ACADEMIC COUNCIL MEETING
GRADUATE STUDIES COMMITTEE (GSC)

AGENDA
October 27, 2026
9:00 a.m. - 10:15 a.m.
Via Videoconference
Public Registration Link

GSC Meeting Schedule and Materials 2026-2027

No.		Topic	Lead	Suggested Start Time
PUBLIC SESSION				
1.		**Call to Order and Land Acknowledgement**	Chair	9:00 a.m.
2.		**Agenda (M)**		
3.		**Chair's Remarks**		
	3.1	Annual GSC Terms of Reference Review * (I)		
4.		**2026-2027 GSC Workplan Review* (I)**	N. Crow	9:15 a.m.
5.		**New Program Proposals (Recommendation)**		
	5.1	Faculty of Engineering and Applied Science: Graduate Diploma in Radioisotope Technologies* (M)	R. Machrafi	9:20 a.m.
	5.2	Faculty of Health Sciences: Graduate Diploma in Aging and Dementia in the Community* (M)	N. Wattie	
6.		**Major Program Modification (Recommendation)**		
	6.1	Faculty of Business and Information Technology and Faculty of Science: Master of Science and Doctor of Philosophy in Computer Science* (M)	A. Quevado	9:50 a.m.
7.		**Consent Agenda* (M)**	Chair	10:10 a.m.
	7.1	Public Minutes of the June 23, 2026 Meeting* (M)		
	7.2	Annual Graduate Academic Appeals Report* (I)		
	7.3	Annual Graduate Awards and Scholarships Report* (I)		
	7.4	SGPS Excellence Awards Updates* (I)		
	7.5	Associate Graduate Faculty (I) • Criminology, Meghan Adams, Faculty of Social Science and Humanities • Computer Science, Amandeep Sidhu, Faculty of Business and Information Technology		

*Documents attached (C) Consultation (D) Discussion (I) Information (M) Motion

		• Computer Science, David Rojas, Faculty of Business and Information Technology • Computer Science, Eleanna Kafeza, Faculty of Business and Information Technology • Computer Science, Mahadeo Sukhai, Faculty of Business and Information Technology • Computer Science, Marcelo Fantinato, Faculty of Business and Information Technology • Computer Science, Peter Coppin, Faculty of Business and Information Technology • Computer Science, Sedef Kocak, Faculty of Business and Information Technology • Education, Catherine Drea, Frazer Faculty of Education • Education, Angga Hidayat, Frazer Faculty of Education • Education, Li Li, Frazer Faculty of Education • Education, Jessica Trinier, Frazer Faculty of Education • Education, Kenneth McNeilly, Frazer Faculty of Education • Education, Danny Pincivero, Frazer Faculty of Education • Electrical and Computer Engineering, Li Yang, Faculty of Engineering and Applied Science • Information Technology Security, Eleanna Kafeza, Faculty of Business and Information Technology • Information Technology Security, Theresa Miedema, Faculty of Business and Information Technology • Information Technology Security, Marcelo Fantinato, Faculty of Business and Information Technology • Mechanical Engineering, Bekir Yilbas, Faculty of Engineering and Applied Science • Mechatronics Engineering, Martin Agelin-Chaab, Faculty of Engineering and Applied Science • Social Practice and Innovation, Andrea Braithwaite, Faculty of Social Science and Humanities • Social Practice and Innovation, Timothy MacNeill, Faculty of Social Science and Humanities • Software Engineering, Li Yang, Faculty of Engineering and Applied Science Graduate Faculty (I) • Applied Bioscience, Drew Sauve, Faculty of Science • Computer Science, Kundi Yao, Faculty of Engineering and Applied Science • Education, Abi Sriharan, Frazer Faculty of Education		

		• Education, Katrina Carbone, Frazer Faculty of Education • Education, David Baidoo-Anu, Frazer Faculty of Education • Electrical and Computer Engineering, Mario Phaneuf, Faculty of Engineering and Applied Science • Mechanical Engineering, Dina Kanaan, Faculty of Engineering and Applied Science • Mechanical Engineering, Md Mashum Billal, Faculty of Engineering and Applied Science • Nuclear Engineering, Tanvir Qureshi, Faculty of Engineering and Applied Science • Nursing, Jennifer Abbass-Dick, Faculty of Health Sciences		
8.		**Termination (M)**	Chair	10:15 a.m.

Nicola Crow, University Secretary

Graduate Studies Committee (GSC)

2026-2027 Workplan

Subject to change based on items arising during course of year

Meeting	Agenda Item (Lead)	Academic Council (If Applicable)	Board (if Applicable)
October 27, 2026	• Curriculum Items – if applicable **(CIQE)** • 2026-2027 GSC Workplan **(US)** • Annual GSC Terms of Reference Review **(US)** • Policy deliberation (if applicable) • Annual Graduate Academic Appeals Report **(SGPS)** • Annual Scholarship, Bursaries, Academic Awards and Prizes Report **(SGPS)**	**November 24, 2026**	**December 3, 2026**
December 17, 2026	• Curriculum Items – if applicable **(CIQE)** • 2027-2028 Graduate Academic Schedule **(RO)** • Policy deliberation (if applicable)	**January 26, 2027**	**March 4, 2027**
January 26, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable) ***Major Program Modification (MPM) Deadline (CIQE)*** • Target last meeting to accept MPM's (Academic Council deadline March); changes published to calendar in May ***Academic Policy Changes*** • Target last meeting to accept Academic Policy changes (Academic Council deadline March); changes published to calendar in May	**March 23, 2027**	**March 4, 2027**
February 23, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable) ***Minor Program Adjustments (MPA) Deadline (CIQE)***	**March 23, 2027**	**May 6, 2027**

	• Target last meeting to accept MPA's (Academic Council for information deadline - March); changes published to calendar in May ***Minor Curriculum Changes (MCC) Deadline (CIQE)*** • Target last meeting to accept MCC's for information - Does not go to Academic Council; published to calendar in May		
March 23, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable)	**May 25, 2027**	**May 6, 2027**
April 27, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable)	**May 25, 2027**	**June 24, 2027**
May 25, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable)	**June 15, 2027**	**TBD**
June 22, 2027	• Curriculum Items – if applicable **(CIQE)** • Policy deliberation (if applicable)	**Sept 2027 TBD**	**TBD**

GRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☐
Discussion/Direction	☐
Information	☐

DATE: **27 October 2026**

FROM: **Faculty of Engineering and Applied Science**

SUBJECT: **New Program Proposal – Radioisotope Technologies**

COMMITTEE MANDATE:

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

MOTION FOR CONSIDERATION:

That GSC hereby recommends to Academic Council the approval of the Graduate Diploma in Radioisotope Technologies program and the subsequent recommendation of the program to the Board.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Engineering and Applied Science is proposing a Graduate Diploma in Radioisotope Technologies. This diploma is an interdisciplinary graduate program designed to provide advanced education and professional training in the production, application, and safe use of radioisotopes and radiation technologies in healthcare and industry. The program aims to develop advanced competencies in radioisotope production, radiation technologies, radiation protection and dosimetry, and the medical and industrial applications of radioisotopes. It is intended for healthcare professionals seeking specialized knowledge in radioisotope technologies, as well as engineers, scientists, and professionals in the nuclear sector wishing to broaden their expertise in these areas.

The program will be offered in a flexible hybrid-delivery offering combining online and in-person learning to provide flexibility for working professionals while supporting graduate-level learning through case studies, applied problem solving, and interactions with experts from academia, healthcare, industry, and regulatory organizations.

This program will be offered by the Faculty of Engineering and Applied Science in collaboration with the Faculty of Health Sciences.

RESOURCES REQUIRED:
The proposed program will be delivered by existing faculty members in the Faculty of Engineering and Applied Science and Faculty of Health Sciences. Instructors will need to be assigned to deliver the required five courses. The three NUCL courses are expected to be offered as electives in the MASc, MEng, and PhD programs in Nuclear Engineering, thus improving the efficiency of course delivery. A similar cross-program interest may exist for students in the MHSc, MScN, and PhD programs in the Faculty of Health Sciences.

The proposed program will not use any labs or any additional physical resources beyond lecture halls/rooms.

CONSULTATION AND APPROVAL:
- ✓ Academic Resource Committee: 12 May 2026
- ✓ FHSc Faculty Council (new courses): 2 September 2026
- ✓ FEAS Faculty Council: 1 October 2026
- Graduate Studies Committee: 27 October 2026
- Academic Council (Approval and Recommendation): 24 November 2026
- Board of Governors (Approval): 3 December 2026

NEXT STEPS:
- Pending the recommendation of GSC, the program proposal will be presented to Academic Council for approval and recommendation to the Board. The proposal must also proceed through the following external approval steps:
    - Ontario Universities Council on Quality Assurance Appraisal Committee
    - Ministry of Colleges, Universities, Research Excellence and Security.
- The preferred date of implementation is the Fall of 2027.

SUPPORTING REFERENCE MATERIALS:
- New Program Proposal with Appendices: Radioisotope Technologies

Proposal last updated: [2026-10-13]

New Graduate Program Proposal

The program proposal and accompanying documents must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program. This template is for all proposals for new graduate programs and aligns with Ontario Tech Institutional Quality Assurance Process (IQAP) requirements and, together with the required supporting documents, will help to ensure that all evaluation criteria established by the Quality Council are addressed. All sections of the template are required.

Full name of proposed program (as it will appear on the student's transcript): (e.g., Master of Arts in Education; Master of Science in Applied Bioscience)	Graduate Diploma in Radioisotope Technologies
Name of Parent Program: (If no Parent Program, indicate N/A; program will require external review)	MEng Nuclear Engineering
Degree designation and short form: (e.g., Master of Arts, M.A.; Master of Science, M.Sc.)	Graduate Diploma, GDip
Cost recovery program:	☐Yes ☒No
Professional program:	☒Yes ☐No
For graduate diplomas:	☐Concurrent (formerly Type 2) ☒Direct-entry (formerly Type 3)
Faculty offering the program: (i.e., where the program will be housed/site of academic authority)	Facutly Engineering and Applied Science
Partner Faculty(ies): (i.e., if the program will be offered jointly by two or more Faculties, please list the partner Faculty(ies) and provide a shared governance model agreement with this package. Contact CIQE for more information.)	
Collaborating Faculty(ies) (i.e., include any Faculties that have worked collaboratively on this proposal or will be contributing core courses to the program.)	Faculty of Health Sciences
Collaborating institution(s) (if applicable):	N/A
Program delivery location:	North Oshawa Campus and hybrid
Proposed program start date (please change as needed):	Fall 2027
Program proponent/contact:	Rachid Machrafi (FEAS, rachid.machrafi@ontariotechu.ca)
Version date (please change as you edit this proposal):	October 13, 2026
Date of Academic Council Approval:	

***Brief* description of the proposed program*:** (NOTE: Text box is formatted to limit the description to 1000 characters or less. This description should be identical to the 'Program Abstract' on page one of the proposal.)

The Graduate Diploma in Radioisotope Technologies is an interdisciplinary graduate program designed for healthcare professionals seeking advanced knowledge of radioisotope technologies and their applications in healthcare, as well as engineers, scientists, and professionals working in the nuclear sector who wish to develop expertise in the production, application, and safe use of radioisotopes and radiation technologies.

The program provides advanced training in radioisotope production, radiation machines, radiation protection and dosimetry, nuclear medicine, radiopharmaceuticals, and therapeutic and industrial applications of radiation technologies. Students will develop an integrated understanding of the scientific, technical, operational, and regulatory principles governing the use of radioisotopes in healthcare and industry.

The program is delivered in a flexible hybrid format to accommodate working professionals and leverages expertise from engineering, science, and health disciplines.

* NOTE: Following the Quality Council's approval of the proposed program, the QA Secretariat will seek confirmation from the University that this description is appropriate to post on the Quality Council's website (Approved Programs — Ontario Universities Council on Quality Assurance (oucqa.ca))

New Graduate Program Proposal

Graduate Diploma in Radioisotope Technologies

Faculty of Engineering and Applied Science

Please retain all the prompts and questions and address/answer all points in each section.

1 Program Abstract

Please provide a brief overview of the proposed program, summarizing the key points, to be shared with the public, in 1000 characters or less. You may wish to include:

- *A clear statement of the purpose of the program (who is it for, what are the outcomes)*
- *Any program components, such as fields, pathways, or micro-credentials (note that fields, pathways, and micro-credentials are not required)*
- *Nature of the learning environment, noting any distinctive elements, including alternative modes of delivery (including online)*

Note that this statement will be used on a standalone basis and is for external purposes; what do you want potential students/advisors to know about this program? (You may wish to complete this section last.)

The Graduate Diploma in Radioisotope Technologies is an interdisciplinary graduate program designed for healthcare professionals, engineers, scientists, and nuclear sector professionals seeking advanced knowledge of radioisotope technologies and their applications in healthcare and industry. The program provides specialized training in radioisotope production, radiation machines, radiation protection and dosimetry, radiopharmaceuticals, nuclear medicine imaging, therapeutic applications, and industrial radiation technologies. Graduates will develop the technical and operational knowledge required to support the safe and effective use of radioisotopes and radiation technologies across a range of professional environments. Delivered in a flexible hybrid format, the program is designed to accommodate working professionals while leveraging expertise from engineering, science, and health disciplines.

The diploma requires the completion of four of the following five graduate courses covering topics in:

1. Radioisotope Technologies and Radiation Machines
2. Industrial Applications of Radioisotopes and Radiation Technologies
3. Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals
4. Therapeutic Applications of Radioisotopes
5. Nuclear Medicine and Radioisotope Imaging

2 Academic Rationale

Identify what is being proposed, clearly state the program objectives, and provide an academic rationale for the proposed program (what is being created and why?)

- *Explain the appropriateness of the program name and degree nomenclature, particularly as they relate to the program objectives*
- *Describe the mode of delivery (in-class, hybrid, online) and any work-integrated learning; outline how the delivery and components are appropriate to support students in achieving the Degree Level Expectations, program outcomes, and Program Learning Outcomes*
- *Discuss how the program addresses the current state of the discipline or area of study*
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice.*

The proposed Graduate Diploma in Radioisotope Technologies is an interdisciplinary graduate program designed to provide advanced education and professional training in the production, application, and safe use of radioisotopes and radiation technologies in healthcare and industry.

Building on the established success of the undergraduate and graduate Nuclear Engineering programs, the expertise and research strengths of ENE faculty members in radioisotope production and applications, and complementary expertise within the

Faculty of Health Sciences in nuclear medicine, radiopharmaceuticals, and medical imaging, the proposed program is a graduate-level program that leverages existing institutional strengths to address an area of growing importance to both the healthcare and nuclear sectors.

The program aims to develop advanced competencies in radioisotope production, radiation technologies, radiation protection and dosimetry, and the medical and industrial applications of radioisotopes. It is intended for healthcare professionals seeking specialized knowledge in radioisotope technologies, as well as engineers, scientists, and professionals in the nuclear sector wishing to broaden their expertise in these areas.

The title *Graduate Diploma in Radioisotope Technologies* accurately reflects the interdisciplinary scope of the program, while the Graduate Diploma nomenclature appropriately recognizes its focus on advanced professional education and continuing professional development.

The program is envisioned as a hybrid-delivery offering combining online and in-person learning to provide flexibility for working professionals while supporting graduate-level learning through case studies, applied problem solving, and interactions with experts from academia, healthcare, industry, and regulatory organizations.

The curriculum reflects current developments in radiopharmaceuticals, molecular imaging, targeted radionuclide therapies, accelerator-based isotope production, and industrial radiation technologies. A distinguishing feature of the program is the integration of expertise from engineering, nuclear science, and healthcare into a single educational framework focused on radioisotope technologies and their applications.

The program name and nomenclature accurately reflect the program’s scope and objectives. It signals a focused, graduate-level credential that melds engineering and health sciences.

The program has four main objectives. It will provide students with advanced knowledge of radioisotope production and radiation technologies; develop their understanding of radiation protection, dosimetry, and the safe use of radioisotopes and radiopharmaceuticals; provide specialized knowledge of nuclear medicine, imaging, and therapeutic applications; and introduce the use of radioisotopes and radiation technologies in industry.

The five courses were chosen to reflect the different areas covered by the program. Radioisotope Technologies and Radiation Machines deals with radioisotope production and the technologies used for this purpose, while Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals covers radiation

protection and dosimetry. The two health sciences courses address the use of radioisotopes in nuclear medicine, imaging, and therapy. The industrial applications course looks at how radioisotopes and radiation technologies are used outside the healthcare sector. Students complete four of the five courses, giving them some choice depending on their background and professional interests.

What sets the program apart is the way it brings together the engineering and health sides of radioisotope technologies. Students will learn about radioisotope production and radiation safety, as well as their use in medicine and industry. This broader focus is intended to meet the needs of professionals working in both the nuclear and healthcare sectors.

[Optional] Describe any fields and/or any pathways from related programs. (Graduate programs are not required to have fields in order to highlight an area of strength or specialization within a program, nor are they required to provide specific pathways from programs at the college, bachelor, or other level.)

Collaboration with the Registrar's Office and School of Graduate and Post-Doctoral Studies will occur to refine the framework for pathways that enable students in the program to transition into existing course-based master's programs, expanding academic progression opportunities.

3 University Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement

- *Detail the consistency of the program objectives with the Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement*
- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Academic and Research Plan*
- *Is this program consistent with the mandate of the sector? (i.e. technically/vocationally/theoretically/academically oriented for universities) Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

The act that created the University of Ontario Institute of Technology (Ontario Tech) states: "The objectives of the university are, (a) to provide undergraduate and postgraduate university programs with a primary focus on those programs that are innovative and responsive to the individual needs of students and to the market- driven needs of employers…" The proposed GDip in Radioisotope Technologies is a clear example of delivering on this objective by catering to the needs of both engineering and health professionals in Canada of cutting-edge knowledge in the rapidly developing area of health applications of radioisotopes.

The vision of Ontario Tech is: "Embracing technology with a conscience to advance knowledge and promote sustainability." Health care is key to the well-being of Canadians, and the ability to provide heath care using Canadian-trained specialists for both its delivery and the attendant enabling technologies is a clear necessity for maintaining and raising Canadians' standard of living and their dependence of sometimes unreliable international supply chains and workforce.

The proposed GDip aligns well with Ontario Tech's mission to "… equip future leaders to solve complex problems." Development and application of health-care technologies such as those related to radioisotopes is an integral part of that mission. The proposed GDip will give graduates the skills needed by the heath-care technology and delivery industries, allowing them to make immediate contributions to these essential fields.

In addition, the proposed GDip will be a unique offering amongst science, medical and engineering programs in Canada. Ontario Tech will be the only engineering school offering a GDip in Radioisotope Technologies.

4 Need, Demand, and Duplication

Provide evidence of the need and demand for the program and how this has been determined, focusing on:

- *Student interest:*

  including number of prospective student inquiries, applications and registrations for similar programs, results from surveys/focus groups of existing students, graduates, or professionals in the field (include information about domestic vs. international student interest)

- Societal need:
  - *including evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors);*

- *employment opportunities for prospective graduates, indicating at least three occupations in which graduates from this proposed program may be employed, selecting at least one using the Ontario Job Futures website and one from the Government of Canada Labour Market Trends website; you may also wish to review the Durham Workforce Authority website and provide any relevant sector portfolio or local/community impact information;*
- *for professional programs, a description of the program's congruence with current regulatory requirements*
- *note if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

The proposed program is designed to serve the educational needs of healthcare professionals, not just doctors and residents, who wish to learn more about radioisotope technologies and their application to medicine, as well as the educational needs of workers in the nuclear sector who wish to gain specialized knowledge on the application of radioisotope technologies to healthcare.

The projected enrolment is between 10-20 students per year with applicants coming from both the healthcare and nuclear sectors. BWXT, Laurentis Energy Partners (OPG offshoot) are actively developing technologies for the production and distribution of radionuclides with health applications and hence are potential employers on the engineering side, as are OPG and Bruce Power, which use their reactors to actually produce such radionuclides using technologies developed by BWXT and Laurentis. Graduates of Nuclear Engineering would be particularly interested in enhancing their eligibility for such jobs by pursuing the proposed GDip.

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

The GDip in in Radioisotope Technologies is complementary to, yet distinct from other programs at Ontario Tech. Some of the courses offered in the proposed GDip will be made available to graduate Nuclear Engineering students, but the proposed GDip is designed for those who have a specific interest in radioisotope technologies, both production and health applications, who are not sufficiently served by any of the current program offerings. Therefore, the proposed GDip will not affect enrolment in other programs at Ontario Tech.

As the FHSc is currently developing graduate level GDip and master's degree level courses, the proposed Graduate Diploma in Radioisotope Technologies represents a complimentary and distinct initiative within the combined disciplines of bio engineering and medicine. As a collaborative initiative lead by FEAS, in collaboration with FHSc, the proposal is a unique initiative and unrelated to existing programs throughout the university. Hence the proposed graduate enrolment profile will not affect enrolments across currently established programs at Ontario Tech.

