	A1 Stable	A Stable
2023-24	A1 Stable	A Stable
2024-25	A1 Stable	A Stable

SMA4 Dashboard - Year 1 Reporting

2025-26
2026-27
2027-28
2028-29
2029-30

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Graduation Rate

Metric 3: Graduate Employment Earnings

Metric 4: Experiential Learning

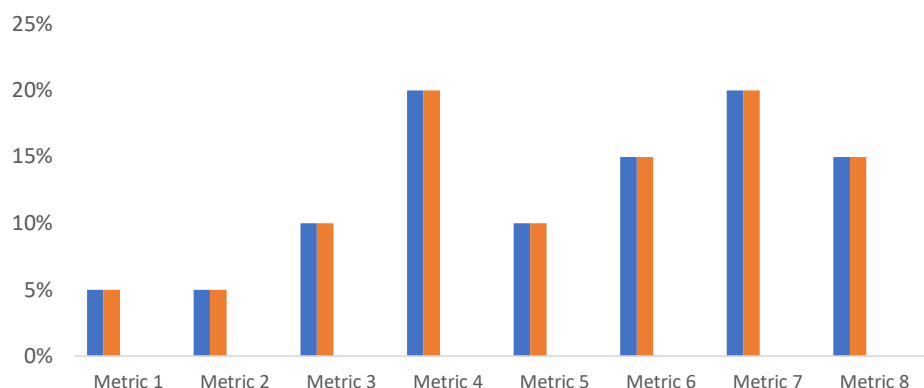
Metric 5: Community/Local Impact of Student Enrolment

Metric 6: Institutional Strength/Focus

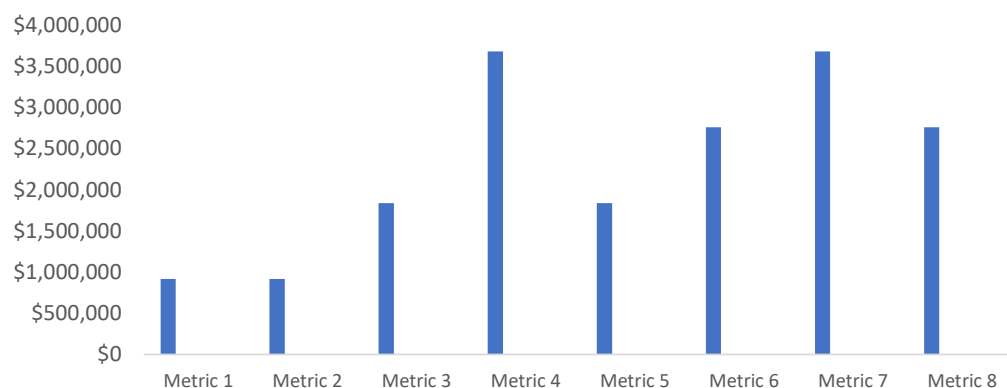
Metric 7: Research Revenue Attracted from Private Sources

Metric 8: Economic Impact (Institution-specific)

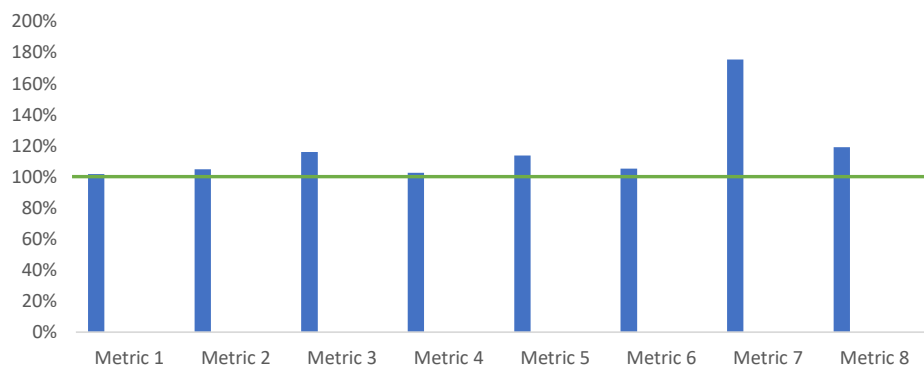
Metric Weighting



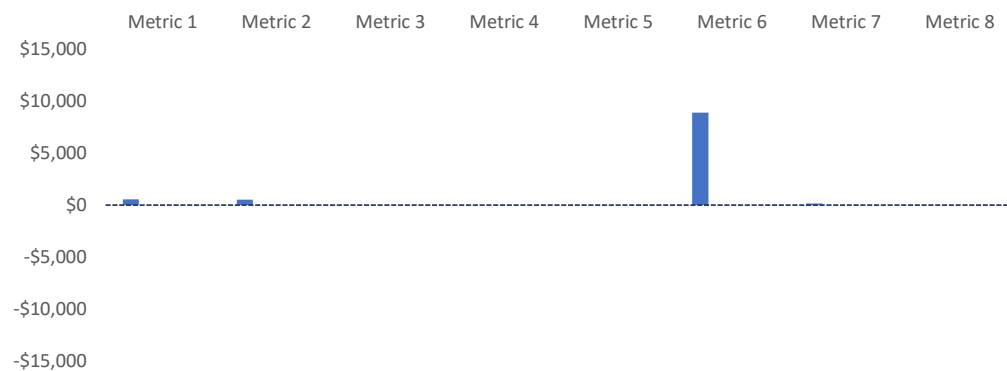
Notional Allocation



Achievement of Target



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 1

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

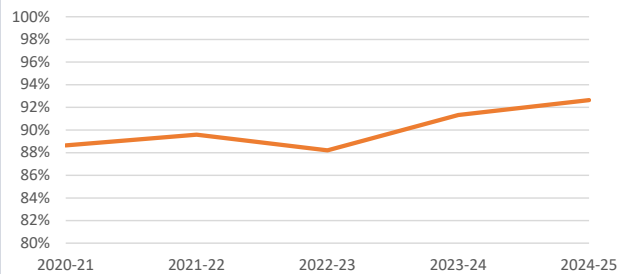
Definition

Proportion of domestic graduates from undergraduate (bachelor or first professional degree) programs employed full-time, who consider their jobs either “closely” or “somewhat” related to the skills they acquired in their university program, two years after graduation.

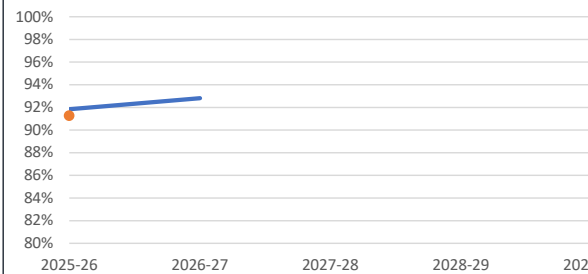
Data Source

Ontario University Graduate Survey (OUGS)

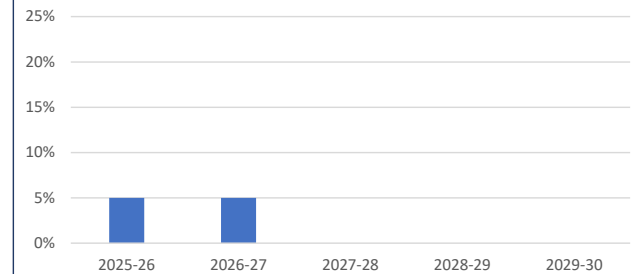
Historical Values



Performance Target to Actual



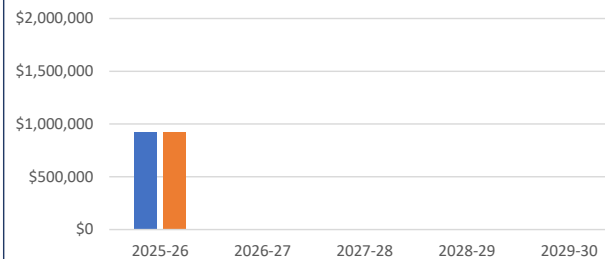
Metric Weighting



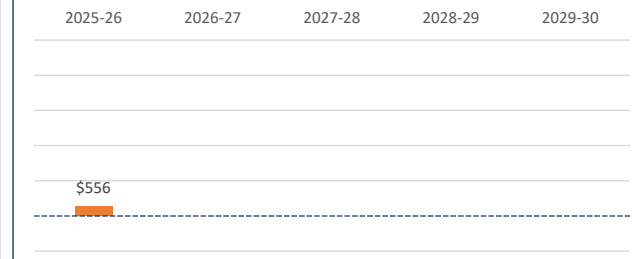
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 2

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

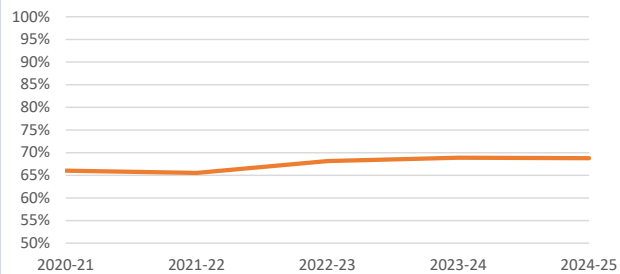
Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

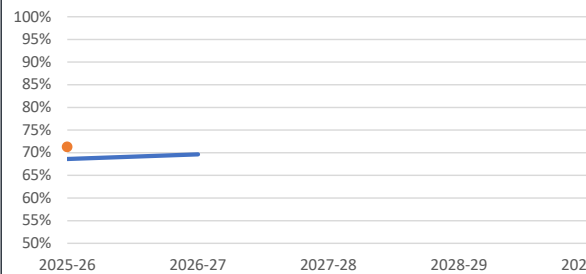
Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

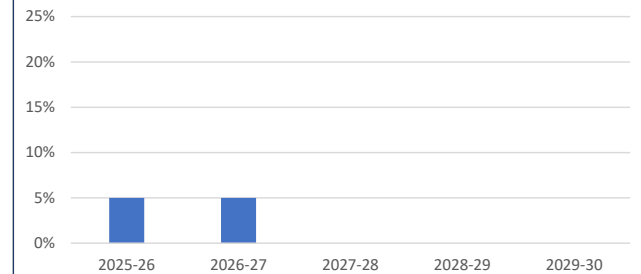
Historical Values



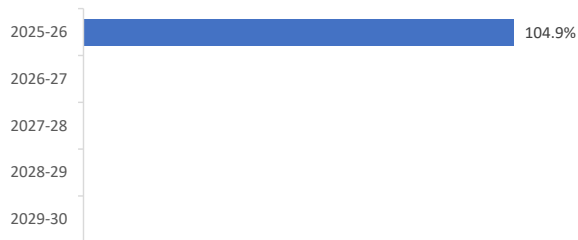
Performance Target to Actual



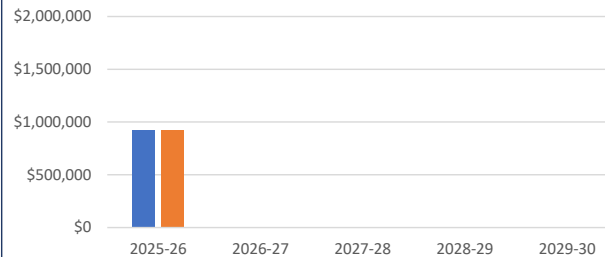
Metric Weighting



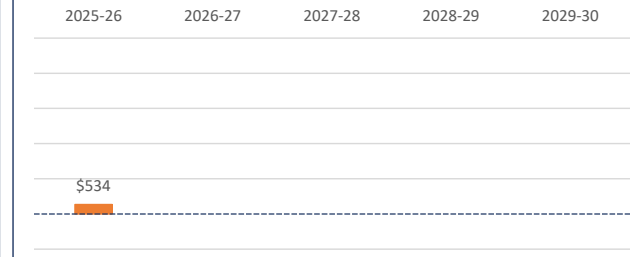
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 3

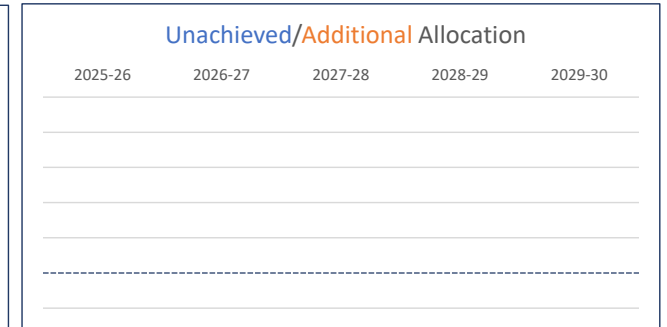
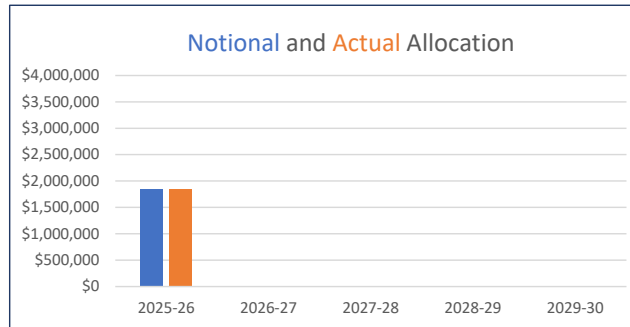
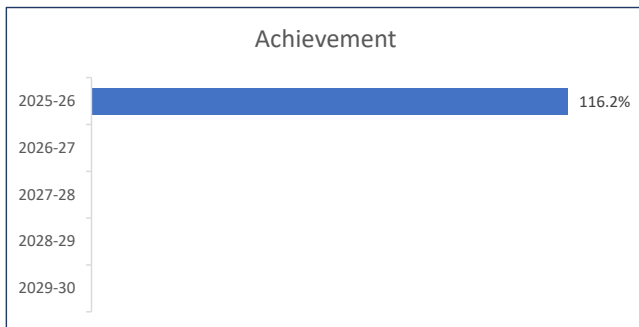
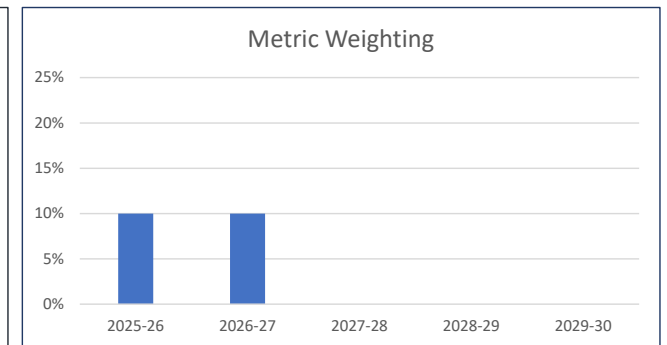
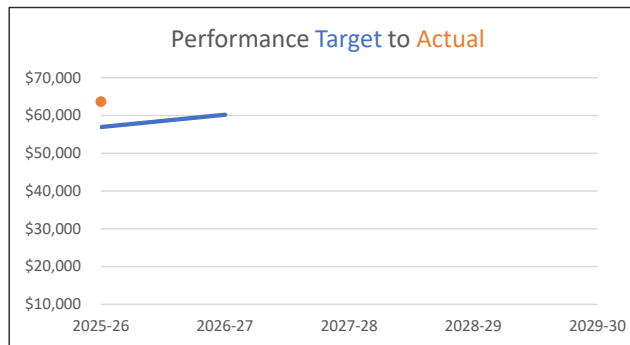
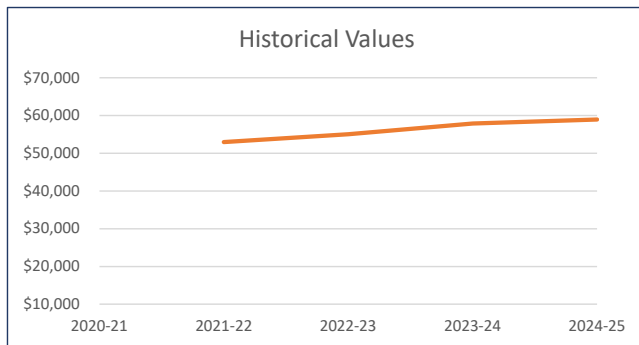
Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

Definition

Median graduate employment earnings of domestic graduates using tax file data provided by Statistics Canada, two years after graduation.

Data Source

Enrolment and graduation data from the Postsecondary Student Information System (PSIS)



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 4

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

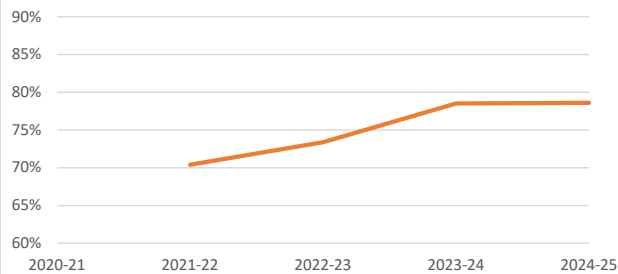
Definition

Proportion of domestic graduates in undergraduate programs, who participated in at least one experiential learning/work-integrated learning opportunity as part of their program of study.

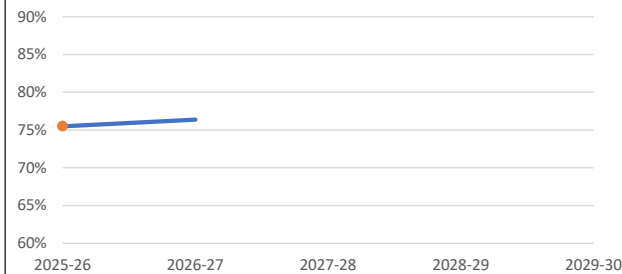
Data Source

Institutional data

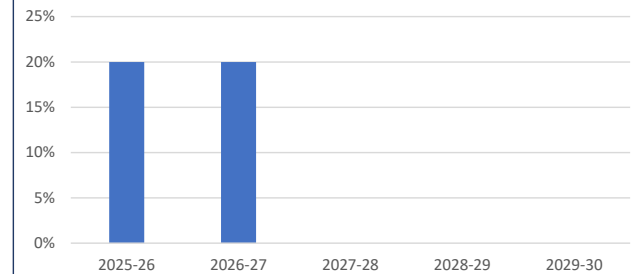
Historical Values



Performance Target to Actual



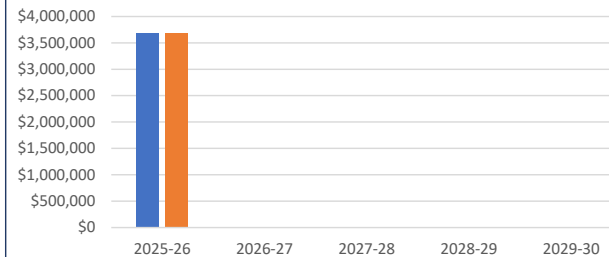
Metric Weighting



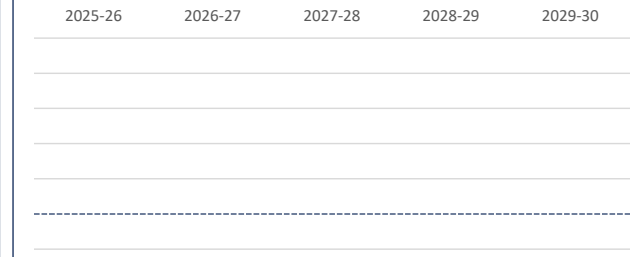
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 5

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

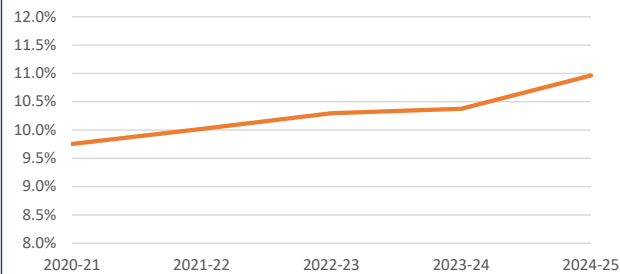
Definition

Proportion of domestic enrolment in the city(cities)/town(s) in which campuses of the institution are located divided by the population (age 15 to 64) of that city(cities)/town(s).

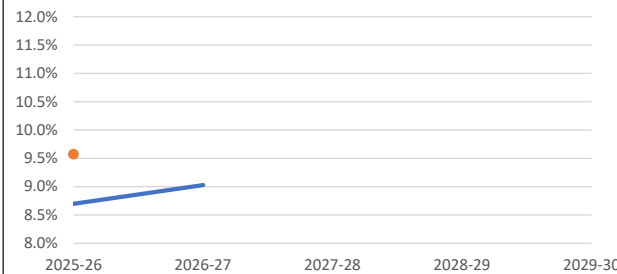
Data Source

University Statistical Enrolment Report (USER)

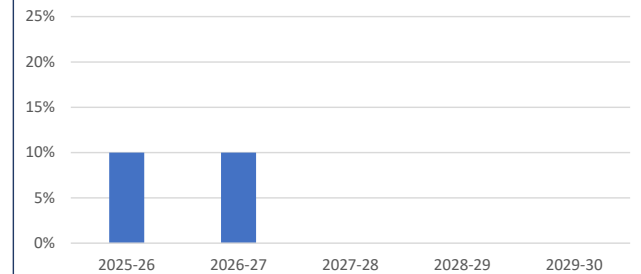
Historical Values



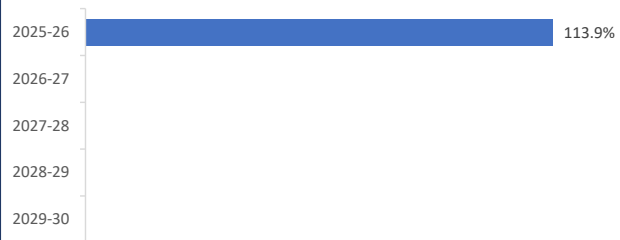
Performance Target to Actual



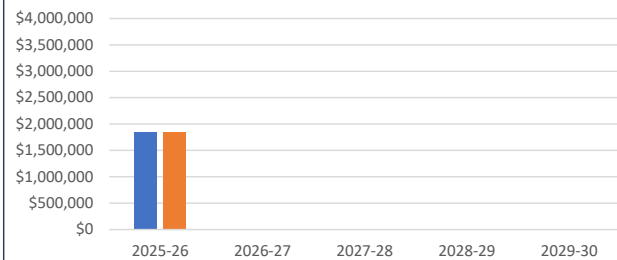
Metric Weighting



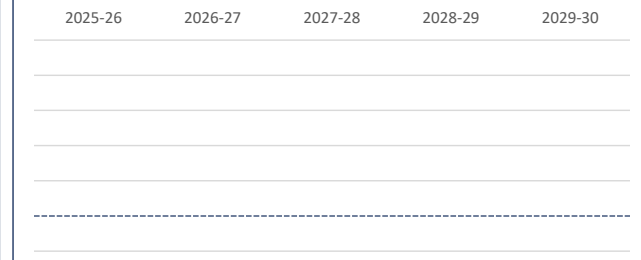
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 6

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

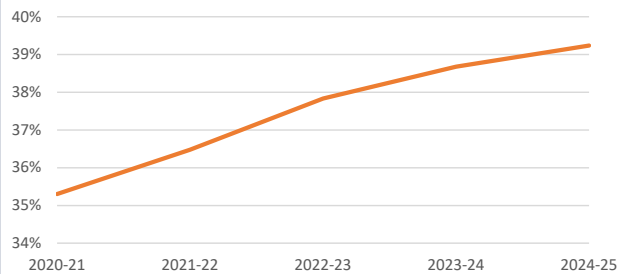
Definition

Proportion of domestic enrolment in an institution's program area(s) of strength compared to their total domestic enrolment.

