



# ACADEMIC COUNCIL

May 28, 2024

2:30 – 4:30 p.m. – [videoconference](#)  
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AGENDA	Suggested Start Time
1. Call to Order	2:30 p.m.
2. Agenda (M)	
3. Chair's Remarks	2:35 p.m.
4. Inquiries and Communications	2:45 p.m.
5. Provost's Remarks (a) Senior Academic Administrator Search Update	2:50 p.m.
6. Academic Programs Update* (Lori Livingston) a) 2023-24 Quality Assurance Process & Program Annual Report b) 2023-24 Continuous Learning Annual Report	3:00 p.m.
<b>Committee Reports</b>	
7. Undergraduate Studies Committee (Mary Bluechardt)	3:15 p.m.
8. Graduate Studies Committee (Ted Christou)	3:20 p.m.
9. Governance & Nominations Committee (Lori Livingston) a) 2024-2025 Academic Council – Expressions of Interest	3:25 p.m.

\*Documents attached

(C) Consultation

(D) Discussion

(I) Information

(M) Motion

<b>10. Research Committee (Les Jacobs)</b>	3:35 p.m.
<b>11. Consent Agenda:</b> (a) Minutes of the Meeting of April 23, 2024* (M) (b) Course Nomenclature Directives (USC and GSC)* (I)	3:45 p.m.
<b>12. Other Business</b> Land acknowledgement for June Academic Council meeting	3:50 p.m.
<b>Termination (M)</b>	3:50 p.m.

Krista Hester, Interim University Secretary

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public

☒

Non-Public

☐**ACTION REQUESTED:**

Decision

☐

Discussion/Direction

☐

Information

☒**TO:**

Academic Council

**DATE:**

May 28, 2024

**PRESENTED BY:** Dr. Lori Livingston, Provost and Vice-President, Academic**SUBJECT:** 2023-24 Quality Assurance Process & Program Annual Report

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**BACKGROUND/CONTEXT & RATIONALE:**

As part of the annual reporting process, the Centre for Institutional Quality Enhancement (CIQE) provides an annual report to Academic Council and the Board for information that provides a snapshot of quality assurance frameworks and enhancements, academic program development, and a summary of the status of Ministry Program approvals of Ontario Tech programs.

The attached Quality Assurance Process and Program Annual Report outlines the quality assurance process and activities that have occurred over the past year that align our internal Quality Assurance processes with the Province's Quality Assurance principles and Framework.

**IMPLICATIONS:**

This is an annual report that is reported to Academic Council and the Board for information.

**ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**

Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

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**SUPPORTING REFERENCE MATERIALS:**

2023-24 Quality Assurance Process &amp; Program Annual Report

# Quality Assurance Process and Program Annual Report

April 2023 – March 2024

Centre for Institutional Quality Enhancement (CIQE)

**Summary: Quality Assurance Process**

The Provost is responsible for overseeing the implementation and administration of the quality assurance process. The day-to-day management of the process resides with the Centre for Institutional Quality Enhancement (CIQE). The CIQE office along with the Deans and academic units implement the procedures that are outlined by the Quality Council’s [Quality Assurance Framework](#) and Ontario Tech’s [Institutional Quality Assurance Process](#) (IQAP).

As part of the annual reporting process, CIQE submits a report to Academic Council and the Board of Governors for information that provides a snapshot of quality frameworks and enhancements, academic program development, and a summary of the status of Ministry approvals of Ontario Tech programs.

The following report outlines the academic program additions and changes related to the quality assurance process that occurred from April 2023 to March 2024.

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# 1 Internal University Processes

## 1.1 Notice of Intent

For all new diploma and degree programs a Notice of Intent (NOI) must be submitted to the Provost for approval prior to development of a full program proposal.

This year, there were three new Notices of Intent submitted.

**Table 1.1 Notice of Intent Internal Progress**

Program	Notice of Intent Approved
BA – Sociology	Sept-23
Master of Arts - Online Creators: Professional Communications for Social Change	Dec-23
BA – Educational Psychology	Jan-24

Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available [here](#).

## 1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and do not impact overall program requirements. These include changes in elective offerings, course titles, descriptions, course delivery, or credit weighting of elective courses. For the reporting timeframe there were a total of 300 minor curricular changes, these are provided by Faculty in Table 1.2.

**Table 1.2 Minor Curricular Changes by Faculty**

Faculty	Minor Curricular Changes
Faculty of Business and Information Technology	49
Faculty of Education	84
Faculty of Engineering and Applied Science	38
Faculty of Health Sciences	36
Faculty of Science	30
Faculty of Social Science and Humanities	63

Adjustments to course mode of delivery accounted for a significant portion of the changes submitted to allow for greater flexibility in course offerings should the need arise.

## 1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to new academic requirements. For the reporting timeframe there were a total 27 minor program adjustments, shown in Table 1.3.

**Table 1.3 Minor Program Adjustments by Faculty**

Faculty	Minor Program Adjustments
Faculty of Business and Information Technology	4
Faculty of Education	2
Faculty of Engineering and Applied Science	10
Faculty of Health Sciences	4
Faculty of Science	3
Faculty of Social Sciences and Humanities	4

## 2 Quality Council Approval Processes

### 2.1 New Program Approvals

This applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews the programs and has the final authority to approve or decline new programs. This year there were two programs submitted to the Quality Council.

**Table 2.1 New Programs Submitted to the Quality Council**

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
MASc/MEng – Mechatronics	Nov-23	Jan-24	Feb-24
BASC – Sustainability	Mar-24	Apr-24	Pending

Brief descriptions of all previously [approved programs](#) from the Quality Council can be found on the Quality Council's website.

### 2.2 Expedited Reviews

This applies to graduate diplomas and may apply to undergraduate diplomas. The Quality Council can also request this type of review for a new field in a graduate program, or request based on proposed major modifications of an existing program.

There were no programs submitted to the Quality Council for expedited review approval during the annual reporting timeframe.

### 2.3 Major Modifications (Program Renewal and Significant Change)

Major program modifications result in substantive changes to the nomenclature, program requirements, and/or program learning outcomes. These include significant changes to the learning outcomes, faculty engaged in the delivery of the program, or the addition of a new field to an existing graduate program. Table 2.2 below presents by Faculty all major modifications completed during the reporting period. A report of all major modifications is provided to the Quality Council annually in July.

**Table 2.2 Major Modifications Governance Progress**

Faculty	Program	Faculty Council	USC/GSC	Academic Council
Faculty of Business and Information Technology	Information Technology Security, MITS	Nov-23	Feb-24	Mar-24
Faculty of Education	MA, MEd, UG and GR Diploma, Education	Nov-23	Jan-24	Feb-24
	B.ED (PJ/IS)	Dec-23	Jan-24	Feb-24
	BA, Educational Studies	Dec-23	Jan-24	Feb-24
Faculty of Engineering and Applied Science	BEng, Manufacturing Engineering	Dec-22	Sept-23	Oct-23
	BEng, Mechanical Engineering	Nov -23	Jan-24	Feb-24
	BEng, Mechatronics Engineering	Nov-23	Jan-24	Feb-24
Faculty of Health Sciences	Kinesiology	Dec-23	Jan-24	Feb-24
Faculty of Science	Biological Science – Biomedical Science specialization	Jun-23	Sept-23	Oct-23
	Computer Science	Dec-23	Jan-24	Jan-24
	Neuroscience	Oct-23	Oct-23	Nov-23
	Physics – Nanophysics	Jan-24	Jan-24	Feb-24
Faculty of Social Sciences and Humanities	Criminology and Justice	Dec-23	Jan-24	Feb-24
	Liberal Studies	Nov-23	Dec-23	Jan-24
	Sociology minor	Nov-23	Dec-23	Jan-24
	BA/BSc – Psychology	Dec-23	Jan-24	Feb-24

## 2.4 Cyclical Program Reviews

As set by the Quality Council, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years.

The cyclical program review allows for an in-depth, critical look at the program and follows an [internal two-year timeframe](#). The review involves the following six components:

- Review and enhancement of program learning outcomes;
- Development of a self-study brief;
- External evaluation to provide recommendations on program quality improvement;
- Internal responses to the external review and recommendations;
- Preparation and approval of a [Final Assessment Report \(FAR\)](#) and implementation plan; and
- Subsequent reporting on the implementation of recommendations (18-Month reports discussed under Follow-Up Process, Section 3.2 below).

Table 2.3 presents the number of programs at each significant step of the review process presented by Faculty and degree/diploma level. The [program review schedule](#) is posted on the CIQE website for reference at any time.



