

ACADEMIC COUNCIL MEETING
Academic Council - Public

AGENDA

Date: March 25, 2025

Time: 2:30 p.m. – 4:05 p.m.

[videoconference](#)

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

[AC Meeting Schedule and Materials 2024-2025](#)

No.		Topic	Chair	Suggested Start Time
1.		Call to Order and Land Acknowledgement		
2.		<i>Agenda</i> (M)	Chair	2:30 p.m.
3.		Chair's Remarks		
4.		Inquiries and Communications	Chair	2:35 p.m.
5.		Provost's Remarks		
	5.1	Senior Academic Administrator Search Update (I)	L. Livingston	2:40 p.m.
6.		<i>2025-2028 Budget*</i> (I)	L. Livingston B. Maclsaac S. Thrush	2:50 p.m.
7.		Undergraduate Studies Committee		
	7.1	<i>Major Program Modification: Faculty of Health Sciences: Bachelor of Health Administration*(M)</i>	M. Bluehardt	3:15 p.m.
8.		Graduate Studies Committee	J. Stokes	3:25 p.m.
9.		Research Committee		3:30 p.m.

	9.1	<i>Strategic Research Plan*</i> (D)	L. Jacobs	
10.		Policy Consultation - Approval		
	10.1	<i>Special Considerations Policy – Undergraduate and Professional Admissions*</i> (M)	J. Stokes	3:40 p.m.
	10.2	<i>Revised Policy on Auditing an Undergraduate and Graduate Course*</i> (M)		
	10.3	<i>Registration and Course Selection Policy Amendments*</i> (M)		
11.		Consent Agenda:		
	11.1	<u><i>Minutes of the Meeting of February 25, 2025*</i></u> (M)		
	11.2	Minor Program Adjustments from USC* (I)		
		<ul style="list-style-type: none"> i. <i>Mitch and Leslie Frazer Faculty of Education: Bachelor of Education – Concurrent option – Primary/Junior and Intermediate / Senior* (I)</i> ii. <i>Mitch and Leslie Frazer Faculty of Education: Bachelor of Arts – Educational Studies* (I)</i> iii. <i>Faculty of Science: Bachelor of Science (Hons) in Neuroscience* (I)</i> iv. <i>Faculty of Social Science and Humanities: Sustainability Studies Minor* (I)</i> v. <i>Faculty of Social Science and Humanities: Internship and Practicum* (I)</i> vi. <i>Faculty of Social Science and Humanities: Diploma in Public Policy* (M)</i> 	Chair	3:55 p.m.
	11.3	Minor Program Adjustments from GSC* (I)		
		<ul style="list-style-type: none"> i. <i>Faculty of Science: PhD in Materials Science* (I)</i> ii. <i>Faculty of Engineering and Applied Science: Meng, MASC and PhD in Electrical and Computer Engineering* (I)</i> 		
	11.4	Cyclical Program Review from GSC* (I)		
		<ul style="list-style-type: none"> i. <i>Master of Health Sciences – 18 Month Follow-up* (I)</i> 		
	11.5	Policy Instruments from USC * (I)		
		<ul style="list-style-type: none"> i. <i>Special Considerations Procedures – Undergraduate and Professional Admissions* (I)</i> 		

		ii. <i>Undergraduate and Professional Admissions Procedures</i> * (I)		
	11.6	<i>Conferral of Degrees – Winter 2025*</i> (M)		
12.		Other Business	Chair	4:00 p.m.
	12.1	Land acknowledgement for April Academic Council Meeting		
13.		Termination		4:05 p.m.

Nicola Crow, University Secretary

COUNCIL REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Academic Council

DATE: March 25, 2025

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

SUBJECT: Multi Year Budget 2025-28

BACKGROUND/CONTEXT & RATIONALE:

This current financial context requires ongoing discipline to address budget pressures while targeting resources to invest in our [2023–2028 Integrated Academic Research Plan](#) (IARP). As we must diversify our revenue sources we are committed to creating distinctive programs with hands-on learning opportunities, offering flexible options for traditional and non-traditional learners and prioritizing initiatives that build job readiness while promoting ongoing upskilling and reskilling. The current budget planning environment remains difficult to balance given the government policies related to tuition and grant that has only been made more difficult due to the cap on international study permits.

This document provides an overview of the University’s 2025-2026 rolling **\$260M consolidated budget** and outlines the fiscal tensions we face resulting from multiple competing demands. From a revenue perspective, the increase over the prior year budget is \$18M (\$9M over the 2024-2025 year-end forecast). The largest contributors to this increase are:

- \$15.6M enrolment (9.2M domestic, 6.4M international tuition).
- \$2.7M grants (0.9M to sustainability fund, 0.6M facilities, 0.5M nursing).
- \$0.5M ancillary

From an expense perspective, almost 80% of the Operating Budget is committed to labour. The major investments compared to last year’s budget include:

- \$10.7M investment in people (\$7.4M full-time, \$3.3M sessionals/teaching assistants/work-study).
- \$3.3M for student experience and financial aid
- \$2.0M investment in piloting Artificial Intelligence
- \$1.4M for Capital infrastructure (note this is \$10M with base).

While this budget continues to move us forward on our mission and priorities there are number of areas that were not funded to the levels we would like. A desired outcome of the budget presentations is to ensure members are aware of, and comfortable with, the risks and risk mitigation strategies related most specifically to enrolment, capital renewal and future reserves. The budget presents a plan for \$2.2M surplus before use of reserves; but, it does not set aside the reserves required for future years. The assumed salary increased based on current ratios and estimated contracts leads to a deficit budget in future years. Leadership will continue to explore ways to bring this into a surplus position to invest in our priorities and future viability.

The 2025-2028 Draft Operating Budget being presented is subject to the approval of the Board of Governors.

SUPPORTING REFERENCE MATERIALS:

2025-28 Budget Paper



ONTARIO TECH UNIVERSITY'S 2025-2028 Multi-Year Rolling Budget

Budget Working Group, March 2025

Introduction

Guided by provincial government policies and frameworks, operating grant funding for universities used to be tied to total student numbers. As student numbers grew, so did the value of the grants. **When Ontario Tech was founded in 2003**, government grant funding accounted for half of Ontario Tech's budget, with student tuition and ancillary fees making up most of the remaining portion. Since 2012, however, the per-student grant has remained frozen, and total enrolment growth payments have been capped at 2016 enrolment levels. At the same time, multi-year tuition frameworks that allowed for increases of three per cent or more per year were frozen in 2019, following a 10% reduction and are now frozen until 2027. With per-student grants and domestic tuition frozen, predictability around university revenues from these traditional sources continues to decline.

At **present**, Ontario's per-full-time-equivalent (FTE) funding has declined by about 30 per cent in the past decade when adjusted for inflation. The province's spending patterns fall well below the rest of the country, with Ontario's per-FTE expenditure pulling the national average down making every other jurisdiction 'above average' by comparison. It is no surprise that universities subsequently became reliant on international students to generate additional revenue. However, the federal government's introduction of caps on international undergraduate study permits in 2024-2025, and graduate permits in 2025-2026, has significantly reduced this revenue source. To mitigate a funding crisis in February 2024, the provincial government announced a one-time operating investment of \$900M over three years for the whole of the university and college sector. Although welcome, this amount is less than half of what the [government's Blue-Ribbon Panel](#) recommended. Ontario Tech's share of this one-time funding is \$3M in 2025-2026 and \$4M in 2026-2027.

Looking to the **future**, the next five years of government operating grants are tied to the 2025-2030 Strategic Mandate Agreement (SMA4), which provides no commitment for enrolment growth funding in its first two years and ties an increasing proportion of existing funding to performance metrics. As a result of the different government policies, 90 per cent of our current revenue sources are subject to restriction. In contrast, our expenses, due largely to inflationary increases, are outpacing our static revenue sources. As detailed in this paper, our fiscal situation becomes increasingly precarious without predictable and substantive revenue streams. Previous deficit forecasts did not materialize, mainly because enrolment growth exceeded our conservative targets and we deferred investing in capital infrastructure projects (e.g., buildings and equipment) that have surpassed their normal life cycle. Although we are presenting a balanced budget for 2025-2026, we cannot maintain this balance in future years unless we find additional revenues.

Overall, the reality is that over time, institutions of higher education in Ontario have moved from essentially being "publicly-funded" to "publicly-assisted" entities. Moreover, public perspectives on the value of a university education have declined, making it essential for universities to demonstrate their relevance and societal contributions. Strengthening industry connections and highlighting the tangible benefits of a university education are key strategies to address this issue. The business model for universities is no longer sustainable. Proactive measures are increasingly urgent to secure both financial stability and academic excellence.

The [2023–2028 Integrated Academic Research Plan](#) (IARP) reaffirms our commitment to four strategic priority areas (i.e. Learning Re-imagined, Creating a Sticky Campus, Tech with a Conscience and Partnerships) supported by differentiated enrolment growth to elevate our reputation, achieve economies of scale and increase revenues. In 2025, President Murphy held information sessions to discuss important actions to further advance the IARP. These actions include creating distinctive programs with hands-on learning opportunities, offering flexible options for traditional and non-traditional learners and prioritizing initiatives that build job readiness while promoting ongoing upskilling and reskilling. We are deliberately committed to strengthening our brand and appeal to students, scholars and partners, to continue to yield high application numbers from both domestic

and international sources. The university's innovative approach to program delivery, adaptability, and strong industry partnerships, aligned with government priorities, will drive continued growth and success.

Enrolment Assumptions

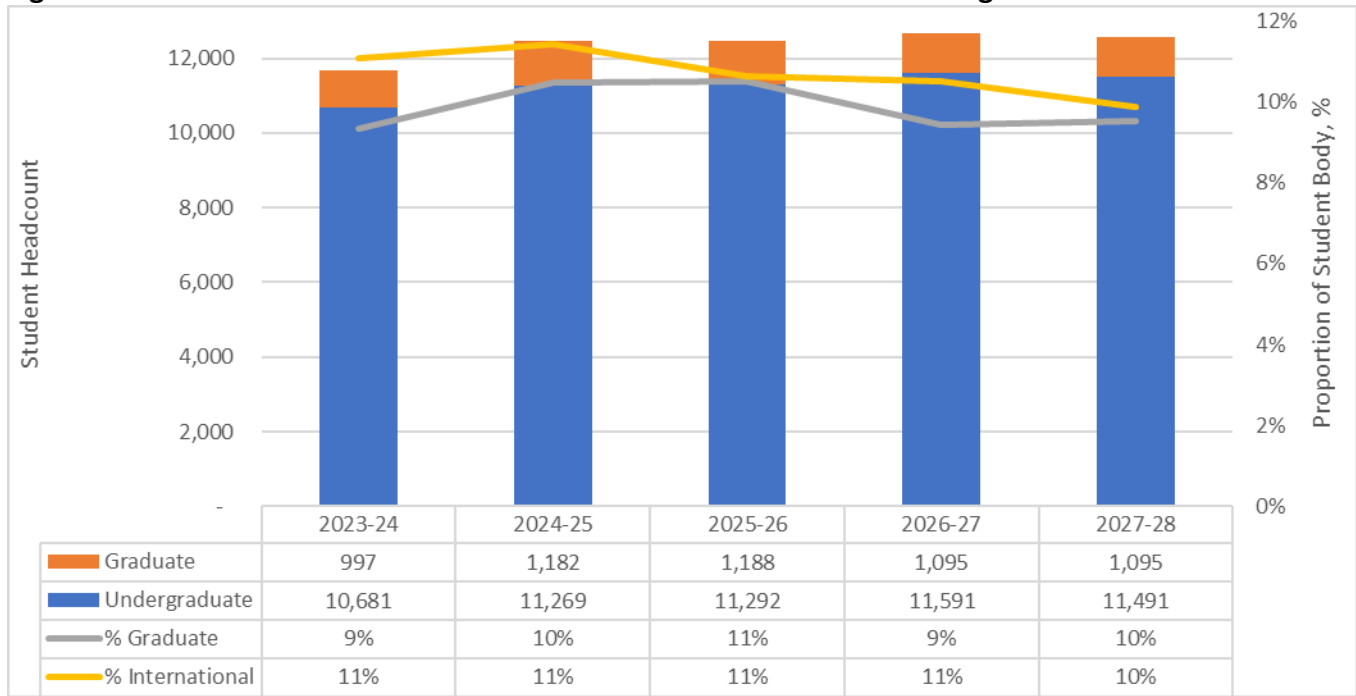
The IARP specifies that total student enrolment will grow to 18,000 students by 2030, through expansions in both degree and non-degree programs. In recent years, our strategic enrolment management (SEM) tactics, supported by a growing reputational brand, have produced record application numbers and created enrolment stability. However, continued future progress in this regard requires a plan that equally addresses recruitment and retention to meet our differentiated growth goals.

The 2025-2030 SMA4 defines Ontario Tech's enrolment-related funding level, but in its first two years it does not allow additional enrolment-related funding allocations beyond the 2016 level. In year's three to five of the agreement, there is some indication that limited opportunities for additional funded growth may arise in areas aligned with selected government priorities (i.e., growth in science, technology, engineering and mathematics (STEM) programs). While this STEM priority aligns well with our distribution of programs, the exact details on how these priorities will be defined and/or funded remain uncertain. In addition, the Ministry of Colleges and Universities is also developing a "new" yet to be defined funding model for the sector, to be implemented in year three of the SMA4. Amidst all of this uncertainty, the university continues to advocate for funded growth as a priority.

Domestic enrolment: Our top priority goal is to grow domestic enrolment (**Figure 1**). We will optimize enrolments in existing programs so that additional tuition revenues surpass variable expenses. This growth strategy emphasizes capturing a larger share of the traditional direct-from-high school domestic undergraduate market, and particularly so from the Greater Toronto Area. Traditional student recruitment will also hinge on developing and launching new high-quality programs. We will also repackage existing programs to attract students from new markets and to enhance our competitiveness in the post-secondary landscape. Providing students with flexibility in how they approach their education is also important. To this end, we will continue to diversify our educational offerings by utilizing multiple platforms (i.e., asynchronous and synchronous online, hybrid and face-to-face modalities) and approaches (i.e., condensed course formats, microcredential and stackable microcredential offerings, etc.). Making co-operative education and work-integrated learning opportunities available for all students is a priority, along with an investment in data-driven tools (e.g. early alert systems) to support student success and retention.

International enrolment: In 2019, the university created a plan to raise the proportion of international students from seven per cent to 18 per cent to align with the Ontario university average. After factoring in the now existing federal caps on international student enrolment, we anticipate that about 10 per cent of our overall student population will be comprised of international students during the next fiscal year. We will continue to invest in recruitment and inter-institutional partnerships to diversify our international enrolments and to mitigate the risks associated with global geopolitical factors that may affect Canada's appeal as a study destination.

Figure 1: Actual and forecasted student headcount and FTE counts¹ through 2026-2027

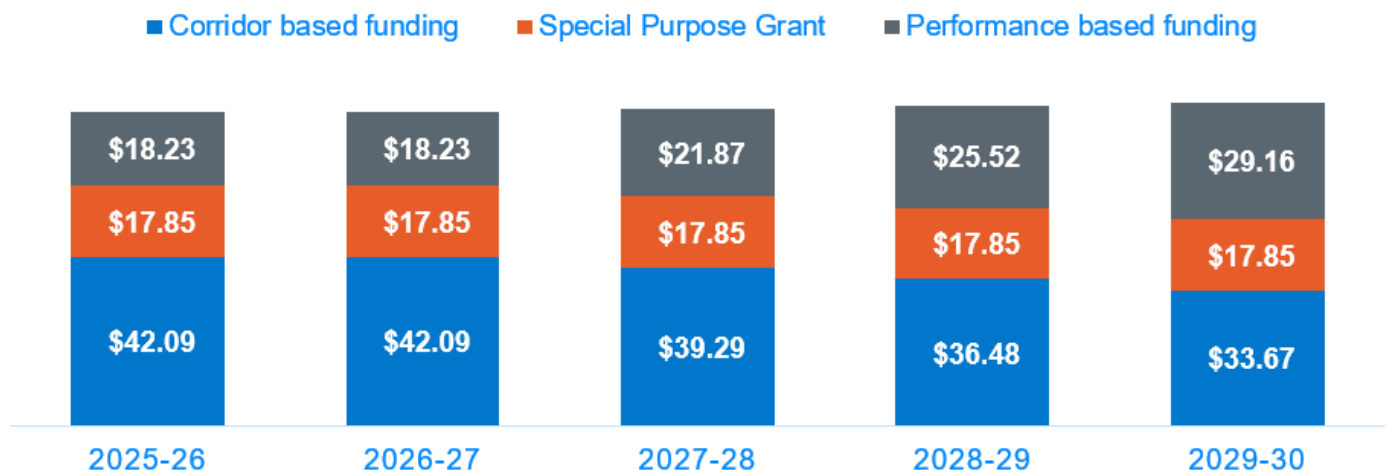


Revenue Assumptions

A major aspect of our revenue assumptions is the shift from an enrolment-based to a performance-based operating grant under the SMA4. By the end of SMA4, funding tied to eight metrics will increase from 25 per cent to 40 per cent. **Figure 2** illustrates the proportions of our government grant funding throughout the SMA4 timeframe. Moreover, overall grant funding will remain static, with inflation-adjusted per-student amounts decreasing. To preserve our current funding levels, both the enrolment corridor and performance targets must be met during each year of the SMA4. There is limited opportunity for additional funding (i.e., estimated to be less than \$100K) through reallocation, as funding resources from other institutions not meeting their metrics targets may be awarded to those that achieve or exceed them.

Figure 2: Corridor-based funding and Performance-based funding

Amounts in \$M



¹ Student enrolment is reported as full-time equivalents (FTEs).

Grants: Year over year, the proportion of our revenues accounted for by our operating grants has declined (**Figure 3**). This is because our operating grants are capped at the 2016 rate. Stated another way, this amounts to approximately a 30 per cent decrease in provincial per-student funding over the past decade when adjusted for inflation. Further, because the government caps domestic enrolment at these 2016 corridor payment levels, we also carry unfunded domestic students.

Last year, the province allocated additional grants to the higher education sector for three years, with our share of this one-time funding for 2025-2026 estimated at \$3M. Government funding is shifting toward more targeted grants, allocated to specific purposes rather than for broad institutional support. For example, in 2025, the university will receive an extra \$600K for facilities renewal, covering capital costs for existing buildings. These funds cannot be reallocated to other areas, and they must meet strict accountability and reporting measures.

Tuition: In 2019, the government introduced a 10 per cent cut to domestic tuition and froze tuition until the end of the 2027-2028 fiscal year. In 2025-2026, limited increases were introduced through tuition anomaly adjustments for incoming students into three of our degree programs, resulting overall in a minor budget increase. We also applied a three per cent increase to international undergraduate tuition fees, noting that these remain below the Ontario system median. However, we continue to assess the competitive landscape for international students and its potential effects on future enrolment plans. For 2025-2026, total tuition revenue is projected to increase by \$15.5M (i.e., \$9.5M domestic, \$6M international) with most of this growth stemming from enrolment growth and retention over previous years.

Ancillary fees: The balance of student fee revenues comes from ancillary fees, which support pre-specified approved activities (e.g., recreation and health services, student learning and supports). These fees, representing about 12 per cent of total student fees, and follow a provincial fee protocol that allows for an annual inflationary increase based on the Bank of Canada's September-to-September Consumer Price Index (CPI) which is currently at 2.3 per cent. An increase of \$1.7M in extra ancillary fee revenues linked to enrolment growth is projected. About \$1.0M of these funds will be deferred for future technology-enhanced learning projects, resulting in \$0.7M in additional revenue for the 2025-2026 operating budget.

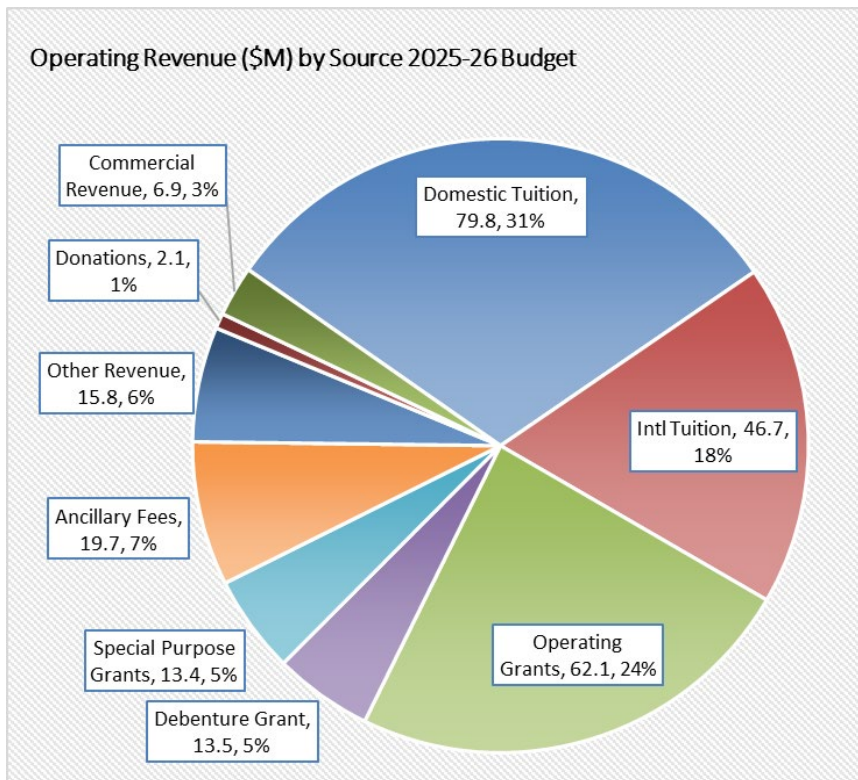
Other: Approximately \$25M will come from other sources, such as interest income and commercial services. Our goal is to maintain an overall financial balance in commercial services, including parking and food services. Any surplus is allocated to capital reserves for future investments, while prior-year reserves cover any anticipated deficit. This approach ensures the core operating budget remains unaffected by supplementary services.