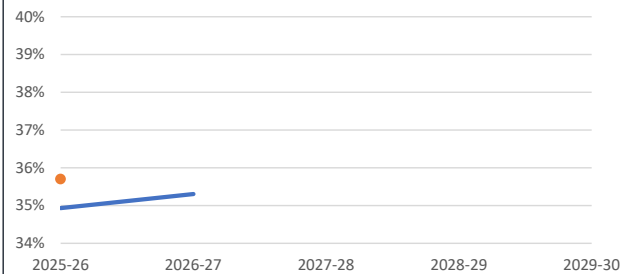
Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection

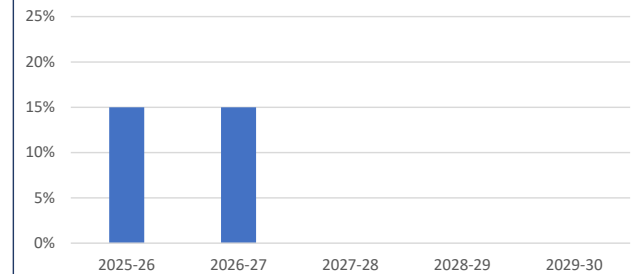
Historical Values



Performance Target to Actual



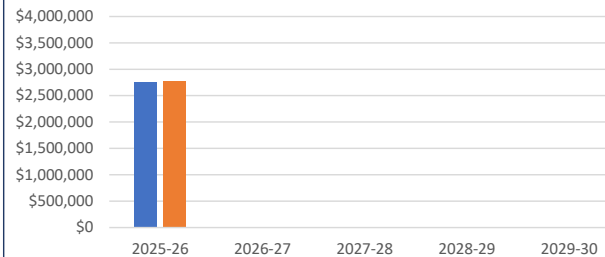
Metric Weighting



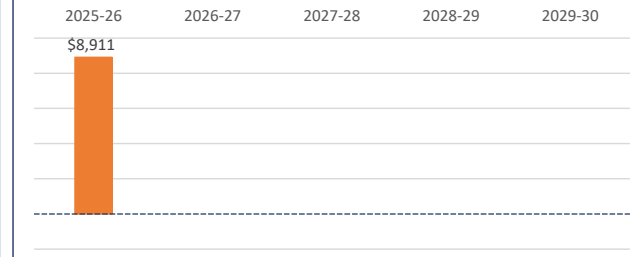
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 7

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

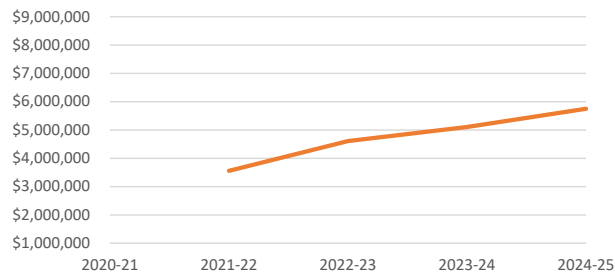
Definition

Total research revenue attracted from private sector and not-for-profit sources

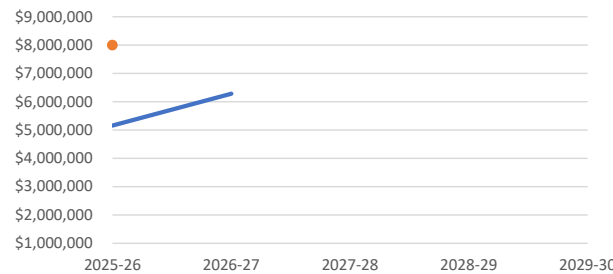
Data Source

Council of Ontario Finance Officers (COFO)

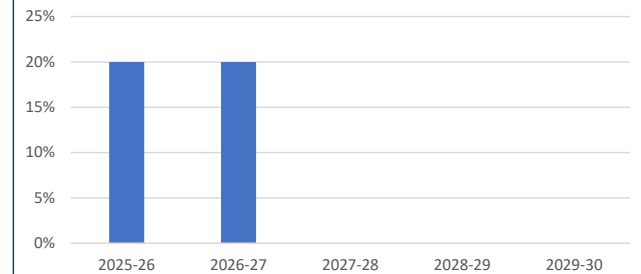
Historical Values



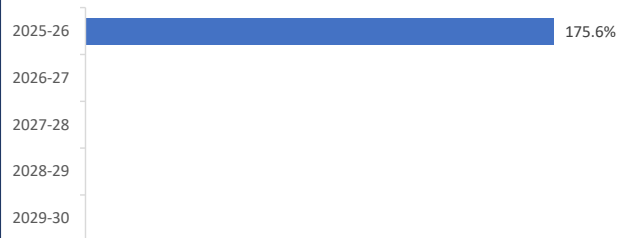
Performance Target to Actual



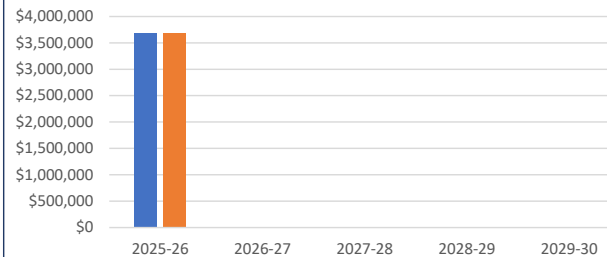
Metric Weighting



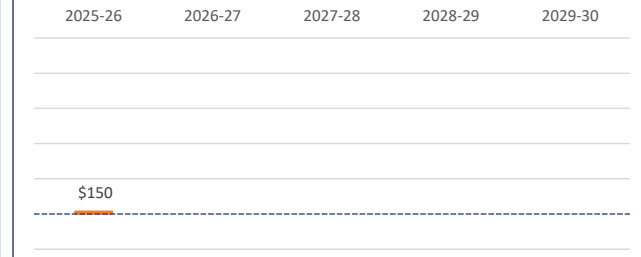
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: SMA3 (Historical) Metric began in 2021-22

Data not appearing indicates full allocation achieved

SMA4 Dashboard - Metric 8

Graduate Employment Rate in a Related Field	Graduation Rate
Graduate Employment Earnings	Experiential Learning
Community/Local Impact of Student Enrolment	Institutional Strength/Focus
Research Revenue Attracted from Private Sources	Economic Impact (Institution-specific)

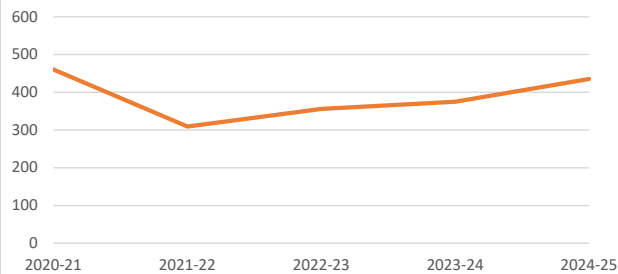
Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

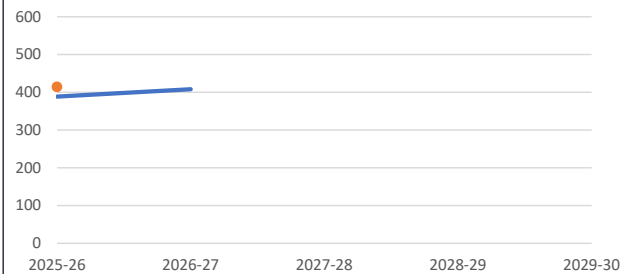
Data Source

Institutional Experiential Learning Database

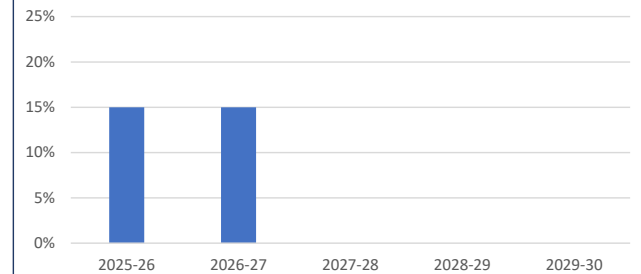
Historical Values



Performance Target to Actual



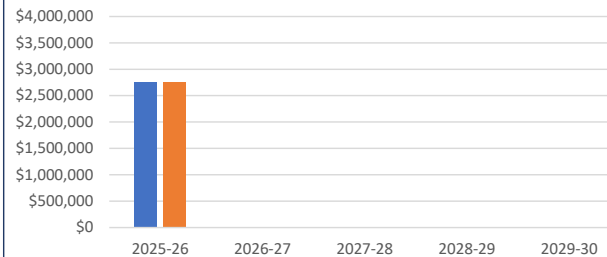
Metric Weighting



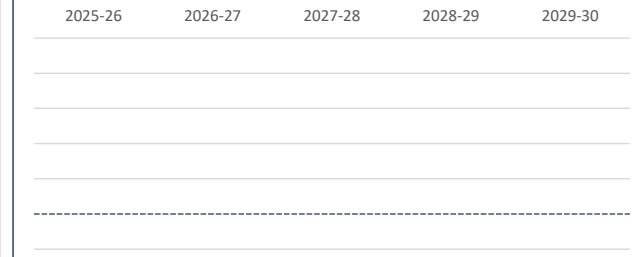
Achievement



Notional and Actual Allocation

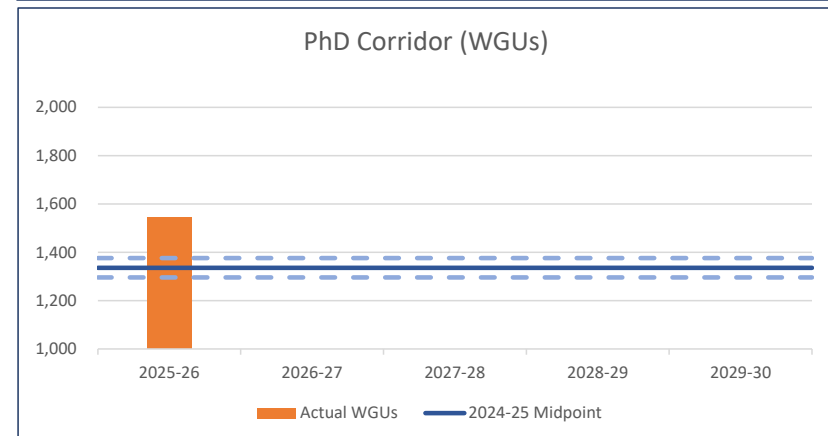
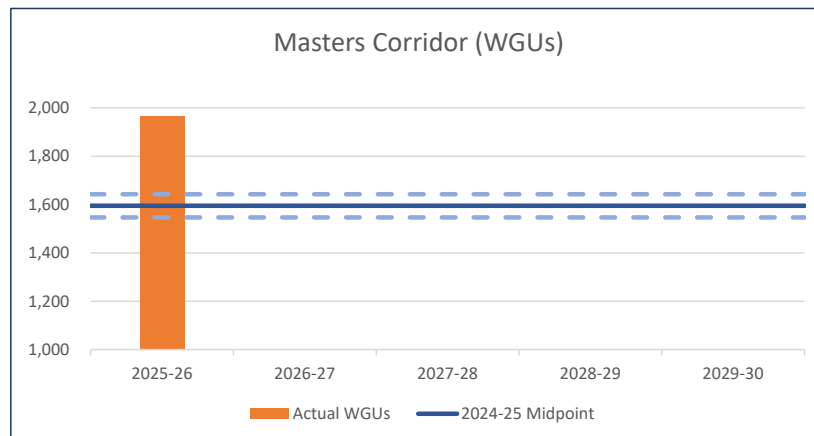
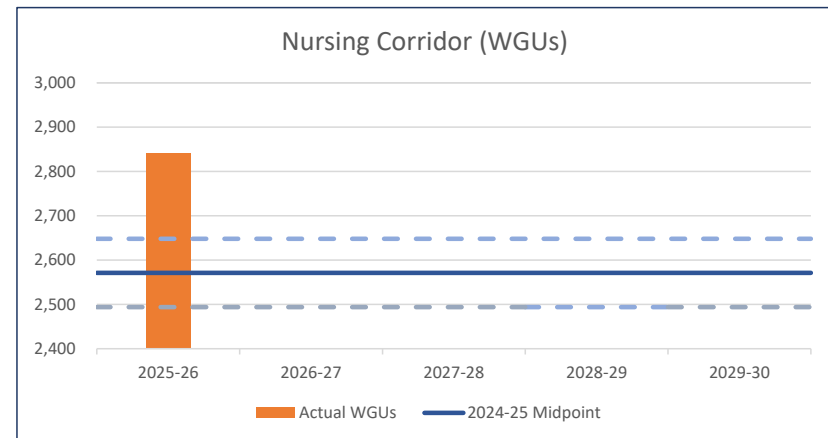
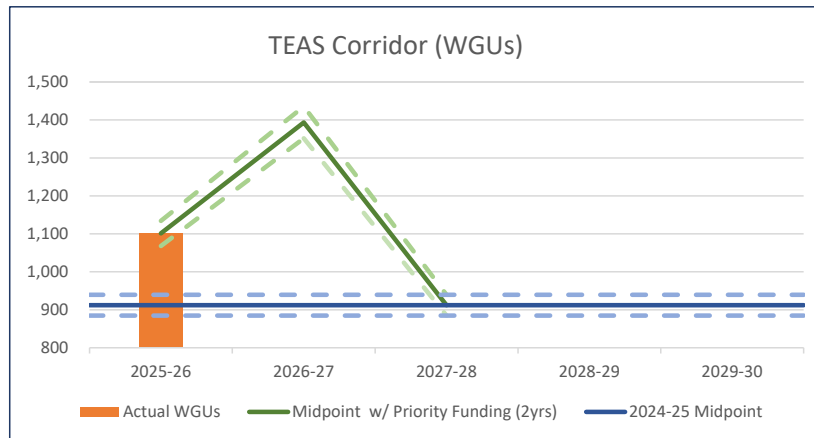
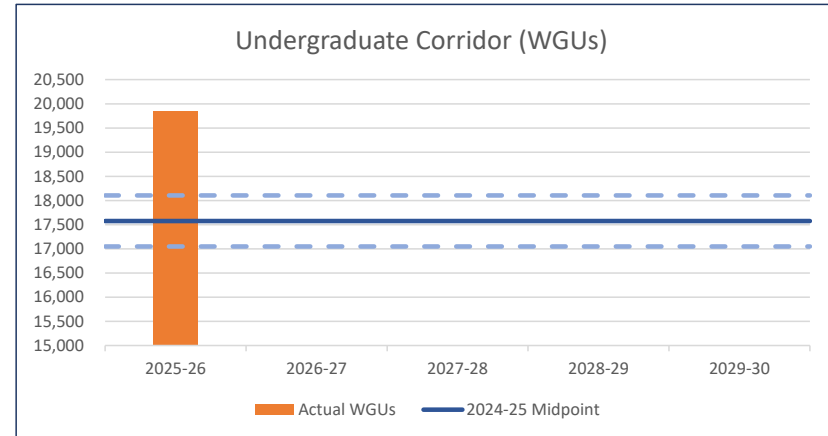
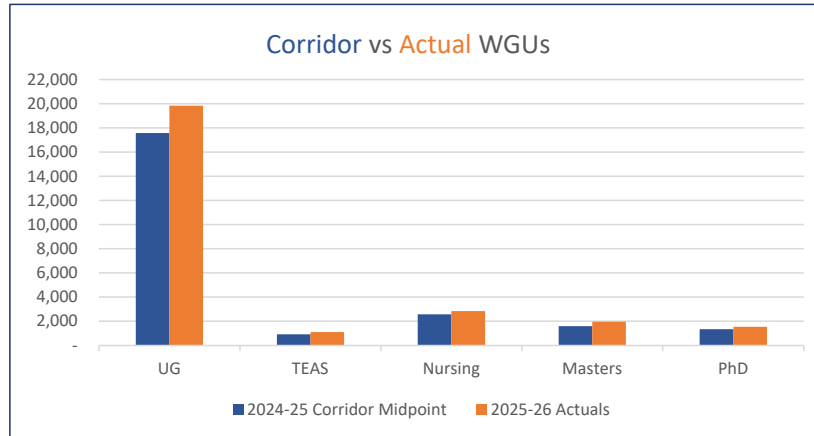


Unachieved/Additional Allocation



Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



SMA4 Dashboard - Reporting Accountabilities and Attestations

Reporting Accountabilities (Timely Reporting of Key Data)

Accountability	Reporting Office	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
		Compliance	Compliance	Compliance	Compliance	Compliance
Audited Enrollment	OIRA	Met				
Graduate Reports	OIRA	Met				
University Financial Outlook ⁽¹⁾	Finance					
Research Disclosures	VPRI	Met				
STEM Funding Metrics	OIRA	Met				

(1) Reporting on University Financial Outlook will begin in SMA4 Year 2 (2026-27) and will be based on 2024-25 risk rating reporting requirements (low, medium, and high action)

Attestation of Key Activities

SMA4 Year and Attestation Metric		Efficiency Metric:	Skills and Competencies Assessment:	Research Security:	Commercialization Attestation:
SMA4 Year 1 (2025-26)	Signing Authority	Vice-President, Administration	Provost and Vice-President, Academic	Vice-President, Research & Innovation	Vice-President, Research & Innovation
	Annual Activity	Ontario Tech participated in engagement with the ministry on the development of efficiency metrics and benchmarks, including meeting expectations and timelines aligned with Phase I efficiency metric development. The university has complete the TBS Workforce Data Collection Initiative survey and worked with the ministry to resolve any issues with respect to data collection.	Ontario Tech has participated in a sector Working Group or engaged with ministry otherwise to scope and develop an implementation approach for the skills and competencies assessment.	Ontario Tech has attended meetings with the ministry to discuss the development of a research security plan.	Ontario Tech has submitted the 2025-26 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement.
	Compliance	Met	Met	Met	Met
SMA4 Year 2 (2026-27)	Anticipated Annual Activity	Attestation language for Year 2 will be confirmed as part of the SMA4 agreements' amendment in summer 2026.	Ontario Tech has submitted to the ministry the Skills and Competencies questionnaire, participated in a sector Working Group as requested or engaged with ministry to scope and develop an implementation approach for the skills and competencies assessment.	Ontario Tech has submitted the approved 2026-27 Annual Research Security Plan (RSP) by December 31, 2026, meeting the research security accountability requirement.	Ontario Tech has submitted the 2026-27 Annual Commercialization Plan (ACP), meeting the commercialization metrics data reporting requirement.

Performance-Based Grant and Accountability Funding At Risk

Funding Envelope	SMA4 Year 1 (2025-26)	SMA4 Year 2 (2026-27)	SMA4 Year 3 (2027-28)	SMA4 Year 4 (2028-29)	SMA4 Year 5 (2029-30)
Performance-Based Grant At Risk ⁽²⁾⁽³⁾	\$914,282	\$914,282	\$1,097,138	\$1,279,994	\$1,462,851
Accountability Funding At Risk ⁽⁴⁾	\$3,657,127	\$3,657,127	\$3,657,127	\$3,657,127	\$3,657,127

(2)(3) Performance-Based Grant has been capped at the system-average annual proportion of 25% in SMA4 Year 1 and Year 2, with potential increase by 5% each year up to 40% in Year 5, pending a broader funding review ahead of Year 3. The total amount of performance-based grant at risk is five per cent of the total performance-based grant due to the Stop-Loss Mechanism, which caps metric losses at five per cent.

(4) Five per cent of an institution's total operating funding would be clawed back if the institution does not meet all accountability requirements.

Future Changes to SMA Reporting

Special Purpose Grants

The Ministry administers multiple Special Purpose Grant programs through annual or multiyear Transfer Payment Agreements (TPAs) in support of targeted government priorities. In order to improve predictability and reduce administrative burden, MCURES will be streamlining most Special Purpose Grants into Strategic Mandate Agreements moving forward. Fixed amounts and/or set formulas, as well as accountability reporting, will be incorporated into Strategic Mandate Agreements for the duration of SMA4 to eliminate the need for TPAs.

The following grants will be rolled into SMA4:

- Small, Northern and Rural Grant
- Indigenous Student Success Grant
- Access and Inclusion Grant
- Campus Safety Grant
- Credit Transfer Grant
- Municipal Tax Grant

Enrolment-Based Grants

Existing enrolment-based special purpose grants will be streamlined into SMA4. Realized enrolment as of 2024-25 will be added to base operating funding, using updated program weights.

This will include:

- Nursing (including Nursing Expansion, Collaborative Nursing, Post-Collaborative Nursing, Second Entry Nursing and Nurse Practitioner)
- Medical Expansion
- Paramedicine and Allied Health Expansions
- Midwifery
- Veterinary and Agricultural Diplomas
- Physician Assistant
- Initial Teacher Education (ITE) Expansion
- Construction Trades/Planning
- Life Sciences
- Major Capacity Expansion

SMA3 Dashboard - Final Report

2020-21 2021-22 2022-23 2023-24 2024-25

Metric 1: Graduate Employment Rate in a Related Field

Metric 2: Institutional Strength/Focus

Metric 3: Graduation Rate

Metric 4: Community/Local Impact of Student Enrolment

Metric 5: Economic Impact (Institution-specific)

Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured

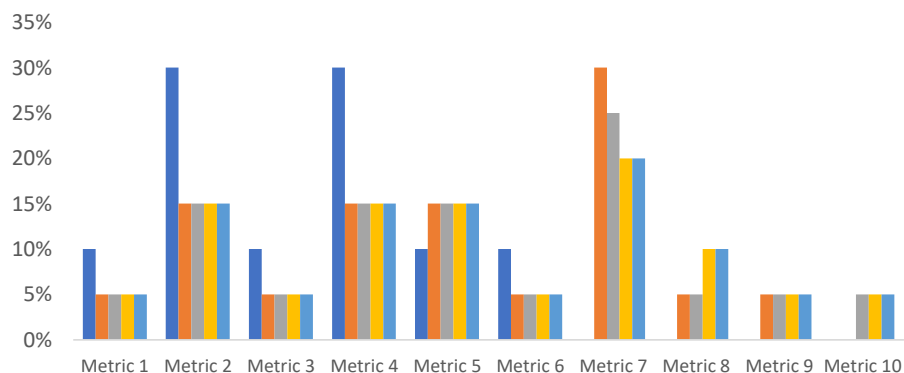
Metric 7: Experiential Learning

Metric 8: Research Revenue Attracted from Private Sources

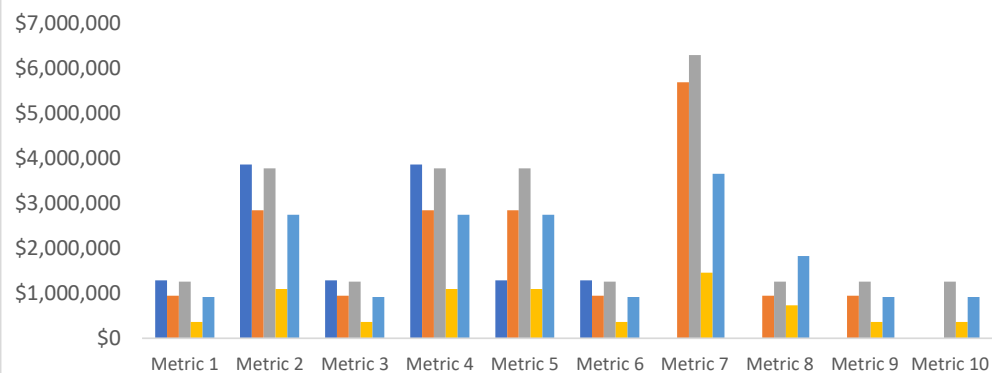
Metric 9: Graduate Employment Earnings

Metric 10: Skills and Competencies

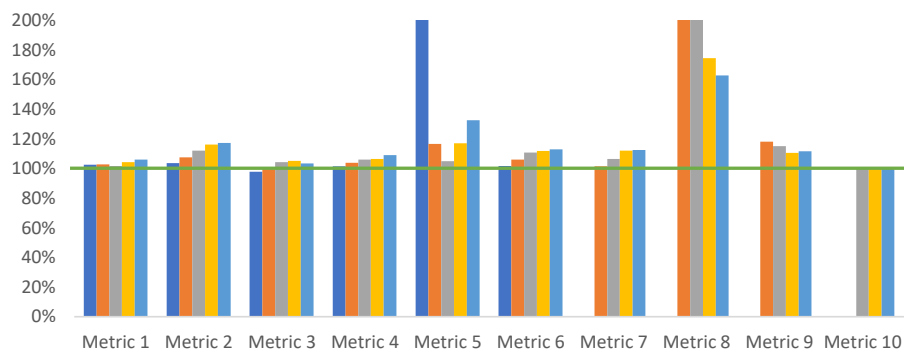
Metric Weighting



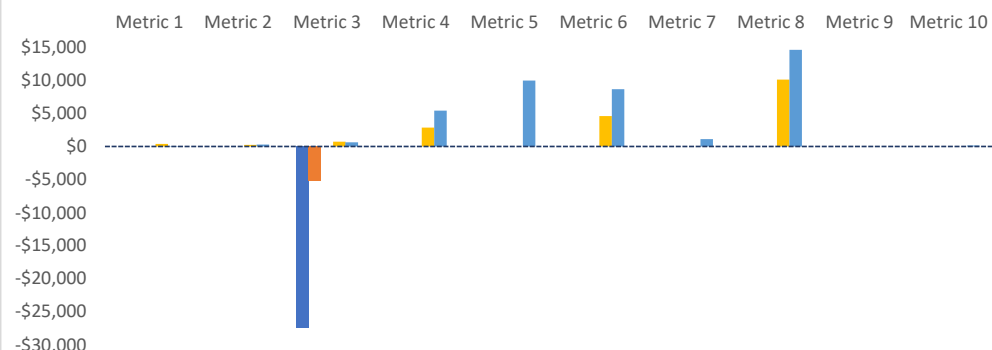
Notional Allocation



Achievement of Target



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 1

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

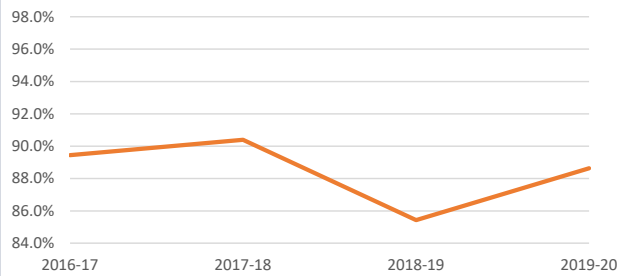
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.

