FOR APPROVAL **PUBLIC** **OPEN**

TO:	Academic Board
SPONSOR:	Nicholas Rule, Vice-Provost, Academic Programs
CONTACT INFO:	(416) 978-3948, vp.academicprograms@utoronto.ca
PRESENTER:	Same as above
CONTACT INFO:	
DATE:	February 19, 2026 for February 26, 2026
AGENDA ITEM:	7

ITEM IDENTIFICATION:

New Undergraduate Program Proposal: four-year, first-entry Bachelor of Information (BI), Faculty of Information.

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new programs that establish significant new academic directions for a Faculty or that are anticipated to have a substantial impact on relationships amongst divisions or with the public, as defined by the University of Toronto Quality Assurance Process (AP&P Terms of Reference, Section 4.4.a.vi.).

Pursuant to Section 5.1 of the Academic Board Terms of Reference, proposals for academic programs are within the responsibility of the Academic Board. The Board's approval is then considered for confirmation by the Executive Committee (Academic Board Terms of Reference, Section 5.3.2)

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [For Recommendation] (February 10, 2026)
2. **Academic Board [For Approval] (February 26, 2026)**
3. Executive Committee [For Confirmation] (March 12, 2026)

PREVIOUS ACTION TAKEN:

The proposal for the four-year, first-entry Bachelor of Information received approval from the Faculty Council of the Faculty of Information on December 4, 2025.

HIGHLIGHTS:

This is a proposal for a four-year, first-entry undergraduate Bachelor of Information degree program (BI), to be offered by the Faculty of Information. **The proposed BI will replace the existing two-year, second-entry Bachelor of Information.**

The proposed BI program is academically grounded in the growing need for human-centred informatics that integrates technical, social, cultural, and ethical perspectives on information and information technologies. The program responds to the increasing complexity of information systems and the recognition that information practices are shaped by, and in turn shape, social, political, economic, and cultural contexts. It positions information as a holistic field that bridges technical disciplines with the social sciences and humanities, rather than treating technology as an isolated or purely instrumental domain. The proposed BI program aligns with the University of Toronto's mission of academic excellence and research-informed teaching while establishing a distinctive national model for undergraduate education in Information.

The proposed BI program is limited enrolment. Students apply directly from high school, and admission requirements include completion of a high school diploma, an average in the mid to high 80s, and supplemental application. Students complete a total of 20.0 credits, including 14.0 required credits and 6.0 elective credits. The program follows a scaffolded progression model in which students establish foundational technical and theoretical knowledge in Year 1, deepen understanding and reinforce methodological and applied skills in Year 2, specialize and integrate knowledge through technically advanced and socially situated courses in Year 3, and focus on professional preparation and capstone integration in Year 4. The program is designed to develop strong technical proficiency in areas such as information technologies, data analysis, cybersecurity, and system design, ensuring graduates can address complex digital transformation challenges. The program prioritizes ethical decision-making and socially responsible practice, equipping students to address issues of equity, inclusivity, accessibility, and accountability in information systems. Further, it aims to develop students' critical thinking, creativity, and real-world problem-solving skills through experiential, design-based, and human-centred learning approaches.

The proposed BI will be delivered in person. Initial enrolment will be 112 students, and 112 students will be added each year until the program reaches a steady state of 400 students by 2030-31. The student mix is targeted at 75% domestic, 25% international.

The proposed BI responds to demonstrated student interest and sustained workforce demand for graduates with integrated technical, social, and ethical expertise in information and data systems. Growing public awareness of issues such as algorithmic accountability, data ethics, privacy, inclusivity, and information security has increased interest in programs that combine strong technical foundations with critical and ethical perspectives. Labour market demand further supports the program's need. There is strong and continuing demand for roles aligned with the BI curriculum, including information systems specialists, database analysts, business systems specialists, and cybersecurity professionals. The program's interdisciplinary focus prepares graduates for careers in data management, information systems, and cybersecurity, as well as for further academic study. Currently, there is no other first-entry Bachelor of Information program in Canada; the proposed BI will therefore address a clear gap in the national undergraduate landscape and positions the University of Toronto at the forefront of Information education.

Consultation outside the Faculty of Information was extensive, including with: the Faculty of Arts and Science, Victoria University, University of St. Michael's College, University of Toronto Scarborough, University of Toronto Mississauga, Faculty of Applied Science and Engineering, Faculty of Kinesiology and Physical Education, and John H. Daniels Faculty of Architecture, Landscape, and Design. Any feedback provided has been addressed. In addition, there was consultation with Faculty of Information alumni, external stakeholders from the public and private sectors, non-profit organizations, and professional associations.

The program was subject to an external review on September 29-30, 2025 by: Dr. Soo Young Rieh, Interim Dean, School of Information, University of Texas at Austin, and Dr. Mike Smit, Dean, Faculty of Management, Dalhousie University. The reviewers expressed support for the program; they also made several recommendations and suggestions for the program, which were adopted as described in the Dean's administrative response to the review report.

FINANCIAL IMPLICATIONS:

The new financial obligations resulting from this program will be met at the divisional level.

RECOMMENDATION:

Be It Resolved:

THAT, subject to confirmation by the Executive Committee,

THAT the proposed four-year, first entry degree program, Bachelor of Information as described in the proposal from the Faculty of Information dated October 31, 2025 be approved effective September 1, 2027.

DOCUMENTATION PROVIDED:

New Program Proposal Package (External Review Report Plus Site Visit Schedule, Dean's Administrative Response, VPAP Administrative Response, New Program Proposal) for the Bachelor of Information, Faculty of Information

External Reviewers’ Report (October 29, 2025)

UTQAP Template
New Program Review Report

Framework for UTQAP Reviews

University of Toronto Quality Assurance (UTQAP) processes support a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life —academic and administrative complement, research and scholarly activity, infrastructure, governance, etc.—bear on the quality of academic programs and the broad educational experience of students. (*Policy for Approval and Review of Academic Programs and Units* (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

Program(s) under review:	***Bachelor of Information*** *(Four-year, First-entry)*
Commissioning officer:	*Javed Mostafa, Dean, Faculty of Information*
Date of scheduled review:	*September 29-30, 2025*
Reviewers' names and affiliations:	*Mike Smit, Dean, Faculty of Management, Dalhousie University* *Soo Young Rieh, Interim Dean, School of Information, The University of Texas at Austin*

New Program Review Report

Please provide a joint Report evaluating the standards and quality of the proposed program.

- Respect the confidentiality required for all aspects of the review process.
- Append the site visit schedule to the report.

Note: Issues that are addressed through existing, specific University procedures are considered **out of scope** for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns). **Any such issues raised at any point during a review process** (site visit, review report) **must immediately be brought to the attention of the commissioning officer and routed through appropriate University channels for resolution**.

A. Summary

The proposed four-year, first-entry Bachelor of Information (BI) at the University of Toronto is a comprehensive, interdisciplinary program designed to address the growing need for human-centered information professionals. Like the discipline of information studies, the program integrates technical, social science, and humanities perspectives. The proposal demonstrates strong alignment with institutional priorities and a clear commitment to experiential learning through design studios and a capstone project. The transition from a two-year, second-entry model to a four-year, first-entry structure is well-justified and supported by extensive consultation with stakeholders. The program is well-positioned to meet student and labor market demand, and the Faculty of Information has planned for the necessary physical, human, and financial resources to ensure sustainability and quality.

It will build the information discipline in Canada, and contribute to the information studies discipline.

The faculty complement is well-equipped to deliver on this ambitious program, demonstrating a breadth and depth of knowledge in the field and across disciplines.

Maintaining and growing the faculty complement will be important to continued success, and is the Faculty's intent.

Particular strengths of the proposed program include:

- Strength in both the more technical and the more social science / humanities elements, in contrast with comparator programs which often emphasize one or the other.
- A significant commitment to both depth and breadth in the field of information science, offering a more complete introduction to the field than comparator programs.
- Strong scaffolding, moving students through introductory material to more advanced material to a capstone.
- Currently providing a strong student experience in the second entry BI, with a commitment to maintaining that experience as the program grows.

While we will offer thoughts and reflections in the sections below designed to improve or refine the program or prompt consideration of certain decisions, the program could be offered as described in this proposal and it would meet the quality expectations of the University of Toronto and the Province of Ontario.

Guidance for this section:

Reviewers are asked to:

- Address the substance of the New Program Proposal.
- Comment on the adequacy of existing physical, human and financial resources, based in part on the external reviewers' assessment of the faculty members' education, background, competence and expertise as evidenced in their CVs.
- Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

B. Recommendations

Respond here:

1. We recommend ensuring content on artificial intelligence is incorporated, in a way that clearly signals its inclusion to prospective students and employers. While it will surely be included in any of the courses focused on technology (detailed syllabi are not in scope for this review), and there are risks with naming a specific technology rather than more general, timeless terms, this specificity is important for a degree program that will begin recruiting in 2026. As constituent courses are designed / updated, to better align with the evolving landscape of artificial intelligence, we recommend ensuring academic content across three key areas:

    (1) AI Foundations: Introduce foundational academic content that provides students with core technical and conceptual knowledge in AI. For example, consider reframing INF111H1: Information, Technology, and Society course to "AI, Information, and Society," given its position within the first year of study, to establish early engagement with social dimensions of AI. Consider offering INF320H Introduction to Artificial Intelligence earlier in the program, in Year 1 or 2 rather than Year 3, to ensure timely exposure to essential concepts.

    (2) Human-Centered AI: Develop academic content that explores the intersection of AI and user experience, such as Human-AI Interaction and Human-Robot Interaction. These courses will help students critically examine how AI systems are designed, used, and experienced in various academic, work, and social contexts.

    (3) Advanced Technical AI Courses: Expand the curriculum to include electives on advanced topics such as Explainable AI, Natural Language Processing, and Training Large Language Models. These offerings will equip students with specialized skills and prepare them for research or industry roles requiring deeper technical expertise.

2. To ensure alignment between applicant selection and the mission of the new BI program, we recommend careful examination of admissions requirements and processes. Specifically:

    (1) Recognize that traditional personal statements may offer limited insight into applicants' authentic motivations, particularly given the increasing use of generative AI tools. To mitigate this, we encourage the development of innovative assessment methods that better capture candidates' alignment with program goals.

    (2) Develop a comprehensive admissions framework
    Establish a detailed admissions process that includes clearly defined evaluation criteria. This will enable a more holistic assessment of applicants' understanding of the iSchool's mission, values, and learning objectives.

(3) Promote explicit and ongoing collaboration between the academic affairs team and faculty members' involvement in the admissions process, especially during the initial years of the program. This collaboration will facilitate shared understanding between the faculty and admissions team regarding the profile of ideal candidates.

3. Ensure that all faculty members across both research and teaching streams have opportunities to develop and teach undergraduate courses. Promote a unified approach to undergraduate and graduate education, rather than treating them as separate instructional tracks.

4. Given that the Practicum is no longer a program requirement and the popularity of the optional work placement course (and a future optional Co-op designation) among future BI students remains uncertain, we recommend further embedding external partner-based experiential learning into the curriculum. This would build on partnerships with industry, non-profit organizations, and local government agencies, and help ensure that students engage with external partners as part of their academic journey. One possible vehicle is the one-year capstone course.

Guidance for this section:

Please endeavour to distinguish between observations or suggestions (which can be included in "Findings") and formal recommendations (which should be included here). **The Dean and unit/program will be required to provide a public response to every recommendation listed in this section.**

C. Program Evaluation Criteria

Please provide commentary on the following evaluation criteria. In some cases, it may be preferable to address multiple criteria holistically. In such cases, please clarify which criteria are relevant to the comments.

1 Academic rationale and program objectives

Respond here:

The program describes four program objectives that are timely and important, and which align with the Faculty's academic plan and the University's strategic objectives. These objectives are unambiguous, cohesive, and consistently referenced across the curriculum narrative (foundational years through to advanced application), providing an intelligible through-line for course design, learning activities, and assessment. They also lend themselves to program-level evaluation via the PLO-to-assessment map described in the assessment section.

The Bachelor of Information, as an extant credential in the Faculty, is the appropriate degree name. It is consistent with international practices on information education, and it aligns with the even more widely-used designation Master of Information. It is sufficiently distinct from other degrees like the Bachelor of Information Technology and Bachelor of Information Systems degrees present elsewhere in the province, and reflects the growing global recognition that the study of information should not be as limited to graduate programs as it has been in the past.

The field of information was an early mover on equity, diversity, and inclusion, and this is reflected in the program objectives. The faculty complement demonstrates expertise that gives confidence these will be well implemented in course design. Particular attention will be required to ensure that key themes show up across the curriculum with the same clear through-line as for information system design, in particular to incorporate Indigenous ways of knowing and traditional knowledge as valued forms of information and knowledge (and acknowledging the risks digital data systems present to this knowledge).

The risk to student's sense of community and connection to the program is high for Fall 2027, and the Faculty is aware of this and taking mitigating steps. The first term includes only 2 courses taught by the Faculty (in contrast to the current program, where while students learn entirely outside the Faculty for the first 2 years of university study, they take 5 courses together in their first term after admission to the BI). The planned renovations to their building risks diminishing the role that place plays in building community.

The design of those 2 courses will be important to establish a sense of community and cohort, but also carry important curricular weight in framing the whole degree. While extracurricular activities can augment this, consider a 0-credit, mandatory course scheduled each week in the first term (or first year) that is a vehicle to bring students in the program together for co-curricular activities, including guest speakers, alumni panels, employer networking receptions, student-led activities, etc. that build community and cohort. Fourth year students in the BI can help build this sense of community, but given the age/experience gap, consider formalizing this through a peer mentor program.

Guidance for this section:

a) Clarity of the program's objectives.
b) Appropriateness of degree or diploma nomenclature given the program's objectives.
c) Consistency of the program's objectives with the institution's mission and the University of Toronto's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
d) Evidence that the following have been substantially considered in the development of the program and its associated resources:
    1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities
    2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health
    3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada (PDF)
    4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report
    5. Opportunities for fostering an equitable, diverse and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.
e) Unique curriculum or program innovations, creative components, significant high-impact practices, where appropriate.

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2 Program Requirements

Respond here:

The curriculum as designed is well-positioned to meet the program objectives, with small adjustments. Tweaks to program learning outcomes (PLOs) will help inform course design, as follows:

- Clarity is needed to define the difference between "Conceptualize, evaluate, and justify information system solutions" and "Design and develop information systems that address real-world problems". What is in scope for this program?
- What does it mean that an information system be built "Optimizing for time and space"?
- The program objectives mention digital transformation twice (1 and 3). While the PLOs capture information system design, human-centered design, and other critical elements of digital transformation, it's not clear where students will learn change management. Consider including change management explicitly in a PLO.

While the degree unambiguously meets DLE requirements, there are two things to flag re: the table that maps DLEs to PLOs, as this type of mapping is important when considering course development and future changes:

- It states that DLE1 (breadth and depth) is met by PLO1 and PLO2. While these certainly meet breadth, PLOs 3-9 contribute significantly to meeting the depth requirement of DLE1.
- DLE2 (Knowledge of methodologies) is said to be met by PLO3, which is a technically focused outcome but which is done "considering the social and cultural dimensions". The methodologies required for PLO6 and PLO7 also meet DLE2, and in them social science / humanities are not relegated to a role in service to the technical outcomes.

As described in the Recommendations section, given the state of the discipline, incorporating artificial intelligence directly, obviously, and explicitly will be critical for both prospective students and employers, in addition to how it might appear throughout the curriculum under the more broad headings of information systems and the social / cultural dimensions of such systems. Given the decline in applications to computer science and the high levels of unemployment in recent computer science graduates, the technical dimension of this program (while critical) poses a recruitment and employment risk. In the AI era, information experts are more important than ever before, and making this role explicit in program design is important in the short- and medium-term.

The program requirements include a calculus course in the first year, with the explanation that this "ensures that students develop quantitative reasoning and mathematical literacy" needed for subsequent courses in the program, and various conversations during the visit aligned with this theme. At its best, this reflects a fairly standard program design: we expect (and hope) that teaching students calculus will imbue them with quantitative reasoning skills; that reading and reflecting on Beowulf will imbue them with communication skills; that teaching programming will spark computational thinking; that requiring students to work in group teaches them collaboration. And, often, this works. Sometimes it doesn't, and students

don't see the relevance and instead learn to hate derivatives and poetry and group work. At its worst, this functions as a filter: students who think a certain way are more likely to enrol in the program, succeed in the initial courses, and make it to subsequent years, which gives us the illusion that these courses better prepare our students for upper year courses. The result in either downside situation is we risk falling short of our goal to be interdisciplinary, that we exclude students who are capable of this work but do not enjoy it.

The inclusion of calculus is compounded by a required statistics course in the second term, and a required linear algebra course in the third term. The risk of this front-loading of math & stats is it may appear like a science program to the casual observer, and non-science students might self-select out in which case the Faculty will find itself trying to convince science students to value the rich social sciences and humanities elements of the program.

We have communicated the risks we see to the Faculty, and offer various mitigation strategies for their consideration:

- We believe the notion of teaching X in order to ensure students learn Y deserves scrutiny. The Faculty has an "Introduction to Computational Thinking" course (at the first year and Masters level) which adopts the approach of teaching Y directly. In a similar style, a course teaching quantitative reasoning might achieve the program objectives.
- Removing calculus as a pre-requisite for the Introduction to AI course - while calculus underpins certain aspects of AI, the calculus taught in a single term intro course does not. Intro linear algebra content is arguably more relevant.
- The existing program doesn't require these courses, and the Faculty has learned from that experience for this new program. Including only statistics and linear algebra might be sufficient to address the desire to improve quantitative reasoning.
- If teaching calculus is truly required, framing that need appropriately in the program and in recruitment materials is essential.
- One of the PLOs is to "cultivate interdisciplinary understanding in students, evident in the ability to integrate approaches from information studies, technical disciplines, social sciences, and humanities". The reality of high school education with limited elective capacity is that students likely made choices to reflect their interests. Part of the richness of this PLO is students pre-disposed to be technical learn about information, social science, and humanities; that humanists learn about information and technology; etc. Even once in the BI, students will often lean toward one discipline more than others. In short, this PLO is achieved in part through peer learning. If the composition of students in the program is heavily skewed, this PLO will need more attention.
- Evaluate the interests of students applying and be prepared to pivot quickly

In short, we laud the program's commitment to graduating interdisciplinary students with robust quantitative skills, but suggest the Faculty examine this approach to be confident that it is teaching the knowledge and skills they want students to have, rather than expecting students to have this knowledge and skill.

While decision-making is identified in program objectives, it is not clear where it is taught in curriculum or PLOs. Given the NOC codes identified (e.g. business analyst), a conversation with the School of Management is advised, which could include how to incorporate strategic thinking and decision-making.

The proposal lists a number of courses that are required in the existing BI but will become electives. It will be important to ensure that these now-electives do not overlap with the new core, e.g. without modification, one anticipates Information, Memory, & Culture would overlap with Worlds Become GLAM. Course modification will be needed to ensure the electives build on the core and achieve the benefits of being able to scaffold learning through a four-year degree and graduate students with a deeper understanding.

The program is designed as a "traditional" Bachelors degree program, with predominantly in-person teaching in lecture/seminar style courses. This is appropriate for this degree.

Guidance for this section:

f) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).

g) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations.

h) Appropriateness of the proposed mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flexible-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

i) Ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

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3 Program Requirements for Graduate Programs Only

Respond here:

Guidance for this section:

j) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.

k) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.

l) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

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4 Admission Requirements

Respond here:

Given the program's emphasis on technical proficiency, interdisciplinary understanding, ethical decision-making rooted in value-based and socio-culturally embedded thinking, and the development of critical thinking, creativity, and real-world problem-solving skills, it is essential that the Faculty of Information selects students who demonstrate a clear appreciation for interdisciplinary education and the potential to fulfill the program's learning objectives. Our recommendations are based on the challenge of admitting such students in the era of generative AI.

To support this goal, we recommended a comprehensive admissions framework. This framework should define a detailed admissions process with clearly articulated evaluation criteria, enabling a holistic assessment of applicants' alignment with the iSchool's mission, values, and educational outcomes. It is also recommended that faculty members play an active role in shaping the evaluation criteria and participating in the admissions process during the initial years of the program.

Academic programs produce graduates with skills, competencies, and interests based on two key factors: the curriculum, and inbound students. The admissions criteria include MCV4U (calculus and vectors), the most advanced high school math course in the standard Ontario mathematics curriculum. It is described by the province as a course "intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business". Based on the Ontario curriculum guide, students taking this course should previously take MHF4U (advanced functions) in grade 12, MCR3U (functions, university prep

math) in grade 11, and MPM2D (academic math) in grade 10. This admissions criteria risks excluding students who would be excellent BI students but self-select out of science & engineering because they don't enjoy those fields. In informal conversations with the current BI students we met, only about half took this course in high school. I would note that social science fields with strong quantitative traditions (e.g. sociology) don't require MCV4U, but instead teach students quantitative methods in the context of a discipline they find exciting, rather than in the simple beauty of derivatives and asymptotes.

We note that the proposal indicates during consultation with faculty members, participants "emphasized the need for a stronger representation of humanities and social science content within the curriculum. This resulted in the revision of course titles and descriptions, as well as the development of new or combined courses". We invite the Faculty to consider its goals around humanities and social science content and ensure that its admissions requirements do not undermine these goals.

To the extent it is possible, perhaps MCV4U could be "ordinarily expected", with an alternative admissions pathway for excellent students who received bad course selection advice in grade 10 or discovered the field of information too late.

Guidance for this section:

m) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes.

n) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios and how the program recognizes prior work or learning experience.

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5 Assessment of Teaching and Learning

Respond here:

The program has established six distinct assessment methods to support its learning outcomes: examinations, labs/case studies, group projects, portfolio assessment, written papers, and oral presentations. Each program objective is assessed through at least three of these modalities, ensuring a robust and multidimensional evaluation of student learning.

It is commendable that the program includes a plan for ongoing quality monitoring. Data will be collected from multiple sources, including curriculum reviews, faculty and student feedback, course evaluations, instructor feedback, retention rates, and job placement outcomes. Additionally, the program intends to incorporate input from alumni, industry partners, and advisory board members. The commitment to conducting internal program

reviews every two years reflects a strong foundation for continuous improvement and accountability.

Guidance for this section:

o) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.

p) Appropriateness of the plans to monitor and assess:

1. The overall quality of the program
2. Whether the program is achieving in practice its proposed objectives
3. Whether its students are achieving the program-level learning outcomes
4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

6 Resources

Respond here:

The program benefits from a strong and diverse faculty body, comprising 41 current faculty members across both the tenure-stream and teaching-stream, with five additional hires planned for the upcoming academic year. These new appointments appear to be well-aligned with the proposed curriculum, further strengthening the program's educational foundation. To ensure the program's success, it is essential that both existing and newly appointed faculty members, regardless of their stream, are provided with opportunities to develop and teach undergraduate courses.

The new undergraduate program will be supported by well-enrolled PhD and Master's programs, whose students can enhance instructional capacity by serving as sessional lecturers or teaching assistants.

A key strength of the proposed program is the inclusion of a year-long Capstone Project, which serves as a cornerstone of the students' experiential learning journey. This project is complemented by academic courses that incorporate experiential learning components, providing students with opportunities to apply theoretical knowledge to real-world challenges. To maximize the impact of the Capstone experience, it is recommended that the program strengthen partnerships with industry, non-profit organizations, and local government agencies.

The Faculty of Information is supported by a well-established and capable team within the Office of the Registrar and Student Services. The current structure includes three admissions and recruitment staff, three academic advisors, two student support staff, a scheduling

administrator, and a data analyst. This team seems to provide strong student services and educational operations. It is encouraging to note that the Faculty plans to expand its capacity by adding one additional recruiter focused on undergraduate admissions and one financial aid and awards advisor, further strengthening support for incoming students. Additionally, the Faculty already benefits from a dedicated careers team comprising six staff members.

The Faculty of Information has confirmed that the Bissell Building will undergo a major renovation beginning in Summer 2026, with completion anticipated in 2028 or 2029. The renovation will significantly expand instructional spaces, including classrooms, which is a promising development for the long-term growth of the program.

However, the first two cohorts of the new undergraduate program will begin while renovations are underway, which may present logistical and experiential challenges. To mitigate potential disruptions, it is recommended that the Faculty develop explicit plans to ensure a positive learning experience for these initial cohorts. These plans should go beyond the provision of physical teaching and research lab spaces and focus on fostering a strong sense of community, academic engagement, and student support throughout the renovation period. See Section C 1 for more detail.

Guidance for this section:

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

q) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

r) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience (see QAF Guidance).

s) If required, provision of supervision of experiential learning opportunities

t) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

u) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support and laboratory access.

v) If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

7 Resources for Graduate Programs Only

Respond here:

Guidance for this section:

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

w) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

x) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

y) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

8 Quality and Other Indicators

Respond here:

There is clear and sufficient evidence that the Faculty of Information possesses the academic strength and expertise necessary to deliver a high-quality intellectual experience for students enrolled in the program.

The Faculty of Information is composed of a highly accomplished faculty body with expertise spanning information studies, humanities, social sciences, computer science, and design. This breadth of specialization positions the Faculty to deliver a rich and interdisciplinary educational experience to undergraduate students entering the new program. Faculty members demonstrate strong scholarly productivity and research engagement, as evidenced by their publications, conference presentations, and success in securing external research funding. Notably, faculty have received 46 awards from prestigious conferences and journals since 2016, underscoring the national and international recognition of their contributions to the field.

In addition to a strong faculty body, the Faculty of Information is supported by a capable and well-structured team of staff dedicated to delivering high-quality student services. The

combined efforts of leadership, staff, and faculty seem to be ready to provide a positive and enriching student experience throughout the program.

The projected enrollment size for the Faculty of Information's undergraduate program is comparable to the University of Michigan School of Information (N=472) and the University of Texas at Austin School of Information (N=434). Its projected enrollment is larger than that of the University of North Carolina iSchool's undergraduate program (N=235), while being smaller than those at the University of Washington, University of Illinois at Urbana-Champaign, and University of Maryland.

In terms of curriculum, the Faculty of Information's program demonstrates a stronger integration of humanities and social sciences compared to the University of Michigan's program. Additionally, while UT Austin offers six distinct concentrations, the proposed program distinguishes itself by offering a more interdisciplinary educational experience.

Guidance for this section:

z) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)

1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.

aa) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

bb) Any additional indicators of quality identified by the division or academic unit.

cc) How the proposed program compares to the best in its field among international peer institutions.

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9 Commissioning Officer Acceptance

After receiving the report from the reviewers, the commissioning officer formally accepts the final report and fills in the table below.

<table>
<tr><td colspan="2">As Commissioning Officer, I confirm that:
✔ The New Program Proposal and all relevant faculty CVs were provided to the reviewers to support their assessment of the new program.
✔ The Report addresses the program evaluation criteria, as required by the UTQAP.
✔ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these.
✔ I have brought to the attention of the reviewers any omitted UTQAP requirements.
✔ I have attached the site visit schedule to the report.</td></tr>
<tr><td>Commissioning Officer*: Javed Mostafa, Dean, Faculty of Information</td><td>Report Accepted as Final on October 29, 2025</td></tr>
</table>

UTQAP Template
New Program Review Schedule

University of Toronto
Faculty of Information
First-Entry Bachelor of Information

September 29-30, 2025

External reviewers:
Mike Smit, Dean, Faculty of Management, Dalhousie University
Soo Young Rieh, Interim Dean, School of Information, The University of Texas at Austin

Visit Details
The Faculty of Information is located in the Bissell Building at 140 St George St, Toronto, ON.

Your hotel is the Kimpton St George at 280 Bloor St W, Toronto, ON.