**Table 2.3 Cyclical Program Review Process Stage Summary**

Level/Faculty	Self-Study	External Review	Total
<b>Undergraduate</b>	<b>9</b>	<b>2</b>	<b>11</b>
Faculty of Business and Information Technology	1	2	3
Faculty of Education			
Faculty of Engineering and Applied Science	4		4
Faculty of Health Sciences	1		1
Faculty of Science	1		1
Faculty of Social Science and Humanities	2		2
<b>Graduate</b>	<b>8</b>	<b>3</b>	<b>11</b>
Faculty of Business and Information Technology	1	1	2
Faculty of Education			
Faculty of Engineering and Applied Science	4		4
Faculty of Health Sciences	1		1
Faculty of Science		2	2
Faculty of Social Science and Humanities	2		2

Programs that have finalized their internal portions of the process and have now submitted their FAR to University governance are listed in Table 2.4 below. Once all of the university governing bodies have been provided the report for information, it is then submitted to the Quality Council.

**Table 2.4 Cyclical Program Review Governance Progress**

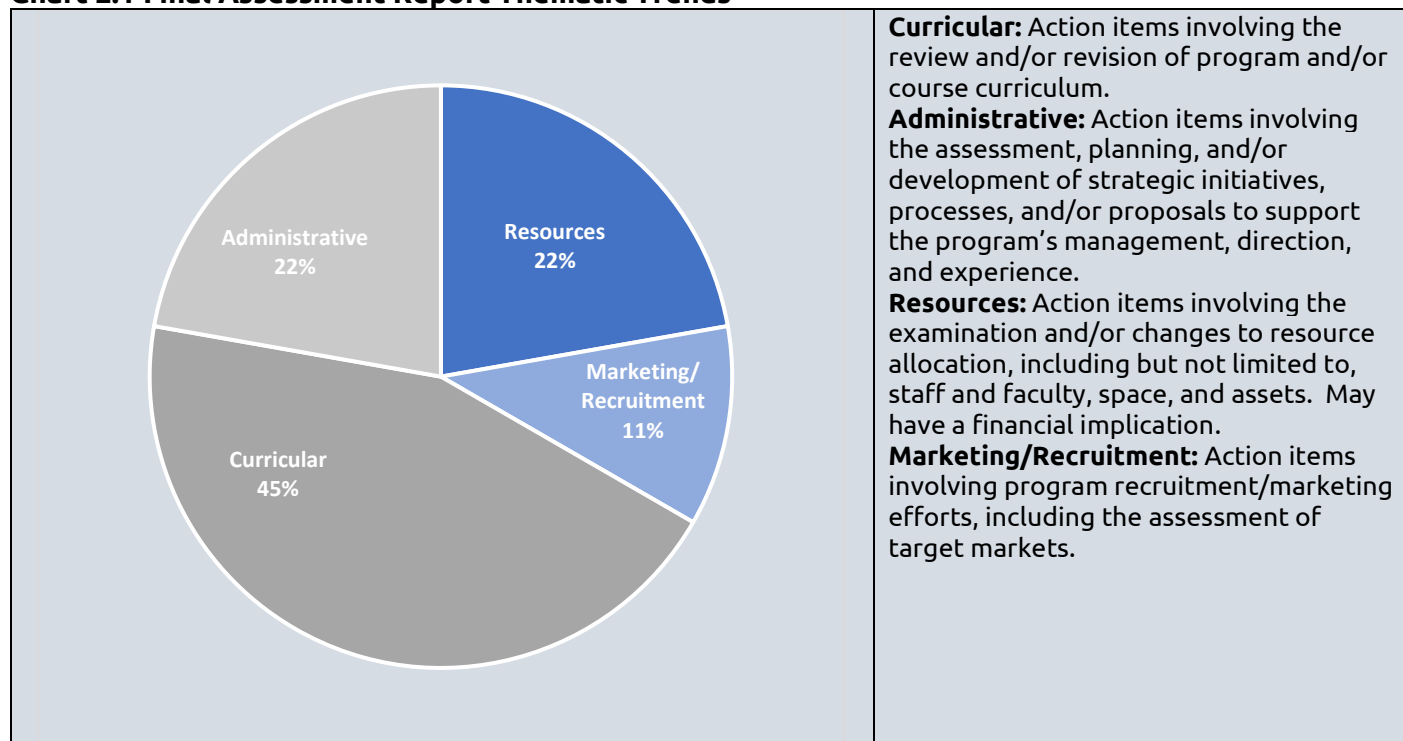
Program	Faculty Council	Academic Resource Committee	CPRC/USC/GSC	Academic Council	Board of Governors
• Bachelor of Health Science – Medical Laboratory Science	Oct-23	Sept-23	Nov-23	Jan-24	Feb-24
• Master of Health Science	Oct-23	Aug-23	Oct-23	Nov-23	Feb-24
• Bachelor of Arts – Legal Studies	Aug-23	Oct-23	Nov-23	Jan-24	Feb-24

A breakdown of the FAR thematic trends is outlined in Chart 2.1 below.

A total of 17 action items were reported at both the program and course level. A sample of action items are:

- Identify areas where clinical partnerships need to be cultivated to better avail students of a greater breadth of placement opportunities.
- Inventory curriculum regarding Equity, Diversity, Inclusion and Accessibility (EDIA) opportunities.
- Revise current required courses to reduce overlap and reflect broader overview of research process etc.
- Explore the development of a course-based Masters' degree with a capstone experience/practicum requirement [vs. research project pathway].
- Create a taskforce to identify the challenges advanced entry students face, develop a plan to address the challenges, and monitor/report on the results.

**Chart 2.1 Final Assessment Report Thematic Trends**



## 2.5 Cyclical Audit

The Quality Council approves each university's [IQAP](#) and conducts a periodic audit of how the IQAP is administered to ensure that the manner in which each university facilitates curricular change and its program reviews conforms both to the university's IQAP and the Quality Assurance Framework. Ontario Tech had its last audit in the [winter of 2019-20](#), and we are scheduled to have our next audit in the winter of 2029-30.

## 3 Follow-Up Processes

### 3.1 New Program Monitoring

In the first year of intake and one year after the launch of a program, a report is prepared for the Academic Resource Committee (ARC) that will review enrolment data, admission averages, and other key metrics to assess the new program's effectiveness.

In 2023-2024 intake reports were received from the following programs:

- Bachelor of Engineering – Energy Engineering
- Bachelor of Engineering – Industrial Engineering
- Master of Applied Science/Master of Engineering – Software Engineering
- Master of Arts – Social Practice and Innovation
- Master of Financial Data Analytics
- Graduate Diploma – Police Leadership
- Undergraduate Diploma - Public Policy

One-year follow-up reports were received for the following programs:

- Doctor of Education
- Master of Business Analytics and AI
- Bachelor of Health Administration
  - ARC has requested further monitoring of intake to be completed in one year.

### 3.2 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to gain insight into how many actions have been completed and, if not, for what reasons.

Reviewing the completion level assists the Committee in resource planning how to support current programs under review not yet at the 18-month mark. It also allows for discussions with the program about the feasibility of action items outlined at the FAR stage of the review to ensure success 18-months later.

For 2023-2024, there were seven 18-month follow-up reports as part of the cyclical program review process:

- [Bachelor of Allied Health Science](#)
- [Master of Health Sciences](#)
- [Bachelor of Arts in Educational Studies and Digital Technology; Designing Adult Learning for the Digital Age undergraduate diploma](#)
- [Bachelor of Engineering in Automotive Engineering](#)
- [Bachelor of Engineering in Electrical Engineering](#)
- [Bachelor of Engineering in Nuclear Engineering](#)
- [Bachelor of Engineering in Software Engineering](#)

