



# ACADEMIC COUNCIL

February 25, 2025

2:30 – 4:30 p.m. – [videoconference](#)

Or dial: (CA) +1 289-316-6302 PIN: 845 009 967#

AGENDA	Suggested Start Time
1. Call to Order	2:30 p.m.
2. <i>Agenda</i> (M)	
3. Chair's Remarks	2:35 p.m.
4. Inquiries and Communications a) COU Academic Colleague Report (Robyn Ruttenberg-Rozen)	2:45 p.m.
5. Provost's Remarks a) Senior Academic Administrator Search Update b) <i>Student Recruitment and Success Update</i> * (I)	2:55 p.m.
6. <i>SMA4 Update</i> (Lori Livingston & Sarah Thrush)	3:10 p.m.
Committee Reports	
7. Undergraduate Studies Committee (Mary Bluehardt)  a) Major Program Modifications (i) <i>Faculty of Engineering and Applied Science: New Minor in Nuclear Technology</i> * (M) (ii) <i>Faculty of Engineering and Applied Science: Railway Engineering Specialization</i> * (M)	3:20 p.m.

<ul style="list-style-type: none"> <li>(iii) <i>Mitch and Leslie Frazer Faculty of Education: Bachelor of Arts (Hons.) – Educational Studies-addition of Co-op and GAS Transfer (pathway)* (M)</i></li> <li>(iv) <i>Faculty of Health Sciences: Medical Laboratory Science* (M)</i></li> <li>(v) <i>Faculty of Health Sciences: Bachelor of Health Sciences – Kinesiology – to Durham College – Massage Therapy Pathway* (M)</i></li> <li>(vi) <i>Faculty of Health Sciences: Physical Education Minor* (M)</i></li> <li>(vii) <i>Faculty of Health Sciences: Collaborative BScN* (M)</i></li> <li>(viii) <i>Faculty of Health Sciences: RPN to BScN Advanced Entry* (M)</i></li> <li>(ix) <i>Faculty of Social Science and Humanities: Bachelor of Arts – Legal Studies* (M)</i></li> <li>(x) <i>Faculty of Social Science and Humanities: Bachelor of Arts – Liberal Studies* (M)</i></li> <li>(xi) <i>Faculty of Social Science and Humanities: FSSH Co-operative Education* (M)</i></li> <li>(xii) <i>Faculty of Social Science and Humanities: Bachelor of Arts – Criminology and Justice – specialization in Global Crime and Justice* (M)</i></li> <li>(xiii) <i>Faculty of Social Science and Humanities: New Minor – Victimology and Victim Studies* (M)</i></li> </ul>	
<p><b>8. Graduate Studies Committee (Joe Stokes)</b></p> <p><b>(a) Major Program Modifications</b></p> <ul style="list-style-type: none"> <li>(i) <i>Faculty of Engineering and Applied Science; Master of Engineering (MEng) Nuclear Energy* (M)</i></li> <li>(ii) <i>Faculty of Engineering and Applied Science; Master of Engineering (Meng) Software Energy* (M)</i></li> <li>(iii) <i>Faculty of Social Science and Humanities; Master of Arts in Social Practice and Innovation* (M)</i></li> </ul>	<p>3:50 p.m.</p>
<p><b>9. Research Committee (Les Jacobs)</b></p> <ul style="list-style-type: none"> <li>a) Strategic Research Plan (Les Jacobs)</li> <li>b) <i>Office of Research Services – Executive Report* (I) (Jennifer Freeman)</i></li> </ul>	<p>4:05 p.m.</p>
<p><b>10. Consent Agenda:</b></p> <ul style="list-style-type: none"> <li>(a) <i>Minutes of the Meeting of January 28, 2025*</i></li> <li>(M) (b) <i>Minor Program Adjustments from USC* (I)</i> <ul style="list-style-type: none"> <li>(i) <i>Faculty of Business and IT: Entrepreneurship Minor for Students</i></li> </ul> </li> </ul>	<p>4:20 p.m.</p>

<p><i>outside of FBIT* (I)</i></p> <p>(ii) <i>Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons.) in Automotive Engineering* (I)</i></p> <p>(iii) <i>Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons.) in Manufacturing Engineering* (I)</i></p> <p>(iv) <i>Faculty of Engineering and Applied Science: Electrical Engineering and Electrical Engineering Smart Grid Specialization*</i></p> <p>(I) (c) <i>Minor Program Adjustments from GSC* (I)</i></p> <p>(i) <i>Faculty of Health Sciences: Master of Science in Nursing (MScN)* (I)</i></p> <p>(ii) <i>Faculty of Social Science and Humanities: Forensic Psychology Master of Science, Doctor of Philosophy – Direct Entry*</i></p> <p>(I) (d) <i>Cyclical Program Review from GSC* (I)</i></p> <p>(i) <i>Final Assessment Report: Master of Information Technology and Security* (I)</i></p> <p>(e) <i>2025-2026 Undergraduate Academic Schedule*(I)</i></p> <p><i>2025-2026 Graduate Academic Schedule*(I)</i></p>	
<p><b>11. Other Business</b></p> <p>(f) Land acknowledgement for March Academic Council meeting</p>	4:25 p.m.
<p><b>Termination (M)</b></p>	4:30 p.m.

Nicola Crow, University Secretary

#### Academic Council Written Consultation\*:

In accordance with the [Policy Framework](#), see below for items available for Academic Council written consultation. For any feedback/enquiries related to policy instruments for written consultation, contact [policy@ontariotechu.ca](mailto:policy@ontariotechu.ca):

POLICY	CATEGORY	APPROVING AUTHORITY
1. <a href="#">Fees and Charges section of the Academic Calendar</a> (Amendment)	n/a	President

ADM = Administrative LCG = Legal, Compliance and Governance

## ACADEMIC COUNCIL REPORT

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**SESSION:****Public****ACTION REQUESTED:****Decision****Discussion/Direction****Information****TO:****Academic Council****DATE:****February 25, 2025****PRESENTED BY:****Dr. Lori Livingston, Provost and Vice-President, Academic  
Dr. Joe Stokes, Assistant Vice-President, International and Registrar****SUBJECT:****Student Recruitment and Success**

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**BACKGROUND/CONTEXT & RATIONALE:**

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

Enrolments necessarily rely on the constant addition of new students and the retention of the existing student base. Once we recruit and admit a student into an academic program, we have an ethical obligation to support them to succeed along the course of their academic journey. We must constantly remind ourselves of this obligation and routinely challenge ourselves to adapt as needed to support their success.

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

**RECRUITMENT**

Ontario Tech’s **domestic recruitment strategy** focuses on connecting members of our recruitment team with established high affinity schools while also developing new relationships with schools and in areas where our footprint is still developing. During the current recruitment cycle, recruiters have visited over 540 high schools in Ontario, and have conducted over 600 virtual discussions with students and parents. These activities aim to build relationships with

students as well as push them to the second phase of our recruitment life cycle which is to get students to attend an on campus event. These efforts have also generated over 100,000 prospective student leads, each of which is subsequently assigned to an individual recruiter for personal follow up.

During the current academic year, on campus event attendance has increased with over 3,000 students and parents attending the Fall Open House and the completion of 636 group tours. These represent year-over-year increases of 20% and 5%, respectively, in comparison to the same events in 2023-2024. Our student-staffed conversion call centre is now up and operational, and all applicants will receive a call from a student in their program of intended study, with conversations aimed at getting students to campus for our experience days in March.

Data from the Ontario Universities Application Centre (OUAC) shows that at the recent January secondary school application deadline, Ontario Tech has had a small 2% decrease in overall applications in comparison to last year's numbers but the university is still maintaining an increased market share from previous years. Since 2021 we have experienced the largest growth in overall applications amongst Ontario universities with a 69% cumulative increase in secondary school applications.

On the **international recruitment** front, we continue to be strategically focused on the development of six priority markets – China, South Asia, South East Asia, the Middle East, West Africa and Latin America/Caribbean. Ontario Tech has offshore recruiters working in all of these regions and continues to deploy complementary market development strategies such as media and government relations, partnership development, and direct student recruitment.

Strategically we continue to look at market diversification so as not to be too reliant on any one source country. This is important as geopolitical tensions (e.g., between Canada and India and Canada and China) and government policies (e.g., imposition of caps on student visas for undergraduate and graduate students) continue to create challenges for Canada's reputation as a desired study destination. In an effort to mitigate these challenges, recruiters will be increasingly in-market to build trust and control potential fallout. In addition, we continue to leverage our partnership with a company called Border Pass which allows international students to access the services of an immigration lawyer for the purposes of obtaining a study permit. This new measure should help the university cement more enrolments despite the imposed immigration caps on international students.

In terms of **digital recruitment** activities, the overall market for digital advertising was fierce this year with more universities going after the same market share of applicants. Ad saturation was high and cost per impression was much more expensive due to many universities greatly increasing their advertising spends. This increased competition for the same online ad space which resulted in doubling the cost of many keyword bids (e.g., cost to buy keywords like "engineering" increased by 200%).

Despite the significant competition in the market, we were still able to meet our preset goals for ad impressions, beating out industry benchmarks with impactful digital ad creativity. Some of the highlights of our digital efforts included:

- Realizing our most successful Spotify campaign to date with 350k impressions, up 45.6% from our next highest performing campaign;
- Increasing the number of visits to our tours page by 300 views per day, therefore increasing our tour bookings by 40% per day;
- Increasing the number of live chat conversations with potential applicants, therefore providing opportunities to nurture more applicant leads;
- Implementing a new geo-targeted ad campaign specifically for students at the high schools we were visiting. This gained 1.02 million impressions

## **SUCCESS (RETENTION) INITIATIVES**

The barriers to success (e.g., cost, mental health needs) are far greater today than they were in the past. Moreover, some of the unique demographics of Ontario Tech's student population (e.g., high proportion of first generation students, commuters) have to be taken into account when defining our strategies.

There are multiple units on campus which contribute to the sense of community and provide supports for our students. These are situated in various offices across campus including the Office of the Registrar (e.g., Student Awards and Financial Aid, International Office, English Language Centre), Office of the Deputy Provost (e.g., Student Accessibility Services, Student Learning Centre, Test Centre, Student Mental Health Services, Career Services, Academic Advising, Teaching and Learning Centre, etc.), and the School of Graduate and Post-Doctoral Studies.

The following provides an overview of some (but by no means all) of the major initiatives that we undertake to support student success.

### **STUDENT FINANCIAL AID<sup>1</sup>**

In 2023-2024, the Student Awards and Financial Aid Office processed and issued 1,633 Awards and Scholarships totaling \$2,278,168 to our students as follows:

- \$197,168 (n=23) in Admissions Scholarships
- \$891,000 (n=531) First Year Entrance Scholarships
- \$922,000 (n=770) In-Course Scholarships
- \$268,000 (n=79) Athletic Scholarships

Ontario Tech students (N=8,113) also readily access OSAP funding at both the undergraduate (n=7,870) and graduate (n=243) levels. In total, \$69,412,340 in funding was issued in the form of loans (i.e., \$36,936,464 or 53%) or grants (i.e., 32,474,876 or 47%).

### **NEW TO ONTARIO TECH STUDENT UNDERGRADUATE ORIENTATION**

A key to retaining new students is ensuring that they develop a sense of connection to the university in the first few weeks of arrival on our campuses. In September, 2024 we introduced

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<sup>1</sup> These numbers are for the 2023-2024 academic year. This summary does not include the financial supports provided to graduate students via guaranteed funding packages, supervisor and Dean top-up funding, the Graduate International Tuition Scholarships (GITS), or other internal and external scholarship programs.

new and improved orientation programming to seamlessly link together a variety of activities including residence move-ins, meeting new classmates, tours of Oshawa, and Faculty-based academic orientations, to name a few. This programming is differentiated based, for example, on the needs of new from high school versus mature student groups or residence-based versus commuter students. Information sessions for our students' parents and supporters were also introduced this past fall with great success.

### **MENTAL HEALTH, STUDENT ACCESSIBILITY SERVICES, AND TEST CENTRE SUPPORTS**

As the number of students seeking these support services continues to rise, a great deal of effort has gone into better integrating the services within and between all three of these units. For example, students requesting academic accommodations also often require the specialized services offered by the Test Centre. Key to this integration is the use of software and IT systems and real time visual dashboards to coordinate student registrations, requests for these services, and the scheduling and completion of tests and exams throughout the academic year. Recently, our Test Centre has been recognized as a best practice site by its peers in Ontario.

Ontario Tech's Student Mental Health Services team offers a robust set of mental health supports which is supported by a Stepped Care model. This model was introduced to reduce wait times for service, and to increase the likelihood that students receive a service that matches their needs. As demand for these services continues to grow, we apply for numerous grants and work with Advancement to secure additional funds to expand these services.

### **STUDENT-CENTRIC ACADEMIC ADVISING**

In March, 2021 the university implemented a new approach to undergraduate student advising, moving from services that were managed on a Faculty-by-Faculty basis to a centrally-led overseen by a Director of Advising and three dedicated Managers of Advising. This has created a student-centric approach to academic advising, as well as a more consistent and accessible service model.

With the adoption of a continuous improvement mindset, our Academic Advising unit has introduced multiple new initiatives to both improve its services for students, but also to roll with the accessibility challenges of the COVID-19 pandemic.

A key accomplishment this year was the introduction of software and IT systems, supported by a grant from the Telus Innovation Fund, to introduce an early alert system for at risk students.

### **PROGRAMMING FOR AT RISK STUDENTS**

Enrolment into the Learner Engagement Academic Program (LEAP) is offered to first year students who, at the end of an academic term, are destined for suspension from their degree program due to poor academic performance (i.e., GPA less than 2.0). Students who enroll sign a learning contract which stipulates that they may proceed with a reduced workload in their current academic program while concurrently attending all of the LEAP program's weekly information and coaching sessions. They must also complete all required assignments. Failure to adhere to these conditions results in removal from the LEAP program and the re-imposition of their probation or suspension status.

The program is supported by the Registrar's Office and the Teaching and Learning Centre (TLC). Weekly in-class sessions focus on topics such as effective learning habits, goal setting, personal accountability, short-term planning strategies, time management, and other core skills to support



individual success.

Since the inception of this program in the Fall, 2020 term, a total of 663 undergraduate students from the six cognate Faculties have enrolled in the program. As of December, 2023 7.1% (n=46) have graduated while 56.2% (n=376) continue to be actively enrolled in their programs of study.

## **IN SUMMARY**

To understand the effectiveness of our efforts, a commitment to routine program evaluation is a must. We must also commit to continuous improvement in all that we do including challenging ourselves to think about what other existing resources might be leveraged or adapted to support our students.

In terms of student retention, Consortium for Student Retention Data Exchange (CSRDE) data show that our Year 1 to Year 2 retention rate<sup>2</sup> has improved from 81% in 2019 to 84% in 2023. CSRDE Year 2 to Year 3 retention rates also improved from 91% to 95% from 2018 to 2022, respectively. Our efforts are producing positive results.

## **NEXT STEPS**

From a strategic perspective, our efforts to recruit and retain students must continue to be:

1. Multi-pronged in nature and responsive to the needs of the Ontario Tech student population.
2. Guided by a commitment to excellence and continuous improvement year-over-year, including effective integration of common activities across the multiple units contributing to such initiatives.
3. Committed to a student-centric approach and the use of data to drive our decision making. Most importantly, this includes gathering input and direction from our students.

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<sup>2</sup> CSRDE Year 1 to Year 2 retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.



# Academic Council 2025-30 Strategic Mandate Agreement (SMA4) – Update



# SMA3 – Final year update

## SMA4 – Process and Timeline Update

### SMA3:

February 2025 – Final data validation by institution and MCU for Metrics and Corridor performance

- ✓ **Ontario Tech exceeded all performance metrics and fulfilled its enrolment corridor commitments**
- ✓ **Eligible for additional performance funding**

### SMA4:

December 2024 – Bi-lateral meeting with MCU

January 2025 – Data validation of SMA4 Workbooks

February 2025 – Draft submission of SMA4 to MCU

- Institutional metric sign off
- Confirmation of corridor WGUs

March 2025 – Sign off on SMA4 agreement with MCU

- Posting of SMA4 on MCU and Institutional websites
- On-going consultation
  - Commitment to collaborate on efficiency metrics
  - New funding formula (years 3 to 5)



# SMA4 Metrics – Skills and Job Outcomes

Metric	Definition	Changes from SMA3
<b>Graduate Employment Rate in a Related Field</b>	% of graduates employed full-time in jobs related to skills acquired in their program of study.	Domestic graduates only
<b>Graduation Rate</b>	% of students who graduated within a certain period of time. (e.g., 7 years)	Use of OEN number in Yr 2
<b>Graduate Employment Earnings</b>	Median employment earnings of graduates using tax file data provided by Statistics Canada.	Domestic graduates only
<b>Experiential Learning</b>	% of students who had experiential/ work-integrated learning opportunities as part of their program of study.	Domestic students only



# SMA4 Metrics – Economics and Community Impact

Metric	Definition	Changes from SMA3
<b>Community/Local Impact of Enrolment</b>	Share of enrolment in population of the city (cities)/ town(s) in which the institution is located.	Domestic students only
<b>Institutional Strength/Focus</b>	Share of enrolment in an institutions self-identified program area(s) of strength in the total institutional enrolment.	Domestic students only
<b>Investment and Innovation Related</b> Research Revenue Attracted from Private Sources	<p>Selected from a broader menu of metrics for each sector that reflects research and innovation activities/revenue generation undertaken by institution.</p> <p>Based on aggregated revenue amounts for Sponsored Research fund group by universities through the COFO Financial Report, in Table 11 - Donations, Non-Government Grants and Contracts.</p>	Previous name: Research Revenue Attracted from Private Sources
<b>Institution-Specific</b> Number of Experiential Learning Placements in Durham/ Northumberland Region	<p>Institutional metric of choice based on a broader menu of metrics.</p> <p>The number of student experiential learning related placements placed in Durham/ Northumberland Region</p>	Previous name: Economic Impact (Institutional-specific)

# SMA4 - Shifting from Enrolment Based Funding to Performance/Outcome Based Funding

- The ministry will keep performance-based funding at 25 per cent of total operating funding for the first two years of SMA4.
- The ministry plans to increase performance-based funding by five per cent each year starting in Year 3, reaching 40 per cent in Year 5.
- Percentages represent systemic numbers, and individual institutions proportions may differ slightly.