Expense Assumptions

Ontario Tech has historically implemented a hybrid or two-step budget model. First, an incremental budgeting approach addresses mandated year-over-year cost increases (e.g., contractual salary increases, licensing agreements), automatically factoring them into the following year's base budget. Next, a strategic allocation mechanism distributes any discretionary resources to support IARP priorities.

Operating expenses face several pressures, including inflation, the declining value of the Canadian dollar, rising costs for goods and services (e.g., software licenses, and library subscriptions), and necessary maintenance and repairs of aging facilities. Before the pandemic, the Ontario university system typically saw an annual operating expense increase of around four per cent. However, since 2021, many essential expenditures have spiked into

Figure 3: Estimated 2025-2026 operating revenue (\$262.7M)



double-digit percentages, with utility costs and software licensing fees increasing at similar rates.

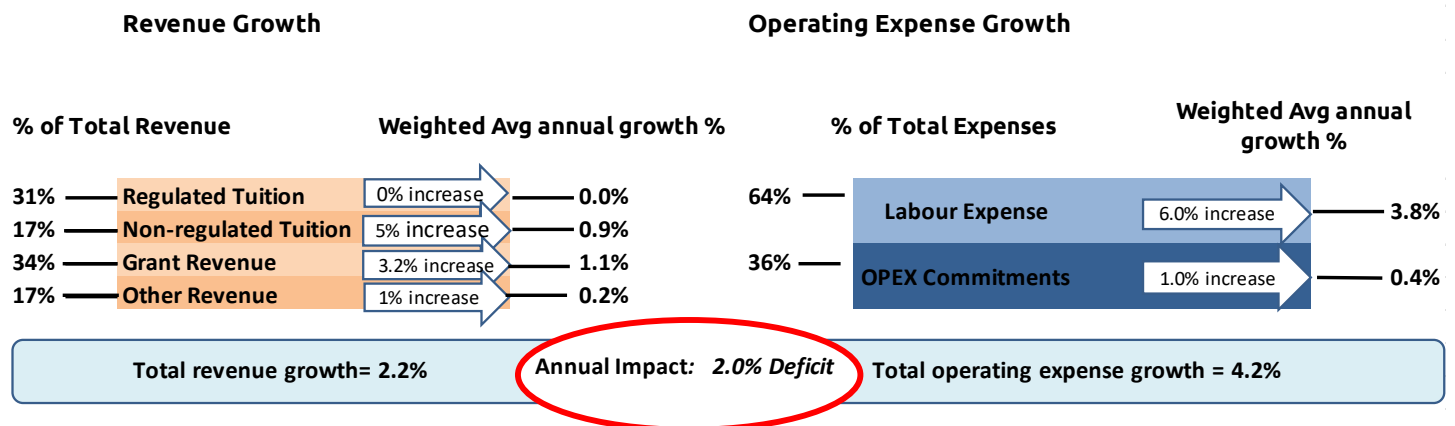
Without further enrolment growth, our revenues grow by about one per cent annually. If we include the three-year grant funding, these revenues will grow by about 2.2 per cent. In contrast, using operating increases at half of CPI places our annual expense growth at 4.5 per cent. This includes a six per cent jump related to mandated salary increases, including across-the-board and annual progression adjustments. To help curb expense growth, academic and administrative units routinely reallocate existing budget dollars to cover inflationary and contractual increases. However, budget reallocations cannot on their own balance the budget.

When annual expenses are growing at a rate faster than annual revenues, a structural deficit exists (**Figure 4**). Therefore, balancing the university's budget relies on continuous enrolment growth to fund base operating expenses. For context, mandated salary increases are expected to exceed \$8M annually over the next few years, while grant and tuition revenues remain stagnant. As a result, we must enrol more than 800 additional students each year just to meet salary obligations.

Continuous Improvement

Along with expanding enrolment and seeking new revenue sources for priority areas, we are taking proactive measures to control costs by identifying efficiencies, implementing AI solutions and prioritizing spending. For example, upgrading our IT systems and software platforms will streamline administrative processes, allowing staff to focus on higher-impact tasks rather than high-volume, often manual activities. We have also asked financial managers to prioritize investments in student, academic and research supports, and carefully monitor how these decisions affect workload. This approach is intended to reduce the need for reactive budget cuts in the future.

Figure 4: An illustration of the structural deficit



Using resources from the government’s [Efficiency and Accountability Fund](#), the university hired KPMG to assist us in finding opportunities to optimize resources while continuing to meet the evolving needs of our students, staff, faculty and local communities. Preliminary findings highlight opportunities for economies of scale, alternative revenue sources and service enhancements:

Grow to achieve economies of scale: KPMG notes that frozen grant and tuition revenues combined with rising costs will render certain programs unsustainable without program or course consolidation, and in some cases, cancellation. As a maturing University, fixed and growing operating costs of the institution are distributed across a smaller number of students, thus impacting financial viability. They recommend removing unnecessary prerequisites and introducing flexibility to boost student retention and expand enrolment.

Increase alternative revenue streams: KPMG advises that the university expand its unique learning offerings and optimize the use of specialized venue spaces to generate ancillary revenues. By offering more than just degree programs, the university will broaden its appeal and diversify income.

Enhance automation: Further automation can help highly qualified personnel move away from transactional tasks and focus on student services and strategic actions. KPMG notes that areas such as Human Resources, Information Technology, and Facilities would benefit from streamlined processes and clear roles. Once effective process mapping is in place, improvements can follow through automation and AI systems.

KPMG’s preliminary findings indicate that these measures alone cannot balance the university’s future budget. Due to the 2011 Transfer Payment Agreement with the Ministry, any planned operating deficit cannot be presented for the Board of Governors’ approval. Therefore, the university must become less reliant on government. We must focus on alternate sources of revenues such as Professional Masters, microcredentials, and continuing education. Never has our world been more complex and today’s graduates will need to reskill throughout their careers. This provides an opportunity to price programs at market rates and drive high quality offerings. Done at scale, such an approach will make Ontario Tech less reliant on shrinking government funding.

Strategic Allocations

The budget process provides an opportunity for academic and administrative units to put forward annual requests for funding to the Budget Working Group. To support the IARP and the differentiated growth strategy, we use the activity-based budgeting (ABB) model to enhance transparency around direct and indirect revenue and costs to provide data to inform allocation decisions. While the university does not fully implement the ABB

model, it serves as an incentive for faculties and units to generate revenue, manage costs more effectively, and understand how different programs are subsidized. In comparison to the last fiscal year, there are about \$18.8 of new or reallocated expenses (i.e., 57% labour, 18% student experience, 10% investment in artificial intelligence projects, and 7% capital). The summary of the allocations follows in the remainder of this section.

Labour costs: These represent the largest share of our annual budget and the most significant increase in expenses compared to last year. This \$10.7M increase includes:

- \$7.4M full-time (\$5.4M for existing contractual commitments, \$2.0M for new hires)
- \$3.3M part-time (sessional instructors, teaching assistants and university work students)

Almost 80% per cent of our annual operating budget supports personnel salaries and benefits. In 2011, our Senior Academic Team set a goal to alter the student-to-faculty ratio from 36:1 to 31:1. Without increases in tuition and grants or adjustments to curricular cost structures, this goal is no longer feasible (**Figures 5 and 6**).

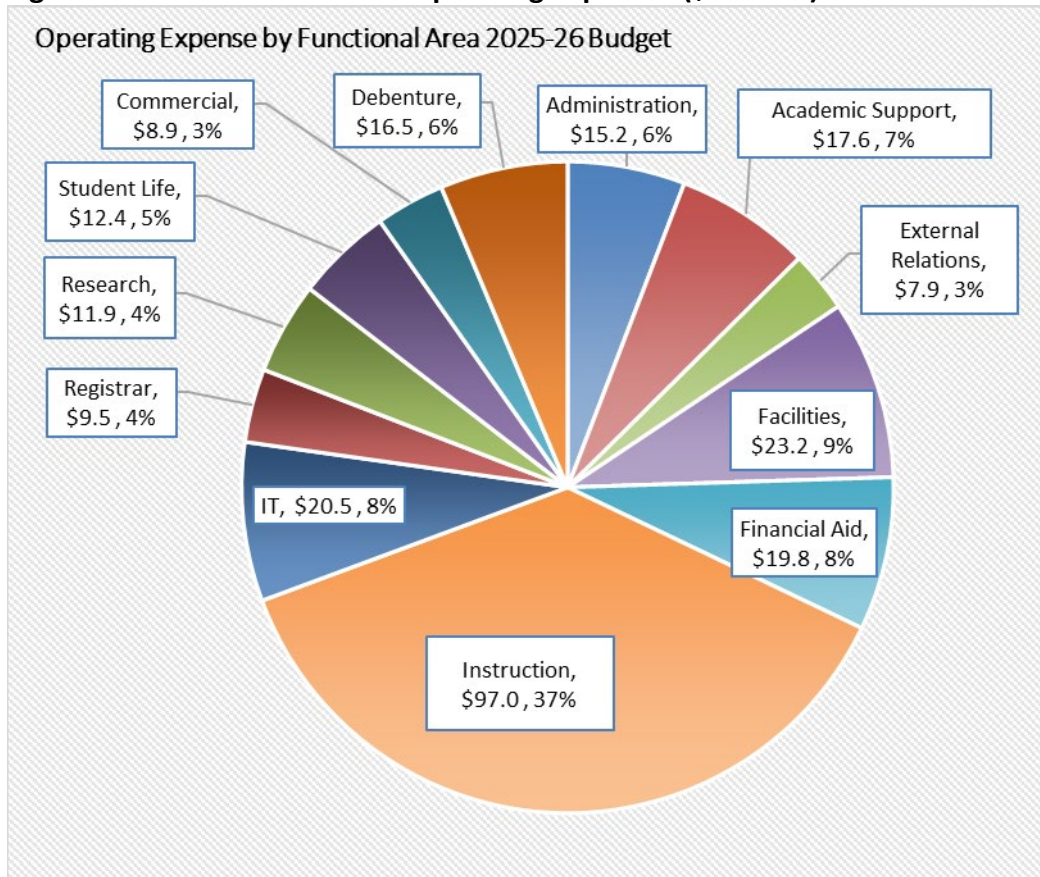
Figure 5: Faculty and staff complements (FTEs) and ratios

FTE COUNT - TOTAL	2024-25 Budget	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
FFTE's	10,466	11,445	11,610	11,607
Tenure/Tenure Track	235.6	240.1	242.6	242.6
Teaching Faculty	96.0	96.0	97.0	97.0
LTFM	13.3	12.0	12.1	12.1
<i>Student:Faculty</i>	<i>30.3</i>	<i>32.9</i>	<i>33.0</i>	<i>33.0</i>
Support Staff - Durham College	60.3	57.0	54.0	54.0
Support Staff - OPSEU	340.8	357.8	357.8	357.8
Non-Union - Admin/Support	194.8	197.8	197.8	197.8
<i>Student:Staff</i>	<i>17.6</i>	<i>18.7</i>	<i>19.0</i>	<i>19.0</i>

Student experience and financial aid costs: We are investing an additional \$3.3M in student-related supports, with \$1.5M (largely funded by ancillary fee increases) dedicated to the student experience and \$1.8M in financial aid. Five per cent of our annual budget is allocated to scholarships and bursaries facilitating student access. In line with our international student enrolment targets, we have introduced funds to assist our students. In 2025-2026, with increasing investments in entrance scholarships, graduate student assistance, and a new international support program, we will distribute more than \$17 million to our students.

Capital infrastructure costs: An additional \$1.4M is allocated to new assets and repairs to our IT and facilities infrastructure. Combined with the current base that is mainly offset by grants, this brings the total capital investment to about \$9.5M. We are in the second year of the four-year plan to move our IT enterprise system to the cloud. Currently, we are on a shared system with Durham College, using distinct technology platforms to maintain each institution's data separately. However, this structure no longer meets our distinct computing needs. Transitioning requires purchasing site licenses and implementing new peripheral systems to replace what we currently share. We remain within our original budget with \$6M expected to be spent over the next two years. In totality, the new systems should be ready for training in summer 2026 with the complete transition to occur before March 2028.

Figure 6. Estimated 2025-2026 operating expenses (\$260.5M)



2025-2026 Estimated Consolidated Operating Budget

Bringing together our revenue and expense assumptions, the 2025-2026 Estimated Consolidated Budget totals **\$262.7M**. The assumptions collectively project a balanced budget, with an estimated \$18.4M in additional revenues offsetting an estimated \$18.8M in new expenses, along with \$3M of planned reserves for future requirements.

University budgets are complex, featuring multiple revenue streams that must be directed to specific functions. To ensure compliance tracking we categorize these revenues into separate funds aligned with particular functions. The true “operating budget” includes the first two columns in **Figure 7** which total \$188M or 71% of the consolidated budget. We separate out “purchased services” to explicitly show the funds attributed to Durham College as a service provider. The “operating rev” column is about 11% of the budget and includes academic or research revenue generating activities such as ACE, Brilliant Catalyst and continuous learning. While most initiatives will be profitable, the university will fund start up and has about \$450K invested in ACE to support research. The final three columns total 17% of the budget and are expected to break even (i.e., aside from the \$3M debenture payment), plus they have some reserves for future capital, through ancillary fees or commercial revenues such as parking and food services.

Figure 7. The 2025-2026 estimated consolidated operating statement

Ontario Tech University
2025 - 26 DRAFT OPERATING BUDGET

	Operating Budget	Purchased Services	Operating-REV	Ancillary Fee Budget	Infrastructure Capital	Commercial Services	2025 - 26 Proposed Budget
Revenues							
Operating Grants	61,537	-	-	-	13,500	-	75,037
Other Grants	8,537	-	2,881	221	3,100	-	14,739
Tuition	114,787	-	12,906	-	-	-	127,693
Student Ancillary Fees	1,980	1,529	127	12,264	2,397	550	18,846
Donations	21	-	2,009	10	-	9	2,049
Other Revenue	5,849	373	9,098	259	-	8,723	24,301
Total Operating Revenues	192,710	1,902	27,021	12,754	18,997	9,281	262,665
Base Expenditures							
FT Labour	(111,222)	(7,952)	(6,383)	(6,509)	-	(1,861)	(133,928)
PT Labour	(12,176)	(266)	(5,550)	(1,461)	-	(440)	(19,892)
OPEX	(29,827)	(7,966)	(17,050)	(3,193)	(16,501)	(5,404)	(79,942)
CAPITAL	(100)	-	-	(232)	(5,497)	(20)	(5,848)
Approved Base Expenditures	(153,324)	(16,184)	(28,983)	(11,396)	(21,998)	(7,725)	(239,610)
Budget Surplus/(Deficit) before Asks	29,652	(14,086)	(2,558)	1,281	(3,001)	1,208	12,496
Base Recommendations	(2,158)	405	-	(241)	-	(745)	(2,740)
OTO Recommendations	(3,343)	(1,026)	965	(393)	-	(78)	(3,874)
Capital Recommendations	(1,673)	(1,201)	-	(575)	-	(233)	(3,682)
Total Net New Recommendations	(7,174)	(1,823)	965	(1,209)	-	(1,056)	(10,296)
Total Expenditures	(170,233)	(17,810)	(28,614)	(12,681)	(21,998)	(9,129)	(260,465)
Total CY Budget Surplus/(Deficit)	22,477	(15,908)	(1,593)	73	(3,001)	152	2,200
Funded through PY restricted reserves	-	-	827	-	-	-	827
Total Budget Surplus/(Deficit)	22,477	(15,908)	(766)	73	(3,001)	152	3,027

In addition to the operating budget there are restricted funds that are collected annually and recognized in the financial statements. These are not included in the budget as the funds normal have specific expenses requirements tied to them. Research funding primarily flows into restricted accounts, supporting new and unique learning opportunities for undergraduate and graduate students. In 2023 and 2024, Ontario Tech ranked as Canada's Research University of the Year (as per Research Infosource). We are anticipating approximately \$17M in the next year. While the funds used to cover in year expenses such as student awards are in the operating budget most advancement revenue flows into restricted accounts. The university's comprehensive 'Tech with a Conscience' campaign', launched in Spring 2024. In 2024-25, \$13M in new gifts and pledges has been raised, representing a 40% increase over the prior year and we have a goal of over \$12M for next year.

2025-2028 Estimated Multi-year Consolidated Operating Budget

Our fiscal outlook grows increasingly uncertain in the coming years. As expenses continue to climb, and traditional revenue sources remain capped, our spending capacity will continue to decline. These projected budget deficits may become a reality without sustained growth, new government funding, and cost containment. Multi-year budgeting requires a three-to-five-year view of both revenue and expense scenarios. The university has developed four potential scenarios to illustrate how the current year's choices might affect future budgets. The impact of these four scenarios on our net bottom line are illustrated in **Figure 8**.

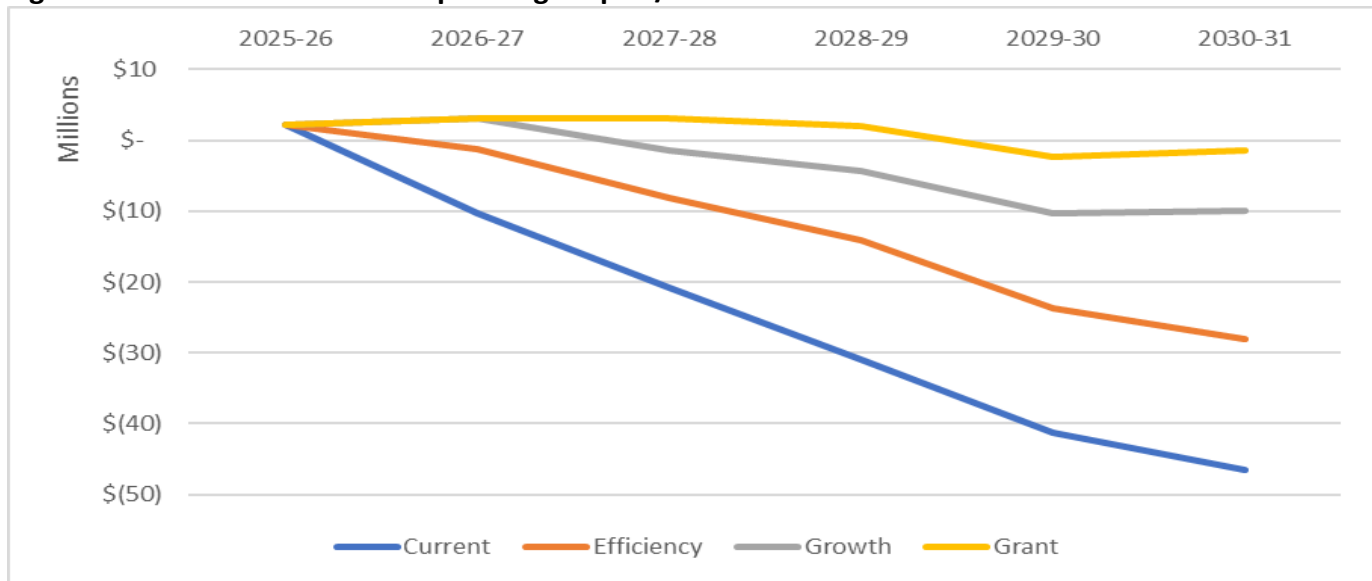
Scenario 1: Business as usual: Enrolment follows population increase. International enrolment remains steady for two years, then intake grows by five per cent. Domestic tuition remains at current levels until 2027, then increases by two per cent. International tuition increases by an average of three per cent, with similar hiring ratios and a one per cent inflation rate on non-labour cost.

Scenario 2: Efficiencies: Alters Scenario 1 by limiting hiring and delaying capital investments.

Scenario 3: Growth: Builds on Scenario 2 with an annual intake increase of an additional 125 students per year and phases in a two per cent retention improvement over four years.