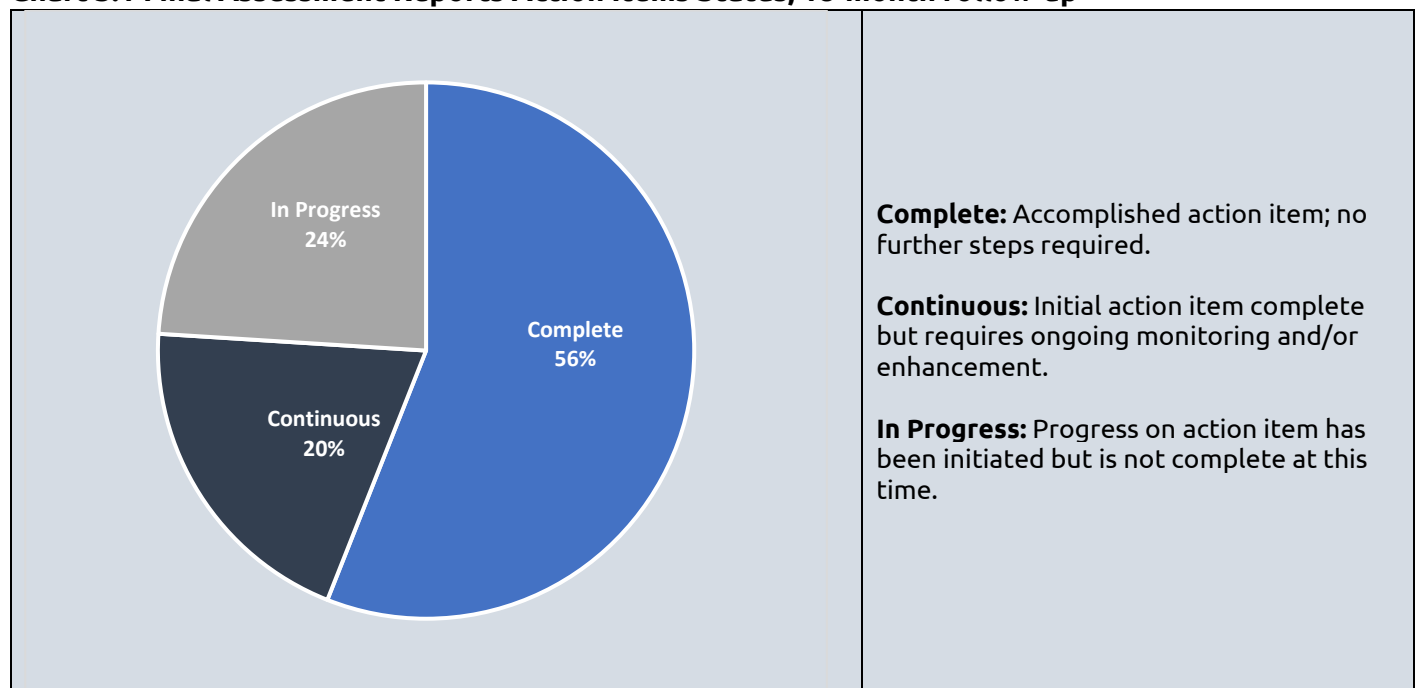
A copy of all [18-month reports](#) are available on the CIQE website for reference.

Upon reviewing the follow-up reports, the majority of action items are in progress or require continuous monitoring following the 18-month time frame. A selection of these items is outlined below.

- Investigate the program's student retention, particularly students choosing to switch into another program.
- Review the program map and consider increasing program flexibility to give students more options to tailor their degree program according to their interests while maintaining the core competencies and satisfying the accreditation requirements.
- Introduction of a mandatory TA training session.
- Improve student feedback process; meet with students at a townhall to gather feedback; improve mechanisms for students to raise issues with the program.
- Develop internship course(s) including research-based placements.
- Undertake a review of current assessment practices across required courses to determine whether there is opportunity for more reflective learning integrating "work" experiential learning.

The following chart outlines the overall progress of the 86 action items found in these reports.

**Chart 3.1 Final Assessment Reports Action Items Status, 18-month follow-up**



It falls to the Faculty to indicate when an action item has been completed and these are reported at the Academic Resource Committee (ARC). After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in progress items to be updated within the CIQE files.

## 4 Ministry of Colleges and Universities Approvals

While a program can be offered once the Quality Council has provided approval, receiving Ministry of Colleges and Universities (Ministry) approval allows for the students taking these programs to be eligible for OSAP funding and allows the institution to report domestic students towards our enrolment grant corridor.

One program, the MEng/MASc in Mechatronics Engineering, was submitted for Ministry approval during the 2023-2024 reporting year.

## 5 Summary

Amidst a challenging financial climate for the post-secondary sector, this year saw a high volume of activity in the development of innovative new programs and strategic curricular change to support Ontario Tech's differentiated growth strategy.

New programs and changes to individual programs also highlighted a strong commitment to collaboration amongst Faculties to create opportunities for students to diversify their academic experience. CIQE will continue to provide guidance and support to Faculties as they bring these initiatives to fruition.

With an ongoing high volume of activity related to cyclical program review, CIQE will also continue to enhance supports and resources and to create greater efficiencies within quality assurance processes to assist faculties in meeting program review goals and milestones.

## ACADEMIC COUNCIL REPORT

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**SESSION:**Public ☒Non-Public ☐**ACTION REQUESTED:**Decision ☐Discussion/Direction  
Information ☒**TO:** Academic Council**DATE:** May 28, 2024**PRESENTED BY:** Lori Livingston, Provost and Vice President, Academic**SUBJECT:** 2023/2024 Continuous Learning Annual Report

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**BACKGROUND/CONTEXT & RATIONALE:**

As part of the annual reporting process, Continuous Learning provides an annual report to Academic Council and the Board for information that provides a summary of the program offerings, enrolments in programs as well as major activities to expand professional development program offerings.

The Micro-credentials and Continuous Learning Committee annual report to Academic Council is included in this package.

**IMPLICATIONS:**

This is an annual report that is reported to Academic Council and the Board for information.

**ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**

As Continuous Learning expands its program offerings and partnerships, we can provide the community with more flexible and accessible training options while also generating alternative sources of revenue for the University. Our programming and outreach specifically align with the Learning Re-imagined and Partnerships priorities of the IARP.

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**SUPPORTING REFERENCE MATERIALS:**

2023/2024 Continuous Learning Annual Report

# Continuous Learning Annual Report 2023-2024

STRATEGY AND PLANNING

PREPARED BY: CONTINUOUS LEARNING

## **Background**

Established in 2019, Ontario Tech University's Continuous Learning department is the hub for not-for-credit and non-degree programming. Working with Faculties across campus, Continuous Learning builds and houses certificate programs, micro-credentials and other learning opportunities that support lifelong learning.

Continuous Learning promotes and facilitates non-degree learning initiatives independently and in collaboration with Faculties that align with the university's strategic priorities of re-imagining learning, developing partnerships and differentiated growth. In 2023-2024, Continuous Learning's offerings experienced significant growth through the development of new program offerings through partnerships with Faculties and faculty members.

In an effort to streamline governance processes for micro-credential and non-credit offerings, Continuous Learning spearheaded the merger of two University policies and two committees. The Micro-credentials policy and the Policy on Continuing Education Programs were updated and merged to form the Policy on Micro-credentials and Continuous Learning Offerings. This new policy also merges the Micro-credentials Committee and Continuing Education Programs Committee into the Micro-credentials and Continuous Learning Committee. This new policy was approved by the Academic Council at its November 28, 2023 meeting, and the Terms of Reference of the new committee were approved by the Board at its November 30, 2023 meeting.

## **Committee Activity**

Before merging with the Micro-credentials Committee, the Continuing Education Programs Committee met and approved the following (September 25, 2023):

## **Program Revisions**

- a) Professional Management University Certificate: Renamed to Leadership and Management Essentials.
- b) Professional Communication University Certificate: Renamed to Strategic and Innovative Leadership
- c) Leadership and Management Essentials vertically stacks with Strategic and Innovative Leadership. Learners who complete both receive the Advanced Leadership and Management – Post Graduate Certificate

## **New Program Approvals**

Continuous Learning received approval for these new non-credit, University Certificate and Post-Graduate Certificate programs. Several of these have been launched and others are in preparation for launch:

## Launched

- a) Interprofessional Education for Medical Laboratory Professionals – University Certificate
- b) Artificial Intelligence for Teaching and Learning – University Certificate
- c) Generative AI for Leaders – University Certificate

## Preparation for Launch

- d) Data Analytics, Artificial Intelligence Design and Implementation – Post Graduate Certificate
- e) Data Analytics, Artificial Intelligence Design, Implementation and Management – Post Graduate Certificate.
- f) Healthcare Administration – Post Graduate Certificate
- g) Healthcare Administration and Management – Post Graduate Certificate
- h) International Business – Post Graduate Certificate
- i) International Business and Management – Post Graduate Certificate

The newly formed **Micro-credentials and Continuous Learning Committee** met on January 31, 2024 and April 4, 2024, and approved the following:

## New Programs

- Dementia Care for Healthcare Providers – University Certificate, comprised of stacked Micro-credentials.
- Field Experience Learning Community Online (FELCO) 2.0 – Micro-credential
- Forensic Entomology Technician, in partnership with the Faculty of Science – Micro-credential
- Friction Ridge Analysis Micro-credential, in partnership with the Faculty of Science – Micro-credential
- AI in K-12 Education: Transforming Teaching and Learning in the Classroom, in partnership with the Mitch and Leslie Fraser Faculty of Education – Certificate of Completion

## 2023-2024 Activity

### Open Enrolment

From April 2023 to March 2024, Continuous Learning recorded 561 open enrollment program registrations with 215 program completions, representing a 90 % increase in registrations over the previous year. <sup>1</sup>

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Certain camps run more than once resulting in the number of unique camp offerings (48) being lower than the total number of camps run (57).