	2025-26	2026-27	2027-28	2028-29	2029-30
Performance Funding %	25%	25%	30%	35%	40%
Ontario Tech Funding \$	\$18.23M	\$18.23M	\$21.87M	\$25.52M	\$29.16M



## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – New minor in Nuclear Technology

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a minor in Nuclear Technology.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing a minor that will consist of six courses open to students in Engineering and Science programs. Students taking the Nuclear Technology Minor will gain an appreciation of the challenge of working in the nuclear sector. Due to the regulatory environment, the industry tends to operate at a different pace and a different style than other disciplines. Having insight into how the industry works will inform the students in their career choices. The second key benefit for the students is the development of essential core skills (including soft skills) necessary to work in the industry. Students with the minor will be more attractive to employers.

While the nuclear technology minor is not intended for nuclear engineering students, they will benefit from collaboration with other disciplines of engineers. The nuclear industry performs almost all work in a team environment and it is expected that duties will be shared amongst all types of engineers, scientists, management, trades, and other disciplines.

### RESOURCES REQUIRED:

No additional resources are required.



**TRANSITION AND COMMUNICATION PLAN:**

The Minor in Nuclear Technology is planned for Fall 2025 start. Students already in existing 1st and 2nd year programs could take the program immediately. Advertisement could begin in the Winter of 2025 assuming approval is obtained.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 24 October 2024
- ✓ Faculty Council: 28 November 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Informal consultation with current students and feedback received at recruitment events has indicated an interest for this program.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- New course proposals:
  - [NUCL4500U BWR Design and Construction](#)



## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification - Railway Engineering Specialization

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Engineering in Automotive, Manufacturing, Mechanical and Mechatronics Engineering programs for the addition of a Railway Engineering Specialization.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Engineering and Applied Science was approached by Alstom and AtkinsRéalis about the possibility of developing a Railway Engineering specialization. Despite Canada’s strong reliance on the rail sector for moving people and freight, there are currently no engineering programs in Canada that educate engineers in railway systems. In fact, Canada is the only G7 nation without a railway engineering program.

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

There is a clear need and demand from industry to train engineers with railway engineering expertise in Canada. The proposed Railway Engineering Specialization is designed to provide

engineering students, from a wide range of engineering disciplines, the necessary core competencies in railway engineering that employers need.

As a sign of the commitment of our industry partners, Alstom and AtkinsRéalis have committed to offer guaranteed number of co-op and internship placements for students who enrol in the Engineering Railway Specialization. The Faculty is currently in discussion with other employers, including Hitachi Rail and the Toronto Transit Commission (TTC), to also offer guaranteed co-op and internship placements.

It should be noted that changes presented in the Minor Program Adjustments for both [Automotive](#) and [Manufacturing](#) Engineering are reflected in the Calendar copy for the Railway Engineering Specialization.

### **RESOURCES REQUIRED:**

Course delivery will fall under existing faculty teaching loads. Existing Faculty resources will be used to deliver the specialization. Over time, as the numbers warrant, the Faculty will request to hire two dedicated faculty members to support the specialization as the specialization is to be offered in multiple engineering programs.

It is expected that initially, some of the courses may be offered by sessional instructors with relevant railway engineering experience. Alstom and AtkinRéalis have already confirmed that they have engineers with the relevant background who could teach the courses as the specialization ramps up.

### **TRANSITION AND COMMUNICATION PLAN:**

The specialization will launch with the Fall 2023 cohort of students who will be entering third year. There is no impact on the core Engineering program since the specialization is simply replacing the four existing engineering electives with specific courses for those students who take the specialization. Existing students can potentially take the specialization by taking the four specified courses.

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

### **CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 21 November 2024
- ✓ Faculty Council: 28 November 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

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

### **NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

## **SUPPORTING REFERENCE MATERIALS:**

- [MPM Automotive Engineering - Railway Engineering Specialization](#)
- [MPM Manufacturing Engineering - Railway Engineering Specialization](#)
- [MPM Mechanical Engineering - Railway Engineering Specialization](#)
- [MPM Mechatronics Engineering - Railway Engineering Specialization](#)
  
- New course proposals:
  - [ENGR 3011U – Introduction to Railway Systems](#)
  - [ENGR 4022U – Railway Safety and Signalling](#)
  - [ENGR 4033U – Railway Rolling Stock](#)
  - [ENGR 4044U – Railway Systems Operation and Maintenance](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification - Bachelor of Arts (Honours) – Educational Studies – addition of Co-op and GAS Transfer (pathway)

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the the Major Program Modification to add a Co-operative education (Co-op) option and GAS-Transfer pathway to the Educational Studies program.

### BACKGROUND/CONTEXT & RATIONALE:

The proposed addition of a co-op program for the 4-year EDST program will provide students opportunities to explore learning and development fields outside of K-12 education and make the program even more attractive to prospective students given the system-wide interest in co-op.

The co-operative education offered in the Mitch and Leslie Frazer Faculty of Education has been designed to conform to the Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada) guidelines.

Co-op students will follow a modified program map to accommodate work terms. Co-operative Education placements normally start in Year 3 after students have completed EDST 2310W - Foundations for Success in Co-op and all other prerequisites for EDST 3310W - EDST Co-op Work Term I. Students who complete the Co-op requirements will have the Co-op designation appear on the degree parchment.

The new GAS Transfer will help increase enrollments to Educational Studies. Students who have successfully completed a General Arts and Sciences Certificate - Liberal Arts Transfer option may apply for direct admission into the second year of the Educational Studies program.

Students will need to complete EDST 1000U - Foundations of Learning. It is also recommended to take EDST 1100U - Problem and Inquiry Based Learning and EDST 1230U - Design Thinking and Visual

Design for Educational Contexts.

Students will receive credit for 30 credit hours but will need to complete any required EDST courses from first year where credit was not given. Students entering EDST through GAS Transfer admission will likely need to take more than 120 credit hours to achieve enough content courses to qualify for IS teachables in the Bachelor of Education.

#### **TRANSITION AND COMMUNICATION PLAN:**

The co-op option will be available to new incoming students in 2025. Students normally apply to the Co-operative Education program directly out of secondary school or after their first year of study and must meet the published entry requirements.

Students may be admitted through the GAS-Transfer pathway to commence studies in the program effective in Fall 2025.

Both new additions to the program will be communicated to current students via email and to prospective students via University and Faculty websites and recruitment events with additional direct recruitment of the GAS-Transfer pathway to College students.

#### **RESOURCES REQUIRED:**

As part of the co-op program, staff support will be provided to facilitate the employer recruitment, student support and administrative functions through the university's centralized EL office. There will be a need for funding to the central office to support the staff wages in the office.

The university's existing database (Orbis) will provide students with access to the jobs portal and facilitate the tracking of students at no additional cost. As the co-op program is an extension of the existing programs and is currently focused on undergraduate students exclusively, no additional costs with regards to Registrar's Office, Grad Studies or the Library will be required.

The addition of co-op requires the Faculty to offer additional courses during the Spring/Summer terms. Funding for additional courses during the Spring/Summer semester and/or resources provided by the CEELCD Hub will be dependent on enrolment in the Co-op option. Resources will be allocated as required and in consultation with Dean, the Provost's Office and the Executive Director of the CEELCD Hub.

The Faculty will require an instructor to teach EDST 2310W starting in 2026-2027 as well as a course release for a faculty member to approve first-time placements and final reports from placements.

There are no additional resources required for the GAS-Transfer pathway.

#### **CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 9 December 2024
- ✓ Faculty Council: 16 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Both prospective students at recruitment events and first-year students in the 4Y-EDST program have expressed an interest in co-op and other program opportunities that facilitate exposure to different educational contexts and the development of desired employment competencies and skills.

Prospective students at the OUF have also indicated an interest in a GAS-Transfer pathway.

#### **NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

## **SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal \(Co-op\)](#)
- New Course proposals:
  - [EDST 2310W - Foundations for Success in Co-op](#)
  - [EDST 3310W - EDST Co-op Work Term I](#)
  - [EDST 4310W - EDST Co-op Work Term II](#)
  - [EDST 4320W - EDST Co-op Work Term III](#)
  - [EDST 4330W - EDST Co-op Work Term IV](#)
  - [EDST 4340W - EDST Co-op Work Term V](#)
- [Major Program Modification proposal \(GAS-Transfer\)](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Medical Laboratory Science

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Medical Laboratory Science program.

### BACKGROUND/CONTEXT & RATIONALE:

The Bachelor of Health Science (Honours) in Medical Laboratory Science (MLSc) is only one of two programs of its kind in Canada, and the only one currently located in Ontario. It provides students with a unique academic pathway leading to a breadth of employment and graduate study opportunities. The Medical Laboratory Science program holds accreditation with Accreditation Canada.

In August of 2024, the Canadian Association of Medical Laboratory Regulators unexpectedly announced a decision to assume national certification examination responsibilities in most Canadian provinces (Quebec, Alberta, and BC are exempt) effective March 2026. In addition to the shift in examination services, CAMPLR has released revised “flexible pathway” competency profiles that fundamentally dictate the learning outcomes within medical laboratory training programs, which this new certification examination structure must adhere to.



While shifts in competency profiles are relatively commonplace in health science education programs, these shifts are normally accompanied by a suitable transition period which allows programs to adjust curricular framework over a period typically equivalent to a complete academic program cycle (i.e., Ontario Tech would historically have had 4-5 years to adjust curriculum). However, in this instance, the regulator has indicated that no such significant transition will occur.

Moreover, per official CAMPLR communication, this change in examination is set to impact all current MLSc program students except for those who are currently in Year 4 – this will be the last class to write this historical CSMLS certification exam which has been the primary certification examination since the program's inception.

As such, the OnTech MLSc program must immediately address any new or revised competency outcomes indicated in the revised profile to ensure students have attained the required skills and education to challenge this new certification examination. This is a requirement for both Accreditation and Regulation.

Given this circumstance, faculty members reviewed the current competency profile and the revised CAMPLR flexible pathway profile and have approved the revised wording on all MLSC courses to ensure alignment with the competency profile. In most instances, these changes constitute a structural or grammatical revision of the learning outcome to more clearly align with the revised competency profile and with quality practice in constructing learning outcomes. Importantly, most of these changes do not significantly alter the associated classroom or laboratory pedagogy, course objective, current learning practices, or student experience with minor exceptions to select laboratory exercises.

In addition, the program has identified several minor learning gaps associated with the new competency profile and select new competencies and has incorporated new learning outcomes to address these concerns. These new learning outcomes make up a very small percentage of the proposed changes. The limited nature of these changes speaks to the continued commitment of program faculty to ensure learning exercises are reflective of ongoing clinical practice.

#### **RESOURCES REQUIRED:**

No additional resource requirements.

#### **TRANSITION AND COMMUNICATION PLAN:**

These changes do not negatively impact those students currently enrolled but ensure alignment with external program partners. Any revised learning outcomes will be integrated into existing laboratory learning exercises but will not alter the fundamental structure of their program. Due to the changes implemented by the regulator, current third-year students will require minor additional materials, which the faculty group will provide (e.g., revised learning activities/exercises within the laboratory space to enhance compliance with regulatory requirements). Note this is required due to the rapid timeline of the regulator change.

Students that are impacted will be made aware through communication by the program co-directors through official Ontario Tech email and will be informed regarding regulatory changes as more information becomes available.

## **CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 13 December 2024
- ✓ Faculty Council: 8 January 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Given the nature of the changes and the aggressive timeline pursued by the regulator, student consultations on the course learning outcomes were not possible. These changes have been suggested in the students' best interest and directly support the ability of the Program to ensure and verify with the accreditation agency that students have been exposed to the required competencies to prepare them for the national examination. Changes to the program structure were based on formal and informal feedback from students, CASN accreditation feedback, and feedback from practicum partners.

## **NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

## **SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- Course Change proposals:
  - [MLSC1010U – Introduction to Medical Laboratory Science](#)
  - [MLSC2111U – Clinical Biochemistry I](#)
  - [MLSC3111U – Clinical Biochemistry II](#)
  - [MLSC2121U – Clinical Hematology I](#)
  - [MLSC3121U – Clinical Hematology II](#)
  - [MLSC2130U – Foundations in Clinical Microbiology and Immunology](#)
  - [MLSC2131U – Clinical Microbiology I](#)
  - [MLSC3131U – Clinical Microbiology II](#)
  - [MLSC3200U – Transfusion Science I](#)
  - [MLSC3220U – Transfusion Science II](#)
  - [MLSC3230U – Microanatomy and Histotechnology](#)
  - [MLSC3231U – Advanced Histotechnology](#)
  - [MLSC3300U – Simulated Clinical Practicum](#)
  - [MLSC3141U – Molecular Techniques and Complementary Technologies](#)
  - [MLSC3210U – Effective Leadership and Quality Management](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Bachelor of Health Sciences –  
Kinesiology to Durham College Massage Therapy Pathway

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Bachelor of Health Sciences – Kinesiology to create a new pathway with Durham College.

### BACKGROUND/CONTEXT & RATIONALE:

This pathway will enable graduates of Ontario Tech’s Kinesiology program to have direct entry to year two of the three-year Massage Therapy Diploma at Durham College.

The Kinesiology program at Ontario Tech was born out of the Health Sciences program over a decade ago, with the first class graduating in 2010. The program has a strong focus on science, health, rehabilitation, and exercise which creates an excellent foundation for post-graduate study in health-related fields including physiotherapy, occupational therapy, chiropractic and medicine in addition to careers in sport and exercise science.

The majority of Kinesiology students enter the program with the goal of becoming a registered health practitioner following completion of their Bachelor of Kinesiology. Unfortunately, these post-graduate programs are highly competitive and not all students are able to gain admission, despite exemplary grades and experience. While some students choose to become Registered Kinesiologists, others want a more “hands on” profession. Massage Therapy offers an excellent alternative for these students and also applies much of the knowledge gained in the Kinesiology degree to an area of applied study.

In completing a program review and matching learning outcomes in the Kinesiology program against these specific Durham College Massage Therapy courses, it was ascertained that the learning outcomes for these first-year courses could be achieved and, with the addition of an elective, students would be eligible for direct entry to year two of the Durham College Massage Therapy Diploma.

#### **RESOURCES REQUIRED:**

The new KINE 4150 elective course will require a sessional hire (accommodated within the faculty sessional budget) and TA support for the laboratory portion.

#### **TRANSITION AND COMMUNICATION PLAN:**

All current 3rd year students and future students will have the option to enroll in this pathway as of September 2025.

The Faculty of Health Sciences will inform the current third year Kinesiology students about this opportunity and include it on their website and make their academic advisors aware.

#### **CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 18 November 2024
- ✓ Faculty Council: 4 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Additional consultation with current students and the Kinesiology Student Association indicated strong support for this pathway.

#### **NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

#### **SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- New course proposals:
  - [KINE 4150U](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification - Physical Education Minor

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to create a Physical Education Minor.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Health Sciences is proposing to create a Minor in Physical Education for BA students from the Mitch and Leslie Frazer Faculty of Education (Faculty of Education).

Students enrolled in the Bachelor of Arts (Honours) in Educational Studies may wish to complete a minor in courses relevant to Physical Education so that this can become a “teachable” subject for them if they go on to the B.Ed program. Courses relevant to teaching physical education are also of great benefit for primary/junior teachers who often have to also teach the physical education component of the primary curriculum.

### RESOURCES REQUIRED:

No additional faculty members are required. All of the proposed courses already exist and are routinely offered. If additional lab or tutorial sections are required, funding will be transferred from the Faculty of Education.

**TRANSITION AND COMMUNICATION PLAN:**

Students who enrolled in Fall 2024 will be allowed to complete the minor, if approved, for the Fall 2025 start.

