ACADEMIC COUNCIL MEETING
Graduate Studies Committee

AGENDA
Date: January 27, 2026
Time: 9:00 a.m. - 9:25 a.m.
Zoom Videoconference Link (registration required)

GSC Meeting Schedule and Materials 2025-2026

No.		Topic	Lead	Suggested Start Time
PUBLIC SESSION				
1.		**Call to Order and Land Acknowledgement**	Chair	9:00 a.m.
2.		**Agenda (M)**		
3.		**Chair's Remarks**		
4.		**Major Program Modifications (Recommendation)**		
	4.1	Faculty of Business and IT: Master of Business Analytics and Artificial Intelligence* (M)	S. Heydari	9:10 a.m.
5.		**Consent Agenda: (M)**	Chair	9:20 a.m.
	5.1	Public Minutes of the December 18, 2025 Meeting* (M)		
	5.2	2026-2027 Graduate Academic Schedule* (I)		
	5.3	Course Changes: HLSC 5020G, HLSC 5030G, HLSC 5118G, HLSC 6123G, MFDA 5600G, MFDA 5700G, NURS 5118G, NURS 5123G		
	5.4	**Associate Graduate Faculty (I)** • Business Analytics and AI, Amin Ibrahim, Faculty of Business and Information Technology • Business Analytics and AI, Theresa Miedema, Faculty of Business and Information Technology		

		• Business Analytics and AI, Amanda McEachern Gaudet, Faculty of Business and Information Technology • Business Analytics and AI, Amirmohsen Golmohammadi, Faculty of Business and Information Technology • Computer Science, Dhavide Aruliah, Faculty of Science • Cybersecurity, Tosan Atele-Williams, Faculty of Business and Information Technology • Cybersecurity, Lazaro Bustio Martinez, Faculty of Business and Information Technology • Cybersecurity, Jorge Gonzalez Ordiano, Faculty of Business and Information Technology • Education, Brenda Jacobs, Frazer Faculty of Education • Health Sciences, Daniela Malta, Faculty of Health Sciences • Health Sciences, Ron Wald, Faculty of Health Sciences • Information Technology Security, Ahmed Shiekh, Faculty of Business and Information Technology • Information Technology Security, Tosan Atele-Williams, Faculty of Business and Information Technology • Financial Data Analytics, Amirmohsen Golmohammadi, Faculty of Business and Information Technology **Emeritus Graduate Faculty (I)** • Automotive Engineering, Ebrahim Esmailzadeh, Faculty of Engineering and Applied Science • Mechatronics Engineering, Ebrahim Esmailzadeh, Faculty of Engineering and Applied Science		
6.		**Termination**	Chair	9:25 a.m.

Nicola Crow, University Secretary

GRADUATE STUDIES COMMITTEE

ACTION REQUESTED:

Recommendation	☒
Decision	☐
Discussion/Direction	☐
Information	☐

DATE: **27 January 2026**

FROM: **Faculty of Business and Information Technology**

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

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

MOTION FOR CONSIDERATION:
That GSC hereby recommends to Academic Council the approval of the Major Program Modification to the Master of Business Analytics and Artificial Intelligence program to establish three new fields in AI Governance, Supply Chain, and Entrepreneurship.

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

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

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

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

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

The Faculty has proposed creating one teaching-focused position and one TTT position for the 2026 academic year to both meet the course requirements of the program, and to support the other faculty areas in business analytics and artificial intelligence.

If the program continues to experience 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. Sessionals with business analytics and artificial intelligence knowledge and industry experience would be hired to cover the remaining courses.

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

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

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

CONSULTATION AND APPROVAL:
- ✓ Graduate Curriculum Committee: 18 November 2025
- ✓ Faculty Council: 12 December 2025

- Graduate Studies Committee (for recommendation): 27 January 2026
- Academic Council (for approval): 24 February 2026
- Board of Governors (for information): 5 March 2026
- Quality Council Appraisal Committee: March 2026

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

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

SUPPORTING REFERENCE MATERIALS:
- Expedited Approval of New Fields to a Graduate Program
- Course Change proposal: MBAI 5600G *Added for information subsequent to posting and following the GSC Meeting to correct an inadvertent omission.

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

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

Degree Designation/Credential Acronym(s): MBAI

Brief description of the new field(s):

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

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

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

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

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

Expedited Review of New Fields for the

Master of Business Analytics and AI

INTRODUCTION

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

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

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

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

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

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

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

Please include the following:

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

Background of the existing program:

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

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

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

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

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

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

Proposed changes:

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

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

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

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

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

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

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

Rationale for the modification:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

List new courses, if applicable

New Courses:

- MBAI - 5610G - MBAI Research Project

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

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

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

Calendar Start Date: (Fall 2026)

Registration Start Date: (Fall 2026)

Academic Calendar Copy:

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

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

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

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

Program structure:

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

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

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

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

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

Program learning outcomes:

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

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

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

Please see Appendix B: Program Learning Outcome Mapping

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

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

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

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

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

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

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

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

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

MBAI processes monitoring the overall quality of the program.