New program launched:

- a) Interprofessional Education for Medical Laboratory Professionals – University Certificate
- b) Artificial Intelligence for Teaching and Learning – University Certificate
- c) Generative AI for Leaders – University Certificate
- d) CPR for Healthcare Providers
- e) NCLEX – RN Exam review

## **Corporate Training**

Significant growth was achieved in Corporate Training initiatives with 10 new corporate programs (Total of 48 courses) delivered for 9 organizations. We issued 120 individual program certificates in leadership development and other custom training programs. Our expertise in leadership development was expanded to include specific industry focus areas in Early Childhood Education, Police Leadership, and Healthcare Change Management. This adds to our considerable expertise in nuclear operations (through our partnership with the Faculty of Engineering and Applied Science and the Director of Industry Training Programs) and notable developments in our capacity to deliver training in specific focus areas including CANDU decommissioning, Small Modular Reactors (SMR), and more.

- **New Sustainable Agreements**
  - Durham Regional Police Services
  - The Regional Municipality of Durham (Generative AI)

## **Corporate Training Business Development Financial Goals**

- 2023/24 Fiscal Year - The Corporate Training portfolio consisted of our Masters Certificate Program in Public Sector Management, our new series of OPG courses, and a handful of Leadership Programs (Port Hope, Ontario Shores, Fairy Glen, DRPS, and the Durham Region)

## **Business Development - New Partnership Programs**

- LEAN Belts (Leading Edge New Partnership agreement)
  - The updated agreement allows LEAN Belts to be offered as part of our Corporate Training portfolio.

## **Micro-credentials**

Continuous Learning finalized the development of and launched eCampus Ontario Virtual Learning Strategy-funded micro-credentials. This includes Dementia Care for Health Care Workers modules and Interprofessional Communication for Medical Laboratory Professionals.

The TD Micro-credentials grant ended in 2023-2024 and funded development ceased. Continuous Learning is taking over these micro-credentials and, in 2024-2025, will integrate them into our leadership development offerings. Learners in traditional Certificate-level courses will have the opportunity to complete course-integrated micro-credentials. By completing the micro-credentials, learners can demonstrate the competencies they acquired during the leadership courses and obtain digital badges attesting to those competencies.

**Alumni Scholarship**

The Continuous Learning Alumni Scholarship was launched to foster alumni engagement and interest in our professional development programming. Each semester, we offer 3 scholarships to Ontario Tech graduates to take one of our professional development offerings. 3 scholarships were awarded in 2023-2024.

**Summer Camps**

The Summer Camps program, offered in partnership with the Mitch and Leslie Fraser Faculty of Education and the Faculty of Engineering and Applied Science, provides fun, hands-on opportunities for children ages six to seventeen to learn and explore their curiosity in a positive, safe environment. The program runs annually for eight consecutive weeks—from July to August.

**2023 Summer Camp Offerings by Camp Type**

Total Camps Offered	Unique camp offerings	In-person (week-long)	Virtual (week-long)	Family (one-day camp)
57	48 <sup>2</sup>	45	7	5

**2023 Active records = 1358 (individual campers)**  
**Active camp registrations by type (considering No. Campers)**

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Certain camps run more than once resulting in the number of unique camp offerings (48) being lower than the total number of camps run (57).

Type/Status	Number camp experiences			Grand Total
	Family	Multi-Camper	Single	
<b>Paid</b>	<b>34</b>	<b>10</b>	<b>1552</b>	<b>1596</b>
In-person			1461	1461
Family	34			34
Virtual		10	91	101
<b>Waived</b>			<b>110</b>	<b>110</b>
In-person			107	107
Virtual			3	3
<b>Grand Total</b>	<b>34</b>	<b>10</b>	<b>1662</b>	<b>1706</b>

**(Waived fees are possible through OPG, GM, and other scholarship/grant programs)**


A listing of all Continuous Learning opportunities and the number of registrants during the year is provided in Appendix A.




## **APPENDIX A: Continuous Learning**


Summary of Continuous Learning activities for April 2023 to March 2024. Only activities that grant an official certificate or letter of completion have been included below. ★ = new this year

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	<b>University Preparatory Program:</b> A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting of three (3) pillars: numeracy, literacy and academic success.	3 months (1 Semester )	158 offers sent, 43 registrants	34
Continuous Learning	<b>Leadership and Management Essentials:</b> A certificate program consisting of five (5) courses designed to develop essential leadership skills, master team management, and excel in negotiations and conflict resolution. (previously Professional Management)	30 hours	57	9


Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	<b>Not-for-Profit Leadership:</b> A certificate program consisting of five (5) courses designed to meet the unique challenges faced by managers in the Not-for-Profit sector.	30 hours	23	8
Continuous Learning	<b>Strategic and Innovative Leadership:</b> Consists of five (5) courses designed to equip you with advanced leadership skills essential for success in today's dynamic business world. (Formerly Professional Communications)	30 Hours	9	3
Continuous Learning	<b>Digital Marketing and Social Management:</b> A re-designed social media program. This four-course program is designed for those who need to take action and launch a Social Media strategy they can implement right away so that they can obtain a successful return on investment for their organization.	18 hours	20	13
Continuous Learning	<b>Master's Certificate in Public Sector Management:</b> A certificate program consisting of fifteen (15) courses that requires application and approved admission designed for managers and executives with diverse educational backgrounds who are experienced in a public	90 hours <i>**84 hours-participants are eligible to miss one course</i>	30	30

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	sector/government or related organization.			
Continuous Learning	<b>LEAN Green Belt:</b> A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.	N/A	N/A (courses taken with Leading Edge group)	6
Continuous Learning	<b>Introduction to Higher Education Management:</b> Asynchronous course designed for anyone employed (or looking to be employed) with a post-secondary educational facility looking to enhance their administrative skills.	6 Hours (Asynchronous)	16	6
Continuous Learning	 <b>Generative AI for Leaders:</b> This program equips learners with the knowledge and skills necessary to identify potential use cases, understand ethical considerations and prepare teams and organizations for the adoption of Generative AI technologies, implement Generative AI technologies in the workplace, and effectively lead their teams through the change process. In the final module, learners will create a comprehensive implementation plan for Generative AI technologies and reflect on their learning journey.	36 hours (Synchronous)	7	7

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	 <b>Artificial Intelligence for Teaching and Learning:</b> The Artificial Intelligence in Teaching and Learning Certificate program at Ontario Tech University is designed for educators and professionals who want to integrate artificial intelligence into educational settings.	24 hours (online, synchronous)	11 in full program 7 in an individual module	11
Continuous Learning	 <b>Healthcare Provide CPR:</b> Continuous Learning is now the provider of CPR certification and recertification for Healthcare Providers (HCP) for Nursing students and Healthcare practitioners.	4 hours	228	N/A
	 <b>Interprofessional Education for Medical Laboratory Professionals Certificate Program:</b> Interprofessional education (IPE) supports professional development that is based on the establishment of learning goals, self-reflection, and competency evaluation. In addition, IPE provides training for skills that employers look for to ensure that new learners and the existing workforce are prepared to work with other providers to support quality patient outcomes.	self-paced	6	0

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	*This program is currently under evaluation by the Canadian Society for Medical Lab Science official CPD			
Continuous Learning	 <b>NCLEX – RN Exam Review</b> This program supports Nursing graduates who wish to prepare for their NCLEX certification exam.	self-paced and instructor-led options	3	N/A
Continuous Learning	<b>Full-stack Developer Program</b> The Full Stack Developer Program with Ontario Tech University includes virtual instruction and practical hands-on lessons delivered using an interactive learning system powered by RoboGarden.	450 hours - 22 weeks	1	0
Continuous Learning	<b>AQ/ABQ Program:</b> AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is	125 hours; 12 (twelve) course offerings	81	81  <i>Note: Certificate recorded by OCT.</i>



Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.			
Continuous Learning	Charles H. Best Type 1 Diabetes Educator Program 11 asynchronous modules	Self-paced  <i>the eleventh module was added in the Winter term</i>	13	1
Continuous Learning	 <b>Nuclear-Renewable Hybrid Energy Systems (N-R HES)</b>	2-day course consisting of 16 learning hours; August 2023	6	6
<b>Custom Courses/Programs</b>				
Continuous Learning / Faculty of Engineering and Applied Sciences	<b>CANDU Station System Design and Operation – Custom courses for Canadian Nuclear Safety Commission (CNSC):</b> Nuclear Power Plant Operations Training for Regulators.	8 x 1-week courses; Each 1-week course contains	19 in 2021/22 cohort  <i>30 in 2023/24</i>	136 module certificates issued September 2023 through


Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
		35 learning hours; 280 hours total for all 8 courses	<i>cohort</i>	March 2024
Continuous Learning / Faculty of Engineering and Applied Sciences	★ <b>Custom course for Canadian Nuclear Safety Commission (CNSC):</b> Nuclear Decommissioning.	Standalone 1-week course consisting of 35 learning hours; Inaugural delivery (February 2024)	26	22
Continuous Learning / Faculty of Engineering and Applied Sciences	★ <b>Custom course for BWX Technologies Inc. (BWXT):</b> Small Modular Reactor (SMR) Design.	1-week course consisting of 35 learning hours; June 2023	22	22
Continuous Learning / Faculty of Engineering and Applied Sciences	★ <b>Custom course for OPG, Delsan Aim, Hatch, Atkinrealis:</b> Nuclear Decommissioning.	Course consisting of 40 learning hours scheduled over 4 in-class offerings	20	20

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
		and 3 practice sessions; Inaugural delivery September 2023 through November 2023		
Continuous Learning	<b>Ontario Shores Custom Leadership Program (2023) – (Peterborough Regional Health and Northumberland Hills Hospital/Ontario Shores):</b> A custom certificate program consisting of five (5) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations.	30 hours	21	20
Continuous Learning	<b>Certificate in Leadership Excellence – Custom program for Durham Region:</b> A custom certificate program consisting of eight (8) leadership excellence courses aligned with Durham Region’s core values. Graduates move on to take the Master’s Certificate in Public Sector Management program.	60 hours; one (1) to two (2) cohorts per year	20	14
Continuous Learning	<b>Certificate in Police Leadership – Custom program for Durham Regional Police Services (DRPS):</b> A certificate program designed	Three (3) months; 1 cohort	25	15

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	to develop leadership strategies aligned with DRPS core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop.			
Continuous Learning / Faculty of Engineering and Applied Science	<b>Advanced Operations Overview for Managers (AOOM) – Custom Program for Ontario Power Generation (OPG):</b> Development and delivery of training to operational managers in the nuclear industry.	20 weeks total; 6 hours lecture time per day; 18 days for self-study, and 3 field tours. Approximately 445 lecture hours total. Additional guided and self-guided field tours and self-study days not counted towards total	8	6 in 2023  <i>Note: 2023 program concludes May 2024.</i>

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
		lecture hours.		
Continuous Learning	<b>Organizational Development &amp; Performance Improvement (PEL 77863)– Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	40	N/A
Continuous Learning	<b>Stakeholder and Change Management (PEL 77870) – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	60	N/A
Continuous Learning	<b>Oversight Execution: Conflict Resolution, Negotiation and Communication Skills (PEL 70705) – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	40	N/A
Continuous Learning	<b>Effective Written Communication in a Project Environment (PEL 77801) – Custom program for OPG:</b> Under a five (5) year agreement (2018-2023), course offerings	One (1) course offering (6 Hours)	20	N/A

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	may run multiple times each quarter (based on OPG scheduling).			
Continuous Learning	★ <b>Custom Leadership Program:</b> Municipality of Port Hope	30 Hours	25	N/A
Continuous Learning	★ <b>Custom Leadership Program:</b> City of Peterborough	36 Hours	25	20
Continuous Learning	★ <b>Custom Leadership Program:</b> Five Counties (* <i>Early Childhood Educators Program</i> *) - We also have 2 new programs beginning this fiscal year with <u>Five Counties</u> and another with the <u>Early Years Group</u> all designed for ECE's and Educators.	36 Hours	25	7
Continuous Learning	★ <b>Custom Police Leadership Program:</b> Cobourg Police Services - A certificate program designed to develop leadership strategies aligned with Cobourg Police core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop.	36 Hours	25	22
Continuous Learning	★ <b>Custom Leadership Program</b> Fairy Glen and PRYDE - Leadership Excellence	6 hours per course (5-	40	0

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
		course program)		
Continuous Learning	 <b>John Howard Society</b> Leadership Development	6 hours (3-course program)	18	0

\*\*Some Continuous Learning certificate programs allow individuals to sign up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for any course(s) offered in this program. All certificates were counted once, regardless of the number of individual course registrations in the certificate program they registered for. An “N/A” in this appendix means that individual courses in this certificate program were custom programs, not open to the general public for registration or is a stand-alone course without certification.

## ACADEMIC COUNCIL REPORT

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**SESSION:**

Public ☒

**ACTION REQUESTED:**

Decision ☒  
Discussion/Direction ☐  
Information ☐

**TO:** Academic Council

**DATE:** May 28, 2024

**FROM:** Governance and Nominations Committee (GNC)

**PRESENTED BY:** Lori Livingston, Provost and VP Academic

**SUBJECT:** Academic Council 2024-2025: Results of Calls for Expressions of Interest

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**COMMITTEE MANDATE:**

- Section 1(b) of the GNC Terms of Reference lists one of the responsibilities of the committee as overseeing the process of recruitment, selection, and election of new members of Academic Council and its committees and recommending appointments for approval by Academic Council in accordance with the university's Act and By-laws.
- We are reporting on the expressions of interest and results of the 2024 Academic Council Election.
- We are seeking approval of the appointments of the successful teaching staff, administrative staff and student candidates.

**BACKGROUND/CONTEXT & RATIONALE:**

- At the April 2024 meeting, GNC directed the University Secretariat to initiate the call for expressions of interest for Academic Council committee appointments for approval to the 2024-2025 academic year.
- An expression of interest call was issued to Academic Council members and ran from April 24 – May 10.
- GNC recommended reviewed and recommended candidates May 23, 2024.

**EXPRESSIONS OF INTEREST FOR COMMITTEES AND BOARD LIAISON:**

- Current and nominated Academic Council members were sent the call for expressions of interest in the following additional positions:
  - Academic Appeals Committee – Vice Chair: one (1) elected teaching staff member of Academic Council.



- Board of Governors Liaison – one (1) elected member of Academic Council or confirmation of renewal.
- Council of Ontario Universities (COU) Academic Colleague – one (1) elected teaching staff member of Academic Council.
- Governance and Nominations Committee: three (3) elected teaching staff members of Academic Council one each from Faculty of Business and IT, Faculty of Engineering and Applied Science, Faculty of Social Science and Humanities and one (1) student member of Academic Council
- Graduate Studies Committee one (1) elected teaching staff member with a graduate faculty appointment and one (1) elected student member from Academic Council (PhD level).
- Honorary Degrees Committee (1) elected teaching staff member of Academic Council.
- Steering Committee (4) elected members of Academic Council
- Undergraduate Studies Committee (1) elected teaching staff member of Academic Council
- The Academic Council member currently serving as the Board Liaison has been renewed for the 2024-2025 term. This term will be their final year eligible to hold the position pending GNC approval.
- Of the expressions received by the deadline, the number of candidates for each role did not exceed the number of vacancies available.
- We have verified the candidates' eligibility for the selected roles.

#### **REMAINING VACANCIES:**

- Should Academic Council approve all candidates as written, the following vacancies remain:
  - Academic Appeals Committee: Vice- Chair - one (1) elected teaching staff member of Academic Council.
  - Governance and Nominations Committee: one (1) elected teaching staff member of Academic Council from Faculty of Social Science and Humanities.
  - Steering Committee two (2) elected members of Academic Council
- These vacancies do not pose a risk to quorum for these bodies.

#### **MOTION:**

*Pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following appointments:*

*Council of Ontario Universities (COU) Academic Colleague for the term of September 1, 2024 to August 31, 2025 – renewable term length up to 3 years:*

- *Robyn Ruttenberg-Rozen*

*Academic Council Dean Position on the Governance and Nominations Committee for the term of September 1, 2024 to August 31, 2027:*

- *Carolyn McGregor*

*Academic Council Teaching Staff Position on the Governance and Nominations Committee for the term of September 1, 2024 to August 31, 2025.*

- *Mehdi Hossein Nejad (FBIT)*

*Academic Council Student Position on the Governance and Nominations Committee for the term of September 1, 2024 to August 31, 2025:*

- *Jemma Tam*

*Academic Council Graduate Student Position (PhD) on the Graduate Studies Committee for the term of September 1, 2024 to August 31, 2025.*

- *Krystina Clarke*

*Academic Council Teaching Staff Position on the Graduate Studies Committee for the term of September 1, 2024 to August 31, 2025:*

- *Robert Bailey*

*Academic Council Teaching Staff Position on the Honorary Degrees Committee for the term of September 1, 2024 – August 31, 2027:*

- *Brenda Jacobs*

*Academic Council Steering Committee Members for the term of September 1, 2024 – August 31, 2025:*

- *Jemma Tam*
- *Brenda Jacobs*
- *Robyn Ruttenberg-Rozen*

*Academic Council Teaching Staff Position on the Undergraduate Studies Committee for the term of September 1, 2024 – August 31, 2026:*