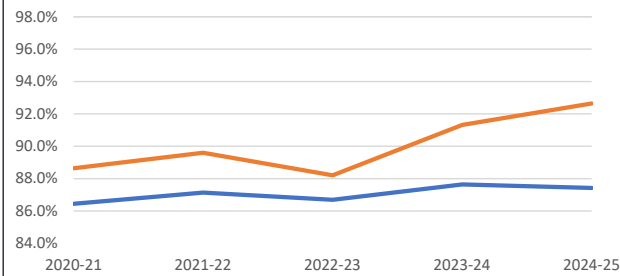
Data Source

MCU Ontario University Graduate Survey (OUGS)

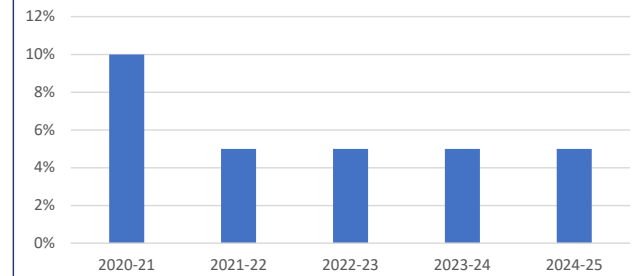
Historical Values



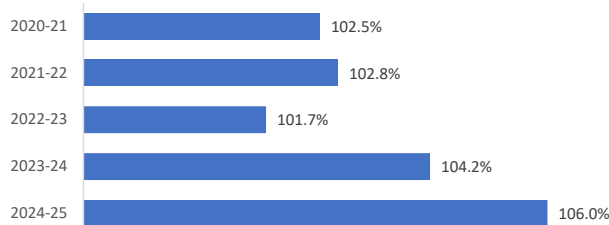
Performance Target to Actual



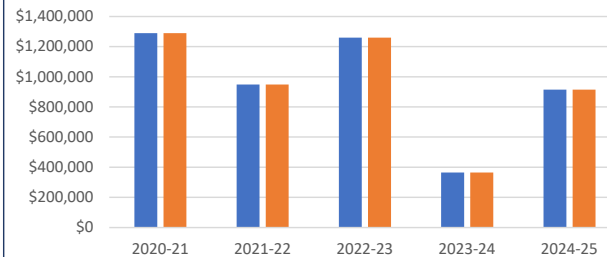
Metric Weighting



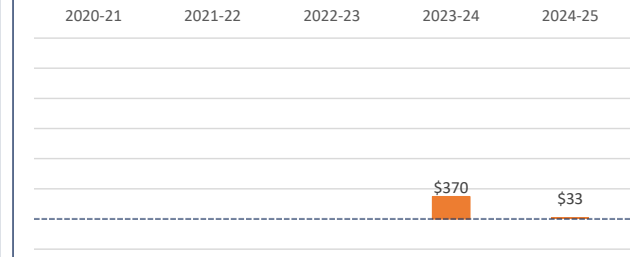
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 2

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

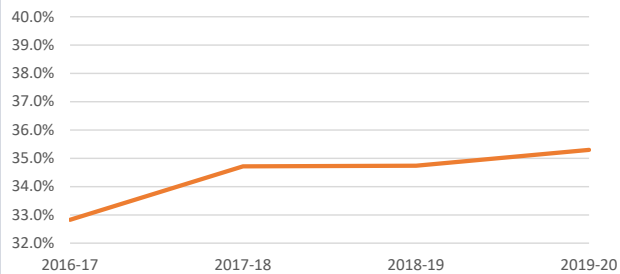
Definition

Proportion of enrolment in an institution's program area(s) of strength.

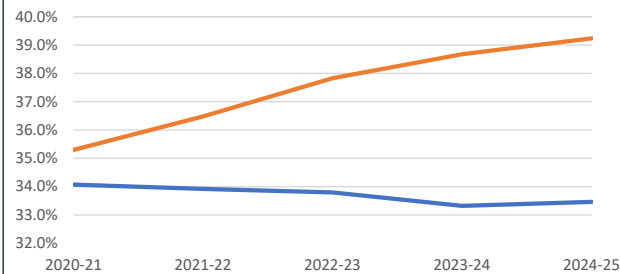
Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection

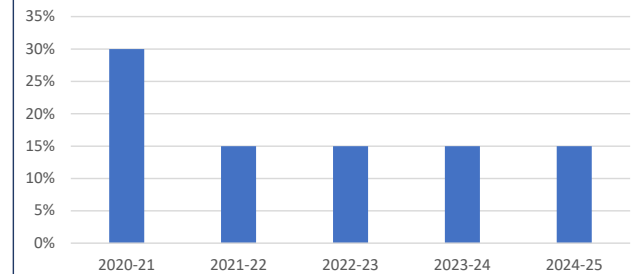
Historical Values



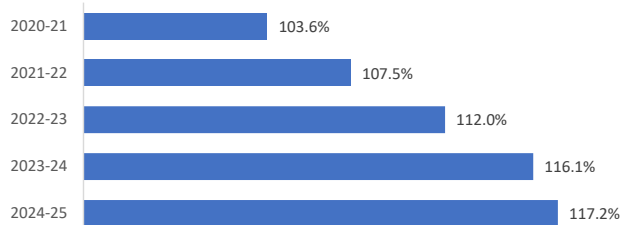
Performance Target to Actual



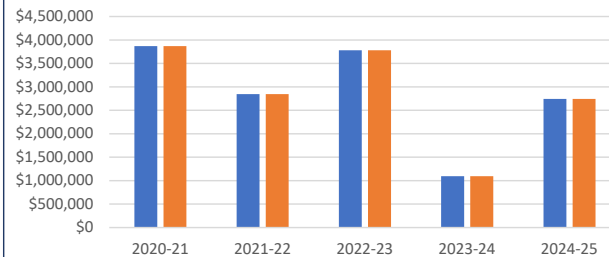
Metric Weighting



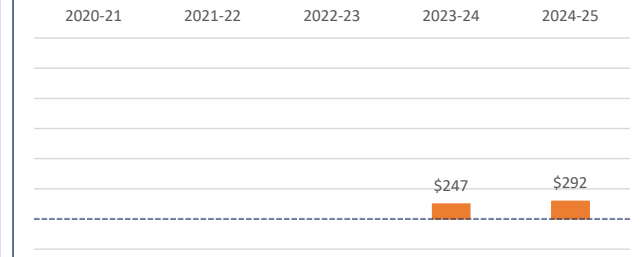
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 3

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

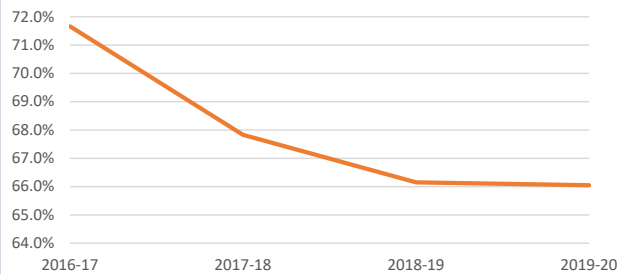
Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

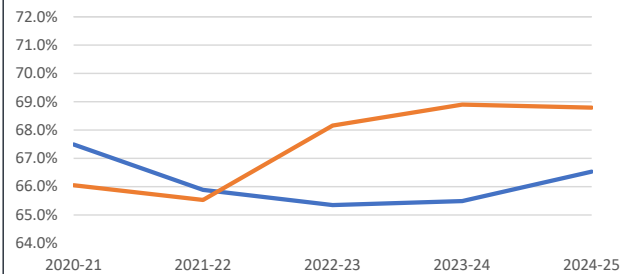
Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections

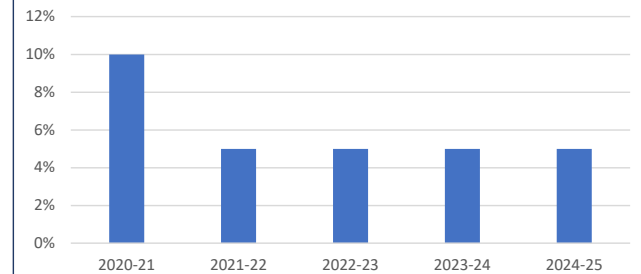
Historical Values



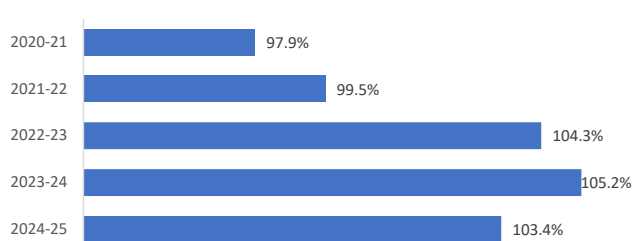
Performance Target to Actual



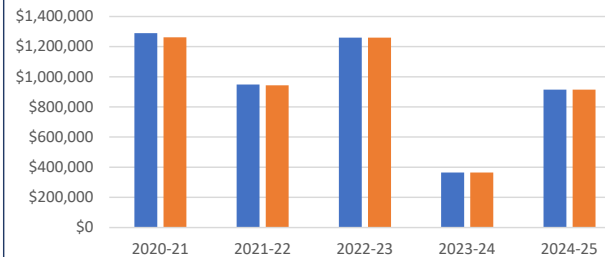
Metric Weighting



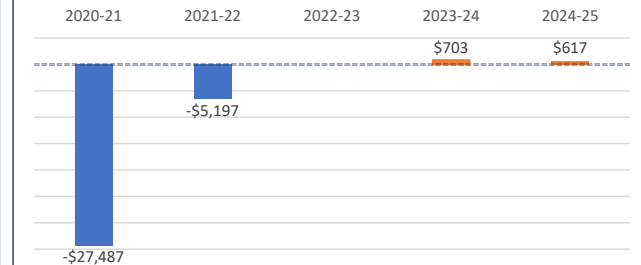
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 4

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

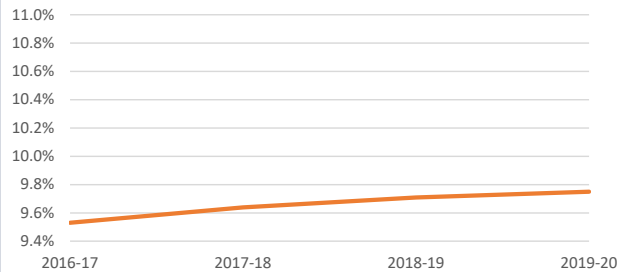
Definition

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

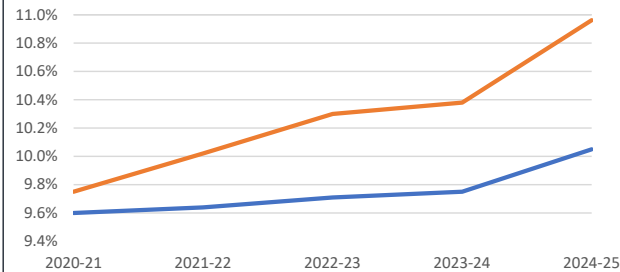
Data Source

University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)

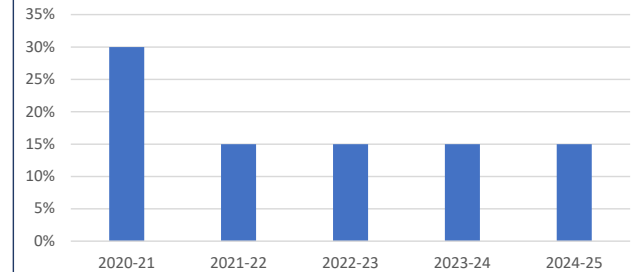
Historical Values



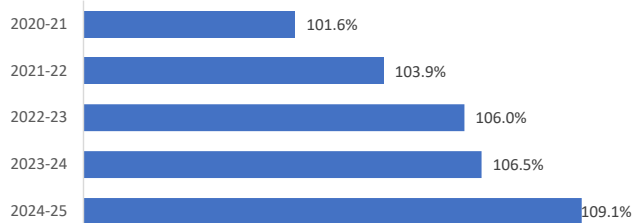
Performance Target to Actual



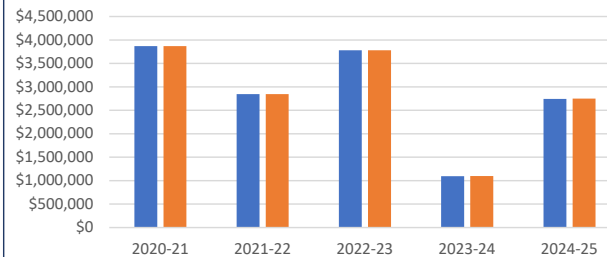
Metric Weighting



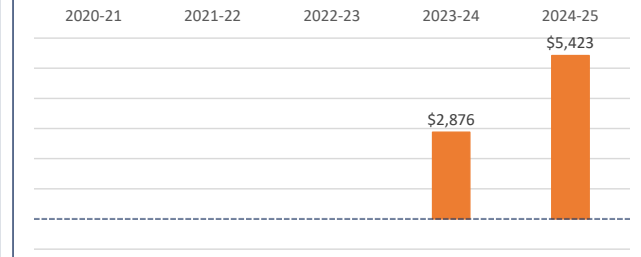
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 5

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

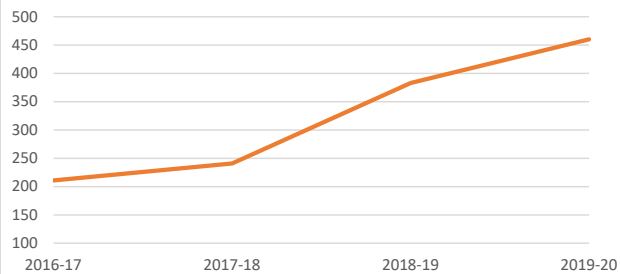
Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

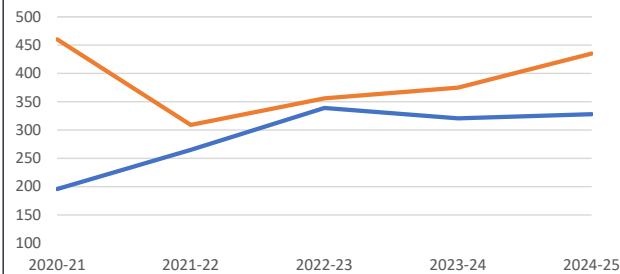
Data Source

Institutional Experiential Learning Database

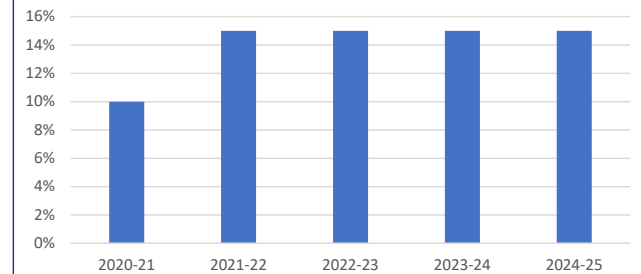
Historical Values



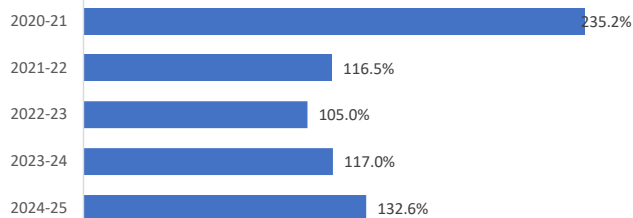
Performance Target to Actual



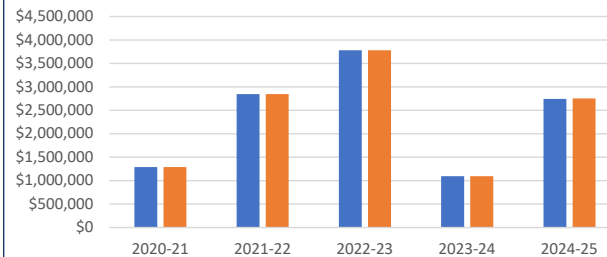
Metric Weighting



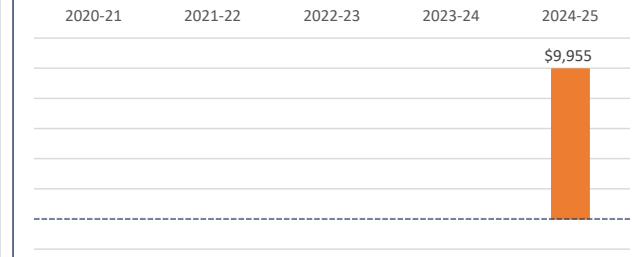
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 6

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

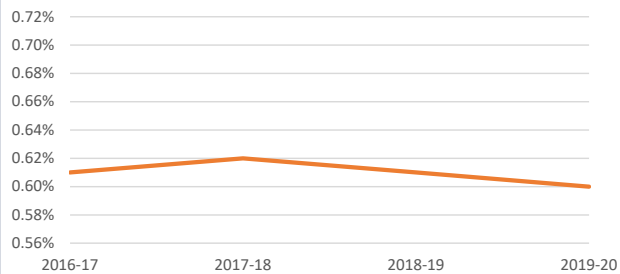
Definition

Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

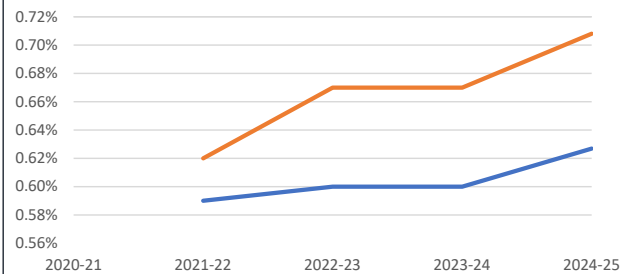
Data Source

Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)

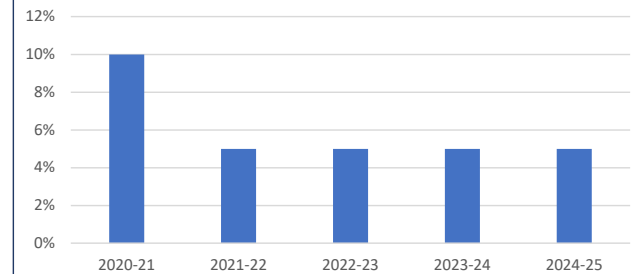
Historical Values



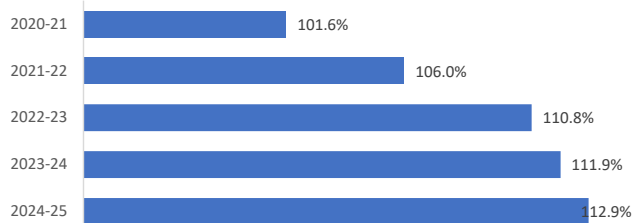
Performance Target to Actual



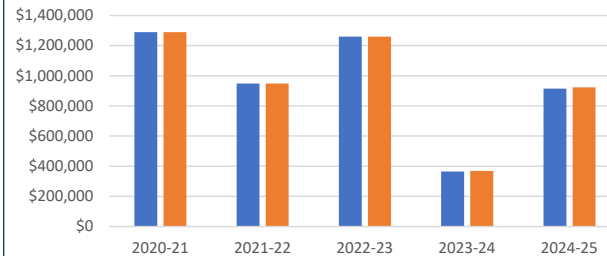
Metric Weighting



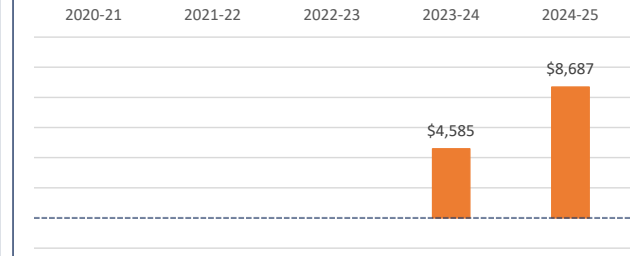
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 7

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

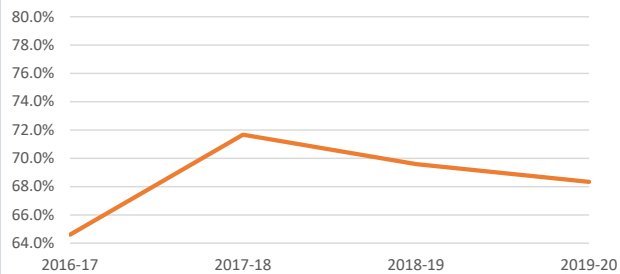
Definition

Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

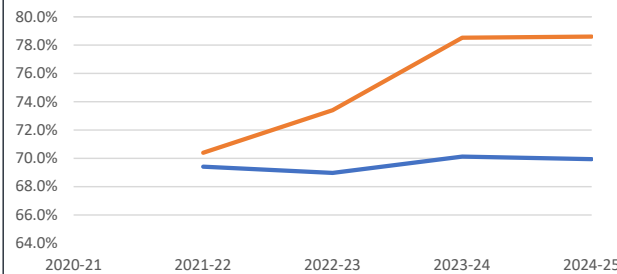
Data Source

Institutional data

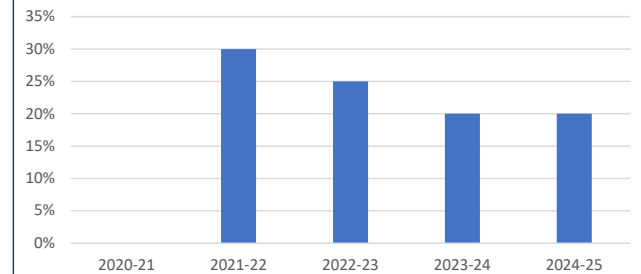
Historical Values



Performance Target to Actual



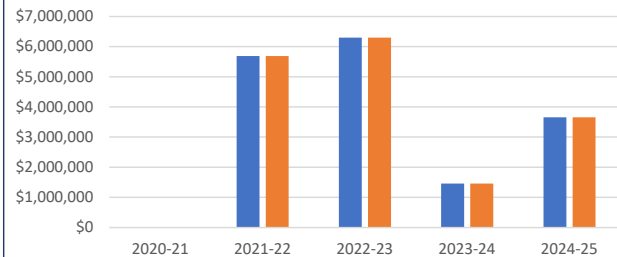
Metric Weighting



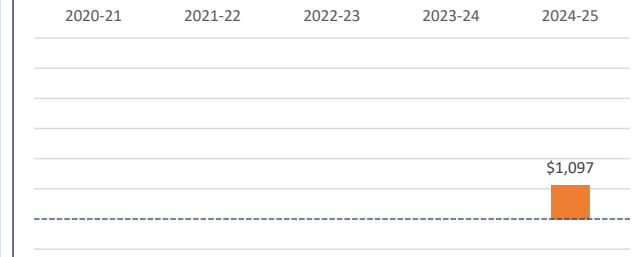
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 8

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

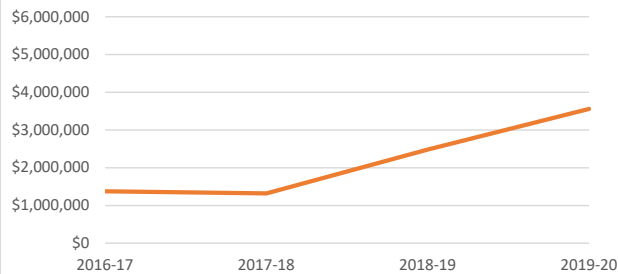
Definition

Total research revenue attracted from private sector and not-for-profit sources

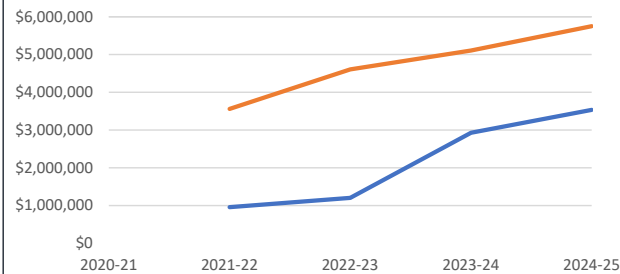
Data Source

Council of Ontario Finance Officers (COFO)

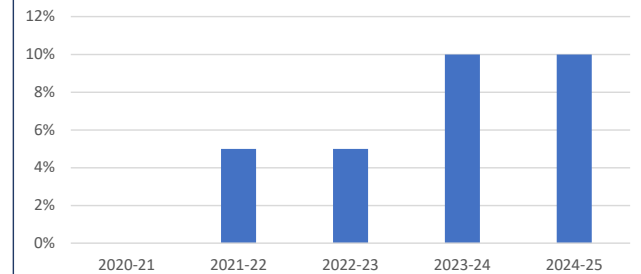
Historical Values



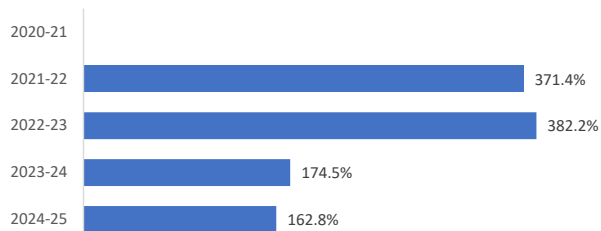
Performance Target to Actual



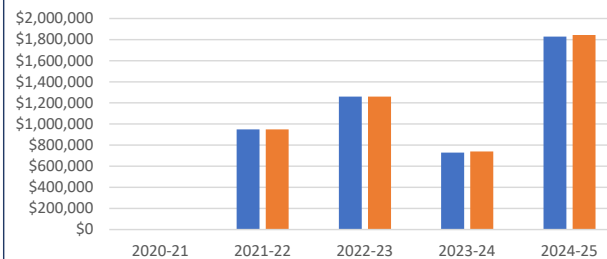
Metric Weighting



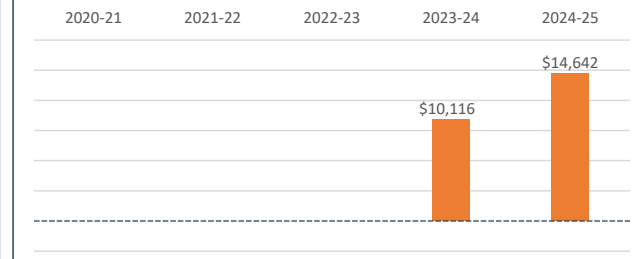
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 9

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

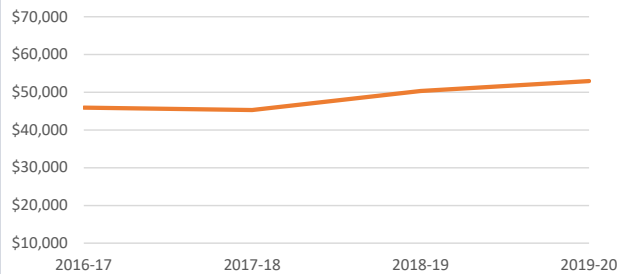
Definition

Median employment earnings of university graduates, two years after graduation.