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

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

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

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

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

RESOURCE REQUIREMENTS

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

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

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

Enrollment numbers demonstrate a clear upward trajectory:

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

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

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

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

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

Additional academic and non-academic human resources:

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

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

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

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

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

No new physical resources are required.

Learning Resources:

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

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

No change in funding.

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

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

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

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

TRANSITION AND COMMUNICATION PLAN

Transition Plan for both new and current students:

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

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

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

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

CONVERTING TO ONLINE OPTIONS

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

If yes, please complete the items below:

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

<Insert Response Here>

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

<Insert Response Here>

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

<Insert Response Here>

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

<Insert Response Here>

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

<Insert Response Here>

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

<Insert Response Here>

IMPACT AND CONSULTATION

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

FACULTY CONSULTATION

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

Examples:

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

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

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

STUDENT CONSULTATION

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

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

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

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

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

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

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

INDIGENOUS CONTENT AND CONSULTATION

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

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

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

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

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

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

OTHER CONSULTATION

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

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

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

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

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

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

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

Graduate Education Committee - November 18, 2025

Appendix A – Calendar Copy

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

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

Admission requirements

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

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

Part-time studies

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

Degree requirements

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

  for a total of 30 credit hours.

Course listing

Core courses:

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

Electives:

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

Experiential component:

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

Degree Requirements – MBAI AI Governance field

Students pursuing the "AI Governance" Field must complete:

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

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

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

Total 30 credit hours.

Degree Requirements – MBAI Entrepreneurship field

Students pursuing the "Entrepreneurship" Field must complete:

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

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

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

Total 30 credit hours.

Degree Requirements – MBAI Supply Chain field

Students pursuing the "Supply Chain" Field must complete:

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

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

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

Total 30 credit hours.

Appendix B: Program Learning Outcome Mapping

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

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

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

Appendix C – Faculty Information

Faculty members by home unit, rank, and supervisory privileges

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

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

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

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

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

Appendix D - Learning and Student Support Resources

School of Graduate and Post-Doctoral Studies

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

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

Faculty-Specific Support

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

Student Life

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

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

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

Student Accessibility Services

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

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

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

Career Readiness

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

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

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

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

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

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

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

Student Mental Health Services

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

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

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

Athletics and Recreation Facilities

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

Campus Health Centre

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

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

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

Student Awards and Financial Aid

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

Teaching & Learning Centre

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

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

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

Campus Libraries

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

Library Collections:

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

Support for teaching and learning:

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

Research supports:

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

Scholarly publishing supports:

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

Facilities:

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

COURSE CHANGE TEMPLATE

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

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

COURSE CHANGES (check all that apply)

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

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

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

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

FINANCIAL IMPLICATIONS

No

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

2026-2027

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

Fall 2026

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

COURSE INFORMATION

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

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	**Proposed**

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

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

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

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

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

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

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

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

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

No

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

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

CONSULTATION (Curriculog contact to complete an Impact Report)

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

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

Consulted with GEC members and faculty council.

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

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

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

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

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

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

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

COURSE CHANGE TEMPLATE

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

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

COURSE CHANGES (check all that apply)

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

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

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

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

FINANCIAL IMPLICATIONS

No

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

2026-2027

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

Fall 2026

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

COURSE INFORMATION

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

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	**Proposed**

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

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

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

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

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

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

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

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

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

No

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

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

CONSULTATION (Curriculog contact to complete an Impact Report)

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

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

Consulted with GEC members and faculty council.

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

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

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

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

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

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

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

Teaching methods include

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

- Frequent feedback from peers and instructor on class activities

Assessment methods include:

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

n/a

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

None at the moment

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

Consultation with Graduate Education Committee members and Faculty Council members.

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

Consultation with Graduate Education Committee members and Faculty Council members.

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

N/A

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

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

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

2025-2026

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

Spring/Summer 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

n/a

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

n/a

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Business Analytics and Artificial Intelligence (MBAI)

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

2026-2027

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

Fall 2026

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

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

Course Description

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

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

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

Course instructional method:

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

Teaching and assessment methods:

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

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

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

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

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

If yes:

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

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

Process of consultation, if applicable:

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

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

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

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

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

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

If yes, when?

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

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

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

Financial Implications

n/a

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

ACADEMIC COUNCIL
GRADUATE STUDIES COMMITTEE (GSC)

Minutes of the Public Session of the December 18, 2025 Meeting
via Videoconference
9:03 a.m. - 9:34 a.m.