The External Review Panel will be housed in Bissell 212 (Dean's Conference Room). All events, except as noted otherwise, will be in Bissell 212

September 29

9:00 – 9:30 am	Javed Mostafa, Dean (Bissell 219)
9:30 – 10:15 am	Olivier St Cyr, Associate Dean, Teaching and Learning
10:15 – 10:30 am	Break
10:30 – 11:30 am	Maher Elshakankiri, BI Program Director
11:30 – noon	Break
Noon – 1:00 pm	Lunch with BI Students
1:00 – 2:00 pm	Tour of the Faculty with Muneer Armanazi
2:00 – 2:45 pm	Andrea McGee, Assistant Dean, Registrarial and Student Services
2:45 – 3:00 pm	Break
3:00 – 4:00 pm	Meeting with BI Faculty

4:00 – 5:00 pm	Discussion by panelists of preliminary findings
5:00 – 6:30 pm	Unscheduled time
6:30 – 8:30 pm	Dinner at Faculty Club with Dean Mostafa, BI alumni, BI Director Elshakankiri and ADTL St Cyr 41 Wilcocks St, Toronto, ON

September 30

9:00 – 9:30 am	Evan Donahue, Chief Administrative Officer
9:30 – 10:00 am	Matt Brower, Assistant Dean, Academic Programs and Governance
10:00 – 10:15 am	Break
10:15 – 11:30 am	Drafting External Review Panel Report
11:30 am – noon	Exit meeting with Dean Mostafa
Noon – 1:00 pm	Lunch

Please call the person listed below if you need assistance or further information:
Matthew Brower, Assistant Dean, Academic Programs and Governance, 647-280-4687

Dean’s Response (November 3, 2025)

UNIVERSITY OF TORONTO
FACULTY OF INFORMATION

Office of the Dean

November 3, 2025

Professor Nicholas Rule
Vice-Provost, Academic Programs
Office of the Vice-Provost, Academic Programs
Division of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: New Program Review for the Proposed Four-year, First-entry Bachelor of Information (BI)

Dear Professor Rule,

I am pleased to provide the decanal administrative response to the external review of our proposed new four-year, first-entry Bachelor of Information (BI).

On behalf of the Faculty of Information, I thank the reviewers: Dr. Soo Young Rieh, Interim Dean, School of Information, University of Texas at Austin, and Dr. Mike Smit, Dean, Faculty of Management, Dalhousie University, for conducting an external review. The reviewers are renowned scholars in the field of Information, and both lead significant peer programs. An in-person site visit was held September 29-30, 2025, during which the reviewers met with academic leadership at the Faculty, including me and the Associate Dean, Teaching and Learning; faculty affiliated with the proposed program, including the BI Program Director; current students and alumni; and staff who will support the program, including the Assistant Dean, Registrarial and Student Services.

The Faculty of Information greatly appreciates the careful and considered Report submitted by the reviewers. Deans Rieh and Smit were thoughtful and gracious during their review meetings. In their Report, they describe the proposed BI as "a comprehensive, interdisciplinary program" (*Report*, p. 2) that aligns with institutional priorities and is well-positioned to meet student and labour market demand. They have also offered several suggestions to improve the proposed first-entry Bachelor of Information (BI) Program.

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The review Report includes both high-level recommendations for our consideration, as well as concrete engagement with program details. While the reviewers confirm that "the program could be offered as described in this proposal and it would meet the quality expectations of the University of Toronto and the Province of Ontario" (Report, p. 3), all their suggestions have been carefully considered and, where appropriate, we have modified the proposal in response to them. Many recommendations will be implemented during the program launch process, including detailed curriculum planning, course development, resource preparation, and review by the Programs Committee. Some recommendations will be taken under advisement as part of our ongoing Quality Assurance process and used to guide our monitoring of the program once it is launched. We respond in detail to the specific recommendations below.

The Report presents four main recommendations in Section B: Recommendations (*Report*, pp. 4-5) and includes additional recommendations throughout. We will first respond to the main points, followed by those made in Section C of the Report. Some of the additional recommendations relate to or expand on the main ones; in such cases, we will indicate that the earlier response also addresses the later recommendation.

Section A. Summary

As indicated in the introduction above, the summary section concludes that the program can be offered as described.

Section B. Recommendations

Response to the four main Recommendations

1. "We recommend ensuring content on artificial intelligence is incorporated, in a way that clearly signals its inclusion to prospective students and employers." (*Report*, p. 4)

   This recommendation has three components:

   a. Reframe INF111H1 (Information, Technology, and Society) as an Artificial Intelligence (AI) foundations course and move INF320H1 (Introduction to Artificial Intelligence) to the second year.
   b. Add Human-AI Interaction and Human-Robot Interaction courses.
   c. Add advanced courses in AI: Explainable AI, Natural Language Processing (NLP), Training Large Language Models (LLMs).

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Response:
Component a. We updated the description of INF111H1 to clarify that AI and LLMs are part of the scope of technologies being considered in the course. Like the reviewers, we share the concern regarding "risks with naming a specific technology rather than more general, timeless terms" (*Report*, p. 4), and we do not believe that going further by changing the name or moving INF320H1 is necessary at this time.
The course description in the new program proposal, Appendix A (Courses, p. 107), has been updated in response to this recommendation.

Components b. and c. We will add advanced courses in these or similar areas as part of the program launch. We believe this approach to these recommendations makes sense, as advanced electives will first be needed two years after the initial program launch.
There are no changes to the proposal in response to this recommendation.

2. "To ensure alignment between applicant selection and the mission of the new BI program, we recommend careful examination of admissions requirements and processes." (*Report*, p. 4)
   This recommendation also has three components:
   a. Recognize the limits of personal statements in the era of generative AI.
   b. Develop a comprehensive admissions framework.
   c. Explicit and ongoing collaboration between the recruitment team and faculty members.

   Response:
   We accept this recommendation and thank the reviewers for the opportunity to clarify the admissions process for the proposed BI. We will perform a holistic review of applications based on minimum grades in required courses, as well as a supplemental application. We have systems, traditions, and processes for involving faculty members in admission. Faculty members are involved not only in reviewing supplemental applications but also in shaping the admissions philosophy and approach. The specifics of the supplemental application for the first-entry program will be determined by the Bachelors Recruitment and Admissions Committee (BRAC) and will reflect the limits that widespread use of generative AI has created for the effectiveness of personal statements. BRAC is

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chaired by the BI Program Director and includes faculty members who, together, will ensure that the supplemental application is pedagogically sound, equitable, and aligned with the program's learning goals. We will refine the existing reflective personal statement format into more structured prompts that guide prospective students to discuss specific, documented personal experiences that have led them to apply to the program. The specifics of the supplemental application will be a priority once the proposal has passed governance.
There are no changes to the proposal in response to this recommendation.

3. "Ensure that all faculty members across both research and teaching streams have opportunities to develop and teach undergraduate courses. Promote a unified approach to undergraduate and graduate education, rather than treating them as separate instructional tracks." (*Report*, p. 5)

   Response:
   We accept this recommendation and will incorporate language on the unified approach to undergraduate and graduate education in our next revision to the Faculty Workload Policy. The new program proposal already notes, in Section 10.1 (Resources, p. 94), that "The Faculty of Information is also reviewing its workload policy to ensure balanced and sustainable teaching contributions across all programs." All faculty have the opportunity to propose and teach undergraduate courses.
   There are no changes to the proposal in response to this recommendation.

4. "…we recommend further embedding external partner-based experiential learning into the curriculum." (*Report*, p. 5)

   Response:
   We accept this recommendation and thank the reviewers for encouraging us to strengthen our experiential learning approach. The year-long Capstone course is designed to focus on "external partner-based experiential learning," enabling students to address real-world problems and present their work to both academic and industry stakeholders. This builds on our existing "partnerships with industry, non-profit organizations, and local government agencies." (*Report*, p. 5)

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As outlined in Section 5.2 (Rationale for Program Structure, p. 46) of the new program proposal, experiential learning is a defining feature of the proposed BI. In addition to the Capstone Project course, five other required courses, including INF240H1 (Information Studio: Architecture, Interaction, and Usability), INF321H1 (Applied Machine Learning), and INF330H1 (Web Technologies for Information Systems), embed experiential learning at various levels, including project-based collaboration, user-centred design, and applied technical work. These experiences are classified using the University's Curriculum Integrated Experiential Learning (CIEL) framework and span foundational, embedded, applied, and professional tiers. The program will also include an optional Work Placement opportunity (INF391H1, Work Placement). Once the program is established, the Faculty of Information also plans to introduce a Co-operative Education (Co-op) option that will provide students with the opportunity to gain valuable professional experience. This multi-layered approach ensures that all BI students encounter meaningful, practice-based learning across the curriculum. We will also add further opportunities for experiential learning as we continue to develop the program as part of a process of routine monitoring and improvement. **There are no changes to the proposal in response to this recommendation.**

Section C. Program Evaluation Criteria

1. Academic Rationale and Program Objectives

There are two recommendations in this sub-section.

1. "Particular attention will be required to ensure that key themes show up across the curriculum with the same clear through-line as for information system design, in particular to incorporate Indigenous ways of knowing and traditional knowledge as valued forms of information and knowledge (and acknowledging the risks digital data systems present to this knowledge)." (*Report*, p. 6)

   Response:
   We welcome the opportunity to reflect on our engagement with Indigenous ways of knowing in the proposed BI curriculum. The introductory course INF111H1 "will survey methods for understanding socio-technological systems, including feminist and Indigenous approaches" (Appendix A: Courses, p. 107 of the proposal). Also, the BI Program Director plans to work with an Indigenous student to develop an Indigenous course for the first-entry BI Program. They will

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be working with the Faculty's Indigenous Action and Anti-Colonialism Committee on this project. We will also work with our careers team to ensure consistent Indigenous options in our experiential learning courses.
There are no changes to the proposal in response to this recommendation.

2. The reviewers ask us to consider the risk to students' sense of community and connection to the program, especially during building renovations. They note that the first term includes only two courses taught by the Faculty, and recommend that we "…consider a 0-credit, mandatory course scheduled each week in the first term (or first year) that is a vehicle to bring students in the program together for co-curricular activities, including guest speakers, alumni panels, employer networking receptions, student-led activities, etc. that build community and cohort." (*Report*, p. 6)

   Response:
   We accept this recommendation, and the working group for developing the first-year courses, as part of the program launch, will use it as the basis for developing strategies to enhance first-year cohesion and cohort building. Students living in residence will participate in learning communities integrated into residence life. Commuter students will have access to tailored engagement opportunities. All students will take part in structured transition and orientation programming. In addition, student societies, intramural sports, clubs, and other initiatives will help foster connection, engagement, and a strong sense of community.
   There are no changes to the proposal in response to this recommendation.

2. Program Requirements

This sub-section includes recommendations focused on four areas: clarification of the program learning outcomes (PLOs), curriculum mapping, curriculum requirements, and curriculum transition. We will respond to each type of comment in order.

PLO Clarifications Comments

1. Clarity is needed to define the difference between [PLO4] "Conceptualize, evaluate, and justify information system solutions" and [PLO5] "Design and develop information systems that address real-world problems". What is in scope for this program?" (*Report*, p. 8)

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Response:
PLO4 is intended to focus on the analytic aspects of information systems, while PLO5 is intended to focus on the qualitative aspects of information systems. We have clarified the language of the PLO4 and PLO5 to make this distinction clearer. See updated PLOs below.

> *Updated PLO4*: Analyse, conceptualize, and justify information system solutions that balance performance, accessibility, inclusivity, and security, while critically evaluating their social and cultural implications.
> *Updated PLO5*: Design, develop, and implement information systems that address real-world challenges through user-centred design, human-centred data science, and secure, inclusive practices.

The articulations of PLO4 and PLO5 have been updated in the new program proposal, Section 5.2 (Rationale for Program Structure, pp. 34 and 36-37), and Section 6 (Assessment, p. 51), in response to this recommendation.

2. "What does it mean that an information system be built "Optimizing for time and space"?" (*Report*, p. 8)

Response:
We have clarified and updated PLO4 to address the question about "optimizing for time and space." This clarification is reflected in the previous point, where the updated PLO4 emphasizes performance alongside other key dimensions.

3. "The program objectives mention digital transformation twice (1 and 3). While the PLOs capture information system design, human-centred design, and other critical elements of digital transformation, its not clear where students will learn change management. Consider including change management explicitly in a PLO." (*Report*, p. 8)

Response:
We believe that change management is addressed implicitly through PLO4, PLO5, and PLO10. The recent clarification to PLO4, particularly the inclusion of "performance" to replace "optimizing for time and space," makes this commitment sufficiently explicit. Collectively, these PLOs emphasize not only the technical

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dimensions of system design but also the collaborative, ethical, and organizational considerations essential to managing digital transformation. **PLO4 and PLO5 have been updated as noted above.**

Curriculum Mapping Comments

1. "It [the new program proposal] states that DLE1 (breadth and depth) is met by PLO1 and PLO2. While these certainly meet breadth, PLOs 3-9 contribute significantly to meeting the depth requirement of DLE1." (*Report*, p. 8)

   Response:
   We accept the recommendation and agree that DLE1 should reflect both the breadth and depth of student learning. While PLO1 and PLO2 capture the program's conceptual and interdisciplinary breadth, we have added PLO3, PLO4, and PLO6 to demonstrate depth through applied analysis, problem-solving, and contextual understanding.

   We also considered PLOs 5, 7, 8, and 9 in this review. While they do contribute to overall program depth, we believe their primary alignment is with DLE2 (Knowledge of Methodologies), DLE3 (Application of Knowledge), DLE5 (Awareness of Limits of Knowledge), and DLE6 (Autonomy and Professional Capacity), where they are already represented. To avoid unnecessary duplication and preserve clarity in our mapping, we opted not to assign them to DLE1 at this time.
   The mapping of Degree Level Expectation 1 to PLOs in Section 5.2 (Rationale for Program Structure), Table 1 of the program proposal (pp. 35-36), the Discussion of Program Design in Section 5.2 (p. 40), and in Appendix B: Overall Program Map (minor change) (p. 120) have been updated in response to this recommendation.

2. "DLE2 (Knowledge of methodologies) is said to be met by PLO3, which is a technically focused outcome but which is done 'considering the social and cultural dimensions'. The methodologies required for PLO6 and PLO7 also meet DLE2, and in them social science / humanities are not relegated to a role in service to the technical outcomes." (*Report*, p. 8)

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Response:
We accept this recommendation as we see the social sciences and humanities as integral to the program. In addition to PLO3, we have added PLO6 and PLO7 to DLE 2 to reflect the use of qualitative and interpretive methodologies rooted in social science and humanities traditions.
The mapping of Degree Level Expectation 2 to PLOs in Section 5.2 (Rationale for Program Structure), Table 1 of the program proposal (pp. 36-37) and the Discussion of Program Design in Section 5.2 (pp. 40-41) have been updated in response to this recommendation.

3. "One of the PLOs is to "cultivate interdisciplinary understanding in students, evident in the ability to integrate approaches from information studies, technical disciplines, social sciences, and humanities …" In short, this PLO is achieved in part through peer learning. If the composition of students in the program is heavily skewed, this PLO will need more attention." (*Report*, p. 9)

Response:
For clarity, we note that, in their comment, the reviewers are highlighting Program Objective 2 (Proposal, Section 3.1, Program Objectives, p. 10) rather than a program learning outcome.

We will monitor cohort composition and its potential effects as part of our Quality Assurance process to ensure that this Program Objective is met through meaningful interdisciplinary and peer learning experiences.
There are no changes to the proposal in response to this recommendation.

Curricular Requirements Comments

1. The reviewers recommend re-evaluating the requirement of Calculus as a first-year course (*Report*, pp. 8-9) and provide extensive reasoning and suggestions on how this could be addressed. They ask us to:
    - Consider replacing calculus with a quantitative reasoning course in the first year.
    - Remove calculus as a prerequisite for INF320H1.
    - Consider whether statistics and linear algebra might suffice to address the desire to improve quantitative reasoning.

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Response:
We appreciate the recommendation and will monitor the effect of MAT135H1 (Calculus I) on students after the program launch. We will also continue to review the program's requirements to determine whether a Quantitative Reasoning for Information course may better serve our students' needs. Thus, although we do not believe that change is warranted at this time, we will follow the reviewers' advice to "evaluate the interests of students applying and be prepared to pivot quickly" (*Report*, p. 9).

Across the University of Toronto, many programs that emphasize analytical and quantitative reasoning, including those in Computer Science, Engineering, Mathematics, the Physical Sciences, Commerce, and several Science programs, require a first-year university Calculus course such as MAT135H1 or its equivalent. In alignment with these institutional practices, the BI program includes Calculus I but not Calculus II (MAT136H1) or Calculus with Proofs (MAT137H1). We believe students will benefit from developing a foundational understanding of key concepts such as derivatives and rates of change, which underpin quantitative and computational reasoning in information science, without requiring more advanced topics in integration or proof. Given that Calculus I remains an essential part of the curriculum, we do not see a rationale for removing it as a prerequisite for INF320H1 at this time. We will, however, continue to monitor student outcomes and feedback to ensure that this requirement remains appropriate and supports the program's learning goals. **There are no changes to the proposal in response to this recommendation.**

2. "While decision-making is identified in program objectives, it is not clear where it is taught in curriculum or PLOs. Given the NOC codes identified (e.g. business analyst), a conversation with the School of Management is advised, which could include how to incorporate strategic thinking and decision-making." (*Report*, p. 10)

Response:
We thank the reviewers for highlighting the importance of "ethical decision-making manifested through value-based practices and socio-culturally embedded thinking" to our Program Objectives (PO3, p. 10 of the new program proposal), and for suggesting a course that includes decision-making or strategic thinking to

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support the achievement of this objective. We believe that the proposed curriculum is sufficient to meet the PLOs and Program Objectives, particularly through PLO5 (design, develop, and implement information systems that address real-world challenges) and PLO10 (propose and integrate project-based collaborative approaches), both of which require students to demonstrate informed and strategic decision-making in complex settings.

We will monitor students' abilities to fulfil the PLOs and Program Objectives as part of our Quality Assurance process. While consultation with colleagues in other units is always welcome, our faculty members' interdisciplinary expertise in organizational behaviour, policy, ethics, and information practices enables us to integrate these elements effectively within our curriculum. Accordingly, we believe that adding a course in future, in this area, is possible without requiring a formal partnership with another unit, though we remain open to collaboration where it would provide clear benefit to our students.
There are no changes to the proposal in response to this recommendation.

Curriculum Transition Comments

1. The reviewers suggest we assess the courses that are being converted from core courses in the existing two-year BI to electives in the proposed four-year BI: "The proposal lists a number of courses that are required in the existing BI but will become electives. It will be important to ensure that these now-electives do not overlap with the new core, e.g. without modification, one anticipates Information, Memory, & Culture would overlap with Worlds Become GLAM." (*Report*, p. 10)

   Response:
   We accept this recommendation. Existing courses will be revisited and revised when they are integrated into the new curriculum.
   There are no changes to the proposal in response to this recommendation.

3. Program Requirements for Graduate Programs Only

Not applicable

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4. Admission Requirements

1. The reviewers recommend “a comprehensive admissions framework. This framework should define a detailed admissions process with clearly articulated evaluation criteria, enabling a holistic assessment of applicants’ alignment with the iSchool’s mission, values, and educational outcomes. It is also recommended that faculty members play an active role in shaping the evaluation criteria and participating in the admissions process during the initial years of the program.” (*Report*, p. 11)

   Response:
   As discussed above, BRAC committee members will assess and review all applications. The admissions team will provide them with details as to whether the minimum academic and English Language Proficiency (ELP) requirements have been met. Faculty will review the supplemental applications and score them accordingly.
   There are no changes to the proposal in response to this recommendation.

2. “We invite the Faculty to consider its goals around humanities and social science content and ensure that its admissions requirements do not undermine these goals.
   To the extent it is possible, perhaps MCV4U could be “ordinarily expected”, with an alternative admissions pathway for excellent students who received bad course selection advice in grade 10 or discovered the field of information too late.” (*Report*, p. 12)

   Response:
   At the University of Toronto, admission to programs with strong analytical or quantitative components typically requires MCV4U (Calculus and Vectors) or an equivalent high school mathematics course. This prerequisite applies to programs in Computer Science, Engineering, Mathematics, the Physical Sciences, Psychology, the Sciences more broadly, and Commerce. In Kinesiology, students are required to present either MCV4U or MHF4U (Advanced Functions). These expectations reflect the importance of mathematical preparation for success in quantitatively oriented fields.

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For the proposed Bachelor of Information (BI), this background supports success in the required quantitative courses, MAT135H1 and MAT223H1 (Linear Algebra I). While we recognize that requiring MCV4U may reduce accessibility for some applicants, these first-year courses are essential for developing the mathematical and computational foundation on which later coursework in analytics, artificial intelligence, and information systems depends.

The University's Preparing for University Math Program (PUMP) offers a potential bridging route for students who have not completed MCV4U. We will explore how this option might be made available to prospective BI students in the future. At this stage, however, we consider the MCV4U prerequisite necessary to ensure adequate preparation and smooth progression through the program. We will continue to monitor applicant trends and student outcomes to confirm that this requirement remains appropriate and effective.
There are no changes to the proposal in response to this recommendation.

5. Assessment of Teaching and Learning

No recommendations

6. Resources

There are two recommendations in this section

1. "To maximize the impact of the Capstone experience, it is recommended that the program strengthen partnerships with industry, non-profit organizations, and local government agencies." (*Report*, p. 13)

   Response:
   As discussed above, we accept this recommendation and will work to strengthen our existing partnerships with industry, non-profit organizations, and local government agencies.
   There are no changes to the proposal in response to this recommendation.

2. "…, it is recommended that the Faculty develop explicit plans to ensure a positive learning experience for these initial [first two] cohorts. These plans should go beyond the provision of physical teaching and research lab spaces and focus on fostering a strong sense of community, academic engagement, and student support throughout the renovation period." (*Report*, p. 14)

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Response:
We accept this recommendation. Our plans continue to evolve to ensure that students remain actively engaged. Given the importance of the first cohort to establishing the norms and culture of the program and the potential challenging effects of the renovation, we are developing a range of initiatives designed to foster community, enhance academic engagement, and provide comprehensive support for all students throughout the renovation period and beyond.
There are no changes to the proposal in response to this recommendation.

7. Resources for Graduate Programs Only

Not applicable

8 Quality and Other Indicators section

No recommendations

Additional Corrections

While we were reviewing the proposal, we found the minor errors listed below and have made the following typographical corrections to the proposal:

1. Correction to the course title for **INF311H1** to **Information in the Cultural Imagination** (to match the course name in the rest of the document) in Section 4 (Calendar Copy, p. 29)**.**

2. Correction to Table 1 in Section 5.2 (Rationale for Program Structure, p. 35). In the second row of the table.
   Program Objectives has been corrected to Program Learning Outcomes.

3. The Faculty Table in Section 10.1 (Faculty, p. 76) has been correctly numbered as **Table 4**.

4. Correction to the Faculty Table in Section 10.1 (Resources, p. 91):
   Professor Nusrat Jahan Mim was originally listed under the heading Assistant Professor, Teaching Stream (CLTA).
   Her rank has been corrected to Assistant Professor (CLTA).

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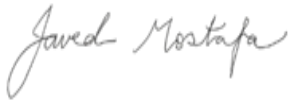
In summary, my colleagues and I are very pleased to have received such a positive review of the proposed BI. Once again, we thank the reviewers for highlighting its many strengths and for providing thoughtful recommendations and guidance for further improvement.

Sincerely



Prof. Javed Mostafa
Dean and Professor
Faculty of Information
University of Toronto

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Vice-Provost, Academic Programs' Response (November 19, 2025)

UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

November 19, 2025

Professor Javed Mostafa
Dean, Faculty of Information
University of Toronto

Re: Review Report, Proposed Four-year, First-entry Bachelor of Information (BI)

Dear Dean Mostafa,

I am pleased to receive the external review report for the proposed four-year, first-entry Bachelor of Information (BI). Your administrative response letter nicely summarizes the report and addresses the recommendations and suggestions made by the reviewers.

The reviewers express strong support for the program, calling it a “comprehensive, interdisciplinary program designed to address the growing need for human-centered informational professionals,” and noting the “proposal demonstrates a strong alignment with institutional policies” (*Report*, pg. 2). The reviewers also make several recommendations, which broadly fall into the following areas: admissions requirements and process; teaching and pedagogy; experiential learning; student experience; incorporating artificial intelligence (AI); and program design/structure.

Admissions Requirements and Process

The reviewers make the following recommendations related to the program’s admission requirements and process:

- Develop a comprehensive admissions framework and establish a detailed admissions process that includes clearly defined evaluation criteria.
- Faculty members should play an active role in shaping the evaluation criteria and participating in the admissions process. There should be explicit and ongoing collaboration between the academic affairs team and faculty members in the admissions process.
- Recognize the limited insight that will be provided by traditional personal statements in the era of generative artificial intelligence (AI) and develop assessment methods that will better capture applicants’ alignment with the program’s objectives.

- The reviewers caution that the inclusion of Calculus and Vectors (MCV4U) in the admissions requirements may act as a barrier for applicants without a science or mathematics background. The reviewers suggest that, while MCV4U might be "ordinarily expected," the Faculty of Information should consider developing an alternative admissions pathway for talented applicants that have a background in social sciences fields with strong quantitative traditions (e.g., Sociology).

In your letter you clarify the admissions process for the proposed BI, which includes a holistic review of applications based on minimum grades in required courses, as well as a supplemental application. You confirm that faculty will have a distinct role in the admissions process, not just through reviewing supplemental applications, but also because they are involved in shaping the admissions philosophy and approach. You highlight the role of the Bachelors Recruitment and Admissions Committee (BRAC), which includes faculty members. You acknowledge the reviewers' concerns regarding the limited insight provided by applicant personal statements and indicate you will refine the format of the statement into more structured prompts that guide prospective students to discuss specific, documented and relevant personal experiences.

Regarding the recommendations around the inclusion of MCV4U (Calculus and Vectors) in the admissions requirements, you note that the norm at the University of Toronto is to require MCV4U or an equivalent high school mathematics course for admission to programs in the sciences (physical and life), mathematics and computer science. You emphasize that a background in calculus and vectors is needed to properly prepare students for success in the proposed BI. You indicate that you are aware that requiring MCV4U may be a barrier to access for some students but contend that calculus and vectors remains essential for developing the mathematical and computational foundation needed for coursework in analytics, AI, and information systems. You point to the University's Preparing for University Math Program (PUMP) as a potential bridging route for students who have not completed MCV4U, and you indicate that you will explore ways to make this option available to potential applicants to the program. You also commit to monitoring student admissions as the program launches to assure that these requirements are not preventing excellent but quantitatively shy students from approaching the BI program and convey your intent to adapt the requirements should that appear to occur.

There are no changes to the proposal resulting from these recommendations.

Teaching and Pedagogy

The reviewers recommend that the Faculty of Information promote a unified approach to undergraduate and graduate education by ensuring that all faculty members, across the tenure and teaching streams, have opportunities to develop and teach undergraduate courses in the program.

You agree with this recommendation and note in your letter that all faculty will have the opportunity to propose and teach undergraduate courses. You highlight that, on page 94 of the new program proposal (Section 10.1, Resources), it states that the Faculty of Information is reviewing its workload policy to ensure balanced and sustainable teaching contributions across all programs. Finally, you indicate that you will incorporate language on a unified approach to teaching when you next revise your Faculty Workload Policy.

There are no changes to the proposal resulting from this recommendation.

Experiential Learning

The reviewers recommend further embedding external partner-based experiential learning into the curriculum to build partnerships with industry, non-profit organizations, and local government agencies; and to ensure that students engage with external partners as part of their academic journey. They point to the program's Capstone Project (INF490Y1) as a vehicle through which the Faculty of Information could accomplish this goal.

You thank the reviewers for encouraging the Faculty to strengthen its experiential learning approach and speak to the Faculty's multi-layered approach to providing meaningful, practice-based learning across the proposed BI. You note that the Capstone Project course (in which students address real-world problems and present their work to both academic and industry partners) is designed to focus on external partner-based experiential learning and builds on existing partnerships with industry, non-profit organizations, and local government agencies. You further note that, in addition to the Capstone Project, experiential learning is embedded in several other required courses in the program, including INF240H1 (Information Studio: Architecture, Interaction, and Usability), INF321H1 (Applied Machine Learning), and INF330H1 (Web Technologies for Information Systems). Finally, you highlight plans for future experiential learning opportunities, including an optional work placement (INF391H1) and the creation of a Co-op option in the program.