The Faculty of Education will inform the students in the Bachelor of Arts in Educational Studies program about this opportunity. It will be included on their website and academic advisors will be made aware.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 18 November 2024
- ✓ Faculty Council: 4 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Student consultation was conducted by the Faculty of Education and there is demand for Physical Education as a second teachable.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Collaborative BScN

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Collaborative Bachelor of Science in Nursing program.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to:

- Adjust the placement of 5 required courses in the program map
- Modify degree requirements (removal and addition of courses)
- Change prerequisites/corequisites for several courses due to the above degree requirement modifications.

These changes will enable students to more fully participate in nursing care requirements in practicum courses, address longstanding challenges to students’ ability to scaffold learning related to skills-based nursing care, address feedback from program partners addressing the provincial need for more practicum experience in specific disciplines, and manage projected enrolment growth and ensure consistency and quality of learning for all students, including students in the associated bridge program. The changes will also allow for more simulation-



based learning, which is a common trend across Ontario and there is good evidence to support the efficacy of this approach.

**RESOURCES REQUIRED:**

Increase use of nursing lab space/time is required as learners in NURS 4600U will complete in-person simulations.

**TRANSITION AND COMMUNICATION PLAN:**

NURS 4600U implementation will be effective for Spring 2026 for all students and will be communicated to students through the Associate Dean, Nursing. The communication plan will include emails, classroom visits, and information disseminated through the nursing practicum office.

Students entering Year 2 in Fall 2025: transition map will be provided

Students entering Year 3 in Fall 2025: will take new NURS 4600U (simulation)

Students entering Year 4 in Fall 2025: no changes – will follow existing map

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 18 November 2024
- ✓ Faculty Council: 4 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 18 February 2025
- Academic Council (Approval): 25 February 2025

Student and graduate feedback have supported the changes identified in this major program modification. In addition, feedback from a variety of sources has been gathered, including CASN accreditation feedback and feedback from our practicum partners through our bi-annual Nursing Program Advisory meetings.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- New courses Proposals: [NURS 2500U](#), [NURS 2703U](#), [NURS 3702U](#), [NURS 4600U](#), [HLSC 1050U](#)
- Course Change: [NURS 2320U](#), [NURS 2810U](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – RPN to BScN Advanced Entry

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the RPN to BScN Advanced Entry program.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to:

- Remove the Georgian College partnership in the RPN-BScN pathway. The program will continue with the Durham College partnership with no change to the Program Learning Outcomes.
- Remove the program’s bridging requirement. With the removal of these bridge requirements, the program will be renamed RPN to BScN Advanced Entry.
- Adjust the placement of two required courses in the program map.
- Modify degree requirements (removal and addition of courses).

- Change prerequisites/corequisites for several courses due to the above degree requirement modifications.

These modifications have been under discussion for many years and are prompted based on additional emerging pressures:

1. The current bridging term two-step admission process is a relic of the original program design which considered the newness of the idea of bridging education in nursing. This admission process was seen as a means to determine if learners “measured up” once admitted to the program, rather than demonstrating confidence in the validity of admission criteria. The two-step admission process is unnecessary and adds additional stress to learners without justification.
2. The change to add a new mental health with virtual simulation course is a response to new CASN accreditation requirements indicating that all learners must have exposure to mental health nursing (currently a deficit in the program)
3. The change from NURS 2600U to NURS 2500U reflects the Nursing Program decision to integrate collaborative and bridging students in the same theory/virtual simulation course focusing on nursing care of children and families.
4. The change from NURS 4700U (synthesis professional practice with 194 precepted clinical hours) to NURS 4600U (advancing clinical judgment with in-person and virtual simulation) reflects a need to:
  - a. Ensure the Nursing Program can continue to meet clinical placement requirements with high quality, appropriate placements
  - b. Provide learners with instruction and experiences that meet the high-level challenges of current practice environments. By integrating evidence-based in-person and virtual simulation, our use of precepted placements will decrease, enabling the program to continue to meet placement demands for the final integrated practicum (an extremely difficult challenge currently) and ensure consistency and quality of learning for all students.

#### **RESOURCES REQUIRED:**

Increased use of nursing lab space/time will be required as learners in NURS 4600U will complete in-person simulations.

#### **TRANSITION AND COMMUNICATION PLAN:**

NURS 4600U implementation will be effective for Spring 2026 for all students and will be communicated to students through the Associate Dean, Nursing. The communication plan will include emails, classroom visits, and information disseminated through the nursing practicum office. Off-track students will have individualized maps created. The practicum-to-simulation change will be communicated to students immediately.

Full changes will be implemented for new incoming students beginning in Fall 2025.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 18 November 2024
- ✓ Faculty Council: 4 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 18 February 2025
- Academic Council (Approval): 25 February 2025

The proposed changes to the program structure are based on feedback from a variety of sources, including:

- student consultation through both formal research (2011-2016) and informal town hall meetings typically held annually
- CASN accreditation feedback
- feedback from our practicum partners through our bi-annual Nursing Program Advisory meetings.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- New course proposals: [HLSC 1050U](#), [NURS 2500U](#), [NURS 2822U](#), [NURS 2821U](#), [NURS 3703U](#), [NURS 4600U](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Bachelor of Arts – Legal Studies

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the of the Major Program Modification to:

1. Create a new double major in Legal Studies and Forensic Psychology
2. Establish a new pathway with Teesside LLB, Middlesbrough, UK.
3. Update the names of two Legal Studies specializations

### BACKGROUND/CONTEXT & RATIONALE:

1. Students will be able to complete an Honours BA with a double major in Legal Studies and Forensic Psychology through a four-year program map. This double major equips students with the knowledge and skills essential for careers in forensic psychology, as well as any area where a strong, critical legal literacy is an asset. In addition to law school and further graduate study, that includes careers in the public service, not-for-profit sector, and business.
2. The new five-year pathway with Teesside LLB will equip students with a comparative, bi-jurisdictional legal education, thoroughly covering the Canadian legal context, while providing access to UK legal education. Students build on their academic skills and competencies and continue to deepen their professional, ethical, intellectual and personal development, while expanding their subject-specific knowledge and understanding of law in the United Kingdom. At Teesside students will have the opportunity to obtain further real-world experience providing pro bono legal advice through their Law Clinic, which works in partnership with lawyers, charities and voluntary organizations to empower members of the local community to access justice. Upon completion of this five-year pathway, graduates attain a BA (Honours) in Legal Studies from Ontario Tech University and an LLB from Teesside University. Graduates will have the option of pursuing professional legal qualifications in Canada or in the UK. Students will complete 90 credit hours prior to their enrollment at Teesside, and will receive an additional 30 credit hours on the basis of course work completed in their first year at Teesside to complete their Honours degree.

3. The update to the names of the specializations is a consensus-based decision of the program to make these titles more current and attractive to applicants and current students.

**TRANSITION PLAN:**

1. The double major will be available to all new and current students effective in 2025.
2. The Teesside Pathway will be in place for Fall 2025. Students enrolled in any year of their Legal Studies degree will be eligible to apply to transfer into the pathway, so long as they have satisfied the admission requirements. Students will be required to complete the course requirements for the accelerated Legal Studies BA (Honours) to have corresponding year standing in the pathway. Fourth-year students expecting to graduate with a BA Legal Studies are eligible to apply to Teesside's accelerated LLB.
3. The new titles will be reflected for any new or current students taking the specializations effective for Fall 2025. No course requirements have changed.

Students will be advised of the changes above through our website, academic advising and Ontario Tech events such as open house and OUF.

**RESOURCES REQUIRED:**

No additional resources will be required

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 11 December 2024
- ✓ Faculty Council: 18 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Students have been consulted informally about the double major through in-class discussion, academic advising and at Ontario Tech events. 4<sup>th</sup> year students in Law and Social Change also met with Teesside guests to learn about their university and LLB program; afterwards the students had an opportunity to discuss and give feedback to the UPD of Legal Studies about the prospect of establishing the pathway program.

**NEXT STEPS:**

- Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Double Major in Legal Studies and Forensic Psychology](#)
- [Update to FSSH Double Major Information](#)
- [Teesside LLB pathway](#)
- [Update to Legal Studies – Advanced Entry](#)
- [Re-naming of two Legal Studies specializations](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Bachelor of Arts – Liberal Studies

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to establish a 3-year (General) degree in Liberal Studies as well as Advanced-Entry and GAS pathways to the existing program.

### BACKGROUND/CONTEXT & RATIONALE:

Currently, all degree programs at Ontario Tech are 4-year Honours Bachelor programs. A three-year (General) degree will allow mature students who may be seeking to simply gain an academic degree without a desire to pursue further education (e.g., a Master’s program) or who already have a job to complete a degree in a more expedited manner.

The Liberal Studies - Advanced Entry program provides college graduates with the opportunity to apply their two-year college diploma toward a Bachelor of Arts (Honours) in Liberal Studies. Students enrolled in the Liberal Studies Advanced Entry program will enter directly into third year of the Liberal Studies degree program at the university and will follow a modified program map that will allow students to complete the program in two years of full-time study.

Students who have successfully completed a General Arts and Sciences Certificate – Liberal Arts Transfer option may apply for direct admission into the second year of the Liberal Studies program.

### TRANSITION AND COMMUNICATION PLAN:

Students opting for a non-Honours degree will follow the first three years of the existing comprehensive program map. While students will not be able to take a Specialization, they will still have access to all the same courses as those undertaking an Honours degree. Students enrolled in the four-year Honours program may apply to change to the General program.

Students may be admitted via the new pathways effective for Fall 2025.



The three-year degree will be included as an option in the OUAC portal. All of these new options will be advertised on the Ontario Tech and Faculty websites and communicated by Academic Advising.

**RESOURCES REQUIRED:**

No additional resources are required.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 13 December 2024
- ✓ Faculty Council: 18 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

Students consulted through Academic Advising and in class have indicated that the three-year program would be beneficial for those that are struggling to complete their degree or have other obligations outside of university. Student feedback on the new pathways was collected informally through Academic Advising and at the annual University Fair where interest was indicated by prospective students.

**NEXT STEPS:**

- Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal – 3-year degree](#)
- [Major Program Modification – Advanced Entry](#)
- [Major Program Modification – GAS Transfer](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification - FSSH Co-operative Education

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the the Major Program Modification to add Co-operative education (Co-op) option to the Communication and Digital Media Studies, Criminology and Justice, Legal Studies, Liberal Studies and Political Science programs within the Faculty of Social Science and Humanities.

### BACKGROUND/CONTEXT & RATIONALE:

The addition of a co-op option will expand the experiential learning opportunities in FSSH beyond existing Practicum and Internship options to include longer term, paid positions. improve student experience and satisfaction, as well as address the Government of Canada requirement for our students to participate in co-op/internship opportunities at government agencies.

The proposed co-op option has been developed in such a way to wholly enrich the program encompassing both school-based and work-based learning and offering various activities to bridge the gap between work and education. These activities include a pre-employment non-credit course, worksite visits conducted by the Co-operative Education, Experiential Learning and Career Development Office (CEELCD OFFICE) staff, work term reports, and performance evaluations—all designed to enhance students' ability to connect their work experiences with their academic learning.

The option follows the Co-operative Education and Work Integrated Learning Canada (CEWIL) guidelines.

Co-op students will follow a modified program map to accommodate work terms. Required courses remain the same, with the addition of a required co-op preparation course (SSCI 2200W – Professional Skills) in the second year of study (prior to the first work term). Students who complete the Co-op requirements will have the Co-op designation appear on the degree parchment.

### TRANSITION AND COMMUNICATION PLAN:

The option will be available to new incoming students in 2025. Full-time students apply to the co-op

program directly from high school and must successfully complete their first year at Ontario Tech University in clear standing.

The addition of co-op will provide additional flexibility and choice for current students with the addition of more FSSH elective courses being offered in the Spring/Summer terms. Those students who enrolled in the 2024-25 academic year may have the opportunity to enroll in the co-op option.

#### **RESOURCES REQUIRED:**

As part of the co-op program, staff support will be provided to facilitate the employer recruitment, student support and administrative functions through the university's centralized Experiential Learning office (CEELCD Hub). The university's existing database (Orbis) will provide students with access to the jobs portal and facilitate the tracking of students at no additional cost. As the co-op program is an extension of the existing programs and is currently focused on undergraduate students exclusively, no additional costs with regards to Registrar's Office, Grad Studies or the Library will be required.

The addition of co-op requires the Faculty and Program to offer additional courses during the Spring/Summer terms. These courses will need to be in addition to the regularly scheduled courses offered during the Fall/Winter terms. This will require funds for sessional instructors and/or overload payments. This may also require funds for TA support.

Funding for additional courses during the Spring/Summer semester and/or resources provided by the CEELCD Hub will be dependent on student enrolment in the Co-op option. These resources will be allocated as required and in consultation with Dean, the Provost's Office and the Executive Director of the CEELCD Hub.

A dedicated person within CEELCD for finding paid positions for FSSH students, providing the preparatory course, and working to ensure that co-op students are successful in their placements will be required.

#### **CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 11 December 2024
- ✓ Faculty Council: 18 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 25 January 2025
- Academic Council (Approval): 25 February 2025

Consultations have been conducted with the Dean, Associate Dean (Undergraduate), Business Officer, and Undergraduate Program Directors in FSSH to gain input on the best way to map out the courses with the addition of co-op terms and with the Executive Director, Cooperative Education, Experiential Learning and Career Development. Informal consultation with students during University and recruitment events and feedback received through Academic Advising have indicated considerable interest in co-op opportunities amongst prospective students.

#### **NEXT STEPS:**

- Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

#### **SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- New Course proposals:
  - [SSCI 2200W - Professional Skills](#)
  - [SSCI 2201W - FSSH Co-op Work Term I](#)
  - [SSCI 3201W - FSSH Co-op Work Term II](#)
  - [SSCI 4201W - FSSH Co-op Work Term III](#)

- [SSCI 4202W - FSSH Co-op Work Term IV](#)
- [SSCI 4203W - FSSH Co-op Work Term V](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – Bachelor of Arts – Criminology and Justice – specialization in Global Crime and Justice

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the the Major Program Modification to establish a new specialization in Global Crime and Justice within the Criminology and Justice program.

### BACKGROUND/CONTEXT & RATIONALE:

This specialization will allow the Faculty to respond to dynamic changes taking place within the field of criminology – specifically an increasing internationalization of the field. This specialization will capitalize on the Faculty’s strong foundation in international comparative research and teaching and the programs’ exceptional breadth of undergraduate international and comparative course offerings to help position Ontario Tech as one of the few institutions in the country to offer formal accreditation for international criminology and justice. Within this relatively young and growing field in undergraduate studies, we will offer one of the broadest and most comprehensive international criminology and justice curriculums in the world.

The specialization will help to attract students looking to major in criminology who have a particular interest in a) studying global issues and/or b) pursue international work after they graduate. It will also enhance the program by further strengthening its collaborative ties with other FSSH programs including liberal studies, political science, and legal studies.

### TRANSITION AND COMMUNICATION PLAN:

This new specialization will be available for new and current students beginning in the fall of 2025 and will be promoted through the Faculty website, academic advising and at Faculty events and the OUF.

### RESOURCES REQUIRED:

No additional resources are required.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 6 December 2024
- ✓ Faculty Council: 18 December 2024
- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

The specialization would allow the Faculty to respond to suggestions made in the 2016 Criminology external review to seek opportunities to further internationalize the program. It addresses feedback received from Criminology students who have expressed an interest in having opportunities to be able to engage more fully with discussions and debates around international issues in their courses.

**NEXT STEPS:**

- Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Major Program Modification – New Minor - Victimology and Victim Studies

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the the Major Program Modification to add a minor in Victimology and Victim Studies.

### BACKGROUND/CONTEXT & RATIONALE:

The minor on victimology and victim studies will allow students to gain specialized knowledge of victim experience, issues facing victims, victimology research that informs policy and practice, victim advocacy and social justice activism, and examine how victim experience is impacted by areas such as media, law, health, ethics, and the criminal justice system.

No program in Victimology and Victim Studies currently exists at the university. This university will be the first to offer a minor in Victimology and Victim Studies in Canada.

The Victimology and Victim Studies minor is available to all students in any major program at the university.

### TRANSITION AND COMMUNICATION PLAN:

The new minor will be available to all current and incoming students as of the Fall of 2025 and will be advertised on the Faculty website and shared through Ontario Tech University events and through Academic Advising.

### RESOURCES REQUIRED:

No additional resources are required.

### CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 4 December 2024
- ✓ Faculty Council: 18 December 2024

- ✓ Undergraduate Studies Committee (Recommendation): 21 January 2025
- Academic Council (Approval): 25 February 2025

**NEXT STEPS:**

- Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)



## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

**SUBJECT:** Major Program Modification – Master of Engineering (MEng) Nuclear Engineering

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### COMMITTEE MANDATE:

In accordance with the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility to “examine proposals for new graduate degree and diploma programs, major changes to existing programs and to recommend their approval, as appropriate, to Academic Council”.