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

No. Radioisotope technologies are an established area of study within nuclear engineering, radiation sciences, and health sciences. What is new at Ontario Tech is the proposed graduate diploma that brings these areas together in a single program. The curriculum combines radioisotope production and radiation technologies with radiation protection and dosimetry, nuclear medicine, imaging, therapeutic applications, and industrial applications. The program draws on expertise from both Engineering and Health Sciences and is intended for professionals working in the nuclear and healthcare sectors.

- *Identify similar or complementary programs offered by other universities with specific reference to Ontario and Canadian examples, using the table in the Appendix. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs. Please fill out and refer to the table in the Appendix G when discussing the comparator programs*

Many medical schools offer nuclear medicine programs, but these programs are geared towards doctors and residents. The proposed program is unique in that it is designed for healthcare professionals, not just doctors and residents, who wish to learn more about radioisotope technologies and their application to medicine. It is also unique in that it is also designed for workers in the nuclear sector who wish to gain specialized knowledge on the application of radioisotope technologies to healthcare.

Please refer to Appendix G for a list of Comparator Programs.

- *Provide additional overall comment on the justification for any duplication*

Labour market information from the Ontario Job Futures and Government of Canada Labour Market Trends resources supports the need for professionals with expertise in nuclear technologies, radiation applications, and healthcare-related radiation practices. The proposed program aligns with occupational categories identified in these resources, including *Nuclear Engineers, Medical Radiation Technologists/Nuclear Medicine Technologists, and Health Physicists and Radiation Protection Specialists*. These

occupations require specialized knowledge of radiation science, nuclear technologies, radiation safety, and the application of radioactive materials in healthcare and industry.

The continued expansion of nuclear medicine, radiopharmaceutical production, targeted radionuclide therapies, and industrial radiation technologies is expected to increase demand for professionals capable of working across the interface of nuclear engineering, healthcare, and radiation protection. The proposed Graduate Diploma provides specialized interdisciplinary training that complements existing professional pathways and responds to the evolving needs of employers in the nuclear, healthcare, and technology sectors.

5 Enrolment Information

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number*
- *This table should reflect normal estimated program length. (Table may be adjusted as necessary.*)

Table 1: Projected Enrollment by Academic and Program

	Academic Year					
	2027-2028	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**	**2032-2033**
Level of Study						
GDip year 1	10-15	10-15	20-30*	20-30	20-30	20-30
Total Enrollment	10-15	10-15	20-30	20-30	20-30	20-30

Projected enrollment would initially be around 10-15 students per year. The planned steady-state is 20-30 students per year. Note these directed offerings may be offered in alternate formats other than the traditional 12-week semester.

6 Admission Requirements

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

- *Explain how the program's admission requirements are appropriate for the program objectives and program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain in detail any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *Indicate the programs from which students may be drawn.*

The minimum Academic Requirements for Graduate Diploma Programs include:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject.
- A minimum B-minus average (GPA: 2.7 on a 4.3 scale).
- Applicants that have a degree in subject areas outside of engineering or health sciences or those who do not meet the minimum GPA requirements but have relevant experience will be evaluated on an individual case-by-case basis.

Admission to the Graduate Diploma is open to graduates of Canadian accredited undergraduate engineering and health sciences programs, or equivalent international qualifications. Eligible applicants may hold degrees in engineering disciplines, health sciences, nursing, medical laboratory technology, kinesiology, physiotherapy, health informatics, biomedical sciences, and other closely related fields consistent with the interdisciplinary nature of the program.

7 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs), and Program Structure

Participate in program learning outcome (PLO) development sessions and complete the PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated; include the mapping document as an appendix; refer to the new PLOs and PLO mapping document to complete the questions in this section.

Please see Appendix A for a list of the Program Learning Outcome (PLO) Alignment Map to Degree Level Expectations (DLEs), Courses, and Assessments.

Discuss how the design, structure, requirements, and delivery of the program are appropriate for the program learning outcomes, program outcomes, and Degree Level Expectations. Guidance on program objectives and program-level learning outcomes, including examples, is available here. Be sure to include the following in your response:

- *The sequencing of required courses or other learning activities*
- *The mode of delivery of the program (is this an online or hybrid program?)*
- *Will the program be offered full-time and/or part-time; what is the program length for both full-time and part-time students; how will the program requirements reasonably be completed within the proposed time?*
- *A clear indication of how faculty scholarship and research is integrated; for researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion; for professional graduate programs, how an understanding of research in this area will be reflected in curriculum and/or assessment*
- *How the program will be administered*
- *The unique curriculum or program innovations or creative components in this program*
- *The ways in which the curriculum addresses the current state of the discipline*

- *If the program is to be accredited, include with the above details about the accreditation requirements and add the accreditation tables, if available, as an additional Appendix*

The program consists of four courses selected from five offerings and delivered over two semesters, providing essential knowledge for individuals currently working in, or wishing to pursue, careers related to radioisotopes and their applications.

- HLSC 5501G: Therapeutic Applications of Radioisotopes
- HLSC 5502G: Nuclear Medicine and Radioisotope Imaging
- NUCL 5515G: Radioisotope Technologies and Radiation Machines
- NUCL 5520G: Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals
- NUCL5525G: Industrial Applications of Radioisotopes and Radiation Technologies

Delivery mode for the four courses will be hybrid. In addition to the traditional 12-week semester delivery the courses may be delivered during spring/summer terms in compressed time formats (i.e. 6 weeks but same number of lectures as in the regular offering) to meet the needs of industry partners.

To facilitate access to all potential students, part-time studies are permitted. In particular, engineering or health-care professionals may wish to pursue this graduate diploma program through part-time studies.

The courses available in the program were developed by subject matter experts, cover the state-of-the-art in radioisotope production and applications and are taught by instructors with subject matter expertise.

All course deliverables will be designed to ensure that the students are meeting the program learning outcomes and support the achievement of Graduate Degree Level Expectations. Students will be assessed through assignments, exams, reports, projects, case studies, and presentations, depending on the course. Many of these will involve working through practical problems and applications, including technical issues related to radiation safety and dosimetry where appropriate. Assessments will not only measure content knowledge but also foster advanced competencies expected at the graduate level.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses

All courses that are required for the GDip are graduate level.

Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)? Please provide information beyond the services offered by Student Accessibility Services*
- *Discuss how the program structure and delivery reflect universal design for teaching and learning and how the potential need to provide mental or physical health accommodations have been considered; describe how the program structure and delivery methods promote student well-being and resiliency and any elements that support a sense of community in the program*
- *Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?*

The Faculty of Engineering and Applied Science (FEAS) are fully committed to Equity, Diversity, Inclusion, and Decolonization (EDID), including in all of their courses and research activities. The material covered in this program considers the aspects of radioisotope technologies that serve the public through the health care system, so it is critical that EDID considerations are incorporated into the application of the knowledge from the program as it pertains to helping people. The courses will cover these issues to ensure that students understand the impact of nuclear medicine on a diverse population.

As an example of its focus on EDI, FEAS has the Women in Engineering Society with the following goals:

- Fostering a welcoming and engaging space for female engineering students to create a sense of community on and off campus.

- Connecting female students to future employers and engineering career opportunities across Canada and showcase successful female engineering professionals.
- Equipping our students with professional skills, connections, and inspiration to prepare them for their professional careers.
- Giving back to the community by running outreach events to encourage and inspire young women to pursue an education in engineering.

In addition to the above, FEAS's Engineering Outreach offers programs targeting Indigenous and black students to inspire and encourage them to pursue engineering.

For students who have accommodation needs, existing Student Accessibility Services (SAS) supports will be available to students who require specific accommodations.

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

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

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

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

N/A

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

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

Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable) and provide letters of support.

N/A

8 Assessment of Teaching and Learning

Using examples from the PLO mapping document, address the following. Please see Guidance on Assessment of Teaching and Learning and speak with the Teaching and Learning Centre (TLC) for advice on how to satisfy these criteria.

- *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations*
- *Describe plans for documenting and demonstrating:*
    - *The overall quality of the program*
    - *Whether the program is achieving in practice its proposed objectives;*
    - *Whether the students are achieving the program learning outcomes and a level of performance consistent with the Degree Level Expectations; and*
    - *How the resulting information will used to inform continuous program improvement*

The learning outcomes for the program are achieved through a combination of graduate-level course work, including assignments, exams, projects, and presentations. The use of diverse assessment methods will ensure students achieve the PLOs. Assignments are directly mapped to PLOs in areas like problem solving, application of knowledge, critical thinking, communication, and professional ethics. Student achievement will be assessed through the graduate-level work identified in the PLO Alignment Map to DLEs, Courses, and Assessments identified in Appendix A.

Learning activities and materials in graduate courses are carefully designed to ensure that learners are deliberately exposed to study, the majority of which is at, or informed by, the forefront of engineering and health sciences theory and practice.

The courses have been designed to give students key knowledge in radioisotope use as well as an opportunity for advanced development of skills such as communication and teamwork. In addition, there will be scholarly activities of independent investigation, report writing, and presentations.

Throughout the curriculum, learning activities are planned, and student progress will be monitored to ensure that safety, professional guidelines, and ethical responsibilities relevant to engineering and health sciences are modelled, developed, and evaluated.

The courses available in the program cover the state-of-the-art in radioisotope production and applications and are taught by instructors with subject matter expertise.

Student feedback surveys will be completed at the end of each course delivery to gather feedback. As well, student performance in each course will be monitored yearly. The Graduate Program Director responsible for the program will review both the student feedback surveys and the student performance to ensure that the program is meeting its goals. Insights from these surveys and reviews will be documented and used to identify specific areas for improvement, inform curriculum adjustments, and guide enhancements to teaching and learning strategies. Any necessary curricular changes are documented and approved in accordance with the Ontario Tech IQAP.

The following data is collected and will also be considered annually: course-level performance data (grades, GPA distribution, progression, and completion rates); enrollment and retention figures; student demographic data relevant to EDI and access; course evaluation summaries; instructor reflections on course delivery and curricular effectiveness; and graduate and employment data.

To ensure sustained quality, program effectiveness will be assessed and monitored through the cyclical review process, providing actionable insights for continuous improvement. In addition to the external review every eight years, Ontario Tech's Academic Resource Committee (ARC) requires a brief report at program launch and a full report one-year after the launch of a new program. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If there are areas of concern and it is deemed necessary, ARC will make recommendations to enhance program effectiveness and student success and may request a subsequent report. If required, the subsequent report will address key curricular and student data (e.g., GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the ARC’s review, further documentation may be required of the program for ongoing monitoring.

9 Calendar Copy and Program Map(s)

- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether the courses are new/existing. Include full new course proposals for new courses, the template for which will be provided by CIQE. Include the most recent course descriptions for existing courses. If you are making changes to the existing courses, also include a course change form. In an Appendix referenced in Section 11 below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix B for proposed calendar copy and Appendix C for the list of program courses and New Course Proposals for the program.

10 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization not covered in Section 7 above*

The Graduate Diploma in Radioisotope Technologies is designed to complement, rather than compete with, existing programs across the University. Graduate-level course deliverables ensure academic rigor and differentiation, maintaining clear boundaries between credential levels.

The Office of the Registrar and the School of Graduate and Postdoctoral Studies were both consulted in the development of this program (at the NOI level). No issues were raised.

11 Resource Requirements

Resource Summary

Provide a brief summary statement of the funding requirements and the rationale. Please consult with the Provost's Office early regarding any resource implications described in this section.

Instructors will need to be assigned to deliver the required courses. Note, the three NUCL courses will be offered as electives in MEng Nuclear Engineering parent program and in the MASc and PhD programs in Nuclear Engineering, thus improving the efficiency of course delivery. A similar cross-program interest may exist for students in the MHSc, MScN, and PhD programs in health sciences.

The proposed program will not use any labs or any additional physical resources beyond lecture halls/rooms.

The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC) on May 12, 2026

11.1 Human Resource Requirements

Faculty – New and Existing Requirements

Complete, as an Appendix, the table detailing the list of faculty committed to the program and provide, in paragraph form below, the following:

- *Clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Additional information to demonstrate how supervisory loads are distributed in light of qualifications and appointment status, if not clear from the ta*ble
- *Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program and*

achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring

- *Describe the role of any sessional/part-time faculty and any adjunct faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities; how will supervisory loads be distributed*?

*Provide the CVs of all faculty who appear in the table of faculty committed to the program. These CVs should form a separate document with a table of contents and should have all CVs in alphabetical order by surname. CVs should be submitted in a consistent forma*t.

The program will be delivered by existing faculty members in the Faculty of Engineering and Applied Science and Faculty of Health Sciences.

Please see Appendix D - Faculty Information for a table detailing the list of faculty committed to the program and separate file for Curriculum Vitae (provided to the Quality Council for review).

Are additional faculty required to be able to offer this program? ☐ Yes ☒ No

Please explain, i.e. Why would new faculty not be required? Would this change over time? What year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

No additional human resources will be required, unless the number of students enrolled reaches the point where more than one section of a given course needs to be offered. Details and timing of hirings are coordinated and confirmed with the Provost’s Office through regular operational conversations.

Additional Academic and Non-Academic Human Resources

Give details regarding the nature and level of TA support required by the program, the level of administrative (i.e. new program director appointment), and academic advising support, etc. If new staff resources are needed, provide further details below.

No TAs will be required unless the enrolment per course for GDip students exceeds 40-50 students.

Are additional staff required to be able to offer this program? ☐ Yes ☒ No

The GDip courses will be part of the teaching load of existing faculty members. So no additional staff are required to offer the program.

If yes, please outline what year the staff hire(s) will be required and any additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities):

N/A

11.2 Learning Resources

Provide an opening statement to describe the resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; refer as noted to the two standard Appendices.

The program will leverage existing institutional resources and targeted supports, including access to modern facilities, technology-enabled classrooms, and research infrastructure. Dedicated student services, academic advising, and wellness initiatives will promote student well-being and resiliency, ensuring a supportive and inclusive learning environment.

Please see Appendix E for a University statement concerning learning resources.

11.3 Information Technology

Provide a summary of evidence that there are adequate information technology resources to sustain the quality of scholarship and research activities of undergraduate and graduate students; address any unique requirements including renovations to

existing space, Faculty-specific space/equipment, etc.; are there additional technology requirements specific to being able to successfully launch this program? Refer as noted to the standard Appendix.

The institution provides robust information technology resources to support high-quality scholarship and research activities for both undergraduate and graduate students. These include access to modern computing facilities, high-speed networks, secure data storage, and discipline-specific software to enhance teaching and learning. Existing spaces are equipped with technology-enabled classrooms and research infrastructure ensuring the program can be successfully implemented and sustained.

Please see Appendix F for a University statement concerning information technology services.

Supporting information for online and hybrid programs

Where applicable, please provide the following details for online and hybrid programs:

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of Universal Design been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

The program will leverage existing University IT infrastructure. Ontario Tech is a laptop university where students bring their own laptop devices and are provided access to a software portal where they can download any necessary software required for their courses, including a variety of scientific and engineering software packages such as SolidWorks, NX, Multisim, Microshield, MATLAB.

The hybrid delivery of the courses will make use of Ontario Tech's flexible hybrid classrooms that allow for synchronous delivery with active participation from students both in room and online and the ability for all students to see all other students.

11.4 Financial Support for Graduate Students

Provide evidence that financial assistance for students, including TA-ships where applicable, will be sufficient to ensure adequate quality and numbers of students.

No financial assistance will be provided as this is a professional program.

11.5 Space and Infrastructure Requirements

- *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information about laboratory and research space access, where applicable, and office space; address any unique requirements*
- *Highlight the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities; renovation of existing space; or whether the current space allocation will accommodate the new program*
- *Are there additional space requirements specific to being able to successfully launch this program*?

The hybrid delivery of the courses will have minimal impact on classroom requirements. No additional space requirements are foreseen.

11.6 Other Resource Implications

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. Indicate if the new program will require changes to any existing agreements with other*

institutions or will require the creation of a new agreement. Please consult with CIQE (ciqe@ontariotechu.ca) regarding any implications to existing or new agreements

- *Are there inter-Faculty teaching implications?*
- *If this is a new joint program with another institution, indicate how the program will be administered and how program reviews will be conducted (refer to the Ontario Tech Institutional Quality Assurance Process Policy for more information*)

The program does not impact any existing agreements Ontario Tech has with institutional and external partners. In addition, there are no inter-faculty implications.

12 Closing Statements Regarding Program Quality

- *Please summarize the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program; use indicators to provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record).*
- *Please summarize how the program and faculty will ensure the intellectual quality of the student experience.*

The GDip in Radioisotope Technologies has been designed by subject-matter experts to meet the demands of this rapidly-expanding sector. The involved faculties have several professors with pertinent expertise as well as access to experts from health-care facilities in the Durham Region. The involved faculties have a history of quality program delivery that will serve as a model for the delivery of this new program.

Appendices

Appendix A: Program Learning Outcome Alignment Map to DLEs, Courses, and Assessments

Appendix B: Calendar Copy

Appendix C: List of Program Courses and New Course Proposals

Appendix D: Faculty Information

Appendix E: Learning Resources

Appendix F: Information Technology Resources

Appendix G: Comparator Programs

Items to be separate documents sent to CIQE:

New Program Funding and Tuition form *(for CIQE use only)*
Budget Spreadsheet *(for ARC use only)*
Curricula Vitae *(for Quality Council use only)*

Appendix A - Program Learning Outcome Alignment Map to DLEs, Courses, and Assessments

Graduate Diploma in Radioisotope Technologies

PLO #	Program Learning Outcomes
1	Evaluate the scientific principles, technologies, and methodologies underlying the production and application of radioisotopes and radiation technologies in healthcare, industry, and research.
2	Develop safe, effective and regulatory-compliant solutions involving radioisotopes and radiation-producing technologies by applying advanced knowledge of radiation science, dosimetry and radiation protection.
3	Analyze the technical, operational, and clinical considerations associated with the use of radioisotopes and radiation technologies for diagnostic, therapeutic, industrial, and research applications.
4	Critically evaluate emerging developments, technologies, and best practices in radioisotope production, radiopharmaceuticals, nuclear medicine, and industrial radiation technologies using evidence-informed approaches.
5	Communicate ethical and regulatory-compliant technical concepts and recommendations to multidisciplinary audiences.

Table 3.3: Undergraduate Degree Curriculum Map

Graduate Diploma in Radiosotope Technologies

Graduate Degree Level Expectations		Depth and Breadth of Knowledge				Research and Scholarship				Level of Application of Knowledge			Professional Capacity/ Autonomy			Level of Communication Skills			Awareness of Knowledge Limits		
Program Learning Outcomes		PLO1	PLO3			PLO4				PLO2	PLO3		PLO2	PLO5		PLO5			PLO4	PLO5	
Course No.	**Course Title**																				
NUCL5515G	Radioisotope Technologies and Radiation Machines	1, 2, 4				3, 4				3			3	2		2, 4			1, 3	4	
NUCL5520G	Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals	3, 4	1,3			3				1,3	3		1	4		2, 4			3	2	
NUCL5525G	Industrial Applications of Radioisotopes and Radiation Technologies	4				3				3	4		3	4		4			1	2	
HLSC5501G	Therapeutic Applications of Radioisotopes	2	3			4				3	3		1	2		2			4	4	
HLSC5502G	Nuclear Medicine and Radioisotope Imaging	4				3															

Degee of Implementation:
Introduced
Reinforced
Mastered

Assessment Legend:	
1	Exam
2	Presentation
3	Assignments
4	Project

Appendix B – Calendar Copy

Radioisotope Technologies, Graduate Diploma

General Information

The Graduate Diploma (GDip) in Radioisotope Technologies is an interdisciplinary graduate program designed for healthcare professionals, engineers, scientists, and nuclear sector professionals seeking advanced knowledge of radioisotope technologies and their applications in healthcare and industry. The program provides specialized training in radioisotope production, radiation machines, radiation protection and dosimetry, radiopharmaceuticals, nuclear medicine imaging, therapeutic applications, and industrial radiation technologies. Graduates will develop the technical and operational knowledge required to support the safe and effective use of radioisotopes and radiation technologies across a range of professional environments. Delivered in a flexible hybrid format, the program is designed to accommodate working professionals while leveraging expertise from engineering, science, and health disciplines.

Admission Requirements

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

Minimum academic requirements for graduate diploma programs:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject.
- A minimum B-minus average (GPA: 2.7 on a 4.3 scale).
- Applicants that have a degree in subject areas outside of engineering or health sciences or those who do not meet the minimum GPA requirements, but have relevant experience will be evaluated on an individual case-by-case basis.

Admission to the Graduate Diploma is open to graduates of Canadian accredited undergraduate engineering and health sciences programs, or equivalent international qualifications. Eligible applicants may hold degrees in engineering disciplines, health sciences, nursing, medical laboratory technology, kinesiology, physiotherapy, health informatics, biomedical sciences, and other closely related fields consistent with the interdisciplinary nature of the program.

Part-time studies

To facilitate access to all potential students, part-time studies are permitted. In particular, engineers in industry may wish to pursue a graduate diploma program through part-time studies.