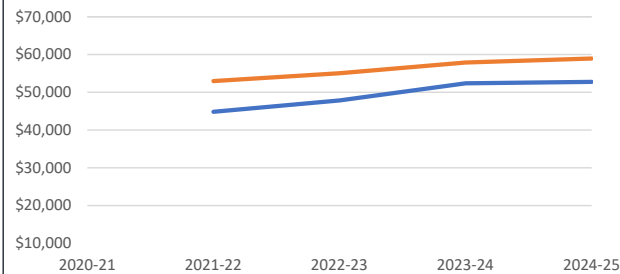
Data Source

Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada

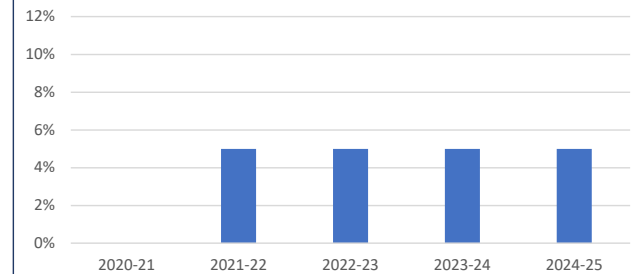
Historical Values



Performance Target to Actual



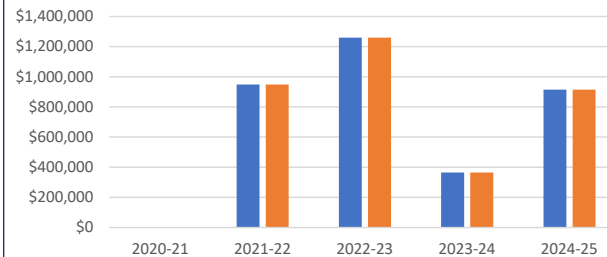
Metric Weighting



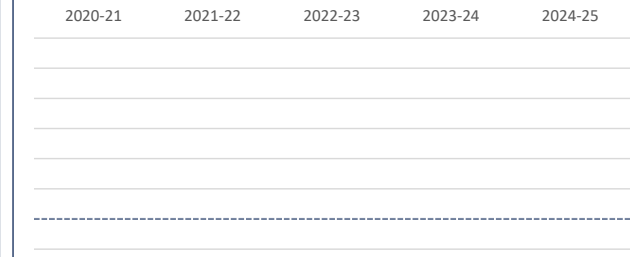
Achievement



Notional and Actual Allocation



Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
Metrics 1-9 active during Year 2 (2021-22)
Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA3 Dashboard - Metric 10

Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

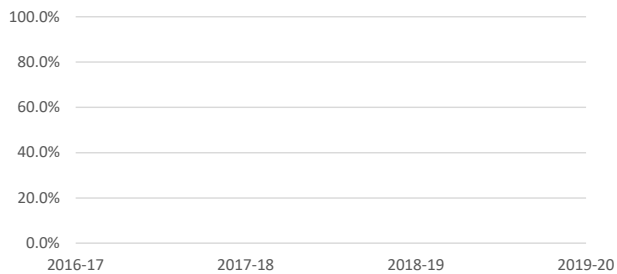
Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, “Quite a bit” or “Very much” attributed to their university program.

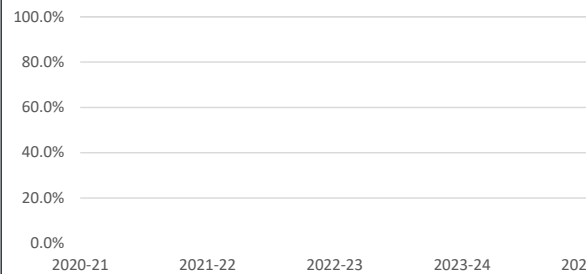
Data Source

2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5

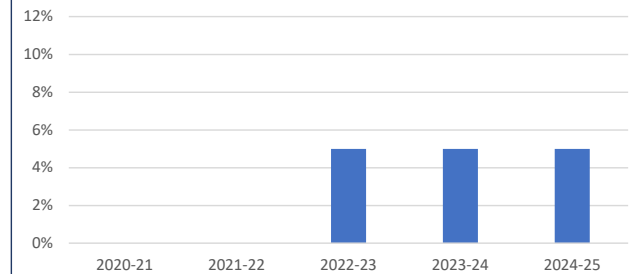
Historical Values



Performance Target to Actual



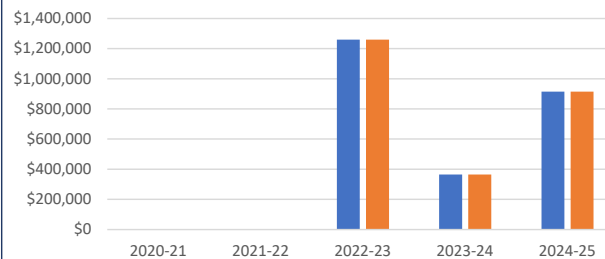
Metric Weighting



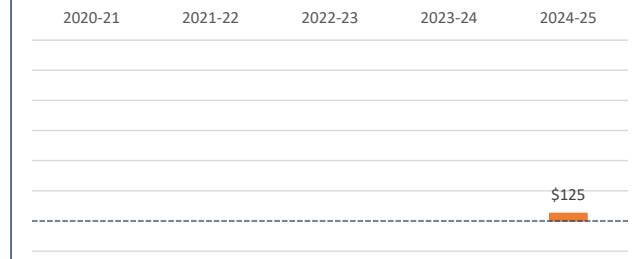
Achievement



Notional and Actual Allocation



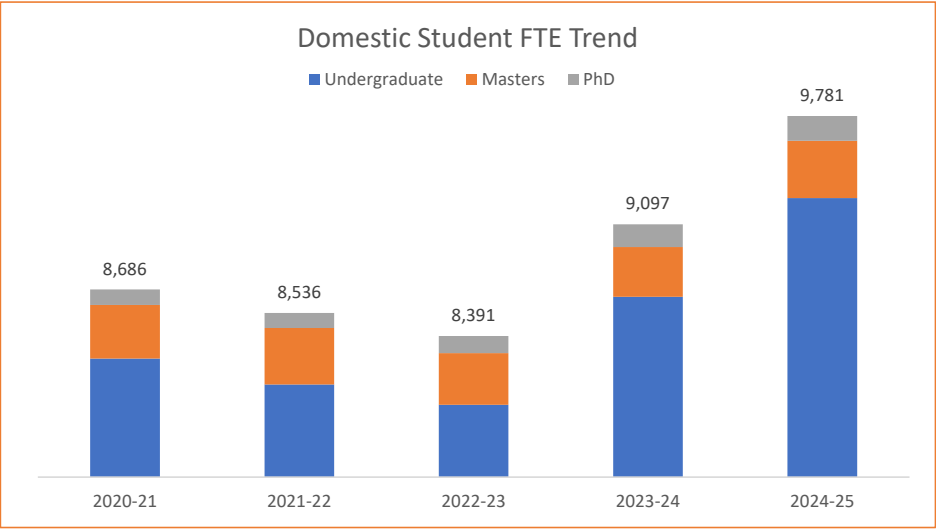
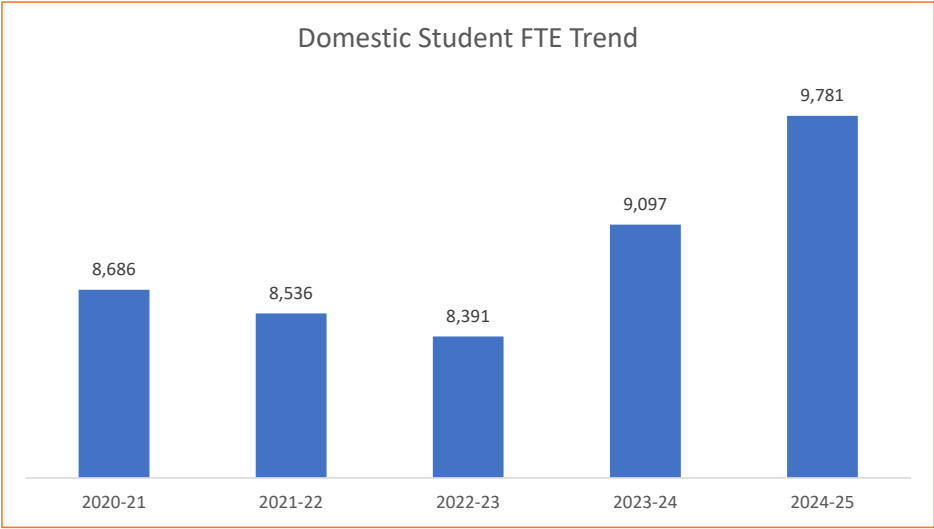
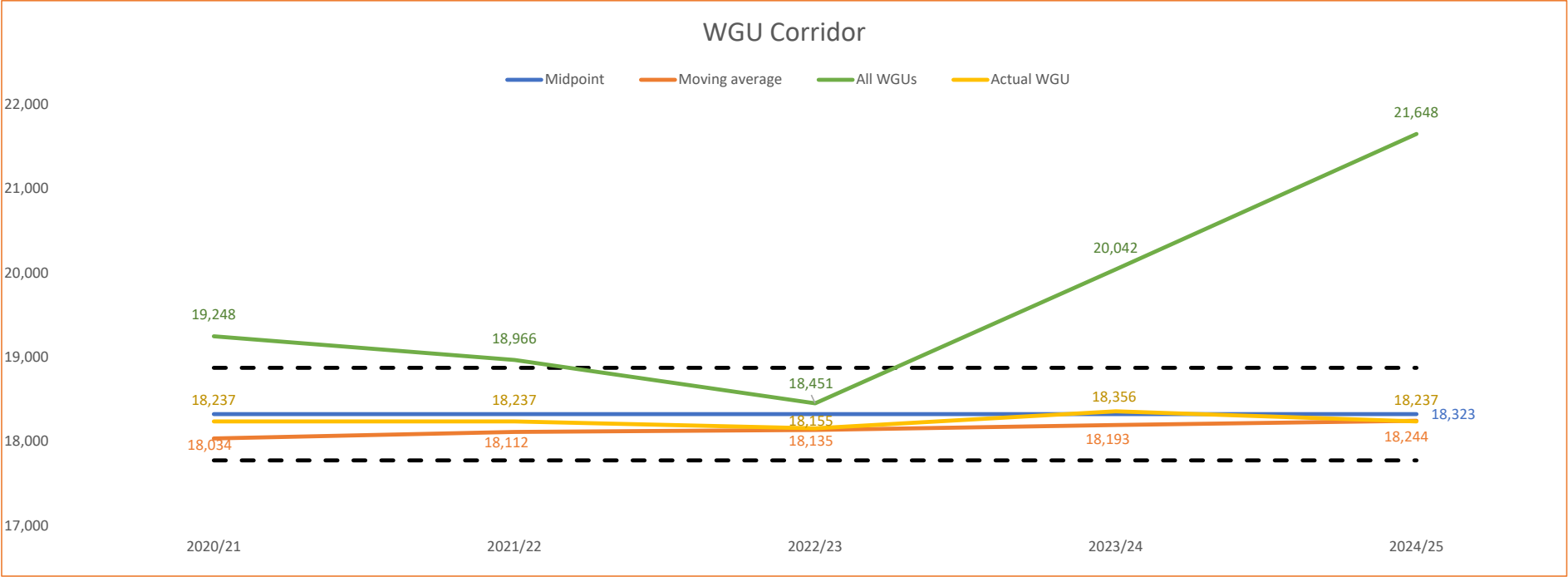
Unachieved/Additional Allocation



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward
 (Metrics 10: Skills & Competencies metric began in Fall 2022, as such there is no data prior to this year to report.)

Data not appearing indicates full allocation achieved

MCURES Enroment Based - Corridor Funding



Board of Governors 142nd Regular Meeting

Minutes of the Public Session of the May 7, 2026, Meeting via Videoconference 12:00 p.m. - 1:28 p.m.

Governors Present:

Laura Elliott, Board Chair
Ahmad Barari
Nolan Bederman
Joe DeSario
Lorraine Gray
Matthew Mackenzie
Laura Money
Steven Murphy, President and Vice-Chancellor

Roger Poirier
Michael Rencheck
Hannah Scott
Gaurav Singh
Jeff Spiegelman
Dwight Thompson
Emily Whetung-MacInnes
Susanna Zagar

Regrets:

Eric Agius, Vice-Chair
Carla Carmichael
Frank Carnevale

Cynthia Domjancic
Mitch Frazer, Chancellor
Neeraj Grotra

Lisa McBride
Alveena Shrestha

Staff and Guests:

Kirstie Ayotte
Mya Brown
Jamie Bruno
Nicola Crow, Board Secretary
Sandra Grouette (Secretary)

Krista Hester
Les Jacobs
Lori Livingston
Jennifer MacInnis

Brad MacIsaac
Dr. Carolyn McGregor AM
Jemma Tam
Sarah Thrush

1. Welcome and Call to Order

The Chair called the Public Session of the Board of Governors Meeting to order at 12:00 p.m. and provided the Land Acknowledgement. The Chair asked Governors, as they took time to reflect during the Land Acknowledgement, to remember and honour the lives of Missing, Murdered Indigenous Women, Girls and 2SLGBTQIA+ People, to mark the National Day of Awareness that was on May 5, also known as Red Dress Day.

2. Agenda (M)

Upon a motion duly made by D. Thompson and seconded by J. Spiegelman, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None Declared.

4. Chair's Remarks

The Chair highlighted some key agenda items, including the Board of Governors Award recipient announcement and Dr. Caroline McGregor's presentation on astronaut health and space research, which was timely given the recent Artemis II mission. In recognition of Mental Health

Awareness Week, the Chair also encouraged reflection on mental health and social connection. Governors were reminded about the upcoming Chancellor's Challenge event in October.

5. President's Report

The President provided updates on the University's alignment with federal and provincial priorities and highlighted increased momentum across sectors as organizations move from strategy to implementation. He noted Ontario Tech is at the forefront in helping the Federal government achieve its priorities with the University's strong positioning in areas such as energy, nuclear, advanced manufacturing, defence and dual purpose, mining and critical minerals, robotics, and workforce upskilling and reskilling, together with its ability to rapidly respond to emerging opportunities. The President also referenced continued partnership development and opportunities associated with projects such as the proposed Wesleyville nuclear facility.

The President announced that L. Livingston, the Provost and Vice-President Academic, will step down from the role at the end of the calendar year and thanked her for her significant leadership and contributions to the University. The President advised that an Academic Search Advisory Committee is being established for the next provost, with the goal of appointing a successor in late fall or early winter.

The President announced the 2026 Honorary Degree recipients as follows:

- Tabatha Bull, recognized for leadership in economic reconciliation and Indigenous entrepreneurship;
- Mark and Vanessa Mulroney, recognized for contributions to business, philanthropy, and community development;
- Ralph Lean, recognized for service to Canadian legal, corporate, and educational communities;
- Nitin Jain, recognized for leadership in Canada's health and seniors' sectors; and
- Nick Eaves, recognized for leadership and community engagement through sport.

The Chair echoed the President's recognition and acknowledgement of L. Livingston, in her role as Provost and Vice-President Academic, and expressed appreciation for her exemplary leadership and significant contributions to the University.

The Chair also congratulated the Honorary Degree recipients and encouraged Governors to attend Convocation Ceremonies to celebrate the achievements of graduates and their families.

5.1. Board of Governors Award Recipient

The President introduced and extended his congratulations to Mya Brown, the 2025-2026 Board of Governors Award recipient and noted that M. Brown, a first-year forensic psychology student, was recognized for her academic achievement, leadership, resilience, and commitment as both a student and athlete. He advised that in addition to their studies, they compete as a member of the Ridgebacks women's soccer team.

Mya Brown spoke about their first year at Ontario Tech University and reflected on the challenges and growth associated with transitioning to university life, balancing academics and athletics, and pursuing their passion for supporting others through forensic psychology. They expressed gratitude for the Board's support, noting that the award has strengthened their ability to focus on academic and athletic goals while motivating continued success.

The Board congratulated M. Brown on their accomplishments and contributions to the university community. The Chair also thanked M. Brown for sharing their academic and athletic journey with the Board and recognized their resilience and leadership.

6. Academic Council Report

J. Tam provided an overview of the March 24 and April 28, 2026 Academic Council Meetings. She highlighted the Centre of Police Science, Education and Training which was on the Board's agenda today, a posthumous degree conferral, curriculum updates, Academic Council committee activities, and governance matters, including the transition to more in-person Academic Council meetings. She concluded by thanking the Board and Academic Council members for their support during her tenure as Academic Council liaison and reflected on the importance of collaboration and diverse perspectives within the University community.

The Chair thanked J. Tam for her report, leadership, and service on Academic Council, recognizing her contributions and dedication.

6.1. Centre of Police Science, Education and Training* (M)

L. Jacobs provided an overview of the proposed Centre of Police Science, Education and Training, describing it as a multi-faculty initiative that brings together expertise in social sciences, engineering, information technology, artificial intelligence, and emerging technologies. He reported that this Centre positions Ontario Tech as a national leader in the evolving field of police science, supported through partnerships with police services across southern Ontario. He also noted this was the first such Centre in Canada.

Upon a motion duly made by D. Thompson and seconded by J. DeSario, and pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Centre of Police Science, Education, and Training, as presented.

7. Presentation: Astronaut Health Space Research (D)

Dr. C. McGregor AM, Dean of the Faculty of Business and Information Technology, presented on Ontario Tech University's leadership in astronaut health and space research, highlighting collaborative research initiatives focused on artificial intelligence, real-time physiological monitoring, and autonomous health-support technologies for future space missions.

Governors commended Dr. McGregor for her internationally recognized research. The Chair also thanked Dr. McGregor for her presentation and recognized her leadership and contributions to advancing innovative and globally significant research at the University.

8. Audit & Finance (A&F) Report

S. Zagar reported on the Public Session of A&F's April 23, 2026 Meeting, which included a review of the University's 2024-2025 Ministry of Colleges, Universities, Research Excellence and Security (MCURES) Financial Accountability Framework Report. She advised that the University remains in the medium-risk category primarily due to its long-term debenture obligations, with ongoing debt repayment identified as the key mitigation strategy. It was noted that due to the MCURES' risk escalation protocol and the University being in the medium-risk category for three years, this will mean the University will be in the high-risk category usually resulting in an external review. She advised that the University with the Council of Ontario Universities are advocating for qualitative assessments to allow recognition for institutional progress and negate the need for an external review.

S. Zagar also shared that A&F received the Annual Risk Report, where it was highlighted during A&F's discussion on this item that the higher risk ratings for enrollment and student experience reflect the potential impact, likelihood and time horizon rather than current performance, and these were highlighted to ensure ongoing strategic oversight.

8.1. 2026-2029 Budget Approval* (M)

S. Zagar reported that A&F had a fulsome dialogue on the 2026-2029 budget and expressed appreciation for the extensive work involved in its development. She advised that A&F was satisfied that the balanced budget puts the University in a strong position for the future by appropriately supporting the University's priorities and reflecting a multi-year strategy focused on long-term growth, sustainability, and transformation while managing risks tied to enrollment, inflation, and infrastructure. S. Zagar emphasised this was a defining moment for the University, one which the University is seizing by leveraging its strengths and expertise to secure not only the University's sustainability but also its growth.

B. MacIsaac provided an overview of the proposed 2026-2029 budget, highlighting investments in enrollment growth, faculty hiring, artificial intelligence initiatives, financial aid, infrastructure renewal, and long-term sustainability planning to support continued institutional growth and student success.

During the ensuing discussion, the importance of maintaining a cautious financial approach to support flexibility, strategic reinvestment, and stability amid uncertain long-term provincial funding trends was emphasised. It was also clarified that the multi-year financial model is designed to support long-term stability, strategic flexibility, and sustainable growth while avoiding significant staffing reductions experienced at other institutions. The investments in Banner, as part of the Enterprise transformation strategy, and AI related pilot projects and future innovation initiatives, were differentiated as separate investments.

It was further noted through the discussion that enrollment planning is informed by demographic projections and opportunities for growth in reskilling and upskilling. Ontario Tech's strengths in STEM and related fields also position the University competitively within the sector.

B. MacIsaac also addressed questions related to capital market sensitivity and noted that future borrowing for major capital projects could increase exposure to changes in interest rates and economic conditions. He explained that business cases for future capital investments would incorporate multiple interest-rate scenarios to support prudent financial planning and risk management.

The Chair thanked L. Livingston, B. MacIsaac and S. Thrush for their extensive work in developing the 2026-2029 budget.

Upon a motion duly made by L. Money and seconded by S. Zagar, and pursuant to the Audit & Finance Committee's recommendation, the Board of Governors hereby approves the 2026-2027 budget and the approval in principle of the budgetary projections for 2027-2029.

One (1) Opposed.

One (1) Abstention.

9. Governance, Nominations & Human Resources (GNHR) Report

The Chair noted that there was no report from GNHR.

10. Strategy & Planning (S&P) Report

10.1. Campus Master Plan Update* (M)

B. MacIsaac presented the Campus Master Plan Update, developed collaboratively with Durham College which focused on the North Campus. He reported that the updated Plan highlights a shift from long-term conceptual planning to implementation-focused development. He outlined current and future campus growth initiatives, including new student residences, expanded parking, additional academic and mixed-use building opportunities, and long-term land development strategies designed to support enrollment growth, enhance the student experience, and create a more connected and walkable campus environment.

In the discussion that followed, B. MacIsaac confirmed that the campus remains private property and noted that security planning continues to evolve through a combination of personnel, technology, and infrastructure measures. He also emphasised that the presentation focused specifically on the North Campus, while planning for the Downtown Campus continues under an existing framework developed with the municipality. Information was also shared on the broad consultation undertaken as part of the updated Plan's development, including students, municipal and regional planners, and community stakeholders.

The Chair thanked B. MacIsaac and the project team for their extensive work on the initiative and acknowledged the collaborative planning efforts undertaken with Durham College to support the future growth and development of the shared North Campus environment.

Upon a motion duly made by M. Rencheck and seconded by M. Mackenzie, and pursuant to the Strategy & Planning Committee's recommendation, the Board of Governors hereby approves the Campus Master Plan Update, as presented.

11. Consent Agenda:

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item # 2.

11.1. Public Session Minutes of the March 5, 2026 Board Meeting* (M)

11.2. Public Session Minutes of the February 19, 2026 A&F Meeting* (I)

11.3. Public Session Minutes of the February 5, 2026 S&P Meeting* (I)

A&F Public Reports:

11.4. Annual Risk Report* (I)

11.5. Annual Compliance Report* (I)

11.6. Investment Oversight: Annual Endowment Disbursement* (M)

11.7. Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report* (M)

12. Adjournment

There being no other business, and upon a motion duly made by M. Rencheck, the Public Session of the Board of Governors Meeting adjourned at 1:28 p.m.

Nicola Crow, University Secretary

BOARD OF GOVERNORS
AUDIT & FINANCE COMMITTEE (A&F)

Minutes of the Public Session of the April 23, 2026 Meeting
via Videoconference
2:00 p.m. - 3:18 p.m.

Governors Present:

Susanna Zagar, Chair
Laura Money, Vice-Chair
Nolan Bederman

Carla Carmichael
Joe DeSario
Cynthia Domjancic

Mitch Frazer
Steven Murphy

Regrets:

Laura Elliott

Staff and Guests:

Kirstie Ayotte
Nicola Crow
Jackie Dupuis

Sandra Grouette (Secretary)
Krista Hester
Lori Livingston

Brad MacIsaac
Jennifer MacInnis
Sarah Thrush

1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Audit & Finance Committee (A&F) Meeting to order at 2:00 p.m. and C. Domjancic provided their personal Land Acknowledgement.

2. Agenda

Upon a motion duly made by N. Bederman and seconded by J. DeSario, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks

The Chair recognized Administrative Professionals Day, expressing appreciation for the essential contributions administrative staff make to the University's operations. They also acknowledged National Volunteer Appreciation Week, highlighting gratitude for volunteers and emphasizing the personal value and community impact of volunteerism has been personally enriching with volunteering the source of their greatest pride.

5. President's Remarks

The President provided context for the following budget agenda item, emphasizing the growing importance of AI across all areas of academic activity. He shared that the University is shifting

from isolated AI initiatives to a coordinated, institution-wide approach spanning teaching, learning, assessment, and research, while ensuring appropriate supports for faculty and students. The President noted the need to balance innovation with academic quality and integrity, and to address both opportunities and risks associated with AI, including student preparedness and ethical considerations. He advised that advancing these changes will require targeted investments in faculty support, curriculum redesign, infrastructure, and new approaches to assessment.

The President further shared that the budget is positioned as disciplined and forward-looking, with a focus on financial stability amidst external uncertainty, modest tuition increases, and evolving government funding. Ongoing cost management and strategic investment are required to address structural pressures and support long-term priorities, including strengthening the University's leadership position in AI within a global context.

In response to a question about any institutional resistance to AI adoption, the President responded that whilst some resistance is evident, this is typical during periods of technological change. He emphasized that a measured, values-based approach with appropriate safeguards is helping broaden engagement and support adoption over time.

6. Finance

6.1 2024-2025 University Financial Accountability Framework* (I)

B. MacIsaac updated A&F on the 2024-2025 Ministry of Colleges, Universities, Research Excellence and Security (MCURES) Financial Accountability Framework report received in March, noting the University remains in a medium risk category, largely due to the longstanding debenture. He advised that the mitigation strategy remains to repay this debt commitment.