There are no changes to the proposal resulting from this recommendation.

Student Experience

The reviewers caution that students may find it challenging to build a strong scholarly community, particularly in the first year of the program, given that only two courses are taught by the Faculty of Information, in the first term, and an extensive planned renovation to the building space, in Fall 2027, may be disruptive. The reviewers suggest that the Faculty of Information should develop explicit plans to ensure a positive learning experience for the initial cohorts. They recommend introducing a 0-credit mandatory course in the first year of the program to bring students together for co-curricular activities and formalizing a peer mentor program with the Faculty's fourth-year students.

In your letter, you accept this recommendation and state clearly that the Faculty understands the importance of the first cohort to establishing the norms and culture of the program. You note that the working group for developing first-year courses will develop strategies to enhance first-year cohesion and cohort building. You observe that students living in residence will participate in learning communities integrated in residence life, and commuter students will have access to tailored engagement opportunities. All students will have the opportunity to participate in orientation programming, student societies, intramural sports, clubs, and other initiatives that foster connection, engagement, and a strong sense of community. You emphasize that the Faculty will be mindful of the potential negative impacts of planned renovations on the building of a scholarly community and will develop a range of initiatives designed to foster community, enhance academic engagement, and provide comprehensive support to all students throughout the renovation period.

There are no changes to the proposal resulting from this recommendation.

Incorporating artificial intelligence (AI) into the Program

The reviewers stress the importance of AI to both students and employers and make the following recommendations around ensuring AI is explicitly, directly, and conspicuously incorporated into the program:

- Introduce foundational academic content that will provide students with core technical and conceptual knowledge in AI by re-framing INF111H1 (Information, Technology and Society) to establish early engagement with social dimensions of AI and offering INF320H1 (Introduction to Artificial Intelligence) earlier in the program to ensure timely exposure to essential concepts.
- Develop academic content that explores the intersection of AI and user experience (e.g., Human-AI Interaction and Human-Robot Interaction).

- Expand the curriculum to include electives on advanced topics in AI, for example: Explainable AI, Natural Language Processing, and Training Large Language Models (LLMs).

In your letter, you acknowledge the reviewers' recommendations and indicate that the course description for INF111H1 has been updated to make it clear that AI and LLMs are part of the scope of technologies being considered in the course [*this change is reflected on page 107 of the new program proposal (Appendix A, Course List)*]. You also confirm that the Faculty has decided not to move INF320H1 to earlier in the program at this time [*there are no changes to the new program proposal related to this recommendation*].

Finally, you will be adding advanced courses in the intersection of AI and user experience, as well as courses on advanced topics in AI in the future, noting that these additional courses will first be needed in the program two years after the program launches [*there are no changes to the new program proposal related to these recommendations*].

Program Design/Structure

The reviewers make the following suggestions related to the program design/structure:

- Ensure that key themes like Indigenous ways of knowing and traditional knowledge are incorporated into the program as valued forms of information and knowledge.
- Regarding the Program Objectives (POs): PO2 will need attention if it requires peer learning.
- Regarding the Program Learning Outcomes (PLOs): clarify PLO4; better differentiate PLO4 and PLO5; and consider including change management explicitly in a PLO.
- Regarding the mapping of degree level expectations (DLEs) to PLOs, the reviewers suggest that PLOs 3-9 contribute to DLE1 (Depth and Breadth of Knowledge), and PLOs 6 and 7 contribute to DLE2 (Knowledge of Methodologies).
- Regarding the inclusion of calculus (MAT135H1), statistics (INF101H1), and linear algebra (MAT223H1) as required courses in the early years of the program: the reviewers caution that the front-loading of mathematics and statistics may signal to students that the proposed BI is a science program, which may deter non-science students from applying. They suggest replacing calculus with a course that directly teaches quantitative reasoning and mathematical literacy or considering if statistics and linear algebra are sufficient to support quantitative learning. They also suggest removing calculus as a prerequisite for INF320H1.

- It is not clear where, in the curriculum and PLOs, decision-making is taught. They suggest consulting with the Rotman School of Management on how to incorporate strategic thinking and decision-making into the program.
- Several courses that are currently included as core courses in the two-year BI will become electives in the proposed four-year BI. They recommend ensuring these courses build on the new program's core, rather than overlap it.

In your letter, you reflect on the proposed program's engagement with Indigenous ways of knowing through INF111H1, which will survey methods for understanding socio-technical systems, including feminist and Indigenous approaches. You note that the BI Program Director will work with an Indigenous student and the Faculty's Indigenous Action and Anti-Colonialism Committee to develop an Indigenous course for the program and will also work with the Faculty's careers team to ensure consistent Indigenous options for experiential opportunities. *There are no changes to the proposal resulting from this recommendation.*

Regarding the concerns raised about Program Objective 2, your letter confirms that you will monitor cohort composition and its potential effects as part of your quality assurance process to ensure that PO2 is met through meaningful interdisciplinary and peer learning experiences. *There are no changes to the proposal resulting from this recommendation*.

Regarding the concerns raised about PLOs 4 and 5, you indicate that they have been revised for clarity and to better differentiate them. PLO4 will focus on the analytic aspects of information systems, while PLO5 will focus on the qualitative aspects of information systems. You also indicate that change management is addressed in the revised PLOs 4 and 5, as well as PLO10, which is unchanged; collectively, these PLOs emphasize the technical dimensions of system design, as well as the collaborative, ethical, and organizational considerations essential to managing digital transformation. *The new program proposal has been updated in Section 5.2 (Rationale for Program Structure) on pages 34 and 36-37, and in Section 6 (Assessment) on page 51, to show the revised descriptions for PLOs 4 and 5.*

Regarding the mapping of degree level expectations (DLEs) to PLOs in Section 5.2, Table 1, you indicate that you agree with the reviewers' recommendation to add PLOs 3, 4, and 6 to DLE1 (Depth and Breadth of Knowledge) to demonstrate depth through applied analysis, problem-solving, and contextual understanding. You note that you considered whether to also include PLOs 5, 7, 8 and 9 under DLE1, and your assessment is that while they contribute to overall program depth, their primary alignment is with DLE2 (Knowledge of Methodologies), DLE3 (Application of Knowledge), DLE5 (Awareness of the Limits of Knowledge), and DLE6 (Autonomy and

Professional Capacity). You also agree with the reviewers' recommendation to add PLOs 6 and 7 to DLE2 to reflect the use of qualitative and interpretive methodologies rooted in social science and humanities traditions. *The new program proposal has been updated in Section 5.2 (Rationale for Program Structure), Table 1, on pages 35-37, the "Discussion of Program Design" sub-section on pages 40-41, and Appendix B (Overall Program Map) on page 120*.

Regarding the reviewers cautions at including calculus (MAT135H1), statistics (INF101H1), and linear algebra (MAT223H1) as required courses in the early years of the program, you indicate that you appreciate the reviewers' recommendation, and you will monitor MAT135H1, and students' response to it, following the program launch. You will also continue to review the program's requirements to determine whether a quantitative reasoning for information course will better serve students' needs. You highlight that it is the norm at the University to include a first-year calculus course in programs in the sciences, mathematics, psychology, and computer science, and emphasize that students will benefit from developing a foundational understanding of key concepts such as derivatives and rates of change, which underpin quantitative and computational reasoning in information science. Since MAT135H1 will remain an essential part of the curriculum, you indicate that it is not necessary to remove it as a prerequisite for INF320H1 at this time, but you will continue to monitor student outcomes and feedback to ensure the requirement remains appropriate and supportive of the program's objectives. *There are no changes to the proposal resulting from these recommendations*.

Regarding the reviewers' question asking where, in the curriculum and PLOs, decision-making is taught, and their recommendation to collaborate with the Rotman School of Management, you indicate that decision-making is addressed in PLOs 5 and 10, both of which require students to demonstrate informed and strategic decision-making in complex settings. You note that you will monitor students' abilities to fulfill the Program Objectives and PLOs as part of your quality assurance process. You highlight that, if an additional course is needed, the Faculty of Information has capacity to develop and deliver it; however, you will pursue collaboration with other divisions, including the Rotman School of Management, when such collaborations are fruitful. *There are no changes to the proposal resulting from these recommendations*.

You agree with the reviewers' recommendation that should any core courses from the existing two-year BI be added as electives to the proposed BI they should build on the new program's core, rather than overlap it, and you confirm that the existing courses will be revisited and revised when/if they are integrated into the new curriculum. *There are no changes to the proposal resulting from these recommendations*.

Finally, in addition to the revisions to the proposal that directly respond to the recommendations and suggestions from the reviewers, you also note that several minor changes were made to the proposal, including: correcting the course title for INF311H1 in Section 4 (Calendar Copy), on page 29; correcting a label header in row two of Table 1 in Section 5.2 (Rationale for Program Structure), on page 35; correcting the misnumbering of Table 4 in Section 10.1 (Faculty), on page 76; and correcting the rank of a faculty member to Assistant Professor (CLTA) in Section 10.1 (Faculty), on page 91.

I will be very pleased to recommend this new degree program to governance for approval, following approval at the divisional level.

Sincerely,

Nicholas Rule
Vice-Provost, Academic Programs
Professor of Psychology

cc:
Olivier St-Cyr, Associate Dean, Teaching & Learning, Faculty of Information
Matthew Brower, Assistant Dean, Academic Programs and Governance, Faculty of Information
Maher Elshakankiri, Director, Bachelor of Information Program, Faculty of Information
Andrea McGee, Assistant Dean, Registrarial and Student Services, Faculty of Information
Dunja Metikos, Manager, Office of the Dean, Faculty of Information
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
Jennifer Francisco, Academic Change Specialist, Office of the Vice-Provost, Academic Programs
Annette Knott, Academic Change Specialist, Office of the Vice-Provost, Academic Programs

UNIVERSITY OF TORONTO

University of Toronto
New Undergraduate and Graduate Program Proposal

Full name of proposed program:	Bachelor of Information *Note: this is a 4-Year, First-Entry Degree Program
Degree name and short form:	Bachelor of Information, BI
Program name:	Information
Professional program: yes or no	Yes
Unit (if applicable) offering the program:	N/A
Faculty/division:	Faculty of Information
Dean's Office contact:	Dr. Matthew Brower, Assistant Dean, Academic Programs and Governance, Faculty of Information
Proponent:	Professor Javed Mostafa, Dean, Faculty of Information Professor Olivier St-Cyr, Associate Dean, Teaching and Learning, Faculty of Information Professor Maher Elshakankiri, Bachelor of Information Program Director, Faculty of Information
Version date (please change as you edit this proposal):	October 31, 2025

Framework for UTQAP New Programs

The University of Toronto Quality Assurance Process (UTQAP) supports a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students.
> (Policy for Approval and Review of Academic Programs and Units (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement.

New Program Proposal

The New Program Approval Protocol applies to new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs, offered in full or in part by the University of Toronto or by the University of Toronto jointly or conjointly with institutions federated or affiliated with the University. New for-credit graduate diplomas and new standalone degree programs arising from a long-standing field in a master's or doctoral program go through the Expedited Approval Protocol (see UTQAP section 2.8). All proposed new programs except graduate diplomas are subject to external appraisal.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal.

Development & Approval Steps	**Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)**
New Program Consultation Meeting	June 19, 2024
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	June 18, 2025
External Appraisal	September 29-30, 2025
Decanal signoff *In signing off I confirm that I have ensured appropriate:* ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ Consultation with faculty and students, other University divisions and external institutions	Javed Mostafa, Dean, Faculty of Information Date of Signoff: July 3, 2025
Provostial signoff *In signing off I confirm that the new program proposal:* ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3	Nicholas Rule, Vice-Provost, Academic Programs Date of Signoff: July 8, 2025
Unit-level approval (if required)	N/A
Faculty/divisional governance	December 4, 2025
Submission to Provost's Office	
AP&P	February 10, 2026
Academic Board	February 26, 2026
Executive Committee of Governing Council	March 12, 2026
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges and Universities (where the latter is required)."	
Ontario Quality Council	April 2026
Submitted to the Ministry (in case of new graduate degrees and programs, new diplomas)	N/A

New Program Proposal

Bachelor of Information (4-Year, First-Entry)
Faculty of Information

Table of Contents

1 Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal.

Response:

The Faculty of Information (FOI) at the University of Toronto is proposing a four-year, first-entry undergraduate Bachelor of Information (BI) degree program that will address the growing need for human-centred informatics by integrating approaches from information studies, technical disciplines, the social sciences, and the humanities. The proposed BI offers opportunities to explore how humans interact with information technologies and how these interactions shape and are shaped by broader social, cultural, and ethical contexts. It prepares students to manage, analyse, and design information systems while addressing societal challenges and emphasizing ethical, inclusive, and accessible approaches. It targets applicants drawn to the societal implications of digital transformation, such as algorithmic accountability and data ethics, and those seeking strong technical knowledge to address the social, political, and cultural challenges of our information age. By integrating technical skills with critical thinking, ethical considerations, and cultural sensitivity, the program equips graduates to navigate the complexities of the information field, embraces evolving technologies, and contributes responsibly to information system design and data management. Moreover, students will develop skills in data analysis, programming, and algorithmic design, complemented by design studio experiences in information architecture, user experience, and data visualization. The program fosters ethical responsibility through courses on privacy, data ethics, and algorithmic bias, enabling graduates to address societal challenges and promote inclusivity in the design, implementation, and governance of information systems, ensuring that technologies and data practices account for diverse user needs, backgrounds, and access conditions. The program ensures that graduates are well-prepared for careers in industry, the public sector, and the non-profit sector, as well as for further academic study at the graduate level.

Drawing on best practices from the top cognate programs at preeminent North American universities, this degree positions the University of Toronto as a national leader in undergraduate Information education. It meets a demonstrated demand across public, private, and non-profit sectors for professionals equipped to thrive in various roles, including but not limited to Information Systems Analyst, Data Management

Analyst, Security Analyst, Policy Analyst, User Experience Designer, Digital Archivist, and Knowledge Management Specialist. The proposed program will replace an existing two-year, second-entry undergraduate Bachelor of Information degree program. Shifting to a four-year, first-entry model addresses the limitations of the two-year second-entry structure by providing students with necessary foundational skills and a more focused educational experience during their initial years to develop a deeper understanding of the information field. This approach ensures graduates are well-prepared for advanced coursework, research opportunities, and professional challenges.

The proposed four-year, first-entry BI has four main objectives. First, it aims to engage students in developing technical proficiency in information technologies, data analysis, cybersecurity, and system design, equipping graduates with the expertise required to address complex digital transformation challenges in various sectors. Second, it fosters interdisciplinary understanding by integrating approaches from information studies, the social sciences, the humanities, and technical disciplines. This integration occurs both at the macro level, examining the intersections of people, information, and technology, and at the micro level, drawing on diverse disciplinary perspectives to address complex sociotechnical issues. This enables students to recognize and address the intricate interactions between social worlds and information technologies. Third, it promotes ethical decision-making through value-based practices and socially responsible approaches, ensuring graduates are equipped to navigate dilemmas and promote inclusivity in their professional capacity. Finally, it develops students' critical thinking and real-world problem-solving skills through experiential and design-based learning, empowering them to address societal challenges ethically and with an emphasis on accessibility.

Through design studios and labs, the proposed BI will offer hands-on environments for creative exploration, coding, data analytics, and problem-solving. The program also incorporates Work-Integrated Learning (WIL) opportunities, including an optional work placement, allowing students to gain practical experience. A Capstone Project serves as the program's culminating experience, providing students with a year-long, team-based opportunity to apply their learning to real-world problems and publicly present their findings.

Admission to the program will require an average in the mid to high 80s to ensure students entering the program demonstrate the academic background needed to meet the curriculum's demands, combining technical skills with socio-cultural analysis. The supplemental application provides applicants with the opportunity to articulate their

motivations, goals, and relevant experiences in diverse formats, such as essays or videos, ensuring alignment between the program and the student's interests. To graduate, students must earn 20.0 full-course equivalents (FCE) credits, including 14.0 FCEs in required courses and 6.0 FCEs in elective courses, while maintaining a high academic standing, as outlined in Section 4 (Calendar Copy) of this proposal.

The proposed program was developed through extensive consultations within the Faculty of Information and across the University of Toronto (U of T). Faculty, students, and alumni provided feedback through consultation sessions, surveys, and town halls. The Faculty also consulted key U of T units, including the Faculty of Arts and Science, Faculty of Applied Science and Engineering, the John H. Daniels Faculty of Architecture, Landscape, and Design, University of Toronto Mississauga (UTM), and University of Toronto Scarborough (UTSC). Meetings addressed curriculum overlaps and collaboration opportunities. The program aims to be distinct and is supported by various professional associations.

The Faculty of Information has a robust and growing faculty complement, with more than 40 tenured, tenure-track, and teaching stream faculty members, supported by graduate students from the PhD in Information, Master of Information (MI), and Master of Museum Studies (MMSt) programs. Interdivisional teaching partnerships with the Faculty of Arts and Science for three required courses will further enrich the program's delivery. The Faculty of Information Learning Hub and iSkills programs provide dedicated support for academic success and professional skill development, tailored to meet the needs of the proposed BI program. Planned renovations to the Bissell Building will accommodate the expanded program, ensuring state-of-the-art facilities for teaching and research. These strategic investments in faculty recruitment, infrastructure, and interdisciplinary collaboration reflect the Faculty's commitment to delivering an innovative and comprehensive educational experience. The program is grounded in excellence in teaching, research, and service, and will be supported by faculty mentorship programs and a focus on fostering innovative and interdisciplinary scholarly work.

2 Effective Date and Date of First Review

Anticipated date students will start the program: September 1, 2027.

First date degree program will undergo a UTQAP review and with which unit[1]: The program will be reviewed as part of the next Provostial review of the Faculty of Information, which will take place (including its site-visit) no later than January 2029.

[1] Programs that are inter- and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

3 Academic Rationale and Program Objectives

3.1 Program Objectives

a) List the program's objectives.

Response:

The proposed four-year, first-entry BI program has four Program Objectives:

- Program Objective 1: Engage students in developing technical proficiency manifested in a solid foundation in information technologies, data analysis, cybersecurity, and human-centred system design to ensure graduates possess the technical expertise required for addressing complex digital transformation challenges in various sectors.
- Program Objective 2: Cultivate interdisciplinary understanding in students, evident in the ability to integrate approaches from information studies, technical disciplines, social sciences, and humanities. Program graduates will recognize the intricate interactions between social worlds and information technologies, cultivating a holistic perspective on the societal implications of information systems.
- Program Objective 3: Enable ethical decision-making manifested through value-based practices and socio-culturally embedded thinking, fostering responsible and inclusive approaches to societal challenges. Equip graduates with the ability to navigate ethical dilemmas and promote inclusivity and equity in the application of digital transformations.
- Program Objective 4: Develop students' critical thinking skills, creativity, and real-world problem-solving abilities through human-centred methodologies and experiential learning, ensuring they can apply their knowledge to address information systems in society ethically and with a focus on accessibility and inclusivity.

3.2 Academic Rationale

Provide the academic rationale for the proposed program considering the prompts below.

a) Discuss the appropriateness of degree or diploma nomenclature given the program's objectives.
b) Discuss the consistency of the program's objectives with the institution's mission and U of T's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
c) Evidence that the following have been substantially considered in the context of developing the changes to the program and its associated resources:
    1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities
    2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health
    3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada
    4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report
    5. Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.

d) Unique curriculum or program innovations, creative components, significant high impact practices, where appropriate.

Response:

The proposed four-year, first-entry Bachelor of Information (BI) degree responds to a global need in academic, policy, and industry spheres for human-centred informatics—that is, a cutting-edge professional and scholarly approach to the people-information-technology nexus, integrating information studies, technical disciplines, social sciences, and humanities. How humans interact with one another and with machines and how these interactions are mediated by means of traditional and novel information artifacts (from archival documents and museum objects to algorithms and synthetic data sets) is a central concern of this program. The combination of evolving information practices and the digital transformation of the scholarly apparatus indicates the pressing need to develop knowledge, tools, and systems capable of reimagining how to manage and maintain emerging information objects, including new forms of scholarly materials.

This new BI program addresses a growing need for professionals who can navigate the ethical, legal, and policy frameworks shaping data management and information governance. The structure of the BI emphasizes the role of standards, including laws, institutional protocols, governance mechanisms, and design practices, in shaping today's information environment. Students will develop a practical understanding of how data and information are produced, organized, shared, and interpreted and how these processes are influenced by social, political, economic, and technical systems. Through coursework and experiential learning, they will build skills in areas such as responsible artificial intelligence, information policy, data stewardship, user experience design, and critical data analysis. Students will also examine how technologies interact with diverse communities and how human-centred, culturally aware approaches can support inclusive and sustainable innovation.

Appropriateness of Program Name and Nomenclature

We propose the nomenclature "Bachelor of Information" (BI) as a signifier for the proposed four-year, first-entry program's degree designation. This nomenclature is consistent with the existing two-year, second-entry BI, which, pragmatically, will maintain consistency in administrative language across current two-year, second-entry BI alumni and students as well as future four-year, first-entry BI graduates and students. In addition to these practical benefits, the usage of the term "Bachelor of Information" (rather than Bachelor of Arts or Sciences) also carries theoretical and disciplinary significance. Aside from the existing two-year, second-entry BI program at the University of Toronto, there are no other existing undergraduate degree programs in Information in Canada. However, there are numerous Information-oriented programs of

narrower scope, for example: Information Systems, Information Science, and Information Technology. These programs generally focus on occupationally specialized careers in information systems management and design. In contrast, the proposed four-year, first-entry BI program explicitly integrates humanities and social science approaches as equally valuable and necessarily complementary strategies as those of technological and systems-based approaches.

The "Bachelor of Information" nomenclature recognizes the field of Information as a holistic synthesis of skills and knowledge that inherently bridges the arts, humanities, sciences, and engineering. The curriculum considers information tools and practices as both constitutive of and produced by human concerns and interactions. It includes elements typically considered the purview of the Bachelor of Arts (BA), such as political economy, cultural analysis, and the philosophy of representation. It also includes elements typical of a Bachelor of Science (BSc) degree, such as data analytics, analysis of organizational needs, systems design, and visualization. As proposed, the BI degree bridges these disciplinary boundaries through interdisciplinary and multimodal course objectives, student project structures, and curricula rooted in professionalism, praxis, and creativity.

Program Alignment with the Mission of the University of Toronto and the Faculty of Information Academic Plan

In this section, we discuss the alignment of the proposed BI Program Objectives with the University of Toronto's mission, as defined in the University's *Statement of Institutional Purpose* and the Faculty of Information's 2025-2029 Academic Plan, "Nurturing, Transforming, and Impacting our World with Information."

The University of Toronto, as stated in the *Statement of Institutional Purpose*, "is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." The Faculty of Information is committed to ensuring the excellent quality of the proposed four-year BI program, especially regarding the University of Toronto's guidelines for excellence in undergraduate education:

1. "Ensuring that the teaching and counselling of undergraduates is a normal obligation of every member of the faculty":
    - Implementing a four-year structure for the proposed program provides broader opportunities for program faculty members to engage with undergraduate BI students. The proposed program enables direct first- and second-year undergraduate access to program faculty, significantly

increasing the normalization of undergraduate teaching and counselling in Information.

2. "Ensuring that professorial staff draw on their research to enrich their teaching"
   - As outlined in the Faculty of Information Academic Plan, Section V, the Faculty of Information is committed to promoting and supporting faculty research outputs. By incorporating these research practices into the proposed first-entry BI program, students at the beginning of their undergraduate careers will encounter a wide variety of Information-specific faculty research strategies as models for their own scholarly development.

3. "Continuing to welcome and serve the needs of qualified students, both full and part-time, from Metropolitan Toronto and the Province of Ontario and elsewhere":
   - As a unit-wide priority, the Faculty of Information empowers students to engage with community-based initiatives and real-world projects. Implementing this priority in the first-entry BI program will encourage students to critically consider the intersection of information with the specific social and cultural contexts of their local and global homes.
   - A priority of the upcoming Bissell Building renovation is to create more public-facing areas with an emphasis on welcoming the wider community within and beyond the University of Toronto. This focus on inclusive visibility will allow qualified prospective students to more holistically envision themselves as future Faculty of Information scholars.

4. "Providing for breadth and depth in all undergraduate programs":
   - As discussed above, the opportunity for breadth and depth of critical, interdisciplinary approaches underpins our choice of a "Bachelor of Information" nomenclature. This means that fostering breadth and depth is a bedrock feature of the proposed program. The first-entry BI program will provide a broad foundation in information studies, technical disciplines, social sciences, and humanities. In the later years of their program, BI students will be well-positioned to specialize and pursue the depth of their scholarly goals in discipline-, industry-, and community-specific, hands-on contexts.

The 2025-2029 Faculty of Information Academic Plan ("Nurturing, Transforming, and Impacting our world with Information") explicitly prioritizes the development and implementation of the proposed four-year, first-entry BI program. As Dean Javed

Mostafa writes in his Dean's Message in Section III: "The Launch of our Direct-Entry Bachelor of Information program represents a significant step in preparing future leaders who understand both the technical and social dimensions of information."

As outlined in Section V, the Faculty of Information Academic Plan prioritizes three unit-wide initiatives:

1. Building Bridges: Collaboration across disciplines, domains, and borders
2. Practising Impact: Applied expertise to meet real-world challenges
3. Fostering Leadership: Support for students, faculty, staff, alumni, and our institution to engender leadership.

The proposed BI sits at the intersection of the initiatives Practising Impact and Fostering Leadership. Increasing the duration of the BI to four years provides significant groundwork for students to prepare, apply, and assess their ability to enact real-world change ("Practising Impact") and navigate nuanced and diverse academic pathways that align with strategic career aspirations ("Fostering Leadership").

Universal Design Principles

The proposed program enacts the Faculty of Information's ongoing commitment to enhance accessibility and integrate Universal Design for Learning (UDL) strategies across the Faculty's curriculum, programs, and offices.

Students in the proposed program will be supported in two key ways:

1. Accessible Course Design: The Faculty of Information's Educational Developer supports course instructors in their ongoing efforts to improve the accessibility of course materials, including shells, syllabi, assessments, and content. On a broader level, the BI Program Director regularly consults the Educational Developer to ensure holistic program alignment with UDL principles and practices.

2. Individualized Support: The Faculty of Information employs a team of tutors to provide individualized support to students in writing and technical skills. These tutors serve as low-stakes and individualized entry points for students' support. These tutors will also especially benefit the proposed program's new range of first- and second-year students as they navigate early encounters with foundational skills and academic expectations.

More generally, students in the proposed BI will also benefit from faculty access to Technical and Accessibility Support Assistants (TASAs), who assist with implementing

accessibility changes such as updating slide decks, editing video captions, remediating documents and syllabi, testing new platforms, and creating instructional guides.

Finally, any student who requires specialized support and assistance may work directly with the Office of the Registrar and Student Services (ORSS) academic advisors, as well as individually assigned Accessibility Services advisors. In order to streamline this process for students, the Faculty of Information participates in the "On Location" program, in which an assigned accessibility advisor works directly with the Faculty's Student Services team to provide targeted assistance and guidance to students registered with Accessibility Services as well as those who benefit from support through the registration process.

Unique Features and Strengths of the Program

The proposed four-year, first-entry BI degree program will be the first of its kind in Canada. The program is designed to meet the increasing demand for graduates who possess practical technical expertise alongside a deep understanding of the social, ethical, cultural, and historical implications of data and information systems. Through aligning the proposed program's targeted approach to first- and second-year students' academic foundations with subsequent upper-level curriculum, first-entry BI students will now have ample time and resources to explore a truly interdisciplinary program. A full four years of increased time and resources is, in itself, a unique strength of the proposed program. These resources will empower students to comprehensively integrate contemporary practices in data and information systems with the nuanced priorities of human-centred design, experiential learning, and a firm grounding in ethics and equity.