Graduate diploma requirements

For the graduate diploma, students must complete the four courses below for a total of 12 credits.

Note: Graduate diploma students are not permitted to take courses outside of their home program course listings for program credit. In addition, they may not take any senior fourth-year undergraduate courses from the Faculty of Engineering and Applied Science in lieu of a graduate course. If either core course has been completed at the undergraduate level, it will be replaced with an elective course, subject to Graduate Program Director approval.

Course listings

Students must complete four courses selected from the following:

- HLSC 5501G: Therapeutic Applications of Radioisotopes
- HLSC 5502G: Nuclear Medicine and Radioisotope Imaging
- NUCL 5515G: Radioisotope Technologies and Radiation Machines
- NUCL 5520G: Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals
- NUCL 5525G: Industrial Applications of Radioisotopes and Radiation Technologies

Program learning outcomes

The following outcomes outline the knowledge and skills students will have achieved upon completion of the program.

Program Learning Outcomes - Radioisotope Technologies for Health Applications, Graduate Diploma

Appendix C - List of Program Courses and New Course Proposals

List of Program Courses

The program consists of four graduate-level courses (12 credits total), selected from the following:

Course Code	**Course Name**	
HLSC 5501G	Therapeutic Applications of Radioisotopes	New Course – template enclosed
HLSC 55022G	Nuclear Medicine and Radioisotope Imaging	New Course – template enclosed
NUCL5515G	Radioisotope Technologies and Radiation Machines	New Course – template enclosed
NUCL5520G	Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals	New Course – template enclosed
NUCL5525G	Industrial Applications of Radioisotopes and Radiation Technologies	New Course – template enclosed

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Radioisotope Technologies, Graduate Diploma

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

2027-2028

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

Fall 2027

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

N/A

Subject Code: HLSC	**Course Number:** 5501G *ensure the course code has not been previously used
Full Course Title: Therapeutic Applications of Radioisotopes	
Short-Form Course Title (max. 30 characters)**:** Medical Isotope Application	

Course Description

This course provides a comprehensive introduction to the therapeutic applications of isotope technology in nuclear medicine, emphasizing the role of radioactive isotopes in the diagnosis, treatment, and management of diseases. Students extend their understanding of the principles of radionuclide production, radiopharmaceuticals, and the biological effects of ionizing radiation, along with their safe and effective clinical use.
The structure is unit/modular based covering the scope of nuclear medicine imaging techniques, including Single Photon Emission Computed Tomography (SPECT), Positron Emission Tomography (PET), and hybrid imaging systems (PET/CT and SPECT/CT), SPCT Spectral Computed Tomography highlighting their applications in oncology, cardiology, neurology, endocrinology, and other medical specialties. It also introduces the concept of theranostics, which integrates molecular imaging with targeted radionuclide therapy to support personalized patient care.

Students examine the therapeutic applications of radioisotopes in the treatment of cancer and selected benign disorders, including patient selection, dosimetry, treatment planning, radiation safety, quality assurance, and regulatory considerations.

Problem based Clinical case studies and recent advances in radiopharmaceuticals, artificial intelligence, and precision medicine will be discussed to highlight current trends and future directions in nuclear medicine.

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

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	X
ONLINE		OFF-SITE	

Teaching and assessment methods:

Class Lectures
Examination tools will be at the discretion of the instructor.

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

On completion of the course students should be able to:
· Explain the principles of radioisotope therapy in nuclear medicine.
· Describe the role of nuclear/ isotope imaging in disease detection and treatment planning.
· Compare and Discriminate the modality clinical applications of planar imaging, SPECT, and PET techniques and combined modality imaging.
· Explain the development of the clinical paradigm and clinical applications of theranostics.
· Explain the role of theranostics in personalized medicine.
· Discuss the principles and applications of radionuclide therapy and radiotherapy.
· Explain regulatory principles and apply radiation safety and isotope management/handling principles adopted in clinical practice.
· Evaluate radiation safety measures in therapeutic nuclear medicine.
· Review and Interpret Clinical Case Materials associated with common nuclear medicine imaging procedures.
· Critically evaluate nuclear medicine images and literature at an intermediate /advanced level
· Compare radio nuclide therapy with conventional radiotherapy.

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, Inclusion, and Decolonization, including in all of its courses and programs. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

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

CONSULTATION

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

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

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

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

☒ **Yes** ☐ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

In consultation with the Faculty of Engineering and Applied Science.

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

In consultation with the Faculty of Engineering and Applied Science.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None.

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Radioisotope Technologies, Graduate Diploma

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

2027-2028

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

Fall 2027

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

N/A

Subject Code: HLSC	**Course Number:** 5502G *ensure the course code has not been previously used
Full Course Title: Nuclear Medicine and Radioisotope Imaging	
Short-Form Course Title (max. 30 characters)**:** Nuclear Medicine	

Course Description

This course provides a foundational introduction to nuclear medicine and isotope-based imaging techniques. Students will learn the physical principles of radioactive decay, radiopharmaceuticals, imaging instrumentation, and clinical applications of nuclear medicine, with emphasis on safety, image formation, and interpretation rather than hands-on handling of radioactive materials.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:** 0	
Tutorial: 0	**Other:**	
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	RADI3200U – Medical Imaging	☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☒ **Core** ☐ **Elective** ☐ **Core or Elective**	
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)		
Grade Mode	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	X
ONLINE		OFF-SITE	

Teaching and assessment methods:

Class Lectures
Examination tools will be at the discretion of the instructor.

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

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

- Analyze the physical principles governing radioactive decay and radiation interactions relevant to nuclear medicine applications.
- Evaluate radioisotope production methods and assess the physical, chemical, and biological properties of medically important radionuclides.

- Critically assess the design, performance characteristics, and limitations of nuclear imaging systems used in clinical practice.
- Compare and evaluate the capabilities, limitations, and clinical applications of planar imaging, SPECT, PET, and hybrid imaging modalities.
- Analyze image reconstruction methodologies and assess image quality using quantitative performance metrics.
- Evaluate the selection and application of nuclear medicine procedures for the diagnosis, staging, and management of disease.
- Critically assess radiation protection strategies, internal dosimetry approaches, and regulatory frameworks governing the clinical use of radioisotopes.
- Critically evaluate nuclear medicine images and interpret scientific literature relevant to contemporary nuclear medicine practice and research.

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

The Faculty of Engineering and Applied Science (FEAS) is fully committed to Equity, Diversity, Inclusion, and Decolonization, including in all of its courses and programs. For students who have accommodation needs, existing Student Accessibility Services (SAS) support will be available to students who require specific accommodations.

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

CONSULTATION

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FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

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

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

☒ **Yes** ☐ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

In consultation with the Faculty of Engineering and Applied Science.

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

In consultation with the Faculty of Engineering and Applied Science.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None.

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Radioisotope Technologies, Graduate Diploma

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

2027-2028

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

Fall 2027

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

N/A

Subject Code: NUCL	**Course Number:**5515G *ensure the course code has not been previously used
Full Course Title: Radioisotope Technologies and Radiation Machines	
Short-Form Course Title (max. 30 characters)**:** Radioisotope Production Rad. Machine	

Course Description

This course examines the principles, technologies, and applications of radioisotope production and radiation-generating systems used in healthcare, industrial, and research settings. Students will study radioisotope production using nuclear reactors, particle accelerators, and radionuclide generators, together with the operation and performance of X-ray systems and accelerator-based radiation technologies. Emphasis is placed on evaluating technical performance, economic feasibility, operational requirements, and regulatory considerations associated with the deployment of these technologies. The course also explores emerging developments in isotope production and radiation generation, enabling students to integrate scientific, engineering, and operational considerations in the selection and application of radioisotope and radiation technologies.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:** 0	
Tutorial: 0	**Other:**	
Cross-listings		
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	RADI 4440U-Radioisotopes and Radiation Machines	☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☒ **Core** ☐ **Elective** ☐ **Core or Elective**	
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional (e.g. some Education courses)		
Grade Mode	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	X
ONLINE		OFF-SITE	

Teaching and assessment methods:

Class Lectures

Examination tools will be at the discretion of the instructor.

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

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

- Critically evaluate radioisotope production pathways using reactors, accelerators, and generator systems.
- Analyze the operational principles and performance characteristics of radiation-producing technologies, including X-ray systems and particle accelerators.
- Assess the suitability of radioisotope production and radiation technologies for specific healthcare, industrial, and research applications.
- Evaluate technical, economic, and regulatory considerations associated with radioisotope production and deployment.
- Analyze emerging technologies and future developments in isotope production and radiation generation.
- Integrate scientific, engineering, and operational considerations in the selection and application of radioisotope and radiation technologies.

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

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

CONSULTATION

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proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

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

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

☒ **Yes** ☐ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

In consultation with the Faculty of Health Sciences.

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

In consultation with the Faculty of Health Sciences.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None.

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Radioisotope Technologies, Graduate Diploma

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

2027-2028

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

Fall 2027

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

N/A

Subject Code: NUCL	**Course Number:**5520G *ensure the course code has not been previously used
Full Course Title: Radiation Protection and Dosimetry of Radioisotopes and Radiopharmaceuticals	
Short-Form Course Title (max. 30 characters)**:** Radioisotope Dosimetry	

Course Description

This course provides advanced knowledge of radiation protection principles and dosimetry associated with the use of radioisotopes and radiopharmaceuticals. Topics include radiation interactions, biological effects, internal and external dosimetry, occupational and patient exposure assessment, shielding design, contamination control, regulatory requirements, and radiation safety practices. Emphasis is placed on the development and application of radiation protection strategies in healthcare and research environments.

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

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	X
ONLINE		OFF-SITE	

Teaching and assessment methods:

Class Lectures
Examination tools will be at the discretion of the instructor.

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

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

- Analyze radiation exposure scenarios involving radioisotopes and radiopharmaceuticals in clinical and research environments.
- Perform quantitative internal and external dosimetric assessments using contemporary methodologies.

- Design radiation protection programs incorporating engineering, administrative, and operational controls.
- Evaluate shielding requirements and contamination control strategies for facilities using radioactive materials.
- Critically assess national and international regulatory frameworks governing radiation use.
- Develop evidence-based responses to radiological incidents and emergency scenarios.

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

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FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

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

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

☒ **Yes** ☐ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

In consultation with the Faculty of Health Sciences.

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

In consultation with the Faculty of Health Sciences.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None.

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

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

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

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

If you answered yes to the above, please complete:

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

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

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

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

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

Radioisotope Technologies, Graduate Diploma

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

2027-2028

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

Fall 2027

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

N/A

Subject Code: NUCL	**Course Number:**5525G *ensure the course code has not been previously used
Full Course Title: Industrial Applications of Radioisotopes and Radiation Technologies	
Short-Form Course Title (max. 30 characters)**:** Radioisotope Applications	

Course Description

This course examines the application of radioisotopes and radiation technologies in industrial and environmental settings. Topics include industrial radiography, radiation gauges, radiotracer techniques, process optimization, material analysis, radiation processing, and applications in sectors such as manufacturing, energy, mining, and environmental monitoring. Emphasis is placed on the selection, implementation, and safe operation of radiation technologies for industrial problem-solving.

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

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	X
ONLINE		OFF-SITE	

Teaching and assessment methods:

Class Lectures
Examination tools will be at the discretion of the instructor.

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

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

- Critically evaluate the use of radioisotopes and radiation technologies in industrial and environmental applications.
- Assess the selection of radionuclides and radiation systems based on physical, operational, and economic constraints.

- Design radiotracer studies and measurement methodologies for industrial process optimization and diagnostics.
- Analyze the capabilities and limitations of radiation technologies used in non-destructive testing and process monitoring.
- Develop radiation safety and operational strategies for industrial facilities using radioactive materials and radiation-producing equipment.
- Evaluate emerging industrial applications and technological developments in radiation science and engineering.

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

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FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT

LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

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

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

☒ **Yes** ☐ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

In consultation with the Faculty of Health Sciences.

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

In consultation with the Faculty of Health Sciences.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None.

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

Appendix D – Faculty Information

Please include here only those currently at the institution and affiliated with the program. Examples in purple to be removed.
Where available, link each faculty name to their Research or Profile page on the website.

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Supervisory Privileges and Role in New Program (Note if faculty will be teaching and/or supervising in the program; indicate primary supervisor by asterisks)	Total Graduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Dr. Rachid Machrafi Professor	PhD	FEAS	Applied Radiation Science, Radiation Detection for Nuclear Security and non Proliferation, ADS systems for Energy Production and Nuclear Waste transmutation, Monte Carlo Siulation and Modeling, Space Radiation (Radiation Environment aboard Space Crafts), Educational Technology	Graduate Faculty Teaching core courses	3-4 courses (undergraduate/graduate level)
Dr. Eleodor Nichita Associate Professor	PhD	FEAS	Rector-Physics Computational Methods, Reactor Design and Safety (SMRs, CANDU reactors), Medical Radionuclide Production, Reactor Physics, Reactor Design Mathematical modeling and numerical methods, Computational Dosimetry	Graduate Faculty Teaching core courses	3-4 courses (undergraduate/graduate level)
Dr. Otto Sanchez Professor	PhD	FHSc	Disparities in Cancer, with focus on environmental carcinogenesis, Knowledge synthesis in environmental health and cancer, Cancer biology: Mechanisms of	Graduate Faculty Teaching core courses	3-4 courses (undergraduate/graduate level)

			tumorigenesis and metastasis, Teaching of basic health sciences with clinical context using case studies, Effective use of educational technology in health sciences		
Dr. Paul Yielder Associate Professor	PhD	FHSc	Computed tomography, MRI/fMRI, Ultrasound, Anatomical modelling, Musculoskeletal MRI, Neuroanatomy, Neuroscience, Performance asymmetry, Psychopathology	Graduate Faculty Teaching core courses	3-4 courses (undergraduate/graduate level)

Appendix E – Learning Resources

Existing Non-Financial Student Support Services

School of Graduate and Post-Doctoral Studies

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

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

Student Life

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

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

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

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

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

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

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

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

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

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

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring

- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

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

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

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

Athletics and Recreation Facilities

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

Campus Health Centre

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

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid

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

Teaching & Learning Centre

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

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

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

Campus Libraries

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

Library Collections:

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

Support for teaching and learning:

- A dedicated librarian for each program who provides instruction, research consultations, and collection development
- Research guides for each of Ontario Tech's programs, as well as general guides for citation, copyright, and other broad topics

- Workshops and classes: custom in-class sessions, and general instruction sessions
- Three (3) online modules in Ontario Tech's learning management system, which professors can integrate seamlessly into their course shells

Research supports:

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

Scholarly publishing supports:

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

Facilities:

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

Appendix F – Information Technology Resources

Information Technology Resources

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network
Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network
To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services
IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs
IT Services provide on campus repairs on eligible laptop models.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support
Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Appendix G: Comparator Programs

Please list at least 3 Ontario Tech and 3 external comparators; provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
Ontario Tech University	MEng/MASc Nuclear Engineering https://gradstudies.ontariotechu.ca/future_students/programs/masters_programs/nuclear_engineering/	Graduate nuclear engineering programs covering nuclear power and radiological applications. The MASc combines coursework and a research thesis; the MEng is course-based (10 courses) or seven courses plus a major project. Fields include Nuclear Power and Radiological and Health Physics.	Related but broader in nuclear engineering. The proposed GDip is shorter and specifically focused on radioisotope production and applications, including radiopharmaceuticals, nuclear medicine/imaging and therapeutic and industrial applications. The MEng Nuclear Engineering is the proposed GDip's parent program, and the three NUCL courses will also be available as Nuclear Engineering graduate electives.
Ontario Tech University / McMaster University (UNENE)	Graduate Diploma in Nuclear Technology https://ontariotechu.ca/programs/graduate/engine	Joint Ontario Tech-McMaster, four-course, part-time professional graduate diploma in Nuclear	Similar professional format and working-professional audience. The UNENE GDip focuses on nuclear engineering and is

	ering-and-applied-science/graduate-diploma-unene-nuclear-engineering/index.php	Engineering, delivered through hybrid online/in-class instruction and designed to broaden nuclear-engineering knowledge without requiring a full master's degree	intended primarily for the nuclear sector. The proposed GDip is discipline-specific to radioisotope technologies and expands the intended audience to health professionals while integrating engineering, health sciences and medical applications.
McMaster University	MSc Health and Radiation Physics / MSc Radiation Sciences https://gs.mcmaster.ca/program/radiation-sciences-medical-physics-radiation-biology/	Interdisciplinary graduate education spanning medicine, biology, engineering and physical science. Health and Radiation Physics is course/project based; Radiation Sciences includes thesis-based streams. Relevant areas include radiation protection, dosimetry, medical radioisotopes, radiopharmaceuticals, imaging, diagnosis and therapy.	McMaster's programs lead to MSc degrees and emphasize health/radiation physics and research or project training. The proposed Ontario Tech GDip is a shorter professional credential with explicit curriculum in radioisotope production/radiation machines and industrial applications, in addition to healthcare applications.
Université de Sherbrooke	MSc in Radiation Sciences and Biomedical Imaging (Maîtrise en sciences des	45-credit MSc providing multidisciplinary training in biomedical radiation sciences. Students undertake	Sherbrooke is a full-time research-oriented MSc centred on biomedical radiation sciences. The proposed GDip is course-

	radiations et imagerie biomédicale) https://www.usherbrooke.ca/admission/programme/638/	original research and study radiation detection, biomedical imaging and radiation treatment. The program includes a nuclear-medicine pathway and access to cyclotrons, PET and other imaging/radiation facilities.	based and professionally oriented, incorporates radioisotope production and industrial radiation technologies, and is designed for both health and nuclear-sector professionals.
Simon Fraser University	MSc Chemistry – Nuclear Chemistry/Radiochemistry https://www.sfu.ca/students/calendar/2026/fall/programs/chemistry/master-of-science.html	Research-based MSc in Chemistry in which nuclear chemistry/radiochemistry can form part of graduate study. Graduate radiochemistry training includes theory and practical techniques involving radioactive isotopes, with research opportunities associated with radioisotope production, radiochemistry and therapeutic radionuclides.	SFU's training is embedded within a research-based Chemistry MSc and is oriented toward chemistry/radiochemistry research. The proposed GDip has a prescribed professional curriculum spanning production, radiation machines, protection/dosimetry, nuclear medicine and imaging, therapeutic applications and industrial applications rather than specializing primarily in chemistry.

GRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☐
Discussion/Direction	☐
Information	☐

DATE: **27 October 2026**

FROM: **Faculty of Health Sciences**

SUBJECT: **New Program Proposal – Graduate Diploma in Aging and Dementia in the Community**

COMMITTEE MANDATE:

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

MOTION FOR CONSIDERATION:

That GSC hereby recommends to Academic Council the approval of the new Graduate Diploma in Aging and Dementia in the Community offered by the Faculty of Health Sciences and the subsequent recommendation of the programs to the Board.

BACKGROUND/CONTEXT & RATIONALE:

The proposed Graduate Diploma in Aging and Dementia in the Community aims to support the current workforce and recent graduates from diverse disciplinary backgrounds to learn about aging and dementia in the community to ensure they develop the expertise required by a growing number of communities and organizations who have committed to being age-friendly and dementia-friendly.

Students will complete four courses, all of which will be offered online. In addition to benefits for professionals who work directly with older adults in healthcare settings, housing/retirement living, urban planning, and gerontology this graduate diploma is also highly relevant to professionals with Engineering and Business backgrounds given the demographic shift happening in Canada. The diverse and interdisciplinary group of students in the program will create a rich set of perspectives during class discussions and group projects, creating a unique learning environment.

Given that this is a Graduate Diploma, no additional fields or pathways are available at this time; however, this Graduate Diploma can serve as a stepping stone into other graduate programs in the Faculty of Health Sciences.

We are currently experiencing a major demographic shift in Canada, with one in four Canadians expected to be over the age of 65 years by 2040, and one million Canadians to have dementia by 2030. While many municipalities have committed to being age-friendly and dementia-friendly, other sectors, including healthcare, are lagging behind.

There is an awareness that a lack of expertise and understanding of our aging population will leave sectors, including for-profit businesses, behind. The objective of this diploma is to provide the current and future workforce with an opportunity to upskill and to bring expertise related to aging to different sectors.

There is an increased emphasis on supporting older adults with aging in the community, that is, ensuring that older adults do not have to leave their home, social networks, and familiar spaces and move into assisted living facilities where they become isolated and inactive. However, this requires coordinated and cross-sectoral planning. The field of Aging, across disciplines, is working together to support our aging demographic with adding life to their years. Interdisciplinary approaches, particularly where technology can be developed, is becoming an emerging focus. The proposed graduate diploma directly addresses the World Health Organization's Age-Friendly Environments and the Alzheimer Society of Canada's Dementia-Friendly Communities.

This program will be fully online with synchronous and asynchronous components to support working professionals and new graduates with a flexible learning environment. Synchronous components will allow for interdisciplinary discussions and collaboration that will lead to valuable learning. Our interdisciplinary teaching approach will also facilitate broader understanding of the field, while also providing graduates with the skill set to work across disciplinary siloes.