In response to a question, B. MacIsaac advised that in accordance with the Framework, as the University has been in the medium risk category for 3 years, the MCURES' risk escalation protocol will take effect which will mean the University will be in the high-risk category next March, resulting in an external review. He reported that the University is advocating along with the Council of Ontario Universities to MCURES to include a qualitative assessment that may allow institutions demonstrating progress such as debt repayment, to remain in medium risk, which may negate the necessity of an external review.

It was also noted that the previous medium risk transfer payment funding has ended and is now rolled into the new broader provincial funding formula.

6.2 2026-2029 Budget Approval* (M)

L. Livingston provided context for the budget, reminding Governors about the new provincial funding model that includes investment across all colleges, universities and Indigenous Institutions implemented over a four-year period, and modest tuition increases, to support short-term financial stability. She cautioned that ongoing economic uncertainty and inflationary pressures are expected to offset some of these gains. As a result, she advised that the budget balances priorities related to ongoing fiscal sustainability, with the Institution meeting the moment

by strategically optimizing this period of increased funding to support long-term priorities, including institutional growth and required investments in infrastructure and services.

S. Thrush presented the enrollment plan underpinning the budget, highlighting strong recent performance, including significant year-over-year growth, intake targets exceeded, and retention improvement. She shared that future projections reflect the Differentiated Growth 2.0 strategy, which targets domestic market gains, new program development, and expansion into non-traditional and reskilling and upskilling markets. S. Thrush also advised that conservative enrollment targets are recommended to manage volatility and support stable budget planning.

B. MacIsaac provided an overview of the proposed budget, noting it is prepared on a modified cash basis and reflects a balanced position with a projected \$48M increase in revenue, primarily from tuition and government grants. Revenue and expense distributions remain relatively stable, with labour continuing to represent the largest cost driver.

He shared that investments are focused on strategic priorities, including AI, system transformation, faculty and staff hiring, student financial aid, and deferred capital needs. He noted that the University is leveraging funding to advance capital projects and campus development while maintaining a positive cash flow and planning for modest reserve growth. He highlighted that the budget emphasizes continued enrollment growth to offset long-term declines in the proportion of government funding, alongside prudent risk management related to infrastructure, financial sustainability, and maintaining academic quality.

L. Livingston emphasised that the provincial funding increase presents a rare opportunity to advance strategic priorities while maintaining financial sustainability. She emphasised this was a defining moment for the University with the budget supporting continued enrollment growth, investments in academic excellence, student support, and faculty and staff, while expanding campus infrastructure to accommodate current needs and future growth. She also stressed that the recent provincial funding announcement was a once in a decade plus investment, hence the importance of seizing the moment.

During the ensuing discussion, Governors asked about key budget sensitivities, planning for salary inflationary increases, deferred maintenance risks, and planned AI investments and outcomes.

B. MacIsaac identified enrollment – particularly first-year, international intake and inflationary pressures as the primary budget sensitivities, noting these are mitigated through conservative assumptions and contingency planning. For deferred maintenance risks, a long-term capital plan was outlined, which along with regular asset reviews and increased near-term investment will help manage risks such as service disruption and rising future costs. Regarding AI, it was highlighted that investments in academic programming, the role of the School of Artificial Intelligence, as well as AI's broader integration into teaching, learning, and operations, enabled the positioning of AI as both a strategic priority and a driver of future efficiencies and student demand.

Upon a motion duly made by C. Domjancic and seconded by L. Money, that pursuant to management's recommendation, the Audit & Finance Committee hereby recommends to the Board of Governors the approval of the 2026-2027 budget, and the approval in principle of the budgetary projections for 2027-2029.

7. Risk Management

7.1 Annual Risk Report* (I)

J. Dupuis provided highlights from the Annual Risk Report. She shared that the University made significant progress in advancing its enterprise risk management framework, with stronger integration of risk practices across the Institution and improved clarity of roles, controls, and accountability. She advised that risk maturity is increasing, supported by more effective and consistently applied controls, with notable progress in areas such as cybersecurity, insurance optimization, and the transition to a comprehensive business continuity framework.

Looking ahead, she reported that priorities include testing and refining continuity plans, enhancing data-driven oversight, reducing duplication, strengthening governance, and finalizing key risk indicators, all in support of institutional growth and operational resilience.

A question was raised regarding why enrollment and student experience were reflected as higher risks in the risk heat map despite strong performance. It was clarified that the ratings consider not only current outcomes but also potential impact, likelihood, and time horizon. It was further emphasized that these areas are not of immediate concern but are intentionally highlighted to ensure continued strategic focus and oversight by leadership and the Board.

8. Consent Agenda* (M)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

8.1 Public Session Minutes of the February 19, 2026 Meeting* (M)

8.2 Investment Oversight: Annual Endowment Disbursement* (M)

8.3 Compliance Reports:

8.3.1 Annual Compliance Report* (I)

8.3.2 Fighting Against Forced Labour and Child Labour in Supply Chains Annual Report* (M)

9. Adjournment (M)

There being no other business, and upon a motion duly made by N. Bederman the Public Session of the A&F Committee Meeting adjourned at 3:18 p.m.

Sandra Grouette, Assistant University Secretary

BOARD OF GOVERNORS
GOVERNANCE, NOMINATIONS & HUMAN RESOURCES COMMITTEE (GNHR)

**Minutes of the Public Session of the February 3, 2026 Meeting
via Videoconference
2:00 p.m. - 2:22 p.m.**

Governors Present:

Gaurav Singh, Chair
Frank Carnevale, Vice-Chair
Mitch Frazer

Lorraine Gray
Neeraj Grotra

Steven Murphy
Dwight Thompson

Regrets:

Laura Elliott

Staff and Guests:

Kirstie Ayotte
Jamie Bruno
Nicola Crow

Sandra Grouette
(Secretary)
Krista Hester

Lori Livingston
Jennifer MacInnis
Sarah Thrush

1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Governance, Nominations & Human Resources Committee (GNHR) Meeting to order at 2:00 p.m. and L. Gray provided their personal land acknowledgement.

2. Agenda

Upon a motion duly made by D. Thompson and seconded by L. Gray, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks

The Chair welcomed everyone to the first GNHR meeting of 2026. He welcomed Sandra Grouette, who joined Ontario Tech in January as Assistant University Secretary following Kirstie Ayotte starting her new role as Assistant to the President. He advised that F. Carnevale will chair today's Non-Public Session as the Chair had to depart.

The Chair shared that February is Black History Month and this year's theme celebrates "30 years of Black History Month: Honouring Black Brilliance Across Generations". As Canadians

recognize this month and the 30th Anniversary, the Chair noted it presents an opportunity to learn, a time to reflect and to reaffirm commitments in this month and beyond.

5. President's Remarks

The President welcomed everyone to the first meeting of 2026. The President reported that there are many great things happening across the University, beginning with positive undergraduate application numbers. He shared that applications have increased by 5.3% year over year, more than double the provincial average, marking the fifth consecutive year that the University has been the per-capita choice in the province. The President gave kudos to the work of the Registrar and Assistant Vice-President International, and teams across the Institution – faculty, staff, and students, whose efforts in brand building and marketing continue to contribute to this success. He highlighted that this growth reflects the University's strong reputation, program quality, agility, and continued emphasis on career-ready, future-focused education.

The President also reported on the recent successful University delegation visit to Southeast Asia that focussed on nuclear-energy skills development as both the Philippines and Indonesia are expanding nuclear capacity and require significant upskilling, reskilling, and academic programming. He highlighted the pre-existing partnerships in the Philippines, while work in Indonesia is recent and under development. Albeit there are geo-political differences between the two countries, the President emphasized the positive engagement with senior leaders which will help create opportunities for immediate training delivery, long-term curriculum licensing, train-the-trainer models, and broader brand presence in these youthful, rapidly growing regions. The President highlighted the strategic importance of establishing a global presence in such regions, which also included initiatives underway in Africa.

The President celebrated the groundbreaking of the University's first independently operated student residences, which are scheduled to open in September 2027 and will provide accommodation to 2,000 students. He noted this represents a significant milestone in the University's identity and growth strategy.

Finally, the President noted the upcoming February break and the associated increase in academic activity and stress as midterms approach, as well as varsity sports nearing the end of regular seasons and preparing for playoffs. He referred to these developments collectively as the early signs of spring and concluded by emphasizing the positive trajectory in the University's recruitment and international engagement.

6. Nominations

6.1 2026 Elections: Key Dates and Process* (M)

N. Crow reported on the 2026 Election Process, noting that the Board of Governors and Academic Council elections run concurrently. She advised that there are two open positions for election: the student and one teaching staff position. N. Crow shared that the current incumbents can run for re-election should they choose to run again and meet eligibility requirements.

Upon a motion duly made by L. Gray and seconded by F. Carnevale, the Governance, Nominations & Human Resources Committee hereby approves the proposed dates and process for the 2026 Board of Governor elections, as presented.

7. Governance

7.1 2025-2026 Board/Committee Practices Assessment* (D)

N. Crow gave an update on the annual Board/Committee Practices Assessment, noting that the Assessment will remain unchanged from past years to allow for consistent comparative data collection. She advised of plans to distribute the Assessment earlier to help with more timely development of the 2026-2027 workplans, with results being presented at GNHR's May meeting. N. Crow also noted that the findings will help Board development and education opportunities.

8. Consent Agenda* (M)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

8.1 Public Session Minutes of the October 30, 2025 Meeting* (M)

9. Adjournment (M)

There being no other business, and upon a motion duly made by F. Carnevale the Public Session of the GNHR Committee Meeting adjourned at 2:22 p.m.

Sandra Grouette, Assistant University Secretary

BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE (S&P)

Minutes of the Public Session of the April 2, 2026 Meeting
via Videoconference
2:00 p.m. - 2:52 p.m.

Governors Present:

Eric Agius, Chair

Lisa McBride, Vice-Chair

Ahmad Barari

Laura Elliott

Mitch Frazer

Emily Whetung-

MacInnes

Matthew Mackenzie

Steven Murphy

Roger Poirier

Michael Rencheck

Hannah Scott

Regrets:

Alveena Shrestha

Jeffrey Spiegelman

Staff and Guests:

Kirstie Ayotte

Nicola Crow

Sandra Grouette

(Secretary)

Krista Hester

Les Jacobs

Brad MacIsaac

Jennifer MacInnis

Sarah Thrush

1. Call to Order and Land Acknowledgement

The Chair called the Public Session of the Strategy & Planning Committee (S&P) Meeting to order at 2:00 p.m. and L. McBride provided the Land Acknowledgement.

2. Agenda

Upon a motion duly made by M. Mackenzie and seconded by R. Poirier, the Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Conflict of Interest Declaration

None declared.

4. Chair's Remarks

The Chair welcomed Members to the meeting. In recognition of Earth Day on April 22, Members were encouraged to support sustainability and conscious consumption, which aligned with the Meeting's focus on the Campus Master Plan. The Chair also highlighted the success of the recent AI Forum, noting its strong alignment with the Institution's commitment to ethical and responsible technology. Finally, they extended Easter best wishes to those who celebrate Easter and reflected on the inspiration provided by recent advancements in science and technology at the University.

5. President's Remarks

The President reported that a renewed collective agreement had been ratified and thanked both the Faculty Association and University bargaining teams for their efforts. He further acknowledged the success of the AI Forum, noting strong participation from government, industry, academia, governors, and staff, which highlighted the University's leadership in applied and trustworthy AI, aligned with Canada's innovation agenda.

The President also announced the launch of EDGE at Ontario Tech, a new strategic platform for executive and workforce development focused on rapid upskilling and lifelong learning in response to technological change. Updates were also provided on the expansion of varsity athletics with the addition of men's and women's volleyball programs beginning in 2027; and on the success of Experience Day on March 28, which saw significant year-over-year growth in attendance across both campuses.

6. Planning

6.1 Campus Master Plan* (M)

B. MacIsaac summarized the refreshed Campus Master Plan which updated the 2015 plan focused on the North Campus, to reflect evolving institutional priorities, technology, and growth. He reported that, developed jointly with Durham College, the Plan emphasizes a shared campus vision, integrated land use, and incorporates an implementation framework. He outlined the key priorities, including pedestrian focused design, effective use of shared resources, the location of prospective academic, athletic and residential growth, and the importance of landscape, public spaces, accessibility and walkability for a more community-focused environment.

B. MacIsaac also noted long-term plans which identify opportunities for phased development and revenue generation through land leases to support future growth, while recognizing ongoing planning opportunities for the Downtown campus and the importance of aligning campus development with differentiation and sustainability objectives.

Members discussed implementation of the Campus Master Plan Update, focusing on collaboration with Durham College, governance, funding models, and alignment with the University's academic vision. It was confirmed that joint leadership mechanisms are in place and will be updated to operationalize shared decision-making across jointly governed campus lands and buildings. The discussion also highlighted a shift toward alternative funding models, including long-term leases and partnerships, whilst emphasizing trusted partners, transparency, brand recognition, and allowing the University to focus on core teaching and research.

It was further noted that the Plan provides a flexible, long-term framework, with future consultations planned to determine academic uses and pedagogical needs whilst having regard to instructional models, affordability, student experience, and the balance between in-person, experiential, and hybrid learning.



Upon a motion duly made by H. Scott and seconded by M. Mackenzie, that the Strategy & Planning Committee hereby recommends for approval to the Board of Governors the Campus Master Plan Update, as presented.

7. Consent Agenda* (M)

The Chair confirmed that the contents of the Consent Agenda were approved and received under Agenda Item #2.

7.1 Public Session Minutes of the February 5, 2026 Meeting* (M)

8. Adjournment (M)

There being no other business, and upon a motion duly made by M. Rencheck the Public Session of the S&P Committee Meeting adjourned at 2:52 p.m.

Sandra Grouette, Assistant University Secretary



BOARD CHAIR ANNUAL REPORT 2025-2026

A Year of Progress, Innovation, and Purpose

Message from the Board Chair

As Board Chair, I am pleased to reflect on another year of meaningful progress and collective achievement. Guided by our strategic priorities and strengthened by the dedication of our Governors, leadership team, staff, faculty, students and interest-holders, we continued to advance the University's vision, mission and strategic priorities whilst navigating a complex, evolving and turbulent landscape nationally and globally.

Strategic Leadership

- Advanced implementation of the University's IARP.
- Strengthened governance practices and Board effectiveness.
- Supported long-term planning and risk management initiatives to support sustainability and growth.

Institutional Impact

- Celebrated achievements in teaching, research, and community engagement.
- Enhanced Ontario Tech's reputation through partnerships and advocacy.
- Championed innovation and student success.

Financial Stewardship

- Maintained oversight of institutional resources.
- Supported sustainable financial planning and responsible decision-making.
- Ensured accountability, transparency, and sound governance.

Board Highlights	2025–26 Results
Board Meetings	5
Committee Meetings	14
PD Sessions (including orientation)	3
Tours	2
New external Governors	3
New elected Governors	1
New LGICs	2
New Programs Approved	3
New School/ Research Centres/Institutes	2
See Committee Annual Reports for additional highlights	

Looking Ahead

As the Board looks to the coming year, the focus will remain on ensuring Ontario Tech is positioned for continued success and growth to advance on its path forward.

Laura Elliott
Board Chair



BOARD OF GOVERNORS
AUDIT & FINANCE COMMITTEE (A&F)

2025-2026 Annual Report

Status Legend: Green = completed; Orange = underway; Red = not started

A&F played a critical role in supporting Ontario Tech's financial sustainability, accountability, and risk oversight throughout the 2025-2026 academic year. Through strategic discussions and focused meetings, A&F advanced initiatives related to budget planning and approval, long-term growth and sustainability, investment and endowment management, enterprise risk management, audit oversight, compliance reporting, and institutional financial accountability. Key highlights of the year included oversight of the University's 2026-2027 budget development and approval process, asset management, capital projects, and continued monitoring of financial and risk management strategies supporting and aligning with the University's strategic priorities.

The following highlights A&F's key accomplishments over the past year and reflects the Committee's continued commitment to strong financial stewardship, effective governance, sound risk management, and long-term institutional sustainability in support of Ontario Tech University's vision and strategic priorities.

<u>Meeting</u>	<u>Agenda Item</u>	<u>Status</u>
November 20, 2025	Strategic Conversation: Fiscal Sustainability – the Path Forward Governance • A&F Work Plan review • A&F Terms of Reference review • Semi-Annual: <i>In camera</i> with General Counsel Audit • Audit Planning Report Finance • Financial Report/Budget Update • Asset Management Plan Update • 2026-2027 Budget Planning Risk Management • Interim Risk Management update	

	Compliance & Policy Semi-Annual: President & Board of Governors Expenses Report	
February 19, 2026	Strategic Conversation: Differential Growth and University Capacity – for the Path Forward Finance - Financial Report 2026-27 Tuition & Ancillary Fees approval - Campus Master Plan Update - Residence Term Sheets - Credit rating update Endowment Investment - Annual: Investment Report incl. Statement of Investment Policies Risk Management - Risk Management Report Compliance & Policy - Compliance update, including MCURES Directives – Annual Student Mental Health Report - Annual Privacy Report	
April 23, 2026	Governance: - Semi-Annual: <i>In camera</i> with General Counsel - Annual A&F Workplan development Finance 2026-27 Budget Approval (Includes long-term financial planning) - Endowment disbursement report & approval - Annual: Financial Accountability Framework Update Risk Management: - Annual Risk Report Compliance & Policy - Annual Compliance Report including annual insurance report and any MCURES Directives - Annual: Fighting Against Forced Labour and Child Labour in Supply Chains Report	
June 18, 2026	Governance - Annual A&F Report 2026-2027 A&F Workplan	

	Audit • Draft audited financial statements (including internally restricted funds) • Audit Findings Report Finance • Activity Based Budget Allocation Model • Capital Projects Update • Ancillary Fees Update • Expenditure Authorization • Semi-Annual: President and Board of Governors Expenses Report Compliance & Policy • Annual: Internal Audit Services Report and Plan • Annual: Safe Disclosure Report (financial)	



BOARD OF GOVERNORS
GOVERNANCE, NOMINATIONS & HUMAN RESOURCES COMMITTEE (GNHR)

2025-2026 Annual Report

Status Legend: Green = completed; Orange = underway; Red = not started

GNHR played a key role in supporting Ontario Tech University's governance and organizational priorities throughout the 2025-2026 academic year. Through strategic conversations and regular oversight, the Committee advanced initiatives related to governance effectiveness, board development, nominations and succession planning, human resources, labour relations, and institutional compliance.

This below highlights GNHR's key accomplishments over the past year and reflects its continued commitment to accountability, continuous improvement, and strong governance practices in support of the University's long-term success.

<u>Meeting</u>	<u>Agenda Item</u>	<u>Status</u>
October 30, 2025	Strategic Conversation: The Journey Towards Augmented HR at Ontario Tech Governance • GNHR Work Plan review • GNHR Terms of Reference review • 2025-2026 Board Professional Development Plan • Governance Update • Executive Committee Terms of Reference Amendment Compliance • Annual Human Rights Report (including MCU Directive – Anit-Hate/Anti-Racism) Human Resources • Human Resources and/or Labour Relations Updates	
February 3, 2026	Strategic Conversation: The Board's Skills Matrix Needs and Priorities for the Path Forward Governance • Annual Board/Committee Practices Assessment Review	

	• Annual Board Skills Matrix Review (also see Strategic Conversation) Nominations • Elections: Key Dates and Process Human Resources • Human Resources and/or Labour Relations Updates	
Cancelled: March 26, 2026		
May 29, 2026	Strategic Conversation: Strategic Meeting Management for a Generative Board Governance • Board/Committee Schedule 2026/2027; 2027/2028 • GNHR Annual Report • 2026-2027 GNHR Workplan • Board Professional Development Plan, including resources Nominations • 2026-2027 Board/Committee Composition • New Governor Appointments • Elections Results • Governor Re-appointments • Board Leadership & Succession Planning • Committee Appointments • 2026-2027 Academic Council Governor Appointment • Annual Board Secretary Appointment Compliance • Annual Safe Disclosures Report (non-financial) Human Resources • Human Resources and/or Labour Relations Updates • Annual Pension Plan Report	



BOARD OF GOVERNORS
STRATEGY & PLANNING COMMITTEE (S&P)

2025-2026 Annual Report

Status Legend: Green = completed; Orange = underway; Red = not started

S&P played an important role in supporting the advancement of Ontario Tech University's strategic priorities throughout the 2025-2026 academic year. Through strategic discussions and regular oversight, S&P supported initiatives related to institutional planning, student recruitment and success, digital transformation, advancement activities, academic and research planning, and significant capital and infrastructure projects. A key highlight of the year was S&P's review and recommendation for approval of the Campus Master Plan Update.

The following highlights S&P's key accomplishments over the past year and reflects the Committee's continued commitment to strategic growth, effective governance, and long-term institutional sustainability in support of Ontario Tech University's vision and strategic priorities.

<u>Meeting</u>	<u>Agenda item</u>	<u>Status</u>
Cancelled: November 6, 2025		
February 5, 2026	Strategic Conversation: Enrollment and Differentiated Growth – the Path Forward Governance • S&P Workplan review • S&P Terms of Reference review Strategy • Student Recruitment, Retention & Success Planning • Digital Strategy Update Significant Project & Contract Oversight • Critical Nuclear Assembly Project	

April 2, 2026	Strategic Conversation: Planning Partnerships for the Campus Master Plan Vision Governance • Annual S&P Workplan development Planning • Board Advance planning • Campus Master Plan Update Significant Project & Contract Oversight • Capital Project Tracking	
June 11, 2026	Strategic Conversation: Continuous Learning – the Path Forward Governance • S&P Annual Board Report • 26-27 S&P Workplan Advancement • Annual Asset Review and Reconfirmation • Advancement and Alumni Update Strategy • Annual Integrated Academic-Research Plan, Institutional and SMA Metrics Report • Annual Programs update: ○ Continuous Learning Annual Report ○ Quality Assurance Annual Report • Annual International Student Strategy Report • Strategic Research Plan Annual Report • Research Defence Strategy Significant Project & Contract Oversight • Capital Project Tracking	

Board Report

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 25, 2026

PRESENTED BY: Susanna Zagar, Audit & Finance Committee Chair

FROM: Dr. Lori Livingston, Provost and Vice-President Academic
Brad MacIsaac, Vice-President Administration
Sarah Thrush, AVP Planning and Strategic Analysis

SUBJECT: Activity Based Budget Allocation Model Update

BACKGROUND/CONTEXT & RATIONALE:

At the June 18, 2026 A&F Meeting and Academic Council's May 26, 2026 Meeting, the 2026-27 Activity Based Budget (ABB) Model material was provided for discussion and has been posted for internal community members for information.

ABB is a budget model that provides transparency around the key drivers of the operating budget through attribution of direct and indirect revenue and costs generated by Faculty or unit. As part of supporting the differentiated growth strategy, the University is using the ABB methodology to help inform budget allocation decisions at the university while at the same time increasing the broader campus community's knowledge of the revenue and cost drivers linked to activity.

The University uses the ABB model to:

- 1) Inform budget allocation decisions;
- 2) Provide greater understanding of the impact of revenue and cost drivers at the Faculty and program levels;
- 3) Highlight the relationship between enrolment increases and declines on budget health;
- 4) Inform discussions on how to manage budgets in a sustainable way;
- 5) Create a better understanding of subsidizations within the university; and
- 6) Understand the impact of the broader higher education context on our budget e.g. tuition fee policy, international caps, provincial funding formula etc.

March 2024 marked the beginning of an annual process of providing the ABB model to Academic Council and Board for information. The purpose of providing this information is to illustrate the main components of the model on the revenue and cost sides as well as highlight

underlying methodology of the various elements of the model. In response to the Ontario Auditor General's recommendations, the ABB model now shows revenue and costs attribution at the Faculty **and** program levels. Program level information was provided to Academic Council and Board beginning at its May 2025 meeting and is now an annual report for information. The model illustrates how the revenue flows in from specific fees and operating grants and how service teaching is credited, as well as the internal subsidizations/adjustments needed to cover current Faculty and program costs.

The transparency provided by the ABB model addresses the 2022 Auditor General Report recommendation as well as the Efficiency Review recommendation to bring greater transparency of revenue and costs by unit to Academic Council and the Board through the Audit & Finance Committee.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐
Consent ☒

ACTION REQUESTED:

Decision ☒
Discussion ☐
Information ☐

TO: Board of Governors

MEETING DATE: June 25, 2026

PRESENTED BY: Susanna Zagar, Audit & Finance Committee (A&F) Chair

FROM: Brad MacIsaac, Vice President, Administration

SUBJECT: Agenda Item 10.8: Revised 2026-27 Ancillary Fees

EXECUTIVE SUMMARY:

In February A&F approved the 2026-27 ancillary fees. Since that time the University and Ontario Tech Student Union (OTSU) have worked to make changes to athletics fees based on the proposed expansion of the Campus High Performance Complex and the launch of varsity volleyball. The increase is within administrative purview as it is under the fee protocol's annual inflationary increase. There are three administrative changes:

- The proposed change reflects an increase of \$8.50 from what was approved by the Board on March 5, 2026.
- We have decreased from three to two fees to more accurately track expenses.
- The website will show semester fees with part-time being charged half of full-time.

The revised fee was approved by the Ancillary Fee Committee that consists of three students and three administrative representatives as per the approved protocol.