As the first and leading Canadian Faculty of Information, the Faculty of Information at the University of Toronto has been instrumental in this interdisciplinary intellectual movement, adding to it a unique emphasis on digital humanities, archives, museums, and other institutions of cultural memory. With the addition of the proposed BI, we continue that intellectual work by developing, at an undergraduate level, an integrated approach to practices of information creation, ownership, stewardship, and use**.** Future graduates of the four-year, first-entry BI will benefit greatly from further focused intellectual scaffolding, breadth of instruction, and depth of specialized and professional inquiry.

In terms of specific student resources, the proposed four-year, first-entry BI will expand the existing Learning Hub and iSkills programming to include additional focus on BI

students in their first and second years. The Learning Hub and iSkills are already unique features of the existing second-entry program: The Learning Hub is a physical community space integrated with the Faculty of Information's academic success centre. This physical proximity places students in direct contact with staff committed to coordinating community programming alongside tutoring services, advising meetings, and skills workshops. Similarly, iSkills is a unique grouping of programs in which the Faculty of Information curates non-credit workshops to supplement students' academic, professional and technical competencies. The iSkills programs will be expanded specifically to meet the needs of the new first- and second-year student population of the first-entry BI.

Shifting to a Four-Year, First-Entry Bachelor of Information

The Faculty of Information's existing two-year, second-entry BI program explores the interactions between social worlds and information technologies, equipping students with the conceptual tools and practical techniques needed to understand and drive change in a data-driven society. The program requires students to complete a total of 11.0 FCEs (full course equivalents) in upper-year courses (year 3 and year 4) focused on Information (INF). Of the 11.0 FCEs in total, 9.0 FCEs are in core courses, and 2.0 FCEs are in electives. Included in the 9.0 FCEs core courses is 1.0 FCE (two courses) in work-integrated learning.

This two-year, second-entry BI has attracted excellent students from a variety of disciplinary backgrounds and interests; however, providing the depth and breadth appropriate for such an inherently complex and interdisciplinary program, as well as supporting students in their practical explorations of career goals, has proven difficult within the program's two-year timeframe. The decision to shift from a two-year, second-entry BI program to a four-year, first-entry BI program stems from a recognition that we can educate more competitive and effective graduates if the Faculty of Information plays a direct role in the first- and second-year educational experiences of our students. A comprehensive four-year structure will enable faculty and staff to strategically support students during their initial years at U of T, empowering them with the skills of critical inquiry, analysis, and innovation that are essential in the contemporary information field.

Students in the proposed four-year, first-entry BI will have access to an education rooted in the foundations of the information field, designed carefully to align with the development of academic skills and culture inherent in all first-entry programs at the University of Toronto. Students must complete a total of 20.0 FCEs for the degree, consisting of 14.0 FCEs in core courses (12.5 FCEs in information-focused courses

(INF) and 1.5 FCEs in mathematics/computer science courses), and 6.0 FCEs in elective courses (drawn from both INF courses and courses offered by other divisions of the University). The new curriculum will apply best practices of Work Integrated Learning (WIL), including WIL preparation through co-curricular workshops. Students will have the chance to complete a Work Integrated Learning opportunity via an optional work placement. Extending the BI degree from two to four years will significantly enhance students' preparation for Work-Integrated Learning opportunities and allow for greater flexibility in integrating these experiences into their undergraduate studies.

In order to facilitate the review of individual course changes and the resultant needs for faculty coverage, we created Appendix D: Course Differences (New Program vs Existing Program). This appendix outlines the entirety of the proposed four-year, first-entry program courses and explains which courses from the existing two-year, second-entry program will carry over, and which will be discontinued or replaced. Compared with the existing two-year, second-entry program, which consists of 11.0 INF FCEs, the proposed first-entry BI permits students to take up to 16.0 FCEs of INF courses overall. In terms of INF courses, there will be an overall increase of 5.0 FCEs (equivalent to ten half courses).

The Faculty of Information is well aware of the additional teaching support needed for the proposed BI and is well-positioned to meet these instructional needs. The Faculty also recognizes that students entering the new first-entry BI will be at an earlier stage of academic and personal development than those in the current second-entry program. Accordingly, the Faculty is committed to supporting this younger cohort through targeted academic advising, health and wellness services, and tailored orientation and transition support programs. The program will benefit from institutional collaboration with the Centre for Teaching Support & Innovation (CTSI) and the Learning Hub, our internal academic success centre. The Faculty will also engage with other divisions that offer first-entry programs to share best practices and ensure alignment in student support. These structures will ensure that students are guided through their academic journey with the necessary support at each stage. For more information, see Section 10 (Resources) of this proposal.

Transition Plan from Existing Second-Entry BI to Proposed First-Entry BI
Upon launching the proposed four-year, first-entry BI, the Faculty of Information will close the existing two-year, second-entry BI program.

The final cohort of existing two-year, second-entry BI will begin the program in September 2026 (students will apply to the program in Fall 2025); no students will be accepted into the second-entry program after this date. Students are expected to complete their degree requirements and graduate from the second-entry program in April 2028. For students with remaining courses or other delays to their graduation from two-year, second-entry BI, faculty and administrators will arrange for the delivery of needed courses as either regularly seated courses or reading courses as needed. Great care will be taken to ensure no students are left behind during the program's transition. All degree requirements for students in the two-year, second-entry BI program must be completed by April 2030.

Students who begin their undergraduate studies at the University of Toronto (or elsewhere) in Fall 2025 or Fall 2026 and had intended to apply to the second-entry BI will be eligible to apply to the new first-entry BI program in Fall 2026 (admission in Fall 2027). They will be able to receive transfer credit for eligible courses completed during their initial years of study, allowing them to progress efficiently within the new program structure. The maximum number and type of transfer credits permitted are outlined in Section 4 (Calendar Copy) under subsection "Degree Requirements" and are aligned with existing University of Toronto policies.

The first cohort of the proposed four-year, first-entry BI will begin in the program in September 2027 (students will apply to the program in Fall 2026). All students enrolling in the BI program from this point forward would enter the first-entry, four-year plan.

Students enrolled in the two-year, second-entry BI will not be able to transfer to the four-year, first-entry BI. Consultations with students indicate that such a transfer option is not in demand. Formally, the current two-year second-entry and proposed four-year first-entry programs will result in the same formal credentials.

Communication Plan: Current Students and Alumni

As of April 2025, the BI Director has implemented a communication strategy to gather input on the proposed four-year, first-entry BI from both current students and alumni of the existing two-year, second-entry BI, as well as faculty and staff who would be impacted by the shift to a four-year, first-entry model. The consultation sessions associated with this communication strategy are outlined below. For specific results and action items arising from these meetings, please refer to Section 9 (Consultation).

Students: The BI Director held two consultation sessions with current BI students in February 2024, followed by two meetings with the Bachelor of Information Student Association (BISA) in March and August 2024. More recently, two town hall discussions were held with current second-entry BI students in February 2025.

Alumni: Throughout 2024, the BI Director held several individual meetings with alumni of the two-year, second-entry BI program. In these meetings, alumni provided valuable suggestions, particularly around the addition of specific courses and refinements to the four-year, first-entry BI's timeline. Additionally, the BI Director hosted three town halls in March and April 2025 to present details of the proposed BI, including the launch timeline, course sequence, and overall structure. Alumni expressed strong support for the four-year, first-entry BI and offered positive feedback on its direction.

Faculty and Staff: The BI Director holds regular meetings with the unit's faculty and staff throughout the academic year to discuss the proposed program's design, revisions, and implementation. A report of the consultations with faculty and staff of the Faculty of Information, as well as consultations with University of Toronto stakeholders external to the Faculty of Information, can be found in Section 9 (Consultation).

Conclusion of Academic Rationale

In conclusion, our proposed first-entry BI program addresses a growing need for technically adept professionals who possess critical thinking skills, knowledge of information artifacts, tools, and practices, and an ethical orientation to pressing societal issues, including cybersecurity, sustainability, and inclusivity challenges. The program's emphasis on interdisciplinary and experiential integrated learning empowers students to lead responsibly in data management initiatives and contribute significantly to the advancement of an information-rich global society.

4 Calendar Copy

Insert calendar copy, including the program description.

Response:

Introduction
The Bachelor of Information (BI) is a four-year specialist program that explores the relationships between people, information, and technology. As members of an inherently interdisciplinary program, BI students combine approaches from information studies, technical disciplines, social sciences, and humanities, with critical skills to understand information's role in our rapidly evolving world. Students examine the ethical, cultural, legal, and economic dimensions of data and information systems and develop hands-on expertise in data analysis, system design, and human-centred information practices.

The BI program emphasizes practical learning through Design Studios, coding and data labs, and project-based coursework. Students also have the opportunity to gain professional experience through an optional Work Placement, typically after their second or third year. The BI program culminates in a Capstone Project, where students apply their knowledge to real-world challenges and present their findings to a public audience.

BI students develop essential skills in managing data processes, designing and implementing information systems, and leading technology-driven projects. Additionally, through their critical assessment of the ethical and societal implications of information practices, BI graduates are well-suited for roles in the public sector, private industry, and research. Such roles include careers in dynamic fields, including information management, data analysis, user experience design, and digital policy. For those interested in further studies, the BI provides a strong foundation for graduate programs in information science, data studies, social sciences, and interdisciplinary fields such as information studies, science and technology studies, material culture studies, and informatics.

Contact Information
Faculty of Information Office of the Registrar Student Services
Bissell Building, 4th Floor

140 St. George St.
Toronto, Ontario M5S 3G6
416-978-3234
ugadmissions.ischool@utoronto.ca

Admission Requirements

- Completion of a high school diploma. See the High School Diploma Requirements details below.
- Students will be required to present a competitive admission average. The admission average will be determined annually.
- Required supplemental application (Personal Statement): A statement that will specifically address the applicant's intent in entering the BI program, their expectations of the program, and the ways in which their academic and other experience has prepared them for it. The statement can be presented using the applicant's preferred choice of media (essay, short video, presentation slides, website, etc.). The statement will help the admissions committee identify applicants with excellent communication skills, and to determine fit between the applicant's expectations and the BI program itself.
- Proof of English Facility (if applicable): All applicants educated outside Canada whose primary language is not English must demonstrate proficiency in the English language. Please see the requirements here: English Language Requirements - Future Students. University of Toronto | University of Toronto (utoronto.ca)

High School Diploma Requirements

Ontario High School

- Ontario Secondary School Diploma (OSSD)
- At least six (6) Grade 12 University (U) or University/College (M) courses
- Two of the above six courses must be ENG4U and MCV4U

Other Canadian Provinces

Alberta

- High school diploma with five Grade 12 academic courses numbered 30/31, including English Language Arts 30-1 or English 30, and Mathematics 31 or Calculus AP (AB or BC)
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

British Columbia

- High school diploma with 6 Grade 12 academic courses, including English Studies 12 or English 12 or English 12 First Peoples, and Calculus 12 or Calculus AP (AB or BC)
- Provincial examinations are required for English 12 or English Studies 12 or English 12 First Peoples for BC students who graduated in 2018 and 2019
- Advanced Placement and International Baccalaureate courses are acceptable
- Co-op courses, Challenge exams, career and work experience courses will not be used for admissions consideration

Manitoba

- High school diploma with five Grade 12 academic subjects, including English 40S and Pre-Calculus 40S plus two additional 40S level subjects - remaining credit must be 40S or 40G
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

New Brunswick

- High school diploma with six Grade 12 academic (college preparatory: 120, 121 or 122) including English and Calculus 120/Calculus AP (AB or BC)
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Newfoundland and Labrador

- High school diploma with ten academic credits at the 3000 level including English 3201 and Mathematics 3207, 3208 or Calculus AP (AB or BC)
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Northwest Territories

- High school diploma with five Grade 12 academic courses numbered 30/31 including English Language Arts 30-1 or English 30, and Mathematics 31 or Calculus AP (AB or BC)
- Advanced Placement and International Baccalaureate courses are acceptable

- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Nova Scotia

- High school diploma with five Grade 12 academic courses (university preparatory Academic or Advanced) including English and Calculus 12 or Calculus AP. Pre-Calculus 12 is also acceptable, but both courses will not be used in the average
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Nunavut

- Alberta or Nunavut Secondary School Diploma with five Grade 12 academic courses numbered 30/31 including English 30-1 and Mathematics 31 or Calculus AP (AB or BC)
- Inuktitut 12 and Aulajaaqtut 12 are approved courses
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: challenge subjects; career courses; and work experience and co-op courses

Prince Edward Island

- High school diploma with five Grade 12 academic courses (611 or 621) including English 621 and Mathematics 611B or Calculus AP (AB or BC)
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Quebec

- From CEGEP:
  Students completing more than 14 academic credits of CEGEP are automatically considered transfer students and are eligible for transfer credits.
- The Cote de Rendement (R score) will be used for admission and scholarship consideration
- A minimum R-score of 26 is required for admission
- English requirement: 12 academic subjects, including English/Anglais (two terms) and Calculus requirement: Calculus 1
- From Grade 12: High school diploma with six Grade 12 Academic subjects including English and Calculus AP (AB or BC) or Calculus and Vectors MCV4U

- The following courses will not be used for admission consideration: computer courses (except AP Computer Science and IB computer courses); English as a Second Language (ESL) courses; technical, professional, and applied courses; career courses; physical education and health courses; and work experience and co-op courses

Saskatchewan

- High school diploma with five Grade 12 academic courses numbered 30, including English Language Arts A30 and B30, and Calculus 30 or Calculus AP (AB or BC)
- Advanced Placement and International Baccalaureate courses are acceptable
- The following courses will not be used for admission consideration: Challenge subjects; career courses; and work experience and co-op courses

Yukon Territory

- High school diploma including four Grade 12 academic courses, including English Studies 12 or English 12 or English 12 First nations, and Calculus 12 or Calculus AP (AB or BC)
- Provincial examinations are required for English 12 or English Studies 12 or English 12 First Peoples for BC students who graduated in 2018 and 2019.
- Advanced Placement and International Baccalaureate courses are acceptable
- Co-op courses, Challenge exams, career and work experience courses will not be used for admission consideration

Outside Canada

United States High School

- Senior Year/Grade 12 in an accredited high school. We expect competitive applicants to be enrolled in a rigorous academic course load, and to have taken the highest level of course available to them in pre-requisite subjects.
- Prerequisite subjects, including English, should be presented at Senior Year/Grade 12 level or AP/IB.
- Calculus Prerequisite: Any of the following will satisfy the Calculus prerequisite if completed in Grade 11 or Grade 12/Senior level subject:
    - Calculus 12
    - AP Calculus (AB or BC)
    - IB Mathematics HL or SL (for students who completed the IB diploma up to 2021)
    - IB Math Analysis & Approached SL and HL

    - IB Math Applications & Interpretations HL
    - Half credit in college or university Calculus course
- Note: Pre-Calculus will not meet the Math requirement. AP Statistics does not provide the appropriate preparation.
- SAT, AP, and ACT scores should be sent to us electronically. The University of Toronto's SAT and AP institution code is 0982 and our ACT institution code is 5366.

International Baccalaureate (IB)

- An International Baccalaureate Diploma is required for admission consideration; the IB Certificate is not sufficient for admission consideration.
- Prerequisite courses can be presented at Standard Level (SL) or Higher Level (HL).
- SL or HL English is required for admission consideration.
- The following IB Math courses will satisfy the Calculus prerequisite:
    - Mathematics: Applications and Interpretations HL
    - Mathematics: Analysis and Approaches SL
    - Mathematics: Analysis and Approaches HL
- The following IB Math courses will not satisfy the Calculus prerequisites:
    - Math Studies
    - Mathematics: Applications and Interpretations SL
- Applicants who completed the IB curriculum before 2021 may present Mathematics SL or HL to satisfy the Calculus prerequisite

British-Patterned

- General Admission Requirements
- At least five different IGCSE or GCSE or Ordinary Level academic subjects
- English at IGCSE/GCSE/Ordinary Level or higher level (AS/A Level) is required for admission
- Four different Advanced Subsidiary academic subjects or three different Advanced Level/International Advanced Level academic subjects. A Levels are preferred for admission to more competitive programs like Computer Science and Rotman Commerce.
- Prerequisites should be presented at Advanced Level or Advanced Subsidiary Level.
- The following math courses will satisfy the Calculus prerequisite:
    - Math A Level
    - Math AS Level

- Cambridge Pre-U: A Level Math or Principal Subject

Cambridge Pre-University Program

- The Cambridge International Pre-U Certificate (3 Principal Subjects) or the full Cambridge International Pre-U diploma including 3 Principal Subjects (or a combination of Advanced Level academic subjects and Principal Subjects), Global Perspectives and Independent Research Report (GPR).
- Mathematics Advanced or Principal Level is required.
- Other prerequisites should be presented at Advanced Level or as Principal Subjects. The program may consider excellent GCSE Level results for fulfilling a prerequisite.

Caribbean Advanced Proficiency Examination (CAPE)

- Applicants must present the complete CAPE diploma (six units) offered by the Caribbean Examinations Council.
- English completed at CSEC or CAPE level and Pure Mathematics (CAPE level Unit I or II) is required.
- Other prerequisite subjects should be presented at the CAPE level. The program may consider excellent CSEC results for fulfilling a prerequisite.

India High School

- All India Senior School Certificate awarded by the Central Board of Secondary Education (CBSE); or Indian School Certificate awarded by the Council for the Indian School Certificate Examinations (CISCE); or Year 12 State Board Exams with excellent results
- Prerequisite courses should be presented in the 12th year. Applicants may be considered for early admissions based on excellent 10th board examination results, final 11th school grades and predicted grade 12 Board results from their school.
- Calculus prerequisite: must be presented at Class XII Standard Mathematics for admission consideration. Class XII Applied Mathematics (new and old syllabus) will not meet the Calculus requirement.

Other International Schools

- Applicants from other international schools should access the Future U of T website for detailed information on the admission requirements.

Admission Decisions

Conditional offers are based on available Grade 11 and 12 marks, provided that required Grade 12 courses are shown as in progress. If a Grade 12 prerequisite mark is not available, the corresponding Grade 11 course mark will be used.

Course Plan

Fall Session – Year 1

INF110H1: Studying Information
INF111H1: Information, Technology and Society
CSC108H1: Introduction to Computer Programming
MAT135H1: Calculus I
Elective

Winter Session – Year 1

INF101H1: Statistics for Information Science
INF102H1: Programming for Information Systems
INF120H1: Worlds Become Data
INF140H1: Information Studio: Design Fundamentals
Elective

Fall Session – Year 2

INF210H1: Worlds Become GLAM
INF230H1: System Analysis and Design
INF240H1: Information Studio: Architecture, Interaction and Usability
MAT223H1: Linear Algebra I
Elective

Winter Session – Year 2

INF211H1: Histories of Information Technologies
INF220H1: Data Analytics
INF231H1: Database Systems for Information Professionals
INF241H1: Information Studio: Visual Communication
Elective

Fall Session – Year 3

INF310H1: Information Practices in Organizations
INF320H1: Introduction to Artificial Intelligence
INF330H1: Web Technologies for Information Systems
INF340H1: Information Studio: Design for Impact
Elective

Winter Session – Year 3

INF311H1: Information in the Cultural Imagination
INF321H1: Applied Machine Learning: Techniques and Applications
INF331H1: Information Systems Security
INF390H1: Project Management with Agile
Elective

Fall Session – Year 4

INF410H1: Information Policy in Canadian and Global Contexts
INF490Y1: Capstone Project (Full Year)
INF Elective (300 level or above)
Elective
Elective

Winter Session – Year 4

INF411H1: Information and Values
INF490Y1: Capstone Project (Full Year)
INF Elective (300 level or above)
Elective
Elective

List of Courses

Please refer to Appendix A: Courses

Degree Requirements

Number of Credits

- Students complete a total of 20.0 credits, including:
    - 14.0 required credits
        - 12.5 required INF credits

        - 1.5 required external credits (0.5 in CSC and 1.0 in MAT)
    - 6.0 elective credits
        - 1.0 INF credits (300 level or above)
        - 5.0 additional credits (composed of INF and external credits*)

**External credits are in courses delivered by other divisions of the University of Toronto*

Level of Credits

- No more than 16.0 credits may be in INF courses; INF courses beyond this limit will not be included in the 20.0 credits required for the degree.
- A minimum of 13.0 credits must be at the 200/300/400 level; at least 6.0 of these credits must be at the 300/400 level.
- At least 10.0 credits from Faculty of Information (INF) courses. Note that transfer credits attained through a University of Toronto exchange program contribute to the 10.0 credits minimum.
- No more than 1.0 credit at the 300+ level in transfer credit may be counted towards the minimum number of 300- and 400-level credits, except transfer credits attained through a University of Toronto exchange program.
- Complete the required courses in the Course Plan.

Cumulative Grade Point Average (cGPA)

- Obtain a cumulative GPA of 1.70 or higher by the time of graduation.
- Students must maintain a minimum cumulative GPA of 1.70 throughout their studies in order to remain in good academic standing.
- Students who graduate with a Cumulative GPA of 3.50 or above are described as graduates “With High Distinction.” This achievement is noted on the diploma and transcript.
- Students who graduate with a Cumulative GPA of 3.20 to 3.49 are described as graduates “With Distinction.” This achievement is noted on the diploma and transcript.

Graduation

In 4th year, following the completion of 15 credits, students may apply to graduate. The Office of the Registrar and Student Services will provide information regarding graduation timelines. For students graduating in June, only courses completed by the end of the preceding winter term (ending in April) will be assessed for graduation.

Prospective graduands should receive an email from the Office of Convocation providing details of the convocation ceremony in late March (for June graduation).

5 Rationale for Program as Designed

5.1 Rationale for Admission Requirements

a) Discuss the appropriateness of the program's admission requirements as they are articulated in the calendar entry above, given the program's objectives and program-level learning outcomes.
b) Provide a sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

Response:

The admission requirements for the Bachelor of Information (BI) program have been carefully designed to align with the program's objectives and learning outcomes.

- Requiring a high school diploma ensures that applicants have a foundational breadth of knowledge and academic preparation necessary for university-level studies. The diploma signifies the successful completion of a structured curriculum that cultivates critical thinking, problem-solving, and communication skills across various disciplines, preparing students for the interdisciplinary nature of the BI program.
- English (ENG4U): Effective communication is essential in the BI program, where students regularly analyse, discuss, and present complex ideas. Proficiency in English helps students understand social and cultural issues, clearly share insights and address information-related challenges. This foundation supports key learning outcomes such as assessing social and ethical aspects of information and effectively presenting complex information.
- Calculus (MCV4U): Calculus builds the analytical skills students will use throughout the program, especially in areas such as data analysis, information system design, and understanding algorithms. This math foundation is valuable for learning about probability, statistics, and data-driven problem-solving, which are central to outcomes such as analyzing real-world issues through informatics and designing information systems.
- The supplemental application offers applicants a chance to explain their motivations, goals, and experiences that are relevant to the BI program. Allowing flexibility in how students present themselves, whether through an essay, video,

or other format, aligns with the program's focus on different communication styles and helps ensure that the student's interests and expectations match well with the program.

- For applicants who completed their education outside of Canada, proof of English language skills is required to confirm that they can communicate effectively in the program's academic environment.

5.2 Rationale for Program Structure

All New Programs

In a **single** response, please discuss the new program requirements, by considering the program relative to the following criteria:

a) Discuss the appropriateness of the program's structure and requirements as stated in the calendar to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate). Please include a discussion of the program's planned/anticipated class sizes.

b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations

c) State the proposed mode(s) of delivery of the program. Discuss the appropriateness of the mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flex-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

d) Discuss the ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

e) Please provide details on any experiential learning that is part of the program, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.

Response:

Program Learning Outcomes

Upon completion of the four-year Bachelor of Information, students will be able to:

PLO1: Apply information practices to identify layers of system abstraction, understanding interactions, data representation, and design in cultural and social contexts.

PLO2: Discuss and critique the conceptual and philosophical foundations of representation, design, information organization, and computation.

PLO3: Analyse and deconstruct real-world problems utilizing emerging and established principles of informatics while considering the social and cultural dimensions.

PLO4: Analyse, conceptualize, and justify information system solutions that balance performance, accessibility, inclusivity, and security, while critically evaluating their social and cultural implications.

PLO5: Design, develop, and implement information systems that address real-world challenges through user-centred design, human-centred data science, and secure, inclusive practices.

PLO6: Analyse complex information practices within socio-cultural contexts, recognizing recurring intellectual and social opportunities and tensions.

PLO7: Assess the social, political, economic, and ethical entanglements of information creation, design, ownership, stewardship, and circulation.

PLO8: Formulate and evaluate practical responses to enduring and emerging problems relating to information technologies and practices in a manner that demonstrates ethical, cultural, and legal awareness.

PLO9: Plan the responsible use of data, information, and tools and techniques for knowledge handling and manipulation, cognizant of social and cultural issues.

PLO10: Propose and integrate project-based collaborative approaches to enable successful task distribution to facilitate team effectiveness and socially responsible project implementation.

PLO11: Formulate presentations and documentation that resonate with audiences with varying levels of technical knowledge and familiarity with the field of information and the specific questions that the subject matter addresses.

PLO12: Iteratively appraise personal professional competencies, recognize the need for improvement, and outline steps to address and enhance them.

Table 1: DLEs, Program Learning Outcomes and Requirements

Bachelor's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])		**Bachelor of Information Program Learning Outcomes**
Expectations: This Bachelor of Information Degree is awarded to students who have demonstrated the following program learning outcomes:		
1. Depth and Breadth of Knowledge	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d) Developed detailed knowledge of and	**PLO1**: Apply information practices to identify layers of system abstraction, understanding interactions, data representation, and design in cultural and social contexts. **PLO2**: Critique the conceptual and philosophical foundations of representation, design, information organization, and computation. **PLO3**: Analyse and deconstruct real-world problems utilizing principles of system analysis and design, user experience, human-centred data science, data analytics and management, information organization, and user-centric information security, while considering the social and cultural dimensions.

Bachelor's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])		Bachelor of Information Program Learning Outcomes
	experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.	**PLO4**: Analyse, conceptualize, and justify information system solutions that balance performance, accessibility, inclusivity, and security, while critically evaluating their social and cultural implications. **PLO6**: Analyse complex information practices within socio-cultural contexts, recognizing recurring intellectual and social opportunities and tensions.
2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.	**PLO3**: Analyse and deconstruct real-world problems utilizing principles of system analysis and design, user experience, human-centred data science, data analytics and management, information organization, and user-centric information security, while considering the social and cultural dimensions. **PLO6**: Analyse complex information practices within socio-cultural contexts, recognizing recurring

Bachelor's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])		Bachelor of Information Program Learning Outcomes
		intellectual and social opportunities and tensions. **PLO7**: Evaluate the social, political, economic, and ethical entanglements of information creation, design, ownership, stewardship, and circulation.
3. Application of Knowledge	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract	**PLO4**: Analyse, conceptualize, and justify information system solutions that balance performance, accessibility, inclusivity, and security, while critically evaluating their social and cultural implications. **PLO5**: Design, develop, and implement information systems that address real-world challenges through user-centred design, human-centred data science, and secure, inclusive practices. **PLO8**: Design and create practical responses to enduring and emerging problems relating to information technologies and practices in a

Bachelor's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])		Bachelor of Information Program Learning Outcomes
	concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources.	manner that demonstrates ethical, cultural, and legal awareness.
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.	**PLO11**: Formulate presentations and documentation that resonate with audiences with varying levels of technical knowledge and familiarity with the field of information and the specific questions the subject matter addresses.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.	**PLO6**: Analyse complex information practices within socio-cultural contexts, recognizing recurring intellectual and social opportunities and tensions. **PLO7**: Evaluate the social, political, economic, and ethical entanglements of information creation, design,

Bachelor's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])		Bachelor of Information Program Learning Outcomes
		ownership, stewardship, and circulation.
6. Autonomy and Professional Capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.	**PLO9**: Plan the responsible use of data, information, and tools and techniques for knowledge handling and manipulation, cognizant of social and cultural issues. **PLO10**: Propose and integrate project-based collaborative approaches to enable successful task distribution to facilitate team effectiveness and socially responsible project implementation. **PLO12**: Iteratively appraise personal professional competencies, recognize the need for improvement, and outline steps to address and enhance them.