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Engineering (MEng), Nuclear Engineering program.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to:

- Require all students to complete:
  - ENGR 5013G - Advanced Engineering Mathematics
  - ENGR 5200G - Programming Methodology and Abstraction for Engineers
  - ENGR 5201G - Engineering Communication and Ethics
  - ENGR 5410G - Project Management for Engineers
- Adjust limits for undergraduate and graduate course selections within the program

- Adjust the credit weighting of the Graduate Research Project (NUCL 5009G) from nine to six credit hours.

The proposed program changes to the MEng Nuclear Engineering program are designed to improve the overall quality of the MEng programs. These courses will provide a range of fundamental knowledge and skills expected for MEng students and will prepare them for program-specific courses. These changes will also enhance students' career opportunities and, thus, be more attractive to students.

**RESOURCES REQUIRED:**

No immediate resources required. However, based on enrolment, an additional faculty member will be hired if new course sections are needed to accommodate program enrolment.

**TRANSITION AND COMMUNICATION PLAN:**

The new changes will take effect in Fall 2025. Current students will continue on the program map in the 2024-2025 calendar. Any student requiring the nine credit hours will be permitted to take ENGR 5009G in place of the six-credit hour NUCL 5009G. The requirement of the student to present their work will remain.

Communication to students will be made via our FEAS Graduate Office.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 19 September 2024
- ✓ Faculty Council: 28 November 2024
- ✓ Graduate Studies Committee (Recommendation): 28 January 2025
- Academic Council (Approval): 25 February 2025

Student representation on the Graduate Program Curriculum Committee reviewed proposed changes.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Modification Proposal](#)
- Course Change: [NUCL 5009G](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

**SUBJECT:** Major Program Modification – Master of Engineering (MEng)  
Software Engineering

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### COMMITTEE MANDATE:

In accordance with the Graduate Studies Committee (GSC) Terms of Reference, GSC has the responsibility to “examine proposals for new graduate degree and diploma programs, major changes to existing programs and to recommend their approval, as appropriate, to Academic Council”.

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Engineering (MEng) Software Engineering program to adjust course requirements.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to change the three common core courses required for all MEng students to make all MEng programs consistent. The courses being removed from the core will “Software Engineering Electives”. Course requirements for the course-based and project-based options are also being adjusted.

The proposed program changes are designed to improve the overall quality of the MEng programs. These courses will provide a range of fundamental knowledge and skills expected for MEng students and will prepare them for program-specific courses. These changes will also enhance students' career opportunities and, thus, be more attractive to students.

### RESOURCES REQUIRED:

No immediate resources required.

**TRANSITION PLAN:**

No transition plan required. The current program map in the 2024-2025 Calendar will remain in effect for all students admitted to the program Fall 2024 and earlier. The new program map will take effect in Fall 2025.

Communication to students will be made via the FEAS Graduate Office.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 15 February 2024
- ✓ Faculty Council: 29 February 2024
- ✓ Graduate Studies Committee (Recommendation): 28 January 2025
- Academic Council (Approval): 25 February 2025

Student representation on the Graduate Program Curriculum Committee reviewed proposed changes.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

[Major Program Modification Proposal](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation ☐  
Decision ☒  
Discussion/Direction ☐  
Information ☐

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

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

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### COMMITTEE MANDATE:

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

### MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Graduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Master of Arts in Social Practice and Innovation program to establish a part-time option for the program.

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty has proposed formally establishing a part-time option to the program.

The Masters of Social Practice and Innovation (MSPI) was created 2022 with the first cohort entering for the 2023/24 academic year. Feedback from current and prospective students revealed that substantial proportion of applicants and enrolled students are attempting to complete the MSPI program alongside full-time employment. These students are struggling and would be better served by a part time option. This would allow students to get more out of the coursework and the MRP project than currently possible within the current condensed full-time timelines.

This change to the MSPI will help keep the program current and attractive and also aligns with the other graduate programs in FSSH that offer part-time options.

### RESOURCES REQUIRED:

No additional resources are required.

**TRANSITION AND COMMUNICATION PLAN:**

Students applying to start the MSPI program in September 2025 will be able to indicate on their application whether they are applying for full time or part time. Current students are all in the full-time program and are anticipated to stay full time so there is no need for a transition plan.

In the event that a currently enrolled student wishes to shift to the part-time option, the GPD and supervisor will discuss with the student their options, considering the availability of courses and making clear that the student will need to be flexible about the availability of courses. There will be little impact on students completing their MRP on a part-time basis. The timing for the completion of the MRP on a part-time basis will be determined in discussions between the supervisor and the student.

Students will be advised through our website, graduate program staff and faculty events. They are also able to apply directly for the part-time option on the OUAC website.

**CONSULTATION AND APPROVAL:**

- ✓ Graduate Curriculum Committee: 20 October 2024
- ✓ Faculty Council: 18 December 2024
- ✓ Graduate Studies Committee (for recommendation): 28 January 2025
- Academic Council (for approval): 25 February 2025

SGPS has been consulted with respect to implementing this change. We have also consulted with faculty teaching in the MSPI program, and MSPI graduate student representatives.

**NEXT STEPS:**

Pending the approval of Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Major Program Adjustment Proposal](#)



Academic Council  
February 2025

Research Report  
Office of Research Services

# Report of the Executive Director, Office of Research Services



# Vice-President Research and Innovation: Staff Changes

## ORS Administration

- ✓ Stephanie Littleford, Research Business Analyst

## Intellectual Property

- ✓ Peter (Yiming) Shao, Intellectual Property Officer

## Research Legal Counsel

- ✓ Recruiting

## Brilliant Energy Institute

- ✓ Dr. Rami El-Emam, Director of the Brilliant Energy Institute (BEI)

# Open Internal Funding Programs 2025

**Research Excellence Awards (REA)**

**Research Excellence Chairs (REC)**

Competition Launch	February 3, 2025
Submission Deadline	March 21, 2025
Decisions	June 2025
Award/Chair Start	July 1, 2025

# Canada Research Chair Hiring Updates

- **Currently recruiting:**
  - CRC Tier 2 – Advanced Nuclear Engineering
  - CRC Tier 2 – Artificial Intelligence in Education
- **Approximate Timeline for CRC**
  - Recruitment early January – May 2025
  - CRC Nomination Fall 2025
  - CRC Decision Spring 2026
  - CRC Start Date July 1, 2026

# Women in Research Council Activities FY 2025

- **Awareness Building**

- Social media presence: LinkedIn, Blue Sky (migrated from X in Dec '24)
- Social media campaign #WomensWednesday
  - To date have highlighted 100+ women faculty, grad students, PDFs

- **Community Building**

- Fireside Chats – Dr. Fatma Gzara
- Speed Networking Event – over 30 registered
- Partnered events with School of Graduate and Postdoctoral Studies
  - Academic and Industry Pathways (over 70 registered)
  - Effective job offer negotiation strategies for new graduates (over 100 registered)



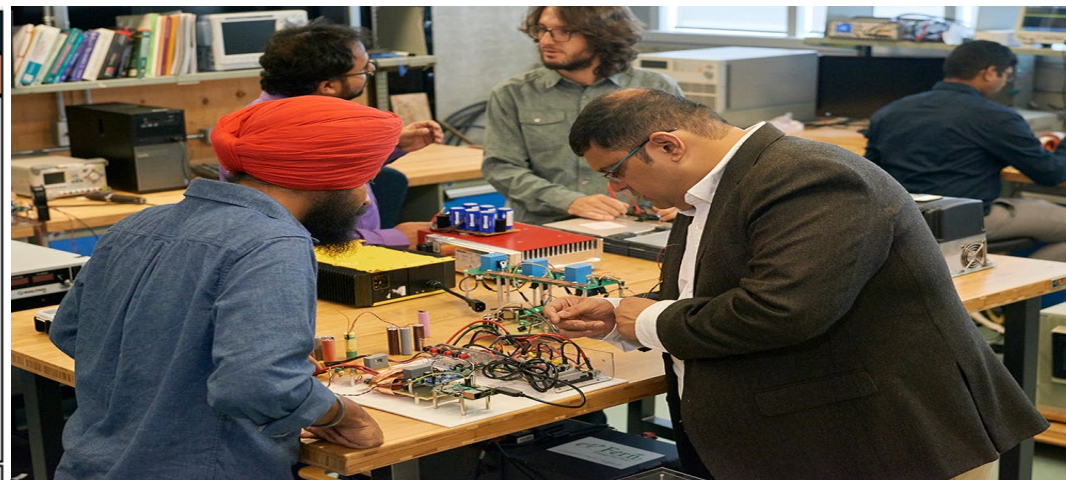
# Women in Research Council Activities FY 2025

- **Pathways Series and Workshops**
  - Pathways to Canada Research Chair – January 21, 2025
  - Pathways to Research Excellence Chair – March 3, 2025
  - Pathways to Deanship (date TBD)
  - Workshop on running a research lab (upcoming date TBD)
- **Funding**
  - Call for Building EDI Knowledge in Research Grant (Spring 2025)
- **WIRC Membership**
  - Call for new WIRC committee members and Chair (start date July 1)



# Research Funding Performance

Factbook		
	2024	2025 (Jan 9, 2025)
Tri-Council		
NSERC	\$5,513,820.00	\$4,554,346.00
SSHRC	\$883,061.00	\$1,089,306.00
CIHR	\$849,058.00	\$699,801.00
CFI	\$0.00	\$19,500.00
CRC	\$1,040,000.00	\$1,090,000.00
TIPS	\$374,875.00	\$0.00
Other Federal Government	\$3,759,179.00	\$3,491,993.00
<b>Total Federal Government</b>	<b>\$12,419,993.00</b>	<b>\$10,944,946.00</b>
MCU	\$400,004.00	\$43,000.00
OCE/OCI	\$130,000.00	\$290,000.00
Other Provincial Governments	\$674,217.00	\$121,400.00
<b>Total Provincial Governments</b>	<b>\$1,204,221.00</b>	<b>\$454,400.00</b>
Industry	\$1,471,063.00	\$1,275,119.00
Associations, Societies & Foundations	\$2,133,810.00	\$2,770,951.00
Other	\$662,178.00	\$1,153,822.00
<b>Total Other Sources</b>	<b>\$4,267,051.00</b>	<b>\$5,199,892.00</b>
<b>Total Cash</b>	<b>\$17,891,265.00</b>	<b>\$16,599,238.00</b>
<b>Total In-Kind</b>	<b>\$362,150.00</b>	<b>\$492,762.00</b>
<b>TOTAL</b>	<b>\$18,253,415.00</b>	<b>\$17,092,000.00</b>



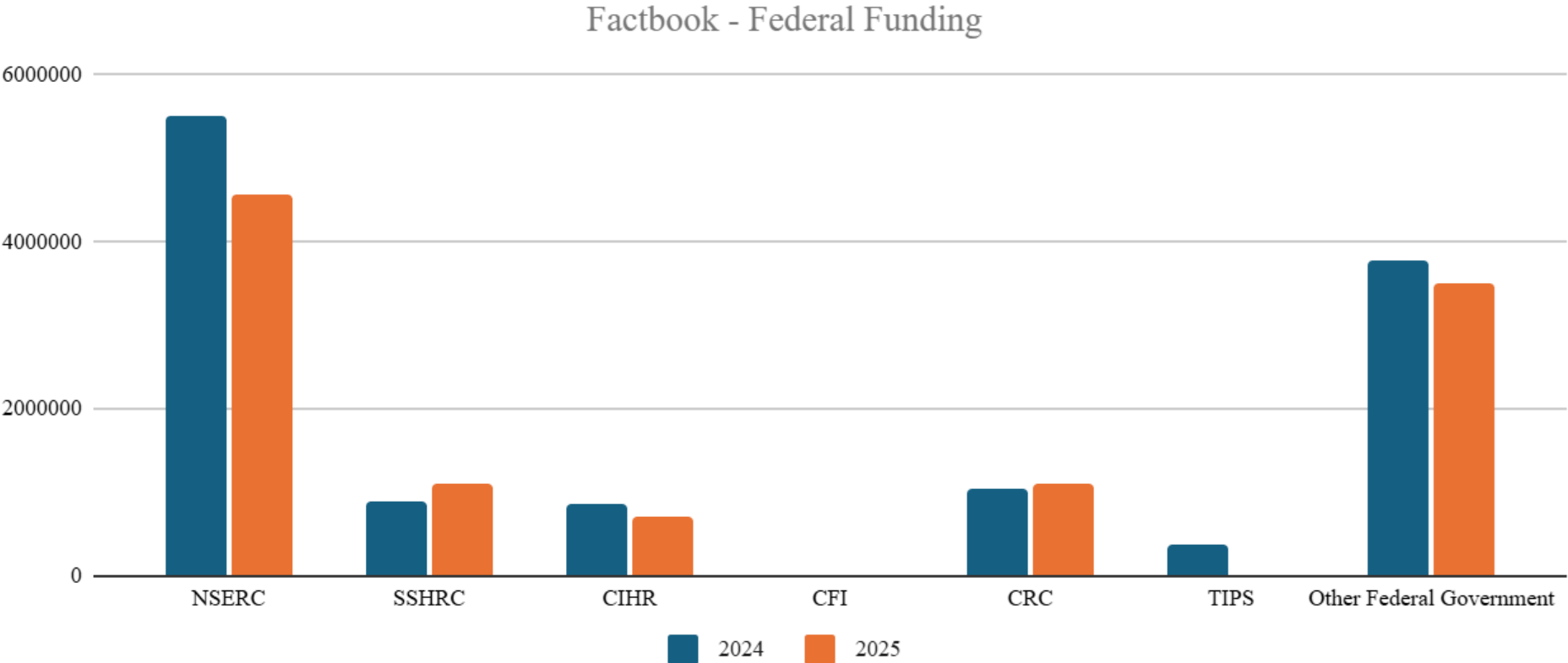
## Research Infosource Ranks Ontario Tech

- For the second consecutive year, Ontario Tech is Canada's Research University of the Year, as designated by Research Infosource (RI), Canada's premier research ranking organization and leading provider of research intelligence for business and higher education.
- Research Infosource's Winners Circle: [Research Universities of the Year 2024](#)
- Research Infosource's overall list of [Canada's Top 50 Research Universities for 2024](#)