Scenario 4: Government funding: Builds on Scenario 3 by factoring in the weighted five-year average FTE operating grant (i.e., non-performance based) starting in 2027.

Figure 8. 2025-2031 Estimated Operating Surplus/ Deficit



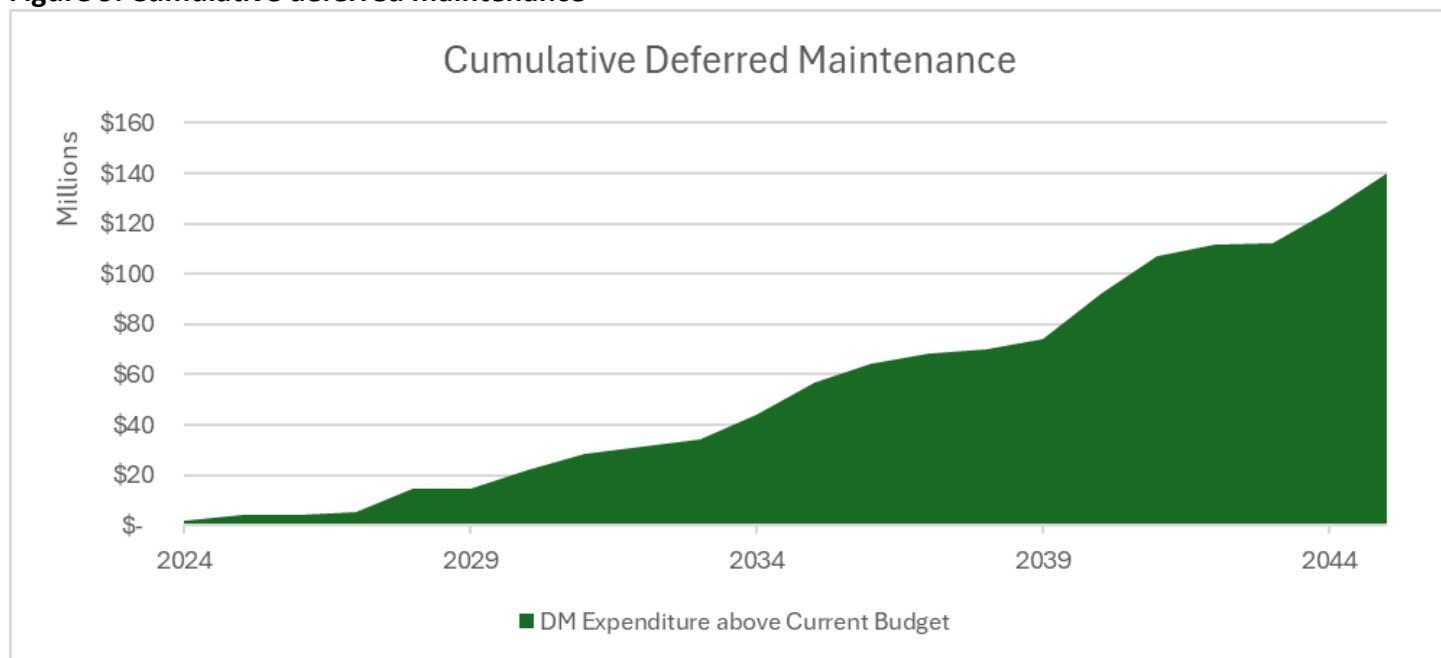
Most of the out-year expenses focus on supporting growth through faculty and staff hires, increased utility costs and capital repairs. These scenarios illustrate the scale of the revenue impacts against the expenses and the levers available to achieve a balanced budget. These levers will require difficult choices to be made. The scenarios present possible futures while also emphasizing that we cannot ‘cut’ our way out of our current fiscal situation. This does not mean that we will avoid reductions. As in past years we may have to reduce specific programs or activities to balance the budget or allocate resources to alternative priorities. To reiterate—these are just possibilities. In the past we have shown future year deficits, which have not come to pass because we have seen remarkable enrolment growth and received limited additional revenues. Our future requires us to continue to aggressively pursue traditional and alternative revenue sources, and advocate for full funding from the government to support our enrolments, while also containing our costs.

Reserves

Although there are many competing short-term demands in budget planning, our community must recognize the importance of maintaining adequate reserves to cover both unplanned and planned future requirements to ensure our overall fiscal health. We must set aside funds to stabilize our budget over the multi-year period. At the [November 2021 Audit and Finance Committee meeting](#), financial sustainability and reserves were discussed, confirming the university will use these monies for future investments in large-scale repairs/replacements, the creation of a strategic pot for new priorities/infrastructure, and operating contingencies to offset unanticipated external budget impacts.

While we have achieved an estimated balanced budget for 2025-2026, including more than \$3M set aside for future maintenance costs or new capital investments, it falls short of the desired amount. For context, the facilities portfolio consists of 24 buildings, covering more than 1.3M gross square feet of space, with an estimated current replacement value of \$440M. Industry practice suggests investing 0.5 to 1.5 per cent of current replacement value in annual maintenance and setting aside 1.5 to 2.5 per cent for future capital renewal/maintenance². For our university, that equates \$2.2M to \$6.6M per year in maintenance, and between \$6.6 to \$11M in recommended savings. At our current annual maintenance investment of \$2M, deferred maintenance costs could exceed \$40M by 2034 and grow at an even faster pace thereafter (**Figure 9**). Our

Figure 9. Cumulative deferred maintenance



current budget surplus of \$3M allows us to invest approximately half of the low end of the annual recommended reserves.

In addition to facility maintenance, we also need contingencies for enrolment fluctuations, unplanned external challenges (e.g., international political tensions that restrict international students, imposed tariffs) and large-scale strategic priorities. Moreover, while the operating budget reflects revenue from growth, it does not account for the funds required to create more space to support this growth. We anticipate meeting these needs through government investment, philanthropic donors and other development opportunities. As discussed at the May 2022 Strategy and Planning Committee meeting, we will continue exploring mutually beneficial capital projects with development partners. However, external sources alone will not suffice; most major infrastructure projects now require matching funds. We must allocate more resources to reserves to finance future projects and safeguard our financial future.

Our current reserves position (**Figure 10**) as of March 31, 2024, is outlined in Note 20 of the [2024 Annual Financial Statements](#). These funds, designated for purposes such as capital projects, research, and academic priorities, exclude sponsored research and direct donations, which are treated as deferred contributions. The 2024-2025 reserves include:

- \$10M (35 per cent) linked to contractual obligations (e.g. faculty start-up funds).

² National Research Council. 1990. *Committing to the Cost of Ownership: Maintenance and Repair of Public Buildings*. Washington, DC: The National Academies Press.

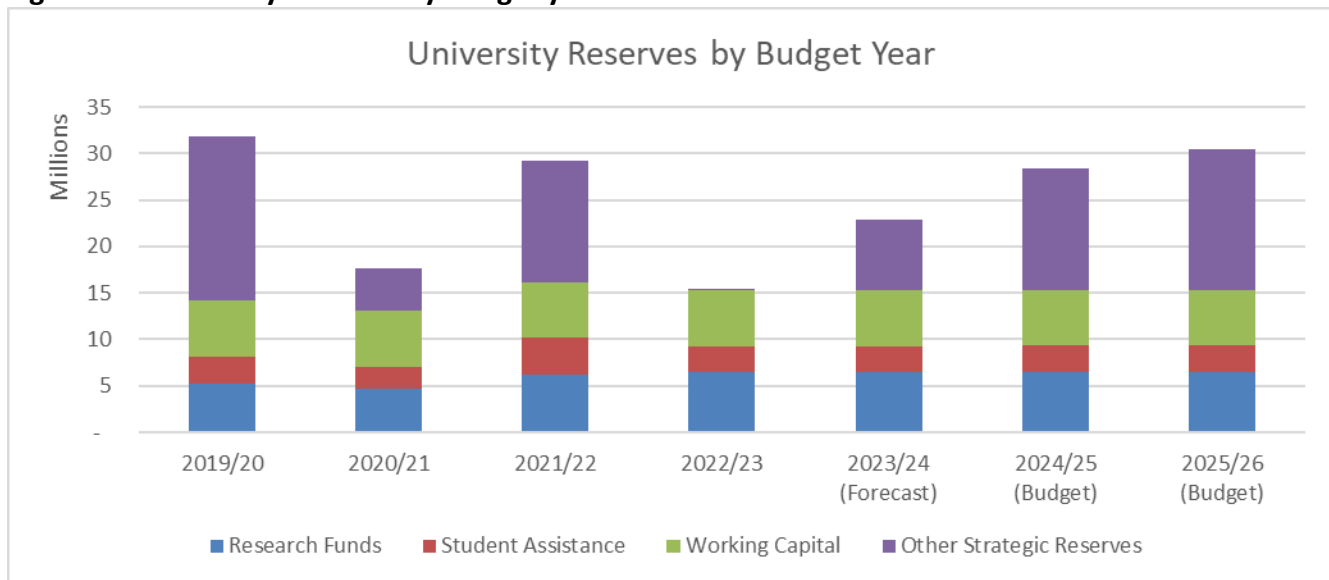
- \$6M (21 per cent) in working capital, allocated as recommended by the Ministry of Colleges and Universities to stabilize the university’s financial position.
- \$3.2M (11 per cent) for revenue-generating units’ carry-forward budget.

This leaves only \$9M (33 per cent) for strategic initiatives, including support for the deans’ initiative fund, academic strategies and upgrades to the university’s digital and physical infrastructure.

Managing Key Budget Risks

The university maintains a proactive approach to risk mitigation and focuses on long-term strategic planning and decision-making to sustain financial responsibility. Overall, this budget presents low to moderate risk based on the likelihood and potential consequences of major factors. Our main budget risks and corresponding mitigation strategies include:

Figure 10. University reserves by budget year



- **Achieving enrolment targets:** The university typically meets its enrolment projections within \pm two per cent. However, government caps on international students introduce uncertainty. We have lowered our revenue forecasts tied to international enrolment and will rely on any surplus if needed.
- **Achieving SMA4 performance targets and accountability measures:** The university risks losing part of its funding if we fail to meet annual performance targets. While the performance pot is growing to 45 per cent the loss of funds if a target is missed is based on the metric percentage and the percentage missed; therefore, the annual reduction should not be material. Further most metrics have multi year data points that we can be prepared to address.
- **Maintaining academic quality and student success:** Investments in student well-being and academic support continue to grow, but as our student body diversifies, demands often outpace resources. Through a values-based approach, we will invest in high-impact initiatives while acknowledging the individuality of our community members. This year, we allocated additional funds for faculty, staff and teaching assistant support. As enrolment increases, we are investing in processes and systems to achieve economies of scale.

- **Financial indicators:** In the 2023-2024 fiscal year, the Ministry of Colleges and Universities implemented a University Financial Framework, defining metrics and thresholds in liquidity, sustainability, performance, and credit rating. We currently carry a medium-risk rating, mainly due to high-debt obligations affecting sustainability ratios. With a balanced budget and reserved fund by March 2025, we anticipate no major changes to these ratios in 2025-2026.
- **Aging equipment:** Budget reductions for equipment repair and replacement in recent years heightened the risk of equipment failures. While we have allocated more than \$1M in unit-specific equipment needs, this covers less than half of the requests. We maintain a general contingency of about \$1.5M for emergency repairs, but significant equipment failures could disrupt business continuity.

Summary

Ontario Tech remains dedicated to advancing its strategic priorities through prudent budgeting. In these challenging financial times, we must prioritize enrolment growth, explore alternative revenue sources and identify cost efficiencies, while staying focused on three key strategic priorities: developing unique programs and offerings, increasing flexibility in program delivery, and a strong focus on job readiness.

While we have presented a balanced budget for 2025-2026, sustaining a balanced budget over the next two fiscal years is more uncertain. Ongoing efforts to find efficiencies are crucial, but such opportunities will likely become more difficult to identify over time and potentially problematic if they compromise our academic core.

Our budget challenges will persist, and to ignore them would be irresponsible. Should the university secure additional funding from government or other sources, building reserves to safeguard future fiscal sustainability is the top priority.

So far, prudent decisions have enabled us to present a balanced budget. Moving forward, we face difficult choices to allocate limited resources in ways that uphold our institutional priorities and secure financial sustainability.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Bachelor of Health Administration

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 Administration to deliver the program fully online, and modify degree requirements.

BACKGROUND/CONTEXT & RATIONALE:

After initial recruitment challenges, several activities were undertaken to promote the program to high school students and the Durham community, and the program has experienced small growth in total enrolment over the last three years. Shifting the program delivery mode to online will increase the program’s reach to prospective students and provide further flexibility for students. In addition, modifying the program, including the removal of some existing courses (which includes all service courses taught by FBIT), the addition of other existing courses, and the addition of two new courses, reflect the update that the AUPHA (certifying body) made to their knowledge domains. The changes will also allow for the future development of a bridging program geared specifically towards health workers already in the field seeking to complete an undergraduate degree in health administration (HA) for further career advancement; and/or individuals seeking a continuing learning certificate in HA.

Updates based on feedback at the 21 January 2025 USC:

1. BUSI course – The intent is that this course will be delivered exclusively online beginning in 2026/2027 (scheduled for year 2 of the program). A standalone course specific to HLSC student interest would be a long goal – but the Faculty would like the

time to survey other programs and build something that could be available to all HLSC students. Current discussions are underway between the Faculty of Health Sciences DPO and FBIT DPO to arrange for a BHA specific section of the BUSI course– and discussions are taking place with upper administration to determine how best to compensate FBIT.

2. Online/ Academic Integrity – moving the program online opens it up to new students and makes the learning flexible. The Faculty currently has an existing successful online program. The Faculty will work closely with the TLC in the design of assignments that challenge the use of AI, online exams will be proctored using existing software, and the use of regional testing centres will be explored, as many other universities use these in the event that they are not confident in the current systems. Ultimately, the goal is to be student centred while also upholding the integrity of the program. The Faculty of Health Sciences will be working closely with faculty and sessionals assigned to teach in this program regarding both online community building and the effective design of assessments that uphold integrity.

RESOURCES REQUIRED:

No immediate additional resources will be required, however, as the program grows supporting the AUPHA certification requirements may require additional resources due to increased class sizes.

From a non-academic perspective, increasing the online offering of courses and programs within the faculty will necessitate attention to best practices in online only programs. The Faculty already has experience in this area. No additional resources are required.

TRANSITION AND COMMUNICATION PLAN:

For students who are already in the program we will maintain the existing program map until the winter of 2028.

Specifically, this will require that our students continue to take the FBIT courses during the transition. Students will also be provided with the opportunity to transfer into the new program map with the understanding that discontinued courses in BUSI would count towards the open electives and that their time in the program may be extended slightly.

The BHA Program Director will be responsible for notifying students under the direction of the Dean. The Director will hold multiple, recorded online information sessions to communicate the changes for students currently enrolled in the program. In addition, email notifications will be sent to students, the Program Director will be available to meet with students one-on-one, and Academic Advising will be made aware of the changes and will reach out individually to students currently enrolled in the program.

CONSULTATION AND APPROVAL:

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

The Faculty of Business and IT (FBIT) was consulted in May 2024 and November 2024. Faculty of Health Sciences students were consulted in October 2024 through an online

survey. Results demonstrated an overall interest in an online Bachelor of Health Administration program.

A survey was also distributed to prospective high school students in the Durham Region during a BHA workshop held in October 2024. The majority of these students indicated that they were interested in an online BHA program be it an undergraduate degree, minor, certificate, and/or micro-credential.

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:
- [HLSC 4855U - Human Resources Management in Healthcare](#)
- [HLSC 4993U - Bachelor of Health Administration Seminar Series](#)

Inclusive Research Excellence at Ontario Tech University

SRP, 2025-2030, V. 5.0 March 2025

Academic Council Consultation

As Ontario Tech University enters its third decade, it has emerged as a national leader among Canada's smaller research-intensive universities. It was designated as Canada's Research University of the Year for both 2023 and 2024 among predominantly undergraduate universities by Research InfoSource, the country's premier research ranking organization. The University's current Strategic Research Plan, 2020-2025, expires on June 30, 2025.

The University's new **Strategic Research Plan, 2025-2030** is designed to be a strategic guide for the university to extend its national leadership role in Inclusive Research Excellence among Canada's research-intensive universities. The plan is being developed in close collaboration with the Research Committee of Academic Council during the 2024-2025 academic year. The process also involves consultation with the University's research community.

Below are four key components of the draft Strategic Research Plan for feedback from members of the Ontario Tech University:

1. Short Version of the Strategic Research Priorities, 2025-2030
2. Detailed Explanation of the Strategic Attributes for Inclusive Research Excellence
3. Strategic Attributes Matrix for Inclusive Research Excellence, 2025-2030
4. Detailed Explanation of Strategic Research Priorities, 2025-2030

The complete and final Strategic Research Plan will also include statements on research values and principles including its commitment to both fundamental and applied research, research metrics, enabling success/implementation, and existing research strengths.

Please provide feedback during Academic Council or by using the Comment Function of the Google Doc version 5.0.

<https://docs.google.com/document/d/1IBt9IizxgmKecxvR7J3aOPbdcLPYpARX/edit?usp=sharing&oid=111913549973134836983&rtpof=true&sd=true>

Short Version

Strategic Research Priorities, 2025-2030

Artificial Intelligence and Its Applications

New fundamental research in artificial intelligence and its applications are driving innovation in every sector of society and the economy. Contributing to this research as well as ethical considerations on artificial intelligence remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future

Canada's clean energy future remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. Ontario Tech's research on clean energy and environmental sustainability is an important contributor to the vision for that future.

Health Promotion, Performance, and Equity

Advancing the social, mental, and physical health of all Canadians across the lifespan with innovative research is an important priority for the university. This includes research on chronic and infectious diseases, disability and rehabilitation, mental health, drug discovery, behavioural risk factors, physical function and performance, and the social determinants of health.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. Ontario Tech is committed to ongoing enabling and ethical research in health care, education, mobility, community living, dementia care, and other applications of the Internet of Things.

Community Well-Being, Justice, and Social Innovation

Innovative research that strengthens community well-being and public sector institutions including the justice system, schools, cultural organizations, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization are emerging strengths of Ontario Tech. Integral to this strength is prioritizing business analytics and marketing research, which is focused on the scientific process of transforming data using advanced technology into insights for improving decision-making within business organizations.

Materials and Advanced Manufacturing

In the current climate of global economic uncertainty, strengthening Canada's materials development and advanced manufacturing capacity is key to securing the country's economic future. Ontario Tech prioritizes supporting research partnerships with industry partners support the next generation of manufacturing superclusters in innovation, science and economic development.

Strategic Attributes for Inclusive Research Excellence, SRP 5.0

Detailed Description

Ontario Tech University is committed to inclusive research excellence in our efforts to be a world-class research-intensive Canadian university, characterized by high-quality, interdisciplinary, scientifically rigorous, and innovative research activities, programs, and facilities. We believe that equity, diversity, fairness, and inclusion for everyone in our research community is integral to achieving inclusive research excellence at our university.

There are eight core strategic attributes for inclusive research excellence that we have identified as key to the strategic research priorities for the next five years.

Tech with a Conscience

Technology is a tool imagined by humanity to uplift society and our planet. Our ingenuity is our greatest asset. It has allowed us to survive for generations and, if we are purposeful and critical in its development, will empower us to thrive for many more. At Ontario Tech, we strive to improve the lives of humans and the planet through the ethical application of technology and innovation. Technology is inherently human. We intend to keep it that way. We believe that technology is only as ethical as the humans guiding it. We are building a brighter future, where leaders are a force for good and technology is built with human values at its core.

Economic Growth and Prosperity

The research enterprise at Ontario Tech University has an important role to play in economic growth and prosperity locally in Durham Region, the Greater Toronto Area, and the Great Lakes Region, as well as nationally across Canada. It is fundamental that our strategic research priorities reflect that we conduct research that creates knowledge, solves problems, and results in economic and social innovation that strengthens the economy.

Experiential Learning Opportunities for Students

At Ontario Tech, opportunities for so many of our undergraduate and graduate students to participate and contribute to the research and innovation enterprise are foundational to what differentiates us from other Canadian universities. These opportunities include not only paid lab and research assistance roles, but also the space for students to undertake their own research projects and commercialize them by setting up their own start-up company or working with an industry partner. Our community and industry partners have unique opportunities to collaborate with our incredibly talented students.

Sustainability

Ontario Tech University is committed to improving climate change resilience and contributing to Canada's goal of achieving net-zero carbon emissions by 2050. We believe strongly that our research on

new and emerging technology, and its ethical limitations, has an important role to play in helping Canada become a leader in sustainability solutions.

Industry Partnerships

Industry partnerships are a key differentiator for Ontario Tech. We have more than 350 industry partners directly working with the university on research projects and more than 250 start-up companies supported through our entrepreneurship programs in the Office of the Vice-President Research and Innovation. These partners provide our students with incredible real-world learning experiences, and our cutting-edge research helps these partners solve industry-specific problems. Growing the research and innovation enterprise requires that we continue to expand our industry partnerships.