Please refer to Appendix B: Overall Program Map (Courses to PLOs Mapping).

Discussion of Program Design

DLE 1: Depth and Breadth of Knowledge

The proposed program addresses the Degree Level Expectation of "Depth and Breadth of Knowledge" through a curriculum that supports students' understanding of key concepts, methodologies, and interdisciplinary approaches in information studies. Foundational courses like INF110H1 (Studying Information) and INF111H1 (Information, Technology and Society) introduce students to the philosophical, social, and cultural dimensions of information. CSC108H1 (Introduction to Computer Programming), MAT135H1 (Calculus I), and INF101H1 (Statistics for Information Science) establish the quantitative and computational foundations of the discipline. INF120H1 (Worlds Become Data) and INF230H1 (System Analysis and Design) deepen student engagement with abstraction layers, representation, and system modelling. INF231H1 (Database Systems for Information Professionals) and INF241H1 (Visual Communication) provide specialized knowledge in data organization and human-centred information design. Depth of knowledge is further demonstrated through upper-year courses that require synthesis, critique, and application of advanced methods, such as INF321H1 (Applied Machine Learning: Techniques and Applications), INF330H1 (Web Technologies for Information Systems), and INF331H1 (Information Systems Security). These courses cultivate both conceptual understanding and technical mastery, reinforcing students' ability to evaluate, design, and implement information systems within diverse social and cultural contexts. The program culminates in INF490Y1 (Capstone Project), where students synthesize their learning in a substantial, inquiry-based project, demonstrating their ability to apply research, critical thinking, and interdisciplinary integration across real-world information challenges. This progression aligns with PLO1, PLO2, PLO3, PLO4, and PLO6.

DLE 2: Knowledge of Methodologies

The proposed program addresses the Degree Level Expectation of "Knowledge of Methodologies" through both technical and socio-cultural approaches that align with PLO3, PLO6, and PLO7. INF230H1 (System Analysis and Design) and INF231H1 (Database Systems for Information Professionals) prompt students to evaluate and apply techniques for modelling user needs and structuring information systems. INF220H1 (Data Analytics) and INF321H1 (Applied Machine Learning: Techniques and Applications) enable students to assess statistical and machine learning methods to solve information problems across sectors. Additionally, INF331H1 (Information Systems Security) introduces methodologies for identifying, analyzing, and addressing security challenges in socio-technical systems. Courses such as INF110H1 (Studying

Information), INF111H1 (Information, Technology and Society), INF410H1 (Information Policy in Canadian and Global Context), and INF411H1 (Information and Values) further develop interpretive, ethical, and critical methodologies grounded in social science and humanities traditions. These courses ensure that students can select and apply appropriate methods of enquiry and problem-solving, as well as ground these methods in diverse technical, social, and cultural contexts.

DLE 3: Application of Knowledge

The proposed program addresses the Degree Level Expectation of "Application of Knowledge" in courses that develop students' ability to analyse, evaluate, and apply concepts across information contexts. INF101H1 (Statistics for Information Science) and INF102H1 (Programming for Information Systems) introduce foundational data analysis and programming techniques, enabling students to critically interpret quantitative information and build technical solutions. INF120H1 (Worlds Become Data) provides the conceptual tools to translate real-world phenomena into data representations, reinforcing student practice in applying abstraction and computational analysis. INF231H1 (Database Systems for Information Professionals), INF310H1 (Information Practices in Organizations), INF330H1 (Web Technologies for Information Systems), and INF340H1 (Information Studio: Design for Impact) further support PLO4, PLO5, and PLO8 by allowing students to conceptualize and implement information systems that respond to real-world problems, emphasizing usability, accessibility, and socio-technical awareness.

DLE 4: Communication Skills

The proposed program addresses the Degree Level Expectation of "Communication Skills" in several courses aligned with PLO11. Early in the program, INF110H1 (Studying Information) introduces BI students to foundational academic writing, analysis, and argumentation techniques. INF240H1 (Information Studio: Architecture, Interaction and Usability) and INF241H1 (Information Studio: Visual Communication) require students to communicate complex information through user-focused design and visual media. In INF311H1 (Information in the Cultural Imagination) and INF411H1 (Information and Values), students practice advanced communication skills through critically reflecting on their own complex cultural relationships within the field of information and analyzing the field’s nuanced interpersonal networks of ethical and socio-cultural contexts. Students in INF340H1 (Information Studio: Design for Impact) practice in translating analytical insights into visualizations and interactive systems. Finally, INF490Y1 (Capstone Project) requires students to synthesize these

communication skills by developing and presenting a real-world project to diverse audiences, including technical and non-technical stakeholders.

DLE 5: Awareness of Limits of Knowledge

The proposed program addresses the Degree Learning Expectation of "Awareness of Limits of Knowledge" by introducing students to socio-cultural complexity and ambiguity early in the curriculum through INF110H1 (Studying Information) and INF111H1 (Information, Technology and Society). These first two courses lay the foundation for a critical investigation of how information practices reciprocally shape and are shaped by broader societal forces. INF210H1 (Worlds Become GLAM) and INF211H1 (Histories of Information Technologies) further reinforce these concepts as students explore how institutions and technologies mediate cultural memory and evolve across contexts. In upper-year courses such as INF331H1 (Information Systems Security) and INF410H1 (Information Policy in Canadian and Global Contexts), students critically evaluate uncertainty, ethical challenges, and competing interests in the governance and protection of information systems. This scaffolded approach supports student achievement of PLO6 and PLO7 by cultivating awareness of limitations, tensions, and ambiguities in both technical and socio-political domains.

DLE 6: Autonomy and Professional Capacity

The proposed program addresses the Degree Learning Expectation of "Autonomy and Professional Capacity" by introducing students to foundational practices of ethical engagement and collaboration and empowering them to enact critically informed professional strategies throughout their undergraduate careers and beyond. This work begins in INF110H1 (Studying Information), which introduces students to the discipline of information and its broad network of institutional, industrial, and community relations. INF240H1 (Information Studio: Architecture, Interaction and Usability) and INF241H1 (Information Studio: Visual Communication) allow students to enact this knowledge by developing user-centred design projects requiring independent learning and teamwork. INF410H1 (Information Policy in Canadian and Global Contexts) and INF411H1 (Information and Values) further scaffold students' ability to make responsible decisions in complex environments through the critical application of political, legal, and ethical reasoning. Upper-level students demonstrate advanced proficiency in INF390H1 (Project Management with Agile) and culminate in INF490Y1 (Capstone Project), where students exercise initiative and manage uncertainty through structured collaborations. In turn, the completion of these courses demonstrates students’ academic integrity and social responsibility. These experiences collectively support PLO9, PLO10, and PLO12.

Learning Progression

The proposed BI program follows a scaffolded progression model that ensures students develop core competencies early on and build toward advanced integration and specialization over the four years. This progression is visually represented in the curriculum map (see Appendix C: Course Graph), which outlines the sequencing and prerequisites of key courses.

In Year 1, students establish foundational technical and theoretical knowledge. They begin with core courses in programming, mathematics, and statistics that introduce them to essential concepts in information science and computational thinking. The inclusion of Calculus I ensures that students develop quantitative reasoning and mathematical literacy that will support advanced data analytics and algorithmic thinking in later years. Simultaneously, courses like Studying Information and Information, Technology and Society ground students in broader questions about the societal and ethical dimensions of information, helping them understand how information operates within social systems and shapes the world around them.

Year 2 courses will deepen students' understanding and begin to reinforce methodological and applied skills. Through courses in data analytics, system analysis and design, database systems, and design fundamentals, students explore how to model, analyse, and represent data while considering usability and accessibility. They also continue to engage with cultural and organizational contexts, positioning them to think critically about how information practices manifest across domains.

In Year 3, students further specialize and integrate knowledge through technically advanced and socially situated courses. Topics such as artificial intelligence, web technologies, and information systems security allow students to connect ethical considerations with technical development. Concurrently, they engage with organizational theory and design for impact, helping them approach complex problems through human-centred lenses.

Year 4 focuses on professional preparation and capstone integration. Students complete a comprehensive capstone project that draws on skills and knowledge from across the curriculum, demonstrating proficiency in system design, ethical decision-making, and communication. Courses in information policy, values, and advanced human-centred design equip students to navigate real-world environments, apply ethical reasoning, and lead inclusive projects. This culminating year reinforces PLOs related to

autonomy, professional capacity, and interdisciplinary problem-solving, ensuring students are ready for both the workforce and further academic study.

In addition to required courses, the program includes 6.0 FCEs in elective courses that allow students to explore areas of interest in greater depth. Electives may be selected from specialized Information (INF) courses (up to a maximum of 3.5 credits) and from across the University of Toronto's broader undergraduate offerings (a minimum of 2.5 credits up to a maximum of 5.0 credits). This structure gives students the flexibility to tailor their learning experience, pursue emerging topics, and benefit from interdisciplinary engagement beyond the Faculty of Information.
Taking electives outside INF courses allows students to connect their core information studies with complementary fields, such as computer science, digital humanities, engineering, design, architecture, psychology, sociology, and history. This broadens their perspective, deepens their interdisciplinary understanding, and enhances the relevance of their academic experience.

To support this, the Faculty will provide advising to help students select appropriate courses outside the Faculty. As noted in Section 9 (Consultation), the Faculty has engaged with several divisions regarding cross-divisional enrolment. Students in the current two-year BI program have already been taking up to 2.0 credits in electives outside the Faculty, a practice the Faculty has supported for several years. Given the larger enrolment expected in the new program, the Faculty will address cross-divisional enrolment as part of forthcoming Interdivisional Teaching (IDT) agreements, as indicated at the end of Section 10 (Resources).

Mode of Delivery
The proposed first-entry BI program will be delivered in person. The BI emphasizes direct, hands-on experience in the highly interdisciplinary and interpersonal field of Information. While Information is a technology-rich field, human interaction is also an essential component. In-person delivery emphasizes the direct importance of situated experiential learning and integrates direct access to Faculty of Information campus resources (such as the Learning Hub) as well as discipline-oriented University of Toronto libraries, archives, and technology labs.

Addressing the State of the Discipline
As detailed in Appendix G: Comparator Programs, the proposed first-entry BI program represents a unique and innovative offering in the Canadian postsecondary landscape. While comparable four-year undergraduate programs in Information exist in the United

States at institutions such as Cornell University, the University of Maryland, the University of North Carolina at Chapel Hill, and Syracuse University, no such first-entry undergraduate program currently exists in Canada. This proposed BI program is the first of its kind in the country, offering an interdisciplinary and integrated curriculum that reflects the state of the discipline and prepares students for the evolving demands of the information field.

The curriculum has been designed to align closely with comparator programs and current disciplinary trends. Courses such as INF110H1 Studying Information establish a foundation in the interdisciplinary nature of information studies. Core technical competencies are developed through courses such as INF101H1 Statistics for Information Science, INF102H1 Programming for Information Systems, INF231H1 Database Systems for Information Professionals, and INF331H1 Information Systems Security, all of which align with offerings at our U.S.-based comparators. Additional technical courses such as INF320H1 Introduction to Artificial Intelligence and INF330H1 Web Technologies for Information Systems address emerging areas in the field and prepare students for roles that integrate technology with user-centred approaches. Foundational theory and context are provided through a range of required courses, including INF111H1 Information, Technology and Society, INF120H1 Worlds Become Data, and INF210H1 Worlds Become GLAM, which introduces students to the ethical, historical, and socio-cultural dimensions of Information. These courses ensure students develop the ability to evaluate information systems through both critical and applied lenses—an essential requirement in a field increasingly concerned with equity, inclusion, and digital ethics.

Shifting from a two-year, second-entry model to a four-year, first-entry program allows students the necessary time and structure to build deep disciplinary knowledge, technical proficiency, and critical capacities. The curriculum has been scaffolded deliberately across four years to support student progression from introduction (I) to reinforcement (R) and then to proficiency (P) across the twelve Program Learning Outcomes. This structure ensures both vertical and horizontal alignment between learning outcomes, degree-level expectations, and real-world applications.
The curriculum also explicitly responds to current workforce demands and the interdisciplinary nature of information work. The integration of INF390H1 Project Management with Agile, and INF490Y1 Capstone Project will allow students to gain experiential, team-based learning opportunities that mirror the complex challenges faced by today’s information professionals. These high-impact practices are

complemented by a commitment to human-centred design, social responsibility, and applied technical training.

The Faculty of Information is uniquely positioned to deliver this program. It houses deep expertise across the domains of data science, information systems, archives, libraries, critical theory, and digital design. The curriculum builds on this collective strength while incorporating newly created and repositioned courses tailored to the specific needs of undergraduate learners. Importantly, the curriculum also reflects responsiveness to student needs and equity considerations. The proposed four-year, first-entry BI program's curriculum is forward-looking, flexible, and academically rigorous. It is structured to provide students with the skills, knowledge, and ethical grounding necessary for leadership in the field and makes a significant contribution to undergraduate education in information studies both nationally and internationally.

Emphasis on Experiential Learning

The proposed program incorporates multiple forms of Curriculum Integrated Experiential Learning (CIEL), including both University-Based Experiential Learning and Partnership-Based Experiential Learning. These components are designed to ensure students gain meaningful, hands-on experience throughout the program. Experiential learning is integrated at Foundational, Embedded, Applied, and Professional/Research-Intensive levels, as classified by the University of Toronto Office of Experiential Learning and Outreach Support.

Experiential learning is embedded in the design and delivery of many required BI courses. Below are examples of required courses where experiential learning is a core element:

- INF231 – Database Systems for Information Professionals (Foundational): Students work with case studies and hands-on exercises to design, implement, and manage databases tailored to real-world information needs.
- INF240 – Information Studio: Architecture, Interaction, and Usability (Foundational): Students use hands-on design projects to test usability and refine interfaces across digital platforms.
- INF241 – Information Studio: Visual Communication (Embedded): Students develop infographics and interactive dashboards that communicate complex information in accessible and engaging ways.
- INF321 – Applied Machine Learning: Techniques and Applications (Applied): This course takes a real-world approach to applying modern machine learning methods, focusing on industry-relevant business and technical problems.

- INF330 – Web Technologies for Information Systems (Embedded): Students build complete web applications to meet user needs across public, private, and nonprofit organizations through team-based, project-oriented work.
- INF490Y – Capstone Project (Professional/Research-Intensive): A year-long self-directed team project in which students identify a real-world information problem, develop a human-centred solution and present their work to industry and academic stakeholders.

These courses are complemented by a curriculum-wide emphasis on human-centred design, inclusive development, and cross-disciplinary collaboration. While the list above highlights required courses with explicit experiential learning outcomes, many additional courses across the BI curriculum also integrate practical learning activities and project-based assignments.

In addition to the above coursework, the proposed first-entry BI program also includes Partnership-Based Experiential Learning opportunities for students to work directly with industry partners through Work-Integrated Learning (WIL). These opportunities are optional, though highly encouraged, for BI students to pursue. In order to support individual students in forming professional relationships with external partners, the Faculty of Information's Office of the Registrar and Student Services will provide structured support and programming.

The proposed program will benefit from established relationships with industry and government partners who actively support our students through practicum placements. As an example, the Capstone Project event in April 2025 for the current BI program was highly successful and included guests from industry and government, many of whom currently host students from the Faculty of Information's practicum programs. These partners have expressed strong interest in continuing to engage with the Faculty and the four-year, first-entry BI through WIL and other experiential learning opportunities. In addition to this event, the Faculty conducted targeted consultations with long-standing external partners and members of the Dean's Circle, who also expressed enthusiastic support for the proposed BI and its emphasis on real-world, human-centred learning. Further details are provided in Section 9 (Consultation).

Work Placement

Students will have the option of taking the elective course, INF391H1 – Work Placement. This course will replace the currently offered INF402 – Work Integrated Learning Practicum. In this course, students will integrate a minimum of 100 hours of

project work, coordinated through external unpaid internships, faculty research, public sector engagement, not-for-profit projects, or industry initiatives.

Co-operative Education (Co-op)

After the new four-year BI launches in September 2027, the Faculty of Information plans to bring forward a proposal to introduce a Co-operative Education (Co-op) option that will provide students with the opportunity to gain valuable professional experience. This option, which will be available to students as of September 2028, will enable them to engage in paid work terms lasting from 4 to 16 months, with the flexibility to pursue 4-, 8-, 12-, or 16-month placements, depending on their goals and availability.

The BI Co-op option will be developed in alignment with other successful undergraduate co-op initiatives offered across the University of Toronto, including the Advanced Skills and Innovation Pathway (ASIP), the Professional Experience Year (PEY), and the Co-op programs offered at the University of Toronto Scarborough. In particular, the BI Co-op option will join the broader University of Toronto Co-op framework, giving students access to the university-wide employer pool and aligning employer engagement and coordination efforts with established U of T Co-op standards.

Support for Off-Pace Students

While the proposed first-entry BI program includes substantial scaffolding to support a timeline of required courses, support will be made available for students who fall behind in the program schedule, particularly in regard to failed prerequisite courses. As outlined in Section 3.2 (Academic Rationale) under subsection "Universal Design Principles," the Office of the Registrar and Student Services will proactively identify and support BI students who may struggle to complete BI requirements on the standard timeline.

Students who encounter difficulties with foundational courses, such as CSC108H1 (Introduction to Computer Programming), MAT135H1 (Calculus I), INF110H1 (Studying Information) and INF140H1 (Information Studio: Design Fundamentals), will still have clear pathways to academic recovery and success. Recognizing the importance of these courses as prerequisites for numerous subsequent offerings, as outlined in Appendix C: Course Graph, the program structure allows students who do not initially achieve a passing grade to retake the course(s) at the next scheduled offering without major disruption to their overall progression.

Students who successfully retake a foundational course will be able to rejoin their admission cohort in later courses within the same sequence. For example, a student

who does not pass INF110H1 in the Fall term of their first year may retake the course the following Fall. Upon successful completion, they may then proceed to INF210H1 in Year 3 and subsequently complete INF410H1 and INF411H1 in Year 4, thus remaining on track for graduation with their original cohort.

To accommodate students who fall off track more broadly, the Faculty of Information will:

- Offer summer versions of selected courses, especially high-enrolment foundational or bottleneck courses.
- Where feasible, permit enrolment in equivalent electives in consultation with academic advising.
- Encourage using INF499H1 (Reading Course) as a flexible tool for recovery, targeted skill-building, or substitution.

No single missed course should delay graduation by a full year. Through careful planning and support from the BI Program Director and the Office of the Registrar and Student Services, the program remains responsive to individual student needs and ensures timely progression. In addition, having two elective courses each academic year gives students the flexibility to adjust their course load as needed.

6 Assessment

a) Discuss the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
b) Discuss the appropriateness of the plans to monitor and assess the following:
   1. The overall quality of the offering's structure
   2. Whether the program and/or the offering within the program is achieving in practice its proposed objectives
   3. Whether its students are achieving the program-level learning outcomes
   4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Response:

Table 2 outlines the predominant types of assessments that will be used to support the proposed BI's Program Learning Outcomes (PLOs). However, it should be noted that individual assessments may also address additional PLOs on a case-by-case basis. Future BI curriculum self-studies will assess the continual alignment of stated PLOs and associated assessment procedures.

Table 2: Program Learning Outcomes (PLOs)

PLO List	[Exams]	[Labs/Case Studies]	[Group Projects]	[Portfolio Assessment]	[Written Papers]	[Oral Presentations]
PLO1: Apply information practices to identify layers of system abstraction, understanding interactions, data representation, and design in cultural and social contexts.		X	X	X		
PLO2: Discuss and critique the conceptual and philosophical foundations of	X	X			X	

PLO List	[Exams]	[Labs/Case Studies]	[Group Projects]	[Portfolio Assessment]	[Written Papers]	[Oral Presentations]
representation, design, information organization, and computation.						
PLO3: Analyse and break down real-world problems utilizing emerging and established principles of informatics while considering the social and cultural dimensions.		X	X			X
PLO4: Analyse, conceptualize, and justify information system solutions that balance performance, accessibility, inclusivity, and security, while critically evaluating their social and cultural implications.	X		X		X	
PLO5: Design, develop, and implement information systems that address real-world challenges through user-centred design, human-centred data science, and secure, inclusive practices.			X	X	X	
PLO6: Analyse complex information practices within socio-cultural contexts, recognizing recurring intellectual and social opportunities and tensions.		X			X	X
PLO7: Assess the social, political, economic, and ethical entanglements of information creation, design, ownership, stewardship, and circulation.	X	X			X	
PLO8: Formulate and evaluate practical responses to enduring and emerging problems relating to information technologies and practices in a manner that demonstrates ethical, cultural, and legal awareness.		X		X	X	

PLO List	[Exams]	[Labs/Case Studies]	[Group Projects]	[Portfolio Assessment]	[Written Papers]	[Oral Presentations]
PLO9: Plan the responsible use of data, information, and tools and techniques for knowledge handling and manipulation, cognizant of social and cultural issues.	X	X			X	
PLO10: Propose and integrate project-based collaborative approaches to enable successful task distribution to facilitate team effectiveness and socially responsible project implementation.			X	X		X
PLO11: Formulate presentations and documentation that resonate with audiences with varying levels of technical knowledge and familiarity with the field of information and the specific questions the subject matter addresses.	X		X			X
PLO12: Iteratively appraise personal professional competencies, recognize the need for improvement, and outline steps to address and enhance them.			X	X		X

Exams allow course instructors to check basic knowledge and comprehension in key areas such as data representation, system optimization, and responsible data use. They are a helpful way to see if students grasp the foundational concepts they need to build on. Final examinations also conform with the University Assessment and Grading Practices Policy for undergraduate courses.

Labs and case studies give students hands-on practice and a chance to apply what they have learned in real-life scenarios, such as designing information systems, tackling

ethical challenges, and working through problems with a social impact. These activities support learning by letting students engage directly with complex topics and practice skills they need in the field.

Group projects are an excellent fit for building collaboration and teamwork skills essential in real-world settings. These projects allow students to work together to solve problems, develop ideas, and practice the kind of project-based learning that prepares them for their future work.

Portfolio assignments offer students a way to showcase their growth and reflect on their learning over time. They are ideal for seeing how students have developed, tackled challenging topics, and built up their knowledge in areas such as ethical decision-making and information system design. Finally, they allow students to create a narrative to showcase their work, building their storytelling skills.

Written papers provide a chance for students to dive deep into analysis and critical thinking. They are a good fit for assignments that need careful thought and structured arguments, especially on topics that involve ethical considerations, theoretical concepts, and complex ideas. Papers also help students practice communicating their ideas in a clear, organized way.

Oral presentations let students practice explaining their ideas out loud and adjusting their approach for different audiences. This helps develop confidence in presenting information and tailoring explanations depending on who listens. Presentations are a solid way to assess communication and storytelling skills and see how well students can convey their knowledge.

To monitor the program’s overall quality, the BI Program Director, the Office of the Registrar and Student Services and the Data Analyst will regularly review the curriculum, gather feedback from faculty and students, and compare our program to similar ones. This process helps ensure that courses are logically sequenced and effectively support student learning. By consistently checking the course order and alignment with learning objectives, we can spot and address any areas that need improvement to maintain a smooth program flow. The first program review will occur after the proposed BI program completes two full academic years. After that, program reviews will be conducted every two years.

To ensure the proposed program meets its goals, we will collect insights from course evaluations, instructor feedback, and graduate student input. We will also consider data such as retention rates, job placement stats, and alumni feedback to see how well the program prepares students for their careers. Additionally, input from industry contacts and advisory boards will be gathered through structured feedback mechanisms, including surveys and targeted interviews conducted every two years by the BI Program Director and the Faculty's Careers team, ensuring ongoing alignment between the program and evolving external expectations.

Finally, to evaluate whether students are achieving the Program Learning Outcomes (PLOs), we will implement a structured process that maps each PLO to specific course-level assessments and performance indicators. These indicators will be tracked and analysed on a regular basis to measure student achievement, identify areas for improvement, and ensure that the program is effectively supporting the development of the intended competencies. The BI Program Director, along with student services, will document curriculum reviews, faculty and student feedback, and industry input. This feedback and the evaluation results will be used to drive continuous program improvement. We will collect, analyse, and organize this data into regular reports, which the Associate Dean, Teaching and Learning and the Program Director will review every two years to identify trends, address gaps, and adjust curriculum design and assessment strategies.

7 Need and Demand

a) Provide a brief description of the need and demand for the proposed program, including information on student demand and internal cognate and external comparator programs. Please fill out and refer to the table in Appendix G listing the comparator programs.

Response:

The demand for the program will come from two categories of applicants.

- First, the heightened public awareness of the social and cultural implications of information systems (e.g., algorithmic accountability, data and information system ethics, digital inclusivity, and security) arising from the rapid digital transformation will make this program appealing to students who recognize that a strong and effective technical knowledge is essential to address social, political, ethical, and cultural issues of information systems. In addition to this broader interest, the World Economic Forum has identified these areas as top job growth prospects.[2] This is the core group to which we wish our program will appeal.

- Second, for the past five years, we have had around 130 high school students (as shown in Figure 1) applying to the current second-entry BI each year, despite the fact that our communication channels clearly state that ours is a second-entry program for students who have completed at least 10.0 university credits. This signals that there is broad interest in the focus of the current degree, which we believe will translate to concrete interest and applications to the new program.

[2] World Economic Forum, *Future of Jobs Report 2025*, Geneva: World Economic Forum, January 2025. The report identifies Big Data, AI and Machine learning, Data warehousing, Data analysis, and Information security as among of the top 15 job growth areas. (p. 19)

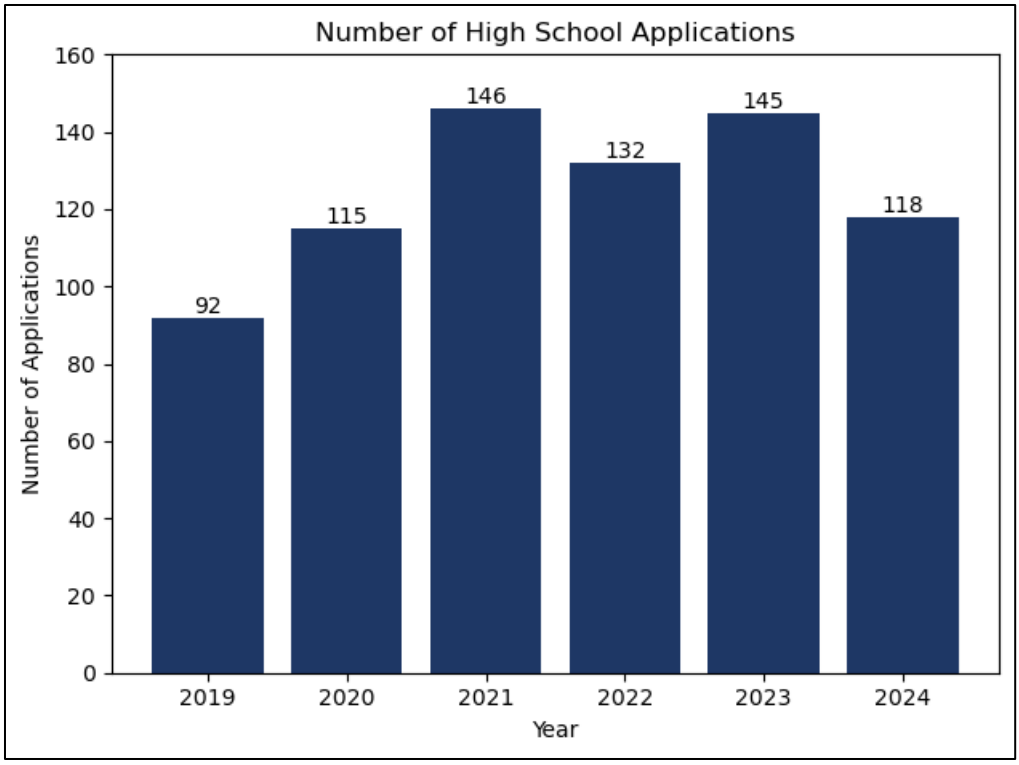

Figure 1: Number of High School Applications for the Second-Entry Program

What paths will first-entry BI graduates pursue?