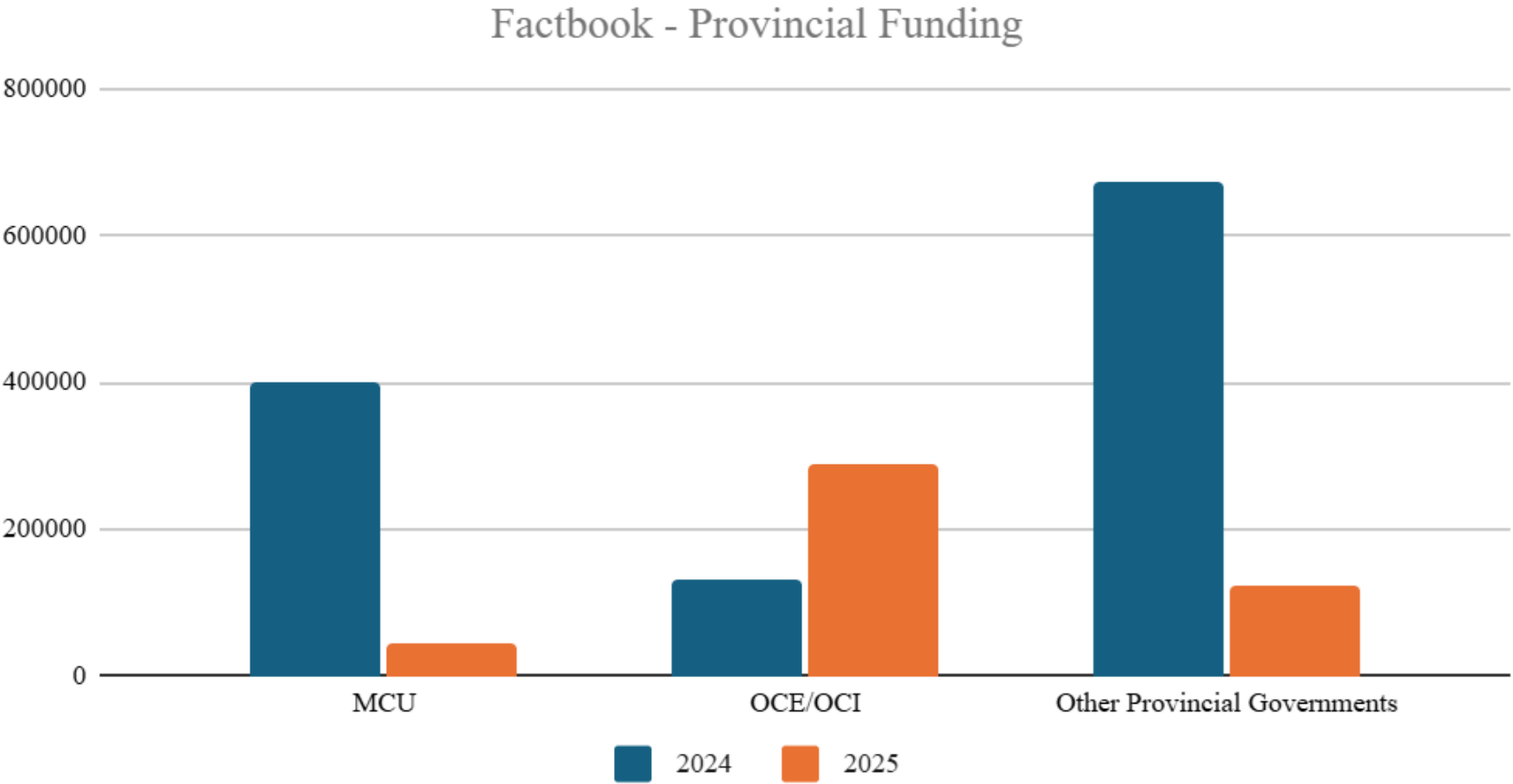
Note: FY 2025 date as of Jan. 9, 2025

# Research Funding Update - Federal Funding



Note: FY 2025 date as of Jan. 9, 2025

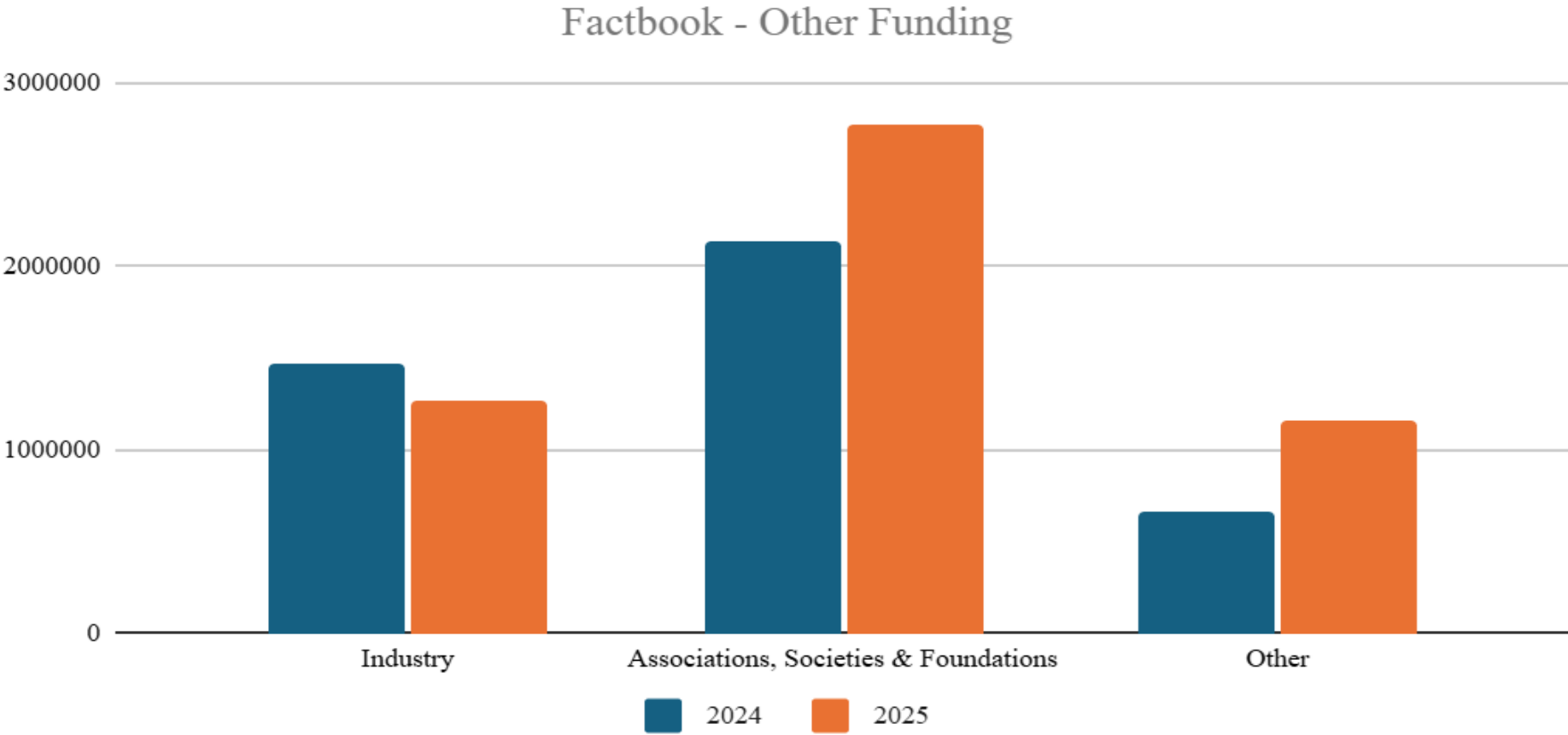
# Research Funding Update - Provincial Funding



Note: FY 2025 date as of Jan. 9, 2025

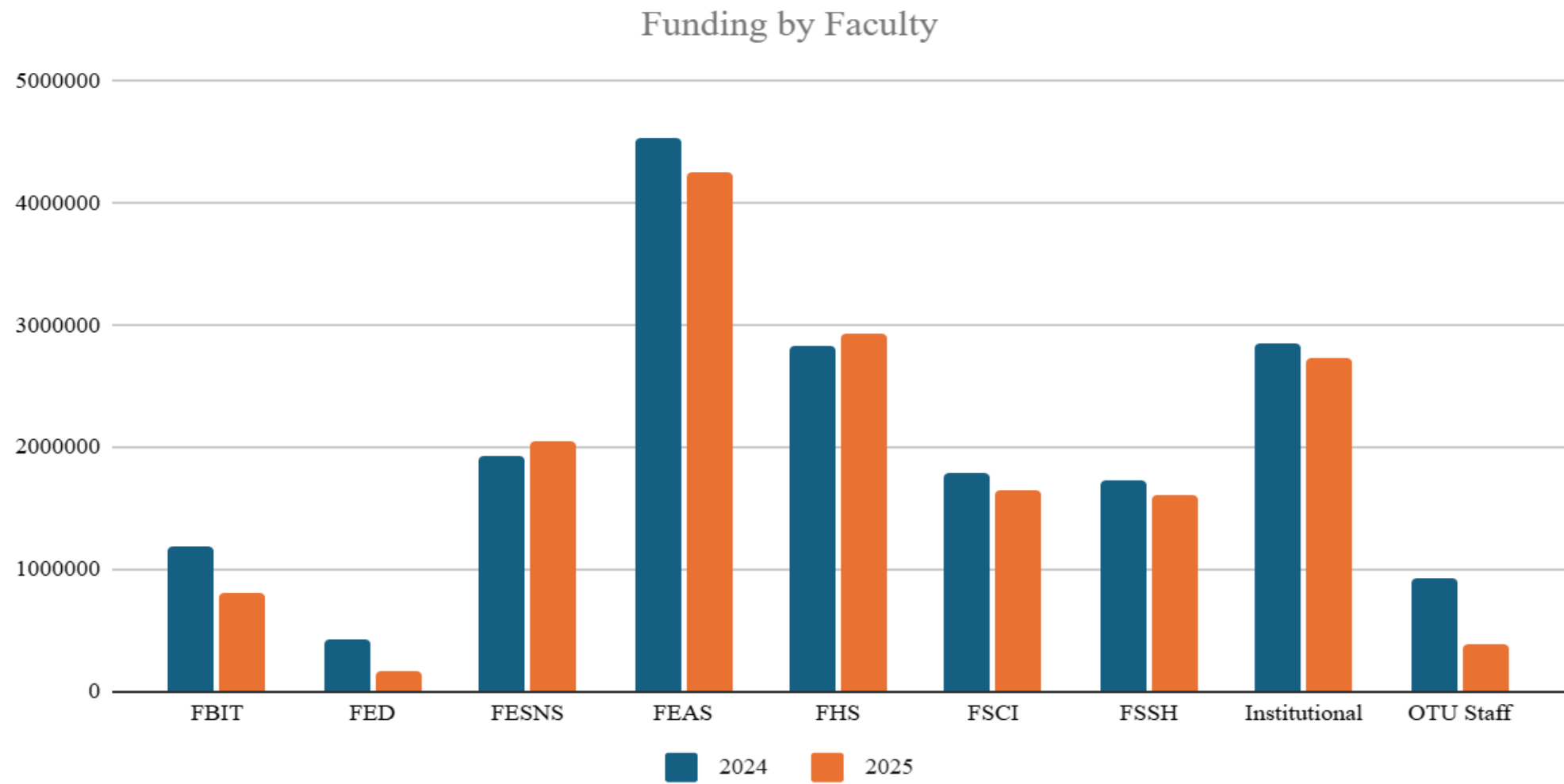


# Research Funding Update - Other Funding



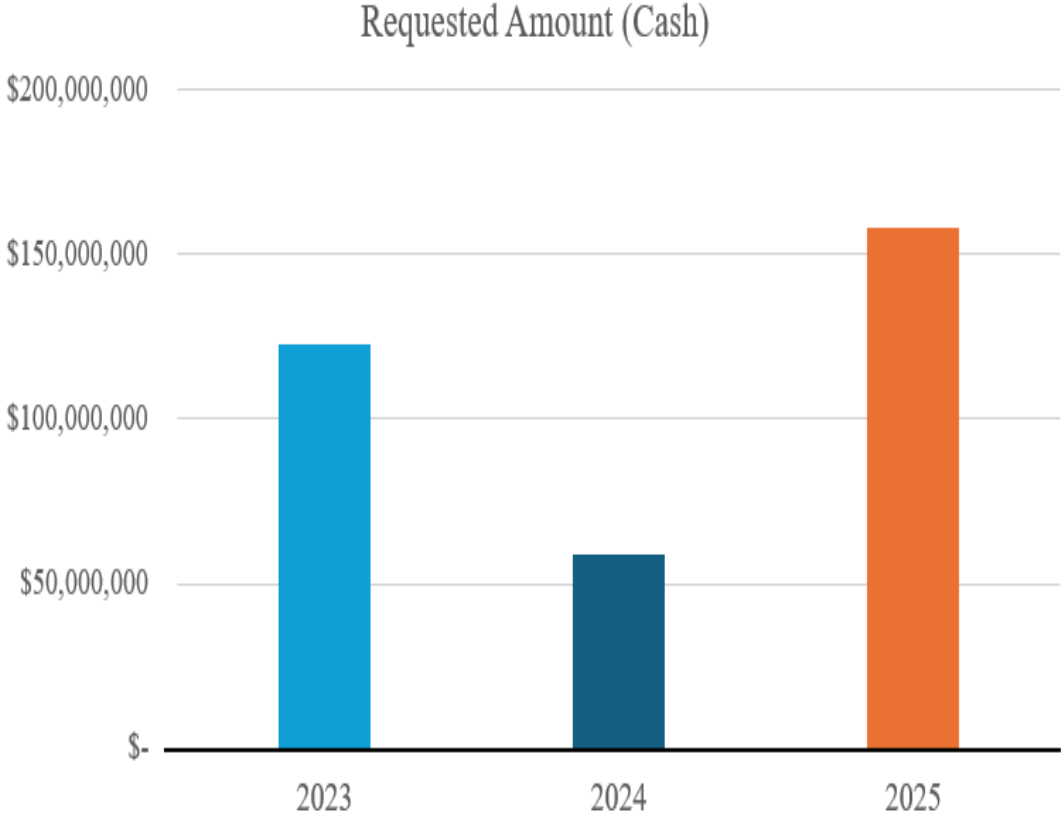
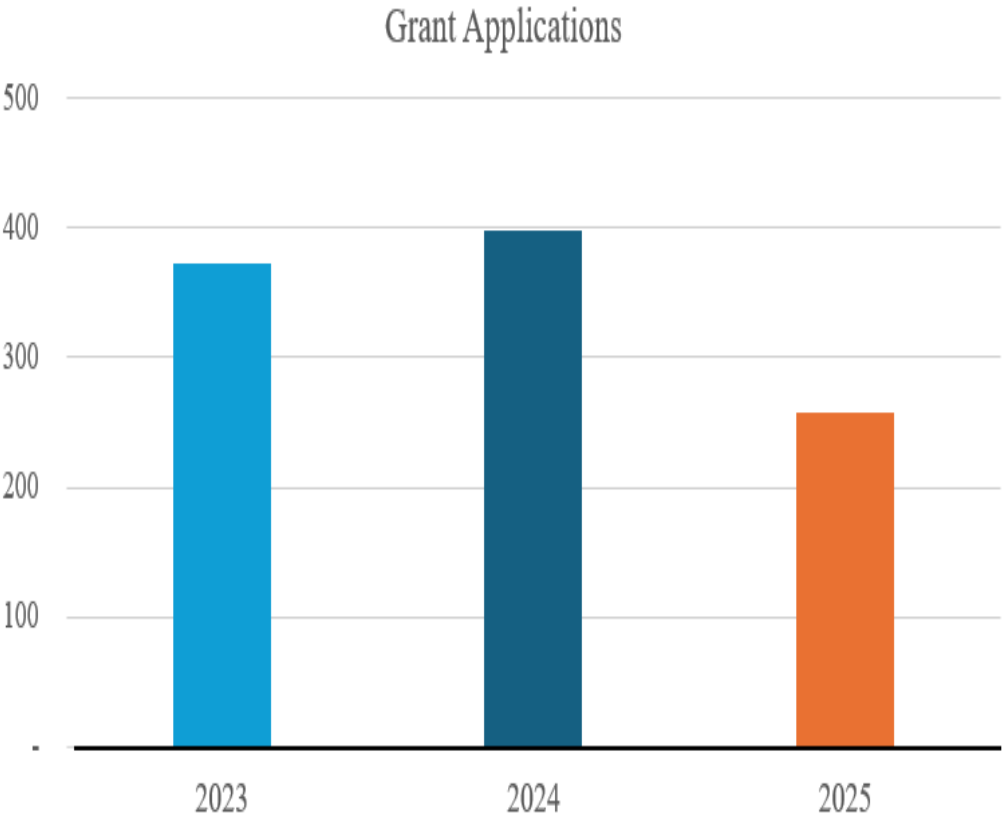
Note: FY 2025 date as of Jan. 9, 2025

# Research Funding Update – Faculty



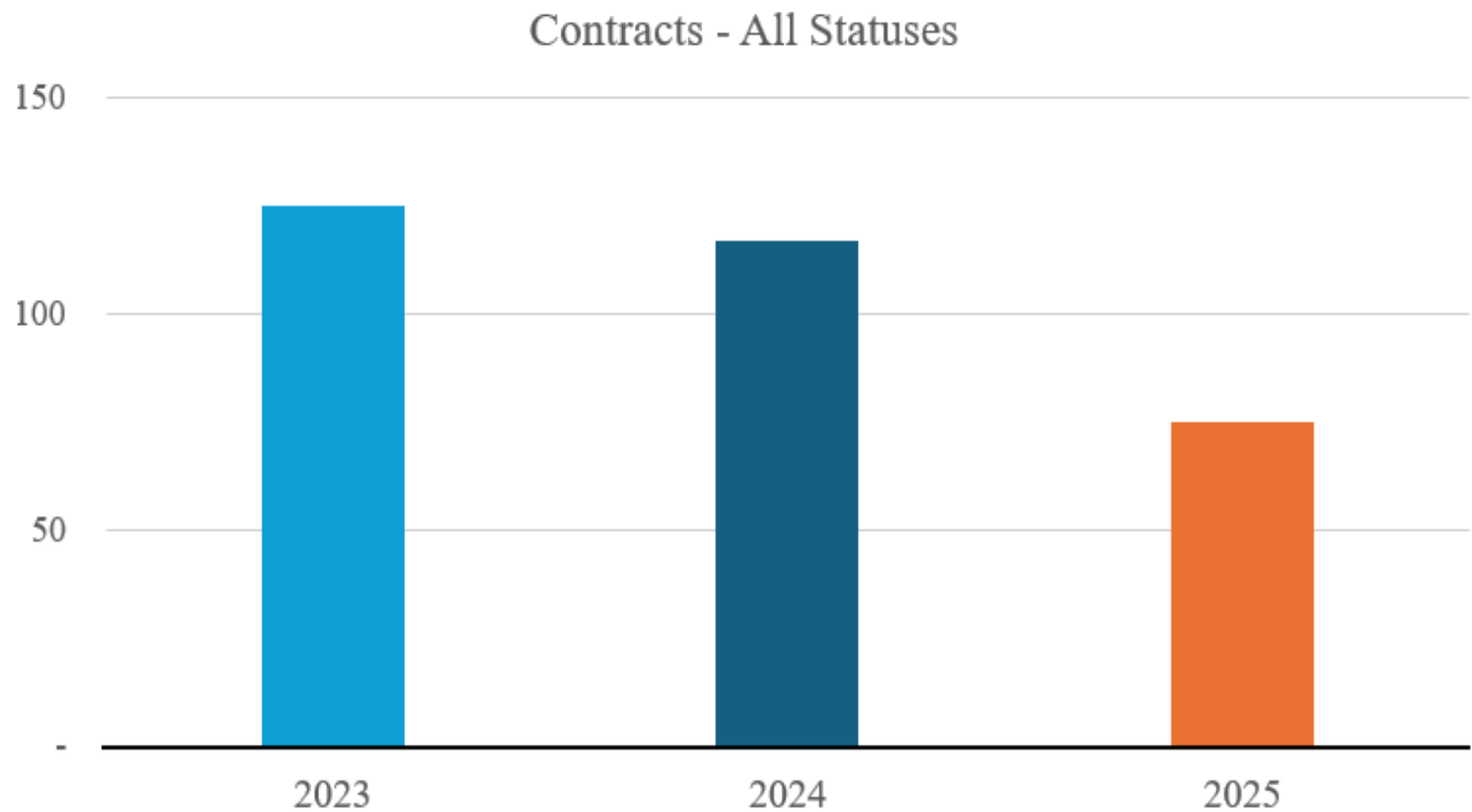
Note: FY 2025 date as of Jan. 9, 2025

# Research Grant Application Activity



Note: FY 2025 date as of Jan. 9, 2025

# Research Partnership Agreement Activity



Note: FY 2025 date as of Jan. 9, 2025

# Undergraduate Student Research Awards Update

## Projects

- 58 projects were submitted across all six faculties

## University Allocation by Program

- Ontario Tech STAR Award – **12**
  - Allocated 2 per faculty
- NSERC USRA – **24**
  - Allocated to faculty based on the percent of NSERC funding received
  - **FBIT 3, FEAS 12, FHS 2, FS 6, FSSH 1**
- NSERC USRA for Indigenous student researchers – **unlimited**
- NSERC USRA for Black student researchers – **2**
- SSHRC USRA for Black student researchers - **2**
- CIHR USRA for Black student researchers – **1**
- **Selection Process:**
  - Faculty selection process for awards is underway and will be completed by March 2025

# Ethics, Safety and Compliance Updates

## Research Ethics Board

- **Peak submission period:**
  - High volume of submissions.
- **Recruitment:**
  - New Vice-Chair: Dr. Greg Hardy, Assistant Teaching Professor, Faculty of Health Sciences as of January 1, 2025.
  - Community member recruitment currently underway.
- **Governance:**
  - Policy on Human Participant Research and REB Terms of Reference revisions and review underway.