Community Engagement and Partnerships

Our faculty and students work collaboratively with diverse community partners in the Greater Toronto Area, across Canada, and around the world to address societal needs. The learning opportunities community engagement provides for our students strengthen their job-readiness with skills in research and innovation. These collaborations are fundamental to Ontario Tech University's commitment to socially just, innovative and impactful work opportunities.

Agile and Nimble

The world is facing immense levels of disruption and change, fueled in part by technological innovation. Ontario Tech excels at being agile and nimble in responses to new and emerging technologies. The university recognizes the importance of being agile and nimble with our industry and community partners, adjusting to changing needs and circumstances. We are responsive to the challenges our partners face, and can move quickly to propose viable solutions. As a university, we strive to model this sort of flexibility for our students because we know that this helps equip our students to be more resilient and resourceful in the face of an uncertain future.

Interdisciplinarity

As the research enterprise at Ontario Tech grows, it is fundamental that Learning, research, and innovation are not siloed experiences for our students and faculty members. Research and innovation advances inclusive research excellence when there is not rigid separation between academic fields and disciplines. It is essential that the strategic research priorities reflect an embrace of this interdisciplinarity, requiring collaboration and the sharing of expertise between faculty and students across the university.

Strategic Attributes Matrix for Inclusive Research Excellence, 2025-2030

Strategic Priority	Strategic Attribute							
	Tech with a Conscience	Economic Growth & Prosperity	Experiential Learning Opportunities for Students	Sustainability	Industry Partnerships	Community Engagement and Partnerships	Agile & Nimble	Inter-disciplinary
Artificial Intelligence and Its Applications	X	X	X	X	X	X	X	X
Canada's Clean Energy Future	X	X	X	X	X	X	X	X
Health Promotion, Performance, and Equity	X	X	X	X	X	X	X	X
Autonomous Systems in the Lives of Canadians	X	X	X	X	X	X	X	X
Community Well-Being, Justice, and Social Innovation	X	X	X	X	X	X	X	X
Entrepreneurship and Business Analytics	X	X	X	X	X	X	X	X
Materials and Advanced Manufacturing	X	X	X	X	X	X	X	X

Red - Very Strong
Green - Strong
Blue - Moderate

Strategic Research Priorities, 2025-2030

Detailed Description, SRP 4.0

The university has set seven specific strategic research priority areas where we aspire to be research leaders by 2030. These priority areas, which are adjacent to and build on our current research strengths, are a reflection of both the major anticipated research funding opportunities – provincially, nationally, and internationally – that will be available to the university and our research partners over the next five years, as well as the research and commercialization needs of our diverse set of partners – industry, community organizations, the not-for-profit sector, and governments. These seven priorities will guide decisions about areas for new Canada Research Chairs and Ontario Tech Research Excellence Chairs, investments in new research facilities and other research support resources, grand challenges, industry and community partnerships, and targeted funding opportunities.

All seven of these strategic research priorities align with key strategic attributes Ontario Tech identifies as foundational to inclusive research excellence and our commitment to being the leader among Canada's smaller research-intensive universities. Every Faculty – Business and Information Technology, Education, Engineering and Applied Science, Health Sciences, Science, Social Science and Humanities – is reflected in three or more of these priorities.

Artificial Intelligence and Its Applications

New research in artificial intelligence and its application are driving innovation, while at the same time creating risk and mistrust, in all sectors of the economy. The use of generative AI is revolutionizing diverse sectors of Canadian society ranging from cybersecurity and gaming to public education and health care. The integration of our existing capacities in fundamental AI research, related emerging technologies as well as enabling technologies, and immersive technologies such as augmented reality, wearables, robots, games, digital and virtual simulations, and custom chatbots are important strengths to build on. At the same time, we also focus on ethical considerations of AI such as the risk of racial bias and social exclusion. Consistent with our concern with sustainability and clean energy, we also value research on the disruptive and environmentally destructive potential of the AI revolution. The broad area of AI research remains a fundamental priority at Ontario Tech University.

Canada's Clean Energy Future

Canada's transition to a net-zero energy future remains one of the biggest challenges the country has ever faced, with immense economic, environmental and social implications for all Canadians. The effects of climate change and resiliency underpin this challenge. It requires new thinking that reaches beyond research and jurisdictional silos and integrates advances in the natural sciences and engineering, computer and computational science, business and the digital economy, health sciences, and the social sciences. This vision must reflect our commitment to Truth and Reconciliation and engagement with Indigenous Peoples – where the environment is essential to our well-being and all of us are caretakers of the planet. Ontario Tech University, with its immense research strength in energy, applied bioscience, environmental sustainability, community engagement, and digital technology has an important role in contributing to this vision.

Health Promotion, Performance, and Equity

Advancing the health of all Canadians with critical and innovative research addressing health promotion, human performance, and health equity is an important priority for the university. We prioritize healthy aging, chronic disease prevention and management, and rehabilitation by considering a range of conditions and behavioural risk factors across the lifespan and in multiple settings where people live, work and play. We also prioritize optimizing performance and well-being across the spectrum of “ability”. This includes optimizing physical function and performance for people of all abilities. Our research extends to infectious diseases, mental health, drug discovery, health policy, and the social determinants of health.

Autonomous Systems in the Lives of Canadians

Autonomous systems such as smart home devices, assisted-driving vehicles, and robots are playing an increasing role in the lives of Canadians. With our advanced testing and research labs and facilities, we are well-positioned to develop and evaluate these systems and their real-world impacts. Ontario Tech is especially committed to autonomous systems research in health care, education, supply chains, manufacturing, telecommunications, business analytics, mobility, community living, rehabilitation, and dementia care settings. Ensuring that these autonomous systems are ethical, resilient, and secure from cyber threats are key concerns for the university.

Community Well-Being, Justice, and Social Innovation

Ontario Tech University has a national research reputation in fields intersecting psychology, neuroscience, criminology, law, communications, environmental sciences, and forensic science addressing societal change, social justice, and social innovation, as well as the emergence of new technology. Our researchers also work within education spaces to explore leadership, play and inquiry, science, technology, engineering, and mathematics innovations while promoting equity and inclusion. Research that conserves environmental ecosystems, addresses social isolation and marginalization, and sustains public sector institutions including the justice system, social services, schools, and hospitals is integral to how Ontario Tech defines itself as a research-intensive university.

Entrepreneurship and Business Analytics

Entrepreneurship and commercialization of research are emerging strengths of Ontario Tech University. Prioritizing business analytics research, which is focused on the scientific process of transforming data into insights for improving decision-making within business organizations, is an important investment in building this strength. Researchers use a variety of advanced computational and statistical methods to investigate problems in marketing, finance, human resources, strategic management, and operations.

Materials and Advanced Manufacturing

In a climate of global economic uncertainty, strengthening Canada’s advanced manufacturing capacity is key to securing the country’s economic future. Research at the university has always positioned itself as an important contributor to materials development and advanced manufacturing. Disruptive and emerging technologies are creating new opportunities to expand these contributions. The integration of

intelligent and autonomous technologies that utilize artificial intelligence and machine learning for advanced manufacturing is a research priority for the university, allowing us to build on current research strengths to establish ourselves as a leader in manufacturing and materials innovation. We prioritize supporting our industry partners as key contributors to the next generation of manufacturing superclusters in innovation, science and economic development.

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
- Decision
- Discussion/Direction
- Information

DATE: 25 March 2025

FROM: Office of the Registrar

SUBJECT: Revised Special Considerations Policy - Undergraduate and Professional Admissions

COMMITTEE MANDATE:

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

MOTION FOR CONSIDERATION:

That Academic Council hereby approves the amended Special Considerations Policy - Undergraduate and Professional Admissions.

BACKGROUND/CONTEXT & RATIONALE:

- In accordance with our policy instrument review timelines, it is necessary to review these policy instruments as the last major revisions took place in April 2020.
- Upon consultation with the Office of the Registrar, specifically the Admissions team, the following substantive revisions to the policy were made:
 - Removed "President's Equity Taskforce (PET)" from the list of definitions.
 - Section 8.1: updated language to better align with that stated on the university's Special Considerations – Equity Admission webpage.
 - Furthermore, the policy language has been updated to reflect that a member of the Student Engagement and Equity team now reviews equity admissions submissions alongside a member from the faculty of application and an admissions representative.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: January 6, 2025 – January 17, 2025
- Undergraduate Studies Committee Deliberation: February 18, 2025
- Academic Council Approval: March 25, 2025

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- ACD 1525 Special Considerations Policy - Undergraduate and Professional Admissions AC Approved April 28 2020 - SB updates Oct 25 2024.docx
- ACD 1525 Special Considerations Policy - Undergraduate and Professional Admissions - CLEAN.docx



Classification Number	ACD 1525
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	April 28, 2020 DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Academic Regulations, Undergraduate Academic Calendar 2019/2020

Special Considerations Policy - Undergraduate and Professional Admissions

PURPOSE

1. The purpose of this Policy is to outline special considerations under which applicants to undergraduate and professional programs can be considered.

DEFINITIONS

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

“Competitive Grade Point Average” means a grade point average required for admission to university which surpasses the university's minimum 70 per cent average for consideration.

“Disability” (Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11) means:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

“Indigenous”: A collective name for the original peoples of North America and their descendants (Government of Canada, 2019).

“Indigenous Education and Cultural Services”: Indigenous Education and Cultural Services offer cultural workshops, ceremonies, events and programming to educate Indigenous and non-Indigenous students, faculty, staff members and the broader community about Indigenous culture. They encourage Indigenous students to embrace their culture through the Indigenous self-identification process, and they lead the university in its journey toward reconciliation (Ontario Tech, 2019).

~~“President’s Equity Taskforce” or “PET”~~; The goal of the PET is to mobilize a diverse movement of people across the university to create and establish equitable and inclusive practices at (Ontario Tech) within a three-year term (Ontario Tech, 2019).

Commented [SB1]: Does this still exist?

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.
4. This Policy does not apply to graduate-level applicants, please refer to the Graduate Academic Calendar.
5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

POLICY

6. Applying for consideration with a disability

- 6.1. Applicants with disabilities who have received disability-related accommodations in high school or during a previous degree or diploma program are expected to have grades that accurately reflect their academic ability. Applicants who were not accommodated for all or part of their high school or degree or diploma program, or who believe that there are extenuating circumstances related to their disability that have negatively impacted on their grades, may be eligible for consideration on the basis of their disability.

7. Indigenous applicants

- 7.1. A student who has self-identified as Indigenous, who does not meet the competitive GPA for admission, but who still meets a minimum 70 per cent high school grade point average, may apply to have a separate assessment conducted by a committee ~~consisting of one member from of each of: which includes a member from~~ the faculty of application, the Admissions office and the Indigenous Education and Cultural Services office (IECS).

8. Equity admissions

- 8.1. Applicants who consider themselves having factors related to discrimination or marginalization that has impacted their opportunities and/or ability to success personally or academically disadvantaged for reasons that are beyond their control, may apply to have a separate assessment conducted by the university's Equity Admissions Committee. This committee consists of one member from each of: includes a member from the faculty of application, the Admissions office and ~~the President's Equity Taskforce~~ the Student Engagement and Equity team. Applicants are required to meet the university's minimum 70 per cent high school grade point average for consideration.

Commented [SB2]: For the past few cycles practice has been someone from the equity office

MONITORING AND REVIEW

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

RELEVANT LEGISLATION

10. This section intentionally left blank

RELATED POLICIES, PROCEDURES & DOCUMENTS

11. Special Admissions Considerations Procedure



Classification Number	ACD 1525
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Academic Regulations, Undergraduate Academic Calendar 2019/2020

Special Considerations Policy - Undergraduate and Professional Admissions

PURPOSE

1. The purpose of this Policy is to outline special considerations under which applicants to undergraduate and professional programs can be considered.

DEFINITIONS

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

“Competitive Grade Point Average” means a grade point average required for admission to university which surpasses the university's minimum 70 per cent average for consideration.

“Disability” (Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11) means:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

“Indigenous”: A collective name for the original peoples of North America and their descendants (Government of Canada, 2019).

“Indigenous Education and Cultural Services”: Indigenous Education and Cultural Services offer cultural workshops, ceremonies, events and programming to educate Indigenous and non-Indigenous students, faculty, staff members and the broader community about Indigenous culture. They encourage Indigenous students to embrace their culture through the Indigenous self-identification process, and they lead the university in its journey toward reconciliation (Ontario Tech, 2019).

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.
4. This Policy does not apply to graduate-level applicants, please refer to the Graduate Academic Calendar.
5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

POLICY

6. Applying for consideration with a disability

- 6.1. Applicants with disabilities who have received disability-related accommodations in high school or during a previous degree or diploma program are expected to have grades that accurately reflect their academic ability. Applicants who were not accommodated for all or part of their high school or degree or diploma program, or who believe that there are extenuating circumstances related to their disability that have negatively impacted on their grades, may be eligible for consideration on the basis of their disability.

7. Indigenous applicants

- 7.1. A student who has self-identified as Indigenous, who does not meet the competitive GPA for admission, but who still meets a minimum 70 per cent high school grade point average, may apply to have a separate assessment conducted by a committee consisting of one member from each of: the faculty of application, the Admissions office and the Indigenous Education and Cultural Services office (IECS).

8. Equity admissions

- 8.1. Applicants who consider themselves having factors related to discrimination or marginalization that has impacted their opportunities and/or ability to success , may apply to have a separate assessment conducted by the university's Equity Admissions Committee. This committee consists of one member from each of: the faculty of application, the Admissions office and the Student Engagement and Equity team. Applicants are required to meet the university's minimum 70 per cent high school grade point average for consideration.

MONITORING AND REVIEW

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

RELEVANT LEGISLATION

10. This section intentionally left blank

RELATED POLICIES, PROCEDURES & DOCUMENTS

11. Special Admissions Considerations Procedure

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Office of the Registrar

SUBJECT: Revised Policy on Auditing an Undergraduate and Graduate Course

COMMITTEE MANDATE:

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

MOTION FOR CONSIDERATION:

That Academic Council hereby approves the amended Policy on Auditing an Undergraduate and Graduate Course.

BACKGROUND/CONTEXT & RATIONALE:

- In accordance with our policy instrument review timelines, it is necessary to review this policy as the last major revisions took place in June 2022.
- Upon consultation with the School of Graduate and Postdoctoral Studies, the following substantive revisions were made:
 - Section 7.2(d): expanding the scope of the instrument to allow for undergraduate-level courses to be audited by students in research-based graduate programs.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: January 6, 2025 – January 10, 2025
- Administrative Leadership Team: February 11, 2025
- Undergraduate Studies Committee Deliberation: February 18, 2025
- Graduate Studies Committee Deliberation: February 25, 2025
- Academic Council Approval: March 25, 2025

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- [AC 1513 - Policy on Auditing an Undergraduate and Graduate Course Track Changes.docx](#)
- [AC 1513 - Policy on Auditing an Undergraduate and Graduate Course CLEAN.docx](#)

Policy on Auditing an Undergraduate and Graduate Course

Classification number	ACD 1513
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	June 28, 2022 DRAFT FOR APPROVAL
Review date	March 2023
Supersedes	Policy on Auditing an Undergraduate and Graduate Course February 25, 2020

Purpose

1. The purpose of this Policy is to outline the categories, registration and fee-payment requirements for Auditors of a Course at the University.

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Definitions

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

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“Auditor” means ~~the people~~ a person who attends a Course without receiving evaluation or a grade.

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

“Non-registered Students” means the non-registered people or employees at the University that are under the age of 65 years.

“Registered Undergraduate Students” means the students registered at the University in an undergraduate program.

“Registered Graduate Students” means the students registered at the University in a graduate program.

“Semester” means sixty days of lectures and a final examination period.

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“Senior Citizens” means Non-registered Students at the University ~~who~~ that are 65 years of age or older.

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“Session” means a period of approximately six consecutive weeks in the summer semester consisting of 30 days of lectures and a final examination period. The first half of

summer semester is designated as spring session; the second half is designated as summer session.

Scope and authority

3. This Policy applies to the undergraduate and graduate Courses identified by the Faculties as having enrolment capacity and instructor permission.
4. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.
5. The Dean of Graduate and Postdoctoral Studies is responsible for overseeing the implementation, administration and interpretation of this Policy as they pertain to graduate students.

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Policy

6. General

- ~~4.6.1.~~ Audited Courses will not appear on a student's transcript.
- ~~4.1.~~ Auditors may audit only one Course at a time per semester.
- ~~6.2.~~
- ~~4.2.~~ Audited Courses cannot be re-taken for credit afterwards.
- ~~6.3.~~
- ~~4.3.~~ The University's Student Conduct Policy and Disciplinary Procedures in Non-Academic Matters will apply to Auditors.
- ~~6.4.~~
- ~~4.4.~~ The registration dates and fee payment dates that are outlined in the Academic Schedule will apply to Auditors.
- ~~6.5.~~
- ~~6.6.~~ Graduate Students participating in the Ontario Visiting Graduate Student program are not eligible to register as ~~an Auditor~~ Auditors for graduate Courses.

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~~2.~~

7. Categories of Auditors

There are three categories of Auditors: Registered Undergraduate Students, Registered Graduate Students, and Non-registered Students.

Normally, Non-registered Students will not be permitted to audit graduate Courses.

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7.1 Registered Undergraduate Students:

7.1

~~a)~~ May audit a Course provided they obtain the permission of the Course instructor(s);

~~a)~~

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~~b)~~ Are not permitted to write examinations or receive any form of evaluation in the course; and,

~~b)~~

~~c)~~ Must register formally as Auditors with the Office of the Registrar and pay the fees as outlined by the University.

~~a:~~

7.2 Registered Graduate Students:

~~2:~~

~~a)~~ May audit Courses provided they have the approval of their supervisor (if applicable), graduate program director, and the Course instructor;

~~a)~~

~~b)~~ Are not permitted to write examinations or receive any form of evaluation in the course;

~~b)~~

~~c)~~ Must register formally as Auditors with the School of Graduate and Postdoctoral Studies and pay the fees as outlined by the University.

~~c)~~

~~d)~~ May be permitted to audit one graduate course or one undergraduate course for free, pending submission of a rationale to the School of Graduate and Postdoctoral Studies by the supervisor and the graduate program director that demonstrates how the requested course contributes to the student's research progress. This option is restricted to students in research-based graduate programs.

~~a:~~

7.3 Non-registered Students (including Senior Citizens):

~~3:~~

~~a)~~ May audit available courses that have been approved by the Faculty and course instructor;

~~a)~~

~~b)~~ Are not permitted to write examinations or receive any form of evaluation in the course; and,

~~b)~~

~~c)~~ Must register formally as Auditors with the Office of the Registrar and pay the fees as outlined by the University.

~~a:~~

8) Course fees

There are four categories of Course fees for Auditors:

8.1 Registered Undergraduate Students will pay an auditing fee as per the tuition and fee schedule, as well as university ancillary fees. Students will have access to University Services in accordance with the ancillary services paid as an undergraduate student.

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8.2 Registered Graduate Students will pay an auditing fee as per the tuition and fee schedule as well as ancillary fees, and will have access to University Services in accordance with the ancillary fees paid as a graduate student.

8.3 Non-registered Students will pay an auditing fee as per the tuition and fee schedule, and have access to the University Library

~~4-~~ 8.4 Senior Citizens will pay fifty percent of the auditing fee as per the tuition and fee schedule and will have access to the University Library.

~~2-~~ Non-registered Students will pay an auditing fee as per the tuition and fee schedule, and have access to the University Library.

~~3-~~ Senior Citizens will pay fifty percent of the auditing fee as per the tuition and fee schedule and will have access to the University Library.

9) Payment deadlines

The Academic Schedule will outline the fee deadline for each Semester and Session.

Monitoring and review

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

Relevant legislation

11) University of Ontario Institute of Technology Act, 2002, S.O. 2002, c. 8, Sch. 0.

Related policies, procedures & documents

12) Procedure for Auditing an Undergraduate and Graduate Course.
Academic Schedule

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Policy on Auditing an Undergraduate and Graduate Course

Classification number	ACD 1513
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	DRAFT FOR APPROVAL
Review date	March 2023
Supersedes	Policy on Auditing an Undergraduate and Graduate Course February 25, 2020

Purpose

1. The purpose of this Policy is to outline the categories, registration and fee-payment requirements for Auditors of a Course at the University.

Definitions

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

“Auditor” means a person who attends a Course without receiving evaluation or a grade.

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

“Non-registered Students” means the non-registered people or employees at the University that are under the age of 65 years.

“Registered Undergraduate Students” means the students registered at the University in an undergraduate program.

“Registered Graduate Students” means the students registered at the University in a graduate program.

“Semester” means sixty days of lectures and a final examination period.

“Senior Citizens” means Non-registered Students at the University who are 65 years of age or older.

“Session” means a period of approximately six consecutive weeks in the summer semester consisting of 30 days of lectures and a final examination period. The first half of

summer semester is designated as spring session; the second half is designated as summer session.