MOTION:

That further to the Board of Governors' approval of the 2026-2027 ancillary fees on March 5, 2026, and in consideration of the subsequent proposed revisions to the 2026-2027 ancillary fees as recommended by the Ancillary Fee Committee and subsequently recommended for approval by the Audit & Finance Committee, the Board of Governors hereby approves the revised 2026-27 ancillary fees as presented.

KEY CONSIDERATIONS:

- The Ancillary Fee Committee met on November 18th, 2025, and voted unanimously to approve the fee schedule noting aggregate fee increases were capped per protocol at a maximum of 3.2% which was the September 2025 Median CPI Index percentage.

- The original proposed aggregate increase to fees was 3.0%. This addition of \$8.50 falls just under 3.2%.
- As the recreation and varsity expenses are related the Committee reviewed the operating costs and aligned the categories of fees.

REFERENCE MATERIAL:

The schedule below outlines the proposed revised ancillary fees for the 2026-27 Academic Year:

Fee Classification/Description	2026-27 Board approved	26-27 revised	2026-27 BoG new
Sport and Recreation UACM	103.22	111.72	237.02
Campus Recreation and Wellness Centre UEXP	189.12	189.12	154.12
Varsity Sports UVAR	90.30	90.30	
	382.64	391.14	391.14

BOARD REPORT

SESSION:

Public
Non-Public

☒
☐**ACTION REQUESTED:**

Decision
Discussion/Direction
Information

☐
☐
☒

TO: Board of Governors

DATE: June 25, 2026

PRESENTED BY: Jamie Bruno, Vice President, People and Transformation

SUBJECT: 2025 DCP Pension Governance Compliance Report

BOARD/COMMITTEE MANDATE:

As part of GNHR's oversight of the University's human resources policies, strategies and plans, the Senior Administration (Pension & Benefits) Sub-Committee (SASC) provides the GNHR Committee with an annual report on compliance with respect to the University of Ontario Institute of Technology Pension Plan Governance Structure and Pension Plan Processes.

BACKGROUND/CONTEXT & RATIONALE:

Ontario Tech University is the sole sponsor of the University's pension plan. The pension plan is a member-investment directed defined contribution pension plan (DCPP) registered with the Financial Services Regulatory Services and the Canada Revenue Agency, and governed by the *Pension Benefits Act (Ontario)* and the *Income Tax Act, Canada*, respectively.

The SASC exercises overall responsibility for the proper administration of the DCP, and administration and investment of the fund. SASC's responsibilities are carried out by three members of senior management:

- Vice-President, People and Transformation
- Vice-President, Administration
- General Counsel

The SASC is also responsible for reporting to GNHR and certifying that all aspects of the *University of Ontario Institute of Technology Pension Plan Governance Structure and Pension Plan Processes* have been met.

With respect to the year January 1 – December 31, 2025, SASC certifies that the responsibilities and processes set out in the accompanying report have been fulfilled and completed, unless otherwise indicated.

SUPPORTING REFERENCE MATERIALS:

- 2025 Annual Pension Plan Governance Report



**UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY (ONTARIO TECH UNIVERSITY)
PENSION PLAN GOVERNANCE REVIEW**

Review Period: January 1, 2025 – December 31, 2025

Purpose

This document summarizes the annual governance activities of all parties responsible for the administration of the Defined Contribution Pension Plan (DCPP, “the Plan”). Each party will review the applicable checklist and confirm that all required actions were completed during the review period.

2025 Governance Review

All governance responsibilities assigned to the Board of Governors, Governance, Nominations & Human Resources Committee, Audit & Finance Committee, Senior Leadership Team, Senior Administration Sub-Committee, Pension & Benefits Committee, and Pension & Benefits Staff for the review period were **completed in full**.

No exceptions, delays, or outstanding action items were identified.

Governance Roles and Reference Guide

Title	Description
Board of Governors (“The Board”)	Role: The Board is the legal plan administrator of the University of Ontario Institute of Technology (Ontario Tech University) pension plan. Responsibilities: The Board has general oversight responsibility for the administration of the Plan and the administration and investment of the fund. The Board’s main responsibilities are to receive and consider reports regarding the Plan and consider for approval plan design changes recommended by the parties referenced in the following checklists. The Board also appoints the auditor for the Plan and receives reports on risk management issues.
Governance, Nominations and Human Resources Committee (GNHR)	Role: The Governance, Nominations & Human Resources Committee exercises an oversight role with respect to the SLT, a committee of senior management assigned responsibility for most administrator and employer functions relating to the Plan, including all day-to-day operational matters. Responsibilities: The Committee will receive and consider reports from the SLT/SASC with respect to the administration of the Plan and the administration and investment of the fund, as well as with respect to certain employer-related matters including the budget for the Plan. The Governance,

Title	Description
	Nominations & Human Resources Committee is also responsible for ensuring that the Board receives appropriate reporting on pension-related matters and makes recommendations to the Board on plan design changes.
Audit and Finance Committee	Role: The Audit Committee has been assigned certain risk management functions and oversees the plan audit. In carrying out its functions, it works with the SASC and particularly the VP, Administration.
Senior Leadership Team (SLT)	Role: The SLT is responsible for high level oversight of the sponsor, administration and investment functions of the Plan. The SLT carries out its functions through a sub-committee, the SASC. Responsibilities: The SLT serves as a resource for SASC, receives reports and recommendations from the SASC, and ensures that appropriate reporting is made to the Governance, Nominations & Human Resources Committee and Audit Committees of the Board.
Senior Administration Sub-Committee (SASC)	Role: The SASC exercises overall responsibility for the proper administration of the Plan and administration and investment of the fund as well as certain employer-related responsibilities. SASC is comprised of the VP, People and Transformation, the VP, Administration and the General Counsel. Responsibilities: SASC will ensure that appropriate policies for the governance of the Plan and fund are in place, appoint service providers, execute service contracts and approve plan amendments. SASC will also deal with material regulatory issues and report to the SLT and GNHR as needed. As a sub-committee of the SLT, SASC will serve as a liaison between the Pension and Benefits Committee and the SLT. The main responsibility for the Plan and fund lies with the VP, People and Transformation, who will oversee the activities of Pension and Benefits Staff.

Title	Description
Pension and Benefits Committee (P&B Committee)	Role: The Pension & Benefits Committee serves in an advisory capacity with respect to the Plan. The composition of the P&B Committee and other procedural matters are set out in the P&B Committee Terms of Reference. Responsibilities: The mandate of the P&B Committee includes guidance and consultation with respect to the administration, communication, and investment management of the Plan.
Pension and Benefits Staff (P&B Staff)	Role: P&B Staff are responsible for managing the day-to-day operations of the Plan and Fund. Many of the responsibilities in the P&B Staff Checklist may be carried out by third party service Providers, in which case P&B Staff's role is to coordinate, monitor and supervise progress. Responsibilities: The P&B Staff, including third parties acting on their behalf, will oversee the administration and communication of the Plan. Key responsibilities include managing member enrollment and records, ensuring accurate and timely benefit payments, and maintaining compliance with applicable legislation. P&B Staff also support member education, monitor service providers and performance standards, and assist leadership with strategic decisions. Third parties may include plan providers, Payroll staff or representatives of the investment consultant.
Regulatory Compliance	This list is intended to act as a reference for the regulatory responsibilities of Ontario Tech University as the administrator of the Plan. The action items in the following checklists will satisfy the requirements under the legislative references enclosed.
Key Plan Documents and Performance Schedules	This reference is a complete record of the key documents used in the administration of the Plan and the administration and investment of the fund. It also includes a schedule of performance reviews for third-party service providers and corresponding service agreements.

Board of Governors

Fields intentionally left blank if not applicable/no actions or additional comments required

#	Item	Schedule	Responsibilities	Actions/Comments
1.	Plan Governance System	Established November 2013, Evaluated Annually	Establish and update the governance system for the Plan on the recommendation of the GNHR	Refreshed governance accountability tool in 2026. Changes made for clarity of responsibilities and roles
2.	Plan Design	As needed	- Approve design changes to the Plan on recommendation of Governance, Nominations & Human Resources - Review recommendations from P&B Committee	No plan design changes proposed in 2025
3.	Plan Audit	Audit conducted in line with material changes to the Plan	- Appoint the Plan auditor - Receive and consider reports from Audit & Finance Committee	No audit conducted in 2025
4.	GNHR Reports	Annual	Receive and review annual governance report from GNHR	Governance report reviewed June 26, 2025

Governance, Nominations and Human Resources

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
1.	Plan Governance and Administration	Annual	- Receive and consider reports from SLT/SASC - Submit annual governance report to the Board	Governance report reviewed and approved June 13, 2025 Unaudited pension Financial Statements: December 2025
2.	Investment Options	As needed	Receive and consider reports from SLT/SASC regarding investment options offered under the Plan	No recommendations made. Fund closure in 2025 actioned by Sun Life
3.	Employer Responsibilities	As needed	- Receive and consider reports from the SLT/SASC on employer-related matters, including the operational budget for the Plan - Receive and consider submissions directly from Pension & Benefits Committee	
4.	Plan Design	As needed	- Consider plan design changes and make recommendations to the Board. - Receive and consider submissions directly from Pension & Benefits Committee	
5.	Pension Reporting	Annual and as needed	Submit DCPD governance report to the Board	Reviewed by Board June 26, 2025

Governance, Nominations and Human Resources

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
			Ensure that appropriate reporting on matters related to the Plan is made to the Board	
6.	Accountability Tool	As needed	Make changes to the Accountability Tool	

Audit and Finance Committee

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
1.	Risk Management	Annual	- Risk Management, as it relates to the Plan and fund, to be included as part of annual reporting to the Board - Receive reports from SLT/SASC on audit and risk management matters - Report to the Board on risk management and audit issues	
2.	Plan Audit	To coincide with material changes to pension Plan	Oversee pension audit	No material changes; therefore, no audit conducted.

Senior Leadership Team (SLT)

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
1.	Reporting	As needed	• Receive and consider reports from SASC • Receive and consider reports from P&B Committee • Submit reports to GNHR	
2.	Plan Design	As needed	• Consider plan design changes • Make recommendations to GNHR	

Senior Administration Sub-Committee (SASC)

Fields intentionally left blank if not applicable/no actions or additional comments required

No	Item	Schedule	Responsibilities	Actions/Comments
1.	SASC Meetings	At least annually	Meet annually and as needed on matters concerning the Plan	Meeting held May 20, 2025
2.	Annual Governance Review	Annual, Spring	- Review and approve governance checklists - Submit annual governance review to GNHR	Checklists approved May 23, 2025
3.	Plan Amendments	As needed	- Consider recommendations for plan design changes from P&B Staff/P&B Committee - Approve and execute plan amendments upon approval from GNHR and the Board - Sign related regulatory filings	
4.	Annual Regulatory Filings	Twice annually	Approve and sign annual filings	Form 7 filed August 28, 2025 AIR & unaudited Financial Statements filed December 19, 2025
5.	Statement of Investment Policies	In line with material changes to the Plan	Approve, review and amend SIPP	

Senior Administration Sub-Committee (SASC)

Fields intentionally left blank if not applicable/no actions or additional comments required

No	Item	Schedule	Responsibilities	Actions/Comments
	& Procedures (SIPP)			
6.	Third-party Providers	Per procurement schedules	- Select third-party service providers and negotiate and execute contracts - Review performance of third-party providers	
7.	Plan Audit	In line with material changes to the Plan	- Liaise with Audit & Finance Committee in connection with plan audit - No audit required unless material changes are identified.	No material changes; therefore, no audit conducted.
8.	Pension and Benefits Committee (VP, People & Transformation)	At least once annually	- Chair P&B Committee and prepare agenda, maintain and distribute minutes - Appoint representatives to P&B Committee, excluding those appointed by applicable union groups	P&B Committee held December 11, 2025
9.	Service Standards and Plan Performance	Q2, Q4	Establish service standards/benchmarks	Performance reports reviewed March 2025 (2024 Q4), December 2025 (2025 Q2)

Senior Administration Sub-Committee (SASC)

Fields intentionally left blank if not applicable/no actions or additional comments required

No	Item	Schedule	Responsibilities	Actions/Comments
			Review and consider reports concerning plan performance	
10.	Member Education	Ongoing	Receive and review member communication and education initiatives	
11.	Expense Budget	Annual	Review and approve annual expense budget	25-26 Budget approved by the Board April 17, 2025
12.	Develop and Amend Policies	As needed	- Consider and approve P&B Staff recommendations - Initiate policy development	
13.	Regulatory and Risk Concerns	As applicable	- Manage material regulatory issues - Work with Audit & Finance Committee to address risk management issues	

Pension and Benefits Committee

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
1.	Committee Meetings	At least annually	• Convene to discuss matters related to the Plan and propose recommendations • Follow up on outstanding action items	Meeting held December 11, 2025
2.	Recommendations	As needed	• Make recommendations to SASC, GNHR or the Board regarding plan design or investment fund changes • Make recommendations to senior administration regarding selection of service providers	
3.	Education	As needed	• Attend initial orientation for P&B Committee members • Attend education sessions made available through plan provider or P&B Staff	

Pension and Benefits Staff

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
1.	Plan Amendments	As needed	- Generate and maintain certified copies of documents to support plan amendments - Submit plan amendments to SASC for review and approval - File plan amendments with governing body - Report on results of reviews of or amendments to key plan documents	
2.	Remittance and Reallocation of Assets	Monthly/bi-weekly, per payroll schedules	- Calculate contributions (Payroll) - Review contribution files - Remit contributions to plan provider (Payroll)	
3.	Regulatory Filings	Twice annually	Prepare and submit Annual Information Return (AIR), Form 7 and Financial Statements to governing body	Form 7 filed August 28, 2025 AIR & unaudited Financial Statements filed December 19, 2025
4.	Summaries of Pension Adjustments	Annually	Review pension adjustments at year end, report on employee T4 (Payroll)	
5.	Statement of Investment Policies	As needed	Amend SIPP in line with material changes to the Plan (Investment consultants)	

Pension and Benefits Staff

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
	and Procedures (SIPP)			
6.	Investment Monitoring	Q2, Q4 and as needed	- Review investment monitoring reports prepared by investment consultants - Present investment monitoring reports to P&B Committee (Investment consultants) - Coordinate fund changes with investment consultants and plan provider	Performance reports reviewed March 2025 (2024 Q4), December 2025 (2025 Q2) MFS Global Responsible Research closed May 8, 2025 (Sun Life driven closure). Comms sent to staff April 15, 2025 with options for replacement
7.	Plan Expenses	Q2, Q4	Monitor plan expenses, including fees charged to members	
8.	Member Information	Ongoing	- Collect, use and distribute required member data for purpose of enrolment in the Plan - Ensure members are informed of rights and obligations under the Plan - Ensure members have access to information regarding plan fees, retirement options and financial Planning tools	Sun Life communication campaigns in 2025: - Financial Literacy - Member Behaviour targeted campaign: Beneficiaries, diversification, default funds

Pension and Benefits Staff

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
			- Ensure members are informed as to where plan fees are found - Provide documentation and information to members regarding investment options - Provide quarterly and annual statements (Plan provider)	
9.	Member Education	Annual	Ensure member access to educational materials and sessions as presented by plan provider	May 2025: Sun Life Education Session – Your Health and Your Wealth October 2025: Sun Life Education Session - Save for Retirement Now
10.	Death Benefits and Marriage Breakdown	As applicable	- Provide information to members on procedures following a death or marriage breakdown - Calculate benefits and instruct members (Plan provider)	# of cases in review period: 2
11.	Record Keeping	Ongoing	- Maintain employee records - Maintain records of member summaries, headcounts and data	

Pension and Benefits Staff

Fields intentionally left blank if not applicable/no actions or additional comments required

No.	Item	Schedule	Responsibilities	Actions/Comments
			• Maintain copies of third-party service agreements and performance reviews • Maintain copies of legal opinions as they relate to the Plan • Maintain records regarding regulatory or administrative concerns	
12.	Regulatory Issues and Member Complaints	As applicable	• Identify, report on and resolve (where applicable) regulatory concerns or member complaints, in collaboration with plan provider	
13.	Plan Governance	Annual and ongoing	• Review annual governance checklists for accuracy and completion; escalate for review to SASC, GNHR, the Board • Review governance reporting provided by investment consultants; present findings to P&B Committee	Governance checklists finalized May 20, subsequently reviewed and/or approved by SASC, GNHR, the Board

Regulatory Compliance

This list is intended to act as a reference for the regulatory responsibilities of Ontario Tech University as the administrator of the Plan. The action items in the checklists above will satisfy the requirements under the legislative articles below.

Action Item: The list below is to be reviewed annually for currency and accuracy. The review for **2026** has confirmed that there have been no material changes to relevant pension legislation.

Plan Amendments
• Application for registration of amendments to the Plan: Section 12, Pension Benefits Act (PBA), Regulation 3, PBA Regulations • Required notice of proposed amendments: Section 26, Pension Benefits Act, Regulation 39, PBA Regulations • CRA Filing: Regulation 8512, Income Tax Act (ITA)
Reporting Requirements
• Annual Information Return: Section 20, PBA, Regulation 18, PBA, Regulation 8409, ITA • Financial Statements: Regulation 76, PBA • Statement of Investment Policies and Procedures (and exemption): Regulation 78, PBA • T4 Pension Adjustments: Regulation 8401, ITA
Disclosure to Members
• Requirements for new and existing members: Section 25, PBA • Member statements: Regulation 40, 41, 43, 44, PBA • Information requests: Regulation 45, PBA
Administration
• Transfers Out/Withdrawals: Section 42, PBA, Regulation 20, PBA • Transfers In: Regulation 22, PBA • Contributions: Section 56, PBA, Regulation 4, Regulation 6.1, PBA

- Marital breakdown: [Section 67.1](#), PBA

Key Plan Documents and Performance Schedules

This reference is a complete record of the key documents used in the administration of the Plan and the administration and investment of the Fund.

Fields intentionally left blank if not applicable/no additional comments required

No.	Item	Review Schedule	Key Dates	Comments
1.	Performance: Plan Provider	Procurement Requirements		
2.	Performance: Investment Manager	Twice annually	Last Review: December 2025 Next Review: April 2026	Performance reports prepared by investment consultants
3.	Performance: Investment Consultant	Procurement requirements	Last review: 2021 Next review: 2026	Current agreement expires December 31, 2026
4.	Performance: External Legal Counsel	As needed		
5.	Performance: External Auditor	As needed		
6.	Key Document: Pension Plan Text	As applicable	Restated: 2016 Last amendment: 2024	

No.	Item	Review Schedule	Key Dates	Comments
7.	Key Document: Custodial Agreement (under Group Annuity Contract)	Procurement requirements	Last Review: 2014	
8.	Key Document: Service Fee Agreement	As needed	Last Updated: 2021 Next Update: 2026	Will be updated to reflect new or closed funds
9.	Key Document: Insurance Policy Sun Life Group Annuity Contract	Procurement requirements	Last Review: 2014 Last Amendment: 2021	Amended to include GDIA as investment option
10.	Key Document: Statement of Investment Policies and Procedures	As needed	Last Amendment: 2020	
11.	Key Document: Investment Consulting Agreement	Procurement requirements	Last review: 2021 Expires: Dec 31, 2026	
12.	Key Document: Member DCPD Booklet	As needed	Last update: 2024	Updated to reflect new contribution rates for FA, OPSEU
13.	Service Provider Benchmarks		November 2017	



**THE UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY DEFINED CONTRIBUTION
PENSION PLAN
GOVERNANCE COMPLIANCE CERTIFICATE**

The University of Ontario Institute of Technology (operating as Ontario Tech University) sponsors the University of Ontario Institute of Technology Pension Plan, Registration No. 1087808 (the "Plan"). The Plan is a member-investment directed defined contribution pension plan registered with the Financial Service Regulatory Authority Ontario and the Canada Revenue Agency governed by the Pension Benefits Act (Ontario) (the "PBA") and the Income Tax Act ("ITA"), Canada, respectively.

The Senior Administration (Pension & Benefits) Sub-Committee (SASC) exercises overall responsibility for the proper administration of the Plan and administration and investment of the Fund.

The SASC's responsibilities are carried out by three members of senior management, the VP, People and Transformation, the VP, Administration and the General Counsel. The main responsibility for the Plan and Fund lies with the President and the Pension & Benefits Staff which report to him/her.

The SASC (or member thereof) is responsible for reporting to the Governance, Nominations & Human Resources Committee of the Ontario Tech University Board of Governors and for certifying that all aspects of the Plan Governance Structure and the Plan Governance Processes have been met.

With respect to the Year January 1, 2025 to December 31, 2025 the SASC hereby certifies that the responsibilities and processes listed in the accompanying Pension Governance Checklists have been fulfilled and completed unless otherwise indicated.

Jamie
Bruno

Digitally signed by Jamie Bruno
DN: cn=Jamie Bruno, o=Ontario
Tech University, ou=VP
Administration, email=jamie.bruno@ontariotechu.ca,
c=CA
Date: 2026.05.06 09:39:23 -0400

Jamie Bruno,

VP, People and Transformation

DATED the 6 day of May, 2026.

Brad MacIsaac

Digitally signed by Brad MacIsaac
DN: cn=Brad MacIsaac, o=Ontario Tech,
ou=VP Administration,
email=brad.macisaac@ontariotechu.ca,
c=CA
Date: 2026.05.07 11:43:37 -0400

Brad MacIsaac, VP Administration

DATED the 7th day of May, 2026.

**Jennifer
MacInnis**

Digitally signed by Jennifer MacInnis
DN: cn=Jennifer MacInnis, o=Ontario Tech
University, ou=General Counsel,
email=jennifer.macinnis@ontariotechu.ca,
c=CA
Date: 2026.05.06 09:17:48 -0400

Jennifer MacInnis, General Counsel

DATED the 6th day of May, 2026

BOARD REPORT

SESSION:

Public

☒

Non-Public

☐**ACTION REQUESTED:**

Decision

☐Discussion/Direction
Information☐☒**TO:**

Board of Governors

DATE:

June 25, 2026

PRESENTED BY: Eric Agius, Strategy & Planning Committee Chair**FROM:**Dr. Lori Livingston, Provost and Vice-President, Academic
Sarah Thrush, Associate Vice-President Planning and
Strategic Analysis**SUBJECT:**

2025-2026 Continuous Learning Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, Continuous Learning provides an annual report to Academic Council and the Board for information that provides a summary of the program offerings, enrolments in programs as well as major activities to expand professional development program offerings.

The Micro-credentials and Continuous Learning Committee annual report to Board Strategy and Planning is included in this package.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

As Continuous Learning expands its program offerings and partnerships, we can provide the community with more flexible and accessible training options while also generating alternative sources of revenue for the University. Our programming and outreach specifically align with the Learning Re-imagined and Partnerships priorities of the IARP as well as the differentiated growth strategy.

SUPPORTING REFERENCE MATERIALS:

Continuous Learning Annual Report 2025-2026

Continuous Learning Annual Report

2025-2026

Reporting period: April 1, 2025 to March 31, 2026

1,334 Open enrollment registrations	1,231 Corporate training registrations	15 Corporate training contracts	1,944 Summer camp registrations
Major 2025-2026 activity included the Nuclear Career Accelerator, new nuclear and cybersecurity programming, expanded corporate training, Ontario Shores micro-credential transition, and continued growth in summer camps.			

Prepared by: Continuous Learning

Ontario Tech University

Contents

Background	4
2025-2026 Activity	4
Continuous Learning Development Initiatives	6
Micro-credentials and Continuous Learning Committee (MCLC) Report	7
Summary	10
Appendix A: 2025-2026 Activity Summary	11
Appendix B: Activity by Portfolio	12
Appendix C: Corporate Training and Strategic Partnerships	13
Appendix D: New Program and Micro-credential Development	14
Appendix E: Summer Camps Summary	15

Appendices are summary-level and are intended for Board reporting. Detailed operational data remain in the internal master spreadsheet.

Background

Established in 2019, Ontario Tech University's Continuous Learning Department is the hub for not-for-credit and non-degree programming. The Department works with Faculties across campus to build a growing suite of flexible learning options (e.g. certificate programs, micro-credentials, stackable credentials) and other learning opportunities that support lifelong learning.

Continuous Learning promotes and facilitates flexible and dynamic non-degree learning initiatives independently and in collaboration with Faculties that align with the university’s strategic priorities of re-imagining learning, developing partnerships, and differentiated growth.

In 2025-2026, Continuous Learning had a significant year of growth and program development, supported in part by the Upskills Canada Palette grant for the Nuclear Career Accelerator (NCA). Major activities included delivery and expansion of the NCA, development of Nuclear Project Management (NPM) and Cybersecurity for Energy programming, transition and approval of 26 Ontario Shores mental health micro-credentials, and continued development of the KW program. The following sections outline a summary of the 2025-26 continuous learning activities.

2025-2026 Activity

Continuous Learning Growth 2022-2023 through 2025-2026

Area	2022-2023	2023-2024	2024-2025	2025-2026
Open Enrollment Registrations	296	561	782	1,334
Corporate Training Contracts	8	8	12	15
Corporate Training Registrations	-	-	-	1,231
Summer Camps Registrations	1,281	1,706	1,912	1,944

From April 2025 to March 2026, Continuous Learning continued to experience significant growth across open enrollment, corporate training, and summer camps activity. Open enrollment registrations increased from 782 in 2024-2025 to 1,334 in 2025-2026, representing a 70.6% increase. Corporate training activity also expanded, with 15 corporate training contracts, a 25.0% increase over the previous year. Continuous Learning also began tracking corporate training registrations as a separate metric in 2025-2026, recording 1,231 registrations. Summer Camps remained strong, increasing from 1,912 registrations in 2024 to 1,944 registrations in 2025.