- *Ana Duff*

*Board of Governors Liaison for the term of September 1, 2024 – August 31, 2025;  
Non - renewable:*

- *Oghenetega (Tega) Ubor*

**ACADEMIC COUNCIL****Minutes of the Meeting of April 23, 2024**2:31 – 3:47 p.m. [videoconference](#)**Present:**

Murphy, Steven (Chair)  
Aamir, Asifa  
Aquananno, Scott  
Arcand, JoAnne  
Azad, Nader  
Bailey, Robert  
Barari, Ahmad  
Barber, Wendy  
Beligan, Mihai  
Bluehardt, Mary  
Brown, Samantha  
Christou, Ted  
Davidson, Catherine  
Duff, Ana  
Eklund, Mike

Fernando, Shanti  
Hosseini, Sayyed Ali  
Hossein Nejad, Mehdi  
Jacobs, Les  
Jones, Ferdinand  
Kay, Robin  
King, Alyson  
Kishawy, Hossam  
Liscano, Ramiro  
Livingston, Lori  
MacMillan, Patricia  
McGregor, Carolyn  
Naumkin, Fedor

Nokleby, Scott  
Partosoedarso, Elita  
Rastpour, Amir  
Rodgers, Carol  
Simmons, Denina  
Stokes, Joe  
Thompson, Dwight  
Ubor, Tega  
Vettor, Shannon  
Watterworth, Michael

**Regrets:**

Bryant, Toba  
Crawford, Greg  
Giorgees, Ifrodet

Felder, Ruth  
McAlpin, Breanne  
Serote, MaryCae  
Stoett, Peter

**Staff & Guests:**

Ayotte, Kirstie  
Barnett, James  
Bauer, Chelsea  
Callahan, Stephanie  
Hamilton, Barbara  
Hester, Krista  
MacIsaac, Brad  
McCartney, Kimberley

McLaughlin, Christine  
Nickle, Joanne  
Nyaamine, Ruth  
Papke, Darryl  
Reeson, Dana  
Nyaamine, Ruth  
Ruttenberg-Rozen,  
Robyn

Scanga, Franco  
Sunstrum, Andrew  
Thrush, Sarah  
Townsend, Lisa  
Turner, Lauren  
Windsor, Shelley  
Wingate, Adam

**1. Call to Order**

The Chair called the meeting to order at 2:31 p.m. D. Thompson read aloud the land acknowledgement and reflected on his grandfather as a generous, forward-thinking man. He has honoured him with a bursary for Indigenous students, acknowledging historical injustices and stresses reconciliation and forgiveness, inspired by his grandfather's example for a brighter future.

## 2. Agenda

*Upon a motion duly made by S. Aquanno and seconded by M. Hossein Nejad, the Agenda was approved as presented.*

## 3. Chair's Remarks

The Chair welcomed attendees and advised that there has been no new information regarding the allocation of the \$900 million one-time funding for universities and colleges in Ontario. He further mentioned that the allocation of international students for the upcoming year is expected to be similar to last year's, expressing concerns about delays impacting enrollment. Efforts are in progress to fill available spots with high-caliber students. He continued by commending efforts of faculty and staff this term, expressing gratitude for their hard work and commitment to the University's success and thanked those that attended the recent kickoff event for the upcoming fundraising campaign. He concluded by acknowledging the upcoming convocation ceremony and growing alumni chapter.

### a. 2024 Honorary Degree Recipients

The Chair noted indicated that on Wednesday, June 5 to Friday, June 7, Ontario Tech will celebrate the achievements and milestones of its class of 2024 along with six honorary degree recipients.

The university will present honorary degrees to the following:

- **Mr. Desmond Cole**, prominent Canadian journalist, broadcaster, author, and champion of inclusion and diversity, for his leadership as one of Canada's strongest voices in raising awareness about anti-Black racism, his work as an advocate, activist and journalist, and his significant connections to communities across Durham Region.
- **Dr. Jacqueline Gahagan**, Associate Vice-President of Research at Mount Saint Vincent University, for their distinguished contributions in health-equity research and advocacy, informing public policy for equitable health care, activism in support of equity-deserving populations with rights-based grassroots organizations, and dedication to HIV prevention, care, treatment and support in Canada and globally.
- **Mr. Paul Godfrey**, Founder and Special Advisor at Postmedia Network Canada Corporation, former Chair of Metro Toronto Council and former President and Chief Executive Officer of the Toronto Blue Jays, for his years of elected public service in the Greater Toronto Area, his formative role in the Canadian news industry, and his legacy of executive leadership in Canada's business community.
- **Ms. Roberta Jamieson**, an accomplished lawyer who was the first Indigenous woman to earn a law degree in Canada, for her tireless advocacy for the rights and autonomy of Indigenous peoples, her leadership in the field of alternative

dispute resolution, her efforts to improve education funding, access and opportunities for Indigenous youth, and for being a role model for those in public life, particularly women and Indigenous people.

- **Dr. Alan Shepard**, President and Vice-Chancellor of Western University, for his legacy of leadership and promotion of transformational change and innovation within higher education, and for his passionate advocacy of diversity, inclusion and belonging.
- **The Honourable Julie Thorburn**, a Justice with the Court of Appeal for Ontario, for her advocacy for improved access to justice for underserved groups in Ontario including Francophones, her demonstration of the values of integrity as a member of the justice system, and her promotion of equity, intellectual resilience and innovation in her career trajectory.

#### 4. Inquiries and Communications

- **COU Academic Report**

Alyson King provided the COU Academic Report, focusing on a presentation regarding university governance that ignited discussion concerning the absence of references to equity considerations and the role of Faculty Associations. She emphasized that other universities are encountering comparable financial challenges. Additionally, she noted the introduction of Activity-based Budgeting (ABB) at the University, which received negative feedback. President Steve Orsini addressed funding uncertainties and issues concerning international students in his report and the meeting included the 317th full Council gathering, concentrating on critical university matters.

The Chair clarified that the University is not implementing ABB, it is used in the background to understand each Faculty's revenue and cost structure. He stressed the importance of distinguishing between using activity -based budgeting for information purposes versus basing faculty rewards solely on financial performance.

In response to a question regarding the changes to COU's management structure, and the impact on decision making, the Chair highlighted adjustments to committee memberships and names, but the core governance structure remains unchanged. He noted the changes are primarily for compliance with the not-for-profits act, aimed at aligning the COU with new regulations without altering the core functions.

#### 5. Provost's Remarks

L. Livingston began by extending gratitude to faculty, staff and students for the successful completion of the Winter 2024 academic semester and encouraged rest and rejuvenation before the Spring/Summer semester begins. She confirmed that planning for new student orientation in September is underway and information will be released shortly.

### **a. Senior Academic Administrator Search Update**

L. Livingston noted that the two finalists for the Dean of Science position delivered public presentations during the second round of interviews held on campus last week. Feedback has been submitted to the search firm and the Search Committee is awaiting a final summary report before making a recommendation. She also announced that the Mitch and Leslie Frazer Faculty of Education Dean search has begun, with job postings and a stakeholder survey issued. The search is on track to create a shortlist of candidates for interviews in early May.

Additionally, a call for volunteers to serve on the search committee for the Deputy Provost position has been circulated.

In response to questions asked, L. Livingston confirmed the stakeholder survey for the Dean of Education position was accessible via the email link that was circulated yesterday, and that at the present time, a decision to engage a search firm has not yet been made.

### **6. Advancement Update**

J. Barnett highlighted the internal Campaign launch “Tech with a Conscience” which aligns with the University's brand. He noted the Campaign aims for a fundraising target of \$250 million, with \$56 million already being raised. The soft launch involved over 200 participants, and a public launch is anticipated for September. He mentioned the various partnerships signed over the past year and discusses collaboration with the Campaign Advisory Council. He noted that the Campaign priorities are aligned with the institution's focus on innovation and impact, including enhancing learning environments and fostering partnerships. He advised institutional priorities will encompass supporting academic space, student experience, mental health initiatives and IT infrastructure upgrades. Ongoing metrics will track individual fundraisers success and departmental support levels to ensure equitable distribution of resources.

### **Committee Reports:**

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

M. Bluechardt mentioned that the USC meeting did not include any major or minor modifications for consideration on this agenda. However, there was discussion about the nomenclature policy, currently undergoing consultations and expected to be presented at next month's Academic Council meeting.

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

T. Christou congratulated the winners of the 2023 Graduate Excellence Awards and expressed gratitude for the supportive community. He announced an upcoming graduate Idea-thon in May, facilitated by industry experts, focusing on fusion energy and Canada's energy future. He also noted an upcoming event hosted by Jeanette Hughes discussing the joy of supervision.