Scope and authority

3. This Policy applies to the undergraduate and graduate Courses identified by the Faculties as having enrolment capacity and instructor permission.
4. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.
5. The Dean of Graduate and Postdoctoral Studies is responsible for overseeing the implementation, administration and interpretation of this Policy as they pertain to graduate students.

Policy

6. General

- 6.1. Audited Courses will not appear on a student's transcript.
- 6.2. Auditors may audit only one Course at a time per semester.
- 6.3. Audited Courses cannot be re-taken for credit afterwards.
- 6.4. The University's Student Conduct Policy and Disciplinary Procedures in Non-Academic Matters will apply to Auditors.
- 6.5. The registration dates and fee payment dates that are outlined in the Academic Schedule will apply to Auditors.
- 6.6. Graduate Students participating in the Ontario Visiting Graduate Student program are not eligible to register as Auditors for graduate Courses.

7. Categories of Auditors

There are three categories of Auditors: Registered Undergraduate Students, Registered Graduate Students, and Non-registered Students.

Normally, Non-registered Students will not be permitted to audit graduate Courses.

7.1 Registered Undergraduate Students:

- a) May audit a Course provided they obtain the permission of the Course instructor(s);
- b) Are not permitted to write examinations or receive any form of evaluation in the course; and,
- c) Must register formally as Auditors with the Office of the Registrar and pay the fees as outlined by the University.

7.2 Registered Graduate Students:

- a) May audit Courses provided they have the approval of their supervisor (if applicable), graduate program director, and the Course instructor;
- b) Are not permitted to write examinations or receive any form of evaluation in the course;
- c) Must register formally as Auditors with the School of Graduate and Postdoctoral Studies and pay the fees as outlined by the University.
- d) May be permitted to audit one graduate course or one undergraduate course for free, pending submission of a rationale to the School of Graduate and Postdoctoral Studies by the supervisor and the graduate program director that demonstrates how the requested course contributes to the student's research progress. This option is restricted to students in research-based graduate programs.

7.3 Non-registered Students (including Senior Citizens):

- a) May audit available courses that have been approved by the Faculty and course instructor;
- b) Are not permitted to write examinations or receive any form of evaluation in the course; and,
- c) Must register formally as Auditors with the Office of the Registrar and pay the fees as outlined by the University.

8) Course fees

There are four categories of Course fees for Auditors:

8.1 Registered Undergraduate Students will pay an auditing fee as per the tuition and fee schedule, as well as university ancillary fees. Students will have access to University Services in accordance with the ancillary services paid as an undergraduate student.

8.2 Registered Graduate Students will pay an auditing fee as per the tuition and fee schedule as well as ancillary fees, and will have access to University Services in accordance with the ancillary fees paid as a graduate student.

8.3 Non-registered Students will pay an auditing fee as per the tuition and fee schedule, and have access to the University Library

8.4 Senior Citizens will pay fifty percent of the auditing fee as per the tuition and fee schedule and will have access to the University Library.

9) Payment deadlines

The Academic Schedule will outline the fee deadline for each Semester and Session.

Monitoring and review

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

Relevant legislation

11) University of Ontario Institute of Technology Act, 2002, S.O. 2002, c. 8, Sch. 0.

Related policies, procedures & documents

12) Procedure for Auditing an Undergraduate and Graduate Course.
Academic Schedule

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Office of the Registrar

SUBJECT: Revised Registration and Course Selection Policy

COMMITTEE MANDATE:

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

MOTION FOR CONSIDERATION:

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

BACKGROUND/CONTEXT & RATIONALE:

The Registration and Course Selection Policy establishes the requirements regarding registration and course selection for undergraduate and graduate students. The proposed amendments are specifically focused on time-status rules for graduate students.

Prior to 2023, the Ontario Council of Graduate Studies (OCGS) endorsed a '10-hour rule' which capped the number of hours graduate students employed by the University could work at 510 hours per calendar year, 255 hours per term, or an average of 10 hours per week. This was encompassed in the Ontario Tech graduate funding guidelines, as well as the PSAC collective agreement. The University has abided by the 10-hour rule since our inception. Last year, the OCGS moved away from the 10-hour rule and removed any language of work hour caps from provincial documents. The Council of Ontario Universities (COU) indicates that many universities

have adopted this change for reasons of increased living costs, static graduate funding and an increase in professional degree programs. In lieu of this rule, the University would simply adhere to Canadian labour standards. Ontario Tech's Senior Academic Team (SAT) supported this change in September 2023; the proposed amendment to the Registration and Course Selection Policy reflects this change.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: November 4, 2024 – November 15, 2024
- Undergraduate Studies Committee (Deliberation): February 18, 2025
- Graduate Studies Committee (Deliberation): February 25, 2025
- Academic Council for approval: March 25, 2025

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- ACD 1508 Registration and Course Selection Policy (Tracked Changes)
- ACD 1508_Registration and Course Selection Policy_Clean Copy.docx
- Briefing document and motion at OCGS from January 2023
- Memorandum to Senior Academic Team (SAT) regarding SGPS 10 Hour Rule – September 25, 2023

Registration and Course Selection Policy

Classification number	ACD 1508
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	June 28, 2022
Review date	January 2026
Last updated	January 25, 2023
Supersedes	Registration and Course Selection Policy, February 25, 2020; Academic Regulations – Undergraduate Academic Calendar 2016-2017, Academic Regulations, Graduate Academic Calendar 2019-20

Purpose

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

Definitions

For the purposes of this Policy the following definitions apply:

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

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

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

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

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

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

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

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

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

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

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

“Time-Status” means the declared registration status of a graduate student. Graduate students can be registered full-time or part-time regardless of the number of courses in which they are registered. Time-status means full or part-time status for an Undergraduate student, which is defined by the student’s registered course load.

Scope and authority

This Policy applies to all Course selections for undergraduate and graduate students.

The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

The Dean of Graduate and Postdoctoral Studies is responsible for overseeing the implementation, administration and interpretation of this Policy as they pertain to graduate students.

Policy

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

Course Selection

1. Requirements for Programs of study are listed in the faculty or Program sections of the academic calendar. Students should become familiar with the Program and/or degree requirements and plan their Programs accordingly.
2. Academic advice is available to undergraduate students who experience difficulty when selecting Courses.
3. All candidates pursuing a graduate degree or diploma shall enrol in an advanced course of study.
4. Graduate students must consult with their graduate program director, faculty advisor or research supervisor as part of the planning process.

5. All Courses in the student's Program must be approved by the graduate program director.
6. Graduate students may take graduate Courses outside their Program with permission from the student's supervisor (if applicable), graduate program director for the Program and the graduate program director for the Course. Graduate students may be charged fees in addition to their regular Program fee for such Courses.
7. Graduate students cannot take Courses for credit in addition to the Course requirements for their graduate Program.
8. Not all Courses are offered in any one Semester, Session, or Academic Year. Elective offerings may vary from Semester to Semester.

Prerequisites and Corequisites

1. Some Courses have Prerequisites or Corequisites.
2. An undergraduate student may have Prerequisites and Corequisites waived with the permission of the faculty.
3. A graduate student may have Prerequisites or Corequisites waived with the permission of the graduate program director.
4. Any student who requests such a waiver is responsible to ensure that they are adequately prepared to proceed with the level of study required in the Course.
5. Inadequate preparation is not a basis for appeal of a final grade in a Course for which a student requested a waiver of Prerequisite or Corequisite.

Repeating Courses

1. Undergraduate students

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

2. Graduate students

- a. Graduate students who fail one Course are required to repeat the Course or an approved alternative within 12 months of receiving the failing grade.
 - If the failed Course is designated as a mandatory Course in the Program, students must retake the same Course.
 - If the failed Course is an elective Course, students may be able to take an alternative elective Course approved by the graduate program director.

- Students who have a second failure are dismissed from the University.
- b. All instances of a Course appear on the Academic Transcript. Only the grade achieved on the most recent attempt, or an approved alternative Course, is used to calculate the student's GPA.
- c. Repeating Courses impacts graduate student academic standing. This is outlined in “Graduate Student Grading System, Research Progress and Academic Standing Policy”.

Auditing Courses

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

Curriculum Substitution

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

Letters of Permission for Undergraduate Students

1. Students wishing to take a Course at another institution must apply for and receive a letter of permission from the University in advance of their application to the visiting institution.
2. A letter of permission ensures that the Courses to be taken at the host institution will be recognized for credit at the University and are applicable to the student's Program of study.
3. For application instructions, eligibility requirements, and restrictions, students should visit ontariotechu.ca/lop.

Graduate Student Course and Research Exchanges

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

Registration Changes

1. **Course Changes**

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

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

2. **Graduate Student Registration Change Requests**

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

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

Voluntary Withdrawal

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

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

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

Continuous Registration for Graduate Students

1. Students must be registered in each Semester (including fall, winter and summer Semester) commencing with the Semester specified in their letter of offer and continuing until graduation.
2. Students are automatically registered in a graduate continuance Course until graduation, withdrawal or Program termination. Students must actively register for all other Program Courses. Students who do not formally register in a course cannot attend classes, access Course materials on the learning management system, submit assignments for evaluation or be assigned a grade in that Course.
3. If a student fails to maintain continuous registration in a Program or to register after the expiry of an approved leave of absence, the student's status is changed to inactive for up to one year.
4. Students who wish to re-register within the one year period may apply for reinstatement. If reinstatement is approved, students are required to pay all fees owing as well as any reinstatement fees that are in effect at the time of reinstatement.
5. If the student fails to register for three consecutive Semesters, their file is closed and the student is withdrawn from the Program.
6. Should a student who has been withdrawn wish to continue their graduate studies, the student must apply for readmission. Readmission to the University and/or the student's original Program is not guaranteed.

Concurrent Registration

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

Absences from Studies for Graduate Students

1. Graduate students are expected to be uninterruptedly registered in their designated Program of study in order to support the timely completion of their degree. However, the University recognizes that under certain circumstances students may need to absent themselves from regular study while maintaining their relationship with the University.
2. Such circumstances must have sufficient cause and an official leave of absence must be requested through the School of Graduate and Postdoctoral Studies and approved by the Dean of Graduate and Postdoctoral Studies.
3. Acceptable circumstances include the following:
 - a. Exceptional circumstances, including medical, extraordinary demands of employment and compassionate circumstances.
 - b. Maternity leave, which is available to students during or following a pregnancy.
 - c. Parental leave, which is available to students who face extraordinary demands in parental responsibilities or whose duties require that they be absent from their studies for a period of time.
4. A leave normally begins on the first day of the Semester for a period of one, two or three academic Semesters. Normally, retroactive leaves of absences will not be granted.
5. During the period of leave, the following conditions apply:
 - a. Students are not registered or required to pay fees.
 - b. Students may not undertake any academic or research work, or use any of the University's facilities.
 - c. Students are not eligible to receive scholarships or assistantships from the University. In the case of other graduate student awards, the regulations of the particular granting agency apply.
 - d. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. The time limits for completing the degree Program will be extended by the duration of the leave taken (i.e., one, two or three Semesters, as appropriate).
 - e. Leave of absence forms will not be processed for students who have outstanding fees. Students must inform the University immediately upon return.

Time Status for Undergraduate Students

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

3. Students are considered part-time status if they are registered in a Course load of less than nine Credit Hours.

Time-Status for Graduate Students

1. Students are required to register as full-time or part-time students at the time of admission and registration.
2. With permission from the graduate program director, students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form and submitting it to the School of Graduate and Postdoctoral Studies for approval by the Dean of Graduate and Postdoctoral Studies.
3. A change in status may have an impact on student aid and awards eligibility, fees, income tax credits and other areas.

4. **Full-time status**

Graduate students are considered full-time if they meet the following criteria:

- a. Pursue their studies as a full-time occupation.
- b. Formally identify themselves as full-time students on all documentation.
- c. Maintain regular contact with their faculty advisor or research supervisor, if applicable, and be geographically available and visit the campus regularly.

~~c. ——— If employed by the University, work no more than an average of 10 hours per week at diversionary employment while they are registered as a full-time student.~~

- ~~● ——— Diversionary employment is work that takes a student's time away from their Program of study and research. For example, teaching assistant positions are diversionary employment, while most graduate research assistantships are not if they directly support students in their Programs of study and research.~~
- ~~● ——— In calculating this diversionary work average, it is recognized that employment opportunities for full-time students may fluctuate throughout the year.~~
- ~~● ——— Students have a diversionary work allocation of 510 hours in any 12-month period and no more than 255 hours in any of each of three Semesters: fall (September to December), winter (January to April) and spring/summer (May to August).~~

5. **Part-time status**

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

Monitoring and review

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

Relevant legislation

This section intentionally left blank

Related policies, procedures & documents

Undergraduate Fees and Charges Policy

Graduate Fees and Charges Policy

Graduate Academic Calendar

Undergraduate Academic Calendar

Registration and Course Selection Policy

Classification number	ACD 1508
Framework category	Academic
Approving authority	Academic Council
Policy owner	Registrar
Approval date	June 28, 2022
Review date	January 2026
Last updated	January 25, 2023
Supersedes	Registration and Course Selection Policy, February 25, 2020; Academic Regulations – Undergraduate Academic Calendar 2016-2017, Academic Regulations, Graduate Academic Calendar 2019-20

Purpose

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

Definitions

For the purposes of this Policy the following definitions apply:

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

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

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

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

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

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

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

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

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

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

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

“Time-Status” means the declared registration status of a graduate student. Graduate students can be registered full-time or part-time regardless of the number of courses in which they are registered. Time-status means full or part-time status for an Undergraduate student, which is defined by the student’s registered course load.

Scope and authority

This Policy applies to all Course selections for undergraduate and graduate students.

The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

The Dean of Graduate and Postdoctoral Studies is responsible for overseeing the implementation, administration and interpretation of this Policy as they pertain to graduate students.

Policy

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

Course Selection

1. Requirements for Programs of study are listed in the faculty or Program sections of the academic calendar. Students should become familiar with the Program and/or degree requirements and plan their Programs accordingly.
2. Academic advice is available to undergraduate students who experience difficulty when selecting Courses.
3. All candidates pursuing a graduate degree or diploma shall enrol in an advanced course of study.
4. Graduate students must consult with their graduate program director, faculty advisor or research supervisor as part of the planning process.

5. All Courses in the student's Program must be approved by the graduate program director.
6. Graduate students may take graduate Courses outside their Program with permission from the student's supervisor (if applicable), graduate program director for the Program and the graduate program director for the Course. Graduate students may be charged fees in addition to their regular Program fee for such Courses.
7. Graduate students cannot take Courses for credit in addition to the Course requirements for their graduate Program.
8. Not all Courses are offered in any one Semester, Session, or Academic Year. Elective offerings may vary from Semester to Semester.

Prerequisites and Corequisites

1. Some Courses have Prerequisites or Corequisites.
2. An undergraduate student may have Prerequisites and Corequisites waived with the permission of the faculty.
3. A graduate student may have Prerequisites or Corequisites waived with the permission of the graduate program director.
4. Any student who requests such a waiver is responsible to ensure that they are adequately prepared to proceed with the level of study required in the Course.
5. Inadequate preparation is not a basis for appeal of a final grade in a Course for which a student requested a waiver of Prerequisite or Corequisite.

Repeating Courses

1. Undergraduate students

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

2. Graduate students

- a. Graduate students who fail one Course are required to repeat the Course or an approved alternative within 12 months of receiving the failing grade.
 - If the failed Course is designated as a mandatory Course in the Program, students must retake the same Course.
 - If the failed Course is an elective Course, students may be able to take an alternative elective Course approved by the graduate program director.

- Students who have a second failure are dismissed from the University.
- b. All instances of a Course appear on the Academic Transcript. Only the grade achieved on the most recent attempt, or an approved alternative Course, is used to calculate the student's GPA.
- c. Repeating Courses impacts graduate student academic standing. This is outlined in “Graduate Student Grading System, Research Progress and Academic Standing Policy”.

Auditing Courses

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

Curriculum Substitution

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

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1. Students wishing to take a Course at another institution must apply for and receive a letter of permission from the University in advance of their application to the visiting institution.
2. A letter of permission ensures that the Courses to be taken at the host institution will be recognized for credit at the University and are applicable to the student's Program of study.
3. For application instructions, eligibility requirements, and restrictions, students should visit ontariotechu.ca/lop.

Graduate Student Course and Research Exchanges

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

Registration Changes

1. **Course Changes**

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

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

2. **Graduate Student Registration Change Requests**

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

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

Voluntary Withdrawal

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

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

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

Continuous Registration for Graduate Students

1. Students must be registered in each Semester (including fall, winter and summer Semester) commencing with the Semester specified in their letter of offer and continuing until graduation.
2. Students are automatically registered in a graduate continuance Course until graduation, withdrawal or Program termination. Students must actively register for all other Program Courses. Students who do not formally register in a course cannot attend classes, access Course materials on the learning management system, submit assignments for evaluation or be assigned a grade in that Course.
3. If a student fails to maintain continuous registration in a Program or to register after the expiry of an approved leave of absence, the student's status is changed to inactive for up to one year.
4. Students who wish to re-register within the one year period may apply for reinstatement. If reinstatement is approved, students are required to pay all fees owing as well as any reinstatement fees that are in effect at the time of reinstatement.
5. If the student fails to register for three consecutive Semesters, their file is closed and the student is withdrawn from the Program.
6. Should a student who has been withdrawn wish to continue their graduate studies, the student must apply for readmission. Readmission to the University and/or the student's original Program is not guaranteed.

Concurrent Registration

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

Absences from Studies for Graduate Students

1. Graduate students are expected to be uninterruptedly registered in their designated Program of study in order to support the timely completion of their degree. However, the University recognizes that under certain circumstances students may need to absent themselves from regular study while maintaining their relationship with the University.
2. Such circumstances must have sufficient cause and an official leave of absence must be requested through the School of Graduate and Postdoctoral Studies and approved by the Dean of Graduate and Postdoctoral Studies.
3. Acceptable circumstances include the following:
 - a. Exceptional circumstances, including medical, extraordinary demands of employment and compassionate circumstances.
 - b. Maternity leave, which is available to students during or following a pregnancy.
 - c. Parental leave, which is available to students who face extraordinary demands in parental responsibilities or whose duties require that they be absent from their studies for a period of time.
4. A leave normally begins on the first day of the Semester for a period of one, two or three academic Semesters. Normally, retroactive leaves of absences will not be granted.
5. During the period of leave, the following conditions apply:
 - a. Students are not registered or required to pay fees.
 - b. Students may not undertake any academic or research work, or use any of the University's facilities.
 - c. Students are not eligible to receive scholarships or assistantships from the University. In the case of other graduate student awards, the regulations of the particular granting agency apply.
 - d. Except for parental leave or in exceptional circumstances, it is not expected that a student will be granted more than one leave under the terms of this policy. The time limits for completing the degree Program will be extended by the duration of the leave taken (i.e., one, two or three Semesters, as appropriate).
 - e. Leave of absence forms will not be processed for students who have outstanding fees. Students must inform the University immediately upon return.

Time Status for Undergraduate Students

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

3. Students are considered part-time status if they are registered in a Course load of less than nine Credit Hours.

Time-Status for Graduate Students

1. Students are required to register as full-time or part-time students at the time of admission and registration.
2. With permission from the graduate program director, students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form and submitting it to the School of Graduate and Postdoctoral Studies for approval by the Dean of Graduate and Postdoctoral Studies.
3. A change in status may have an impact on student aid and awards eligibility, fees, income tax credits and other areas.

4. **Full-time status**

Graduate students are considered full-time if they meet the following criteria:

- a. Pursue their studies as a full-time occupation.
- b. Formally identify themselves as full-time students on all documentation.
- c. Maintain regular contact with their faculty advisor or research supervisor, if applicable, and be geographically available and visit the campus regularly.

~~c. — If employed by the University, work no more than an average of 10 hours per week at diversionary employment while they are registered as a full-time student.~~

- ~~• — Diversionary employment is work that takes a student's time away from their Program of study and research. For example, teaching assistant positions are diversionary employment, while most graduate research assistantships are not if they directly support students in their Programs of study and research.~~
- ~~• — In calculating this diversionary work average, it is recognized that employment opportunities for full-time students may fluctuate throughout the year.~~
- ~~• — Students have a diversionary work allocation of 510 hours in any 12-month period and no more than 255 hours in any of each of three Semesters: fall (September to December), winter (January to April) and spring/summer (May to August).~~

5. **Part-time status**

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

Monitoring and review

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

Relevant legislation

This section intentionally left blank

Related policies, procedures & documents

Undergraduate Fees and Charges Policy

Graduate Fees and Charges Policy

Graduate Academic Calendar

Undergraduate Academic Calendar

Ontario Council on Graduate Studies (OCGS), January 27, 2023

Subject: Ten-Hour Rule: Motion to Amend Resolution 5

Issue

At the December 2022 meeting, members of OCGS discussed revisions to the “ten-hour rule” (Resolution 5 in the [Principles for Graduate Study at Ontario’s Universities](#)). The proposal was made to strike the final sentence from the Resolution:

Resolution 5. (The principle of timely program completion)

OCGS members are committed to student success and timely program completion. Full-time graduate students are expected to pursue their graduate degree on a full-time basis and make satisfactory progress toward timely completion of all program requirements. It is not possible, or desirable, for the university to monitor and enforce the employment activities of its graduate students outside the university. However, it is both possible and desirable for the university to ensure that it does not itself create a structural situation that jeopardizes the ability of the graduate student to make full-time progress towards the completion of graduate program requirements. ~~Accordingly, OCGS is committed to the principle that full-time graduate students are employed no more than an average of 10 hours per week on campus.~~

Action Requested

OCGS is asked to vote on the motion to strike the final sentence from the Resolution.