RESOURCES REQUIRED:

There are two new courses associated with the Graduate Diploma that will be taught by Drs Dogra and Sun. This will necessitate an adjustment to their overall teaching responsibilities requiring at any one time no more than two course equivalents in sessional costs.

Additional instructional support may be needed if enrollment grows to the point where multiple sections of a course must be offered. Any such needs will be addressed through normal planning processes, with hiring details and timing coordinated and confirmed with the Provost's Office through regular operational discussions.

No additional space requirements are required.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 13, August 2026
- ✓ FHS Faculty Council: 9 October 2026
- Graduate Studies Committee: 27 October 2026
- Academic Council (Approval and Recommendation): 24 November 2026
- Board of Governors (Approval): 3 December 2026

NEXT STEPS:

Pending the recommendation of GSC, the program proposal will be presented to Academic Council for approval and recommendation to the Board. The proposal must also proceed through the following external approval steps:

- Ontario Universities Council on Quality Assurance
- Ministry of Colleges, Universities, Research Excellence and Security.

The preferred date of implementation is the Fall of 2027.

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices: Graduate Diploma - Aging and Dementia in the Community

New Graduate Program Proposal

Full name of proposed program (as it will appear on the student's transcript): (e.g., Master of Arts in Education; Master of Science in Applied Bioscience)	Graduate Diploma in Aging and Dementia in the Community
Name of Parent Program: (If no Parent Program, indicate N/A; program will require external review)	Master of Health Sciences (MHSc
Degree designation and short form: (e.g., Master of Arts, M.A.; Master of Science, M.Sc.)	Graduate Diploma
Cost recovery program:	☐Yes ☒No
Professional program:	☐Yes ☒No
For graduate diplomas:	☒Concurrent (formerly Type 2) ☒Direct-entry (formerly Type 3)
Faculty offering the program: (i.e., where the program will be housed/site of academic authority)	Faculty of Health Sciences
Collaborating Faculty(ies) (if applicable):	N/A
Collaborating institution(s) (if applicable):	N/A
Program delivery location:	Online Virtual Synchronous
Proposed program start date (please change as needed):	September 2027
Program proponent/contact:	Drs. Shilpa Dogra and Winnie Sun
Version date (please change as you edit this proposal):	October 9 2026
Date of Academic Council Approval:	

Brief **description of the proposed program[1]:** (NOTE: Text box is formatted to limit the description to 1000 characters or less. This description should be identical to the 'Program Abstract' on page one of the proposal.)

This graduate diploma aims to support the current workforce and recent graduates from diverse disciplinary backgrounds to learn about aging and dementia in the community to ensure they develop the expertise required by a growing number of communities and organizations who have committed to being age-friendly and dementia-friendly.

Students will complete four courses, all of which will be offered online. In addition to benefits for professionals who work directly with older adults in healthcare settings, housing/retirement living, urban planning, and gerontology this graduate diploma is also highly relevant to professionals with Engineering and Business backgrounds given the demographic shift happening in Canada. The diverse and interdisciplinary group of students in the program will create a rich set of perspectives during class discussions and group projects, creating a unique learning environment.

Given that this is a Graduate Diploma, no additional fields or pathways are available at this time. Hower, this graduate diploma can serve as a stepping stone into other graduate programs in the Faculty of Health Sciences.

[1] NOTE: Following the Quality Council's approval of the proposed program, the QA Secretariat will seek confirmation from the University that this description is appropriate to post on the Quality Council's website (Approved Programs — Ontario Universities Council on Quality Assurance (oucqa.ca))

New Graduate Program Proposal

Graduate Diploma in Aging and Dementia in the Community
Faculty of Health Sciences

1 Program Abstract

Please provide a brief overview of the proposed program, summarizing the key points, to be shared with the public, in 1000 characters or less. You may wish to include:

- *A clear statement of the purpose of the program (who is it for, what are the outcomes)*
- *Any program components, such as fields, pathways, or micro-credentials (note that fields, pathways, and micro-credentials are not required)*
- *Nature of the learning environment, noting any distinctive elements, including alternative modes of delivery (including online)*

Note that this statement will be used on a standalone basis and is for external purposes; what do you want potential students/advisors to know about this program? (You may wish to complete this section last.)

This graduate diploma aims to support the current workforce and recent graduates from diverse disciplinary backgrounds to learn about aging and dementia in the community to ensure they develop the expertise required by a growing number of communities and organizations who have committed to being age-friendly and dementia-friendly.

Students will complete four courses, all of which will be offered online. In addition to benefits for professionals who work directly with older adults in healthcare settings, housing/retirement living, urban planning, and gerontology this graduate diploma is also highly relevant to professionals with Engineering and Business backgrounds given the demographic shift happening in Canada. The diverse and interdisciplinary group of students in the program will create a rich set of perspectives during class discussions and group projects, creating a unique learning environment.

Given that this is a Graduate Diploma, no additional fields or pathways are available at this time. However, this graduate diploma can serve as a stepping stone into other graduate programs in the Faculty of Health Sciences.

2 Academic Rationale

- *Identify what is being proposed, clearly state the program objectives, and provide an academic rationale for the proposed program (what is being created and why?)*
- *Explain the appropriateness of the program name and degree nomenclature, particularly as they relate to the program objectives*
- *Describe the mode of delivery (in-class, hybrid, online) and any work-integrated learning; outline how the delivery and components are appropriate to support students in achieving the Degree Level Expectations, program outcomes, and Program Learning Outcomes*
- *Discuss how the program addresses the current state of the discipline or area of study*
- *Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- *Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

Rationale and Program Objectives:
We are currently experiencing a major demographic shift in Canada, with one in four Canadians expected to be over the age of 65 years by 2040, and one million Canadians to have dementia by 2030. While many municipalities have committed to being age-friendly and dementia-friendly, other sectors, including healthcare, are lagging behind. There is an awareness that a lack of expertise and understanding of our aging population will leave sectors, including for-profit businesses, behind. The objective of this diploma is to provide the current and future workforce with an opportunity to upskill and to bring expertise related to aging to different sectors. Below are examples from different sectors that demonstrate the cross-disciplinary and collaborative nature of the field and program proposed:

- *Healthcare Sector*: In Canada, there is no program for age-friendly hospitals, but there is an interest in making such commitments; however, few hospitals have in-house expertise to update policies and practices to align with being age-friendly.
- *Public Transit*: People living with dementia have high risk of wandering. On many occasions, they end up on public transit and then experience confusion. Public transit operators and staff have little training and lack an understanding on how to manage such incidences. In-house policies and training need to be developed to support dementia-friendliness.

- *Post-Secondary Education*: We are in an era of change and need to continue to create inclusive environments that welcome students of all ages and abilities. Many post-secondary institutions are realizing that older adults are a wealthy group of individuals who may want to return to school. However, their current systems and approaches are not age-friendly; this creates significant roadblocks to capturing this market.

These examples highlight that regardless of the sector, 25% of Canada will be over the age of 65 years, and transdisciplinary collaboration is required. The workforce needs to understand how to best serve this segment of the population.

Diploma Name:

The diploma name is **Aging and Dementia in the Community**. Each term was selected carefully to appropriately reflect the discipline and content of the program. Aging in the Community points to the desire for people to age at home as well as the need to develop age-friendly communities that support healthy, active aging. Dementia in the Community points to the need to develop communities where people with dementia can thrive rather than forcing institutionalization. The focus on community ensures that there is no individual blame, rather, there is an emphasis on societal and governmental responsibility.

Program Delivery:

We propose a fully online format for this graduate diploma program to promote flexible and accessible course offerings for the students. Students in this Graduate Diploma will be required to take four courses: three core courses and one elective course. Partnerships within the university will be integrated within this diploma. Specifically, the two courses on age-friendly and dementia-friendly environments will bring in experts from FBIT, FEAS, and FSSH to speak on topics related to innovative technologies, biomedical engineering opportunities, and urban planning. The graduate diploma also leverages existing expertise on campus. Drs. Sun and Dogra are Scientific Directors of the new Sienna Senior Living Research Centre for Healthy Aging and Happiness. They have expertise in age-friendly and dementia-friendly communities, as well as several local partners that can be leveraged to contribute to the program. Specifically, partnerships with Sienna Senior Living, the Oshawa Seniors Community Centers (>7,000 local older adult members), and the Alzheimer's Society of Durham Region will be leveraged to provide students with insights from experts working in the field.

Disciplinary Fit:
There is an increased emphasis on supporting older adults with aging in the community, that is, ensuring that older adults do not have to leave their home, social networks, and familiar spaces and move into assisted living facilities where they become isolated and inactive. However, this requires coordinated and cross-sectoral planning. The field of Aging, across disciplines, is working together to support our aging demographic with adding life to their years. Interdisciplinary approaches, particularly where technology can be developed, is becoming an emerging focus. The proposed graduate diploma directly addresses the World Health Organization's Age-Friendly Environments and the Alzheimer Society of Canada's Dementia-Friendly Communities.

Faculty Fit:
Students from Kinesiology, Nursing, and Public Health programs can benefit from additional expertise in the area of Aging if they are seeking employment in healthcare, health promotion, municipalities, or industries that are focused on our aging demographic. The Faculty has diverse expertise to support this program, including Drs. Sun and Dogra, who are leading the new Centre related to aging on campus. Dr. Dogra also leads the Age-Friendly University program.

Innovations and Impact:
This program will be fully online with synchronous and asynchronous components to support working professionals and new graduates with a flexible learning environment. Synchronous components will allow for interdisciplinary discussions and collaboration that will lead to valuable learning. Our interdisciplinary teaching approach will also facilitate broader understanding of the field, while also providing graduates with the skill set to work across disciplinary siloes.

[Optional] Describe any fields and/or any pathways from related programs. (Graduate programs are not required to have fields in order to highlight an area of strength or specialization within a program, nor are they required to provide specific pathways from programs at the college, bachelor, or other level.)

Not applicable as we are proposing a graduate diploma.

3 University Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement

- *Detail the consistency of the program objectives with the Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement*
- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Academic and Research Plan*
- *Is this program consistent with the mandate of the sector? (i.e. technically/vocationally/theoretically/academically oriented for universities) Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

Our university has been a member of the Global Initiative for Age-Friendly Universities since 2019. As part of this, we have committed to the following principle: "To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society.". In the proposed graduate diploma, recognizing and managing ageism will be a core foundational issue that directly speaks to this principle.

The field of aging is increasingly adopting new and innovative technologies that directly target older adults or those who work with older adults. Our emphasis on technology in this graduate diploma directly aligns with the "Tech with a Conscience" vision of the university, by emphasizing ethical and purpose-focused technology use in the fields of aging and dementia.

The online nature of this diploma also aligns with our commitment to "Differentiated Growth and Learning Reimagined". It specifically targets the workforce sector, by offering an opportunity to upskill in the area of age-friendly and dementia-friendly environments. Given the changing demographic in Canada, most sectors are keen to learn how to engage with older adults as well as their families and caregivers.

4 Need, Demand, and Duplication

Provide evidence of the need and demand for the program and how this has been determined, focusing on:

- *Student interest:*
  - *including number of prospective student inquiries, applications and registrations for similar programs, results from surveys/focus groups of existing students, graduates, or professionals in the field (include information about domestic vs. international student interest)*
- *Societal need:*
  - *including evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors);*
  - *employment opportunities for prospective graduates, indicating at least three occupations in which graduates from this proposed program may be employed, selecting at least one using the Ontario Job Futures website and one from the Government of Canada Labour Market Trends website; you may also wish to review the Durham Workforce Authority website and provide any relevant sector portfolio or local/community impact information;*
  - *for professional programs, a description of the program's congruence with current regulatory requirements*
  - *note if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

From our scan of other graduate diplomas and degree programs in Ontario, we have not come across anything specifically targeting age-friendly and dementia-friendly communities. Yet, municipalities across Canada have committed to being age-friendly and dementia-friendly. They will need staff with expertise to support decision-making. Furthermore, the healthcare sector can benefit greatly from staff with this expertise. For example, hospitals are catering to older adults who are staying in hospital for longer periods than ever before due to a lack of long-term care beds. There is a growing age-friendly hospital movement that is only starting to be adopted in Canada. Similarly, with dementia prevalence on the rise, more retirement communities are creating memory care units that are locked down but are not necessarily environments in which people with dementia can thrive. Finally, it should be noted the for-profit sector is also facing a shifting demand. Many businesses are not prepared for the upcoming shifting consumer demographic and have not adequately considered the need for virtual and physical environments to be age-friendly or dementia friendly.

Within FHSc, we have discussed this graduate diploma at the Faculty level Graduate Program Committee (GPC), as well as the Graduate Faculty Retreat (April 2026). The GPC contains representation from Nursing, Kinesiology, and Public Health. All

programs see alignment for their students, particularly with regards to the proposed courses (which can be taken as electives by students not registered in the diploma program). Additionally, Durham Region and each of its municipalities have committed to being age-friendly and are exploring opportunities to become more dementia-friendly. They have specific age-friendly strategies in place; however, according to research done locally, they are struggling with actualizing those plans. Thus, this program might be appealing to some of their staff.

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

This program is distinct from other programs at Ontario Tech. We currently do not offer any programming specific to aging or dementia across any of our Faculties. This program is also unique in that students and professionals with ANY disciplinary background are welcome. We hope this will create a rich environment for transdisciplinary collaboration. This program is niche in the population and application; we do not anticipate it affecting enrollment in other programs. In fact, we see it as an opportunity to retain more of our undergraduate students for additional training.

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

The study of aging and dementia-friendly communities is an evolving, highly multidisciplinary area of study. Given the shifting demographic, there is an urgent need to create a common language for transdisciplinary collaboration to ensure older adults can age in the community.

- *Identify similar or complementary programs offered by other universities with specific reference to Ontario and Canadian examples, using the table in the Appendix B. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs. Please fill out and refer to the table in the Appendix B when discussing the comparator programs*
- *Provide additional overall comment on the justification for any duplication*

Please see Appendix B - List of Comparator Programs

Existing programs/diplomas in the area of aging focus on gerontology or health; they do not take a systems level view that will be emphasized in the proposed program. Furthermore, few focus on age-friendly AND dementia-friendly communities, and the many actors involved with creating such communities.

There are courses offered by community organizations to explore aging and dementia-friendly environments. For example, the Ontario Age-Friendly Communities E-Learning Course is a free, self-paced online program designed to help individuals and municipalities build inclusive, accessible environments for older adults. Target audiences are city planners, health professionals, and community advocates. The Alzheimer Society of Canada offers Dementia-Friendly Communities (DFC) education. These programs provide interactive ALZeducate e-learning modules and live presentations designed to teach inclusive communication, space design, and advocacy skills to the general public, volunteers, and local businesses.

5 Enrolment Information

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number*
- *This table should reflect normal estimated program length. (Table may be adjusted as necessary.)*

Table 1: Projected Enrollment by Academic and Program Year

	Academic Year					
	2027-2028	**2028-2029**	**2029-2030**	**2030-2031**	**2031-2032**	**2032-2033**
Level of Study						
	# of students	#	#	#	#	#
Year 1	15	30	45	45	45	45
Year 2	0	15	30	45	45	45
Total Enrollment	15	45	75	90	90	90

Initial year anticipated enrollment is 15, students typically taking 1 course each term. Grow to a steady state enrollment of 45 students [15-30-45]. Steady state at year 4 at which time can re-evaluate for demand/additional resourcing as required.

6 Admission Requirements

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

Admission requirements:

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject. A minimum B average (GPA: 3.0 on a 4.3 scale). Official academic records from all previously attended post-secondary institutions.
- Language Proficiency: For applicants whose prior education was completed in a language other than English, standardized test scores (such as IELTS or TOEFL) are mandatory to demonstrate proficiency

- *Explain how the program's admission requirements are appropriate for the program objectives and program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain in detail any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *Indicate the programs from which students may be drawn*

The proposed program admission requirements are outlined by the Graduate Diploma by Ontario Tech School of Graduate and Postdoctoral Studies. The programs from which students may be drawn include people who work in healthcare, senior's housing/retirement living, urban planning, and gerontology. It is possible that people from Engineering and Business/IT backgrounds may be interested in this program given the demographic shift happening in Canada. Given that this is a graduate diploma, it can be a stepping stone into our graduate programs in the Faculty of Health Sciences and therefore may attract students from our undergraduate programs.

7 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs), and Program Structure

Participate in program learning outcome (PLO) development sessions and complete the PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated; include the mapping document as an appendix A; refer to the new PLOs and PLO mapping document to complete the questions in this section.

Program Learning Outcomes:
In this program, students will:

PLO #	Program Learning Outcomes
1	Critique evidence-informed age-friendly and dementia-friendly plans through a multidisciplinary lens.
2	Create evidence-based communications that can be delivered to diverse audiences.
3	Evaluate policies, practices, and programs aimed at supporting age-friendly and dementia-friendly communities taking indigenization, equity, diversity, inclusion, and accessibility into consideration.
4	Design innovative and technology-based programs that support age-friendly and dementia-friendly communities.
5	Appraise the effects of ageism on decision making related to age-friendly or dementia-friendly communities.

Please see Appendix A - Program Learning Outcome Alignment Map to DLEs, Courses, and Assessment

Discuss how the design, structure, requirements, and delivery of the program are appropriate for the program learning outcomes, program outcomes, and Degree Level Expectations. Guidance on program objectives and program-level learning outcomes, including examples, is available here. Be sure to include the following in your response:

- *The sequencing of required courses or other learning activities*
- *The mode of delivery of the program (is this an online or hybrid program?)*

- *Will the program be offered full-time and/or part-time; what is the program length for both full-time and part-time students; how will the program requirements reasonably be completed within the proposed time?*
- *A clear indication of how faculty scholarship and research is integrated; for researched-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion; for professional graduate programs, how an understanding of research in this area will be reflected in curriculum and/or assessment*
- *How the program will be administered*
- *The unique curriculum or program innovations or creative components in this program*
- *The ways in which the curriculum addresses the current state of the discipline*
- *If the program is to be accredited, include with the above details about the accreditation requirements and add the accreditation tables, if available, as an additional Appendix*

This Graduate Diploma program will be offered online with synchronous and asynchronous courses. Students will be required to take four courses: three core courses and one elective course as outlined below. Students have the option to take the program on a full time (2 courses per semester) or a part time basis (1 course per semester).

Core Courses

Course Code	**Course Name**	**Status**
HLSC 5128G	Dementia Friendly Environments	New course
HLSC 5127G	Age-Friendly Ecosystems	New course
HLSC 5308G	Integrated Topics in Active Aging	Offered annually

Elective Courses

Course Code	**Course Name**	**Status**
HLSC 5117G	Epidemiology	Offered annually
HLSC 5124G	Public Health in Canada	Offered annually
HLSC 6111G	Health Policy	Offered annually
HLSC 6116G	Systematic Reviews for Personal, Professional and Policy Decisions	Offered regularly

This graduate diploma curriculum leverages existing expertise on campus. Drs. Sun and Dogra are Scientific Directors of the new Sienna Senior Living Research Centre for Healthy Aging and Happiness. They have expertise in age-friendly and dementia-friendly environments, as well as several ***local partners*** that can be leveraged to

contribute to the program. Specifically, partnerships with Sienna Senior Living, the Oshawa Seniors Community Centers (>7,000 local older adult members), and the Alzheimer's Society of Durham Region will be leveraged to provide students with insights from experts working in the field. One new course is being developed in the area of Dementia-Friendly Environments (Dr. Sun) and another is being developed in the area of Age-Friendly Environments (Dr. Dogra).

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses

See program map above.

Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)? Please provide information beyond the services offered by Student Accessibility Services*
- *Discuss how the program structure and delivery reflect universal design for teaching and learning and how the potential need to provide mental or physical health accommodations have been considered; describe how the program structure and delivery methods promote student well-being and resiliency and any elements that support a sense of community in the program*
- *Will this program provide space to allow for the discussion of other viewpoints outside the "dominant, Western narrative"?*

Ageism is a pervasive problem in decision making that shapes our environments. Older adults with intersectional identities and disabilities face even greater barriers to services and programs due to structural and systemic failures. Thus, equity, diversity, inclusion, and accessibility (EDIA) are critical and core to this diploma and will be integrated through the two newly developed courses. We are also committed to Indigenizing the diploma by integrating teaching practices that are key components of Indigenous pedagogy. Specifically, we will bring in Indigenous knowledge keepers to our classes to support intergenerational learning, and we will

address relationality to the land, animals, ancestors, and future generations through foundational course content. While experiential learning is critical to Indigenous Pedagogy, this diploma will be online, and therefore such opportunities will be limited.

With consultation with the Teaching and Learning Centre, this program will use inclusive, universal design frameworks to offer multiple ways for students to engage with online material, access information (e.g., text-to-speech, adjustable fonts), and demonstrate what they have learned. For example, built-in digital environments and learning management systems to allow students with accommodation needs to rely on integrated speech-to-text, audio systems, and software modifications. Alternative assessments and curriculum modification may be offered to provide individualized support plans as needed.