## Inspections and Audits

- Canadian Council for Annual Care (CCAC) full assessment visit was held September 4, 2024. Received CCAC assessment report was received January 27<sup>th</sup> with only minor recommendations.
- Canadian Nuclear Safety Commission Inspection for Consolidated license was held December 11, 2024 with only minor recommendations.



# Safeguarding Research and Research Security Training

- [Updated website](#) resources
- **Online Ontario Tech Research Security Workshops**
  - Two Government of Canada workshops are available on the Ontario Tech [Catalog Canvas platform](#):
    1. Introduction to Research Security
    2. Cyber Security for Researchers
  - Email [safeguardingresearch@ontariotechu.ca](mailto:safeguardingresearch@ontariotechu.ca) with your Banner ID to register. It may take up to one week to receive a welcome email with a link to access the courses.
- [Public Safety Canada Research Security Workshops](#)
  - [Module 1 – Safeguarding Science: Raising awareness of security risks and mitigation tools in the research ecosystem \(English\) – February 26 2025 1:00pm – 2:30pm \(EST\)](#)
  - [Module 2 – Dual-use Technologies \(English\) – March 26 2025 1:00pm – 2:00pm \(EDT\)](#)
  - [Module 3 – Demystifying the International Student Immigration Process \(English\) – February 11 2025 1:00pm – 2:00pm \(EST\)](#)
  - [Module 4 – Know before you Export: Canada’s Export and Brokering Controls \(English\) – April 8 2025 1:00pm – 2:00pm \(EST\)](#)
  - [Module 5 – Sanctions 101 \(English\) – April 2 2025 1:00pm – 2:00pm \(EDT\)](#)





Thank You



**ACADEMIC COUNCIL**  
**Minutes of the Meeting of January 28, 2025**

2:36 p.m. - 4:17 p.m.

**\*In Person\***

Bordessa Hall  
55 Bond St. E, Oshawa Ont.  
DTB 524

**Present:**

Steven Murphy  
(Chair)  
JoAnne Arcand  
Robert Bailey  
Ahmad Barari  
Mihai Beligan  
Mary Bluechardt  
Toba Bryant  
Krystina Clarke  
Amanda Cooper  
Nicola Crow  
Catherine  
Davidson

Ana Duff  
Mikael Eklund  
Shanti Fernando  
Jessica Hogue  
Mehdi Hossein  
Nejad  
Les Jacobs  
Hossam Kishawy  
Lori Livingston  
Janet McCabe  
Carolyn McGregor  
Scott Nokleby  
Carol Rodgers

Robyn  
Ruttenberg-Rozen  
Denina Simmons  
Gillian Slade  
Peter Stoett  
Joe Stokes  
Jemma Tam  
Dwight Thompson  
Shannon Vettor  
Ken Wilson

**Staff & Guests:**

Kirstie Ayotte  
(Secretary)  
Krista Hester

Brad MacIsaac  
Kimberley  
McCartney

Sarah Thrush  
Lisa Townsend

**Regrets:**

Asifa Aamir  
Scott Aquanno  
Wendy Barber  
Nawal Elshamiy

Mitch Frazer  
Brenda Jacobs  
Sayyeed Ali  
Hosseini

Breanne Mcalpin  
Fedor Naumkin  
Oghenetega  
(Tega) Ubor

**1. Call to Order**

The Chair called the meeting to order at 2:36 p.m. J. Stokes began by sharing his personal reflections and then reading the University's Land Acknowledgement.

Upon a request from the Chair, Peter Stoett, Shannon Vettor, Dwight Thompson, and representatives from the Centre for Institutional Quality Enhancement (CIQE) identified themselves on the teleconference line.

## **2. Agenda**

*Upon a motion duly made by H. Kishawy and seconded by K. Clarke the January 28, 2025 Agenda and the Consent Agenda were approved as presented.*

## **3. Chair's Remarks**

The Chair acknowledged the challenges of getting through January, particularly from a mental health perspective, and emphasized the importance of supporting faculty, staff, and students. He highlighted the global difficulties adding to stress and encouraged showing up for one another.

He expressed appreciation for those who attended the recent staff appreciation event, which had approximately five hundred attendees, and hoped to host similar events in the future.

## **4. Inquiries and Communications**

### **a) COU Academic Colleague Report**

R. Ruttenberg Rozen provided a verbal report. She reported that at the last Academic Council M. Ecklund had reported on day one of the last COU meeting, and for today she's reporting on day two. The meeting focused on preparing to meet University-representatives to discuss ideas and faculty concerns with a view to how best to situate ourselves as universities. Key topics included countering populist narratives by highlighting universities' economic contributions, the impact of funding cuts on student choice, and the benefits of university innovation to businesses. The importance of connecting to broader advocacy efforts was also stressed.

She clarified that the Annual Executive Heads' session that was being prepared for, is a forum for discussing key issues. She also noted a shift in COU's approach in that its research focus has been given over to a more strategic one in recent years and suggested that COU revive its research work. She advised that advocacy efforts focused on promoting the importance of universities and addressing funding cuts and challenges. She confirmed that COU is concerned about these issues and is reaching out to stakeholders to find solutions. She also mentioned a presentation on Ontario's financial situation and proposed presenting similar information at Ontario Tech. The Chair confirmed discussions would follow to determine the appropriate venue. In conclusion, R. Ruttenberg Rozen advised that the meeting with Executive Heads was very collegial and respectful.

A. Cooper noted that COU Finance had presented to the Ontario Association of Deans of Education on how universities' funding structure has changed. She found this presentation very valuable and so has invited COU to do a similar presentation to her Faculty and noted whether this would be of interest to other faculties.

It was noted that Ontario Tech's approach is both complimentary and unique to that of COU.

## 5. Provost's Remarks

L. Livingston recognized four individuals with strong ties to Ontario Tech for notable awards. Dr. Barbara Perry from the Faculty of Social Science and Humanities will receive the Order of Canada, the first such honour for Ontario Tech. Dr. Jacqueline Gahagan, President Steven Murphy, and Chancellor Mitch Frazer were awarded the King Charles III Coronation Medal, a prestigious recognition for their contributions to education, leadership, and community service. She announced that nominations for the Student Leadership Award and Celebrate Teaching Awards are open, with the latter closing on February 28th. The awards ceremony will take place on March 26th, following the Annual Teaching and Learning Conference. The keynote speaker, Dr. Jessica Riddell from Bishop's University, is an award-winning author and nationally recognized educator known for her work in system change in universities, governance, leadership, and student success.

### a) Senior Academic Administrator Search Update

L. Livingston announced that the Renewal Advisory Committee for the Dean of Health Sciences is finalized and will meet next week to begin the renewal process, as Dr. Rodgers has expressed interest in a second term. She also noted that the Search Advisory Committee for the next Dean of the School of Graduate and Postdoctoral Studies was announced on January 7, 2025, and will commence work on February 10, 2025. Additionally, she congratulated Dr. Hossam Kishawy on his re-appointment for a second term as Dean of the Faculty of Engineering and Applied Science, beginning November 1, 2025, highlighting the strong support he received from the Board of Governors.

By way of a general update, L. Livingston noted that the University received inquiries about the migration to a cloud-based email system, first announced in December 2024 and followed by a campus-wide update in January 2025. She invited B. MacIsaac to provide an update.

B. MacIsaac explained that he will provide information on the privacy consideration aspect of the migration as he did at October's Academic Council. He confirmed that the General Counsel conducted a Privacy Impact Assessment (PIA), as outlined in the January campus-wide update, and that all recommendations such as breach protocols and enhanced storage training, are either completed or in progress. He reassured that Microsoft server hosting will remain in Canada, addressing a key concern.

Regarding the PIA, he clarified that its scope limits cloud-based systems to instructional delivery and assessment purposes, with further review underway. The University is also examining effective approaches used by other institutions to enhance transparency and plans to make relevant information publicly accessible.

In relation to the Personal Health Information Protection Act (PHIPA) and health-related data, he noted additional details are required, but guidelines and standards

will be reviewed to ensure proper management of sensitive information. He emphasized that the University follows strict protocols for handling sensitive information in compliance with privacy regulations. He confirmed IT will post further updates related to the migration process.

#### **6. 2025-2026 Tuition Framework (D)\***

L. Livingston reminded attendees that this report comes forward annually every January and invited S. Thrush to present the report.

S. Thrush reported that domestic undergraduate tuition remains frozen, with exceptions for three program areas, including Engineering and Computer Science, which are gradually increasing by up to 7.5% until they reach the provincial median. Other professional undergraduate programs are seeing a 5% increase, though these represent a small portion of the student body.

For international undergraduates, tuition increases are capped at 5% annually, with a 3% increase this year, except for a 5% increase in a specific IT program due to market comparisons.

Domestic tuition for graduate programs (research-based and course-based master's, PhD) remains frozen, while international tuition for research-based graduate programs stays frozen for another year. Course-based master's programs and graduate diplomas will see a 5% increase for both domestic and international students. Co-op fees will rise by 2% to match the ancillary fee increase. Entrance scholarships and funding for both undergraduate and graduate students will continue.

In response to concerns about tuition increases, it was noted that Ontario Tech stays below the provincial median for international tuition fees, though fiscal realities require adjustments. She confirmed the University is committed to supporting international students, including through financial assistance, and acknowledged that year-over-year increases can feel burdensome.

S. Thrush explained that the 7.5%, 5%, and 3% increases are dictated by provincial regulations aimed at bringing programs in line with the provincial tuition median. International tuition increases remain below the median, with set limits. She advised that the University does a lot of comparative analysis and noted that not all institutions are committed to stay within the median. She also noted that the University is well below the median in certain IT programs. S. Thrush acknowledged the concerns raised.

A suggestion to lock in tuition rates for all four years for students who wished to pay all tuition up front was acknowledged as complex, though it could be considered with careful evaluation.

Regarding bursaries, S. Thrush noted that the University provides resources to help international students calculate expenses before arrival. While a portion of tuition is

set aside for bursaries, it may not fully meet all students' needs. The University is monitoring rising costs and competition and continues to allocate funds for those with the greatest need, typically offering about \$4,000 per year. Adjustments will be made to ensure financial support reaches students who need it most.

A. Cooper noted that the outcome of an environmental scan she had conducted on international student tuition costs showed the University was the cheapest across Canada.

R. Bailey also noted that the percentage of students from the USA was small and whether increasing recruitment efforts specifically in the northeast of the USA would be a consideration. In response, S. Thrush reported that recruitment efforts had been increased last year with no noted change in student enrollment.

## **7. Undergraduate Studies Committee (USC)**

M. Bluehardt provided the USC update for the November 19, 2024 and December 17, 2024 USC meetings noting that decisions were made to improve undergraduate programs with a focus on inclusivity and accessibility and are reflected in this month's Academic Council agenda.

### **a) Major Program Modifications\* (M)**

#### **(i) Faculty of Health Sciences: Health Studies Minor\* (M)**

M. Bluehardt noted that a new Health Studies minor is being created for Social Science and Humanities (FSSH) students to enhance their ability to apply health and law knowledge. This collaboration with the Faculty of Health Sciences responds to student interest in healthcare and health systems courses. She confirmed that the minor is currently being offered for FSSH students as a starting point, but that there may be plans to expand it in the future.

*Upon a motion duly made by R. Ruttenberg Rozen and seconded by J. McCabe, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a minor in Health Studies available to students in programs from within the Faculty of Social Science and Humanities.*

#### **(ii) Faculty of Social Science and Humanities, Communications and Digital Media Studies; New Minor – AI and Content Creation\* (M)**

M. Bluehardt noted that this new minor will focus on AI content generation, leveraging unique expertise within the faculty. It aims to equip students with skills that employers across Canada are seeking, helping them stand out. Students have expressed interest in the AI-focused option, with many already using AI tools in their current jobs.

P. Stoett acknowledged concerns about the title and emphasized the importance of ensuring the minor's relevance to both AI content creation and its social context. While not all courses directly focus on AI, many incorporate AI elements. The title was chosen to align with industry terminology, but there is consideration that reordering the words could better reflect the emphasis. The overall goal is to generate energy and interest around the minor, ensuring its value to both students and employers.

It was clarified that no new courses are being created, and that the content of several existing courses was modified and processed previously through Faculty Council and USC.

*Upon a motion duly made by R. Ruttenberg Rozen and seconded by M. Bluechardt, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council approves the Major Program Modification to add a minor in AI and Content Creation*

## **8. Graduate Studies Committee (GSC)**

J. Stokes reported that the November 26, 2024, GSC meeting included updates and approvals, with no substantive items beyond the consent agenda. The discussion focused on challenges with international student recruitment, including study permits and visa approvals. Efforts to improve the visa process through collaboration with the legal company Border Pass were highlighted, along with topics related to student onboarding, supervision capacity, and scholarships. No meeting was held in December 2024.

## **9. Governance and Nominations Committee**

### **a) Elections Key Dates and Open Positions\* (I)**

L. Livingston highlighted that the Governance and Nominations Committee (GNC) is responsible for advising on governance structure, nominations, elections, and Academic Council's performance. At their meeting on January 21, 2025, the committee discussed and approved the key dates for the 2025 elections for Academic Council and its Committees. She noted that nominations will open on February 10, 2025, and emphasized that this will be the second year of an extended nominations and election period, providing ample time for faculty, staff, and students to express their interest.

K. Wilson noted that Academic Council membership and members' respective terms are available on the Ontario Tech website.

## **10. Research Committee**

### **a) Strategic Research Plan**

L. Jacobs noted that the Strategic Research Plan (SRP) consultations are progressing, with feedback from faculty, and consultation with the Board of Governors and Academic Council being worked on within the March to June time period. The



final plan is expected by June, with a record of consultations shared. He highlighted that the process has seen greater consensus compared to the last SRP development process.

**b) Advanced Manufacturing Research Centre (AMRC)\* (M)**

L. Jacobs presented the AMRC proposal noting that the University's SRP emphasizes advanced manufacturing and battery research as a key priority. This initiative aims to formalize a research group focused on predictability, agility, sustainability, and intelligence, bringing together a diverse group of researchers. It also serves as a central point for industry partners to explore collaboration and showcases the University's world-class research facilities in this area.

A detailed discussion emphasized the importance of offering faculty opportunities to contribute, especially in material science and production-related research. A key concern was the reliance on grant funding to establish staff positions, which can be unstable due to unpredictable grant approvals. The use of "soft money" (grant funds) for staffing and resources is a common model at Ontario Tech and other Ontario universities. This model involves using indirect costs from grants to support staffing, but these positions are term-based, not permanent, and depend on continued funding through successful grant writing.