Our experience as an interdisciplinary Faculty of Information has convinced us that all professions and careers demand an understanding of the processes of data creation, management, and transfer, which are processes that increasingly organize and shape social, political, and economic life. In particular, the BI's integrative, critical, humanities and social science-based approach to information technologies and practices will prepare graduates for vital and enriching careers in three areas: data management, information systems, and cybersecurity. For some of these career paths, the BI will serve as a terminal degree.

By acquiring technical skills in addition to critical thinking, ethical considerations, and an awareness of cultural contexts, BI graduates will be able to navigate the complexities of the information field, adapt to evolving technologies, and responsibly contribute to the design and management of information systems. This comprehensive approach accommodates a wide range of student interests and educational requirements, laying a solid foundation for successful careers in a variety of information-related fields.

- Graduates of the program will acquire essential skills for data analysis, programming, algorithmic design and development, and research in information-

related disciplines to work with complex data sets and evaluate, design, and implement socially responsible information systems. The courses in coding, mathematics, and statistics that are foundational to the program will contribute to this learning, which will be completed by the program's advanced courses in informatics.
- Four required design studio courses that expose students to information architecture, user experience design, and data visualization in the context of critical thinking and collaboration help students cultivate the abilities necessary to develop effective and user-centric strategies for addressing information challenges.
- Students will develop strategies for identifying people-centric information challenges and methods for applying ethical practices, such as ethics of care, to their resolution. Students develop a strong sense of ethical responsibility in the design and use of information systems by investigating topics such as privacy, data ethics, values in data and algorithmic bias. The program requires that graduates comprehend the broader societal impact of information systems and practices. Courses examining the sociotechnical aspects of information, data, and systems enable students to address societal challenges, promote inclusivity, and consider the requirements of diverse user communities.

The proposed four-year, first-entry BI is modelled on the best practices of undergraduate information programs. As part of the process of developing the proposal, we conducted an environmental scan of North American undergraduate Information programs. In Appendix G: Comparator Programs, we identify a range of comparators that fall within the broad disciplinary area.

Four programs that we regard as the top comparators are the Bachelor of Science in Information Science offered by the University of Maryland, the Bachelor of Science in Information Science offered by the University of North Carolina at Chapel Hill, the Bachelor of Science in Information Management and Technology offered by Syracuse University, and the Bachelors of Arts in Information Science offered by Cornell University.[3] The University of Maryland and the University of North Carolina at Chapel Hill offer Bachelor of Science degrees in Information Science that combine technical skills in data and information with approaches from social sciences, leadership, and the humanities. Syracuse University offers a Bachelor of Science in Information Management and Technology that is more management-focused than the program we

[3] Cornell also offers two Bachelors of Science in Information Science. One is offered through the Department of Information in the College of Computing and Information Science, and one is offered through the College of Agriculture and Life Sciences.

are proposing. Cornell University's Bachelor of Arts program takes an interdisciplinary approach to studying the design and use of information systems in a social context. These degree programs represent the importance of undergraduate education to the field of Information. The proposed program conceives of the field of Information in a similar manner to these programs but differs from them in the specific technical fields it focuses on and the interdisciplinary approaches it draws on.

While other universities in Ontario have programs in Information Technology and Data Science, no one else has created a Bachelor of Information degree that addresses the field of Information. Ontario institutions that offer the Bachelor of Information Technology include Centennial College, the University of Windsor, Ontario Technical University, and York University. As well, Algonquin College and Carleton University have partnered to offer a joint Bachelor of Information Technology focused on Information Resource Management. The proposed BI differs in its focus on the social and technical aspects of information rather than information technology. Additionally, there are programs at Seneca College and Wilfrid Laurier University in Data Science or Data Science and Analytics. The proposed program focuses more on data management and data governance than on data science or data analytics. Western University offers a Bachelor of Arts in Media, Information, and Technoculture, and Sheridan College offers a Bachelor of Information Sciences focused on cybersecurity. Our proposed program is more technical than the program at Western University and more socially focused than the program at Sheridan College.

To conclude, establishing this program will put the Faculty of Information and the University of Toronto on the leading edge of the field in Canada.

b) In 500 words or less, discuss the labour market demand for the program, including three occupations that graduates from the proposed program may be employed in, the demonstrated demand for employment the professions and employment prospects.

Response:

Analysis of the Canadian and US National Occupation Categories related to the proposed BI program indicates continuing strong demand for graduates and high salary expectations. The Canadian categories we identified as having the strongest match for our graduates were NOC 21222 Information systems specialists, NOC 21223 Database analysts and data administrators, NOC 21221 Business systems specialists, and NOC

21220 Cybersecurity specialists. However, we identified overlaps with a number of NOCs whose identified tasks and responsibilities helped shape our learning outcomes. NOC 21222, NOC 21223, NOC 21221 and NOC 21220 are all projected by the Economic Policy Directorate (EPD) of Employment and Social Development Canada (ESDC) to be facing labour shortages from 2022-2031.

The specifically identified occupations include Information Architect, Information Systems Analyst, Data Management Analyst, and Security Analyst. These occupations have projected shortages and high salary expectations (the median wage in Canada is 43.59 for NOC 21222, 40.87 for NOC 21223, 43.27 for NOC 21221, and 42.59 for NOC 21220).

The US Standard Occupational Classifications (SOCs) that we identified were SOC 15-1243 Database Architects (Mean hourly wage U$65.65), SOC 15-1242 Database Administrators (Mean hourly wage U$49.29), SOC 15-1211 Computer Systems Analysts (Mean hourly wage U$51.70), and SOC 15-1212 Information Security Analysts (Mean hourly wage U$57.63).

The proposed Bachelor of Information program aligns with the CIP2021 code 11.0401 – Information Science/Studies. This classification reflects the program's emphasis on understanding how information is generated, organized, accessed, and used, integrating technical, analytical, and socio-cultural dimensions of information practice. As such, Statistics Canada classifies this program as a STEM (Science, Technology, Engineering, and Mathematics) field. This designation is important for labour market analysis and provincial reporting and aligns with broader governmental strategies focused on STEM education and workforce readiness.

From an institutional perspective, the University of Toronto includes this program within its "institutional strength" metrics for the upcoming SMA4 (Strategic Mandate Agreement 4) planning period. This means the program will contribute to the University's performance-based funding metrics and strategic profile by strengthening its offerings in high-priority fields. The STEM designation reinforces the value and relevance of the program in the context of provincial planning, student outcomes, and sectoral demand.

Support letters from industry, government agencies, and other partners are included in Appendix J: Support Letters.

8 Enrolment

a) Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary.)
b) Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

Response:

Table 3: Enrolment Projections*

Year of Study	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31 steady state
Year 1				112**	112	112	112
Year 2					102	102	102
Year 3	37*	54*	66*	0*		96	96
Year 4	31*	35*	51*	62*			90
Total	68*	89*	117*	112+62*= 174	214	310	400***

Please note when the program expects to reach steady state

* Existing second-entry program
** The domestic/international mix will be approximately 75% domestic and 25% international
*** The program expects to reach a steady state in 2030-31.

The final admissions cycle for the existing two-year, second-entry BI will open in September 2025, and the final cohort of students in the two-year, second-entry BI will begin the program in September 2026. The first admissions cycle for the proposed four-year, direct-entry BI will open in September 2026, and the first cohort of students will begin the program in September 2027; this first cohort will have an enrolment of 112 students in Year 1. Each year, a new cohort of 112 students will be added until the program reaches steady state of a total of around 400 students by 2030-31 (assuming a 2nd-year retention rate of 91% and graduation rate of 80%). This gradual integration will ensure a smooth transition to the new system while completing the cycle for students in the existing second-entry program.

During this transition, students in the existing second-entry program who face difficulties in completing some courses will be provided with special consideration. They will receive tailored support and options to retake necessary courses, ensuring that they are not disadvantaged by the program shift. This approach will guarantee a seamless and inclusive transition for all students involved.

The Faculty of Information's Assistant Dean, Registrarial and Student Services, Faculty of Information, consulted with the University Registrar, regarding the federal changes to visas for international students. The consultation concluded that the Faculty of Information (FOI) anticipates a 25% international student cohort within the undergraduate program. This is in line with the current FOI student population. Although the university has seen a slight decrease in applications from international students, we do not anticipate a downward trend. As the political and global climate changes, the FOI will continue to diversify their recruitment from various international countries. Due to the university's strong commitment to supporting its students and outstanding international reputation, the FOI feels these efforts will continue to attract top international students.

Although the Federal government has implemented a limit on the number of international students that may enter Canada, the University of Toronto has been successful in sustaining enrolment caps at the 2023-2024 intake level. The cap is managed through the Provincial Attestation Letter (PAL) process that is managed by the University Registrar's Office (URO). Currently, the University has sufficient PALs to meet enrolment needs. That said, the Faculty of Information acknowledges that the international enrolment landscape remains uncertain and subject to change. The Faculty will continue to monitor developments and adjust its recruitment and admission plans as needed to align with University guidance and government regulations.

The FOI's Assistant Dean, Registrarial and Student Services, Faculty of Information, consulted with the Dean of Residence and Director of Student Life (Spaces & Experiences) and the Director, Housing & TCard Services, regarding the students' residence for the new program on March 27, 2025. The consultation concluded that the new direct entry BI program will be incorporated into the University's residence admissions processes as they currently exist for first-entry professional faculties. Prospective students will be captured in the Ontario Universities' Application Centre (OUAC) application form and will be a part of the overall Office of the Vice-Provost, Strategic Enrolment communications as of Fall 2026. In the StarRez residence application, students will be presented with available residence options. The majority

will likely be in Spaces & Experiences residences (https://uoft.me/se-residences), such as Oak House, Knox Residence, CampusOne, and Chestnut, although some may receive offers at the colleges. Students will be eligible for the first-year residence guarantee for September 2027, provided they qualify under the existing residence guarantee guidelines.

The Faculty of Information is actively exploring opportunities to integrate and connect the academic and residential experience of our students living in residence. This may involve Living Learning Communities, themed floors, and other initiatives at Oak House and other residences, where BI students will benefit from community building, learning, and events together during their first year.

9 Consultation

Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community or professional organizations, etc., as appropriate).

Response:

There has been extensive collegial consultation regarding the proposed four-year, first-entry BI within the Faculty of Information, including with faculty, staff, students, and alumni, as well as across the broader University of Toronto community, and with partners in industry, government, and the non-profit sector.

The Faculty of Information (FOI) initiated a four-year, first-entry BI working group in the fall of 2022 under the leadership of FOI Acting Dean Chechik. Preliminary consultations were held with Faculty of Arts and Science (FAS) Dean Woodin of the and FAS Vice-Dean, Academic Planning Hamilton, regarding the project. Between January and September 2023, a joint FOI/FAS working group convened to explore potential collaboration on the program. Based on discussions with FOI Dean Mostafa, the FOI working group refocused the scope to develop the current proposal.

The Faculty of Information later formed an Undergraduate Advisory Committee to work on the program outline, which was submitted to the Office of the Vice-Provost, Academic Programs (VPAP) in May 2024, and the current program proposal, the first draft of which was submitted in November 2024 and the second draft in April 2025. The advisory board comprises the Dean, Associate Dean of Teaching and Learning, BI Program Director (chair), one Faculty Member, Assistant Dean of Academic Programs and Governance, Assistant Dean of Registrarial and Student Services, and Administrative Coordinator. The group meets weekly or bi-weekly, depending on the need.

Faculty of Information: Faculty and Staff
The Faculty held a town hall in September 2023 to discuss the new program and invited all faculty members for a broader, preliminary consultation. As preparations were made to finalize the program outline for submission to the VPAP office, the BI Director held four consultation sessions (two in-person and two online) with faculty members in March 2024. These sessions focused on the proposed curriculum and potential faculty

contributions to the delivery of the new program. The BI Director also conducted an online survey in March 2024 to gather feedback from faculty and staff on the proposal. Additionally, the BI Director held several one-on-one consultations with key faculty members about the curriculum.

As part of the ongoing onboarding process for new faculty hired in 2024 and 2025, the Faculty of Information Dean and Associate Dean of Teaching and Learning each provided an overview of the key programs within the Faculty. This included a discussion of the existing two-year, second-entry BI program and the proposed updates for the four-year, first-entry BI. As part of the onboarding process, the BI Director held individual meetings with new faculty members to discuss potential contributions to both the existing and new programs, including teaching courses and other relevant activities.

Additionally, the BI Director and staff leaders have held, and continue to hold, consultation meetings with a wide range of Faculty of Information faculty and staff, as detailed below:

- The BI Program Director held several meetings and discussions with faculty from various academic disciplines regarding the positioning of different courses in the program.
- In February 2025, the Faculty of Information's Chief Administrative Officer held an all-staff meeting. An important part of the discussion focused on the design, timeline, and resources of the proposed BI program.
- In April 2025, the Faculty of Information's Chief Administrative Officer invited the BI Program Director to an all-staff meeting, where he talked about the proposal status, the design of the program, the timeline, the resources of the program and opened the floor to answer staff members' questions.
- The Assistant Dean of Registrarial and Student Services has held several discussions with ORSS staff about the new program.
- The BI Director also held numerous individual consultations with the Faculty of Information staff:
    - Assistant Dean, Academic Programs and Governance (member of the Undergraduate Advisory Committee): Regular meetings to discuss the details of the new program proposal.
    - Assistant Dean of Registrarial and Student Services (member of the Undergraduate Advisory Committee): Regular meetings to discuss the details of the new program proposal.

- Chief Administrative Officer: A few meetings to discuss and shape the proposed program's budgetary design, space allocations, and other factors.
- Office of the Dean Manager and Academic Administrative Coordinator: Several meetings to discuss coordinating practices with the Office of the Dean regarding the new BI program.
- Student Advising and Engagement Associate Registrar and Program Administrator: Weekly meetings to follow up on the current program, with ongoing discussions about developing and implementing new program feedback.
- Associate Registrar, Recruitment and Admissions: Several meetings to discuss integrating the current and proposed BI admissions with the Slate admission platform.
- Recruitment and Admissions Officer: Several meetings to discuss existing and proposed program recruitment strategies.
- Special Projects Officer: Several meetings to align the proposed program with the Faculty of Information's Strategic Plan.
- Program Coordinator of Equity, Diversity, and Inclusion: Two meetings to advise and develop the program's EDI principles.
- Educational Developer (Universal Design for Learning): One discussion about the proposed program's UDL principles and language.
- Co-op Careers/Work Integrated Learning Manager, Employer Engagement Coordinator, and Career and Work Integrated Learning Advisors: Several meetings to discuss and design the proposed program's Work Integrated Learning structure, Co-op structure, and career integration strategies.
- Advancement Associate Director: One meeting to discuss the proposed BI program's integration of scholarship funding.
- Research Funding, Awards, and Honours Officer: Two meetings to discuss the proposed program's integration of awards, honours, and other possible funding.
- Data Analyst: Two meetings to discuss best practices for collecting and analyzing data on the existing BI program to help with planning for the new program.

In March and April 2025, the BI Director led seven group consultation sessions with Faculty of Information faculty members. These sessions were also attended by academic administrators, including the Dean, Associate Dean of Teaching and

Learning, Associate Dean of Research, and Associate Dean of Faculty Life. In addition, the Directors of the BI, MI, MMSt, Combined MI/MMSt Degree, and PhD programs participated in these sessions, along with the MI Concentration Coordinators representing Archives and Records Management (ARM), Critical Information Policy Studies (CIPS), Culture and Technology (C&T), Human-Centred Data Science (HCDS), Information Systems and Design (ISD), Knowledge Management and Information Management (KMIM), Library and Information Science (LIS), and User Experience Design (UXD).

These sessions directly responded to the most recent round of feedback from the VPAP Office and served as collaborative venues for revising and refining the current proposal. Of the 41 faculty members listed in Table 4, 33 participated in at least one consultation, with most attending two or more sessions. On average, each faculty member attended three consultations. For those unable to attend, the BI Director circulated a Microsoft Form to gather asynchronous feedback. These collegial and constructive discussions were especially productive in refining the proposed curriculum and re-evaluating the positioning of humanities and social sciences within the program. Many of the resulting insights and recommendations have been incorporated into this draft.

Each consultation session began with a Land Acknowledgement, followed by a status update from the BI Program Director on the proposal, governance timeline, curriculum developments, and faculty resource planning. These in-person and online meetings provided a forum for broad faculty engagement and input.

Following these updates, the Director opened the floor for discussion, focusing on refining the program structure, articulating its academic vision, and strengthening the delivery model. Several important adjustments were made as a direct outcome of these consultations.

Key issues addressed in the consultations included the following:

- Faculty called for enhanced scaffolding of foundational courses and a more collaborative instructional model. These discussions led to a revised structure for INF110H1, as outlined below, including integrating tutorial support and a team-teaching model.
- Faculty emphasized the need for a stronger representation of humanities and social science content within the curriculum. This resulted in the revision of course titles and descriptions, as well as the development of new or combined courses:

    - INF100H1 and INF110H1 were combined under the new title "Studying Information," with a revised description that clarifies the course's foundational disciplinary focus.
    - INF111H1 and INF311H1 were combined and revised under the new title "INF111H1: Integrative Approaches to Technology and Society."
    - INF210H1 was retitled "History of Information Technologies," with a new course description integrating content from History of Information Technologies and Material Histories of Information.
    - A new course, "Worlds Become GLAM," was introduced to support student engagement with cultural institutions and GLAM sector practices.
    - "Information in the Cultural Imagination" was moved from elective to required to ensure all students gain critical insight into the cultural dimensions of information, supporting the program's goal of developing reflective and socially aware graduates.
- These curriculum revisions were also incorporated into the updated course-to-PLO mapping, reinforcing alignment between course content and program learning outcomes.
- In addition to curricular changes, faculty members supported the creation of a Course Coordinator role, a structured TA model, and a shared instructional resource playbook to ensure continuity across course offerings. These initiatives will be included in the upcoming course development action plan.

Following these productive consultations, the faculty members expressed support for advancing the proposal to the VPAP Office for the next review and approval stage.

Faculty of Information Students

The BI Director held two consultation sessions with current second-entry BI students in February 2024. He also met with the Bachelor of Information Student Association (BISA) in March and August 2024 to discuss the proposed new first-entry BI program and gather early feedback. In February 2025, the BI Director hosted two town hall discussions with current BI students to present the proposed first-entry program. During these sessions, the BI Director provided a comprehensive overview of the program's structure, including the new four-year format, the sequencing of required courses, and the introduction of new content areas. He walked students through the planned additions to the curriculum and introduced the optional co-op pathway that would allow students to gain structured work experience. Students were also shown how the new curriculum builds on the strengths of the current program while offering greater flexibility and depth. The response was overwhelmingly positive. When the BI Director directly

asked students whether they had any concerns regarding the new program, no reservations were expressed. Students welcomed the planned enhancements and voiced strong support for the proposed structure. The BI Director also confirmed that the degree would retain its current title, *Bachelor of Information*, which was met with all attendees' support and agreement.

Faculty of Information Alumni

Throughout 2024, the BI Director held several individual meetings with two-year, second-entry BI alumni. Collectively, these alumni expressed confidence in the proposed four-year, first-entry BI program and offered valuable suggestions for revisions and enhancements. Their recommendations included adding courses in programming fundamentals, web development, responsible artificial intelligence, database systems, and statistics tailored to information students. They also advocated for extending the capstone project to a full year (1.0 FCE) and including an optional co-op pathway in the program structure. These suggestions have been incorporated into the new program where appropriate. The curriculum now reflects a stronger technical foundation, and the introduction of a full-year capstone project (INF490Y1) available to students who wish to pursue it. A Co-op option will be introduced following the launch of the program in September 2027.

Alumni were also consulted regarding the job market implications of the proposed four-year, first-entry BI. They expressed strong support for the proposed implementation timeline, particularly the three-year gap between the final graduation date of the two-year, second-entry BI program (April 2028) and the first graduation date of the four-year, first-entry BI program (April 2031). This gap was seen as a safeguard against potential competition in the job market between the two graduating cohorts.

In March and April 2025, the BI Director hosted three town hall sessions with alumni, including attendees from all four graduated cohorts of the two-year. second-entry BI program, to present updates on the proposal and gather additional feedback. These sessions included discussing current second-entry program strengths and forward-looking suggestions for the new program. During these consultations, alumni emphasized the importance of preserving key strengths of the current BI program. These included the development of technical skills such as data analytics and user experience design, continued emphasis on interdisciplinary collaboration, critical engagement with the historical foundations of the information field, and strong cross-faculty collaboration, particularly through the capstone project. They also supported the

move to make the Work Placement course optional, recognizing that this would reduce pressure on students facing difficulties securing placements.

Alumni emphasized the importance of creating more time for hands-on experiential learning, strengthening foundational theory and practice in the early years, and offering enhanced support for first-year students. In response to this input, the new four-year, first-entry BI structure was designed to allow for greater time and flexibility for real-world experiential learning opportunities. Revisions to first- and second-year courses have strengthened the theoretical and practical foundations of the curriculum, helping to clarify the academic identity of the program. Additionally, the Office of the Registrar and Student Services will expand its focus on first-year student support to help ease the transition into university life, recognizing that first-year students in the new program will be entering directly from high school with no prior postsecondary experience. This support will be reinforced by additional staffing, as outlined in Section 10 (Resources) of this proposal, to ensure personalized advising and effective onboarding.

As with consultations held with current students, the BI Director explicitly asked the alumni if they had any concerns about the direction of the new program. All alumni who participated in these sessions expressed strong support, with no concerns raised about the proposed program's structure or design.

University of Toronto Divisions
Faculty of Arts and Science (FAS)
Dean Mostafa has engaged in conversations with Dean Woodin, Vice-Dean of Academic Operations Stafford, Vice-Dean of Academic Planning Hamilton, Chair of Computer Science de Lara, and Geography & Planning Chair Widener.

Dean Mostafa also held multiple meetings and consultations with Vice-Dean Hamilton from the Faculty of Arts and Science (FAS). In May 2024, we shared the outline of the proposed program with the FAS for feedback, emphasizing that it was an early-stage, outline-level proposal that would undergo further scrutiny and revisions based on feedback anticipated by the VPAP office. FAS distributed the outline to several departments for feedback, including the Department of Computer Science, Department of Statistical Sciences, Department of Mathematics, College Programs in Digital Humanities (Woodsworth College), Book & Media Studies (St. Michael's College), and Material Culture & Semiotics (Victoria College).

In September 2024, a pivotal meeting took place between the Faculty of Information (FOI) and the Faculty of Arts and Science (FAS). This gathering included representatives from the Departments of Computer Science, Department of Statistical Sciences, and Department of Mathematics. Notable attendees were Professor Hamilton, Vice-Dean of Academic Planning, FAS; the Academic Planning & Review Officer, FAS; Professor de Lara, Chair, Department of Computer Science, FAS; Professor Yoshinobu, Associate Chair, Department of Mathematics, FAS; Professor Jaimungal, Chair, Department of Statistical Sciences, FAS; Professor Taback, Associate Chair, Department of Statistical Sciences, FAS; Professor Mostafa, Dean, FOI; Professor St-Cyr, Associate Dean, Teaching and Learning, FOI; Professor Elshakankiri, BI Director, FOI; the Manager, Office of the Dean, FOI; and the Faculty Governance and Programs Officer, FOI.

During the meeting, the Department of Computer Science raised concerns about potential overlaps between two courses proposed for the new BI program and existing courses within their program. Similarly, the Department of Statistics identified a course with possible overlap. Both departments and the Vice-Dean of Arts and Science stressed the importance of differentiating the course titles and descriptions of these courses from those offered in FAS to maintain program distinctiveness. Dean Mostafa committed to a thorough review of these courses to ensure they are clearly distinguished.

The Department of Mathematics broached the topic of priority enrolment for Information students in high-demand math courses, particularly MAT135. Dean Mostafa and Vice-Dean Hamilton concurred on planning to facilitate this collaboration. Furthermore, Associate Dean St-Cyr explored the potential for BI students to minor in disciplines within FAS and, conversely, for FAS students to pursue a minor in Information. BI Director Elshakankiri elaborated on the admission and degree requirements and discussed incorporating FOI courses as electives for FAS students. At the meeting’s conclusion, Vice-Dean Hamilton affirmed the Faculty of Arts and Science’s commitment to supporting the new program. Dean Mostafa assured all attendees that efforts would be made to ensure the BI program remains distinct and valuable within the broader offerings of the University of Toronto.

The Undergraduate Advisory Committee (FOI) addressed course overlaps for three identified courses. The titles and descriptions of the two courses were revised and updated following feedback from the Department of Computer Science. The BI Director consulted with Professor Rohan Alexander, who holds a joint appointment between the

Faculty of Information and the Department of Statistics, to develop an information-specific statistics course to prevent content overlap with existing Statistics courses. The course title and description were updated accordingly.

Additionally, the BI Program Director and the FOI Chief Administrative Officer discussed Interdivisional Teaching (IDT) agreements between FOI and FAS. The Chief Administrative Officer confirmed that these agreements would be negotiated with the Faculty of Arts and Science before the launch of the new program and would be incorporated into the budget planning process accordingly. FOI will also work closely with Planning and Budget to ensure that any financial modelling related to these agreements is appropriately supported and aligned with the overall program planning.

In December 2024, the Faculty of Information held a consultation meeting with representatives from various humanities programs within the Faculty of Arts and Science. Participants included Professor Hamilton, Vice-Dean of Academic Planning, FAS; the Academic Planning & Review Officer, FAS; Professor Chin, Principal, Woodsworth College, FAS; Professor Morra, Principal & Vice-President, St. Michael's College, FAS; Professor Bolintineanu, Associate Professor, Woodsworth College, FAS; Professor Ross, Assistant Professor Teaching Stream, Woodsworth College, FAS; Professor Mostafa, Dean, FOI; Professor St-Cyr, Associate Dean, Teaching and Learning, FOI; Professor Elshakankiri, BI Program Director, FOI; the Manager, Office of the Dean, FOI; and the Faculty Governance and Programs Officer, FOI. Discussions during the meeting focused on several aspects of the proposed program:

Representatives questioned how the program would bridge gaps in preparation for future graduate students, especially those from digital humanities backgrounds. Dean Mostafa emphasized the program's focus on long-term, sustainable information management tools and strategies that align with current industry demands.
Inquiries were made about benchmarking against similar international programs. Dean Mostafa confirmed that a thorough review of global Information programs had been conducted to define and enhance the proposed program's strengths in data retrieval, user experience, and practical applications. Discussions revealed overlaps in theoretical frameworks between information and data management, identifying material histories of information as potential collaborative focal points within the new program.

Suggestions were made to enhance interdisciplinarity by integrating feminist theory, Indigenous studies, and digital platforms into the curriculum. Dean Mostafa was supportive of these ideas and invited further dialogue to refine these integrations.

Associate Dean Teaching and Learning St-Cyr and BI Program Director Elshakankiri explored the feasibility of allowing Information students to take elective courses across various FAS departments, fostering a broader educational experience.

In March 2025, we shared the proposal draft with Professor Hamilton, Vice-Dean, Academic Planning, Faculty of Arts and Sciences. In our email, we requested preliminary discussions regarding interdivisional teaching arrangements for the three FAS courses included in our proposed curriculum: CSC108H1, MAT135H1, and MAT223H1. We also explored pathways for students transitioning from the BI program to other disciplines within FAS and discussed the possibility of FAS students participating in electives within the BI program. Vice-Dean Hamilton responded positively, suggesting that we coordinate future meetings with the Vice-Dean of Inter-Divisional Teaching to ensure effective integration with Arts and Sciences. She recommended that FOI meet with Planning and Budget to understand the IDT framework better. Additionally, she supported advancing conversations with specific FAS units to confirm timing and enrolment plans for the proposed courses. Vice-Dean Hamilton expressed delight in discussing flexibility between FAS and FOI for students and appreciated the recent revisions to course titles to differentiate BI courses from Computer Science courses.