We will enhance the sense of community in the program by promoting intentional design that fosters social presence, peer-to-peer interaction, and active engagement. This program will focus on the design of Collaborative Group Work, such as assigning multi-week, small group projects that require continuous communication, or implement peer feedback systems to allow students rely on one another for critique. This program will offer multiple ways to participate, including varying schedules by blending synchronous check-ins via video platforms with asynchronous threaded discussion boards that allow for deeper and reflective responses, as well as cultivating a platform that enables discussion of differing viewpoints to promote a sense of inclusive community in the program.

Does this Program contain any Indigenous content? Yes X No Unsure

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

Has the IEAC been contacted Yes No If yes, when? n/a

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

n/a

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

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

Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable) and provide letters of support.

Not Applicable

8 Assessment of Teaching and Learning

Using examples from the PLO mapping document, address the following. Please see Guidance on Assessment of Teaching and Learning and speak with the Teaching and Learning Centre (TLC) for advice on how to satisfy these criteria.

- *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations*
- *Describe plans for documenting and demonstrating:*
  - *The overall quality of the program*
  - *Whether the program is achieving in practice its proposed objectives;*
  - *Whether the students are achieving the program learning outcomes and a level of performance consistent with the Degree Level Expectations; and*
  - *How the resulting information will used to inform continuous program improvement*

Assessment of Teaching and Learning Plan:

Degree Level Expectations	**Learning Outcomes**	**Relevant Courses**	**Indicators of Achievement**	**Transferable Skills**
Depth and Breadth of Knowledge	Learners will: -Create and critique policies, practices, and programs aimed at supporting age-friendly and	HLSC 5128G Dementia-Friendly Communities HLSC 5127G Age-Friendly Ecosystems HLSC 5308G	Creating critical appraisal of evidence based on a knowledge synthesis assignment supported by the data and existing literature	Critical thinking Inquiry and Analysis

	dementia-friendly environments.	Integrated Topics in Active Aging HLSC 6116G Systematic Reviews for Personal, Professional and Policy Decisions		
Research and Scholarship	-Appraise and communicate evidence to support age-friendly and dementia-friendly decision making to a diverse audience of decision makers.	HLSC 5128G Dementia-Friendly Environments HLSC 5127G Age-Friendly Ecosystems HLSC 6111G Health Policy HLSC 5117G Epidemiology HLSC 6116G Systematic Reviews for Personal, Professional and Policy Decisions	Constructing knowledge mobilization products (policy brief) to demonstrate the ability to distill complex data into clear, actionable, and audience-specific recommendations.	Knowledge synthesis and translation Shaping public policy
Application of Knowledge	-Examine and design innovative and tech-based programs that support age-friendly and dementia-friendly environments.	HLSC 5128G Dementia-Friendly Environments HLSC 5127G Age-Friendly Ecosystems HLSC 5124G Public Health in Canada	Engaging in oral discussion forum to contribute to knowledge exchange and co-creation of innovative solutions	Knowledge co-creation Teamwork and collaboration Oral communication
Communication Skills	-Identify and appraise the effects of ageism on decision making related to age-	HLSC 5128G Dementia-Friendly Environments HLSC 5127G	Engage in reflective practice through a self-reflection assignment and peer debriefing	Critical reflection Written communication

	friendly or dementia-friendly environments.	Age-Friendly Ecosystems HLSC 5308G Integrated Topics in Active Aging	activities related to recognizing and overcoming ageism.	Peer evaluation Active listening

The proposed methods of assessment of learner achievement match the learning outcomes and graduate diploma degree level expectations. Depth and Breadth of Knowledge: Learners will develop critical thinking and inquiry analysis and will be assessed through a knowledge synthesis assignment using evidence from existing literature to critique policies, practices, and programs aimed at supporting age-friendly and dementia-friendly environments. Research and Scholarship: Learners will develop knowledge synthesis and translation by constructing knowledge mobilization products, with the aim of learning public policy formulation through the creation of a policy brief. Application of Knowledge: Learners will develop oral communication skills by engaging in online discussion forum, while establishing teamwork and collaboration to contribute to knowledge co-creation. This is achieved by providing learners with opportunities to lead and participate in idea jam sessions and co-design workshops related to establishing innovative solutions for aging and dementia-friendly communities. Communication Skills:

Learners will develop written communication and active listening skills through a self-reflection assignment and peer debriefing activities related to recognizing and overcoming ageism, with the goal of developing critical reflection and peer evaluation skills Throughout the program, learners will acquire multi-disciplinary, cross-sectoral collaboration skills as they interact, learn and teach others who may be from different disciplines than their own.

Student feedback surveys will be completed at the end of each course delivery to gather feedback. As well student performance in each course will be monitored yearly. The Graduate Program Director responsible for the program will review both the student feedback surveys and the student performance to ensure that the program is meeting its goals. Insights from these surveys and reviews will be documented and used to identify specific areas for improvement, inform curriculum adjustments, and guide enhancements to teaching and learning strategies. Any necessary curricular changes are documented and approved in accordance with the Ontario Tech IQAP.

To ensure sustained quality, program effectiveness will be assessed and monitored through the cyclical review process, providing actionable insights for continuous improvement. In addition to the external review every eight years, Ontario Tech's Academic Resource Committee (ARC) requires a brief report at program launch and a full report one-year after the launch of a new program. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If there are areas of concern and it is deemed necessary, ARC will make recommendations to enhance program effectiveness and student success and may request a subsequent report. If If required, the subsequent report will address key curricular and student data (e.g., GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the ARC's review, further documentation may be required of the program for ongoing monitoring.

9 Calendar Copy and Program Map(s)

- *Provide, as an Appendix C using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
- *Provide, as an Appendix D, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether the courses are new/existing. Include full new course proposals for new courses, the template for which will be provided by CIQE. Include the most recent course descriptions for existing courses. If you are making changes to the existing courses, also include a course change form. In an Appendix referenced in Section 11 below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

- *Core Courses*

Course Code	Course Name	Status
HLSC 5128G	Dementia Friendly Environments	New course;
HLSC 5127G	Age-Friendly Ecosystems	New course;
HLSC 5308G	Integrated Topics in Active Aging	Offered annually

- *Elective Courses*

Course Code	Course Name	Status
HLSC 5117G	Epidemiology	Offered annually
HLSC 5124G	Public Health in Canada	Offered annually
HLSC 6111G	Health Policy	Offered annually

HLSC 6116G	Systematic Reviews for Personal, Professional and Policy Decisions	Offered regularly (at least every 2nd year if not annually)

Please see Appendix C for proposed calendar copy.
Please see Appendix D for a full list of courses in the program.

10 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization not covered in Section 7 above*

At the FHSc, we have discussed this graduate diploma at the Faculty level Graduate Program Committee (GPC), as well as the Graduate Faculty Retreat (April 2026). The GPC contains representation from Nursing, Kinesiology, and Public Health. All programs see alignment for their students, particularly with regards to the proposed courses (which can be taken as electives by students not registered in the diploma program). Our NOI was circulated by FHSc Dean to several others (FBIT, FEAS, FSSH); all agreed there was value in this program. For external consultation, we plan on consulting with partners at the Region of Durham and other local municipalities to determine interest and to seek feedback on the program. Durham Region and each of its municipalities have committed to being age-friendly and are exploring opportunities to become more dementia-friendly. They have specific age-friendly strategies in place; however, according to research done locally, they are struggling with actualizing those plans. Thus, this program might be appealing to some of their staff.

11Resource Requirements

Resource Summary

Provide a brief summary *statement of the funding requirements and the rationale. Please consult with the Provost's Office early regarding any resource implications described in this section.*

There are two new courses associated with the Grad Dip that will be taught by Drs Dogra and Sun. This will necessitate an adjustment to their overall teaching responsibilities requiring at any one time no more than two course equivalents in sessional costs.

The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): 13 August 2026

11.1 Human Resource Requirements

Faculty – New and Existing Requirements

Complete, as an Appendix G, the table detailing the list of faculty committed to the program and provide, in paragraph form below, the following:

- *Clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Additional information to demonstrate how supervisory loads are distributed in light of qualifications and appointment status, if not clear from the table*
- *Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program and achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty and any adjunct faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities; how will supervisory loads be distributed?*

Provide the CVs of all faculty who appear in the table of faculty committed to the program. These CVs should form a separate document with a table of contents and should have all CVs in alphabetical order by surname. CVs should be submitted in a consistent format.

Are additional faculty required to be able to offer this program? ☐ Yes ☒No

Please explain, i.e. Why would new faculty not be required? Would this change over time? What year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

No additional faculty is required to be able to offer this program. One new course is being developed in the area of Dementia-Friendly Environments (Dr. Sun) and another is being developed in the area of Age-Friendly Environments (Dr. Dogra). We will leverage existing courses within FHSc and to be offered as elective courses for this program. Descriptions of qualifications and expertise of Drs. Dogra and Sun are outlined in Section 12.

Additional Academic and Non-Academic Human Resources

Give details regarding the nature and level of TA support required by the program, the level of administrative (i.e. new program director appointment), and academic advising support, etc. If new staff resources are needed, provide further details below.

Teaching assistant support will follow enrollment. As this is a graduate diploma course there will not be a need to appoint a program director, nor provide academic advising other than course offering/availability and responses to queries regarding program map, typically managed by our GPA.

Are additional staff required to be able to offer this program? □ Yes No

If yes, please outline what year the staff hire(s) will be required and any additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities):

n/a

11.2 Learning Resources

Provide an opening statement to describe the resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; refer as noted to the two standard Appendices. Please contact your Subject Librarian as you begin your proposal to request the 'Library statement for new program proposal'.

-No additional learning resources are required to sustain this graduate diploma program.
Please see Appendix E for a University statement concerning Learning Resources.

11.3 Information Technology

Provide a summary of evidence that there are adequate information technology resources to sustain the quality of scholarship and research activities of undergraduate and graduate students; address any unique requirements including renovations to existing space, Faculty-specific space/equipment, etc.; are there additional technology requirements specific to being able to successfully launch this program? Refer as noted to the standard Appendix.

No new additional information technology is required. The program will be delivered online through our University learning management system Canvas.
Please see Appendix F for a University statement concerning information technology services.

Supporting information for online and hybrid programs

Where applicable, please provide the following details for online and hybrid programs:

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of Universal Design been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Our university learning management system Canvas will be used to deliver the course content. Our program will be delivered using Google Meet for weekly class meetings. The program will foster active student engagement online by building a community of learning through intentional design, such as structured large group discussions, peer-to-peer feedback and debriefing, and dedicated forum for small group problem-based case studies and knowledge exchange. Program objectives and outcomes will be met through the proposed assessment of teaching and learning plan:

- Learners will develop critical thinking and inquiry analysis and will be assessed through a knowledge synthesis assignment using evidence from existing literature to critique policies, practices, and programs aimed at supporting age-friendly and dementia-friendly environments.
- Learners will develop knowledge synthesis and translation by constructing knowledge mobilization products, with the aim of learning public policy formulation through the creation of a policy brief.
- Learners will develop oral communication skills by engaging in online discussion forum, while establishing teamwork and collaboration to contribute to knowledge co-creation. This is achieved by providing learners with opportunities to lead and participate in idea jam sessions and co-design workshops related to establishing innovative solutions for aging and dementia-friendly communities.
- Learners will develop written communication and active listening skills through a self-reflection assignment and peer debriefing activities related to recognizing and overcoming ageism, with the goal of developing critical reflection and peer evaluation skills

Our program will ensure online accessibility by implementation of the Universal Design for Learning (UDL) framework. This will be achieved by providing multimodal content (text, audio, video), adding captions and transcripts, writing alternative text for visuals, and ensuring the online platform and document compatibility with assistive technologies for students with accommodation needs. Our LMS will use consistent layout by keeping a clean, uncluttered, and predictable layout across all modules. We will include Accessibility Statement in our syllabus and clearly invite students to communicate their accommodation needs. Our program will include flexible assessments by offering multiple ways for students to demonstrate their learning (e.g., an oral presentation, a written paper, or an interactive project) with clear expectation guidelines and rubric.

Our courses will provide links to institutional resources, such as University's Student Accessibility Services, directly inside the LMS Canvas shell. The lecture will be recorded for those with limited and unreliable wi-fi access.

11.4 Financial Support for Graduate Students

Provide evidence that financial assistance for students, including TA-ships where applicable, will be sufficient to ensure adequate quality and numbers of students.

As this is a graduate diploma there will be no financial support provided to students.

11.5 Space and Infrastructure Requirements

- *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information about laboratory and research space access, where applicable, and office space; address any unique requirements*
- *Highlight the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities; renovation of existing space; or whether the current space allocation will accommodate the new program*
- *Are there additional space requirements specific to being able to successfully launch this program?*

This program will be delivered fully online. No additional space and infrastructure requirement is needed.

11.6 Other Resource Implications

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement. Please consult with CIQE (ciqe@ontariotechu.ca) regarding any implications to existing or new agreements*
- *Are there inter-Faculty teaching implications?*
- *If this is a new joint program with another institution, indicate how the program will be administered and how program reviews will be conducted (refer to the Ontario Tech Institutional Quality Assurance Process Policy for more information)*

There is no impact on any pre-existing enrolment agreements nor any inter-Faculty teaching implications.

As Drs. Sun and Dogra will each be teaching a course within this program, their current teaching responsibilities will need to be adjusted. This may have an indirect impact on the Nursing and Kinesiology programs given the potential need for sessional hire coverage. Maximum requirement of 2 sessional hires at any one time MAY be needed.

12 Closing Statements Regarding Program Quality

- *Please summarize the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program; use indicators to provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record).*
- *Please summarize how the program and faculty will ensure the intellectual quality of the student experience.*

The graduate diploma leverages existing expertise on campus. Drs. Sun and Dogra are Scientific Directors of the new Sienna Senior Living Research Centre for Healthy Aging and Happiness. They have expertise in age-friendly and dementia-friendly environments.

<u>Dr. Sun's expertise and qualifications in Aging and Dementia Care:</u>
Dr. Winnie Sun completed her PhD in Nursing and collaborative graduate program in Health Services and Policy Research at the University of Toronto, Canada. From 2015 to 2016, Dr. Sun was awarded a Post-Doctoral Fellowship from AGE-WELL (Canada's Technology and Aging Network) to support her training and development of expertise in technology co-design, ethics, accessibility, usability test, evaluation and implementation, with focus on assistive technology for older adults. Since 2016, Dr. Sun is an Associate Professor at the Faculty of Health Sciences in Ontario Tech University, and she is holding a research appointment as the Co-Research Director of the Advancement for Dementia Care Centre (ADCC), partnership between Ontario Tech University and Ontario Shores Centre for Mental Health Sciences in Canada. In 2024, Dr. Sun received the Research Excellence Chair Award in Healthy Aging and Dementia Care, where she is leading the development of technology-enabled innovations using virtual reality (VR) and artificial intelligence (AI) to promote aging in place and brain health. In

June 2025, Dr. Sun and her colleague Dr. Shilpa Dogra as Co-Principal Scientific Directors received $1 million funding over 6 years from the Sienna for Seniors Foundation to help shape the future of aging through the Sienna Senior Living Research Fund, to co-create the establishment of Sienna Senior Living Research Centre for Healthy Aging and Happiness. In September 2025, Dr. Sun received $ 550,000 over 2 years from Toronto Dominion Bank through TD Ready Commitment Funds to advance dementia care through technological innovations using virtual reality (VR) and artificial intelligence (AI). This initiative catalyzes TD's Better Health commitment research portfolio by improving access to health education, early interventions and leveraging advanced technologies including the use of multi-sensory VR and AI-powered innovations to drive better health outcomes.

Dr. Sun is a research scientist with clinical background in gerontology and geriatrics, as well as expertise in the care of people living with dementia in long-term care, home healthcare and community settings. As a Research Excellence Chair in Healthy Aging and Dementia Care, she is leading a research agenda with a focus on the advancement of technology-enabled dementia care, while promoting brain health innovations to support the quality of life of people living with dementia and their caregivers. As a Co-Research Director of ADCC, she collaborates with Ontario Shores to advance the creation of aging and dementia-friendly communities through evidence-informed research and practices, as well as the scaling up of technological innovation to promote aging in place and caregiving support, as well as catalyzing capacity-building of workers in the care of older adults across the care continuum. Within ADCC, she is leading a comprehensive program of research in aging and dementia care, which can be sub-divided into four overarching research themes: (1) Advancing Evidence-Informed, Person-Centred Care; (2) Promoting Quality of Life and Cognitive Rehabilitation; (3) Developing Technology Enabled Care to Support Aging-In-Place; (4) Leveraging Partnerships to Build a Competent Dementia Care Workforce. Her vision is to advance a program of research with the aim of leveraging the creation of aging and dementia-friendly communities to make a meaningful impact on those older adults living with dementia and their caregivers across the Durham Region of Ontario and beyond. Due to Dr. Sun's leadership and research impact, she was awarded the Age-Friendly Communities Recognition Award (Group Award) in March 2018, hosted by the Ministry of Seniors Affairs for her contributions to the Development of Age-Friendly Durham Strategy and Action Plan. For World Alzheimer' Day in 2023, Dr. Sun was awarded the Ambassador Award from the Alzheimer's Society of Durham Region for her ongoing commitment to raising awareness and challenge the stigma around Alzheimer's disease and related dementia.

Dr. Sun possesses a strong publication record in refereed journals and book chapters (over 90 peer-reviewed publications) in community health, mental health, gerontechnology, geriatric and dementia care. Since 2016, she successfully received over 60 external funding awards that demonstrate diversified track record of conducting interdisciplinary research in gerontology, including Tri-Council, national and provincial funding as Principal Investigator and Co-Investigator. Examples of these external funding sources include Canadian Institute for Health Research CIHR; Social Science and Humanity Research Council SSHRC; Centre for Brain Health Innovation CABHI; AGE-WELL; Canadian Frailty Network; WeRPN (Registered Practical Nurses' Association; CityStudio Durham; Ministry of Colleges and Universities, Ministry of Labour, Training and Skills; Ontario Trillium Foundation; and Women's Xchange. Dr. Sun is awarded funding from Sienna Senior Living Foundation and TD Ready Commitment Funds to support the development of Wellness, Innovations and NeuroAging (WIN) Research Hub within Sienna Senior Living Research Centre for Healthy Aging and Happiness. This research hub will enable building capacity of healthcare professionals in dementia care and recruitment and retention of dementia care workers. In her research hub, she is training undergraduate and graduate students (PhD and Master), with the goal of building capacity to support the future generation of researchers in the field of aging and dementia care.

Dr. Dogra's expertise and qualifications in Aging in the Community:

Dogra is an internationally recognized expert in the area of active aging. She has been funded by each of the tri-council agencies in the past 6 years, and have over 2500 citations since 2020. Her current h-index is 31 as per Google Scholar and she has over 90 peer-reviewed publications, with more than 50% led by trainees. She was recently named a Research Excellence Chair in Active InnovAging (2026-2028), and was previously a Research Excellence Chair in *Disrupting Human Mobility (2023-2025)* at Ontario Tech University. She serves as the Scientific Director for Active InnovAging for the Sienna Senior Living Centre for Healthy Aging and Happiness, is the Research Director for the Active Living and Longevity Lab, and was promoted to Full Professor in 2024.

Appendices

Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed below, attached as separate documents, and clearly labelled (A, B, C, etc.) in the order in which they are first mentioned in the document.

A. Program Learning Outcome Alignment Map to DLEs, Courses, and Assessment
B. List of Comparator Programs
C. Calendar Copy with Program Maps
D. Program Courses
    i. List of existing descriptions
    ii. New course proposals
E. Learning Resources
F. Information Technology Services
G. Detailed Listing of Faculty Committed to the Program

Items to be separate documents sent to CIQE:

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

Appendix A – Program Learning Outcome Alignment Map to DLE, Courses, and Assessments

PLO #	Program Learning Outcomes Students will:
1	Critique evidence-informed age-friendly and dementia-friendly plans through a multidisciplinary lens.
2	Create evidence-based communications that can be delivered to diverse audiences.
3	Evaluate policies, practices, and programs aimed at supporting age-friendly and dementia-friendly communities taking indigenization, equity, diversity, inclusion, and accessibility into consideration.
4	Design innovative and technology-based programs that support age-friendly and dementia-friendly communities.
5	Appraise the effects of ageism on decision making related to age-friendly or dementia-friendly communities.