The discussion also clarified that the research cluster already occupies office space in the ACE building, so the proposal does not request new space. Instead, it formalizes the use of existing space for the Centre, ensuring the space is strategically allocated to support an organized research unit rather than individual researchers. This approach offers stability and enhances the recognition of the space allocation process.

A concern was raised about the absence of Equity, Diversity, and Inclusion (EDI) aspects in the proposal and whether the Research Office requires Research Centres to include EDI in their plans. L. Jacobs clarified that the application policy, in place for some time, does not mandate EDI components. He acknowledged this as a potential gap in the policy and suggested that revisiting it may be necessary.

Positive feedback and kudos was also received from AC members on this Centre finally coming to fruition.

*Upon a motion duly made by A. Barari and seconded by H. Kishawy, pursuant to the recommendation of the Research Committee, Academic Council hereby recommends the establishment of Advanced Manufacturing Research Center (AMRC) for approval by the Board of Governors, as presented.*

**c) Centre for Interdisciplinary Nutrition Research & Innovation\* (M)**

The Chair noted that the name of the Research Centre was discussed and changed at the December and January Research Committee meetings and the materials provided to Academic Council reflect the correct name – *Interdisciplinary Centre for Preventative Nutrition & Technology (ICPNT)*.

L. Jacobs emphasized nutrition as a critical research area, supported by a vibrant student community and numerous researchers in related fields. The Centre leverages innovative technology, especially in public health, positioning it as a natural fit for a Research Centre. He noted the Centre's goal to achieve global recognition as a leader in interdisciplinary research, creating innovative policies and practices. It aligns with the University's strengths in applied AI research and broader EDI goals. He also highlighted that the Centre is a key initiative in the University's SRP, marking a significant step in the final phase of the current plan.

*Upon a motion duly made by A. Cooper and seconded by L. Livingston, pursuant to the recommendation of the Research Committee, Academic Council hereby recommends the Establishment of Interdisciplinary Centre for Preventative Nutrition & Technology (ICPNT) for approval by the Board of Governors, as presented.*

## **11. Policy Face to Face Consultation**

In response to a question raised regarding policies not included within the Agenda items, but noted for written consultation, the Chair reminded attendees that discussions remain focused on scheduled business items and encouraged members to send in written remarks for any items noted for written consultation.

### **a) Procurement of Goods and Services Procedure\* (C)**

B. MacIsaac explained that the Procurement of Goods and Services procedure, mandated under the Building Ontario Act, prioritizes Ontario suppliers for purchases under \$121,000. Procurement rules apply to all purchases, including those made through Personal Development (PD) funds.

A key discussion focused on balancing sustainable procurement – considering environmental, social, and economic impacts, with financial value. B. MacIsaac emphasized trust in individuals to make ethical purchasing decisions, weighing Environmental, Social, Governance (ESG) factors against cost. Questions were also raised about the definitions of "social value" and "accountability" in procurement, with the response noting that these principles provide general guidance without overly restricting decision-making.

The meaning of "fairness and transparency" in procurement was also questioned, with B. MacIsaac noting that the language comes directly from Government policy. He also recommended that if individuals have any questions about purchasing in this regard to reach out to the Finance Department.

### **b) Signing Authority and Approval of Expenditures Procedure\* (C)**

B. MacIsaac advised that Deans are being removed from the approval process for all University funds, including research and PD funds, to improve efficiency and reduce duplication with Accounts Payable, Research Accounting, and Principal Investigators (PI's). Concerns arose about potential workload increases for staff managing



reimbursements and some concerns were raised regarding issues with the lack of the Dean's oversight, as it helps prevent invalid claims and ensures appropriate spending, especially for new faculty unfamiliar with spending guidelines. Suggestions included creating a reporting mechanism between Finance and Deans to review flagged expenses periodically.

It was recommended to remove the policy consultation from the Academic Council agenda for further discussion, pending the Provost's direction.

## **12. Consent Agenda**

The Chair confirmed that the Consent Agenda and the items in the Consent Agenda were approved and received in the approval of the Agenda at the start of the meeting.

- a) Minutes of the Meeting of November 26, 2024\* (M)
- b) *Minor Program Adjustments from USC\* (I)*
  - (i) Faculty of Social Science and Humanities: Bachelor of Arts - Liberal Studies; Science, Technology and Society Specialization\* (I)
  - (ii) Faculty of Social Science and Humanities: Diploma in Public Policy\* (I)
  - (iii) Faculty of Science; Bachelor of Science in Computer Science, Data Science and Digital Media Specializations\* (I)
  - (iv) Faculty of Science: Bachelor of Science in Integrated Mathematics and Computer Science\* (I)
- c) *Cyclical Program Review from GSC and USC\* (I)*
  - (i) MSc and PhD in Modelling and Computational Science – Final Assessment Report and Program Learning Outcomes\* (I)
  - (ii) Bachelor of Science; Physics 18 Month Follow-Up Report\* (I)
- d) Academic Policy Instruments from USC\* (I)
  - (i) Undergraduate Advanced Standing and Transfer Credit Procedures\*(I)

## **13. Other Business**

- a) A. Cooper volunteered to provide the Land Acknowledgement for the February 2025 Academic Council meeting.

## **14. Termination**

*Upon a motion duly made by S. Nokleby, the January 28, 2025 Academic Council meeting was terminated at 4:17 p.m.*

Kirstie Ayotte, Assistant University Secretary

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

Recommendation ☐  
Decision ☐  
Discussion/Direction ☐  
Information ☒

DATE: 25 February 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Entrepreneurship minor for students outside FBIT

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### COMMITTEE MANDATE:

In accordance with Section 1. b) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to approve minor program adjustments and report them to Academic Council for information.”

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed reducing the number of required courses in the minor from four to three and increase required elective courses from two to three. BUSI 2700U and BUSI 3650U will be added to the list of elective options.

### RESOURCES REQUIRED:

No additional resources required.

### TRANSITION PLAN:

The changes will take effect for all incoming students effective Fall 2025.

### CONSULTATION AND APPROVAL:

- ✓ Undergraduate Education Committee: 19 November 2024
- ✓ Faculty Council: 3 December 2024
- ✓ Undergraduate Studies Committee (for approval): 21 January 2025
- Academic Council (for information): 25 February 2025

### NEXT STEPS:

- After presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

### SUPPORTING REFERENCE MATERIALS:

- [Minor Program Adjustment Proposal](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

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

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### COMMITTEE MANDATE:

In accordance with Section 1. b) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to approve minor program adjustments and report them to Academic Council for information.”

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed these changes to create space in the program map providing a 4th engineering elective by combining two courses with overlapping content and replacing them with new course AUTE 4600U in semester 4-2. A new engineering elective is added to year 4-2 while Automotive Structural Design: AUTE 4060U moves to the engineering electives list. Additionally several courses are being moved by year and semester.

The fundamental concept is to provide 4 Engineering electives rather than 3. This allows a seamless integration of Engineering specialization offerings into the program. Course content overlap has been reduced. The number of automotive engineering elective offerings are held constant, but students can now select an extra engineering elective course in an area of interest they may prefer.

### RESOURCES REQUIRED:

The net number of course offerings in the Automotive program remains unchanged, there will be no financial implications.

### TRANSITION PLAN:

Current students registering in Fall 2025 who have already completed Powertrain Design will take Vehicle System Design rather than Chassis Systems Design and be entitled to take 4 Engineering Electives rather than 3.

Communication to the students will come from our FEAS Academic Advising.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 21 November 2024
- ✓ Faculty Council: 28 November 2024
- ✓ Undergraduate Studies Committee (Approval): 21 January 2025
- Academic Council (Information): 25 February 2025

Informal student consultation has indicated strong support for the reduced upper year workload and increased program flexibility.

**NEXT STEPS:**

After presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Minor Program Adjustment - BEng Automotive Engineering](#)
- New course proposal:
  - [AUTE4600U: Vehicle Systems Design](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

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

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### COMMITTEE MANDATE:

In accordance with Section 1. b) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to approve minor program adjustments and report them to Academic Council for information.”

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed to remove MATH 2070U: Numerical Methods from Year 2, Semester 2 and add ENGR 2100U: Computational Engineering Applications to Year 2, Semester 2. ENGR 2100U better meets the learning outcomes of the program. As well, the course will expose students to engineering applications of programming important for manufacturing engineers. Lastly, the addition of this course will allow students to take the Artificial Intelligence Specialization that is being proposed for the Manufacturing Engineering program since this course is a prerequisite for the Artificial Intelligence Specialization.

### RESOURCES REQUIRED:

No additional resources required.

### TRANSITION AND COMMUNICATION PLAN:

Fall 2024 cohort and later will take ENGR 2100U instead of MATH 2070U. Note that the approvals were not completed prior to Fall 2024, therefore, students starting in Fall 2024 took ENGR 2100U as a course substitution on an informal basis to ensure consistency with the new program map.

Fall 2023 cohort and earlier will take MATH 2070U. Note if a student is missing MATH 2070U, they may take ENGR 2100U instead.

Communication to manufacturing students will be made by the Engineering Advising Office.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 15 February 2024
- ✓ Faculty Council: 29 February 2024
- ✓ Undergraduate Studies Committee (Approval): 21 January 2025
- Academic Council (Information): 25 February 2025

**NEXT STEPS:**

After presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [Minor Program Adjustment - BEng Manufacturing Engineering](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Undergraduate Studies Committee

**SUBJECT:** Minor Program Adjustment - BEng in Electrical Engineering and Electrical Engineering Smart Grid Specialization

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### COMMITTEE MANDATE:

In accordance with Section 1. b) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to approve minor program adjustments and report them to Academic Council for information.”

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed to move some courses, complete course changes, and remove MATH 2860U. The changes reflect continuous improvement and are aligned with providing an exceptional educational experience while promoting the well-being of students. The changes enhance the program and the student learning experience as follows:

Quality over quantity: the focused curriculum will enhance the student engagement by providing more time to facilitate better understanding and applications of concepts leading to a more enriching educational experience.

Reduced mental load: Five courses per semester allows for a more manageable course load that contributes to reduced stress and anxiety levels leading to a more supportive and productive learning environment.

The essential math topics will be included in a revised course that focuses on program-oriented essential topics to better serve the needs of upper-year courses, reducing content overlap by removing unnecessary courses without compromising the quality of the program.

These changes will also impact the associated ‘and Management’ program options.

**RESOURCES REQUIRED:**

No additional resources required.

**TRANSITION AND COMMUNICATION PLAN:**

The changes will take effect Fall 2025 and communication to students will be made via the FEAS Academic Advising Office. Fall 2024 and later cohorts will follow the new program map. Students who began the program in Fall 2023 or earlier will follow the existing program map including the required prerequisites for third year courses and the sequence of liberal studies electives.

**CONSULTATION AND APPROVAL:**

- ✓ Curriculum Committee: 21 November 2024
- ✓ Faculty Council: 28 November 2024
- ✓ Undergraduate Studies Committee (Approval): 21 January 2025
- Academic Council (Information): 25 February 2025

**NEXT STEPS:**

After presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- [MPA Electrical Engineering](#)
- [MPA Electrical Engineering - Smart Grid Specialization](#)
- **Course Change Proposals:** [ELEE 2210U](#), [ELEE 2520U](#), [ENGR 2100U](#), [ELEE 3110U](#), [ELEE 3240U](#)





## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

**SUBJECT:** Minor Program Adjustment – Master of Science in Nursing (MScN)

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### COMMITTEE MANDATE:

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

### BACKGROUND/CONTEXT & RATIONALE:

The faculty proposed to:

- remove HLSC 5060G and HLSC 5291G from the elective list for the project stream
- make additional editorial changes to information regarding elective course suggestions

Students may take other Graduate Level (5000-level or cross-listed level) courses available within the Faculty of Health Sciences as their elective. Course offerings and mode of delivery vary per term. A pre-approved electives list is outlined in the Academic Calendar. Students are also eligible to take elective courses at Trent University.

### RESOURCES REQUIRED:

No additional resources required.

### TRANSITION PLAN:

Effective for May 2025.

### CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 10 September 2024
- ✓ Faculty Council: 2 October 2024
- ✓ Graduate Studies Committee (Approval): 28 January 2025
- Academic Council (Information): 25 February 2025

**NEXT STEPS:**

Following presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

[Minor Program Adjustment Proposal](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

**SUBJECT:** Minor Program Adjustment – Forensic Psychology - Master of Science, Doctor of Philosophy and Doctor of Philosophy – Direct Entry

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### COMMITTEE MANDATE:

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

### BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed adjusting supporting documentation requirements for admissions consideration by eliminating the requirement for a third letter of reference. This change will align the program with most other graduate programs and make application less cumbersome for prospective students.

### TRANSITION AND COMMUNICATION PLAN:

The third reference letter requirement will be removed for applicants seeking admission for 2026. This does not affect current students. Potential new students will be advised via our website, SGPS and the application portal.

### RESOURCES REQUIRED:

No additional resources are required.

### CONSULTATION AND APPROVAL:

- ✓ Graduate Curriculum Committee: 14 November 2024
- ✓ Faculty Council: 29 November 2024
- ✓ Graduate Studies Committee (for approval): 28 January 2025
- Academic Council (for information): 25 February 2025

SGPS has also been consulted and has provided input to facilitate the change in admissions requirements.

**NEXT STEPS:**

- After presentation to Academic Council, this change will be included in the 2025-2026 Academic Calendar.

**SUPPORTING REFERENCE MATERIALS:**

- Minor Program Adjustment Proposals:
  - [Forensic Psychology – MSc](#)
  - [Forensic Psychology – PhD](#)
  - [Forensic Psychology- PhD – Direct Entry](#)

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 25 February 2025

**FROM:** Graduate Studies Committee

**SUBJECT:** Cyclical Program Review – Executive Summary, Implementation Plan and Program Learning Outcomes – Master of Information Technology Security

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### COMMITTEE MANDATE:

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

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

### BACKGROUND/CONTEXT & RATIONALE:

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

### RESOURCES REQUIRED:

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

**COMPLIANCE WITH POLICY/LEGISLATION:**

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

**CONSULTATION AND APPROVAL:**

- The Academic Resource Committee reviewed the Implementation Plan on December 10, 2024.
- The Implementation Plan was presented to Faculty Council (FBIT) on December 3, 2024.
- The Final Assessment Report, Executive Summary, Implementation Plan, and revised learning outcomes were approved at Graduate Studies Committee on January 28, 2025.

**NEXT STEPS:**

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

**SUPPORTING REFERENCE MATERIALS:**

- Executive Summary
- Implementation Plan
- PLO Enhancement Summary



## **FINAL ASSESSMENT REPORT**

### **Executive Summary**

### **Cyclical Program Review**

<b>Degree Program:</b>	<b>Master of Information Technology Security</b>
<b>Components:</b>	
<b>Dean:</b>	<b>Dr. Carolyn McGregor</b>
<b>Date:</b>	<b>January 14, 2025</b>

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

In academic years 2021-2023 a program review was scheduled for Master of Information Technology Security This is the third program review for this program. A timeline of the review is provided below.

<b>Program Review Timeline</b>	<b>Date</b>
Program Review start date:	Nov 24, 2021
Self-Study submitted/approved:	Nov 6, 2023
Site Visit:	March 5-6, 2024
External Reviewers Report received:	March 19, 2024
Program Response received:	Aug 8, 2024
Decanal Response received:	Nov 27, 2024

Based on the self-study, the reviewers were asked to consider the program's desire to create more opportunities for students to develop skills and expertise outside of the



deep mathematical science aspects of IS, to provide more opportunities for online and hybrid learning within the program, and to better respond to the unique enrollment challenges and opportunities posed by a very strong international market for the program.

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

- Dr. Mary Bluechardt, Deputy Provost
- Dr. Carolyn MacGregor, Dean of the Faculty of Business and IT
- Dr. Mehdi Hossein-Nejad, Associate Dean of Faculty of Business and IT
- Dr. Stephen Marsh, Chair of Internal Assessment Team
- Members of the Internal Assessment Team
- Faculty, Staff and Students from the Faculty of Business and Information Technology
- Staff from the School of Graduate and Postdoctoral Studies
- Staff form International Student Services

The external reviewers identified twelve recommendations identifying specific steps to be taken to improve the program. Recommendations recognized the tremendous growth that the program has experienced to date, and the need to plan for and manage the potential for continued growth, particularly in the shifting international context. The prioritized list of recommendations is available in the Implementation Plan.

A Final Assessment Report (FAR) has been prepared to synthesize the reports and recommendations resulting from the review, identifying the strengths of the program as well as the opportunities for program improvement and enhancement. The Implementation Plan (IP) presents a timeline of the follow-up and resource requirements addressing the recommendations from the external reviewers’ report. Both documents, accompanied by this Executive Summary (ES), were delivered to the appropriate standing committee of Academic Council (USC/GSC) and approved on **January 28, 2025**.