## 9. Governance & Nominations Committee

### a. 2024 Election Results

L. Livingston presented the 2024 election results noting that the Governance & Nominations Committee extended the nomination period as approved previously. Several positions have been filled and the unfilled positions are noted in the materials package.

In response to a question about filling vacant positions, it was clarified that calls for specific committee vacancies would be issued shortly. It was noted that there isn't another nomination or election period currently planned.

*Upon a motion duly made by L. Livingston and seconded by S. Nokleby, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the following appointments:*

*Teaching Staff Position on Academic Council for the term of September 1, 2024 – August 31, 2027:*

- *Faculty of Health Science: Janet McCabe*
- *Faculty-at-Large: Ana Duff*
- *Faculty-at-Large: Brenda Jacobs*
- *Faculty-at-Large: Robyn Ruttenberg-Rozen*

*Administrative Staff Position on Academic Council for the term of September 1, 2024 – August 31, 2027:*

- *Jessica Hogue*

*Student Position on Academic Council for the term of September 1, 2024 – August 31, 2025, renewable for an additional year:*

- *Nawal Elshamiy (undergraduate);*
- *Jemma Tam (undergraduate);*
- *Krystina Clarke (graduate); and*
- *Jillian Slade (graduate).*

*Student Position on the Undergraduate Academic Appeals Committee for the term of September 1, 2024 – August 31, 2025, renewable for an additional year:*

- *Tega Ubor (undergraduate); and*
- *Jemma Tam (undergraduate)*

*Student Position on the Undergraduate Studies Committee for the term of September 1, 2024 – August 31, 2025, renewable for an additional year:*

- *Jemma Tam (undergraduate)*

*Upon a motion duly made by L. Livingston and seconded by H. Kishawy, pursuant to the recommendation of the Governance & Nominations Committee, Academic Council hereby approves the reappointment of the following student members of*

*Academic Council and its Committees for an additional term ending August 31, 2025 (not eligible for further renewal):*

- *Tega Ubor – undergraduate student member of Academic Council & member of Undergraduate Studies Committee*
- *Breanne McAlpin – undergraduate student member of Academic Council & member of Honorary Degrees Committee*

## **10. Research Committee**

L. Jacobs elaborated on the Idea-Thon event with Canadian Nuclear Laboratories (CNL), showcasing the University's partnership with CNL and their interest in engaging students from diverse disciplines. He thanked faculty members for their efforts in securing research grants, with an emphasis on upcoming Tri-Council applications and the support available for the process.

He confirmed that the two Canada Research Chair (CRC) positions in Nuclear Engineering and Artificial Intelligence are currently underway, with an anticipated completion date by Fall. Additionally, he advised the federal budget's focus on research included a significant increase in fellowship awards for graduate and postdoctoral students, addressing longstanding concerns and enhancing Canada's competitiveness in attracting talent.

Responding to a question regarding the Idea-Thon, T. Christou noted the event was primarily geared towards graduate students and information would be circulated to supervisors for information.

Regarding concerns raised surrounding equity, diversity and inclusion requirements for the CRC positions, L. Jacobs affirmed that an approved equity plan had been submitted to the program two years ago, indicating that the university is on track in meeting the requirements. He also noted that the upcoming positions would be targeted hires under this existing plan.

## **11. Policy Consultation**

### **(a) Student Sexual Violence**

M. Bluehardt introduced A. Sunstrum to present the revised policy on Student Sexual Violence noting that the policy aims to communicate the University's dedication to preventing and addressing incidents of sexual violence as well as providing support services. She reiterated that the policy was open for consultation only.

A. Sunstrum outlined the policy and procedures, emphasizing the recent hiring of a gender-based violence specialist. This specialist will support students affected by sexual violence and help them access support systems.

In response to concerns expressed over removing the Advisory Committee's terms of reference from the policy and the request for clarification for future review processes,



A. Sunstrum clarified that the University still has an Advisory Committee that consists of students, faculty and staff. Consultation has already occurred with the Committee as well as the Policy Advisory Committee. He noted that the decision to remove specific terms of reference regarding the Advisory Committee from the policy was made to facilitate potential changes to its composition without requiring a full policy revision. The Advisory Committee's role providing student feedback remains unchanged and its existence is still noted in the policy. The adjustment aligns with the university's approach to other policies.

## **12. Consent Agenda**

**(a) Minutes of the Meeting of March 26, 2024\* (M)**

**(b) Cyclical Program Reviews from USC**

a. Bachelor of Science in Computer Science – 18 Month Follow-Up

**(c) Graduation Notwithstanding a Deficiency**

**(d) Conferral of Degrees – Winter 2024**

**(e) Professional Unsuitability Policy – SGPS**

*Upon a motion duly made by S. Aquanno and seconded by M. Hossein Nejad, the Consent Agenda was approved as amended.*

## **13. Other Business**

**(a) Land acknowledgement for May Academic Council meeting**

H. Scott volunteered to provide the land acknowledgement for May.

## **14. Termination (M)**

*Upon a motion made by M. Eklund, the meeting was adjourned at 3:47 p.m.*

Krista Hester, Interim University Secretary

## ACADEMIC COUNCIL REPORT

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### ACTION REQUESTED:

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

**DATE:** 28 May 2024

**PRESENTED BY:** Undergraduate Studies Committee (USC)  
Graduate Studies Committee (GSC)  
Adam Wingate, Associate Registrar and Director,  
Records and Scheduling

**SUBJECT:** Revised Course Nomenclature Directives

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### MANDATE

Under the Policy Framework, the Undergraduate Studies Committee and the Graduate Studies Committee are the Approval Authorities for Undergraduate and Graduate Academic procedures and directives.

The Undergraduate Committee and Graduate Committee have approved the proposed revisions to the Revised Course Nomenclature Directive and are presenting the revised copy to Academic Council for information.

### BACKGROUND/CONTEXT & RATIONALE:

- In accordance with our policy instrument review timelines, it is necessary to review this directive as the last major revisions took place in February 2018.
- Upon consultation with the Centre for Institutional Quality Enhancement, the Office of the Registrar, and the School of Graduate and Postdoctoral Studies, the following revisions were made:
  - Editorial updates to sections 6.2, 6.5, 6.6, 6.8, 7.2, 7.7, 7.12, 7.13, and 8.5.
  - 6.3 – added information regarding the ‘W’ alpha identifier for work-terms.
  - 6.6 – updated to reflect that a course section used to designate students enrolled from another institution is a one alpha and two-digit identifier.
  - 6.7 – updated to reflect all course schedule types in Banner including LBO, LC1, LC2, LC3, LC4, LC5, and TU1.
  - 6.10 – Added CLB (in-person or streaming option) as a valid course instructional method.
  - 8.2 – added UOO – Other as valid campus code to reflect what is in Banner.
  - 8.6 – added a qualification that graduate-level courses will become Moribund after 72 months to better reflect the requirements of graduate-level programs. Changed ‘New Course Proposal’ to ‘Request to Reinstate Closed Course Proposal’.

## **CONSULTATION AND APPROVAL PATH**

- Online Consultation: March 18, 2024 – March 29, 2024
- Administrative Leadership Team: April 9, 2024
- Undergraduate Studies Committee (Approval): April 16, 2024
- Graduate Studies Committee (Approval): April 23, 2024
- Academic Council (for information): May 28, 2024

## **NEXT STEPS:**

- Upon presentation to Academic Council, the revised version will be added to the Policy Library.

## **SUPPORTING REFERENCE MATERIALS:**

- ACD 1501.05 Course Nomenclature Directives (Tracked Changes)
- ACD 1501.05 Course Nomenclature Directives (Clean Copy)



Classification Number	ACD 1501.05
Parent Policy	Program Quality Assurance Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	DRAFT FOR APPROVAL
Review Date	February 2021
Supersedes	March 24, 2020; Editorial Amendment, April 23, 2019; Substantive Amendment October 23, 2018

## COURSE NOMENCLATURE DIRECTIVES

### PURPOSE

1. The University is committed to ensuring the highest quality of learning for students while maintaining the highest integrity of academic programs. To this end, the University offers an array of courses to meet the academic and professional needs of the local, national and international communities consistent with its mission and mandate. This document defines the nomenclature that is used for courses at the University.

### DEFINITIONS

2. This section intentionally left blank.

### SCOPE AND AUTHORITY

3. This Directive applies to all graduate and undergraduate courses approved through the academic governance process at the University.
4. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Directive.