Open Enrolment

From April 2025 to March 2026, Continuous Learning recorded 1,334 open enrollment registrations. This growth reflects strong learner demand across several areas, including nuclear, AI, education, health, and professional development programming.

Corporate Training

Ontario Tech's Continuous Learning unit continued to strengthen and expand partnerships with industry, community, health care, education and government partners. In 2025-2026, corporate training activity expanded to 15 contracts and 1,231 registrations. Corporate training registrations are being reported as a new metric this year; as a result, year-over-year registration comparisons are not yet available.

New Agreement/Clients

- Ontario Power Generation - custom course suite
- Ontario Power Generation - Advanced Operations Overview for Managers (AOOM)
- Grandview Kids - Leadership of Excellence Program and Lean White Belt sessions
- Ontario Shores - Leadership Excellence Program
- Regional Municipality of Durham - Leadership Excellence Program cohorts and Master's Certificate in Public Sector Management seats
- City of Oshawa - Leadership Excellence Program, stand-alone Introduction to Generative AI, and Master's Certificate in Public Sector Management seats
- Municipality of Port Hope - Leadership Excellence Program
- City of Pickering - Leadership Program and Change Management for Leaders
- Municipality of Clarington - Leadership Program
- Fidelity Canada - Generative AI for Leaders Program
- Trillium Lakelands District School Board

Business Development - New Partnership Programs

Corporate training growth in 2025-2026 was driven by repeat partnerships and new sector relationships. The year included continued demand for municipal leadership development, expanded work with Ontario Power Generation, the launch of AI-focused corporate training with Fidelity Canada and the City of Oshawa, and additional public-sector training with partners such as the City of Pickering, Municipality of Clarington and Trillium Lakelands District School Board.

Strategic Partnership and Program Transition Activity

Continuous Learning also expanded its role in partnership-based program development and delivery. The department received a contract with KW Habilitation to build seven Operational Leadership micro-credentials. These micro-credentials support leadership development in the developmental services sector and build on the department's growing portfolio of applied, workplace-focused programming.

Continuous Learning successfully transitioned 26 Ontario Shores mental health micro-credentials from the Ontario Tech Talent organization into the department's portfolio and signed a memorandum of understanding to continue working with Ontario Shores to offer these courses to its staff. The department also assumed responsibility for a contract with Participation House Durham to offer developmental services courses.

This activity reflects a stronger corporate training pipeline and a broader mix of leadership, AI, nuclear, public-sector, health, developmental services, and organizational development offerings. The introduction of corporate training registrations as a metric will also allow Continuous Learning to report more clearly on training volume in future annual reports.

Summer Camps

The Summer Camps program, offered in partnership with the Fraser Faculty of Education and the Faculty of Engineering and Applied Sciences, provides fun, hands-on opportunities for kids, ages six to seventeen, to learn and explore their curiosity. This STEM-based program runs annually for eight consecutive weeks, from July to August. The program makes meaningful connections with many students, staff and alumni community members, and highlights Ontario Tech as a great place to study – and play. The 2025 Summer Camps program recorded 1,944 camper registrations (non-unique), a slight increase over the previous summer, despite the 7-week schedule required by the mid-week Canada Day – compared to 8 weeks in normal summers.

2025 Summer Camp Offerings by Camp Type

Total Camps Offered	Unique Offerings
55	40

Continuous Learning Development Initiatives

Upskills Canada Palette Grant: Nuclear Career Accelerator Program

The Nuclear Career Accelerator (NCA) Program was a major 2025-2026 development initiative for Continuous Learning and one of the most significant outcomes of the Upskills Canada Palette grant. The grant-funded registration period generated substantial demand, with more than 1,000 applications from learners interested in transitioning into the nuclear sector.

Continuous Learning accepted 270 learners into the grant funded NCA Program in 2025-2026, with extremely high completion and learner satisfaction rates. The program supported mid-career technical professionals and engineers by combining practical nuclear-sector learning, employer-informed micro-credentials, and career transition supports.

With the support of Co-operative Education, Experiential Learning and Career Development (CEELCD), the program provided significant career supports and tracked positive employment outcomes for learners. Career development activities included individual support, employer engagement, and opportunities for learners to connect directly with nuclear-sector organizations.

Employer engagement was a key strength of the program. Continuous Learning and CEELCD hosted two nuclear networking nights with more than 120 learners in attendance, delivered industry lunch-and-learn sessions, and promoted the program through sector outreach, including at the Canadian Nuclear Association event.

By the end of the reporting period, Continuous Learning had also prepared the NCA Program for a non-funded launch, positioning the program to continue beyond the initial grant-funded delivery model and to support ongoing nuclear workforce development needs.

Micro-credentials and Continuous Learning Committee (MCLC) Report

The Micro-credentials and Continuous Learning Committee supports the review and approval of an increasingly diversified suite of non-degree programs, courses, certificate programs, and micro-credentials. In 2025-2026, the

Committee continued to support the expansion of Continuous Learning programming through approvals connected to healthcare, developmental services, mental health, nuclear and energy, cybersecurity, artificial intelligence, leadership, and space-sector learning.

The Committee also continued to support process improvement for micro-credential and non-credit offering approvals. Continuous Learning used the approved quality assurance approach and Curriculum-based review process to manage submissions and present program information for Committee review.

Committee Activity

The Micro-credentials and Continuous Learning Committee meets as needed. Between April 1, 2025, and March 31, 2026, the Committee reviewed and approved new programs, certificate programs, courses, and micro-credentials to support the continued growth of Ontario Tech's Continuous Learning portfolio.

New Program and Certificate Program Approvals

1. 6 STEPS Pipeline Micro-credentials: Introduction to Healthcare Simulation
2. AI Essentials for Lifelong Learners Certificate of Completion
3. AI Integrated Cybersecurity University Certificate
4. Foundations of Space and Cybersecurity University Certificate Program
5. Operational Leadership in Developmental Services University Certificate Program
6. Nuclear Career Accelerator Certificate Program and Micro-credentials
7. Nuclear Project Management Micro-credential Program
8. Ontario Shores - Mental Health Micro-credentials

Operational Leadership in Developmental Services approved courses:

1. Transition to Operational Leadership
2. Time Management in Operational Leadership
3. Financial Literacy
4. Building High-Performing Teams
5. Supervision and Performance Evaluation
6. Conflict Management
7. Change Management

Nuclear Career Accelerator approved micro-credentials:

1. Nuclear Fundamentals
2. Operations Overview
3. Regulations and Safety
4. Nuclear in Society
5. Life Cycle Assessment
6. Materials & Fuels
7. Nuclear Supply Chain
8. Nuclear Project Management Fundamentals
9. Next Generation Nuclear
10. Waste Management

New Micro-credential Approvals

The Committee approved several additional micro-credential groups, including healthcare, mental health, developmental services, nuclear and energy, cybersecurity, digital skills, data analysis, project management, and workforce development offerings.

Digital Skills Micro-credentials for Healthcare Professionals:

1. Digital Technology Foundations (Digital Basics in Care)
2. Digital Technology for Good (Digital Communication & Ethics)
3. Data and Digital Technology
4. Digital Technology in Complex Systems (Navigating Complexity)
5. Frontline Digital Leadership

Ontario Shores Mental Health Micro-credentials:

1. Dual Diagnosis for Clinicians in Mental Health
2. Trauma Informed Care
3. Mental Health Pharmacology
4. Mental Status Assessment
5. Common Mental Illnesses: Assessment and Documentation
6. Addictions & Concurrent Disorders: Motivational Interviewing (MI)
7. Cognitive Behavioral Therapy
8. Suicide Prevention: Risk Assessment and Intervention
9. Crisis Prevention, De-escalation and Debriefing in Mental Health
10. Mental Health Law: Health Teaching and Decision-Making
11. Behavioural Interventions in Mental Health
12. Delirium, Depression, and Dementia in Older Adults
13. Personality Disorders
14. Mastering Clinical Documentation: Strategies for Nurses and Allied Health
15. Forensics in Mental Health
16. Dialectical Behavior Therapy
17. Promoting Self-Care and Resilience
18. Psychological and Cultural Safety
19. Recovery in Mental Health
20. Ethical Decision-Making in Mental Health
21. Therapeutic Communication, Relationships and Boundaries
22. Building Inclusive and Equitable Practices within Mental Health
23. Adolescents And Mental Health Interventions

Micro-credentials in Change and Project Management for Nurses and Allied Health Professionals:

1. Change Management Monitoring
2. Managing Resistance to Change
3. Change Management Methodologies
4. Project Charter
5. Project Selection
6. Project Management Methodologies
7. Agile Project Initiation

Data Analysis and Project Management Micro-credentials for Energy Professionals:

1. Energy Project Management Fundamentals
2. Descriptive and Diagnostic Data Analytics in Energy with Excel
3. Data Visualization with Excel for Energy
4. Power BI for Data Energy Insights
5. Descriptive and Diagnostic Data Analytics in Energy with Python
6. Core Project Management Skills for Energy Professionals

Micro-credentials on Data Analysis and Reporting for Allied Health Professionals:

1. Microsoft Excel Fundamentals I
2. Microsoft Excel Fundamentals II
3. Data Visualization with Excel
4. Dashboards and Quality Improvement Metrics with Excel
5. Data Reporting
6. Quality Improvement in Healthcare Data Analytics: Process Mapping
7. Quality Improvement in Healthcare Data Analytics: Root Cause Analysis
8. Quality Improvement in Healthcare Data Analytics: Future State Development
9. Quality Improvement in Healthcare Data Analytics: PDSA Quality Model

Cybersecurity for Energy Micro-credentials:

1. Cybersecurity for Energy: Security Gap Assessment
2. Cybersecurity for Energy: Incident Reporting & Response in Energy
3. Cybersecurity for Energy: Vulnerability Assessment in Energy

Micro-credentials Designed in Partnership with Participation House Durham:

1. Dual Diagnosis for Direct Support Professionals
2. Crisis Prevention, De-escalation, and Debriefing in Developmental Services
3. Suicide Interventions in Developmental Services
4. Personality & Mood Disorders in Developmental Services
5. Transition from Clinical to Community Living in Developmental Services
6. Fostering Trust and Psychological Safety in Developmental Services
7. Trauma-Informed Care for Developmental Services
 1. Addictions & Concurrent Disorders in Developmental Services
 2. Mental Status Assessment in Developmental Services
 3. Mental Health Law in Developmental Services

Summary

The 2025-26 year marked significant capacity building in Continuous Learning as well as new program offerings and enrolment growth. Continuous Learning plays a critical role in addressing the needs of non-traditional learners to up-skill, re-skill or develop new skills to meet the evolving needs of the labour force. Continuous Learning looks forward to developing innovative programs in partnership with internal and external partners that will provide

bridges for students to new career opportunities as well as pathways to degree programs in the future as part of the universities differentiated growth plans.

The following appendices provide details of the 2025-2026 Continuous Learning activity, including activity volume, portfolio areas, corporate training and strategic partnerships, new program and micro-credential development, and summer camps.

APPENDIX A: 2025-2026 Activity Summary

This appendix summarizes Continuous Learning activity for the 2025-2026.

Measure	2025-2026 activity	Board-level significance
Open enrollment registrations	1,334	Increase from 782 in 2024-2025, representing 70.6% growth.
Corporate training contracts	15	Increase from 12 in 2024-2025, representing 25.0% growth.
Corporate training registrations	1,231	New metric introduced in 2025-2026 to better capture custom and contract training volume.
Summer camps registrations	1,944	Continued high-volume community engagement through child and youth programming.
Nuclear Career Accelerator learners	270	Grant-funded learners supported through a flagship workforce transition program.
Nuclear Career Accelerator applications	Over 1,000	Strong market demand for nuclear workforce development programming.
MCLC-approved activity	Multiple programs, certificates, and micro-credential groups	Expanded the approved non-credit portfolio in nuclear, AI, cybersecurity, health, mental health, developmental services, and healthcare simulation.

APPENDIX B: Activity by Portfolio

The following portfolio summary groups 2025-2026 activity into strategic areas.

Portfolio area	Selected 2025-2026 activity	What this demonstrates
Business, leadership, and AI	Leadership and Management Essentials; Strategic and Innovative Leadership; Master's Certificate in Public Sector Management; Digital Marketing; AI Essentials for Lifelong Learners; Generative AI for Leaders custom programs.	Continued demand for leadership development, public-sector training, and practical AI adoption programming.
Education	AQ/ABQ courses; AI for Teaching and Learning; Introduction to Higher Education Management; AI-related professional development for educators.	Continued strength in educator-focused professional learning and AI-enabled teaching and learning.
Health, mental health, and developmental services	Type 1 Diabetes Educator; Healthcare Provider CPR; Digital Skills for Healthcare Professionals; Ontario Shores mental health micro-credentials; KW Habilitation Operational Leadership; Participation House Durham developmental services micro-credentials.	Expanded role in health-sector, mental-health, and developmental-services workforce development.
Nuclear and energy	Nuclear Career Accelerator; Advanced Operations Overview for Managers; Nuclear Project Management; Cybersecurity for Energy; energy-focused data and project management micro-credentials.	Positioning of Continuous Learning as a key contributor to nuclear and energy workforce development.
Science and forensics	Fingerprint Analysis, Distortion and Evaluation; Quantitative Analysis for Environmental Professionals; forensic and applied science offerings.	Continued development of specialized applied science and professional practice programming.
Child and youth	Summer Camps, youth safety courses, STEM, coding, engineering, robotics, LEGO/maker, science, and Indigenous-focused programming.	Large-scale community engagement and early exposure to Ontario Tech learning pathways.

APPENDIX C: Corporate Training and Strategic Partnerships

Corporate training continued to expand in 2025-2026.

Client / partner	2025-2026 activity	Reporting note
City of Oshawa	Leadership Excellence Program, stand-alone Introduction to Generative AI, and Master's Certificate in Public Sector Management employees.	Continuing municipal leadership and AI training relationship.
City of Pickering	Leadership Program and Change Management for Leaders.	New or expanded municipal leadership relationship.
Fidelity Canada	Generative AI for Leaders Program.	New AI-focused corporate training relationship.
Grandview Kids	Leadership of Excellence Program.	Continuing / active corporate training relationship.
Grandview Kids	Lean White Belt sessions.	Additional corporate training activity.
KW Habilitation	Contract to build seven Operational Leadership micro-credentials.	New developmental-services program development contract.
Municipality of Clarington	Leadership Program.	New municipal leadership relationship.
Municipality of Port Hope	Leadership Excellence Program.	Continuing municipal leadership relationship.
Ontario Power Generation	Custom professional development course suite, including effective written communication, conflict resolution and negotiation, advanced stakeholder and change management, and advanced organizational development.	
Ontario Power Generation	Advanced Operations Overview for Managers (AOOM).	
Ontario Shores	Leadership Excellence Program.	Expanded relationship, alongside the mental health micro-credential transition and MOU.
Ontario Shores	Transitioned 26 mental health micro-credentials and signed an MOU to continue working together.	Major program transition and strategic health-sector partnership.
Participation House Durham	Transitioned contract to offer developmental-services micro-credentials.	Transitioned partnership and delivery activity.
Regional Municipality of Durham	Leadership Excellence Program cohorts and Master's Certificate in Public Sector Management employees.	Continuing and expanded public-sector leadership relationship.
Trillium Lakelands District School Board	Half-day custom training session.	New education-sector custom training activity.

APPENDIX D: New Program and Micro-credential Development

The Micro-credentials and Continuous Learning Committee approved a broad set of new programs, certificates, courses, and micro-credential groups between April 1, 2025, and March 31, 2026. The table below summarizes the development activity by strategic area.

Strategic area	Approved program or micro-credential activity
AI and cybersecurity	AI Essentials for Lifelong Learners Certificate of Completion; AI Integrated Cybersecurity University Certificate; Foundations of Space and Cybersecurity University Certificate Program.
Nuclear and energy	Nuclear Career Accelerator certificate program and micro-credentials; Nuclear Project Management Micro-credential Program; Cybersecurity for Energy micro-credentials; data analysis and project management micro-credentials for energy professionals.
Healthcare simulation and health workforce development	6 STEPS Pipeline Micro-credentials: Introduction to Healthcare Simulation; Digital Skills Micro-credentials for Healthcare Professionals; data analysis and reporting micro-credentials for allied health professionals; short micro-credentials in change and project management for nurses and allied health professionals.
Mental health	Ontario Shores mental health micro-credentials, including trauma informed care, mental health pharmacology, mental status assessment, cognitive behavioral therapy, suicide prevention, crisis prevention and de-escalation, mental health law, dialectical behavior therapy, recovery, ethical decision-making, and related topics.
Developmental services	Operational Leadership in Developmental Services University Certificate Program and seven related courses; Participation House Durham developmental-services micro-credentials.

APPENDIX E: Summer Camps Summary

Summer Camps remained one of Continuous Learning's largest community-facing activities in 2025. The appendix summarizes the program at a level appropriate for Board reporting rather than listing each camp instance.

Measure	2025 activity
Total registrations	1,944
Season	July to August 2025
Delivery model	Primarily in-person, with selected virtual offerings.
Program areas	STEM, coding, game design, engineering, robotics, LEGO/maker activities, science, STEAM, Indigenous-focused programming, and youth safety courses.
Strategic value	The program provides community engagement, youth outreach, and early exposure to Ontario Tech's learning environment.

BOARD REPORT

SESSION:

Public ☒
Non-Public ☐

ACTION REQUESTED:

Decision ☐
Discussion/Direction ☐
Information ☒

TO: Board of Governors

DATE: June 25, 2026

PRESENTED BY: Eric Agius, Strategy & Planning Committee Chair

FROM: Dr. Lori Livingston, Provost and Vice-President, Academic

SUBJECT: 2025-2026 Quality Assurance Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, the Centre for Institutional Quality Enhancement (CIQE) provides an annual report to Academic Council and the Board for information that provides a snapshot of quality assurance frameworks and enhancements, academic program development and a summary of the status of Ministry Program approvals of Ontario Tech programs.

The attached Quality Assurance Annual Report, which was presented to the Strategy & Planning Committee on June 11, 2026, outlines the quality assurance process and activities that have occurred over the past year that align our internal Quality Assurance processes with the Province's Quality Assurance principles and Framework.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:

2025-2026 Quality Assurance Annual Report

Quality Assurance Annual Report

April 2025 – March 2026

Centre for Institutional Quality Enhancement (CIQE)

Introduction

Oversight for the implementation and administration of the quality assurance processes resides within the office of the Provost. The day-to-day management of these processes rests with the Centre for Institutional Quality Enhancement (CIQE). The CIQE office along with the Deans and academic units implement the procedures that are outlined by the Quality Council's [Quality Assurance Framework](#) (QAF) and Ontario Tech's [Institutional Quality Assurance Process](#) (IQAP).

The University continues to see significant development of new programs and program options in support of the Differentiated Growth strategy of the University. CIQE supports this strategy and the work of Faculties and Units as they develop innovative, flexible academic programs and course offerings. Through ongoing collaboration with institutional partners, CIQE has advanced continuous improvement by refining existing processes, developing new tools and resources, and promoting greater efficiency and transparency across program development and review. These efforts are complemented by CIQE's continued advocacy with the Quality Council to reduce administrative burden and expedite approval timelines for new academic programs, while maintaining rigorous internal quality standards essential to academic excellence and accountability.

This Quality Assurance Annual Report, submitted to Academic Council and the Board of Governors, provides a snapshot of Ontario Tech's quality frameworks, enhancement initiatives, academic program development, and the status of Ministry approvals from 1 April 2025 to 31 March 2026. The report situates institutional activities within broader sector trends that emphasize responsiveness to labour market demands, interdisciplinary and technology-driven education, and societal well-being. During the reporting period, new program approvals and modifications reflected a strong focus on areas such as artificial intelligence, applied technology and analytics, strategic management and leadership, and health and social advocacy. Cyclical Program Reviews and major program modifications continue to play a critical role in revitalizing academic offerings, ensuring programs remain relevant, effective, and responsive to the evolving postsecondary landscape.

Contents

1	Internal University Processes	3
1.1	New Program Ideation and Notice of Intent	3
1.2	Minor Curricular Changes	3
1.3	Minor Program Adjustments	3
2	External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry)	4
2.1	New Program Approvals.....	4
2.2	Expedited Reviews	5
2.3	Major Modifications (Program Renewal and Significant Change).....	5
2.4	Submission to the Ministry.....	6
3	Continuous Improvement	6
3.1	Cyclical Program Reviews.....	6
3.2	Continuous Improvement in CIQE	7
3.3	Cyclical Audit	8
3.4	Audit of the Quality Council and the QC Secretariat	8
4.1	New Program Monitoring.....	8
4.2	CPR Follow-Up: 18-month Reports	8
5	Summary	8

1 Internal University Processes

1.1 New Program Ideation and Notice of Intent

All new diploma and degree programs require a new program ideation meeting and Notice of Intent (NOI) to be submitted for approval by the Provost prior to development of a full program proposal. CIQE has coordinated this process which has helped ensure that key operational concerns and opportunities for efficiency are considered early in the development process, reducing the overall timeframes for program launch.

Program ideations were conducted with representation across all Faculties considering the development of a wide range of differentiated and collaborative new degree and diploma programs and enhancements to existing programs, with a particular focus on pathways between undergraduate, graduate, professional and research-based programs and opportunities to ladder credentials.

This reporting year, there were five new Notices of Intent submitted. Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available [here](#).

- BEng – Artificial Intelligence
- BEng – Civil Engineering
- GDip – Railway Engineering
- MSc – Molecular Diagnostics
- GDip – Advanced Automotive Engineering, Advanced Robotics, AI Engineering, Digital Transformation in Advanced Manufacturing, Energy Systems Engineering, Smart Grid Engineering *final names to be confirmed

1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and may include the introduction of new courses. For the reporting timeframe there were a total of 339 minor curricular changes, these are provided by Faculty in Table 1.1 with a year-over-year comparison.

Table 1.1 Minor Curricular Changes by Faculty

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	27	16	35
Frazer Faculty of Education	99	24	98
Faculty of Engineering and Applied Science	21	28	61
Faculty of Health Sciences	57	121	67
Faculty of Science	27	15	27
Faculty of Social Science and Humanities	300	44	51
Ontario Tech University	0	1	0
Total	531	249	339

This year, changes to course attributes such as prerequisites and lecture/lab contact hour allocations accounted for a significant portion of minor curricular changes submitted. These changes were submitted in support of program proposals aiming to improve clarity of program requirements, reduce administrative overhead, and increase flexibility and choice for students.

1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program's learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to academic requirements. For the reporting timeframe there were 26 minor program adjustments, shown in Table 1.2.

Table 1.2 Minor Program Adjustments by Faculty

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	7	4	3
Frazer Faculty of Education	3	2	1
Faculty of Engineering and Applied Science	7	10	11
Faculty of Health Sciences	6	4	3
Faculty of Science	2	3	3
Faculty of Social Sciences and Humanities	6	4	5
Total	31	27	26

2 External Approval Processes: The Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Colleges, Universities, Research Excellence and Security (Ministry)

2.1 New Program Approvals

The new program approval process applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews new programs and has the final authority to approve or decline new programs. During the reporting year there were three new degree programs submitted to the Quality Council. Table 2.1 provides a list of the new degree programs submitted to and approved by the Quality Council during the reporting period. In addition to these, a Bachelor of Business Analytics and Artificial Intelligence and a Bachelor of Engineering in Artificial Intelligence Engineering were developed during the reporting cycle and will be submitted to the Quality Council in the spring of 2026.

Table 2.1 New Programs Submitted to the Quality Council

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
Master of Social Media Communication in Online Creators	Apr-25	Apr-25	May-25
BA- Educational Psychology	May-25	May-25	Jun-25
BScN – Second Entry	May-25	May-25	Jun-25

New programs approved by the Quality Council over the last year highlight a strong focus on applied, labour-market-aligned programs in areas such as data analytics, AI, cybersecurity, engineering, health sciences, and business. Programs increasingly embed experiential learning through co-ops, practicums, internships, and industry-engaged projects. There is also a clear movement toward interdisciplinary and

socially responsive education, integrating technical skills with broader societal considerations and advancing equity, inclusion, sustainability, Indigenous engagement, and community responsiveness.

Ontario Tech’s new BA in Educational Psychology, BScN – Second Entry, and Master of Social Media Communication in Online Creators programs help put us at the forefront of these sectoral trends and embody our mission of tech with a conscience and learning re-imagined.

Brief descriptions of all previously [approved programs](#) from the Quality Council can be found on the Quality Council’s website.

2.2 Expedited Reviews

The expedited review process applies to new graduate diplomas and may apply to new undergraduate diplomas. The Quality Council also requires this type of review when multiple new fields are added in a graduate program; they may also request an expedited review for other proposed major modifications of an existing program.

There were two programs submitted to the Quality Council for expedited review and approval during the annual reporting timeframe.

- Master of Business Analytics and Artificial Intelligence:** In late February 2026, an expedited review proposal was submitted in support of the programs’ creation of three new Fields – AI Governance, Supply Chain, and Entrepreneurship. The proposal was approved at its first review by the Quality Council Appraisal Committee in March.
- Graduate Diploma in Railway Engineering:** an expedited review proposal was submitted in late January 2026 for this new Type 3 diploma. Subsequent to multiple requests for additional information and revisions for clarity, the Appraisal Committee did approve the new Graduate Diploma in May 2026.

2.3 Major Modifications (Program Renewal and Significant Change)

Major program modifications result in substantive changes to the program’s nomenclature, requirements, and/or learning outcomes including significant changes to the learning outcomes, faculty engaged in the delivery of the program, or the addition of a new field to an existing graduate program. Table 2.2 below presents by Faculty all major modifications completed during the reporting period with a year-over-year comparison. A report of all major modifications is provided to the Quality Council annually in July.