Contact

Katarina Todić
ktodic@cou.ca

January 19, 2023

MEMORANDUM

To:	Senior Academic Team
From:	Joe Stokes
CC:	
Date	September 25, 2023
SUBJECT:	SGPS 10 Hour Rule

Background

Historically the Ontario Council of Graduate Studies (OCGS) has endorsed a “10 hour rule” that caps the number of work hours for graduate students at 510 hours per calendar year or 255 hours per term. This policy approach was enshrined in the Ontario Tech Graduate funding guidelines as well as the PSAC collective agreement, and the university has followed the 10 hour rule since our inception.

Current State

In 2023 the OCGS moved away from the 10 hour rule and removed any language of work hour caps from provincial documents. According to COU, many universities have moved away from continuing to adopt this rule in the spirit of student equity, the increased cost of living, the static condition of graduate funding, and the proliferation of unfunded professional programs. The briefing document and motion at OCGS from January 2023 are appended.

Policy Change

Ontario Tech should not be discordant with the current provincial guidelines, and SGPS is proposing a move away from the 10 hour maximum for university aligned employment. In lieu of a maximum guideline for hours worked, Ontario Tech would simply follow current Canadian labour guidelines.

This move would also require a policy change to the Registration and Course Selection Policy (<https://usgc.ontariotechu.ca/policy/policy-library/policies/academic/registration-and-course-selection-policy.php>) Section 20 of the current policy states:

Time-Status for Graduate Students

1. Students are required to register as full-time or part-time students at the time of admission and registration.
2. With permission from the graduate program director, students may change their status from full-time to part-time, or vice versa, by completing a Change in Full-time or Part-time Status form and submitting it to the School of Graduate and Postdoctoral Studies for approval by the Dean of Graduate and Postdoctoral Studies.
3. A change in status may have an impact on student aid and awards eligibility, fees, income tax credits and other areas.
4. **Full-time status**
Graduate students are considered full-time if they meet the following criteria:
 - a. Pursue their studies as a full-time occupation.
 - b. Formally identify themselves as full-time students on all documentation.
 - c. Maintain regular contact with their faculty advisor or research supervisor, if applicable, and be geographically available and visit the campus regularly.
 - d. If employed by the University, work no more than an average of 10 hours per week at diversionary employment while they are registered as a full-time student.
 - Diversionary employment is work that takes a student's time away from their Program of study and research. For example, teaching assistant positions are diversionary employment, while most graduate research assistantships are not if they directly support students in their Programs of study and research.
 - In calculating this diversionary work average, it is recognized that employment opportunities for full-time students may fluctuate throughout the year.
 - Students have a diversionary work allocation of 510 hours in any 12-month period and no more than 255 hours in any of each of three Semesters: fall (September to December), winter (January to April) and spring/summer (May to August).

PSAC Collective Agreement

Section 7 iv of the PSAC collective agreement recognizes the link of the current regulations to provincial and academic governance:

(vi) Limits on the hours of employment for full-time graduate students are established by **academic regulation and are subject to change by government agencies and academic governance bodies**. Full-time graduate students cannot work more than two-hundred and fifty-five (255) hours in any one (1) Semester and no more than five-hundred and ten (510) hours in any twelve (12) month period. The latest academic regulations on employment hours for full-time graduate students are posted on the Graduate Studies website.

Although the language seems clear that the academy can make a change, SGPS has followed up with labour relations to ensure that a policy change will not disrupt the current agreement, or bargaining process.

Discussion and Action

If SAT agrees with this above approach, SGPS will work with labour relations and the university governance process to enact the change for the Winter term.

ACADEMIC COUNCIL

Minutes of the Public Session of the February 25, 2025, Meeting via Videoconference 2:32 p.m. - 4:38 p.m.

PUBLIC SESSION

[Academic Council Committee Agendas, Materials and Minutes 2024-2025](#)

Present:

Steven
Murphy (Chair)
Asifa Aamir
Scott Aquanno
JoAnne Arcand
Robert Bailey
Wendy Barber
Mihai Beligan
Mary Bluehardt
Toba Bryant
Krystina Clarke
Amanda Cooper
Nicola Crow

Catherine Davidson
Ana Duff
Mikael Eklund
Shanti Fernando
Jessica Hogue
Mehdi Hossein Nejad
Brenda Jacobs
Les Jacobs
Hossam Kishawy
Lori Livingston
Carolyn McGregor
Fedor Naumkin
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)
Chelsea Bauer
Jamie Bruno
Stephanie Callahan
Lindsay Coolidge
Jennifer Freeman
Krista Hester

Andrea Kassaris
Alyson King
Clarissa Livingstone
Jennifer MacInnis
Brad MacIsaac
Matthew Mackenzie
Kimberley McCartney
Christine McLaughlin

Darryl Papke
Melissa Ramirez
Diane Tepylo
Sarah Thrush
Lisa Townsend
Becky Tranter

Regrets:

Ahmad Barari
Nawal Elshamiy
Mitch Frazer

Sayyeed Ali Hosseini
Janet McCabe
Breanne Mcalpin

Amy Neil
Oghenetega
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1. Call to Order and Land Acknowledgement

The Chair called the meeting to order at 2:32 p.m. A. Cooper began by sharing her personal reflections and then reading the University's Land Acknowledgement.

2. Agenda (M)

A member requested that item 10e be removed from the Consent Agenda for discussion.

Upon a motion duly made by M. Hossein Nejad and seconded by H. Kishawy the February 25, 2025 Agenda and Consent Agenda including its contents were received and approved as amended.

3. Chair's Remarks

The Chair welcomed attendees back from Reading Week and shared insights from his time in Singapore, where he worked to secure Ontario Tech as a world class leader in nuclear expertise amid growing global interest in Small Modular Reactors (SMRs) and large-scale reactors. He highlighted exciting partnerships supporting Canadian exports. Additionally, he noted that varsity athletics are in playoff season, with a special mention to the men's Basketball Team competing in the Ontario University Athletics (OUA) semi-final this Saturday in Kingston and encouraged support for the team.

4. Inquiries and Communications

a) COU Academic Colleague Report

R. Ruttenberg-Rozen advised that the most recent meeting focused on graduate studies, highlighting key innovations and challenges. Innovations included the Ontario Principles of Graduate Supervision, expanding graduate micro-credentials, improving the Ontario Visiting Graduate Student program, and the introduction of applied master's degrees at colleges, latter also being an area of concern. Challenges discussed included funding and recruitment pressures, financial constraints affecting research programs, concerns over the international student cap, and the growing impact of AI in admissions, particularly AI-generated reference letters.

J. Stokes clarified that the six college master's programs are still under review by the Postsecondary Education Quality Assessment Board (PEQAB). This Board oversees the approval of graduate programs at colleges, private universities in Ontario, and non-Ontario institutions, while universities follow the regular Quality Council process. He noted that this remains a major concern for the Council of Ontario Universities (COU), which has submitted multiple letters to the Board and the Ministry, along with individual university responses, outlining challenges with college master's proposals.

5. Provost's Remarks

L. Livingston recognized Dr. Winnie Sun, an Associate Professor in the Faculty of Health Sciences, for being named one of North America's Top 50 Leaders in Healthcare for 2025. Dr. Sun was honoured for her work in dementia care using virtual reality reminiscence therapy. She also reminded attendees that the Celebrate Teaching Awards nomination deadline is Friday, February 28, with the award ceremony taking

place on March 26 following the Annual Teaching Conference, which will feature keynote speaker Dr. Jessica Riddell from Bishop's University.

a) Senior Academic Administrator Search Update

L. Livingston reported that the Dean of SGPS search is progressing, with the job posting expected soon and interviews anticipated in early May. She also noted that the Renewal Advisory Committee for Dean Rodgers has also met, and confidential feedback on her reappointment is due tomorrow. Feedback can be submitted to the Provost@ontariotechu.ca email.

b) Student Recruitment and Success Update* (I)

L. Livingston highlighted key updates on student retention, support programs, and financial aid. The University's year one to year two retention rate improved from 81% in 2019 to 84%, while the year two to year three rate has risen from 91% to 95%, signaling strong progress in student retention. The Learning Engagement Academic Program (LEAP), which supports students facing suspension, has enrolled 663 undergraduates, with 66% either graduating or remaining enrolled, demonstrating its impact on student success. Additionally, student reliance on OSAP has grown significantly, with a \$13 million increase in funding compared to last year, likely due to higher enrollment, increased financial need, and rising loan amounts. She noted that these trends reflect ongoing efforts to support student retention and financial accessibility.

A question was raised about why the commitment to a student-centric approach in recruitment and retention efforts does not include input from faculty. L. Livingston clarified that while the statement emphasizes valuing student input, it does not exclude faculty and staff perspectives. She noted that the University regularly gathers data from faculty and staff through various initiatives and events, ensuring their insights contribute to decision-making alongside student feedback.

An inquiry was made regarding programs under consideration for paused admissions, and, any planned efforts to enhance recruitment. L. Livingston clarified that the proposed one-year admission pause is not a closure but an opportunity to reassess recruitment and marketing strategies for specific identified programs. The goal during this year is to better understand student interest, refine outreach efforts, and strengthen program appeal for long-term sustainability.

J. Stokes noted that low-enrollment programs should be evaluated beyond numbers, considering structure and student appeal. He highlighted that renaming or repackaging programs has helped institutions attract more students. A pause allows for reassessment and strategic adjustments.

Concerns were raised about the timing of the decision, lack of consultation, and potential long-term impacts on recruitment. Some questioned whether a formal Academic Council process was required. Others warned that suspensions could harm the University's reputation, as seen elsewhere.

L. Livingston responded that discussions on low-enrollment programs have been ongoing for over a year, including Faculty Council presentations. She stressed that running programs with minimal enrollment is financially unsustainable and that the decision was carefully considered.

S. Murphy reaffirmed that these are temporary pauses, unlike what is happening in the current provincial landscape within other institutions.

Further concerns were raised about the impact of program suspensions on program viability. It was suggested that a cost-benefit analysis should be conducted, as small cohorts may have minimal financial impact.

L. Livingston again emphasized that these were program pauses and acknowledged the concerns expressed. She emphasized that many universities are going through this type of process. She urged collaboration among faculty, recruitment teams, and administration to develop strategies for increasing applications to these programs to ensure program sustainability.

6. SMA4 Update

S. Thrush advised that the preliminary final-year SMA3 evaluation shows that the University will be exceeding all performance metrics and corridor enrollment commitments, making us eligible to retain our performance funding and additional funding, depending on other institutions' performance. She added that the additional funding was not a large amount.

With respect to SMA4 by way of follow-up to prior updates she had provided to Academic Council, S. Thrush noted the University retained two institutional metrics from SMA3 as the SMA4 institutional specific metrics. Data validation is currently underway with the Ministry, with SMA4 submission expected by the end of March. She highlighted that some details are still pending as the Ministry has yet to finalize corridor data and that the new funding formula will apply in years three to five of SMA4.

She indicated key changes in SMA4 include a shift in job outcome metrics to focus on domestic students, rather than international. Performance-based funding will increase from 25% in 2025-26 to 40% in the final year of SMA4, with up to \$29.1M at risk if targets aren't met.

S. Thrush confirmed that in December, the bilateral meeting took place with MCU to discuss the metrics, areas of strength, and challenges, with a focus on increasing STEM enrollments. She clarified that the University's focus on STEM/STEAM was emphasized too. Accountability and transparency remain central, and failure to meet reporting compliance could result in a 5% reduction of the University's core operating grant.

Regarding the potential future of university funding and SMAs, the Government's focus is shifting toward expanding STEM enrolments without firm commitment on funding above existing levels. The change in the performance funding from 25% to 40% is a shift in funding share from enrolment to performance, not an increase in total funding. She noted that discussions on the new funding formula for years 3 to 5 of SMA4 are still in early stages, and the Government has yet to complete significant pieces of SMA4. She reported on the ongoing effort to advocate for STEM funding, with Ontario Tech University positioned to be a leader in STEM in anticipation of future funding shifts.

7. Undergraduate Studies Committee (USC)

M. Bluehardt advised that the USC met in January to discuss program adjustments and modifications aimed at improving student opportunities.

She noted that many program adjustments made in response to feedback gained from student consultations. These changes aim to provide greater flexibility, more elective options, and pathways to graduation. The recommended modifications also address current educational needs and career readiness, ensuring students are better prepared for future success. Overall, the Committee remains committed to evolving the academic landscape to better serve student needs and industry trends.

a) Major Program Modifications* (M)

i. Faculty of Engineering and Applied Science: New Minor in Nuclear Technology* (M)

M. Bluehardt noted that new minor in Nuclear Technology will be offered to students in various engineering programs, providing a competitive edge for jobs in the nuclear sector, a key employer for engineering graduates.

Upon a motion duly made by H. Kishawy and seconded by S. Nokleby, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a minor in Nuclear Technology.

ii. Faculty of Engineering and Applied Science: Railway Engineering Specialization* (M)

M. Bluehardt noted that the development of Canada's first railway specialization at Ontario Tech, supported by major companies, will provide a range of opportunities for students including co-op opportunities. This initiative addresses the gap in dedicated railway engineering programs and aligns with the University's mission to meet industry needs.

There were discussions regarding the use of "high-speed" before "railway" for marketing purposes. It was noted that while high-speed rail is a key focus, the

sector also includes freight and urban transportation. The major funding is currently directed toward urban transportation projects. It was suggested to reframe the term "railway" to evoke a more modern image, like "low carbon," to avoid outdated connotations. Marketing materials are being developed to reflect the complexity and modern nature of rail systems, and industry feedback prefers the term "rail" overall.

Upon a motion duly made by H. Kishawy and seconded by S. Nokleby, 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.

- iii. Mitch and Leslie Frazer Faculty of Education: Bachelor of Arts (Hons.) – Educational Studies-addition of Co-op and GAS Transfer (pathway)* (M)

M. Bluecharadt advised FEd has spent one to two years developing a co-op program aligned with existing models in the Faculties of Business and IT and Engineering and Applied Science, respectively. Students completing the College program can enter the second year of the University program with some course adjustments, and admission will require a high average, providing an additional pathway for students.

Upon a motion duly made by A. Cooper and seconded by R. Ruttenberg-Rozen, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a Co-operative education (Co-op) option and GAS-Transfer pathway to the Educational Studies program.

- iv. Faculty of Health Sciences: Medical Laboratory Science* (M)

M. Bluecharadt noted that changes have been made to the Medical Laboratory Science program to align with new National Certification Exams from The Canadian Alliance of Medical Laboratory Professionals (CAMLPR). The adjustments focus on course learning outcomes while maintaining similar content for better representation.

Upon a motion duly made by L. Jacobs and seconded by T. Bryant, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to the Medical Laboratory Science program.

- v. Faculty of Health Sciences: Bachelor of Health Sciences – Kinesiology – to Durham College – Massage Therapy Pathway* (M)

M. Bluecharadt acknowledged that this is a unique pathway and that the change allows kinesiology graduate students to transfer to the Massage Therapy program at Durham College, thanks to the addition of a new elective course. This pathway offers students more career opportunities.

C. Rodgers explained that kinesiology graduates can fast-track into a massage therapy program by bypassing the first year, using relevant courses from their degree. This pathway allows them to earn both qualifications more quickly.

Upon a motion duly made by M. Bluecharadt and seconded by J. Arcand, 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.

vi. Faculty of Health Sciences: Physical Education Minor* (M)

M. Bluecharadt noted that new minor is being introduced in collaboration with the Faculty of Education, allowing their students to gain an additional teachable qualification, which is exclusive to them. Discussions are underway with other faculties to develop similar pathway programs, with this being the first proposal.

Responding to a question regarding consultations and who was part of the consultations, C. Rodgers confirmed that the primary focus of the consultations was on developing a second teachable course, with discussions also considering the creation of a physical ed minor. She noted that Durham College and Georgian College were directly involved in the curriculum discussions and program committees. A. Cooper added that the University is working to expand teachables for students, which will provide them with more options upon graduation, further supporting the goal of diversifying qualifications.

Upon a motion duly made by A. Cooper and seconded by R. Ruttenberg-Rozen, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to create a Physical Education Minor.

vii. Faculty of Health Sciences: Collaborative BScN* (M)

M. Bluecharadt highlighted that this proposal was presented at USC in February and is on an expedited approval pathway to ensure and satisfy accreditation requirements.

Upon a motion duly made by M. Bluecharadt and seconded by M. Eklund, 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.

viii. Faculty of Health Sciences: RPN to BScN Advanced Entry* (M)

M. Bluecharadt highlighted that this proposal was presented at USC in February and is on an expedited approval pathway to ensure and satisfy accreditation requirements.

Upon a motion duly made by D. Thompson and seconded by A. Cooper, 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.

ix. Faculty of Social Science and Humanities: Bachelor of Arts – Legal Studies* (M)

M. Bluecharadt advised that the new Legal Studies and Forensic Psychology double major reduces completion time to four years while maintaining core content. This program, in partnership with a UK university, combines practical and theoretical law training, enhancing student preparation for legal practice. The four-year option will be promoted alongside the existing five-year pathway, both supported by the Legal Studies program.

Upon a motion duly made by P. Stoett and seconded by S. Vettor, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves 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*

x. Faculty of Social Science and Humanities: Bachelor of Arts – Liberal Studies* (M)

M. Bluecharadt noted that the Liberal Studies program plans to introduce a three-year general degree to assist students transitioning from the four-year honors program, helping with retention and catering to mature professionals seeking shorter options. Advanced entry options will also be available for the Honors degree.

Upon a motion duly made by S. Fernando and seconded by P. Stoett, 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.

xi. Faculty of Social Science and Humanities: FSSH Co-operative Education* (M)

M. Bluecharadt noted that Co-op opportunities will be established in several programs, enhancing student experiences, and boosting employability, in line with successful practices in other Faculties.

In response to a question regarding support for students in specialized government co-op positions, given the centralization of co-op education, P. Stoett assured that support will be provided, as discussions have been held, and there is time before these positions are available. He mentioned that similar programs at other institutions have been successful and emphasized the need to begin planning for this initiative.

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

- xii. Faculty of Social Science and Humanities: Bachelor of Arts – Criminology and Justice – specialization in Global Crime and Justice*(M)

M. Bluechartd noted that the Criminology program is re-packaging existing courses into a new specialization to attract students by creatively presenting current offerings without introducing new courses.

Upon a motion duly made by P. Stoett and seconded by R. Ruttenberg-Rozen, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to establish a new specialization in Global Crime and Justice within the Criminology and Justice program.

- xiii. Faculty of Social Science and Humanities: New Minor – Victimology and Victim Studies* (M)

M. Bluechartd advised that this minor offers students specialized knowledge about victim experiences, advocacy, and the impact of various factors on victims. It will be the first program of its kind in Canada and will be available to all students, regardless of their major.

Upon a motion duly made by P. Stoett and seconded by R. Ruttenberg-Rozen, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council hereby approves the Major Program Modification to add a minor in Victimology and Victim Studies.

8. Graduate Studies Committee (GSC)

J. Stoke noted that at the January GSC meeting, discussions focused on program changes aimed at enhancing student flexibility, academic support, and professional development. Adjustments to existing programs will streamline requirements while maintaining oversight, and modifications to others will improve course alignment and

expand study options. These updates, included in today's agenda for recommendation and information, are designed to better support students while ensuring consistency and effectiveness for faculty.

a) Major Program Modifications* (M)

- i. Faculty of Engineering and Applied Science: Master of Engineering (MEng) Nuclear Engineering* (M)

J. Stokes advised that the MEng in Nuclear Engineering is being aligned with other engineering programs to standardize core courses, improving enrollment, consistency, and relevance within the evolving nuclear industry.

Upon a motion duly made by S. Nokleby and seconded by H. Kishawy, 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.

- ii. Faculty of Engineering and Applied Science: Master of Engineering (MEng) Software Engineering* (M)

J. Stokes advised that the MEng in Software Engineering is aligning core courses with other programs while maintaining distinct electives, offering students more flexibility in course selection

Upon a motion duly made by H. Kishawy and seconded by S. Nokleby, 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.