University of Toronto Federated Colleges
Dean Mostafa has engaged in conversations with President McEwen of Victoria University and Principal Morra of St. Michael's College.

University of Toronto Mississauga (UTM)
In March 2025, we shared the proposal draft with two administrators from the University of Toronto Mississauga (UTM): the Director of Academic Operations, and the Manager of Academic Programs, Reviews, and Quality Assurance. In our email, we requested feedback on the proposal draft and discussed pathways for students transitioning from the BI program to other disciplines at UTM. We also explored the possibility of UTM students participating in electives within the BI program to foster interdisciplinary learning.

In response, the Manager of Academic Programs, Reviews, and Quality Assurance informed us that the proposal was forwarded to the Institute for Communication, Culture, Information and Technology (ICCIT), where the Director noted that their programs have deregulated tuition fees, making their courses unavailable to non-

program students. Additionally, Dean Gough expressed support for the proposed BI program.

University of Toronto Scarborough (UTSC)
In March 2025, we shared the first-entry BI program proposal with the Senior Manager of Academic Operations, and the Academic Programs Officer, from the University of Toronto Scarborough (UTSC) Dean's office. In our email, we requested feedback on the proposal draft and discussed pathways for students transitioning from the BI program to other disciplines at UTSC. We also explored the possibility of UTSC students participating in electives within the BI program to foster interdisciplinary learning.

In response, the Academic Programs Officer informed us that the draft proposal was shared with several UTSC departments for feedback, including the Departments of Arts, Culture and Media, Computer and Mathematical Sciences, Historical and Cultural Studies, Human Geography, Political Science, Sociology, and the UTSC Library. The Academic Programs Officer confirmed that no concerns were raised by UTSC academic units.

Regarding the possibility of students counting first- and second-year courses from the BI program towards breadth or other program requirements at UTSC, the Dean's Office indicated a willingness to explore this in principle, considering tri-campus regulations and budgetary implications.

Faculty of Applied Science and Engineering (FASE)
Dean Mostafa had initial discussions about the proposed program with Dean Yip, Associate Dean, Cross-Disciplinary Programs, Aleman, and Electrical and Computer Engineering Chair, Kundur, all of whom expressed support, in principle, and interest in continued collaboration as the program moves forward.

Faculty of Kinesiology and Physical Education (KPE)
The BI Program Director engaged in a cordial discussion with Professor Kerr, Dean of the Faculty of Kinesiology and Physical Education (KPE), and Professor Stirling, Vice-Dean of Programs at KPE, to explore potential collaboration and the possibility of allowing students from KPE and FOI to enroll in electives offered by the other Faculty. A follow-up meeting was held in May 2025 between Professor Stirling, Vice-Dean Programs, KPE; Professor Amara, Associate Dean of Undergraduate Education, KPE; and Professor Elshakankiri, BI Program Director, FOI. During the meeting, we discussed opportunities for collaboration and identified elective courses in each Faculty

that may be of interest to students in the other. The group agreed to hold further meetings to explore these opportunities once the program is approved.

John H. Daniels Faculty of Architecture, Landscape, and Design (Daniels)
Dean Mostafa discussed collaboration with Acting Dean Levit, who expressed support in principle for exploring opportunities between FOI and Daniels. Additionally, Professor Mim, a faculty member cross-appointed between Daniels and FOI, initiated discussions with Professor Sealy, Director of the Bachelor of Arts program at Daniels, regarding potential elective pathways between the two faculties.

External Stakeholders
Extensive consultations were conducted with several external stakeholders from both the public and private sectors, as well as non-profit organizations, to gather feedback on the program proposal. These stakeholders include the Faculty of Information Dean's Circle, a voluntary advisory group established to support the Dean, consisting of distinguished alumni, academic experts, industry leaders, and administrative professionals. Members of the Dean's Circle offer their expertise in the field of information to support the strategic development of the Faculty. Additionally, valuable insights were obtained from employers of our graduates and practicum students to ensure that the proposed program effectively prepares our students with the required skills and perspectives to succeed professionally. As a result of these consultations, several support letters were received, which are provided in Appendix J: Support Letters.

As part of the ongoing engagement with industry partners, a Capstone Project Showcase for the existing two-year, second-entry BI program was held in April 2025. The event was a resounding success and featured the participation of key industry representatives, many of whom currently host FOI students through practicum placements. Attendees included professionals from the Information Privacy Commissioner of Ontario, Wildlife Conservation Society Canada (WSC Canada), Workplace Safety and Insurance Board (WSIB), Ontario Public Service, Ontario Energy Board, University of Toronto Libraries, and human resources and design leaders from across the Ontario government. During the event, the BI Director held individual consultations with each of these guests to discuss the shift from a two-year, second-entry BI model to the proposed four-year, first-entry BI program. All attendees expressed strong support for the change, praised the quality and relevance of the student projects showcased, and indicated enthusiasm for future collaborations. Many emphasized their interest in continuing to host students from the new BI program

through co-op placements and other experiential learning opportunities. This enthusiastic response from leading employers underscores the alignment of the program's direction with workforce needs and affirms the strength of its industry partnerships.

Professional associations relevant to the program include the Canadian Information Processing Society (CIPS), the Information Technology Association of Canada (ITAC), the Association for Information Systems (AIS), the Information Systems Security Association (ISSA), the Association for Computing Machinery (ACM), and the iSchools Organization. Faculty members have significant engagement with these organizations, contributing to and benefiting from the established networks of professionals in the field. For example, faculty members hold a variety of positions within the Association for Computing Machinery (ACM), such as Editorial Board Members of the ACM Journal on Responsible Computing and ACM Transactions on Intelligent Systems and Technology, Co-founder of the International Community for Human-Computer Interaction and User Experience Education (EduCHI), and Co-chair of the Special Interest Group on Computer Science Education (SIGCSE) Virtual Conference. Through such positions, faculty members remain closely connected to advancements, trends, and standards within the profession, enhancing their ability to deliver current, informed, and impactful education to students in the program.

10 Resources

10.1 Faculty

Please fill out the table below. In a separate appendix provide all CVs of all faculty in the table.

Response:

Table 4: Faculty Complement (listed alphabetically by category)

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Tenure Stream: Full					
Ebrahim Bagheri	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF102, INF110, INF120, INF220, INF230, INF231, INF320, INF321, INF330, INF411, INF440, INF490

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Christoph Becker	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF110, INF230, INF411
Nadia Caidi	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF111, INF212, INF214, INF313
Wendy Duff	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF111, INF211, INF312

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Fiorella Foscarini	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF211, INF310, INF313
Cara Krmpotich	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Museum Studies (MMSt) (Teaching)	[CI] INF313
Javed Mostafa	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising)	[CI] INF230, INF231

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Matt Ratto	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF110, INF411
Seamus Ross	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching and Supervising)	[CI] INF211, INF313, INF411, INF412
Aviv Shachak	Dalla Lana School of Public Health 51%	Faculty of Information 49%	Institute of Health Policy, Management, and	Dalla Lana School of Public Health (Teaching),	[CI], INF101, INF102, INF111

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
			Evaluation (Primary) Faculty of Information (Secondary) Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	
Tenure Stream: Associate					
Periklis Andritsos	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF120, INF231
Eric Baumer (start date July 1, 2025)	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF102, INF110, INF120, INF220, INF230, INF231, INF320, INF321, INF440

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Alan Galey	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching), Book History & Print Culture (BHPC) Program (Teaching)	[CI] INF311, INF314
Jenna Hartel	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF110, INF212

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Patrick Keilty	Faculty of Information 75%	Faculty of Arts and Science, Cinema Studies Institute 25%	Faculty of Information (Primary) Faculty of Arts and Science, Cinema Studies Institute (Secondary) Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching and Supervising), Faculty of Arts and Sciences, Cinema Studies Institute (Teaching)	[CI] INF110, INF111, INF210, INF211, INF310, INF311, INF312, INF411
Evan Light	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF111, INF213, INF214, INF310, INF312, INF410

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Irina Mihalache	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Museum Studies (MMSt) (Teaching)	[CI] INF210, INF211, INF313
Siobhan Stevenson	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF212, INF310, INF391
Tenure Stream: Assistant					
Rohan Alexander	Faculty of Information 51%	Faculty of Arts and Science, Department of Statistics	Faculty of Information (Primary) Faculty of Arts and	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching),	[CI] INF101, INF120, INF220, INF320, INF321, INF490

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
		49%	Science, Department of Statistics (Secondary) Full	Bachelor of Information (BI) (Teaching), Faculty of Arts and Science, Department of Statistics (Teaching)	
Claire Battershill	Faculty of Information 51%	Faculty of Arts and Science, Department of English 49%	Faculty of Information (Primary) Faculty of Arts and Science, Department of English (Secondary) Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Supervising), Faculty of Arts and Science, Department of English (Teaching)	[CI] INF210, INF211, INF311, INF313

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Priyank Chandra	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF140, INF240, INF241, INF312, INF340, INF490
Huili Chen (Start date Sept. 1, 2025)	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF102, INF140, INF240, INF241, INF340
Shion Guha	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF101, INF102, INF120, INF213, INF220, INF320, INF321, INF410, INF440, INF490

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Safwat Hassan	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF102, INF230, INF231, INF330, INF331, INF332, INF390
Vera Khovanskaya	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF140, INF240, INF241, INF340, INF490
Anastasia Kuzminykh	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF240, INF241, INF320, INF411

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Jessica Lapp	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	[CI] INF211, INF311, INF313
Michel Mersereau	Faculty of Information 100%		Faculty of Information Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF111, INF410
Jia Xue	Factor-Inwentash Faculty of Social Work 51%	Faculty of Information 49%	Factor-Inwentash Faculty of Social Work (Primary)	Factor-Inwentash Faculty of Social Work (Teaching),	[CI] INF101, INF110, INF111, INF220, INF310, INF320

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
			Faculty of Information (Secondary) Full	Doctor of Philosophy in Information (PhD) (Supervising), Master of Information (MI) (Teaching)	
Teaching Stream: Full					
N/A					
Teaching Stream: Associate					
Colin Furness	Faculty of Information 100%		Faculty of Information Associate	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF310, INF391
Olivier St-Cyr	Faculty of Information 100%		Faculty of Information Associate	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF140, INF240, INF241, INF340, INF490
Teaching Stream: Assistant					

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Malayna Bernstein	Faculty of Information 100%		Faculty of Information Associate Restricted	Doctor of Philosophy in Information (PhD) (Teaching), Master of Information (MI) (Teaching)	[CI] INF110
Maher Elshakankiri	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching and Supervising)	[CI] INF102, INF230, INF231, INF330, INF331, INF333, INF430, INF431, INF432, INF490
Gustavo Ferreira	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF110, INF111, INF210, INF211, INF311, INF312, INF313, INF411, INF413, INF490

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Maggie Hutcheson	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Museum Studies (MMSt) (Teaching)	[CI] INF311, INF313
Velian Pandeliev	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Supervising)	[CI] INF140, INF240, INF241, INF340, INF490
Silvia Vong	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Information (MI) (Teaching)	[CI] INF110, INF212
Non-Tenure Stream (i.e., CLTA)					
Associate Professor Teaching Stream (CLTA)					
Nada Al Masri	Faculty of Information 100%		Faculty of Information Associate	Master of Information (MI) (Teaching),	[CI] INF330, INF332, INF333, INF431

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
				Bachelor of Information (BI) (Teaching)	
Assistant Professor Teaching Stream (CLTA)					
Jennifer Orpana	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Museum Studies (MMSt) (Teaching)	[CI] INF314, INF390
Tao Wang	Faculty of Information 100%		Faculty of Information Associate Restricted	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	[CI] INF120, INF220
Assistant Professor (CLTA)					
Nusrat Jahan Mim	John H. Daniels Faculty of Architecture,	Faculty of Information 49%	John H. Daniels Faculty of Architecture,	John H. Daniels Faculty of Architecture, Landscape, and Design (Teaching),	[CI] INF120, INF440

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and %** (if applicable)	**Graduate Unit and Graduate Faculty Membership Status** (e.g., Associate / Full privileges)	**Commitment to Other Programs** (Please list other programs in which the person routinely teaches/supervises)	**Nature of Contribution to this Program** (Course instructor [CI], thesis supervisor [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
	Landscape, and Design 51%		Landscape, and Design (Primary) Faculty of Information (Secondary) Restricted	Master of Information (MI) (Teaching), Bachelor of Information (BI) (Teaching)	
Sessional Lecturer					
Others (please specify, i.e., adjunct status, clinical faculty, visiting or other as per U of T definitions)					

All New Programs

Given the program's planned/anticipated class sizes and cohorts (enrolment section) as well as its program level learning outcomes please discuss:

a) Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

Response:

Dean Mostafa has committed to supporting the program. The Faculty has been planning its faculty complement in alignment with the proposed program. Over the past two academic years, the Faculty has added twelve faculty members (including three senior hires, four tenure-track, and five teaching stream faculty) who will contribute to the delivery of the proposed program. These faculty members expand the Faculty's capacity to teach core and elective courses, supervise undergraduate research, and support experiential learning.

Additionally, the Faculty received Provostial approval on June 3, 2025, for five new faculty positions (including one senior hire). These searches will be conducted during Fall 2025 and Winter 2026 and are strategically designed to strengthen the Faculty's overall academic profile across all its programs. The new positions will enhance expertise in key areas, including Digital Cultural Heritage and Preservation; Human-Centred Data Sciences; Knowledge Systems, Infrastructures, Communities and Cultures; Public AI and Memory Institutions; and Public Memory and Histories. These hires are not required to run the program but will contribute significantly to its long-term enrichment and to the Faculty's broader teaching and research mission. In the event that any of the upcoming searches do not result in successful hires, the Faculty will consider Contractually Limited Term Appointment (CLTA) options and utilize sessional resources to ensure the uninterrupted delivery of its plans. Contingency planning is in place, and we are confident in our ability to fully support the program from its launch and throughout its growth.

The Faculty has the necessary teaching and advising capacity to launch the program with its current complement. As listed in Table 4, there are currently 41 faculty members (ten appointed and tenured full professors, eight tenured associate professors, eleven tenure-track assistant professors, two associate professors teaching stream, six assistant professors teaching stream, one associate professor teaching stream CLTA

and three assistant professors teaching stream CLTAs), that will be able to teach and supervise in the proposed four-year BI. Several faculty members are already teaching in the existing two-year BI program; thus, we anticipate a very smooth shift from the current two-year, second-entry BI to the new four-year, first-entry BI model. The first academic year in which there will be three concurrent BI cohorts, and hence an increased teaching load, is 2029–2030.

To manage the additional workload associated with the new BI program, the Faculty continuously assesses its instructional capacity across all programs (BI, MI, MMSt, and PhD) and has been actively strengthening its faculty complement through tenure-stream and teaching-stream appointments. Several faculty members have already expressed strong interest in teaching in the proposed BI program, and teaching-stream faculty will take on a greater role in BI course delivery. The transition from the current two-year program structure to steady-state enrolment of the new four-year program structure is expected to be gradual and manageable. The overall increase in course offerings is modest, with a maximum of ten additional half courses at steady state, as explained in Section 3.2 (Academic Rationale) under the subsection "Shifting to a Four-Year, First-Entry Bachelor of Information." The program will reach steady-state enrolment in the 2030–2031 academic year. If needed, CLTAs or sessional appointments may be considered as a temporary measure, although current and planned hiring is expected to provide sufficient capacity. The Faculty of Information is also reviewing its workload policy to ensure balanced and sustainable teaching contributions across all programs.

The Faculty understands that first-entry undergraduate students bring different levels of academic preparation and life experience compared to those entering a second-entry program. They may benefit from more structured learning environments, clearer academic expectations, and early exposure to university resources. Several faculty members, including the Dean, the Associate Dean, Teaching and Learning, and the BI Program Director, have previously taught and mentored students in the early years of direct-entry undergraduate programs. This depth of expertise ensures that the curriculum and pedagogy for first-entry BI students are grounded in best practices.

To ensure that the design and delivery of first and second-year BI courses align with the academic and developmental needs of incoming students, the Faculty will establish working groups composed of faculty and staff with relevant expertise. These groups will collaborate with the Centre for Teaching Support and Innovation (CTSI) and seek advice from departments and divisions at U of T with long-standing experience

delivering direct-entry undergraduate programs to incorporate best practices in undergraduate pedagogy and student engagement.

This robust team of full-time faculty ensures that there are sufficient and highly qualified core faculty members to teach and supervise in the program, fostering a strong academic environment to achieve the program's goals. A full discussion of the appropriateness of the faculty to support the proposed four-year BI is provided below, in Section 11 (Quality and Other Indicators).

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b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.

Response:

Although the proposed BI will not need to rely on sessional instructors, given the number of appointed faculty members, the Faculty of Information does have sessional instructors currently teaching in both the two-year BI and the Master of Information programs who could be hired if needed. In addition, the Faculty has over 70 PhD students, many of whom can serve as sessional lecturers if required.

CLTAs are intended to serve in a complementary capacity in the proposed BI. We have ensured that all required courses are within the teaching capabilities of the appointed faculty members, as reflected in Table 4. In other words, the program has sufficient appointed faculty to cover all required courses, both now and in the long term. The inclusion of CLTAs provides additional flexibility and support but is not relied upon for core instructional capacity.

Finally, the Faculty also has more than 950 master's students across the Master of Information and Master of Museum Studies programs who can support the new program as teaching assistants.

c) If required, provision of supervision of experiential learning opportunities.

Response:

Experiential learning in the proposed BI program will be supervised through a combination of centralized support and course-integrated structures. The Faculty of Information's Careers team, which currently consists of six staff members, will manage work-integrated learning experiences.

In addition, faculty members will directly supervise experiential learning embedded within academic courses, such as INF240H1 (Information Studio: Architecture, Interaction, and Usability), INF321H1 (Applied Machine Learning), INF330H1 (Web Technologies for Information Systems), and the capstone course INF490Y1. These instructors will assess student work, facilitate connections with industry collaborators where applicable, and ensure alignment with course objectives. A Course Coordinator role for the Capstone Project course will be considered to support consistency across multiple project groups.

Together, these structures ensure robust and well-supported experiential learning for all students in the BI program.

d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

Response:

The Faculty of Information has carefully planned for the sustainable delivery of the proposed four-year, first-entry BI program by leveraging its existing human, physical, and financial infrastructure. Much of the necessary support is already in place, having been developed to serve the existing two-year, second-entry BI program and the Faculty's broader graduate student population.

The Office of the Registrar and Student Services (ORSS), led by the Assistant Dean, Registrarial and Student Services, currently supports approximately 1,200 students across programs. This office includes three admissions and recruitment staff, three academic advisors, two front-desk student support staff, a registrarial and scheduling administrator, and a dedicated data analyst. This existing team will continue to serve students in the proposed BI program with modest and targeted additions to support undergraduate growth.

To support the four-year, first-entry BI, the Faculty plans to add:

- One additional recruiter focused on undergraduate admissions.
- One financial aid and awards advisor to relieve pressure on current academic advisors and offer more specialized student support.

The new recruitment position will be in place by 2026, in preparation for the program's launch and initial recruitment cycle. The additional student advisor will be hired in 2027. These positions are included in the Faculty's operating budget planning and will be aligned with student enrolment growth, ensuring the unit remains responsive without overextending existing resources. Support for career services will continue through the existing Careers team, which will be adjusted internally to accommodate undergraduate needs.

The Assistant Dean, Registrarial and Student Services, has over 25 years of experience supporting undergraduate students in first-entry professional faculties at the University, including the Faculty of Music, University of St. Michael's College, and the John H. Daniels Faculty of Architecture, Landscape and Design (Daniels). Her leadership in establishing registrarial and student services during Daniels' transition to a first-entry model positions her well to guide FOI through a similar evolution. To ensure comprehensive student support, FOI will expand its offerings from the Learning Hub, including writing, research, and technical tutoring, as well as the iSkills program. The Learning Hub will also play a critical role in easing students' academic transition through structured workshops and learning support tailored to the needs of early-year undergraduate students.

Students will also benefit from in-house health and wellness counselling, accessibility advising, and academic advising services that provide guidance on personal, academic, and financial matters. The Faculty of Information is committed to maintaining a welcoming and supportive environment through engagement opportunities such as mentorship programs, wellness events, and skills development workshops.

To support this younger cohort of learners, FOI will coordinate with the Faculty of Arts & Science and other first-entry divisions to align programming and share best practices. These efforts include collaboration on mentorship initiatives and student communities in residences and for commuters. Our Associate Dean, Teaching and Learning is already a member of the Tri-Campus Vice Dean, Undergraduate, Teaching & Learning group and intends to remain an active member to leverage the expertise of the group's members.

These planned enhancements ensure that the BI program is delivered without negatively impacting other programs within the Faculty or the University at large. The Faculty has structured the program rollout (targeted for Fall 2027) in a way that balances enrolment growth with resource capacity, preserving service quality while scaling up support for a new undergraduate cohort.

To manage this transition effectively, the Faculty will phase in the new four-year, first-entry BI program alongside the wind-down of the existing two-year, second-entry BI. In 2025–2026 and 2026–2027, the Faculty will support two cohorts in the existing two-year BI program. Starting 2027–2028, one cohort of the existing two-year BI program (Year 4 students) and one cohort of the proposed first-entry BI program (Year 1 students) will run concurrently. In 2028–2029, there will be two cohorts of students in the proposed four-year BI program (Year 1 and Year 2 students). In 2029–2030, there will be three cohorts of students in the four-year BI program (Year 1, Year 2, and Year 3 students). This phased approach ensures smooth operational scaling, minimizes disruption, and allows resource planning and staffing to align with actual enrolment growth.

As discussed in subsection a) above, faculty workload will be carefully considered in relation to the shift to the proposed four-year BI. The Faculty of Information has the instructional capacity to support the program without negatively affecting any of its existing programs.

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

Response:

Learning Hub

As part of the infrastructure for the current BI, we developed the Learning Hub. The Learning Hub is not only a community space for gathering and learning within the Faculty but also an academic success centre committed to supporting all our students and faculty/instructors. The Learning Hub offers tutoring in writing, technical skills and research methods, providing support to our students through one-on-one meetings and workshops to support their academic success. Tutors assist in specific course assignments, theses and dissertations, as well as grant proposals, publications, etc. iSkills is a unique grouping of programs in which we offer various curated non-credit workshops that supplement the students' learning and address academic, professional and technical competencies that align with a student's program. The iSkills programs

will be expanded to meet the needs of the new student population of the four-year, first-entry BI.

Slate Implementation for BI Admissions

In preparation for the launch of the proposed BI program, the Faculty of Information modernized its admissions infrastructure by transitioning to Slate, the centralized admissions platform used by the University of Toronto. Beginning in 2025, and in collaboration with the central Registrar's Office (URO), the Faculty adopted Slate to process applications for the existing two-year, second-entry BI program. This change aligned BI admissions with university-wide undergraduate admissions standards and streamlined internal workflows.

Previously, the Faculty relied on manual admissions processes that required significant staff effort and decentralized tracking. The integration of Slate automated and centralized key functions, including application intake, academic eligibility checks, supplemental material review, and offer letter generation. URO Admissions staff assessed academic transcripts within the platform, while Faculty reviewed and evaluated supplemental materials directly in the same system.

Slate also enhanced applicant communication. Offer letters, conditions, and onboarding instructions were delivered through the platform's applicant portal, improving transparency and reducing administrative workload. Ontario Universities Application Centre (OUAC) data now feeds directly into Slate and ROSI, supporting real-time tracking of offers and acceptances.

This transition represented a significant enhancement to the Faculty's administrative operations. It ensured we are well-prepared to manage an increased volume of undergraduate applicants efficiently and transparently without straining existing resources. By aligning our admissions operations with those of other U of T undergraduate programs, the Faculty is positioned for continued growth and seamless integration into institutional systems.

In the first year of offering the new four-year, first-entry BI program, there will be temporary impacts on the University Registrar’s Office (URO) to support the initial build of the application processes in OUAC and to implement modifications to Slate. These adjustments are necessary given the distinct admissions requirements associated with high school applicants, which differ significantly from the current second-entry model.

Space

The Bissell Building will be undergoing an extensive renovation of its interior spaces. The needs of the proposed four-year BI program are being considered in the renovation planning. Learning Space Management (LSM) is a key stakeholder in this project and is aware of this program proposal, having been given advance notice regarding timing and planning for central classroom inventory and the teaching space needs.

The Faculty anticipates the start of the Bissell Building renovation project in Summer 2026, with expected completion in 2028. However, with conservative planning estimates to include potential delays, the building is expected to be fully operational by Summer 2029.

The Faculty is currently reviewing and revising its research space and infrastructure allocation processes in preparation for the renovation and will look to leverage this space revitalization and U of T's CFI Innovation Fund/John R. Evans Leaders Fund (JELF) envelopes to create state-of-the-art facilities for research that will advance multiple priorities, including research funding; collaborations, partnerships, and engagement; and equity, diversity, and inclusion in research.

Initial test fits from the feasibility study and planning of 2019 had proposed classrooms of the following configuration: 1 x 72 seats, 2 x 48 seats, 2 x 24 seats. This was included in the RFP and tender for this project. The current draft plan from the design team maintains this commitment and has an additional 48-seat classroom as part of the proposal. Discussions are currently exploring the configuration options on the 3rd floor of the Bissell Building. In addition, a new 36-seat classroom has been created on the 4th floor of the Bissell Building, and that will remain in the classroom inventory. Two additional workshop spaces with 24 seats will be created on the main floor of the building, adding flexible classroom space. The expansion of the 2nd floor LSM managed auditorium remains under consideration for this project to increase seating capacity and accessibility.

As outlined in subsection d) above, the Faculty has adopted a phased approach to launching the new program and winding down the existing one, which aligns with renovation timelines and space planning needs.

During the two years of the new program that will run while renovations are underway, planning needs are only moderately increased from the current steady state of the

existing BI program. Throughout the renovation, the Faculty will be working closely with the URO and divisional colleagues to manage space needs, including leased space. Shared teaching spaces, research labs, and common areas are being planned with the new program in mind. As the Faculty's complement expands to support this broader curricular offering, additional faculty office space is also being incorporated into the planning process. The first year of the new program with a third-year cohort would be after the renovation is completed.

Please see the following appendices:
Appendix E: Library Statement confirming the adequacy of library holdings and support for student learning.
Appendix F: Student Support Services for the standard statement concerning student support services.

f) If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Response:

The new program will require interdivisional teaching for three courses within the Faculty of Arts and Science: one in the Department of Computer Science (CSC108H1) and two in the Department of Mathematics (MAT135H1 and MAT223H1). These departments, along with the Faculty of Arts and Science (FAS), have been integral to explicit curricular discussions and development. In addition to the required courses, students will complete a minimum of 2.5 to a maximum of 5.0 credits in electives outside the Faculty of Information. Interdivisional Teaching Agreements (IDT) will be formalized through the standard annual process leading into the 2026 Academic Budgetary Review cycle, and will involve FAS, Planning and Budget, and the Division of the Vice-Provost, Academic Programs. Additional institutional and divisional resource commitments will be necessary to support this interdivisional teaching. The Faculty will work closely with Planning and Budget to ensure appropriate financial modelling support is in place as part of this process.

11 Quality and Other Indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
    1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.
b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
c) Any additional indicators of quality identified by the division or academic unit.
d) How the proposed program compares to the best in its field among international peer institutions.

Response:

The Faculty of Information holds the distinguished status of a Tier One Member within the iSchools organization, an international consortium dedicated to advancing the information field. As a pioneer in information studies, the Faculty has achieved significant milestones, including maintaining American Library Association accreditation since 1937 and establishing Canada's first PhD program in Information Studies. These accomplishments reflect the Faculty's longstanding reputation for high academic and professional standards and innovation. By actively engaging with a global network of leading information schools through the iSchools organization, the Faculty enhances its collaborative opportunities and access to cutting-edge research and practices. This positions the Faculty of Information exceptionally well to support and deliver a four-year, first-entry Bachelor of Information program, ensuring that undergraduate students receive a comprehensive and globally informed education in the information field.