Aging and Dementia in the Community

	Degree Level Expectation	Depth and Breadth of Knowledge		Research and Scholarship			Level of Application of Knowledge		Professional Capacity/Autonomy			Level of Communication Skills		Awareness of Knowledge Limits	
	Universal Competencies*	OT1 OT4 OT8		OT2 OT4			OT3 OT4		OT3 OT5 OT6 OT7 OT8 OT9			OT2		OT7	
	Program Learning Outcomes	PLO1	PLO5	PLO1	PLO3	PLO5	PLO2	PLO4	PLO2	PLO4	PLO5	PLO2	PLO5	PLO1	PLO5
Course No.	Course Title														
HLSC 5128G	Promoting Brain Health and Inclusion for Dementia-Friendly Communities	1,5	4	3,5	5,6	1,4	5,6	2,3	1,2	5,6	1,4	4,5	1,5	1,5	2,6
HLSC 5127G	Age-Friendly Ecosytems	3, 4	4, 8	3, 4	4, 8	4, 8	3	7	3	7	4, 8	3	4, 8	3, 4	4, 8
HLSC 5308G	Integrated Topics in Active Aging	4, 7	4, 7		4		3	7	3	7		3		4, 7	4, 7
HLSC 5117G	Epidemiology	4, 7	4, 7				3, 4		3, 4			3, 4		4, 7	4, 7
HLSC 5124G	Public Health in Canada	4, 7	4, 7				3, 4		3, 4			3, 4		4, 7	4, 7
HLSC 6111G	Health Policy	4, 7	4, 7				3, 4		3, 4			3, 4		4, 7	4, 7
HLSC 6116G	Systematic Reviews for Personal, Professional and Policy Decisions	4, 7	4, 7				3, 4		3, 4			3, 4		4, 7	4, 7

Degree of Implementation:	
	Introduced - first exposure to concept/skill
	Reinforced - builds on prior learning, deeper practice
	Mastered - proficiency demonstrated, summative assessment

Assessment Types - Identify types of relevant assessments and number them (do not have to be in rank order)		
1 - Test	4 - Assignment	7 - Group Project
2 - Exam	5 - Essay	8 - Portfolio / Reflection
3 - Presentation	6 - Thesis / Capstone	

***Universal, or human skills, competencies align with Degree Level Expectations (DLEs) as indicated. Program Learning Outcome (PLO) alignment with a DLE does NOT imply full competency coverage. It is the sum total of PLOs and courses within that DLE block that will cover the related competencies over the length of the program.**

Ontario Tech University - Universal Competencies	Employer-ready	Student-friendly
OT1	Analytical & Creative Problem-Solving: Analyze information, generate ideas, and solve complex problems systematically and creatively.	Solve Problems Creatively: Break down challenges, analyze evidence, test ideas, and choose solutions that work in the real world.
OT2	Communication: Convey ideas clearly in speech, writing, and digital media, and listen actively.	Communicate Clearly: Share your ideas in writing and speaking (including digital formats) and listen so others feel heard and can act.
OT3	Collaboration & Relationship-Building: Work effectively with diverse teams, build trust, and resolve conflict to achieve shared goals.	Work Well with Others: Build trust, include different viewpoints, and contribute to team goals while resolving conflicts constructively.
OT4	Digital & Information Literacy: Use digital tools confidently; find, evaluate, and apply information (including data/AI) to communicate and innovate.	Use Digital Tools & Information Wisely: Find, evaluate, and use information and technologies (including AI) safely and responsibly to learn, create, and solve problems.
OT5	Equity, Inclusion & Community: Demonstrate respect for diverse perspectives, act inclusively, and contribute to communities and civic goals.	Value Equity & Community: Respect differences, act fairly, and take part in projects that benefit your campus, workplace, and community.
OT6	Professionalism & Integrity: Show ethical behavior, reliability, accountability, and a strong work ethic in professional settings.	Be Professional & Ethical: Show reliability, integrity, and good judgment; manage your time, meet commitments, and follow policies and standards.
OT7	Self-Awareness, Adaptability & Resilience: Know your strengths/limits, reflect on growth, and adjust to change with resilience.	Know Yourself & Adapt: Understand your strengths and limits, seek feedback, and adjust your approach with resilience when things change.
OT8	Continuous Learning & Curiosity: Proactively seek new knowledge and skills; show curiosity and initiative in learning.	Keep Learning: Set goals, seek feedback, and build new skills and experiences to grow your career over time.
OT9	Leadership & Social Influence: Guide and motivate others with initiative and positive influence.	Lead & Influence: Take initiative, organize work, motivate others, and create positive impact—whether or not you have a title.

Appendix B: Comparator Programs

Please list at least 3 Ontario Tech and 3 external comparators; provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
Faculty of Health Sciences Ontario Tech	Graduate Diploma in Work Disablilty Prevention	The Graduate Diploma in Work Disability Prevention (WDP) is offered in collaboration with Canadian Memorial Chiropractic College. The program is primarily designed for highly qualified individuals in established regulated health professions (e.g., chiropractors, kinesiologists, nurses, occupational therapists, physiotherapists, social workers) currently working in or wishing to work in the WDP field. Health professionals are ideally situated to assist workers and organizations to prevent and resolve work disability issues.	This program focuses on workplace disability. While some older adults are still working or volunteering, much of the content in this program is irrelevant to supporting aging in the community. Furthermore, this program focuses on health and healthcare, while the new program focuses on aging and dementia ecosystems that go well beyond the health field.
Trent University School of Nursing	Graduate Diploma in Dementia Studies Nursing (G.Dip)	Graduate Diploma in Dementia Studies Nursing (G.Dip) Become a leader in the development and delivery of specialty care for individuals affected by dementia. This program will capitalize on your experience as a registered nurse and provide you with the expertise needed to care for people living with dementia while	This program focuses on provision of care through nurses and is therefore clinically oriented. Our proposed program provides a comprehensive understanding of how people with dementia can age in the community. It goes beyond the health field.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
		advancing the practice of dementia care in your community. As the demographics of our population change, the number of people living with dementia will grow, requiring more experts who can provide leadership in managing their care. Designed to be a flexible university program that fits with the schedules of working registered nurses, this program will help you take a step towards advanced practice in the specialty of dementia studies nursing. As a program built for working nurses, four of the five courses will be theory-based, with readings, discussions, and assignments delivered online. These courses will also have applied components, such as workshops, and utilize Trent/Fleming School of Nursing's clinical simulation resources. A fifth, practicum course will allow you to solidify that theoretical knowledge in a clinical placement setting where you will complete 150 hours of dementia care. The program is delivered over five semesters and can be completed in 20 months. Graduates of this program will be awarded a graduate diploma (G.Dip) in Dementia Studies Nursing. • Earn a post-baccalaureate level graduate diploma in a specialty area of nursing with an increasing need for expert care. Develop practical, in-depth knowledge and evidence-based nursing skills.	

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
		• Ready yourself for employment in a variety of care settings that require leadership in dementia care. Program Features/Highlights • Earn a unique post-baccalaureate-level graduate diploma, the first of its kind in the province. • Focus on in-depth knowledge, evidence-informed practice, and critical inquiry. • Prepare for employment in an array of positions in dementia care. Program Options • Fully online and accessible program for nurses across Canada and beyond • Mix of theory, virtual workshops, and practical experience • 5 semesters of part-time study (final semester is 150-hour practicum) Required Courses • NURS 5005H Diverse Perspectives on Dementia • NURS 5006H The Brain, Cognition, and Behaviour • NURS 5007H Complexities in Dementia Care and Research • NURS 5008H Strategizing for Dementia Care and Research	

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
		• NURS 5021H Practicum: Dementia Care Mode of Delivery This program is offered by TFSON using an online format. Online delivery, facilitated online discussions and guided independent learning will be supplemented by 16 hours of synchronous active learning workshops (2 x 8 hours) per course. Students will take one course per semester. The final semester of study is a 150-hour practicum in a practice setting. The time to completion is 20 months of part-time study.	
Queen's University	Graduate Diploma (GDip) in Aging and Health Program	GDip in Aging and Health students now have the option to complete the program in any two consecutive terms: i.e., fall and winter terms, or winter and summer terms. Prospective students can now review the proposed timetable of courses, which is available in the program requirements section below, and apply to enter for the two consecutive terms that maximizes their ability to take courses of interest to them. GDip in Aging and Health graduates will be able to: 1. Prepared to work in positions that require a comprehensive knowledge of society and normal healthy aging,	This program focuses on aging and health. There is some overlap with aging in the community, however, the emphasis on health makes the focus narrow. Furthermore, this program does not directly emphasize dementia. As such, there is minimal overlap with our proposed program.

Institution and Unit	Degree and Program (including URL)	Program Description and Curriculum	Differences Between This Program and What is Proposed
		2. Able to analyze research and other forms of knowledge that inform efforts to support healthy aging of individuals in a diverse array of personal, community and societal circumstances and contexts, 3. Able to provide critical analysis of policies, programs and/or systems that support healthy aging and/or those who care for older adults in society.	

Appendix C – Calendar Copy

Graduate Diploma in Aging and Dementia in the Community

Graduate faculty

- **Shilpa Dogra, PhD**
- **Winnie Sun, PhD**

Program information

The Graduate Diploma in Aging and Dementia in the Community aims to support the current workforce and recent graduates from diverse disciplinary backgrounds to learn about aging and dementia in the community to ensure they develop the expertise required by a growing number of communities and organizations who have committed to being age-friendly and dementia-friendly.

Students will complete four courses, all of which will be offered online. In addition to benefits for professionals who work directly with older adults in healthcare settings, housing/retirement living, urban planning, and gerontology this graduate diploma is also highly relevant to professionals with Engineering and Business backgrounds given the demographic shift happening in Canada. The diverse and interdisciplinary group of students in the program will create a rich set of perspectives during class discussions and group projects, creating a unique learning environment.

Admission requirements

In addition to the general admission requirements for graduate studies, Graduate Diploma in Aging and Dementia in the Community applicants must meet the following program-specific requirements.

- Hold a four-year honours degree or its equivalent from a recognized institution in the area of graduate study or a closely related subject. A minimum B average (GPA: 3.0 on a 4.3 scale). Official academic records from all previously attended post-secondary institutions.
- Language Proficiency: For applicants whose prior education was completed in a language other than English, standardized test scores (such as IELTS or TOEFL) are mandatory to demonstrate proficiency

Part-time studies

This program is offered on a full-time and part-time basis. The focus of online education will aid students in their ability to continue full-time employment or other professional/personal activities while enrolled in their courses.

Degree requirements

The Graduate Diploma in Aging and Dementia in the Community program will be offered online with synchronous and asynchronous courses. Students will be required to take four courses: three core courses and one elective course. Students have the option to take the program on a full time (2 courses per semester) or a part time basis (1 course per semester).

Course listing

Core Courses (students must complete all 3 core courses)

- HLSC 5128G Promoting Brain Health and Inclusion for Dementia-Friendly Communities
- HLSC 5127G Age-Friendly Ecosystems
- HLSC 5308G Integrated Topics in Active Aging

Elective Courses (students must complete at least 1 elective course of the list below)

- HLSC 5117G Epidemiology
- HLSC 5124G Public Health in Canada
- HLSC 6111G Health Policy
- HLSC 6116G Systematic Reviews for Personal, Professional and Policy Decisions

Appendix D Program Courses

Existing Courses:

- HLSC 5117G Epidemiology
- HLSC 5124G Public Health in Canada
- HLSC 6111G Health Policy
- HLSC 6116G Systematic Reviews for Personal, Professional and Policy Decisions

New Courses:

- HLSC 5128G Promoting Brain Health and Inclusion for Dementia-Friendly Communities
- HLSC 5127G Age-Friendly Ecosystems

HLSC 5308G Integrated Topics in Active Aging

i - Existing Courses Descriptions

HLSC 5117G - Epidemiology
This course offers an introduction to epidemiology with a focus on study design. Students are introduced to the history, concepts, principles and terminology of epidemiology. The methods, approaches and designs used to conduct epidemiological research will be explored in detail. The following areas will be covered: basic concepts of epidemiological research, health indicators and measures of health, descriptive and analytic epidemiology, causation, statistical analysis of epidemiological data and study designs.

HLSC 5124G – Public Health in Canada
Public health is a holistic and evidence-informed discipline that seeks to promote, maintain and/or restore the health and quality of life of individuals, families, communities and/or entire populations over the lifespan through health promotion and prevention, and various primary health care initiatives, activities, policies and/or legislations. This course critically examines concepts related to public health and the primary health care approach in reference to current theory, research and practice mandates. Students will examine and apply principles associated with prevention and health promotion in regards to various public health challenges facing Canadians across the lifespan. Topics may include emerging non-communicable and communicable diseases in Canada and globally; formal disease tracking and surveillance methodologies; Aboriginal health; women's health; social determinants of health; emerging environmental and occupational health issues; bioterrorism; emergency and disaster preparedness; and formal program planning, implementation and evaluation in public health.

HLSC 6111G - Public Policy & Health Promotion
Using a health promotion lens, students critically examine all stages of the policy-making process (agenda-setting, legislation and regulation, implementation, and evaluation). Emphasis is placed on understanding, at each phase of the process, the formal and informal relationships that are developed among actors within and outside government. Where possible, Canadian case studies are used to demonstrate facilitators and barriers to building policy-making capacities at multiple levels including individual, community, organization and

system. Readings from a variety of international jurisdictions augment the case study materials.

HLSC 6116G - Systematic Reviews for Personal, Professional and Policy Decisions
This 3-credit elective course is designed to introduce graduate students to the conduct of systematic reviews of the literature. Learners acquire the skills to develop a protocol to conduct a rapid systematic review, appraise the literature and synthesize the available evidence. Learners will develop an understanding of how systematic reviews of research literature can be used to answer research questions related to intervention effectiveness or stakeholder perspectives.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FHSc		
Full Course Title: Age-Friendly Ecosystems		
Short Form Course Title (max 30 characters): Age-Friendly Ecosystems		
Subject Code and Course number: HLSC 5127G	☒ **Core** ☐ **Elective**	**Credit weight:** 3.0
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional		
Is the course associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None		
Contact hours (please indicate number of total hours for each component): ☒ Lecture _____ ☐ Lab _____ ☐ Tutorial _____ ☐ Other _____		

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and complete the Course Placement proposal in Curriculog (e.g. if the course will appear in a list of electives tied to a specific program).]

This course will be core to the Aging and Dementia in the Community graduate diploma program, and will be available as an elective to the MScN and MHSc students in the Faculty of Health Sciences, as well as graduate students external to our Faculty (e.g. FEAS, FBIT, and FSSH). It will also be made available as an undergraduate elective course for students in FHSc.

WILL THIS NEW COURSE APPEAR ANYWHERE OTHER THAN THE COURSE DESCRIPTION SECTION OF THE CALENDAR? ☐ **Yes** ☒ **No**

If you answer yes, please complete the appropriate program proposal.

CALENDAR DESCRIPTION

This graduate-level course examines a breadth of considerations for design, development, and implementation of policies, practices, and programs that create age-friendly environments across multiple settings. The course emphasizes the World Health Organization's age-friendly environments and age-friendly cities work as foundational knowledge for municipal decision-making. Age-friendly concepts relevant to other sectors such as age-friendly hospitals and age-friendly universities, as well as considerations for physical (indoor and outdoor) and virtual environments will be discussed. Discussions of ageism and intersectionality will be embedded throughout the course, and considered in the context of new technologies and programming. Finally, issues related to an evolving workforce, including age-inclusive employment practices, and the need for people across our workforce to understand how to interact with older adults will also be considered. The impact of age-friendly environments will be anchored by concepts of active aging and healthy aging. Through case studies, applied

projects, and critical analysis, students will develop skills needed to evaluate and advance age-friendly initiatives across sectors, contributing to more inclusive, equitable, and sustainable communities.

Prerequisites for Calendar	None. ☐ **With concurrency?**
Prerequisites for Banner	None.
Co-requisites	None.
Cross-Listings	HLSC 4127U
Recommended	
Credit restrictions	None. ☐ **Equivalency***
Grading scheme	☒ **letter grade** ☐ **pass/fail**

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

Demonstrate an understanding of age-friendly concepts and use appropriate terminology and language for diverse audiences.

Develop a systems level understanding of age-friendly environments and how they influence healthy, active aging.

Critique age-friendly strategies and plans using current best practices and evidence-based frameworks.

Design age-friendly programs or policies relevant to different sectors that embed equity, diversity, inclusion, accessibility, and indigenization values.

Recommend innovative and tech-based programs that support age-friendly environments.

Explain the breadth of challenges associated with ageism and age-friendly decision-making.

COURSE INSTRUCTIONAL METHOD

(check all that may apply)

☐ **CLS (in-class)** ☐ **HYB (in-class and online)**

☐ **IND (individual studies)** ☐ **OFF (off-site)**

☒ **WB1 (synchronous online delivery)**

☐ **WEB (asynchronous online delivery)**

☐ **Not Applicable**

TEACHING AND ASSESSMENT METHODS

Domain Specific Review Paper 25%

Critical Appraisal of an Age-Friendly Plan 25%

Age-Friendly Policy or Program Presentation 25%

Class Presentations and Discussions 10%

Intersectoral/Systems Level Considerations Reflection 15%

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No**

If yes, please ensure the consultation below includes the Indigenous Education Advisory Circle

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

WE HAVE CONSULTED WITH ALL APPLICABLE AREAS? ☒ **Yes** ☐ **NA**

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017); NOTE PLEASE INDICATE CALENDAR ENTRY DATE AS WELL AS THE FIRST DATE OF REGISTRATION FOR THIS COURSE

Fall 2027

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

TEMPLATE 8-A

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: FHSc		
Full Course Title: Promoting Brain Health and Inclusion for Dementia-Friendly Communities		
Short Form Course Title (max 30 characters): Promoting Brain Health and Inclusion for Dementia-Friendly Communities		
Subject Code and Course number: HLSC 5128G	☒ **Core** ☐ **Elective**	**Credit weight:** 3.0
Is the course: ☐ Undergraduate ☒ Graduate ☐ Professional		
Is the course associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None		
Contact hours (please indicate number of total hours for each component): ☒ Lecture _____ ☐ Lab _____ ☐ Tutorial _____ ☐ Other _____		

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and complete the Course Placement proposal in Curriculog (e.g. if the course will appear in a list of electives tied to a specific program).]

This course will be core to the Aging and Dementia in the Community graduate diploma program, and will be available as an elective to the MScN and MHSc students in the Faculty of Health Sciences, as well as graduate students external to our Faculty (e.g. FEAS, FBIT, and FSSH). It will also be made available as an undergraduate elective course for students in FHSc.

WILL THIS NEW COURSE APPEAR ANYWHERE OTHER THAN THE COURSE DESCRIPTION SECTION OF THE CALENDAR? ☐ **Yes** ☒ **No**

If you answer yes, please complete the appropriate program proposal.

CALENDAR DESCRIPTION

In Canada, more than 650,000 people have dementia. As the population ages, we will continue to see increases in the number of people affected by dementia. Dementia is a complex condition that impacts a wide range of people. People who live with Alzheimer's dementia, vascular dementia, and other forms of dementia (including young-onset dementia) and their family and friends are all deeply affected by the cognitive decline, memory loss, changes in mood and behavior, and loss of functional abilities. People who develop dementia have different and evolving personal resources and health care needs. We have begun to make some progress in the last decade in trying to better address this condition, but much more work needs to be done.

People with dementia and their caregivers have the right to live well in the community, together. As more people are diagnosed with dementia every year and choose to live at home, we need to determine how we can better support people living with dementia. This graduate diploma is intended to provide learners with increased knowledge and skills to support the prevention of dementia risk, promotion of brain health, and inclusion for all people living with dementia for the advancement of dementia-friendly communities. This course will utilize Alzheimer's Disease International (ADI)'s Dementia-Friendly Communities Framework to explore dementia-friendliness initiatives around the world, extending to areas such as language, improvements in social support, health and dementia services, and the physical environment. Through interactive presentations, case studies, co-design projects, critical appraisal and reflections, students will explore the concepts related to dementia-friendly efforts at the community level, as well as reducing stigma through social environment considerations and dementia-friendly interactions. This course will equip students with an increased awareness about dementia-friendly spaces through physical environment considerations, as well as advocacy for dementia-friendly policies, practices and services for organizations and communities with practical recommendations.

Prerequisites for Calendar	None. ☐ **With concurrency?**
Prerequisites for Banner	None.
Co-requisites	None.
Cross-Listings	HLSC 4128U
Recommended	
Credit restrictions	None. ☐ **Equivalency***
Grading scheme	☒ **letter grade** ☐ **pass/fail**

***Equivalency:** If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

LEARNING OUTCOMES (this section is required)

The learning outcomes of this online graduate diploma are to:

1. **Demonstrate** an understanding of the diversity found among people living with dementia, including dementia and indigenous peoples; ethnic and racial diversity of people affected by dementia; sex and gender differences in dementia; and young onset dementia.

2. **Explain** the modifiable factors contributing to dementia risk reduction and strategies to promote brain health.

3. **Identify** opportunities for technology-enabled dementia care and brain health innovations through pharmacological measures and non-pharmacological approaches to promote dementia-friendly environments.

4. **Critically reflect** on stigma, discrimination and stereotypes; and evaluate and recommend policies to cultivate dementia-friendly environments by exploring equitable solutions.

5. **Critically appraise** evidence to advocate for better dementia care through services, programs, resources and support that are tailored to the unique needs and diverse experiences for people living with dementia and their caregivers.

6. **Examine** the policies, practices, programs and research aimed at promoting inter-sectoral collaboration toward inclusion, equity and diversity to support living well with dementia and the advancement of dementia-friendly communities.