- iii. Faculty of Social Science and Humanities; Master of Arts in Social Practice and Innovation* (M)

J. Stokes noted that the program is introducing a part-time option, enabling students to complete the degree in seven terms instead of four, while keeping the full-time cohort size. This change is designed to better support professionals managing work and studies.

Upon a motion duly made by S. Fernando and seconded by P. Stoett, 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.

9. Research Committee

a) Strategic Research Plan

L. Jacobs noted that the Strategic Research Plan (SRP) is progressing, and that the Research Committee has reached a consensus on six strategic research priorities. He advised that the priorities will be shared with the Deans first and then with the broader community for feedback. He advised that every Faculty participates in at least three priorities, highlighting their inclusiveness and interdisciplinarity. Additionally, an innovative matrix was developed to assess the alignment of priorities with strategic attributes like sustainability, economic growth, industry partnerships, and agility. The priorities will be graded based on their alignment with these attributes.

He noted that the SRP draft will be shared with the community for feedback, and that the timeline for completion is expected by late March or April, depending on the feedback received.

Responding to a question regarding equity, diversity, and inclusion (EDI), L. Jacobs confirmed that the University remains committed to inclusive research excellence, as reflected in both the current and upcoming research plans. Examples include the Canada Research Excellence Equity plan, the Research Excellence Chair program, and successful grant funding for EDI initiatives like Women in Research. Additionally, the Brilliant Catalyst initiative continues to support inclusive entrepreneurship, including funding for student participation in events like the AI Hackathon.

b) Office of Research Services – Executive Report* (I)

J. Freeman presented the Office of Research Services Executive report, highlighting recent developments.

Key updates include staffing changes such as the hiring of a new Research Business Analyst, Intellectual Property Officer, and Research Legal Counsel. The Research Excellence Awards and Research Chairs are currently ongoing, with decisions expected by June 2025. Two Canada Research Chair positions are being recruited in Advanced Nuclear Engineering and AI in Education, with the nomination deadline set for Fall 2025.

She reported that the Women in Research Council has expanded its social media presence, organized fireside chats, and hosted events for faculty and graduate students. Upcoming workshops and a call for an EDI knowledge-building grant program were also mentioned during her report. She noted that Jeanette Hughes will assume the role of chair of the Women in Research Council starting July 1.

She further provided an overview of funding and research performance for 2025 as of January 9. The University is performing well compared to the previous fiscal year and is ranked highly in Canadian research rankings, including being recognized as Research University of the Year in its category. The report indicates growth in Federal and Provincial funding, with an increase in grant requests, particularly driven by a significant \$50 million lab-to-market grant.

Partnered agreements with industry remain steady. The Undergraduate Student Research Awards program is currently active, with allocations expected by March. Her update also highlighted successful assessments in animal care and nuclear safety compliance, as well as the launch of new training on research security and available workshops for faculty.

10. Consent Agenda

- a) Minutes of the Meeting of January 28, 2025* (M)
- b) *Minor Program Adjustments from USC* (I)*
 - (i) Faculty of Business and IT: Entrepreneurship Minor for Students outside of FBIT* (I)
 - (ii) Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons.) in Automotive Engineering* (I)
 - (iii) Faculty of Engineering and Applied Science: Bachelor of Engineering (Hons.) in Manufacturing Engineering* (I)
 - (iv) Faculty of Engineering and Applied Science: Electrical Engineering and Electrical Engineering Smart Grid Specialization* (I)
- c) *Minor Program Adjustments from GSC* (I)*
 - (i) Faculty of Health Sciences: Master of Science in Nursing (MScN)* (I)
 - (ii) Faculty of Social Science and Humanities: Master of Forensic Psychology
Master of Science, Doctor of Philosophy – Direct Entry* (I)
- d) *Cyclical Program Review from GSC* (I)*
 - (i) Final Assessment Report: Master of Information Technology and Security* (I)

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

***Consent agenda item pulled for discussion as noted in item #2**

- e) *2025-2026 Undergraduate and Graduate Academic Schedule* (I)*

A member raised concerns about the impact of moving the last drop date to the final day of lectures, particularly on last-minute course withdrawals. Many students are withdrawing under end-of-term workload pressure, which disrupts group projects. In response, J. Stokes reaffirmed the commitment to a review, analyzing three years of data since the change was implemented. Preliminary findings suggest increased withdrawal rates but potentially improved retention in some programs. The earliest any changes could take effect would be the 2026 academic year. Further data collection and deliberation will continue, with an updated analysis expected in Fall 2025.

11. Other Business

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

12. Termination

Upon a motion duly made by S. Nokleby, the February 25, 2025 Academic Council meeting was terminated at 4:38 p.m.

Kirstie Ayotte, Assistant University Secretary

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Education – Concurrent option – Primary/Junior and Intermediate/Senior

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed reducing the GPA requirement from 3.5 to 3.3 for students enrolled in the Concurrent option to be eligible to transition into the Bachelor of Education program.

Based on feedback from students and staff, the change to the maintenance cGPA for Concurrent Education students will benefit all students, but especially those with intensive academic demands, where the rigorous workload may create additional challenges in maintaining a higher cGPA. This adjustment ensures that high quality prospects are being retained in the Concurrent Education program, while fostering equity and inclusivity by respecting students’ diverse backgrounds. The change will also align the requirement with Ontario Tech’s grading system.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION PLAN AND COMMUNICATION PLAN

This change is to take effect in Fall 2025 and will affect applicants to the Fall 2026 intake.

Students who enrolled in Fall 2024 that may have a higher cGPA indicated on their offer letter (3.5, coincident with the program change submitted last year, or 3.7 as may have been communicated by the Admissions department) will be given consideration for attaining the new cGPA of 3.3. Students applying for the Fall 2026 intake will be notified of the updated maintenance cGPA in their Concurrent Education offer letters. Current students will be notified of the modified GPA requirements via email.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 8 January 2025
- ✓ Faculty Council: 29 January 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 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 – Education – Primary/Junior](#)
[Minor Program Adjustment Proposal – Education – Intermediate/Senior](#)

New Course: [EDUC 3217U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Arts – Educational Studies

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed adding eight new courses to program offerings in order to expand student choice and extend opportunities to explore new and emerging trends in education within specializations and elective offerings.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION PLAN AND COMMUNICATION PLAN

Courses will be available to new and continuing students in Fall 2025.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 8 January 2025
- ✓ Faculty Council: 29 January 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 2025

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

[Minor program Adjustment – Educational Studies](#)

[Minor Program Adjustment Proposal – Educational Studies - Advanced Entry](#)

New Courses:

[EDST - 2180U - AI in Education](#)

[EDST - 3520U - The Power of Art: Advancing Equity through the Creative Process](#)

[EDST - 4130U - Pop Culture and Education](#)

[EDST - 4190U - Developing your Educational Technology Portfolio](#)

[EDST - 4540U - Learning in Community](#)

[EDST - 4560U - Supporting Multilanguage Learners in Elementary Schools](#)

[EDST - 4620U - Ecology of Learning: Play, Nature, and Community in Education](#)

[EDST - 4670U - Developing Space and Spatial Reasoning](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Bachelor of Science (Hons) in Neuroscience

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 of Health Sciences Kinesiology program made changes to cross-listed courses impacting the Faculty of Science Neuroscience program. The Faculty of Science proposed changes to allow students to complete the cross-listed courses in the allotted time frame of the degree.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

The Faculty of Health Sciences made the change to the courses effective Fall 2025 so both incoming and current Neuroscience students who have not completed the course will need to adjust their program maps to account for the change in semester. Academic advising will follow up with students and make sure off-map students are notified and assisted.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 29 January 2025

- ✓ Faculty Council: 4 February 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 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 - BSc Neuroscience](#)
- Course change proposal(s): [NSCI 2400U](#), [NSCI 3470U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Sustainability Studies Minor

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

The course will be a valuable addition to the program allowing students to further explore Canada’s rapidly shifting energy policy.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION PLAN AND COMMUNICATION PLAN

The course will be available to all new and continuing students in the program starting in 2025.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 8 January 2025
- ✓ Faculty Council: 29 January 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 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](#)

New Course: [POSC 3305U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation**
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Internship and Practicum Requirements

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

The Faculty proposed reducing the CGPA requirement for entry to practicum offered in fourth year from 3.2 to 2.7 for entry to the Practicum component of all majors.

For all programs which include an Internship component, the Faculty also proposed reducing the CGPA requirement for entry to the Internship component offered in fourth year from 3.2 to 2.7.

Adjusting the requirements for these program components will reduce barriers and create greater equity, allowing a great number of students to pursue these valuable experiential learning components.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION PLAN AND COMMUNICATION PLAN

These changes will be in place effective for Fall 2025 and all students who meet the new criteria will receive due consideration for the limited number of spaces in the Practicum and Internship options.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 8 January 2025
- ✓ Faculty Council: 29 January 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 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 - Internship](#)

[Minor Program Adjustment Proposal - Practicum](#)

Course Changes: [SSCI 4098U – Practicum](#)
[SSCI 4103U - Internship](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Minor Program Adjustment – Diploma in Public Policy

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

The course will be a valuable addition to the program allowing students to further explore Canada’s rapidly shifting energy policy.

RESOURCES REQUIRED:

No additional resources are required.

TRANSITION PLAN AND COMMUNICATION PLAN

The course will be available to all new and continuing students in the program starting in 2025.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 8 January 2025
- ✓ Faculty Council: 29 January 2025
- ✓ Undergraduate Studies Committee (for approval): 18 February 2025
- Academic Council (for information): 25 March 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](#)

New Course: [POSC 3305U](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Graduate Studies Committee

SUBJECT: Minor Program Adjustment – PhD in Materials Science

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 MTSC 6010G and MTSC 6020G (or MTSC 6140G) as required courses for the PhD program. Students will be required to choose two courses from a list, where these courses will be included.

This change aligns with Trent University’s requirements (partner institution), so that all students in the program will have standardization in their degree requirements.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Effective for Fall 2025. Current students will be made aware of this change through their supervisors.

CONSULTATION AND APPROVAL:

- ✓ Curriculum Committee: 10 September 2024
- ✓ Faculty Council: 14 January 2025
- ✓ Graduate Studies Committee (Approval): 25 February 2025
- Academic Council (Information): 25 March 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

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Graduate Studies Committee

SUBJECT: Minor Program Adjustment – MEng, MAsC and PhD in Electrical and Computer Engineering

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 add a new course, ENGR 5980G Digital Devices and Techniques for Smart Grid Automation and Protection, to the course listing options for the MEng, MAsC and PhD programs.

The course content has been taught as a special topics course previously during summer terms and had interest among students.

RESOURCES REQUIRED:

No additional resources required.

TRANSITION PLAN:

Effective for Fall 2025.

CONSULTATION AND APPROVAL:

- ✓ FEAS Curriculum Committee: 16 January 2025
- ✓ FEAS Faculty Council: 23 January 2025
- ✓ Graduate Studies Committee (Approval): 25 February 2025
- Academic Council (Information): 25 March 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 - MASc](#)
- [Minor Program Adjustment Proposal - MEng](#)
- [Minor Program Adjustment Proposal - PhD](#)

- [New Course Proposal - ENGR 5980G](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
Decision
Discussion/Direction
Information

DATE: 25 March 2025

FROM: Graduate Studies Committee

SUBJECT: Cyclical Program Review - 18-Month Follow-up – Master of Health Sciences

COMMITTEE MANDATE:

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

BACKGROUND/CONTEXT & RATIONALE:

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

RESOURCES REQUIRED:

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

COMPLIANCE WITH POLICY/LEGISLATION:

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

aspects of the program, but also to outline opportunities that will lead to improvements for the future.

NEXT STEPS:

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

SUPPORTING REFERENCE MATERIALS:

- 18-Month Report Summary



**18-Month Follow-Up
SUMMARY REPORT
February 2025
Master of Health Sciences
Dean: Dr. Carol Rodgers**

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

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

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

In 2021-2023, a review was scheduled for the Master of Health Sciences with a site visit on April 25-27, 2023. The program has submitted to the Provost's Office a report outlining the progress they have made relative to the implementation plan resulting from the review. A summary of this progress is provided on the following pages.

	Implementation Plan Action Item(s) <i>(corresponding recommendation # from reviewers' report)</i>	Timeline	Status*	Comments from Dean on progress of implementation
1.	Revisit the three fields of study to ensure that they align with faculty expertise and are each viable focus areas to retain. Where appropriate, rebrand field(s).	Begin Fall, 2023 - this will ultimately be linked to the course-based degree. Unlikely that finalized focus areas will be confirmed until Winter 2025.	In progress	<p>The Kinesiology (KINE) and Community Public and Population Health (CPPH) fields of study align strongly with faculty expertise. Consultation on potential revision to the title of the CPPH field is ongoing (to more clearly reflect the content of the field and the expertise of faculty).</p> <p>Intake to the Health Informatics (HI) field has been paused for the Fall 2025 (i.e., 2025-2026) intake while consultation continues for how to modify this field. The majority of students currently in the HI stream are not conducting research within HI, and questions remain about the sustainability of the field due to limited number faculty members within the field. Comparison of the MHSc HI field to comparative programs in HI at other institutions suggests that the FHS MHSc HI significantly lacks HI course content.</p> <p>We aim to finalize the modifications to the title of the CPPH field and the future of the HI field Spring/Summer 2025-Fall 2025.</p>
3	Reduce the current MHSc thesis route course requirement by one course.	Fall, 2023 – course reduction process initiated [complete for 2024 entry cohort]	Complete	Major Program Modification (MPM) were approved by the Graduate Studies Committee (GSC) and Academic Council in Fall 2024, and will take effect starting Fall 2025.

	Explore the development of a course-based Masters' degree with a capstone experience/practicum requirement [vs. research project pathway]	Course-work based degree – ideal 1st cohort Fall 2026.		<p>The MPM included course reductions to the KINE, HI and CPPH fields in the MHSc-Thesis program. KINE and HI were reduced by two courses, and CPPH was reduced by one course. One core course common to all fields was removed as a result of course mapping exercise (see below).</p> <p>The MPM also changed our previous MHSc-Project option into a course-based MHSc for all our existing fields. Applications to the course-based MHSc are being accepted for a 1st cohort in Fall 2025 (pending review and suitability of applications).</p>
4.	Continue to stress the importance of effective program marketing to central communication and other senior administration officials	Ongoing	Continuous	<p>Initial meetings have been held with Associate Deans and staff of SGPS to identify opportunities and strategies for enhancing marketing of FHS Graduate Programs (with a particular focus on course-based options).</p> <p>Within FHS, the Associate Deans of Undergraduate Studies and Graduate Studies have begun to coordinate graduate program marketing with undergraduate program marketing to raise awareness about opportunities early. We have also begun raising awareness of graduate program opportunities within internal 2nd to 4th year undergraduate courses, as well Ridgeback Varsity Athletes.</p> <p>We are also in the process of creating a revised FHS Strategic Research Plan, which will include outward facing material/web content that can be used to enhance marketing of our graduate programs.</p> <p>Similarly, we are in the process of creating the first FHS Annual Research Report, which we can also</p>

				plan to use to generate marketing material for our graduate programs (i.e., web content, promotional materials and social media content).
6.	Re-format the graduate seminar	<p>Currently in progress.</p> <p>Implementation of graduate research conference, planned for spring 2024.</p> <p>Altered seminar content – pilot modules (Fall/Winter 2023/2024)/discussions related to student issues impacting mental health (balancing TAs, etc; supervisor expectations).</p> <p>Fall 2023 – will be F2F format to create more opportunities for engagement/socialization.</p>	In progress	<p>Implementation of a graduate research conference has been delayed to plan a possible coordination with our undergraduate research practicum poster day, and to assess graduate student involvement in planning and coordination. We are assessing feasibility for spring 2026.</p> <p>There have been significant changes to the graduate seminar. Seminar content since Fall 2023 has been significantly modified to address a range of student experiences.</p> <p>Specific seminars have been added to:</p> <ul style="list-style-type: none"> i) better prepare and train students to manage TA responsibilities and expectations, ii) navigate student-supervisor expectations and inter-personal dynamics, with an emphasis on the progress report process, and iii) prepare students for the final thesis examination process. <p>We have also incorporated multiple seminars where SGPS staff have attended to present:</p> <ul style="list-style-type: none"> i) resources available to graduate students, and ii) introduce students to the Graduate Academic Affairs Specialist. <p>Seminars have moved face-to-face to increase engagement and opportunities for better</p>

				interaction with ADRGS and the Graduate Program Assistant.
7.	<p>Conduct a course mapping exercise – assess overlap between courses; learning outcome attainment.</p> <p>Revise current required course to reduce overlap and reflect broader overview of research process, etc.</p>	Fall 2023 – completed by Spring 2024. Revised required course delivery Fall 2024.	Complete	<p>This has been completed as part of the MPM to the MHsc</p> <ul style="list-style-type: none"> - Reduction of courses in KINE and HI - Removal of Health Research Approaches from all MHSc fields to reduce overlap between field-specific core courses. - Addition of Statistics or Qual RM as core course(s) to all field to better reflect research process. - Change in course codes to 6000-level to increase grad electives options for students. <p>Additional course mapping exercises may be needed as changes to other programs (MScN) and fields emerge.</p>

***Process Status Legend:**

Complete: Accomplished action item; no further steps required.

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

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

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

Cancelled: Item no longer relevant or resources unavailable.

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

Next Scheduled Program Review: 2029-2031

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
- Decision
- Discussion/Direction
- Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Revised Special Considerations Procedure - Undergraduate and Professional Admissions

COMMITTEE MANDATE:

In accordance with Section 1. h) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility to establish, oversee, and periodically review the undergraduate academic, admissions, and scholarship procedures, guidelines, and directives, and revise when appropriate, and provide regular updates to Academic Council for information.

BACKGROUND/CONTEXT & RATIONALE:

- In accordance with our policy instrument review timelines, it is necessary to review these policy instruments as the last major revisions took place in April 2020.
- Upon consultation with the Office of the Registrar, specifically the Admissions team, the following substantive revisions were made to the procedure:
 - Section 8.1: updated language to better align with that stated on the university's Special Considerations – Equity Admission webpage.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: January 6, 2025 – January 17, 2025
- Undergraduate Studies Committee Approval: February 18, 2025
- Academic Council for information: March 25, 2025

NEXT STEPS:

This policy amendment became effective as of the USC approval date: February 18, 2025.

SUPPORTING REFERENCE MATERIALS:

- ACD 1525.01 Special Considerations Procedures - Undergraduate and Professional Admissions AC Approved April 28 2020 - SB updates Oct 25 2024.docx
- ACD 1525.01 Special Considerations Procedures - Undergraduate and Professional Admissions - CLEAN copy.docx



Classification Number	ACD 1525.01
Parent policy	Undergraduate and Professional Admissions Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Academic Regulations, Undergraduate Academic Calendar 2019/2020

Special Considerations Procedures - Undergraduate and Professional Admissions

PURPOSE

1. The purpose of these Procedures is to outline the process by which applicants to undergraduate and professional programs can be considered.

DEFINITIONS

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

“Disability” means (Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11)

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

“Indigenous” is a collective name for the original peoples of North America and their descendants (Government of Canada, 2019).

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.
4. This Policy does not apply to graduate-level applicants, please refer to the Graduate Academic Calendar.
5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

PROCEDURE

6. Applying for consideration with a disability

- 6.1. In order to receive consideration, applicants must submit their application and all associated documentation to Student Accessibility Services by the deadlines published on the Ontario Tech website.

7. Indigenous applicants

- 7.1. In order to be considered under the Indigenous Admissions Policy, applicants must self-identify as Indigenous (Status or Non-Status First Nation, Métis and/or Inuit) and complete the Indigenous Admissions Consideration Form by the deadlines published on the university's website.

8. Equity admissions

- 8.1. The purpose of the equity application is to provide equitable admissions process for all applicants. This admissions process will consider various factors that may have impacted a student's opportunities and/or ability to success. These factors include discrimination or marginalization as a result of socioeconomic status, immigration status, age, gender identity, gender expression, sexual orientation, race, religion, disability and/or country of origin. In order to be considered, applicants must complete the Equity Admissions Consideration Form by the deadlines published on the university's website.

MONITORING AND REVIEW

9. These Procedures will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review these Procedures.

RELEVANT LEGISLATION

10. This section intentionally left blank

RELATED POLICIES, PROCEDURES & DOCUMENTS

11. Special Considerations – Policy
[Extenuating Circumstances Form](#)
[Extenuating Circumstances Request Health Form](#)
[Consent to Release Information Form](#)
[Consideration on the Basis of a Disability Form](#)
[Verification of Accommodations Form](#)
[Indigenous Admissions Consideration Form](#)
[How Indigenous admissions decisions are made](#)
[Equity Admissions Consideration Form](#)



Classification Number	ACD 1525.01
Parent policy	Undergraduate and Professional Admissions Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	April 28, 2020 DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Academic Regulations, Undergraduate Academic Calendar 2019/2020

Special Considerations Procedures - Undergraduate and Professional Admissions

PURPOSE

1. The purpose of these Procedures is to outline the process by which applicants to undergraduate and professional programs can be considered.