Governance	Document(s)	Type of review	Date
Faculty Council	IP	Feedback	December 3, 2024
Resource Committee	IP	Resource review	December 10, 2024
USC/GSC	FAR, ES, IP	Approval	January 28, 2025
Quality Council	FAR, ES, IP	QAF requirement	
Academic Council	ES, IP	For information	
Board of Governors	ES, IP	For information	
Corporate Website	ES, IP	QAF requirement	

**Due Date for 18-Month Follow-up Report:**    **November 24, 2025**  
**Date of Next Cyclical Review:**                **2029-2031**  
**Timeframe for associated site visit:**           **Fall 2030**



**IMPLEMENTATION PLAN**  
**November 2024**  
**Master of IT Security (MITS & MITS-AI)**  
**Program Review**  
**Dean: Dr. Carolyn McGregor AM**

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

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

<b>Recommendation</b> <i>(corresponding # from reviewers' report)</i>		<b>Action Item(s)</b>	<b>Specify role of person responsible</b>	<b>Timeline for action and monitoring</b>	<b>Resource Requirements</b>
1.	<i>The program should set up explicit growth plans, which in turn will help resource planning as needed. In particular, specific decisions should be made regarding the desired number of students to be admitted</i>	<i>Evaluate program size and propose growth plan for the 2 and 5 year horizons with contingency plans according to external trends.</i>	<i>MITS Program Director and Associate Dean Research and Graduate Studies</i>	<i>Initial report to Dean by May 2025 and then again in May 2026.</i>	<i>Information from the RO regarding international and domestic student trends</i>

	<i>into the program in 2 years or 5 years.</i>				
2.	<i>Address imbalance between number of domestic and international students and attract under-represented student groups</i>	<i>Promote the program to Ontario Tech Alumni</i>  <i>Explore marketing campaigns within the province and report options to Dean</i>  <i>Continue to consider EDI in attracting and accepting students</i>	<i>MITs Program Director and Associate Dean Research and Graduate Studies</i>  <i>Dean, DPO and MITs Program Director</i>  <i>MITs program director</i>	<i>Start in 2025-2026 application Cycle</i>  <i>Provide options to Dean by early 2025</i>  <i>Continuous</i>	<i>Collaboration with SGPS</i>  <i>Explore marketing budget and assistance from Communication and Marketing</i>  <i>N/A</i>
3.	<i>Additional staff and faculty members to support the program</i>	<i>Hire more faculty members to support the program</i>  <i>Hire an additional graduate program assistant</i>	<i>Dean</i>  <i>DPO</i>	<i>One TTT position hired in 2024. A TF position in Networking and IT Security being finalized for July 2025</i>  <i>Early 2025</i>	<i>Positions approved, 1 hired and 1 being finalized</i>  <i>Staff position approved</i>
4.	<i>Update labs used in the program (e.g., Hacker Lab)</i>	<i>Explore program needs for equipment and resources and report to the Dean for decision</i>	<i>MITs program director and DPO</i>	<i>2025-2026 academic year</i>	<i>Resources may be needed after needs are identified</i>

6.	<i>The MITS program should explicitly decide which areas it wants to specialize in for the future.</i>	<i>Evaluate current specializations and report on their performance and possible new specializations</i>	<i>MITS Program Director and Associate Dean Research and Graduate Studies</i>	<i>2026-2027 academic year (after we have a track record for the newer specializations)</i>	<i>Nothing immediate</i>
7.	<i>Better coordination between the program, the international office, and the Registrar's office to reduce the bottleneck in processing international student</i>	<i>Continue to work with the RO and SGPS to streamline application processing</i>  <i>Hire additional graduate program staff member at FBIT</i>	<i>MITS program director</i>  <i>DPO</i>	<i>Report on progress after 2025-2026 admission cycle</i>  <i>Early 2025</i>	<i>Information from the RO and SGPS, and collaboration on admission process with these 2 entities</i>  <i>Position approved</i>
8.	<i>Possible expansion of online offerings after careful planning and a mix of online and in-person options</i>	<i>Develop a plan for the 2025-2026 course offerings</i>	<i>MITS program director, DPO, APS</i>	<i>May 2025 for the 25-26 academic year and then May 2026 for the year after</i>	<i>Input from SGPS and RO regarding IRCC requirements for international students</i>
9.	<i>Program specific events to enable networking amongst students and with alumni</i>	<i>Plan networking and orientation events for the 2025-2026</i>	<i>MITS Program Director</i>	<i>Have plan ready for July 2025</i>	<i>Costs associated with hosting of events</i>
10.	<i>A better coordination with the CO-OP office, or assigning a dedicated person to help with student job placement, is needed</i>	<i>Develop a framework for coop and internship resources and support available to MITS students</i>	<i>MITS Program Director, Associate Dean Research and Graduate Studies, DPO, Director of Ontario Tech Experiential</i>	<i>Framework ready by December 2025</i>	<i>Support and resources needed from SGPS and Experiential Learning &amp; Career Services office based on new centralized model</i>

			<i>Learning &amp; Career Services</i>		
11.	<i>An Advisory Board should be reconstituted for the MITS program (with the original members or with new members) and should meet regularly.</i>	<i>Establish a new advisory board with clear mandate and meeting plans</i>	<i>MITs Program Director</i>	<i>Progress report by July 2025 and advisory board in place by January 2026</i>	<i>Nothing immediate</i>

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

### Recommendations not Addressed and Rationale

#	Recommendation not Addressed	Rationale
5.	<i>Offer longer term contracts to limited term contract faculty members</i>	<i>These forms of hiring are governed by the collective agreements that are in place within the university.</i>
12.	<i>Some recognition / compensation / incentive should be given to professors who choose to supervise Capstone projects.</i>	<i>This falls under the workload as detailed in the collective agreement. The current collective agreement ends Jun 30, 2025, so discussions over the new collective agreement are expected.</i>

**Due Date for 18-Month Follow-up Report: 24 November 2025**

**Date of Next Cyclical Review: 2029-2031**



### **Cyclical Program Review: Summary of program learning outcome enhancements**

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

<b>Faculty:</b> Faculty of Business and Information Technology	
<b>Program:</b> Master of Information Technology Security	
<b>Review year:</b> 2021-2023	
<b>Undergraduate:</b> <input type="checkbox"/>	<b>Graduate:</b> <input checked="" type="checkbox"/>

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

- To understand the research process in the discipline of information technology security.
- Demonstrates mastery of the basics of information security by producing a practical, original research paper or case study.
- Demonstrates mastery of risk assessment, IT infrastructure, and related security policies.
- "Master the content of these 10 Domains in the CISSP exam:
  1. Access Control Systems and Methodology
  2. Applications and Systems Development
  3. Business Continuity Planning
  4. Cryptography
  5. Law, Investigation and Ethics
  6. Operations Security
  7. Physical security
  8. Security Architecture and Models
  9. Security Management Practices
  10. Telecommunications, Network and Internet Security"
- "Master the content of these Domains in the SANS Security Essentials Course:
  1. Risk Assessment and Auditing
  2. Host and Network Based Intrusion Detection
  3. Honeypots, Firewalls and Perimeter Protection
  4. Security Policy
  5. Password Management
  6. Security Incident Handling
  7. Information Warfare and Hacking
  8. Web Security

9. Network Fundamentals and IP Concepts and Behaviour
10. Primary Threats for Perimeter Protection
11. PGP, Steganography
12. Anti-viral tools
13. Windows (2000, XP, NT, 98) Security Administration and Auditing
14. IIS Security
15. Unix Security Fundamentals"
  - Understand different types of security related issues and applications in various businesses and disciplines.

**Total number of original outcomes: 6**

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

1. Perform and evaluate state-of-the-art cybersecurity attack techniques and “Think like a hacker”
2. Plan and deploy appropriate cybersecurity defense mechanisms
3. Design and appraise organizational cybersecurity resilience measures
4. Create and effectively present measurable and impactful organizational cybersecurity policies
5. Evaluate cybersecurity ethics and biases from social, legal and other sociotechnical contexts
6. Identify and examine the limitations of state-of-the-art cybersecurity practices.
7. Use artificial intelligence and data mining tools to detect and classify threat actors' activities in order to identify and protect from malicious activities.

**Total number of enhanced outcomes: 7**

**Have the enhanced outcomes been mapped to the degree-level expectations (DLEs)?**

☒ Yes      ☐ No

**If no, this should be completed no later than:**

**Are you providing any additional supporting documents?** ☐ Yes      ☐ No

**If yes, which (list all)?**

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**CIQE INTERNAL APPROVAL**

Appended to FAR	
FAR, Outcomes, Executive Summary, Implementation Plan approved by USC/GSC	
Final Approved FAR, Outcomes, Executive Summary and Implementation Plan sent to Faculty, through the Dean, as primary owner	
Outcomes entered into Curriculog	

## **Academic schedule**

- Fall semester
- Winter semester
- Spring/Summer semester

### **Fall semester**

August 10, 2025	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
September 1, 2025	Labour Day, no lectures.
September 2, 2025	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 15, 2025	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.

September 29, 2025    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 13, 2025    Thanksgiving Day, no lectures.

October 14 to 19, 2025    Fall study week, no lectures.

October 16 to 17, 2025    Fall Convocation.

November 3, 2025    Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.

December 1, 2025    Lectures end, fall semester.

December 2, 2025    Study break, no lectures.

December 3 to 13, 2025      Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

December 15, 2025      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.

December 18, 2025      Fall Semester Grades released

December 24, 2025 to  
January 2, 2026      University closed.

December 31, 2025      Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

### **Winter semester**

January 5, 2026      University reopens.

January 12, 2026      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 23, 2025      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 6, 2026      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 16, 2026	Family Day, no lectures.
February 17 to 22, 2026	Winter study week, no lectures.
February 28, 2026	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 20, 2026	Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.
April 3, 2026	Good Friday, no scheduled academic activities.
April 5, 2026	Easter Sunday, no scheduled academic activities.
April 13, 2026	Lectures will follow the Friday schedule on this day only.
April 14, 2026	Study break, no lectures.
April 15 to 25, 2026	Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
April 22, 2026	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 30, 2026

Winter Semester grades released.

### **Spring/Summer semester**

May 11, 2026

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 15, 2026

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 18, 2026

Victoria Day, no lectures.

May 25, 2026

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 3-5, 2026

Spring Convocation.

June 8, 2026

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 22, 2026	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 23, 2026	Spring six-week session study break, no lectures.
June 23 to 27, 2026	Study break, 12-week summer semester, no lectures.
June 24 to 27, 2026	Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
June 29, 2026	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.
July 1, 2026	Canada Day, no scheduled academic activities.

July 2, 2026	Spring session grades released.
July 6, 2026	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 13, 2026	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 20, 2026	Last day to withdraw from twelve-week summer semester courses. Active summer semester courses will be graded by instructors.
August 3, 2026	Civic Holiday, no lectures.
August 10, 2026	



Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.

August 11, 2026      Lectures will follow the Wednesday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.

August 12, 2026      Study break, no lectures.

August 13 to 16, 2026      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 21, 2026      Last day for faculty to submit Certificate of Approval for project/paper to the School of Graduate and Postdoctoral Studies to ensure graduation by end of summer semester.  
  
Summer session and Spring/Summer semester grades released

August 22, 2026      Last day to submit final thesis package to program office to ensure graduation by end of summer semester.

**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 22, 2026 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](https://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 Mitch and Leslie Frazer Faculty of Education's website for specific start and end dates.
- Fall convocation will be held in October 2025. Spring convocation will be held in June 2026. For more details, please refer to [ontariotechu.ca/convocation](https://ontariotechu.ca/convocation).

## **Academic schedule**

- Fall semester
- Winter semester
- Spring/Summer semester

### **Fall semester**

July 31, 2025	Last day to submit an application for Readmission or Change of Program for the fall semester through the portal.
August 10, 2025	Last day to submit an online application for graduation for students completing degree requirements at the end of the summer semester.
August 30 to September 1, 2025	Fall semester orientation.
September 1, 2025	Labour Day.
September 2, 2025	Lectures begin for all programs, fall semester.
September 15, 2025	End of regular registration period; last day to add courses, fall semester.  Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, fall semester.  Fall semester fees due.
September 29, 2025	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 and receive a 50 per cent refund of tuition fees, fall semester.

October 13, 2025	Thanksgiving Day, no scheduled academic activities.
October 14 to 19, 2025	Fall study week, no scheduled academic activities.
October 16 to 17, 2025	Fall Convocation.
November 30, 2025	Last day to submit an application for Readmission or Change of Program for the winter semester through the portal.
December 1, 2025	Lectures end, fall semester, except Bachelor of Education.  Last day to withdraw from fall semester courses. Active fall semester courses will be graded by instructors.
December 2, 2025	Study break, no scheduled academic activities.
December 3 to 13, 2025	Fall semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
December 12, 2025	Lectures end, Bachelor of Education.
December 18, 2025	Fall semester grades released.
December 22, 2025	Fall academic standing released.
December 24, 2025 to January 2, 2026	University closed.
December 31, 2025	Last day to submit online application for graduation for students completing degree requirements at the end of the fall semester.

### **Winter semester**

January 5, 2026	University reopens.
January 12, 2026	Lectures begin for all programs, winter semester.

January 23, 2026	<p>End of regular registration period; last day to add courses, winter semester.</p> <p>Last day to drop courses and receive a 100 per cent refund of tuition and ancillary fees, winter semester.</p> <p>Winter semester fees due.</p>
February 6 , 2026	<p>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.</p> <p>Last day to drop courses and receive a 50 per cent refund of tuition fees, winter semester.</p>
February 16, 2026	Family Day, no scheduled academic activities.
February 17 to 22, 2026	Winter study week, no scheduled academic activities.
February 28, 2026	Last day to submit online application for graduation for the spring session of convocation for students completing degree requirements at the end of the winter semester.
March 31, 2026	Last day to submit an application for Readmission or Change of Program for the spring/summer semester through the portal.
April 3, 2026	Good Friday, no scheduled academic activities.
April 5, 2026	Easter Sunday, no scheduled academic activities.
April 13, 2026	<p>Lectures will follow the Friday schedule on this day only. Lectures end, winter semester, except Bachelor of Education.</p> <p>Last day to withdraw from winter semester courses. Active winter semester courses will be graded by instructors.</p>

April 14, 2026	Study break, no scheduled academic activities.
April 15 to 25, 2026	Winter semester final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).
April 30, 2026	Winter semester grades released.
May 1, 2026	Lectures end, Bachelor of Education.
May 4, 2026	Winter academic standing released.

### **Spring/Summer semester**

May 4, 2026	Start date, Bachelor of Education (see Mitch and Leslie Frazer Faculty of Education's Field Experience Handbook).
May 11, 2026	Lectures begin, six-week spring session and 12-week summer semester.
May 15, 2026	<p>Last day to add six-week spring session courses.</p> <p>Last day to drop six-week spring session courses and receive a 100 per cent refund of tuition and ancillary fees.</p> <p>Six-week spring session and 12-week summer semester fees due. Fees are due at the time of registration for any six-week spring session or 12-week summer semester courses registered after this date.</p>
May 18, 2026	Victoria Day, no scheduled academic activities.

May 25, 2026

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

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

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

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

June 3 to 5, 2026

Spring Convocation.

June 8, 2026

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

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

June 22, 2026

Lectures end, six-week spring session.

Last day to withdraw from six-week spring session courses. Active six-week spring session courses will be graded by instructors.

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

June 23, 2026

Spring six-week session study break, no scheduled academic activities.

June 23 to 27, 2026 Study break, 12-week summer semester, except Bachelor of Education.

June 24 to 27, 2026 Spring session final examination period. Students are advised not to make commitments during this period (i.e., vacation, travel plans).

June 29, 2026 Lectures begin, six-week summer session.

Lectures resume, 12-week summer semester.

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

July 1, 2026 Canada Day, no scheduled academic activities.

July 2, 2026 Spring session grades released.

July 3, 2026 Lectures end, Bachelor of Education nine-week session.

July 6, 2026

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

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

July 13, 2026

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

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



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

August 3, 2026

Civic holiday, no scheduled academic activities.

August 10, 2026

Last day to submit online application for graduation for students completing degree requirements at the end of the summer session.

August 11, 2026

Lectures will follow the Wednesday schedule on this day only. Lectures end, 12-week summer semester and six-week summer session.

Last day to withdraw from 12-week summer semester and six-week summer courses. Active 12-week summer semester and six-week summer session courses will be graded by instructors.

August 12, 2026

Study break, no scheduled academic activities.

August 13 to 16, 2026

Summer semester final examination period (includes six-week and 12-week courses). Students are advised not to make commitments during this period (i.e., vacation, travel plans).

August 21, 2026

Six-week summer session and 12-week summer semester grades released.

August 25, 2026

Spring/Summer academic standing released.

#### Notes:

- Fourth-year students in the Medical Laboratory Science program will have program start dates prior to the first week of lectures stated in this academic schedule. See Medical Laboratory Science program start dates for details.
- See the Mitch and Leslie Frazer Faculty of Education website for Bachelor of Education important program dates and details.
- Fall convocation will be held in October 2025. Spring convocation will be held in June 2026. For more details, please refer to [ontariotechu.ca/convocation](https://ontariotechu.ca/convocation).