COURSE INSTRUCTIONAL METHOD

(check all that may apply)

- ☐ **CLS (in-class)**
- ☐ **HYB (in-class and online)**
- ☐ **IND (individual studies)**
- ☐ **OFF (off-site)**
- ☒ **WB1 (synchronous online delivery)**
- ☐ **WEB (asynchronous online delivery)**
- ☐ **Not Applicable**

TEACHING AND ASSESSMENT METHODS

On-line Discussion Board (4 posts) 20%

Critical Appraisal of Dementia-Friendly Initiative: 25%

Dementia-Friendly and Brain Health Innovation Workshop (Group Work) 25%

Final Paper (total 30%)

-Reflection on Reducing Stigma and Raising Awareness

-Policy Brief on Dementia-Friendly Society

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ **Yes** ☒ **No**

If yes, please ensure the consultation below includes the Indigenous Education Advisory Circle

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

WE HAVE CONSULTED WITH ALL APPLICABLE AREAS? ☒ **Yes** ☐ **NA**

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017); NOTE PLEASE INDICATE CALENDAR ENTRY DATE AS WELL AS THE FIRST DATE OF REGISTRATION FOR THIS COURSE

Fall 2027

APPROVAL DATES

Curriculum Committee approval	

Faculty Council approval	
Submission to CPRC/GSC	

NEW COURSE TEMPLATE

Faculty: Health Sciences
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☒ None

Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☒ **No**

If you answered yes to the above, please complete:

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

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

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

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

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

Master of Health Sciences
Master of Science in Nursing

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

Fall 2027

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

Fall 2027

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

Please note that this new course is being created as a cross-listing for an existing 4000-level course.

Subject Code: HLSC	**Course Number:** 5308G *ensure the course code has not been previously used
Full Course Title: Integrated Topics in Active Aging	
Short-Form Course Title (max. 30 characters)**: Intgrtd Topics in Active Aging**	

Course Description

This course is focused on active aging, which is broadly defined to include movement behaviours and social behaviours. The interrelationship between movement and social behaviours will be discussed in the context of sociodemographic factors and environments. Topics relevant to healthy aging will be discussed in the context of movement and social behaviours, and include physiology of aging, masters athletes, age-friendly communities, aging in place, hospitalization, ageism, falls, dementia, and more. Students will develop skills relevant to critical appraisal of active aging research, development of physical/physiological assessment plans, and communication with older adults and relevant partners.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings	KINE 4200U	
Prerequisites for Calendar		
Prerequisites for Banner		
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	KINE 3200U ☐ **Equivalency***	
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ **Core** X☐ **Elective** ☐ **Core or Elective**	
Is the course: ☐ Undergraduate	X☐ Graduate ☐ Professional (e.g. some Education courses)	
Grade Mode	**X☐ N (normal alpha grade)** ☐ **P (pass/fail)**	

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

COURSE INSTRUCTIONAL METHOD (MODE OF DELIVERY): *Values of CLS, HYB, IND, OFF, WB1 and WEB are being phased out. If you are changing the mode of delivery for this course, please make your selection from the values below:*

IN-PERSON		HYBRID	
ONLINE		OFF-SITE	

Teaching and assessment methods:

Please refer to cross-listed course (KINE 4200U).

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

PREVIOUS LEARNING OUTCOMES
- Describe and discuss the prevalence and patterns of movement behaviours among older men and women
- Understand the physiology of aging and the association with active aging

- Interpret tools and data used to measure movement behaviours and exercise capacity
- Demonstrate an understanding of the interaction between active aging and current topics related to aging
- Critically examine research in the area of active aging and develop evidence-informed programs
- Effectively communicate with older adults in the community

UPDATED LEARNING OUTCOMES

Examine the prevalence and patterns of movement and social behaviours among older men and women
Describe the impact of active aging on the trajectory of physiological changes associated with aging
Select and interpret tools and data used to measure movement behaviours and exercise capacity
Conceptualize and communicate knowledge of the interactions between active aging and current topics related to aging
Critically examine research in the area of active aging and develop evidence-informed programs
Effectively communicate with older adults and community partners

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

If yes:

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

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

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

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Intersectional identities, and their impact on healthy aging are discussed.
The creation of this course and cross-listing with a 4000-level increases equitable access to course content for students across programs, fostering interdisciplinary learning environments and exposure to diverse perspectives, reducing siloed learning. No barriers to participation or success are anticipated as a result of this change.

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

CONSULTATION

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

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*
Examples:

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

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

☐ **Yes** ☒ **No**

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

N/A

INDIGENOUS CONTENT AND CONSULTATION

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

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

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

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

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

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES,

OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ **Yes** ☐ **No**

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

- Consultation regarding course-offering at the Undergraduate Program level (March/April 2026)
- Discussion at Graduate Program Committee (April 2026) regarding elective offerings and availability for graduate programs.
- Anecdotal/informal conversations students regarding area of interest and elective availability.

Does this change involve co-op?*

☐ **Yes** ☒ **No**

If yes, please acknowledge that you have consulted with the Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

Financial implications will be negligible as this course is currently being delivered as a 4000-level course. Allowing it to be cross-listed with a graduate level version of the course, will support course registration and elective choice for graduate students.

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

1. Graduate Program Committee: April 14, 2026
2. Faculty Council:

Appendix E – Learning Resources

Existing Non-Financial Student Support Services

School of Graduate and Post-Doctoral Studies

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

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

Student Life

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

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

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

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

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

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

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

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

Student Engagement, Equity and Inclusion, and ***Indigenous Education and Cultural Services***
The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students

- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

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

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

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

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

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

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid
Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial

planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

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

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

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

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

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

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

Research supports:
- Research consultations with subject librarians
- Extended support via the Library's virtual reference service

- Support for generative artificial intelligence: citation, copyright, and allowable use of library resources

Scholarly publishing supports:

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

Facilities:

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

Appendix F

Information Technology Resources

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network
Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network
To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services
IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs
IT Services provide on campus repairs on eligible laptop models.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support
Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Appendix G – Faculty Information

Please include here only those currently at the institution and affiliated with the program. Examples in purple to be removed. ***Where available, link each faculty name to their Research or Profile page on the website.***

Name and Faculty Status/Rank	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Supervisory Privileges and Role in New Program (Note if faculty will be teaching and/or supervising in the program; indicate primary supervisor by asterisks)	Total Graduate Teaching (including New Program) (Note in bold type if faculty is a core course developer for the program)
Shilpa Dogra, Professor	PhD	FHSc	Active Aging; Age friendly	Teaching Core Courses	1
Winnie Sun, Associate Professor	PhD	FHSc	Gerontology, Dementia	Teaching Core Courses	1
Professor					
Caroline Barakat	PhD	FHSc	Environmental/Occupational Health; Public Health	Potential for teaching elective course (HLSC 5124G)	TBD
Pierre Côté	PhD	FHSc	Epidemiology; Disability; Rehabilitation	Potential for teaching elective course (HLC 5117G)	TBD
Associate Professor					
Ginny Brunton	PhD	FHSc	Health research; Community/population health	Potential for teaching elective course (HLSC 6116G)	TBD
Toba Bryant	PhD	FHSc	Social determinants of health; public policy	Potential for teaching elective course (HLSC 6111G)	TBD
David Rudoler	PhD	FHSc	Health service research; Health policy; Health economics	Potential for teaching elective course (HLSC 6111G)	TBD
Associate Teaching Professor					
Nooshin Rotondi	PhD	FHSc	Epidemiology; Health service access; health equity	Potential for teaching elective course HLSC 5117G)	TBD

Graduate Thesis supervisory records/experience by faculty member

Name	Completed (last 5 years)			Current		
	Master's	Ph.D.	PDF	Master's	Ph.D.	PDF
Shilpa Dogra	8 (MHSc)	1	1	1 Current (MHSc) 2 Incoming Fall 2026	4 Current (one on LOA)	
Winnie Sun	6 (MHSc)	2		3 Current (MScN)	5 Current	
Caroline Barakat	4 (MHSc)	0	1	3 Current (MHSc)	1 Current	
Ginny Brunton	3 (MHSc) 1 (MScN)	0		0	0	
Toba Bryant	1 (MHSc)	0		0 Current 1 Incoming Fall 2026	0	
Pierre Côté	2 (MHSc)	1	4	4 Current (MHSc)	4 Current	5
Nooshin Rotondi	0	0		0 Current	0	
David Rudoler	6 (MHSc)	0	1	1 Current (MHSc)	2 Current	

Dr. Shilpa Dogra
Publication records at Ontario Tech by year and outlet (current and last 5 years)

Year	Faculty Member	Articles	Books	Book Chapters	Reports	Conference Presentations
2026	S. Dogra	5	0	0	0	3
2025	S. Dogra	9	0	0	0	4
2024	S. Dogra	5	0	0	0	1
2023	S. Dogra	4	0	0	0	3

2022	S. Dogra	9	0	0	0	4
2021	S. Dogra	5	0	0	0	1

Publication records, regardless of affiliation, by year and outlet (current and last 5 years)

Year	Faculty Member	Articles	Books	Book Chapters	Reports	Conference Presentations
2026	S. Dogra	5	0	0	0	3
2025	S. Dogra	9	0	0	0	4
2024	S. Dogra	5	0	0	0	1
2023	S. Dogra	4	0	0	0	3
2022	S. Dogra	9	0	0	0	4
2021	S. Dogra	5	0	0	0	1

Research funding at Ontario Tech by source and year

Year	Faculty Member	Canadian Granting Councils	Canadian Government	International Government	Others
2026	S. Dogra				1
2025	S. Dogra	1			1
2024	S. Dogra				
2023	S. Dogra	4			2
2022	S. Dogra	1	2		1
2021	S. Dogra	5			1

Research funding, regardless of affiliation, by source and year

Year	Faculty Member	Canadian Granting Councils	Canadian Government	International Government	Others
2026	S. Dogra				1
2025	S. Dogra	1			1
2024	S. Dogra				

2023	S. Dogra	4			2
2022	S. Dogra	1	2		1
2021	S. Dogra	5			1

Dr. Winnie Sun

Publication records at Ontario Tech by year and outlet (current and last 5 years)

Year	Faculty Member	Articles	Books	Book Chapters	Reports	Conference Presentations
2026	W. Sun	3				5
2025	W. Sun	5				15
2024	W. Sun	9				9
2023	W. Sun	8				13
2022	W. Sun	7				6
2021	W. Sun	8				7

Publication records, regardless of affiliation, by year and outlet (current and last 5 years)

Year	Faculty Member	Articles	Books	Book Chapters	Reports	Conference Presentations
2026	W. Sun	3				5
2025	W. Sun	5				15
2024	W. Sun	9				9
2023	W. Sun	8				13
2022	W. Sun	7				6
2021	W. Sun	8				7

Research funding at Ontario Tech by source and year

Year	Faculty Member	Canadian Granting Councils	Canadian Government	International Government	Others
2026	W. Sun				1
2025	W. Sun	5			6

2024	W. Sun	2			4
2023	W. Sun	3			5
2022	W. Sun	2			4
2021	W. Sun	2	1		2

Research funding, regardless of affiliation, by source and year

Year	Faculty Member	Canadian Granting Councils	Canadian Government	International Government	Others
2026	W. Sun				1
2025	W. Sun	5			6
2024	W. Sun	2			4
2023	W. Sun	3			5
2022	W. Sun	2			4
2021	W. Sun	2	1		2

GRADUATE STUDIES COMMITTEE

ACTION REQUESTED:

Recommendation	☐
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: **27 October 2026**

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

SUBJECT: **Major Program Modification – Master of Science and Doctor of Philosophy in Computer Science**

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

MOTION FOR CONSIDERATION:
That GSC hereby recommends to Academic Council the approval of the Major Program Modifications, adding a course-based option to the Master of Science (MSc) in Computer Science and introducing an Artificial Intelligence area to both the MSc and Doctor of Philosophy (PhD) in Computer Science programs.

BACKGROUND/CONTEXT & RATIONALE:
The proposed changes to the MSc in Computer Science program are intended to enhance flexibility, accessibility, and alignment with student and labour market needs.

Specifically, the changes include:

- the addition of a course-based option alongside the existing thesis-based stream;
- the introduction of two new 6-credit courses, CSCI 5900G (MSc Computer Science Capstone Project) and CSCI 5910G (MSc Computer Science Internship) one of which students must complete as the culminating requirement for the Course-Based option;
- revisions to admission requirements so that course-based applicants are not required to secure a research supervisor at the time of application;
- updates to the academic calendar to reflect both degree pathways;
- revisions to the program map to incorporate the Course-Based option; and
- the addition of an Artificial Intelligence area within both course-based and thesis-based streams.

The proposed course-based MSc in Computer Science addresses key program and market needs by enabling enrollment growth beyond supervisor limits, aligning with strong industry demand for applied computing expertise, and improving competitiveness with peer institutions. It enhances access and equity by removing the supervisor requirement, supports working professionals through flexible delivery, and improves retention by providing a structured completion pathway. The model is financially sustainable, aligns with national digital economy priorities, and helps strengthen the research pipeline by identifying students who may pursue thesis or doctoral studies.

The proposed change to the PhD in Computer Science is the addition of an Artificial Intelligence area to align with the MSc and associated academic calendar updates to reflect the change.

RESOURCES REQUIRED:
The proposed changes can be implemented with existing faculty teaching capacity. Classroom facilities and computing infrastructure are adequate to support the launch of the Course-Based option at the initial enrollment targets.

No start-up capital expenditures are required. As enrolment grows beyond projected levels, any additional resource requirements will be assessed and discussed with the Dean and Provost, as appropriate.

TRANSITION AND COMMUNICATION PLAN:
Implementation is planned for Fall 2027. Students admitted prior to this term will continue under existing thesis-based requirements and will not be affected. Beginning Fall 2027, applicants may enter either the thesis-based or course-based option, as specified in their offer of admission. At launch, current thesis-based students who wish to transition to the course-based option may do so through the inter-option transfer policy, with transfers managed through the Faculty of Science graduate program advising system.

The Graduate Program Director will inform current students in advance through email, town halls, and advising sessions, while prospective students will be informed through updated program materials starting in the 2026–27 academic year. The Office of the Registrar and the School of Graduate and Postdoctoral Studies will be notified to ensure accurate system updates, and Academic Advising will be briefed on program differences. Off-map students will receive direct communication to clarify how the new option may affect their program.

CONSULTATION AND APPROVAL:
- ✓ FSci Faculty Council: 2 June 2026
- ✓ FBIT Faculty Council: 6 October 2026
- Graduate Studies Committee (for recommendation): 27 October 2026
- Academic Council (for approval): 24 November 2026

As this program is jointly offered by FSCI and FBIT the changes were presented at both Faculty Councils. The Deans of both faculties are supportive of the proposed changes and have discussed the associated resourcing implications. All suggestions and concerns have been discussed and incorporated into the proposal. No other Faculties' programs are directly affected by this modification. Graduate courses from other Faculties (e.g., ENGR, FBIT) that are cross-listed with CS graduate courses are already part of the approved course list and are not being modified. Consultation with colleagues in the Faculties of Engineering and Applied Science and Business and Information Technology did take place regarding possible increase in student demand for the approved cross-listed courses. The Faculties haven’t shared any concerns with the proposed modification.

The proposal has also been reviewed with the Dean of Graduate Studies, who is supportive of these changes.

NEXT STEPS:
Pending the approval of Academic Council, this change will be included in the 2027-2028 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

Major Program Modifications*:
Computer Science, MSc
Computer Science, PhD
Course listing

New Course Proposals:
CSCI 5900G – MSc Computer Science Capstone Project
CSCI 5910G – MSc Computer Science Internship

**Please note: Due to technical tracked change and display issues in Curriculog, a clean version of the Calendar Copy can be found attached to the proposal in Curriculog.*

ACADEMIC COUNCIL
GRADUATE STUDIES COMMITTEE (GSC)

Minutes of the Public Session of the June 23, 2026 Meeting
via Videoconference
9:00 a.m. - 9:35 a.m.

Graduate Studies Committee Agenda & Materials 2025-2026

Present:

Pejman Mirza-Babaei, Chair
JoAnne Arcand
Akramul Azim
Carla Cesaroni
Krystina Clarke
Nicola Crow
Catherine Davidson
Jennifer Abbass Dick
Leigh Harkins
Shahram Heydari
Sayyed Ali Hosseini
Mehdi Hossein-Nejad
Dima Jawad
Karolina Krystyniak
Holly MacPherson
Olga Marques
Kimberley McCartney
Carolyn McGregor
Thomas McMorrow
Diana Petrarca
Faisal Qureshi
Ghaus Rizvi
Andrea Slane
Nick Wattie
Ken Wilson
Adam Wingate

Regrets:

Dario Bonetta
Amanda Cooper
Franco Gaspari
Les Jacobs
Hossam Kishawy
Xianke Lin
Lori Livingston
Carol Rodgers
Akira Tokuhiro
Lennaert van Veen

Staff and Guests:

Sandra Grouette (Secretary)
Atef Mohany

1. **Call to Order and Land Acknowledgement**
   The Chair called the Public Session of the Graduate Studies Committee (GSC) Meeting to order at 9:00 a.m. and A. Slane provided their personal Land Acknowledgement.

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

3. **Chair's Remarks**
   The Chair reflected on the Committee's work over the past academic year, recognizing Members and staff for their contributions to advancing graduate education. They highlighted progress on graduate policies, processes, scholarships, and program development, as well as a continued

commitment to enhancing the graduate student experience through ongoing collaboration and improvement initiatives.

4. Minor Program Adjustment (Approval)

A. Mohany joined the meeting

4.1 Faculty of Engineering and Applied Science: PhD in Electrical and Computer Engineering, PhD in Mechanical Engineering, and PhD in Nuclear Engineering* (M)

K. McCartney shared that the program modification is to support student progression from Master of Applied Science programs to PhD studies by recognizing select graduate-level coursework completed during the master's program. The change is intended to enhance academic pathways and improve the student experience.

The Committee discussed the proposed pathway for Master of Applied Science students transferring into PhD studies, including eligibility, course credit recognition, and alignment with current University policies and practices across Faculties. Members noted the importance of consistency across graduate programs, and it was confirmed that broader policy work is underway to support a more consistent institutional approach to graduate transfer pathways.

Upon a motion duly made by N. Wattie and seconded by D. Jawad, that GSC hereby approves the Minor Program Adjustment for PhD programs to reduce the number of courses required for MASc to PhD transfer students from nine courses to seven courses.

5. New Program Proposal (Recommendation)

5.1 Faculty of Engineering and Applied Science: Engineering Graduate Diplomas* (M)

5.1.1 Advanced Automotive Engineering
5.1.2 Advanced Robotics
5.1.3 AI Engineering
5.1.4 Digital Transformation in Advanced Manufacturing
5.1.5 Energy Systems Engineering
5.1.6 Smart Grid Engineering

N. Crow advised of a minor typographical error in the AI Engineering materials that had been corrected so that a reference to "railway engineering" was changed to "AI engineering".

K. McCartney shared an overview of the proposed industry-focused graduate diplomas designed to respond to emerging workforce and industry needs by leveraging existing master's level courses.

The Committee discussed the initiative's alignment with market demand and the efficient use of existing academic resources. The structure and admission requirements, including program flexibility, academic standards, and alignment with institutional and professional requirements were also reviewed. Members were satisfied that the proposed program framework supports the

DRAFT

intended learner audience while maintaining academic quality and consistency with graduate education objectives.

Upon a motion duly made by G. Rizvi and seconded by J. Arcand, that GSC hereby recommends to Academic Council the approval of the following new Graduate Diploma (Type 3) programs in the Faculty of Engineering and Applied Science and the subsequent recommendation of the programs to the Board:

- *Advanced Automotive Engineering*
- *Advanced Robotics*
- *AI Engineering*
- *Digital Transformation in Advanced Manufacturing*
- *Energy Systems Engineering*
- *Smart Grid Engineering*

A. Mohany left the meeting.

6. Academic Policy Instruments

6.1 Cotutelle Policy and Procedures Amendments* (M)

M. Hossein-Nejad summarized the proposed revisions to the Cotutelle Policy and related Procedures, including expanded eligibility for thesis-based master's students and the introduction of institutional-level agreements to streamline processes with partner institutions. The proposed changes are intended to support research collaboration, reduce administrative burden, and improve clarity in the policy's implementation. M. Hossein-Nejad acknowledged the support of the Faculty of Engineering and Applied Science within the policy review and updating process.

Upon a motion duly made by D. Jawad and seconded by G. Rizvi, that GSC hereby recommends to Academic Council the approval of the updated Cotutelle Policy.

Upon a motion duly made by N. Wattie and seconded by A. Slane, that GSC hereby approves the updated Cotutelle Procedures.

6.2 Graduate Experiential Learning Policy* (M)

M. Hossein-Nejad shared an overview of the new proposed Graduate Experiential Learning Policy designed to support the increasing integration of experiential learning opportunities within graduate programs. The policy establishes a framework for experiential learning activities and clarifies academic and administrative responsibilities to support consistent program development and delivery. M. Hossein-Nejad expressed appreciation to all those involved in the development of this Policy.