Graduate Studies Committee Agenda & Materials 2025-2026

Present:

Pejman Mirza-Babaei, Chair	Shahram Heydari	Faisal Qureshi
Jennifer Abbass Dick	Sayyed Ali Hosseini	Andrea Slane
JoAnne Arcand	Amirkianoosh Kiani	Akira Tokuhiro
Akramul Azim	Karolina Krystyniak	Lennaert van Veen
Carla Cesaroni	Xianke Lin	Nick Wattie
Nicola Crow	Olga Marques	Ken Wilson
Catherine Davidson	Kimberley McCartney	Adam Wingate
Leigh Harkins	Carolyn McGregor	
	Diana Petrarca	

Regrets:

Dario Bonetta	Les Jacobs	Carol Rodgers
Krystina Clarke	Hossam Kishawy	Peter Stoett
Amanda Cooper	Lori Livingston	
Franco Gaspari	Holly MacPherson	

Staff:
Kirstie Ayotte (Secretary)
Dima Jawad
Atef Mohany

1. **Call to Order and Land Acknowledgement**
   The Chair called the Public session of the Graduate Studies Committee (GSC) meeting to order at 9:03 a.m. and N. Crow provided their personal Land Acknowledgement.

2. **Approval of Agenda**
   Upon a motion duly made by A. Kiani and seconded by S. Heydari, the GSC Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Chair's Remarks

The Chair reflected briefly on the first six months in the role, expressing appreciation to Members and staff. He highlighted recent initiatives including the successful SGPS poster and student art showcase and the inaugural SGPS Summit, both aimed at strengthening community and engagement. An update was also provided on ongoing work to review funding and scholarship models, with further discussion planned in an upcoming colleague exchange.

4. Major Program Modifications (Recommendation)

4.1 Faculty of Business and IT: PhD – Cybersecurity* (M)

S. Heydari outlined proposed changes to the PhD in Cybersecurity to align it with other PhD programs, including adding a formal part-time option without changing academic requirements and clarifying seminar expectations. The seminar requirement would shift to the standard two seminars, addressing previous confusion for students and administration.

Upon a motion duly made by S. Heydari and seconded by A. Tokuhiro, the GSC hereby recommends to Academic Council the approval of the Major Program Modification to the Cybersecurity PhD program to add a part-time option and to modify the scheduling of the seminar component.

4.2 Frazer Faculty of Education: Master of Education* (M)

D. Petrarca explained that the proposal formalizes required graduate courses as prerequisites so they are taken at the start of a program. This change is intended to ensure students develop a strong foundation in research and learning principles before progressing to other coursework, addressing issues caused when these courses are taken later in the program.

Upon a motion duly made by D. Petrarca and seconded by O. Marques, the GSC hereby recommends to Academic Council the Major Program Modification to the Master of Education program to update all Masters level courses in the program to include EDUC 5001G and EDUC 5002G as prerequisites with concurrency for all courses to ensure students take these courses at the beginning of the program.

5. Minor Program Adjustments (Approval)

5.1 Faculty of Engineering and Applied Science: Engineering Management, MEngM* (M)

A. Kiani, along with guests A. Mohany and D. Jawad, outlined proposed changes to the MEng in Engineering Management which were aimed at improving flexibility and program quality by adding three entrepreneurship courses and streamlining the course structure. The revisions simplify course group requirements, expand student choice, and reduce confusion and the need for course substitutions

Upon a motion duly made by A. Tokuhiro and seconded by A. Kiani, the GSC hereby approves the Minor Program Adjustment to the Engineering Management, MEngM program.

In response to a question from a Member, N. Crow confirmed that minor program adjustments come to GSC for approval before being shared with Academic Council for information.

5.2 Faculty of Engineering and Applied Science: Mechatronics Engineering, MASc* (M)

X. Lin advised that this is a correction to remove an incorrectly listed course, Engineering Communication Ethics, from the Master of Applied Science in Methods Engineering, ensuring alignment with other program listings.

A question about the relevance of a communication and ethics course was clarified, with X. Lin noting that it's intended for course-based programs only, and its listing for the Master of Applied Science was an error.

Upon a motion duly made by A. Tokuhiro and seconded by S. Ali Hosseini, the GSC hereby approves the Minor Program Adjustment to the MASc Mechatronics Engineering program to remove ENGR 5201G Engineering Communication and Ethics course as a course listing.

6. New Program Proposal (Recommendation)

6.1 Faculty of Engineering and Applied Science: Graduate Diploma in Railway Engineering* (M)

A. Kiani introduced a new diploma in railway engineering in response to industry interest. He advised that the program uses existing faculty and resources, offers four dedicated courses, and positions the University uniquely to meet growing demand in the field, especially with the emergence of high-speed rail.