### DIRECTIVES

5. **General**
  - 5.1. Regulations for new courses are described using the nomenclature set out in this document.
  - 5.2. All courses are reviewed by Academic Council or a committee of Academic Council to ensure that they are appropriate to the program content and congruent with current usage in the discipline.
6. **General Course Nomenclature**

- 6.1. Course:** A unit of work in a particular subject normally extending through one academic term, semester, or session, the completion of which carries credit toward the requirements of a degree or diploma.
- 6.2. Subject Codes:** A code that most accurately and comprehensively represents the subject matter being taught in a particular course or set of courses. Subject codes must consist of three or four alphabetic characters. New subject codes must be verified by the Office of the Registrar to ensure the code has not been used for a different subject meaning.
- 6.3. Course Numbers:** Course numbers are used according to the practices established by the Course Numbering Convention (see Appendix A below). Course codes must consist of a four-digit numeric code and an alphabetic identifier. Normally, the alphabetic identifier distinguishes the course level, or the source delivery, where U represents undergraduate courses, and G represents graduate courses. Another common identifier is W representing a work term.
- 6.4. Course Code:** A subject code coupled with a Course Number forms a unique Course Code. Each Course Code should be under the administrative authority of one academic unit.
- 6.5. Course Titles:** Long form course titles are used in the Academic Calendar while short form course titles are used for MyOntarioTech and student transcripts. Titles should reflect the educational content of the course. Short form course titles are limited to 30 characters.
- 6.6. Course Section:** A three-digit identifier assigned to a specific course section delivered in a particular academic term, semester, or session. A Course Section used to designate students enrolled from another institution is a one-alpha and two-digit identifier.
- 6.7. Course Schedule Type:** A code that indicates a course section's schedule type. For example, a Lecture (LEC), Lab (LAB), Lab Only (LBO), Tutorial (TUT, TU1), Lecture and Lab (L&L), Thesis (THS), Work Placement (WRK), Seminar (SEM), Field Placement (FLD), Independent Study (IND), Other (OTH), and Special Topics Sections (LC1, LC2, LC3, LC4, LC5, and LC6)
- 6.8. Course Registration Number (CRN):** A unique five-digit identifier assigned to a specific course section. CRNs are used during the registration process to identify the section of a course in which the student wishes to register. The first number identifies the semester or session. For example, 4 represents the fall semester, 7 represents the winter Semester and 1 represents the spring/summer semester.
- 6.9. Course Delivery:** The specific scheduling information related to a CRN. This includes the scheduled dates and times, room requirements, and the assigned instructor(s).
- 6.10. Course Instructional Method:** A three-character field used to identify the instructional method of a course. For example, CLS (in-class delivery), CLB (in-person or streaming option), HYB (in-class and online delivery), WB1 (synchronous online delivery), WEB (asynchronous online delivery), IND (independent studies), OFF (offsite), and N/A (not applicable).

- 6.11. **Course Credit Hour:** 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.
- 6.12. **Course Contact Hours:** The duration of scheduled instruction. Course contact hours may consist of a variety of instructional methods.

## 7. Types of Courses

- 7.1. **Challenge Credit:** The request for academic credit resulting from experience or knowledge gained elsewhere for which transfer credit cannot be awarded.
- 7.2. **Continuance Course:** A graduate-level course that shows on a graduate student's transcript. Used to show attendance in the semester as well as for charging graduate fees.
- 7.3. **Corequisite Course:** A course that must be taken concurrently with the course for which it is required.
- 7.4. **Credit Restriction:** Occurs where two or more courses are closely related and credit is limited to one of the courses.
- 7.5. **Cross-listings:** The practice of offering a single course under two different course codes.
- 7.6. **Elective Course:** A course chosen by a student from a number of course options in a curriculum, as opposed to a required course which the student must take.
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- 7.8. **Experiential Learning Course:** A course that integrates students' strategic and active engagement and reflection in workplace and volunteer setting-related learning opportunities. Students are empowered to apply their theoretical knowledge and creativity to real-world challenges. Experiential Learning Courses consist of well-planned, supervised and assessed experiential learning activities that enrich student learning and promote intellectual development, interdisciplinary thinking, social engagement, cultural awareness, teamwork, and other communication and professional skills.
- 7.9. **Independent Study Course:** A course that is approved and offered in an alternate supervisory format, such as a reading course, a directed studies course, a directed studies project course, a thesis project course, or an independent studies course.
- 7.10. **Prerequisite Course:** A course that must be successfully completed prior to commencing a second course for which it is required.
- 7.11. **Required Course:** A course that all students following a particular academic program and catalog are required to take.
- 7.12. **Special Topics Course:** A course that addresses a current or timely topic, that is in a "pilot" phase before being offered on an ongoing basis, or that is known to be a one-time offering. Special Topics Course offerings can vary from semester to

semester which allows for the subject of offering to change at the discretion of the instructor. Typically, these courses are approved with a general topic area.

- 7.13. Transfer Credit:** Academic credit granted for work completed at an institution other than Ontario Tech University.

## **8. Administration of Courses**

- 8.1. Billing Hours:** A measure used for charging fees to a course.
- 8.2. Campus Code:** A three-alpha character code used to identify the campus where the course will be delivered. For example, UON – North Oshawa, UOD – Downtown Oshawa, UOO – Other, UOW – Online.
- 8.3. Course Link Identifier:** A one-alpha character and one-digit code used to identify a course's requirement of registering for a concurrent section of the same course. For example, the link identifier ensures a student properly registers for a lecture and an associated tutorial/lab.
- 8.4. Grade Mode:** Identifies the method of grading applied to the course. For example, N – Normal alpha grades, P – Pass/Fail grade.
- 8.5. Learning Management System (LMS) Combining:** The practice of combining course section shells in Canvas.
- 8.6. Moribund Courses:** A course that has not been taught in the previous 48 months at the undergraduate level or 72 months at the graduate level. Moribund courses will be retained in a course archive. A moribund course does not appear in the Academic Calendar.
- a) Moribund Course Code:** A course code that is no longer in use but historically has been used at the university. A moribund course code can only be re-activated with the equivalent course content at a later date, using a Request to Reinstate Closed Course proposal. The repurposing of moribund course codes is not feasible due to the negative effects upon historic academic records.

## **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.** University of Ontario Institute of Technology Act, 2002, S.O. 2002, c. 8, Sch. 0

## **RELATED POLICIES, PROCEDURES & DOCUMENTS**

- 11.** Institutional Quality Assurance Policy and related procedures  
Academic Council Handbook  
Undergraduate Academic Calendar  
Graduate Academic Calendar

DRAFT





Classification Number	ACD 1501.05
Parent Policy	Program Quality Assurance Policy
Framework Category	Academic
Approving Authority	Academic Council
Policy Owner	Registrar
Approval Date	<a href="#">February 27, 2018</a> <a href="#">DRAFT FOR APPROVAL</a>
Review Date	February 2021
Supersedes	March 24, 2020; Editorial Amendment, April 23, 2019; Substantive Amendment October 23, 2018

## COURSE NOMENCLATURE DIRECTIVES

### PURPOSE

1. The University is committed to ensuring the highest quality of learning for students while maintaining the highest integrity of academic programs. To this end, the University offers an array of courses to meet the academic and professional needs of the local, national and international communities consistent with its mission and mandate. This document defines the nomenclature that is used for courses at the University.

### DEFINITIONS

2. This section intentionally left blank.

### SCOPE AND AUTHORITY

3. This Directive applies to all graduate, and undergraduate courses approved through the academic governance process at the University.
4. The Registrar, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Directive.

### DIRECTIVES

5. **General**
  - 5.1. Regulations for new courses are described using the nomenclature set out in this document.
  - 5.2. All courses are reviewed by Academic Council or a committee of Academic Council to ensure that they are appropriate to the program content and congruent with current usage in the discipline.
6. **General Course Nomenclature**

- 6.1. **Course:** A unit of work in a particular subject normally extending through one academic term, semester, or session, the completion of which carries credit toward the requirements of a degree or diploma.
- 6.2. **Subject Codes:** A code that most accurately and comprehensively represents the subject matter being taught in a particular course or set of courses. Subject codes must consist of three or four alphabetic characters. New subject codes must be varied ~~verified~~ by the Office of the Registrar to ensure the code has not been used for a different subject meaning.
- 6.3. **Course Numbers:** Course numbers are used according to the practices established by the Course Numbering Convention (see Appendix A below). Course codes must consist of a ~~four-digit~~ four-digit numeric code and an alphabetic identifier. Normally, the alphabetic identifier distinguishes the course level, or the source delivery, where U represents undergraduate courses, and G represents graduate courses. Another common identifier is W representing a work term.
- 6.4. **Course Code:** A subject code coupled with a Course Number forms a unique Course Code. Each Course Code should be under the administrative authority of one academic unit.
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**7.12-7.11. Required Course:** A course that all students following a particular academic program and catalog are required to take.

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## RELEVANT LEGISLATION

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