Members discussed the scope of the proposed Graduate Experiential Learning Policy, including the types of experiential learning activities it is intended to address. It was noted that the policy focuses on structured experiential learning opportunities and will be reviewed in accordance with the Policy Framework's prescribed process to ensure it continues to meet the evolving needs of graduate programs and incorporates any necessary refinements given it is a new policy.

Upon a motion duly made by F. Qureshi and seconded by J. Arcand, that GSC hereby recommends to Academic Council the approval of the Graduate Experiential Learning Policy.

7. Consent Agenda* (M)

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

7.1 Public Minutes of the May 26, 2026 Meeting* (M)

7.2 Minor Curricular Changes: (I)

7.2.1 New course proposals:

ENGR 5001W, ENGR 5002W

7.2.2 Course Reinstate:

HLSC 5126G

7.3 Graduate Faculty (I)

- **Education, Shawn Bullock, Frazer Faculty of Education**

8. Termination

There being no other business, and upon a motion to terminate by F. Qureshi, the GSC Meeting terminated at 9:35 a.m.

Sandra Grouette, Assistant University Secretary

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GRADUATE STUDIES COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

DATE: **October 27, 2026**

PRESENTED BY: **Pejman Mirza-Babaei, Dean, School of Graduate & Postdoctoral Studies (SGPS)**

SUBJECT: **Annual Graduate Academic Appeals Report**

COMMITTEE MANDATE:
According to the Graduate Studies Committee (GSC) terms of reference, GSC is responsible to "render a decision with respect to cases of graduate students' misconduct of research, appeals and any other issues [...]". The following summary of graduate academic appeal cases from the 2025-2026 academic year is thus presented to GSC for information.

BACKGROUND/CONTEXT & RATIONALE:
Per the Graduate Academic Appeals Policy and Graduate Academic Calendar regulations, GSC is responsible for the adjudication of the following graduate-level academic appeals:

- Appeal of Final Grade Reappraisal
- Appeal of Research Progress Evaluation Review
- Appeal of Faculty-level decision regarding academic misconduct

Such appeals are reviewed by a panel appointed and chaired by the GSC chair, consisting of at least one graduate student and two faculty members with Graduate Faculty appointments. Appeals may result in the confirmation of the original decision or the imposition of a different outcome.

ANNUAL SUMMARY:
During the reporting period, six graduate academic appeals were processed. In accordance with University policy, appeal subcommittees were appointed by the GSC Chair, consisting of experienced graduate academic leaders from Faculties independent of the original decisions together with graduate student representation.

Of the six appeals processed, five were reviewed by GSC appeal subcommittees, while one was determined to be outside the scope of the applicable appeal policy at the preliminary review stage and was dismissed by the Chair.

Type	Number of Cases	Outcome
Academic misconduct	4	Declined
Research Progress Report (RPR)	1	Declined
Academic dismissal	1	Dismissed

Observations and opportunities for improvement:
The appeals considered during the reporting period highlighted opportunities to strengthen the consistency and clarity of graduate academic processes, particularly in the application of academic misconduct procedures and provision of supporting documentation at the Faculty level. While the procedural issues identified did not materially affect the outcomes of the appeals, they provide valuable insights for future policy and process improvements. These findings resulted in the distribution of a memo regarding graduate misconduct and appeals processes (linked at the end of this document) to help ensure alignment during the ongoing policy consultation and transition.

The use of cross-Faculty appeal subcommittees also provided opportunities for academic leaders to develop shared understanding and experience in the interpretation and application of graduate academic regulations, contributing to greater consistency across the University.

Observations from these appeals will inform GSC's and SGPS's ongoing efforts to clarify graduate academic policies and procedures, strengthen guidance for Faculties, and support procedural fairness and consistency in graduate academic decision-making.

SUPPORTING REFERENCE MATERIALS:

- Graduate academic misconduct and appeals process memo

GRADUATE STUDIES COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

DATE: **October 27, 2026**

PRESENTED BY: **Pejman Mirza-Babaei, Dean, School of Graduate & Postdoctoral Studies (SGPS)**

SUBJECT: **Annual Graduate Awards and Scholarships Report**

COMMITTEE MANDATE:
According to the Graduate Studies Committee (GSC) terms of reference, GSC is responsible to "review and approve terms of reference for all graduate scholarships, bursaries and other academic awards and prizes [...]". The following summary of graduate academic awards and scholarships distributed during the 2025-2026 academic year, as well as the current state of scholarships allocated for the 2026-2027 academic year, is thus presented to GSC for information.

BACKGROUND/CONTEXT & RATIONALE:
Graduate scholarships include external awards, such as tri-agency awards, and internal awards, such as the Dean's Scholarship and Indigenous Graduate Scholarship. Details on scholarship administration are given in the Graduate Student Funding Terms and Conditions.

Additionally, several academic recognitions are conferred at the graduate level each year, including achievements in thesis research, graduate student supervision, postdoctoral research, and student leadership. Administration of these awards is shared between SGPS, Faculties, and the Office of the Deputy Provost.

The following annual summary recognizes recipients of our graduate academic awards and provides an overview of graduate scholarship allocations and distribution, highlighting opportunities and challenges in the disbursement of graduate awards.

SUMMARY OF ACADEMIC AWARDS:

SGPS Outstanding Thesis Award
Each year, one award is available at each of the Master's and Doctoral levels in each Faculty. The recipients of the 2026 Outstanding Thesis Award are:

- **Faculty of Engineering and Applied Science**
  - Master's: Long Li
    - Thesis topic: Development and evaluation of wind tunnel testing method for advanced driver-assistance camera perception in rain
  - Doctoral: Phillip Frank Vilar Welter
    - Thesis topic: Operational criteria to enable large-scale deployments in areas affected by severe radioactive pollutants

- **Frazer Faculty of Education**
  - Doctoral: Philip Jovanovic
    - Thesis topic: Exploring the pedagogy of immersive virtual reality in higher education
- **Faculty of Health Sciences**
  - Master's: Graziella De Michino
    - Thesis topic: An educational toolkit that targets parabens exposure reduction from personal care products
  - Doctoral: Astrid DeSouza
    - Thesis topic: Exploring the Prevalence and Factors Associated with Pain-Related Disabilities Among Indigenous Peoples in Canada
- **Faculty of Science**
  - Master's: Hector Fabian Gualdron Hernandez
    - Thesis topic: Development and validation of a tangible hybrid MR and VR simulator for forceps-assisted vaginal delivery
  - Doctoral: Shima Rezasoltani
    - Thesis topic: Hyperspectral image compression using implicit neural representations
- **Faculty of Social Science and Humanities**
  - Master's: Adriana Avraam
    - Thesis topic: A qualitative thematic analysis of disciplinary power and Black senior leadership in Canadian policing

SGPS Award of Excellence in Graduate Supervision
2026 recipient: Dr. Martin Agelin-Chaab, Faculty of Engineering and Applied Science

Dr. Agelin-Chaab has supervised over 50 students and postdocs, several of whom have gone on to become professors themselves. His students describe his mentorship as empowering, patient, caring, and responsive.

Postdoctoral Fellow Excellence Award
2026 recipient: Dr. Joelma Peixoto, Faculty of Health Sciences

Dr. Peixoto works with the Institute for Disability and Rehabilitation at Ontario Tech. Her colleagues highlighted her nationwide study on disability and AI, contributions to the development of national standards on accessible and inclusive AI, and commitment to volunteering in the community.

Graduate President's Award of Excellence in Student Leadership
2026 recipient: Jessica Biasin, Faculty of Social Science and Humanities

Jessica's colleagues and peers highlight her impressive research portfolio, contributions to science communication, commitment to university engagement, and community partnerships. Jessica completed her MSc in Forensic Psychology in Spring/Summer 2026 and is now pursuing her PhD at Ontario Tech.

[Summary of scholarships begins on next page.]

SUMMARY OF SCHOLARSHIPS:

In 2025-26, our graduate students received $1,505,333 in external scholarships, $900,202 in internal scholarships, $110,750 in donor awards, and $436,921 in financial aid. The total value of new internal scholarship allocations for 2026-27 is $687,822.
The following tables provide per-program breakdowns for each category of scholarships distributed in 2025-26, and for internal scholarship allocations for 2026-27.

ACKNOWLEDGMENT:

Thank you to the Office of Student Awards and Financial Aid School of Graduate and Postdoctoral Studies teams for administering operation of our graduate scholarships, and to the faculty members who served on selection committees.

SUMMARY OF 2025-26 SCHOLARSHIP DISTRIBUTIONS:

2025-26 External Awards by Program

* Reflects award payments, not total value of the award. Awards start May, Sept or January and disbursement may cross academic years depending on individual program progression.

	CIHR		NSERC		SSHRC		Vector		OGS		QEII-GSST	
	Qty	Total Value	Qty	Total Value	Qty	Total Value	Qty	Total Value	Qty	Total Value	Qty	Total Value
Faculty of Business & IT												
M.BAI.							1	17,500				
Frazer Faculty of Education												
ED.D.EDU.					1	13,333			2	20,000		
Faculty of Engineering & Applied Science												
M.A.SC.AUTO.			1	18,000								
M.A.SC.MECH.			2	27,000								
PH.D.ELCE.									4	45,000		
Faculty of Health Science												
M.HSC.	2	27,000	1	9,000	2	54,000					3	40,000
PH.D.HSC	4	133,333	3	93,333	3	117,000			8	85,000	1	10,000
Faculty of Science												
M.SC.CSCI.							1	17,500	2	20,000		
M.SC.MABS.			2	45,000					1	5,000	1	15,000
M.SC.MMCS.									1	5,000		
PH.D.ABSC.			2	86,000					3	35,000	2	20,000
PH.D.CSCI.									2	30,000		
PH.D.MMSC.			1	50,000					1	5,000		
Faculty of Social Science and Humanities												
M.A.CRIM.					1	27,000			1	15,000		
M.A.SPI.									1	10,000		
M.SC.FOR.PSY	1	9,000			3	63,000			2	30,000		
PH.D.CRIM.					1	40,000			5	55,000		
PH.D.FOR.PSY					4	133,333			6	80,000		
Total	**7**	**169,333**	**12**	**328,333**	**15**	**447,667**	**2**	**35,000**	**39**	**440,000**	**7**	**85,000**
Grand total: 80 unique recipients, total value $1,505,333												

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SUMMARY OF 2025-26 SCHOLARSHIP DISTRIBUTIONS (CONTINUED):

2025-26 Internal Scholarships by Program

* Reflects scholarship payments not total value of the award. Awards start May, Sept or January and disbursement may cross academic years depending on individual program progression.

	DGS-Master's		DGS-Doctoral		GITS		IGS		Travel Award	
	Qty	Total Value	Qty	Total Value	Qty	Total Value	Qty	Total Value	Qty	Total Value
Frazer Faculty of Education										
ED.D.EDU.							1	10,000	2	900
M.EDUC.									2	800
Faculty of Engineering & Applied Science										
M.A.SC.AUTO.	2	5,000							1	500
M.A.SC.MAEC.	4	10,000	1	3,000					2	600
M.A.SC.MCEN.	1	3,000								
M.A.SC.MECH.	8	21,000	1	3,000					3	1,300
M.A.SC.NC.50	2	5,000								
M.A.SC.SOFT.	4	10,000								
PH.D.ELCE.			14	54,000	13	127,446			3	2,000
PH.D.MECH.			10	36,000	9	96,550			4	2,300
PH.D.NUCL.50			4	16,500	6	50,206				
Faculty of Health Science										
M.HSC.	9	23,000								
PH.D.HSC	1	3,000	10	42,000	1	11,586	1	10,000	2	800
Faculty of Science										
M.SC.CSCI.	9	24,000			1	3,862			3	1,500
M.SC.MABS.	1	3,000			1	7,724			2	1,000
M.SC.MMCS.					2	11,586				
PH.D.ABSC.			1	4,500	2	19,310			1	500
PH.D.CSCI.			6	22,500	6	65,654			1	500
PH.D.MMCS.			2	9,000	1	11,586				
PH.D.MMSC.			2	9,000	3	34,758				
Faculty of Social Science and Humanities										
M.A.CRIM.	5	15,000					1	10,000		
M.A.SPI.	1	3,000								
M.SC.FOR.PSY	1	3,000							8	3,300
PH.D.CRIM.			7	31,500	1	11,586			1	400
PH.D.FOR.PSY			6	25,500	2	15,448			4	2,000
Total	**48**	**128,000**	**64**	**256,500**	**48**	**467,302**	**3**	**30,000**	**39**	**18,400**
Grand total: 166 unique recipients, total value $900,202										

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SUMMARY OF 2025-26 SCHOLARSHIP DISTRIBUTIONS (CONTINUED):

2025-26 Financial Aid and Donor Awards				
* Food Security and Bursaries are aggregate by Faculty due to small program numbers.				
	Donor Award		Bursary / Food Security	
	Qty	Total Value	Qty	Total Value
Faculty of Business & IT			**214**	**209,000**
M.BAI.	7	18,500		
M.FDA.	1	5,000		
M.ITS.	9	22,500		
PH.D.CYBS.	1	5,000		
Frazer Faculty of Education			**29**	**45,420**
DIPL.EDTI.				
ED.D.EDU.				
M.A.EDUC.				
M.EDUC.	3	14,000		
Faculty of Engineering & Applied Science			**179**	**157,900**
M.A.SC.AUTO.				
M.A.SC.MAEC.	1	5,000		
M.A.SC.MCEN.				
M.A.SC.MECH.	1	5,000		
M.A.SC.NC.50				
M.A.SC.SOFT.				
M.ENG.AUTO.				
M.ENG.ENGM.				
M.ENG.MCEN.	1	1,250		
M.ENG.MECE.				
M.ENG.MECH.				
M.ENG.SOFT.				
PH.D.ELCE.	3	20,000		
PH.D.MECH.				
PH.D.NUCL.50				
Faculty of Health Science			**2**	**2,001**
M.HSC.	1	1,000		
PH.D.HSC	3	8,000		
Faculty of Science			**15**	**19,600**
M.SC.CSCI.				
M.SC.MABS.	1	500		
PH.D.MMCS.				
PH.D.MMSC.				
Faculty of Social Science and Humanities			**4**	**3,000**
M.A.SPI.				
M.SC.FOR.PSY	1	5,000		
PH.D.CRIM.				
Total	**33**	**110,750**	**443**	**436,921**
Grand total: 458 unique recipients, total value $547,671				

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SUMMARY OF 2026-27 SCHOLARSHIP ALLOCATIONS:

2026-27 Graduate Scholarship Allocations and Awarded
(admit terms 202609, 202701, 202705)

* Not recorded, 1 GITS and 4 DGS starting 2026-27 deferred from prior year allocations.

* DGS, GITS requests in progress may not be reflected in this table.

Scholarship values:
DGS-M: $3,000
DGS-D: $4,500
GITS: $11,586

	DGS Domestic				DGS International			
	Allocation	Available Funds	Number Awarded	Total Value Awarded	Allocation	Available Funds	Number Awarded	Total Value Awarded
Faculty of Business & IT								
PhD CYBS	1	3,000			0	0		
Frazer Faculty of Education								
M.A.EDUC	2	6,000			0	0		
Faculty of Engineering & Applied Science								
MASc AUTO	0	0			0	0		
MASc MAEC	0	0			2	9,000		
MASc MAEN	1	3,000			0	0		
MASc MECH	3	9,000			3	13,500		
MASc NUCL	2	6,000			0	0		
MASc SOFT	1	3,000			2	9,000	1	4,500
PhD ELEC	1	3,000			5	22,500		
PhD MECH	2	6,000			4	18,000		
PhD NUCL	1	3,000			1	4,500		
Faculty of Health Science								
MSc HSC	5	15,000	**5**	15,000	0	0		
MScN	1	3,000			0	0		
PhD HSC	3	9,000	**2**	6,000	0	0		
Faculty of Science								
MSc MABS	2	6,000	**1**	3,000	1	4,500		
MSc MMCS	1	3,000			0	0		
MSc MMSC	0	0			0	0		
PhD ABSC	2	6,000			0	0		
PhD MMCS	0	0			1	4,500		
PhD MMSC	0	0			1	4,500		
MSc CSCI	3	9,000	**3**	9,000	4	18,000	**3**	13,500
PhD CSCI	1	3,000	**1**	3,000	2	9,000	**1**	4,500
Total	**32**	**96,000**	**12**	**36,000**	**26**	**117,000**	**5**	**22,500**

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SUMMARY OF 2026-27 SCHOLARSHIP ALLOCATIONS (CONTINUED):

2026-27 Graduate Scholarship Allocations and Awarded (admit terms 202609, 202701, 202705)

* Not recorded, 1 GITS and 4 DGS starting 2026-27 deferred from prior year allocations.

* DGS, GITS requests in progress may not be reflected in this table.

Scholarship values:
DGS-M: $3,000
DGS-D: $4,500
GITS: $11,586

	GITS				GSES	
	Allocation	Available Funds	Number Awarded	Total Value Awarded	Allocation	Total Value Awarded
Faculty of Business & IT						
PhD CYBS	2	23,172				
Frazer Faculty of Education						
M.A.EDUC	N/A					
Faculty of Engineering & Applied Science						
MASc AUTO	N/A					
MASc MAEC	N/A					
MASc MAEN	N/A					
MASc MECH	N/A					
MASc NUCL	N/A					
MASc SOFT	N/A					
PhD ELEC	5	57,930				
PhD MECH	5	57,930	1	11,586		
PhD NUCL	3	34,758			N/A	N/A
Faculty of Health Science						
MSc HSC	N/A					
MScN	N/A					
PhD HSC	2	23,172	1	11,586		
Faculty of Science						
MSc MABS	N/A					
MSc MMCS	N/A					
MSc MMSC	N/A					
PhD ABSC	2	23,172				
PhD MMCS	2	23,172	1	11,586		
PhD MMSC	3	34,758				
MSc CSCI	N/A					
PhD CSCI	3	34,758				
Faculty of Social Science and Humanities						
MA CRIM						
MA MSPI						
MSc PSYC	N/A	N/A	N/A	N/A	162,000	162,000
PhD CRIM						
PhD PSYC						
Total	**27**	**312,822**	**3**	**34,758**	**162,000**	**162,000**

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GRADUATE STUDIES COMMITTEE REPORT

SESSION:		**ACTION REQUESTED:**	
Public	☒	**Decision**	☐
Non-Public	☐	**Discussion/Direction**	☐
		Information	☒

DATE: **October 27, 2026**

PRESENTED BY: **Pejman Mirza-Babaei, Dean, School of Graduate & Postdoctoral Studies (SGPS)**

SUBJECT: **SGPS Excellence Awards Updates**

COMMITTEE MANDATE:
According to the Graduate Studies Committee (GSC) Terms of Reference, GSC is responsible to "review and approve terms of reference for all graduate scholarships, bursaries and other academic awards and prizes and to report its decisions on these matters to Academic Council." Although the SGPS excellence awards are not academic in nature and so are within SGPS' purview to authorize any revisions, given their relevance to the graduate community, they are presented to GSC for information.

BACKGROUND/CONTEXT & RATIONALE:
The SGPS Award of Excellence in Graduate Supervision and Postdoctoral Fellow Excellence Award were established in 2018 and 2019 respectively to recognize the exemplary achievements of supervisors and postdoctoral fellows. These awards are regularly reviewed and updated by SGPS to ensure alignment with community values and operational needs. The most recent updates are outlined below.

SUMMARY OF CHANGES:

Substantive Changes

- **Award of Excellence in Graduate Supervision**

- Reduced period of ineligibility following a win to three years (previously ten).
- Adjusted award criteria to align with the Dr. Suning Wang Award for Outstanding Graduate Mentorship presented by the Canadian Association for Graduate Studies (CAGS); this will enable us to submit more effective nominations for national recognition of Ontario Tech faculty members.
- Reduced length requirements and formatting restrictions for nomination packages:
    - Reduced maximum length of support letters to two pages (previously four).
    - Reduced the minimum number of support letters required to four (previously five) and allow submission of additional support letters if desired.
    - CV no longer requires abbreviated format.
- Updated committee composition to include a graduate student.

❖ **Postdoctoral Fellow Excellence Award**

- Removed redundant award criterion regarding SGPS/University mission and incorporated into leadership criterion.
- Reduced length requirements and formatting restrictions for nomination packages:
    - Reduced the minimum number of support letters required to three (previously four) and allow submission of additional support letters if desired.
    - CV no longer requires abbreviated format.
- Updated committee composition to include a postdoctoral fellow.

<u>Editorial Changes</u>

❖ **Postdoctoral Fellow Excellence Award**
❖ **Award of Excellence in Graduate Supervision**

- Corrected outdated information regarding typical deadlines and award presentation.
- Clarified wording around eligibility requirements to reduce confusion.
- Updated formatting and re-ordered information to improve internal consistency.
- Additional editorial changes have been made to improve organization, clarity, and flow.

CONSULTATION:

✓ SGPS review and consultation with staff responsible for administration: June 2026
➢ Graduate Studies Committee (Information): October 27, 2026

NEXT STEPS:

o Updated awards are to be operationalized for the 2026-2027 academic year