Upon a motion duly made by A. Tokuhiro and seconded by A. Kiani, the GSC hereby recommends to Academic Council the approval of the Graduate Diploma in Railway Engineering program and the subsequent recommendation of the program to the Board.

7. Academic Policy Instruments

7.1 Registration and Course Selection Policy Amendments* (M)

A. Wingate explained that the policy amendments clarify the distinction between flat-fee and fee-per-credit programs regarding continuous enrollment, accommodating structured breaks in professional course-based masters' programs, and, reducing administrative requirements for students, particularly international students. Minor editorial updates were also made without changing the policy's intent.

Upon a motion duly made by D. Petrarca and seconded by J. Arcand, the GSC hereby recommends to Academic Council the approval of the amended Registration and Course Selection Policy.

8. Consent Agenda* (M)

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

8.1 Public Minutes of the Meeting of November 25, 2025 * (M)

8.2 Associate Graduate Faculty (I)

- Health Sciences, Manon Lemonde, Faculty of Health Sciences
- Health Sciences, Catherine Inibhunu, Faculty of Health Sciences
- Health Sciences, Kelly Picard, Faculty of Health Sciences
- Health Sciences, Samuel Howarth, Faculty of Health Sciences
- Materials Science, Brian MacLean, Faculty of Science
- Modelling and Computational Science, Yan Fossat, Faculty of Science

8.3 Emeritus Graduate Faculty (I)

- Mechanical Engineering, Ebrahim Esmailzadeh, Faculty of Engineering and Applied Science

8.4 Course change: APBS 6090G

9. Termination

There being no other business, and upon a motion to terminate by A. Kiani, the GSC Meeting terminated at 9:34 a.m.

Nicola Crow, University Secretary

Academic schedule

- Fall semester
- Winter semester
- Spring/Summer semester

Fall semester

August 10, 2026	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
September 7, 2026	Labour Day, no lectures.
September 8, 2026	Lectures begin, fall semester.
	Last day to submit for reinstatement, fall semester.
	Last day to submit return from leave of absence form, fall semester.
	Deadline for payment of fees or submission of the Graduate Student Promissory Note, fall semester.
	Last day to submit a program change request, fall semester.
	Last day to change full-time/part-time status, fall semester.

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

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

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

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

Winter semester

January 4, 2027	University reopens.
January 11, 2027	Lectures begin, winter semester.
	Last day to submit a return from leave of absence form, winter semester.
	Last day to request reinstatement, winter semester.
	Deadline for payment of fees or submission of Graduate Student Promissory Note, winter semester.
	Last day to submit a program change request, winter semester.
	Last day to change full-time/part-time status, winter semester.
	Last day to submit a leave of absence form, winter semester.
January 22, 2027	End of regular registration period; last day to add courses, winter semester.

	Last day to drop courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees, winter semester.
	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, winter semester.
February 5, 2027	Last day to withdraw from winter semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees, winter semester.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, winter semester.
February 15, 2027	Family Day, no lectures.
February 16 to 21, 2027	Winter study week, no lectures.
February 28, 2027	Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.

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

Spring/Summer semester

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

	Last day to submit a return from leave of absence form, summer semester.
	Last day to request reinstatement, summer semester.
	Deadline for payment of fees or submission of Graduate Student Promissory Note, six-week spring session and 12-week summer semester.
	Last day to submit a program change request, summer semester.
	Last day to change full-time/part-time status, summer semester.
	Last day to submit a leave of absence form, summer semester.
May 14, 2027	Last day to add six-week spring session courses.
	Last day to drop six-week spring session courses in fee-per-credit programs and receive a 100 per cent refund of tuition and ancillary fees.
May 24, 2027	Victoria Day, no lectures.
May 21, 2027	Last day to add courses, 12-week summer semester.
	Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 100 per cent refund of tuition and ancillary fees.

	Last day to withdraw from a flat-fee graduate program and receive a 100 per cent refund of tuition and ancillary fees, summer semester.
	Last day to withdraw from six-week spring session courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to withdraw from six-week spring session courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
June 7, 2027	Last day to withdraw from 12-week summer semester courses without academic consequences (i.e., without receiving a grade). Courses dropped after this date will be recorded on the academic transcript with a grade of W to indicate withdrawal.
	Last day to drop 12-week summer semester courses in fee-per-credit graduate programs and receive a 50 per cent refund of tuition fees.
	Last day to withdraw from a flat-fee graduate program and receive a 50 per cent refund of tuition fees, summer semester.
June 9 to 11, 2027	Spring Convocation.

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

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

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

Notes:

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

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

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