DEFINITIONS

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

“**Disability**” means (Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11)

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

“**Indigenous**” is a collective name for the original peoples of North America and their descendants (Government of Canada, 2019).

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.
4. This Policy does not apply to graduate-level applicants, please refer to the Graduate Academic Calendar.

5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

PROCEDURE

6. Applying for consideration with a disability

- 6.1. In order to receive consideration, applicants must submit their application and all associated documentation to Student Accessibility Services by the deadlines published on the Ontario Tech website.

7. Indigenous applicants

- 7.1. In order to be considered under the Indigenous Admissions Policy, applicants must self-identify as Indigenous (Status or Non-Status First Nation, Métis and/or Inuit) and complete the Indigenous Admissions Consideration Form by the deadlines published on the university's website.

8. Equity admissions

- 8.1. The purpose of the equity application is to provide equitable admissions process for all applicants. This admissions process will consider various factors that may have impacted a student's opportunities and/or ability to success. These factors include discrimination or marginalization as a result of socioeconomic status, immigration status, age, gender identity, gender expression, sexual orientation, race, religion, disability and/or country of origin. Applicants who consider themselves to be personally and academically disadvantaged for reasons that are beyond their control (e.g. disability, gender identity or visible minority membership) are encouraged to apply under the Equity Admissions Policy. In order to be considered, applicants must complete the Equity Admissions Consideration Form by the deadlines published on the university's website.

MONITORING AND REVIEW

9. These Procedures will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review these Procedures.

RELEVANT LEGISLATION

10. This section intentionally left blank

RELATED POLICIES, PROCEDURES & DOCUMENTS

11. Special Considerations – Policy
[Extenuating Circumstances Form](#)
[Extenuating Circumstances Request Health Form](#)
[Consent to Release Information Form](#)
[Consideration on the Basis of a Disability Form](#)
[Verification of Accommodations Form](#)
[Indigenous Admissions Consideration Form](#)

[How Indigenous admissions decisions are made](#)
[Equity Admissions Consideration Form](#)

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

- Recommendation
- Decision
- Discussion/Direction
- Information

DATE: 25 March 2025

FROM: Undergraduate Studies Committee

SUBJECT: Revised Undergraduate and Professional Admissions Procedures

COMMITTEE MANDATE:

In accordance with Section 1. h) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility to establish, oversee, and periodically review the undergraduate academic, admissions, and scholarship procedures, guidelines, and directives, and revise when appropriate, and provide regular updates to Academic Council for information.

BACKGROUND/CONTEXT & RATIONALE:

- In accordance with our policy instrument review timelines, it is necessary to review these procedures as the last major revisions took place in April 2020.
- Upon consultation with the Office of the Registrar, specifically the Admissions team, the following substantive revisions were made:
 - Section 2: modified the definition of 'Registration Period' for the purpose of clarity.
 - Section 6.1: removal of applicants represented by an agent (these are captured under the international applicants).
 - Section 6.3: removal of references to SAT subject tests (they no longer exist).
 - Section 6.7: updates to International Baccalaureate (IB) admissions requirements.
 - Section 9.1: removed duplicate information regarding eligibility to defer an application.

RESOURCES REQUIRED:

No additional resource requirements.

CONSULTATION AND APPROVAL:

- Online Consultation: January 6, 2025 – January 17, 2025
- Undergraduate Studies Committee Approval: February 18, 2025
- Academic Council for information: March 25, 2025

NEXT STEPS:

This policy amendment became effective as of the USC approval date: February 18, 2025.

SUPPORTING REFERENCE MATERIALS:

- ACD 1527.01 Undergraduate and Professional Admissions Procedures - SB updated Oct 25 2024.docx
- ACD 1527.01 Undergraduate and Professional Admissions Procedures - CLEAN.docx



Classification Number	ACD 1527.01
Parent Policy	Undergraduate and Professional Admissions Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	April 28, 2020 DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Admissions Regulations, Undergraduate Academic Calendar 2019/2020

Undergraduate and Professional Admissions Procedures

PURPOSE

1. The purpose of these Procedures is to outline the rules and regulations which relate to both undergraduate and professional admissions.

DEFINITIONS

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

"Academic standing" means a student's official status of enrolment at the university as evaluated at the end of each semester; used to assess whether students are meeting the standards prescribed for continuing in the university and/or their programs.

"ACT" means American College Testing.

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

"Registration period" means in a semester/session, the period extending from the first day of registration to the ~~tenth lecture day~~ last day to add courses, as stated in the academic schedule. ~~In a session, it is the period extending from the first day of registration to the fifth lecture day.~~

"SAT" means Scholastic Aptitude Test

"Special student" means a student taking courses but not seeking a degree. With the permission of the dean, such a student may subsequently be admitted to a degree program in which case courses already taken may be used to satisfy undergraduate degree requirements. Special students register formally in courses, with the consent of the instructor; such students submit assignments, write examinations, receive grades and may request an official transcript. Such students are charged full course fees.

"Visiting student" means a student admitted to another post-secondary institution, attending the university on a letter of permission.

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.
4. This Policy does not apply to graduate-level applicants; please refer to the Graduate Academic Calendar.
5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

POLICY

6. Application procedures

- 6.1. All applicants apply to Ontario Tech University through the Ontario Universities' Application Centre (OUAC) at ouac.on.ca. Students attending an Ontario secondary school are normally informed of OUAC application procedures and deadlines through their schools in September. The following types of applicants apply through specialized electronic applications: non-degree track applicants, special visiting students, international applicants, ~~represented by an agent~~ and international applicants applying to the university's English for Academic Purposes program. Additional application information is available on the [Undergraduate Admissions](#) website.
- 6.2. Ontario secondary school applicants must present an Ontario Secondary School Diploma (OSSD) with a minimum of six 4U or 4M credits (or equivalent), including credits and courses to satisfy the academic prerequisites of specific programs and present a competitive admission average.
- 6.3. Home-schooled applicants will be evaluated on the basis of examinations (~~delivered through distance learning or alternative education centres) or a combination of SAT Subject Tests in prerequisite courses and a portfolio~~. Parent-generated transcripts will be accepted as a reflection of courses completed and marks attained, but these transcripts must be submitted in conjunction with standardized test scores. Applicants who have completed courses through distance learning or alternative education centres should include marks from these courses at the time of application. ~~If official transcripts like these indicate completion of specific prerequisite subjects then there is no need to submit SAT Subject Test scores or a portfolio. Alternatively, applicants may write four specific SAT Subject Tests and submit a personal/career portfolio. A minimum score is required to demonstrate sufficient background in each of the subject tests. The portfolio should detail personal and community participation and achievements including academic, volunteering and mentorship. The portfolio should also include an essay detailing future goals and reasoning for application to their program of choice. A letter of reference to support the application should also be submitted. For additional information, including the specific SAT Subject Tests required for each program, please visit the Undergraduate Admissions website or e-mail the admissions team.~~
- 6.4. Applicants from secondary schools in other Canadian provinces must successfully complete secondary school, and present the necessary academic program requirements with a competitive admissions average. Specific information on

admission requirements for students completing secondary school in other provinces can be viewed on the [Undergraduate Admissions website](#).

- 6.5.** Applicants from secondary schools in the United States must achieve high school graduation with a competitive admission average including the prerequisite courses for the intended program of study. Applicants must present a SAT or ACT score, if written. The university's SAT code is 4192 and the ACT code is 5265. The University does not accept scores more than five years after the test date. Grades are the primary basis of admission; SAT scores will not serve to disadvantage an applicant in any capacity.
- 6.6.** Applicants from secondary schools in other international countries must achieve high school graduation with a competitive admission average including prerequisite courses for the intended program of study. Applicants should visit the [Undergraduate Admissions website](#) for admission requirements specific to their country or curriculum.
- 6.7.** International Baccalaureate diploma candidates who achieve passes in six subjects with at least three at the Higher Level, and who ~~accumulative-accumulate~~ a grade total of 24 with no score lower than 4 are eligible for admission to first year. [All prerequisites can be held at the Standard Level or Higher Level unless otherwise stated on the Undergraduate Admissions website. Students must hold the appropriate prerequisite subjects at the Higher Level. English may be held at either the High or Standard Level. Applicants offering prerequisites at the Standard Level will be given individual consideration.](#) For information on advanced standing, please see the Advanced Standing and Transfer Credit policy and procedures. [Students not completing the full IB Diploma may be considered for admission with individual IB courses alongside official transcripts and proof of high school graduation.](#)
- 6.8.** Applicants applying from other post-secondary institutions must present a competitive average in the specific prerequisite subjects for their intended program of study. The prerequisite subjects for each program are listed in the faculty sections of the [Undergraduate Academic Calendar](#). Prerequisite subject requirement may be met by a combination of secondary and post-secondary studies. Applicants must be in good academic standing at their previous post-secondary institution.
- 6.9.** Mature applicants are defined as meeting all of the following criteria: has not completed any post-secondary education, has been away from formal education for at least two years, will have reached the age of 21 by December 31st of the year of application, is a Canadian citizen or permanent resident, and does not qualify for admission as a secondary school graduate. Mature applicants may be admitted upon successful completion of secondary-level courses in the prerequisite subjects for their intended program of study and must present a competitive admission average.
- 6.10.** Visiting students may be allowed to enrol in courses, subject to availability. These students must present a letter of permission from a recognized institution. It is the responsibility of the student to ensure that they have the necessary prerequisites and are academically prepared for the course. In some instances, the letter of permission may be used in lieu of transcripts from their home institutions; however

some faculties require the submission of academic transcripts. These students will be admitted as special students not seeking a degree and will be subject to the applicable application process and letter of permission deadlines.

7. English Language Proficiency

- 7.1. English language proficiency can be satisfied with one of the following criteria:
- a) The applicant's mother tongue or first language is English.
 - b) The applicant has studied full-time for at least three years (or equivalent in part-time studies) or at least six semesters (studying no less than three courses per semester) in secondary school or university where the language of instruction and examination was English. Such applicants are required to provide verification from their school. Please note: the minimum three-year requirement does not include full-time enrolment in an English as a Second Language (ESL) program.
 - c) The applicant has achieved the required proficiency on one of the tests in English language acceptable to the university, including recommended scores. A list of acceptable tests is available on the [Undergraduate Admissions website](#). Students must arrange for original test scores to be sent directly from the testing centre to the Office of the Registrar.
 - d) Applicants who meet all the admission requirements, with the exception of the English language proficiency requirement, can enrol in one of the approved on-campus or off-campus English for Academic Purposes (EAP) program. Upon successful completion of the EAP program, applicants can begin their degree program without further testing. For more information on the university's approved EAP programs, please refer to the [Undergraduate Admissions website](#).

8. Conditional admission

- 8.1. If an applicant is currently completing courses at a secondary or post-secondary institution, a conditional admission decision will be made. This decision will be based upon the applicant's eligibility for admission subject to successful completion of the courses for which they are currently registered. This decision will remain conditional until final results for the applicant's current program of study are available. All courses must be completed by the final document deadline. For more information, please refer the application deadlines published on the [Undergraduate Admissions website](#). The university may, in other circumstances, grant conditional acceptance to a student who is eligible for admission subject to satisfying specified conditions. The conditions will be outlined in the conditional offer of admission.

9. Deferral of application and offers

- 9.1. ~~Applicants who are offered admission may apply to defer their application by one year.~~ In exceptional circumstances, an applicant may defer their offer of admission up to one year. Where an application is deferred, the applicant will not have to re-apply but will be reassessed for admissibility on a competitive basis in the relevant admission period. Where an offer is deferred, the applicant may register in the subsequent session within the one-year period without re-application. A request for

deferral must be made before the end of the regular registration period for the specific application term. Competitive programs may present earlier deadlines. Deferral applications may be submitted via the [Undergraduate Admissions website](#).

10. Program/degree changes

- 10.1.** Students wishing to pursue a program of study other than one to which they were originally admitted must submit a change of program request through the Office of the Registrar. Such requests will be subject to the admission requirements of the new program of study and permitted only if space is available in the destination program. For “change of degrees”, all courses with a grade of D or lower will remain on the transcript, but will be excluded from the grade point calculation. More information, including deadline dates, ~~are~~is available via the [Undergraduate Admissions website](#).

MONITORING AND REVIEW

- 11.** These Procedures will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review these Procedures.

RELEVANT LEGISLATION

- 12.** This section intentionally left blank.

RELATED POLICIES, PROCEDURES & DOCUMENTS

- 13.** Undergraduate and Professional Admissions Policy
Undergraduate Advanced Standing and Transfer Credit Policy
Undergraduate Advanced Standing and Transfer Credit Procedures
[International Application Form](#)
[Non-Degree Track Application Form](#)



Classification Number	ACD 1527.01
Parent Policy	Undergraduate and Professional Admissions Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	DRAFT FOR APPROVAL
Review Date	May 2023
Supersedes	Admissions Regulations, Undergraduate Academic Calendar 2019/2020

Undergraduate and Professional Admissions Procedures

PURPOSE

1. The purpose of these Procedures is to outline the rules and regulations which relate to both undergraduate and professional admissions.

DEFINITIONS

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

"Academic standing" means a student's official status of enrolment at the university as evaluated at the end of each semester; used to assess whether students are meeting the standards prescribed for continuing in the university and/or their programs.

"ACT" means American College Testing.

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

"Registration period" means in a semester/session, the period extending from the first day of registration to the last day to add courses, as stated in the academic schedule.

"SAT" means Scholastic Aptitude Test

"Special student" means a student taking courses but not seeking a degree. With the permission of the dean, such a student may subsequently be admitted to a degree program in which case courses already taken may be used to satisfy undergraduate degree requirements. Special students register formally in courses, with the consent of the instructor; such students submit assignments, write examinations, receive grades and may request an official transcript. Such students are charged full course fees.

"Visiting student" means a student admitted to another post-secondary institution, attending the university on a letter of permission.

SCOPE AND AUTHORITY

3. This Policy applies to applicants to undergraduate and professional-level programs.

4. This Policy does not apply to graduate-level applicants; please refer to the Graduate Academic Calendar.
5. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

POLICY

6. Application procedures

- 6.1. All applicants apply to Ontario Tech University through the Ontario Universities' Application Centre (OUAC) at ouac.on.ca. Students attending an Ontario secondary school are normally informed of OUAC application procedures and deadlines through their schools in September. The following types of applicants apply through specialized electronic applications: non-degree track applicants, special visiting students, international applicants, and international applicants applying to the university's English for Academic Purposes program. Additional application information is available on the [Undergraduate Admissions](#) website.
- 6.2. Ontario secondary school applicants must present an Ontario Secondary School Diploma (OSSD) with a minimum of six 4U or 4M credits (or equivalent), including credits and courses to satisfy the academic prerequisites of specific programs and present a competitive admission average.
- 6.3. Home-schooled applicants will be evaluated on the basis of examinations (delivered through distance learning or alternative education centres). Parent-generated transcripts will be accepted as a reflection of courses completed and marks attained, but these transcripts must be submitted in conjunction with standardized test scores. Applicants who have completed courses through distance learning or alternative education centres should include marks from these courses at the time of application.
- 6.4. Applicants from secondary schools in other Canadian provinces must successfully complete secondary school, and present the necessary academic program requirements with a competitive admissions average. Specific information on admission requirements for students completing secondary school in other provinces can be viewed on the [Undergraduate Admissions website](#).
- 6.5. Applicants from secondary schools in the United States must achieve high school graduation with a competitive admission average including the prerequisite courses for the intended program of study. Applicants must present a SAT or ACT score, if written. The university's SAT code is 4192 and the ACT code is 5265. The University does not accept scores more than five years after the test date. Grades are the primary basis of admission; SAT scores will not serve to disadvantage an applicant in any capacity.
- 6.6. Applicants from secondary schools in other international countries must achieve high school graduation with a competitive admission average including prerequisite courses for the intended program of study. Applicants should visit the [Undergraduate Admissions website](#) for admission requirements specific to their country or curriculum.

- 6.7.** International Baccalaureate diploma candidates who achieve passes in six subjects with at least three at the Higher Level, and who accumulate a grade total of 24 with no score lower than 4 are eligible for admission to first year. All pre-requisites can be held at the Standard Level or Higher Level unless otherwise stated on the Undergraduate Admissions website. For information on advanced standing, please see the Advanced Standing and Transfer Credit policy and procedures. Students not completing the full IB Diploma may be considered for admission with individual IB courses alongside official transcripts and proof of high school graduation.
- 6.8.** Applicants applying from other post-secondary institutions must present a competitive average in the specific prerequisite subjects for their intended program of study. The prerequisite subjects for each program are listed in the faculty sections of the [Undergraduate Academic Calendar](#). Prerequisite subject requirement may be met by a combination of secondary and post-secondary studies. Applicants must be in good academic standing at their previous post-secondary institution.
- 6.9.** Mature applicants are defined as meeting all of the following criteria: has not completed any post-secondary education, has been away from formal education for at least two years, will have reached the age of 21 by December 31st of the year of application, is a Canadian citizen or permanent resident, and does not qualify for admission as a secondary school graduate. Mature applicants may be admitted upon successful completion of secondary-level courses in the prerequisite subjects for their intended program of study and must present a competitive admission average.
- 6.10.** Visiting students may be allowed to enrol in courses, subject to availability. These students must present a letter of permission from a recognized institution. It is the responsibility of the student to ensure that they have the necessary prerequisites and are academically prepared for the course. In some instances, the letter of permission may be used in lieu of transcripts from their home institutions; however some faculties require the submission of academic transcripts. These students will be admitted as special students not seeking a degree and will be subject to the applicable application process and letter of permission deadlines.

7. English Language Proficiency

- 7.1.** English language proficiency can be satisfied with one of the following criteria:
- a)** The applicant's mother tongue or first language is English.
 - b)** The applicant has studied full-time for at least three years (or equivalent in part-time studies) or at least six semesters (studying no less than three courses per semester) in secondary school or university where the language of instruction and examination was English. Such applicants are required to provide verification from their school. Please note: the minimum three-year requirement does not include full-time enrolment in an English as a Second Language (ESL) program.
 - c)** The applicant has achieved the required proficiency on one of the tests in English language acceptable to the university, including recommended scores. A list of acceptable tests is available on the [Undergraduate](#)

[Admissions website](#). Students must arrange for original test scores to be sent directly from the testing centre to the Office of the Registrar.

- d) Applicants who meet all the admission requirements, with the exception of the English language proficiency requirement, can enrol in one of the approved on-campus or off-campus English for Academic Purposes (EAP) program. Upon successful completion of the EAP program, applicants can begin their degree program without further testing. For more information on the university's approved EAP programs, please refer to the [Undergraduate Admissions website](#).

8. Conditional admission

- 8.1. If an applicant is currently completing courses at a secondary or post-secondary institution, a conditional admission decision will be made. This decision will be based upon the applicant's eligibility for admission subject to successful completion of the courses for which they are currently registered. This decision will remain conditional until final results for the applicant's current program of study are available. All courses must be completed by the final document deadline. For more information, please refer the application deadlines published on the [Undergraduate Admissions website](#). The university may, in other circumstances, grant conditional acceptance to a student who is eligible for admission subject to satisfying specified conditions. The conditions will be outlined in the conditional offer of admission.

9. Deferral of application and offers

- 9.1. In exceptional circumstances, an applicant may defer their offer of admission up to one year. Where an application is deferred, the applicant will not have to re-apply but will be reassessed for admissibility on a competitive basis in the relevant admission period. Where an offer is deferred, the applicant may register in the subsequent session within the one-year period without re-application. A request for deferral must be made before the end of the regular registration period for the specific application term. Competitive programs may present earlier deadlines. Deferral applications may be submitted via the [Undergraduate Admissions website](#).

10. Program/degree changes

- 10.1. Students wishing to pursue a program of study other than one to which they were originally admitted must submit a change of program request through the Office of the Registrar. Such requests will be subject to the admission requirements of the new program of study and permitted only if space is available in the destination program. For "change of degrees", all courses with a grade of D or lower will remain on the transcript, but will be excluded from the grade point calculation. More information, including deadline dates, is available via the [Undergraduate Admissions website](#).

MONITORING AND REVIEW

- 11. These Procedures will be reviewed as necessary and at least every three years. The Registrar, or successor thereof, is responsible to monitor and review these Procedures.

RELEVANT LEGISLATION

12. This section intentionally left blank.

RELATED POLICIES, PROCEDURES & DOCUMENTS

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ACADEMIC COUNCIL REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Academic Council

DATE: March 25, 2025

FROM: Joe Stokes, Registrar

SUBJECT: Conferral of Degrees – Winter 2025

MANDATE:

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

MOTION for CONSIDERATION:

That pursuant to the recommendations of each Faculty and the Registrar, Academic Council hereby confirms the eligibility for graduation of those students who have fulfilled all degree requirements at the end of the Winter 2025 term and recommends the conferral of degrees by the Chancellor.