Table 2.2 Major Modifications Governance Progress

Faculty	2023-2024	2024-2025	2025-2026
Faculty of Business and Information Technology	1	0	5
Frazer Faculty of Education	3	2	1
Faculty of Engineering and Applied Science	3	9	2
Faculty of Health Sciences	1	8	3
Faculty of Science	4	0	2
Faculty of Social Sciences and Humanities	4	11	9
Total	16	30	22

Major modifications this cycle establish a significant number of new program components and other changes that are expected to have a positive impact on student enrollment and retention, including

innovative specializations, minor programs, and pathways to and from community colleges and international universities. This year, a number of new AI-focused opportunities were added to programs across Faculties. Additionally, inter-Faculty collaboration has resulted in the development of new interdisciplinary options for students.

2.4 Submission to the Ministry

While a program can be offered once it has received approval from the Quality Council, receiving Ministry approval allows students taking these programs to be eligible for OSAP funding and allows the institution to report domestic students towards our enrolment grant corridor.

During the 2025-2026 reporting year, Ontario Tech continued its strong performance of program development and innovation, receiving approval for three innovative new programs (of a total of 18 programs approved across the province). Two programs submitted during the 2024-2025 reporting year were approved in Spring 2025.

Program	MTCU Submission Date	MTCU Approval Date
<i>PhD – Cybersecurity</i>	<i>Jan-25</i>	<i>Jun-25</i>
<i>BA Sociology, Technology and Innovation</i>	<i>Nov-24</i>	<i>Apr-25</i>
BScN – Second Entry	June-25	Pending Accreditation
Master of Social Media Communication in Online Creators	Jun-25	Oct-25
BA - Educational Psychology	Jun-25	Sept-25

Time to approval by the Ministry continues to be a challenge, sector-wide, with the average being 97 Provincial working days (typically 5-5.5 months). Factors such as external accreditation impact this time to approval, as the Ministry will not approve programs until accreditation is granted or expected, as is the case with the BScN – Second Entry program for which we expect accreditation approval in December 2026.

3 Continuous Improvement

3.1 Cyclical Program Reviews

As set by the Quality Council and the University IQAP, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years. The cyclical program review is a critical in-depth self-reflection on the program and follows an [internal timeframe](#).

Programs that have finalized their internal portions of the process and have now submitted their FAR and IP to University governance are listed below. Once all of the university governing bodies have been provided the report for information, an executive summary is then submitted to the Quality Council.

- Bachelor of Information Technology – Game Development and Interactive Media
- Bachelor of Science in Nursing
- Bachelor of Arts – Communication and Digital Media Studies

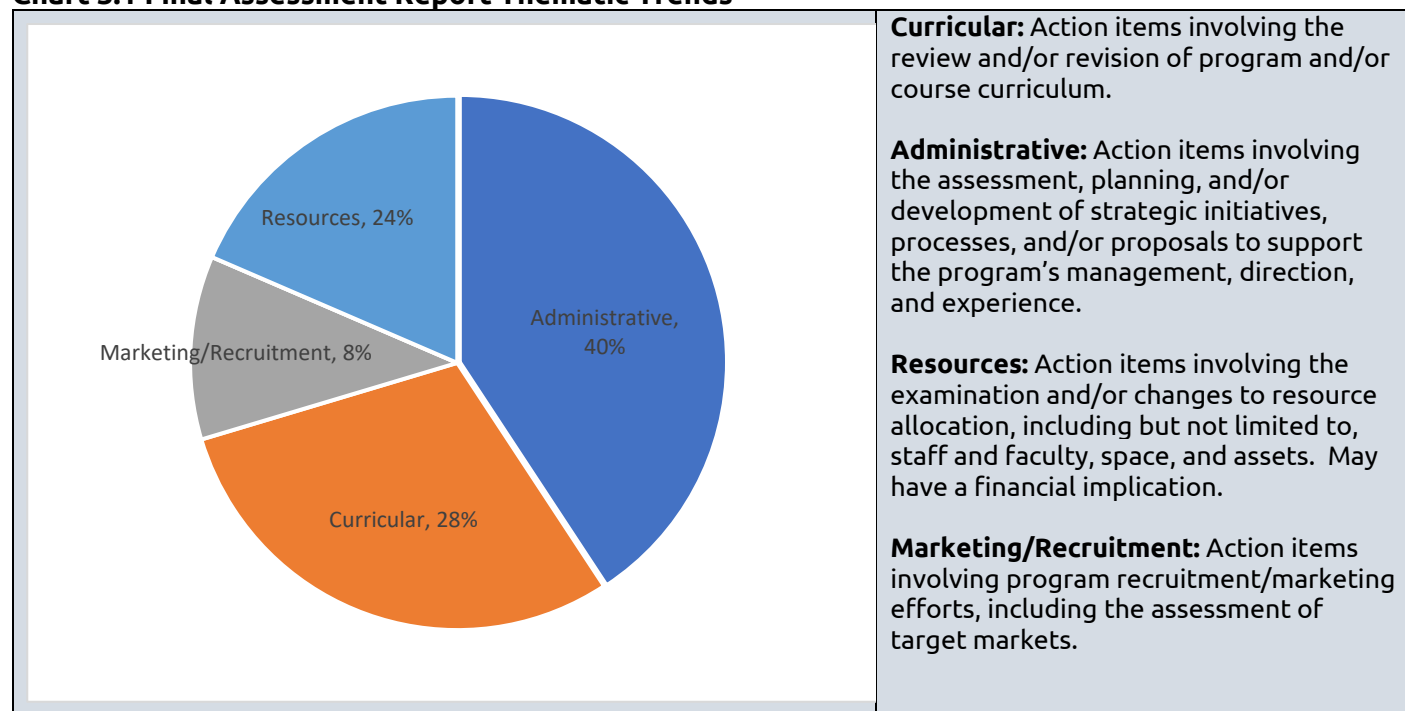
The following programs are scheduled to undergo a Program Review in the 2026-2028 cycle:

- Bachelor of Arts, Political Science

- Bachelor of Arts, Forensic Psychology
- Bachelor of Arts – Liberal Studies (name changed to General Arts and Science)
- Bachelor of Engineering – Nuclear Engineering
- PhD – Health Science
- Gdip – Workplace Disability
- Bachelor of Science – Forensic Science
- Bachelor of Arts- Educational Studies
- UG Diploma - Facilitating Adult Learning with Technology

CIQE reviews the FARs to determine if there are common themes which may be addressed centrally. A breakdown of the FAR thematic trends in the last few review cycles is outlined in Chart 3.1.

Chart 3.1 Final Assessment Report Thematic Trends



3.2 Continuous Improvement in CIQE

CIQE continues to refine processes and to leverage curriculum management systems to provide enhanced service and reporting to stakeholders across the institution. In addition to the Curricular Change report launched last year, CIQE, with support from the Office of Institutional Research and Analysis (OIRA), also successfully launched CPR and New Program tracking reports.

This past year, CIQE worked closely with the Teaching and Learning Centre (TLC) to refine its orientation and Program Learning Outcome Enhancement resources and moved to Google Classroom as its platform for completion of Program Review components. We also worked with Co-operative Education, Experiential Learning and Career Development (CEELCD) to begin a project to align core university competencies with our existing Learning Outcome and Degree Level Expectation program mapping.

CIQE also undertook an extensive review of all New Program and Program Review Templates, addressing some of the more cumbersome elements and providing additional guidance and support to program teams. This cycle, CIQE began discussions and a review of sector requirements to ensure our IQAP is current and updates are consistent with best practices and requirements. It is anticipated that a revised IQAP will be presented for approval during the next reporting cycle.

CIQE continues to work closely with IT Services, the Office of the Registrar, and our external vendors to explore additional integrations between our curricular management systems and the Student Information System (Banner).

These changes present new opportunities for further automation, clear and transparent curricular governance, and system integration.

3.3 Cyclical Audit

While CIQE strives to continuously review quality assurance processes to implement ongoing improvements, the Quality Council approves each university's [IQAP](#) and conducts a periodic audit of how the IQAP is administered to ensure that the manner in which each university facilitates curricular change and its program reviews conforms both to the university's IQAP and the Quality Assurance Framework. Ontario Tech had its last audit in the [winter of 2019-20](#), and we are scheduled to have our next audit in the winter of 2029-30.

3.4 Audit of the Quality Council and the QC Secretariat

Under the Quality Assurance Framework, the Quality Council and QC Secretariat are required to undergo a cyclical audit at least once every eight years. The second such review is currently underway and is being facilitated by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). There is also an Ontario review team that has been engaged to provide their sector review. Ontario Tech, through CIQE, has been actively engaged in this process, completing extensive surveys, participating in focus groups as offered, and participating in consultations with the external reviewers to provide feedback. We continue to advocate for innovative and forward-thinking ways to improve efficiency and maintain excellence in quality assurance practices.

4. Follow-Up Processes

4.1 New Program Monitoring

In addition to the cyclical program review every eight years, all new programs are monitored at program intake and one-year after launch. Reports are prepared for the Academic Resource Committee (ARC) to review enrolment data, admission averages, and other key metrics to assess the new program's effectiveness against planned targets in new program proposal submissions. If there are areas of concern raised at the one-year report, a subsequent report will be required to address key curricular and student data as well as any recommendations from the ARC. This year, an intake report was received for the MASc and MEng in Mechatronics Engineering. As there were no new programs launched during the last reporting period, no one-year follow-up reports were received.

4.2 CPR Follow-Up: 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to monitor progress on and completion of action items, and to follow up as required. It falls to the Faculty to indicate when an action item has been completed. After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in-progress items to be updated within the files monitored by CIQE.

All [18-month reports](#) are available on the CIQE website for reference.

5 Summary

Throughout the 2025–2026 reporting period, Ontario Tech continued to demonstrate a sustained commitment to academic growth, renewal, and innovation through a high volume of new program

development, curricular change, and program review activity. These efforts reflected strong alignment with the University's Differentiated Growth strategy and broader sector trends, particularly in areas such as artificial intelligence, applied technologies, engineering, health sciences, business, and socially responsive education. Across Faculties, this work was characterized by increasing interdisciplinarity, collaboration, and the development of flexible pathways, specializations, and credentials designed to enhance student choice, relevance, and experiential learning opportunities.

Amid this continued growth and complexity, CIQE maintained a strong focus on continuous improvement in quality assurance processes. Through refinement of internal workflows, enhancement of tracking and reporting tools, updates to templates and resources, and ongoing collaboration with institutional partners and external bodies, CIQE supported Faculties in navigating quality assurance requirements while promoting efficiency, transparency, and academic rigor. This work positions the University well to sustain innovation, meet accountability expectations, and support high-quality academic programming in an evolving post-secondary environment.

BOARD REPORT

SESSION:**Public**☒**Non-Public**☐**ACTION REQUESTED:****Decision**☐**Discussion/Direction**☐**Information**☒**TO:****Board of Governors****DATE:****June 25, 2026****PRESENTED BY:** **Eric Agius, Strategy & Planning Committee Chair****FROM:** **Les Jacobs, Vice-President, Research & Innovation****SUBJECT:** **Strategic Research Plan Annual Report**

BACKGROUND/CONTEXT & RATIONALE:

The Vice-President, Research and Innovation presented to the Strategy & Planning Committee at its June 11 Meeting, the first institutional report card associated with Ontario Tech University's Strategic Research Plan 2025-2030: *Advancing Inclusive Research Excellence*. The report establishes baseline and Year-1 performance measures across key indicators aligned with the University's research priorities, including research funding and intensity, partnerships, student engagement, entrepreneurship and commercialization, and equity, diversity and inclusion initiatives. The results demonstrate encouraging early progress, including increases in total awarded research funding, grant applications, partnerships, graduate enrolment, and student participation in entrepreneurship programming. These outcomes reflect the collective efforts of faculty, staff, students, and institutional partners in advancing Ontario Tech's research mission and strengthening the university's position as a research-intensive institution.

The report card is intended to support evidence-informed institutional planning and decision-making by identifying emerging strengths, trends, and opportunities for further strategic investment and development. While several areas demonstrated notable growth in the first year of implementation, the report also recognizes that many initiatives remain in the early stages of development and that continued efforts will be required to build long-term research capacity and impact. Annual updates to the report card will continue to monitor progress toward the objectives outlined in the Strategic Research Plan and help guide future priorities related to research excellence, collaboration, innovation, and inclusive research practices.

SUPPLEMENTAL REFERENCE MATERIALS:

- Strategic Research Plan: Research Metrics Report Card - Year 1



STRATEGIC RESEARCH PLAN

Research Metrics Report Card - Year 1





Introduction

Ontario Tech University's *Strategic Research Plan 2025–2030: Advancing Inclusive Research Excellence* was developed in close collaboration with the Research Committee, Faculty Members and Academic Council to advance inclusive research excellence, reflect the university's research values and principles, and develop strategic attributes in support of Ontario Tech's aspiration to be a world-class research-intensive Canadian university.

To quantify institutional progress and achievements, **ten metrics with key data indicators** were developed in coordination with the Integrated Academic Research Plan. These measures focus on Ontario Tech's research enterprise and provide evidence of progress related to the Strategic Research Priorities. The indicators align with the seven established research priority areas. They are designed to reveal year-over-year accomplishments and areas of growth, supporting the development of a strong foundation of inclusive research excellence and leadership among Canada's smaller research-intensive universities. Collectively, these measures encompass research capacity and funding, scholarly outputs and impacts, partnerships and community engagement, student and trainee participation, equity and inclusion outcomes, and societal and economic contributions.

This report serves as the **first institutional report card**, documenting baseline (FY 2024-25) and first-year (FY 2025-26) measured outcomes following implementation of the Strategic Research Plan. This initial report, together with subsequent annual updates, will inform institutional decision-making related to partnerships, research chairs, strategic investments, challenges, and targeted funding opportunities. The Year-1 results reflect early progress following implementation. Combined, these data provide insight into initial impacts, emerging trends, and areas requiring further strategic attention as the university advances its research mission.

Professor Les Jacobs, PhD, FRSC, ICD.D
Vice-President, Research and Innovation
Ontario Tech University
May 2026



Report Card: Year 1

Metric	FY 2025 (Baseline)	FY 2026
EDI Commitments and Initiatives	Active EDI Sponsorships: 3; \$204,500	Active EDI Sponsorships: 4; \$62,460
	Women Profiled in <i>Women Wednesdays</i>: 65	Women Profiled in <i>Women Wednesdays</i>: 43
	Fireside Chats, Workshops, Trainings and other events hosted by Women in Research Council: 9	Fireside Chats, Workshops, Trainings and other events hosted by Women in Research Council: 10
	Women in Research Council LinkedIn Followers: 1,066	Women in Research Council LinkedIn Followers: 1,337
Entrepreneurship and Commercialization	Active Start-ups: 21 Active Patents: 17 Engaged Students: 945	Active Start-ups: 21 Active Patents: 15 Engaged Students: 1,349
External Research Partnerships and Sponsorships	Sponsors: 97 Active: 66 (68.04%) Partnerships: 45 (46.39%)	Sponsors: 119 Active: 60 (50.42%) Partnerships: 52 (43.98%)
Research Entities and Chairs	Total Chairs: 30 CRC: 8 IRC: 2 Endowed: 3 Internal: 17 Research Entities: 10 Institutes: 4 Centres: 3 Joint Research Centres: 3	Total Chairs: 28 CRC: 8 IRC: 1 Endowed: 3 Internal: 16 Research Entities: 11 Institutes: 5 Centres: 3 Joint Research Centres: 3 <i>*IRC program has been dissolved*</i>

Metric	FY 2025 (Baseline)	FY 2026
Graduate and Undergraduate Research Funding/Financial Support	URSA: 32 students, \$298,300 URSF: 54 students, \$299,717 STAR: 12 students, \$113,300	URSA: 30 students, \$292,500 URSF: <i>*numbers not available for 2026*</i> STAR: 12, \$118,300
	External Scholarships: 74; \$1,221,496 Research-based Master's: 26; \$367,167 PhD: 48; \$854,330	External Scholarships: 82; \$1,458,667 Research-based Master's: 29; \$420,667 PhD: 53; \$1,038,000
	Internal Scholarships: 186; \$843,478 Research-based Master's: 79; \$150,948 PhD: 107; \$692,530	Internal Scholarships: 179; \$869,047 Research-based Master's: 72; \$147,493 PhD: 107; \$721,554
	Graduate Research Assistanceships: 423; \$5,219,339 Research-based Master's: 234; \$2,427,761 PhD: 189; \$2,791,578	Graduate Research Assistanceships: 421; \$4,966,086 Research-based Master's: 231; \$2,486,803 PhD: 190; \$2,479,283
	Other Funding Sources: 65; \$115,923 Research-based Master's: 44; \$74,729 PhD: 21; \$41,193	Other Funding Sources: 55; \$95,242 Research-based Master's: 42; \$57,501 PhD: 12, \$37,741
	TA/RAships: 395; \$4,515,413 Research-based Master's: 255; \$2,385,847 PhD: 140; \$1,661,566	TA/RAships: 391; 5,522,164 Research-based Master's: 267; \$3,594,506 PhD: 124; \$1,927,658: 391; 5,522,164 Research-based Master's: 267; \$3,594,506 PhD: 124; \$1,927,658

Metric	FY 2025 (Baseline)	FY 2026
Graduate Student Enrolment	Enrolled Students: 12,451 Graduate: 9.49% (1,182) Traditional Graduate Programs: 546 (46.19%) Masters: 326 PhD: 220 Professional Graduate Programs: 636 (53.81%) Graduate Diploma: 42 Masters: 549 PhD: 45	Enrolled Students: 13,855 Graduate: 10.05% (1,393) Traditional Graduate Programs: 534 (38.33%) Masters: 317 PhD: 217 Professional Graduate Programs: 859 (61.67%) Graduate Diploma: 15 Masters: 793 PhD: 51
Research Intensity and Ranking	Research Intensity: Total Awarded: \$66,460 (\$14,621,315/220) Disbursement: \$89,266 (\$19,638,519/220)	Research Intensity: Total Awarded: \$80,218 (\$17,728,299/221) Disbursement: \$91,657 (\$20,256,289/221)
	(2024-25 Academic Year) Research Infosource: Canadian Undergraduate: #1 Research Universities: #37 Maclean's Primarily Undergraduate Ranking: Faculty Awards: #17 Total Research Dollars: #2	(2025-26 Academic Year) Research Infosource: Canadian Undergraduate: #1 Research Universities: #34 Maclean's Primarily Undergraduate Ranking: Faculty Awards: #17 Total Research Dollars: #1
Postdoctoral Fellowships	Post Doc Fellowships: 21	Post Doc Fellowships: 22

Metric	FY 2025 (Baseline)	FY 2026
Ontario Tech Research Funding Awarded and Major Awards Received	Project Count : 325 Active : 143 Awarded : 1 Project Total Awarded: \$14,621,315 Cash: \$13,465,078 In Kind: \$1,156,237 Projects Awarded \$1M: 1 Projects Awarded \$500K: 2 Projects Awarded \$250K: 9	Project Count : 360 Active : 84 Awarded : 35 Project Total Awarded: \$17,728,299 Cash: \$16,794,190 In Kind: \$934,109 Projects Awarded \$1M: 2 Projects Awarded \$500K: 4 Projects Awarded \$250K: 13
	Grant Applications : 399 Active : 185 Awarded : 2 Disbursements: \$19,638,519 Cash: \$18,231,558 In Kind: \$1,406,961 Disb. \$1M: 1 Disb. \$500K: 1 Disb. 250K: 10	Grant Applications : 493 Active : 111 Awarded : 49 Disbursements: \$20,256,289 Cash: \$19,086,408 In Kind: \$1,169,881 Disb. \$1M: 1 Disb. \$500K: 2 Disb. 250K: 14
Local Partnerships and Opportunities	Durham Partners (External Only): 3 Participating Students: 40 <i>*Follows the academic year</i>	<i>* we are one year behind on Experiential Learning data as it follows the Academic year*</i>
	Mitacs: Applications: 17 Actives: 14 Project Total: \$373,000 Disbursement: \$829,000	Mitacs: Application: 24 Awarded: 12 Project Total: \$537,500 Disbursements: \$785,000

Closing Statement

Within the first year of implementing the Strategic Research plan, several research priority areas indicated early growth.

EDI commitments and initiatives showed broader participation, reach and commitment

- Sponsorships increased (4; 33.3%)
- Events increased (10; 11.1%)
- LinkedIn followers increased (1,337, 25.4%)

Entrepreneurship and commercialization demonstrated successful programming and consistency in venture outputs

- Higher number of students engaged (1,337; 42.8%)
- maintained active startups (21)

Student enrollment revealed growth across the board but especially at the graduate and primarily professional programs

- Total enrollment increased (13,855; 11.3%)
- Graduate student enrolment increased (1,393; 17.8%)
 - Professional program enrollment increased (859; 35.9%)

Overall, there were volume increases and funding success. A result of multiple, allied factors supporting one another to improve organizational outcomes

- Project count increased (360; 10.8%)
- Grant applications increased (493; 23.6%)
- Sponsorships increased (119; 22.7%)
- Partnerships increased (57; 15.6%)
- Research intensity increased (\$80,218; 20.7% | \$91,657; 2.7%)
- Total awarded funds increased (\$17.73M; 21.2%)
- Disbursements increased (\$20.26M; 3.2%)

The decrease in EDI initiative awards is due to a pilot program in 2025, that did not extend into 2026. Year-1 introduced a new, internal grant focused on building EDI knowledge in Research. There were modest increases, decreases or stagnation across other metrics. While some areas have revealed success from baseline, the strategic plan has only been in place for one year, with many efforts still underway to supporting the development of a strong foundation of inclusive research excellence and growth towards leadership among Canada's smaller research-intensive universities.

Appendix

Metric Area	Source	Operational Definitions
EDI commitment and initiatives	ORS - RBS	Count of OTU - Building EDI Knowledge in Research Program & awarded fund and any other awards related to EDI <i>FY determined by competition date from Romeo. If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i>
	Women in Research Council - Research Associate	Number of women profiled in <i>Women's Wednesdays</i> Number of fireside chats, workshops, trainings & other events hosted by Women in Research Council Count of LinkedIn Follower as of first day of fiscal year
Entrepreneurship and Commercialization	ORS - IP Officer & Brilliant Catalyst	Number of unique Active Start-Ups. Number of unique active Patents. Number of unique students engaged in entrepreneurship programming

External Research partnerships and sponsorships	ORS - RBA	Count of Agency ID where the competition date falls within specified fiscal year. <i>If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i> Active: Sponsor Status = 'Active' Partnerships: Count of Agency ID where Program Type = 'Partnerships'
Graduate and Undergraduate Research Funding/Financial Support	SGPS, SAFA, Registrar	Number and amount of External Scholarship, Internal Scholarship, TA/RAships, and other sources of funding, for Research-based Masters and PhD students annually.
	ORS - RBA	Count of each student who received specified award and total of funds awarded to students in identified fiscal year <i>FY determined by competition date from Romeo. If competition date is not documented, Sponsor Start, Project Start, or Entry date are used.</i>

Graduate Student Enrolment	OIRA - Official Fall University Statistical and Enrolment Report (USER)	Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Where appropriate, student mix will be provided by level (i.e. UG, Masters, PhD) as well as program of study (research based, course-based, etc.).
Research Intensity & Ranking	ORS - RBA & HR	Research Intensity: Amount of Research Funding per faculty member <i>TTT provided by HR</i> Total Awards: Total funding received by project in specified year for entire lifespan, whole award, not broken down by disbursement Disbursement: Amount provided to project for specified FY, not the project total
	Other - MacLean's and Research Infosource	Year over year in research rankings

Ontario Tech Research Funding Awarded & Major Awards Received	ORS - RBA	Project Count: Romeo File number Project Total Awards: Total funding received by project in specified year for entire lifespan, <i>whole award, not broken down by disbursement</i> <i>FY determined by competition date from Romeo. If competition date is not filled in, Sponsor Start, Project Start, or Entry date are used.</i> <i>**These amounts and counts include projects & applications to OTU funding. These are excluded in the Factbook data.</i>

	ORS - RBA	Grant Application: Sponsorship application count (row under Project Sponsor Info.) Disbursement: Amount provided to project for specified FY, <i>not the project total</i> <i>FY determined by competition date from Romeo. If competition date is not filled in, Sponsor Start, Project Start, or Entry date are used.</i> <i>**These amounts and counts include projects & applications to OTU funding. These are excluded in the Factbook data.</i>
Local Partnerships and Opportunities	OIRA - Partnership Data - Research Office & Experiential Learning Database (Undergraduate data)	Distinct Count of active external partners within the Durham/Northumberland region supporting Undergraduate Research (i.e. students have actively participated in a research learning experience with them) included, but not limited to, Research Assistants and Research Practicums. <i>** one year delay on experiential Learning data as it follows the academic year**</i>

	ORS - RBA	Count of each grant application and awarded fund when sponsor is Mitacs. Sum of fiscal year disbursements and funds for entire project life cycle when sponsor is Mitacs
Postdoctoral Fellowships	OIRA - Postdoctoral Fellowships: Official Employee <i>Counts as of October 1 of each year</i>	Count of unique postdoctoral students <i>**Counts as of October 1 of each year**</i>
Research Entities and Chairs - IARP reporting	ORS	Count of Research Chairs, Institutes, Units, and Centres, by fiscal year, as provided by Office of Research Services. Includes internal, CRC, and industry chairs.