The Faculty of Information encompasses an exceptionally wide range of expertise, integrating approaches from information studies, social sciences, humanities, computer science, and design. Individual faculty members specialize in diverse areas, including human-centred information systems, data analytics, information policy, ethical implications of technology, user experience design, archival studies, and digital humanities. This extensive interdisciplinary expertise can be leveraged to deliver a holistic educational experience for students enrolled in the new four-year, first-entry BI program. Students will benefit significantly from this interdisciplinary environment,

gaining exposure to varied perspectives, methods, and insights that reflect the complexity of modern information challenges. The ability to draw upon and synthesize knowledge from such a broad array of academic domains will equip graduates not only with strong technical proficiency but also with critical thinking, ethical decision-making skills, and socio-cultural sensitivity essential for navigating and shaping the dynamic field of information in a rapidly evolving digital world.

The Faculty has benefited from significant recruitment efforts over the past several years. As listed in Section 10 (Resources), there are currently 41 faculty members who will contribute to the proposed four-year BI program. This includes tenure-stream, teaching-stream, and a few CLTA faculty members. This reflects a strong and balanced complement with the capacity to support the new program alongside the Faculty's existing academic offerings. In addition, the Faculty has received approval for five new hires, with searches scheduled for Fall 2025 and Winter 2026. These positions are intended to strengthen the Faculty's teaching and research capacity across all programs. These hires are not required to launch or sustain the BI program. If any of these searches are unsuccessful, the Faculty has contingency plans in place to ensure that program delivery and quality remain unaffected.

Faculty members at the Faculty of Information demonstrate an exceptional level of scholarly productivity and research engagement. Between 2016 and 2024, they have produced over 1,850 academic outputs, with frequent publications in top-tier, peer-reviewed journals such as *Information Processing & Management*, *Journal of the Association for Information Science & Technology*, *Machine Learning Journal*, and *IEEE Transactions on Software Engineering*. Collectively, members of the Faculty of Information have received over $8.2 million in research funding over the same period, based on FOI-led applications with faculty members as Principal Investigators. This includes $3.5 million from Tri-Agency sources (SSHRC and NSERC), $230,000 from other government sources, $1.1 million from not-for-profit organizations, $2.7 million from private sector partners, and $470,000 from institutional sources. This level of research activity and support reflects the faculty's depth of expertise and leadership in these areas, qualities that position us to provide a leading, rich learning environment for BI students.

The Associate Dean, Research works with staff to identify internal and external grants for faculty members whose primary appointment is with the Faculty of Information. Given the interdisciplinary nature of the unit, faculty members apply to a variety of funding opportunities, including internal U of T as well as external grants. Tri-Council activity is centred on SSHRC and NSERC grants.

- **SSHRC:** The base participation of faculty applying for/holding SSHRC funding has been relatively high (65% in 2023-24). Our goals are to maintain a high participation rate over the next 2-3 years of 65-75% and maintain the number of applications being submitted.
- **NSERC:** The goal is to maintain the high participation rate in NSERC Discovery Grants (91% in 2023-24 amongst eligible faculty) and increase success rates among submitted DGs.

This research excellence is matched by a strong record of recognition through awards in both scholarly and pedagogical domains. Since 2016, faculty have received 46 awards, including 21 for publications and 25 for research and service achievements. These honours include best paper awards, distinguished reviewer awards, and recognitions for impact and contribution at major international conferences such as the Association for Information Science and Technology (ASIS&T), Institute of Electrical and Electronics Engineers Data Science and Systems (IEEE DSS), and International Conference on Software Engineering (ICSE). In addition, many faculty members have received awards for teaching excellence and innovation, reflecting a commitment to high-quality, student-centred education. Several have been recognized for outstanding course design, integration of inclusive pedagogical practices, and leadership in curriculum development at both the undergraduate and graduate levels. Faculty are also actively involved in mentoring students, supervising independent research projects, and developing experiential learning opportunities that connect classroom learning to real-world contexts. These accomplishments serve as indicators of the faculty's reputation for excellence in both research and instruction, reflecting the quality of the academic foundation and mentorship offered to students in the BI program.

In addition to the faculty members' record of research accomplishments, the faculty members also have experience in academic planning and assessment. Faculty members serve on the Faculty Council, as well as on standing committees of Council, where they develop, review, and assess new courses, changes to programs, and new initiatives. All major initiatives are discussed in monthly Faculty meetings. Faculty were actively involved in creating both the interim strategic plan and the new strategic plan currently going through governance.

Some faculty members serve as liaisons to partner collaborative programs (such as Book History and Print Culture and Knowledge Media Design), and some hold non-budgetary cross-appointments with other university departments. Both roles provide

opportunities for interaction with faculty and students in other departments and help to strengthen ties within the University as a whole.

Program faculty are actively involved in organizations relevant to their areas of expertise, often serving in leadership positions within those organizations.

The Tables and Figures provided in Appendix H: Accomplishments in Research summarize the research activities and recognitions of the Faculty and provide an overview of the level and quality of research conducted by the Faculty over the past eight years. Additionally, Appendix I: Accomplishments in Service lists some examples of significant contributions and leadership positions held by faculty in organizations relevant to their areas of expertise.

Appendix A: Courses

Required Courses

INF101H1: Statistics for Information Science (NEW)
This introductory course explores statistical concepts and techniques essential for information science and data-driven decision-making. Students will learn how to analyse, interpret, and apply statistical methods in the context of information systems and computational environments.
The course covers foundational topics, including probability theory, descriptive statistics, hypothesis testing, correlation, regression analysis, and probability distributions. Emphasis is placed on using statistical tools to analyse data, evaluate algorithms, and assess the performance of information systems. Through a combination of theory and practical applications, students will gain the skills necessary to work with data sets, design robust information solutions, and contribute to developing user-centred systems and technologies.

INF102H1: Programming for Information Systems (Combined, Repositioned and Revised Description – Currently INF313H1 and INF452H1)
The Computer Programming course focuses on enhancing programming skills with an emphasis on application development, data analysis, and visualization. Topics include advanced data structures, design of graphical user interfaces (GUIs), data analysis and visualization techniques. Key topics also cover object-oriented programming concepts such as inheritance and polymorphism, alongside practical skills in version control, debugging, and unit testing. Students will gain experience with libraries and frameworks for GUI development and data visualization.
Prerequisite: CSC108H1

INF110H1: Studying Information (NEW)
This first-year seminar and lecture course introduces key topics in the interdisciplinary field of information while cultivating and elucidating the habits of mind and practices of learning that are essential to university life. Through inquiry-based assignments and activities; training in argumentation, evidence, ethics, writing and analysis; lectures on key topics from a range of faculty members; and weekly small seminar discussions, this course invites students to ask the essential question: what is Information and how do we study it?

INF111H1: Information, Technology and Society (Repositioned and Revised Description – Currently INF302H1)
This course explores fundamental theories of technology and society and their interplay with information practices. We will be especially interested in how society, culture, and understanding of the human condition shape and are shaped by technological development, including the rise of artificial intelligence (AI) and large language models (LLMs). It focuses on the study of interdependent and institutionalized systems of law, economics, culture and technology, exploring the conditions of stability and instability in these systems. We will survey methods for understanding socio-technological systems, including feminist and indigenous approaches, and consider how technologies like LLMs mediate access to information and shape public discourse.

INF120H1: Worlds Become Data (Repositioned – Currently INF312H1)
This course covers issues in the practice of translating phenomena to data and algorithmic description. What happens, what is gained, and what is lost when things that happen in the world are recorded and made into information or recorded as a document? The course explores representation, modelling, correctness, reliability, and bias in different types of data and algorithms. Students will learn about diverse topics such as cultural and algorithmic bias, challenges of big data, what happens when the world is transformed into images, what are the implications of having your social status determined by data and scores on your social media profile, and what we gain or miss when we deal with geographical information systems.

INF140H1: Information Studio: Design Fundamentals (Repositioned – Currently INF352H1)
In this course, students will develop a general sense of design and the role it plays in the construction of our built environment. Human-centered research and design practices will be taught. Students will learn to identify important characteristics of the built environment using observational methods drawn from art and design practices, to analyse these characteristics using theories and perspectives drawn from relevant scholarship, and to represent their analyses using techniques of design sketching.

INF210H1: Worlds Become GLAM (NEW)
This course offers an introduction to issues in the practices of stewarding, curating, preserving, organizing and displaying phenomena in Gallery, Library, Archive, and Museum (GLAM) settings. What happens, what is gained and what is lost when objects, events, situations, and experiences are taken up by cultural heritage institutions? How,

in turn, do cultural heritage practices shape and reshape our worlds? How do GLAM organizations respond to rapid technological, political, and cultural shifts while attending to cultural histories and memory practices? Students will learn about the development of museum collections, library collections, and archival records; interpretation through exhibitions and programs; and other forms of meaning-making in GLAM institutions.
Prerequisite: INF110H1

INF211H1: Histories of Information Technologies (NEW)
This course examines the histories of information technologies broadly defined. Drawing on media studies, science and technology studies, feminist technology studies, political economy, policy studies, book history, memory studies, and social and cultural history. It will explore how the material forms, features, and affordances of information technologies, systems, and infrastructures have evolved over time and across space. The course will focus on information tools and practices that have shaped the ways we collect, structure, analyse, transmit, regulate, and understand information. The historical analyses will reveal the different socio-cultural, political, and economic contexts that contributed to the design, use, and transformation of these information technologies and that have, in turn, been shaped by their continuous and ever-changing use.

INF220H1: Data Analytics (Repositioned – Currently INF412H1)
Huge amounts of different types of data are produced every day, including structured quantifiable data, unstructured text, and multimedia data, which pose many challenges for analysis. This course examines core topics in probability and statistics through the study and practice of data analysis. Topics include hypothesis testing, confidence intervals, counts and tables, analysis of variance, regression, principal components, data summarization, and cluster analysis. Upon completion of this course, students should be able to think critically about data and use/implement standard statistical procedures to perform a wide range of analyses.
Prerequisite: INF101H1

INF230H1: System Analysis and Design (NEW)
This course delves into the use of information technology in various settings, emphasizing its role in enhancing efficiency, innovating business processes, and transforming industries. The course covers a range of methodologies for analyzing business requirements and designing information systems. Students will learn about requirements gathering, various modelling approaches, and user-centred design. The course aims to equip students with the skills to analyse business scenarios effectively, communicate requirements to technical teams, and translate business needs into robust

technical solutions while critically evaluating the strengths and limitations of different techniques.

INF231H1: Database Systems for Information Professionals (NEW)
This course introduces students to database fundamentals, focusing on their application in information management and human-centred contexts. Students will learn core concepts, including data models, entity-relationship modelling, SQL, and normalization techniques to ensure efficient data storage and retrieval. Emphasis will be placed on the practical aspects of database design, including ethical considerations, data security, and usability within diverse organizational settings. Through case studies and hands-on exercises, students will develop skills to design, implement, and manage databases tailored to specific information needs, preparing them for real-world applications.
Prerequisite: CSC108H1, INF230H1

INF240H1: Information Studio: Architecture, Interaction and Usability (NEW)
This course focuses on the fundamentals of information architecture, how systems mediate interactions between humans and information, and how to ensure these systems are useful and usable. Students will gain insights into organizing and labelling digital content effectively to enhance usability and accessibility. Through hands-on projects, participants will explore usability testing techniques and refine existing interfaces across diverse platforms. The course aims to empower students with the ability to design intuitive and user-friendly digital environments that deliver an exceptional user experience.
Prerequisite: INF140H1

INF241H1: Information Studio: Visual Communication (Repositioned and Revised Description – Currently INF451H1)
This course focuses on designing for visual communication, where students learn to visualize data and information in meaningful ways to facilitate understanding and decision-making. Students will craft infographics, interactive dashboards, and other visual tools that make complex information accessible, engaging, and aesthetically pleasing. The course emphasizes the importance of design principles, narrative techniques, and user-centric approaches to communicate information effectively.
Prerequisite: INF140H1

INF310H1: Information Practices in Organizations (Currently INF315H1)
The course provides students with an understanding of organizations as social contexts where individuals enact information practices to carry out their work. Social contexts

range from corporations and government agencies to fan clubs and activist organizations. Topics include ethnography, requirements modelling, records management, and knowledge translation and mobilization.
Prerequisite: INF110H1

INF311H1: Information in the Cultural Imagination (Currently INF311H1)
How is the idea of information constructed through cultural representation? How do imaginative works provoke us to think about information technologies? This course surveys the cultural history of the idea of information, from its historical roots to present-day representations in popular culture, drawing on film, television, video games, literature, art, advertising, performance, and other media.
Prerequisite: INF111H1

INF320H1: Introduction to Artificial Intelligence (Repositioned and Revised Description – Currently INF482H1)
This course provides a comprehensive introduction to Artificial Intelligence (AI), examining its historical development, foundational concepts, major application areas, and future directions. Students will gain a critical understanding of the capabilities and limitations of AI systems and explore how AI is reshaping society across sectors. A central focus of the course is the ethical, legal, and social implications of AI technologies, including algorithmic bias, accountability, and transparency. Students will be equipped with the knowledge and tools to evaluate and contribute to the development of responsible and human-centred AI systems.
Prerequisite: MAT135H1, CSC108H1

INF321H1: Applied Machine Learning: Techniques and Applications (NEW)
Machine learning's ascendancy in AI research has solidified its pivotal role in industry-based AI positions. Addressing the needs of business analysts, data scientists, and AI engineers, this course delivers an encompassing exploration of cutting-edge machine learning methodologies. Embracing a high-level approach, the curriculum delves into real-world applications. Linear regression, classification techniques, advanced regression and classification methods, and unsupervised learning are rigorously covered. The course equips students with the aptitude to leverage these methodologies effectively, bridging theory and practice. Upon completion, students will be primed to wield machine learning with precision, empowered to drive transformative outcomes across diverse sectors.
Prerequisite: INF220H1

INF330H1: Web Technologies for Information Systems (NEW)
This course offers a practical approach to web development tailored to the needs of information systems and organizational applications. Students will explore both front-end and back-end development, with a focus on responsive design, user experience, and accessibility. Topics include server-side programming, database integration for content management, and strategies for secure information handling on the web. Through project-based learning, students will develop web applications that meet the specific information management and user requirements of public, private, and nonprofit organizations.
Prerequisite: CSC108H1

INF331H1: Information Systems Security (NEW)
This course provides a comprehensive introduction to information security, emphasizing the foundational principles and practices essential for protecting information systems. It covers basic security concepts, including various threats and vulnerabilities that impact computer systems. Students will delve into the fundamentals of cryptography, examining its crucial role in securing data. The course covers critical topics such as authentication, access control, and key management. Students will gain a solid grounding in the basic cryptographic techniques, the principles of secure system design, and the strategies necessary to safeguard information against a wide range of cyber threats.
Prerequisite: MAT135H1, CSC108H1

INF340H1: Information Studio: Design for Impact (Revised Description – Currently INF353H1)
This course teaches students to design interactive systems and visualizations that address socio-cultural issues using computational tools and human-centred design. Emphasizing clarity, impact, and visual literacy, students will develop projects on topics such as surveillance, disempowerment, and exclusion. Through theoretical frameworks, community engagement, and self and peer critiques, students will refine their designs and deepen their understanding of their impact on society.
Prerequisite: INF140H1

INF390H1: Project Management with Agile (Repositioned and Revised Description – Currently INF450H1)
Project management expertise and demonstrated ability are essential skills for information professionals. Today, organizations in every industry are searching for

methods to accelerate project success. To accomplish this quickly and efficiently, they are combining agile practices, which include various ways of organizing teams to build solutions quickly, with the most effective aspects of traditional project management. The outcome is a project approach that embraces adaptability and agility when the need for flexibility is high, and the marketplace is constantly changing. By the end of this course, students will have acquired a general understanding of project management, as well as an appreciation for why progressive organizations and project professionals are using Agile practices and how to create and deliver project success in an agile environment.

INF410H1: Information Policy in Canadian and Global Contexts (Currently INF413H1)
This course provides students with an introduction to the history and development of information policy. Topics include Canadian and international regulations concerning data protection and privacy, intellectual and cultural property, and industrial organization. The course will also cover emerging models of governance and the politics of standards setting.
Prerequisite: INF110H1

INF411H1: Information and Values (Revised Description – Currently INF411H1)
This course delves into the ethical dimensions of information, cultivating the ethical insight essential for undergraduates aspiring to excel as information professionals. The course navigates real-world cases and modern dilemmas, exploring how ethics shape decisions in algorithm design, data privacy, AI, and software development. Through interactive discussions, students engage with ethical theories, codes of conduct, and practical scenarios, emerging equipped to navigate ethical challenges in their careers. This course fosters ethical discernment, empowering students to contribute positively to the tech industry's ethical evolution, bridging technology and societal values in their roles as future information leaders.
Prerequisite: INF110H1

INF490Y1: Capstone Project (Revised Description – Currently INF453H1)
The year-long capstone project course is a self-directed, team-based course that allows students to apply and integrate the skills and knowledge developed throughout their BI degree in a hands-on, human-centred design project. Working in small teams, students will identify a real-world design problem relevant to information studies, devise a creative and practical solution, and present their work to the class through visual and written formats. Students will follow a structured design process, drawing on techniques and approaches learned in previous BI courses. Throughout the course, students will

collaborate on all project stages, from initial idea generation and problem scoping to solution development, critique, and final presentation.
Prerequisite: 10.0 INF credits

CSC108H1: Introduction to Computer Programming
Programming in a language such as Python. Elementary data types, lists, maps. Program structure: control flow, functions, classes, objects, methods. Algorithms and problem solving. Searching, sorting, and complexity. Unit testing. Floating-point numbers and numerical computation. No prior programming experience required.
NOTE: You may take CSC148H1 after CSC108H1. You may not take CSC108H1 in the same term as, or after taking, any of CSC110Y1/ CSC111H1/ CSC120H1/ CSC148H1.
Exclusion: CSC110Y1, CSC111H1, CSC120H1, CSC121H1, CSC148H1, CSC108H5, CSC148H5, CSCA08H3, CSCA20H3, CSCA48H3
Distribution Requirements: Science
Breadth Requirements: The Physical and Mathematical Universes (5)
Computer Science | Academic Calendar (utoronto.ca)

MAT135H1: Calculus I
In this first introduction to Calculus, students will be introduced to the tools of differential calculus, the branch of calculus that is motivated by the problem of measuring how quantities change. Students will use these tools to solve other problems, including simplifying functions with straight lines, describing how different types of change are related, and computing maximum and minimum quantities. This course will focus on developing a deep understanding of why the tools of calculus make sense and how to apply them to the social, biological, and physical sciences. It will also emphasize translating between algebraic, graphical, numerical and verbal descriptions of each concept studied. This course will be useful for students interested in learning applied calculus in relation to future studies in economics, life science, and physical and mathematical science programs. The following concepts will be studied: Limits, asymptotes, continuity, derivatives, linear approximation of functions, the notion of a differential equation (DE) and a solution of a DE, slope fields, and Euler's method.
Prerequisite: High school level calculus
Exclusion: MAT135H5/ MAT136H5/ MAT135Y5/ MATA30H3/ MATA31H3/ MATA36H3/ APS162H1/ APS163H1/ ESC194H1/ ESC195H1/ MAT186H1/ MAT187H1/ MAT196H1/ MAT197H1
Distribution Requirements: Science
Breadth Requirements: The Physical and Mathematical Universes (5)
Mathematics | Academic Calendar (utoronto.ca)

MAT223H1: Linear Algebra I
A first course on linear algebra in R^n emphasizing the interplay between algebraic and geometric perspectives. Topics include systems of equations, Gaussian elimination, representations of lines and planes, dot products, subspaces and translated subspaces, bases and change of basis, projections, the rank and nullity of a linear transformation, the rank/nullity/row space/column space of a matrix, matrix inverses, determinants, eigenvectors and eigenvalues, and matrix diagonalization. While not emphasizing proofs, this course does maintain a careful distinction between vectors and their representation in a basis as well as between matrices and linear transformations.
Prerequisite: High school level calculus
Exclusion: MAT223H5/ MATA22H3/ MATA23H3/ MAT224H1/ MAT224H5/ MATB24H3/ MAT240H1/ MAT240H5/ MAT247H1/ MAT247H5/ MAT185H1/ MAT188H1
Distribution Requirements: Science
Breadth Requirements: The Physical and Mathematical Universes (5)
Mathematics | Academic Calendar (utoronto.ca)

Elective Courses
INF212H1: Information Literacy (NEW)
This course introduces students to the information literacy debate in the library and information science (LIS) literature by exploring the various interpretations of the term, including information literacy as a concept, a philosophy, a discipline, a set of skills, as well as an educational reform movement. More importantly, this course examines the importance of information literacy in society, related to policy, government, and human rights, and how it intersects with various fields such as education, knowledge management, and data science, to name a few.
Prerequisite: INF111H1

INF213H1: Privacy and Surveillance (Repositioned – Currently INF440H1)
Surveillance is a part of modern society that can be understood as a collection of technologies and social practices related to gathering data and information by institutions and organizations in order to produce specialized knowledge of individuals and communities. The aim of these institutional and organizational practices is to identify and classify people into categories to predict and attempt to influence their behaviour for various purposes. Although most of us participate in surveillance as a part of everyday life, we do not always do so willingly or without awareness. People often defy surveillance through both outright political protest and mundane forms of everyday resistance but may also derive pleasure from being observed and watching others. This

course is an introduction to these issues and surveys the historical, sociocultural, and political perspectives of surveillance, privacy and identity from the interdisciplinary perspective of Surveillance Studies.
Prerequisite: INF111H1

INF214H1: Évolution et Enjeux de l'Information Numérique (NEW)
This course is delivered in French
Ce cours couvrera la terminologie et les concepts clés qui forment la base de l'étude des sciences de l'information. Parmi les thèmes couverts, il y aura les enjeux liés à la culture numérique dans une perspective d'offre de services aux utilisatrice/eurs; les bases de théories clefs en comportements informationnels; la conception d'outils de diffusion de l'information; ainsi que les enjeux éthiques liés à la diffusion de services numériques aux usagère/ers.
Prerequisite: Permission of the instructor
English Translation
INF214H1: Evolution and Challenges Informatics (NEW)
This course will cover key terminology and concepts that are foundational to information studies. Topics will include issues related to digital culture from a user services delivery perspective, foundational theories in information behaviour, design of information dissemination tools, and ethical considerations in the provision of digital services to users.

INF312H1: Introduction to Information and Power (Currently INF301H1)
This course addresses the ways in which information and information practices are shaping and being shaped by social conflicts, tensions, and alignments. It introduces and integrates issues of representation and knowledge production, privacy and community, autonomy and control, and culture and property that are revealed, alleviated, or exacerbated as information practice changes.
Prerequisite: INF110H1

INF313H1: Information, Memory and Culture (Currently INF314H1)
This course offers an opportunity to explore the theories and practices employed by cultural heritage institutions, including libraries, archives, and museums, to acquire, manage and preserve information objects. Students will learn about traditional and contemporary approaches to the making and unmaking of collective memory and will develop an appreciation for the challenges concerning remembering and forgetting in the digital age.
Prerequisite: INF110H1, INF111H1

INF314H1: Born Digital Culture (Revised Description – Currently INF330H1)
The artifacts of contemporary culture are increasingly born digital, yet the challenge of understanding how they work, what they mean, and how they might be curated for future generations. This course explores the production, transmission, and reception of born-digital artifacts, from music and image files to memes to Web content, to videogames and their paratexts, and other software. The primary analysis of digital artifacts themselves forms the core of the course, but the course also draws on fields such as media studies, bibliography, archival studies, internet history, and videogame studies to understand the infrastructures and social contexts that affect what will count as the future cultural heritage of the digital era.
Prerequisite: INF211H1

INF332H1: Application Development for Information Environments (NEW)
This course focuses on crafting applications suited for mobile and enterprise environments. It delves into an in-depth exploration of popular development environments and cross-platform frameworks. Students will master the intricacies of user interface design and backend integration, acquiring the essential skills to develop functional, visually appealing, and user-centred applications. Students will learn the importance of embedding robust security measures throughout the development process.
Prerequisite: INF102H1

INF333H1: How to Build a Computer (Currently INF351H1)
By developing a working system using lightweight computing platforms such as Arduino or Raspberry Pi and networked services, students will explore the implications of choices in architecture across the range from mainframes and personal computing to mobile devices and sensors, understand the nature of different networks and service architectures including cloud computing, explore the relationship of hardware, data, and programs, and appreciate the various sensing mechanisms through which the world becomes data for the computer in operation.
Prerequisite: CSC108H1

INF391H1: Work Placement (Repositioned and Revised description – Currently INF402H1)
Gain hands-on experience in the Work Placement course as the bridge between theory and practice to develop vital professional skills. With a focus on a minimum of 100 hours of project work, choose from unpaid internships, faculty research, public sector

engagement, not-for-profit projects, or industry initiatives. Seamlessly merging classroom insights with practical contexts, this course nurtures the student's ability to excel in real-world scenarios.
Prerequisite: 3.0 INF credits at the 200-level or above

INF412H1: Remix (NEW)
This course delves into the fusion of critical thinking and creativity within cultural production, particularly in the realm of remixing. Students explore remix's role in contemporary society, considering legal constraints, cultural challenges, vested interests, and participatory culture. Remix involves creatively repurposing existing content, deconstructing, transforming, and recombining media for novel value. It spans physical and virtual domains, being pervasive in modern culture seen in art, data, film, games, and more. While not new, the virtual realm has democratized production and distribution. However, this clashes with efforts to assert intellectual property rights. Remix sparks debate on authorship, creativity's boundaries, and producer-consumer dynamics. Through historical, social, political, and economic lenses, the course examines remix's multi-faceted nature. Positioned at the nexus of People-Content-Technology, it is explored within Information studies and the broader digital culture context.
Prerequisite: INF111H1, INF211H1

INF413H1: Music, Information and Technology (Currently INF430H1)
This course embraces the sonic, material, embodied, technical, informational, legal, historical and affective lives and cultures of music. Through a comparative approach that considers music made at home, on stage, or in studios, places of worship, and digital spaces, students will be encouraged to consider music holistically and its complex routes of circulation, reproduction, censorship, revival and remix. To focus our curiosity and develop a methodology for inquiry, we will begin with the material artifacts of music – instruments, sheet music, recording media, and players – and follow their routes to interdisciplinary inquiry that sees, hears, remembers, feels and understands music in multifaceted ways.

INF430H1: Internet of Things: Design, Ethics and Impact (NEW)
This course delves into the technical complexities of IoT systems while also exploring the ethical dilemmas and social implications. With a solid foundation in computer design, students will be able to decipher the mechanics and architecture of IoT networks, from sensor integration to smart surroundings. Beyond technology, ethical challenges, such as data privacy and security problems inherent in IoT, will be

examined. As the Internet of Things impact spreads to companies, cities, and everyday life, the course will examine the social dynamics and disruptions caused by this technology.
Prerequisite: CSC108H1, INF333H1

INF431H1: Computer Network and Security (NEW)
This course offers an exploration of the foundation of computer networks and dives into the complexities of securing networked systems. Students will explore network architectures, protocols, and vulnerabilities. Topics include topologies and protocols, data transmission, firewall techniques, intrusion detection and prevention systems, and VPN configurations. The focus is on practical strategies for securing both local and wide area networks against advanced cyber threats.
Prerequisite: INF331H1

INF432H1: Cryptography (NEW)
The course delves into the mathematical underpinnings of cryptography and examines various cryptographic algorithms and protocols. Students will study symmetric and asymmetric encryption, hash functions, digital signatures, public key infrastructures (PKI), and the use of cryptography in secure communications. A blend of theoretical and practical learning approaches provides a comprehensive understanding of cryptography's application in securing information, preparing students for advanced information security roles.
Prerequisite: INF331H1

INF440H1: Advances in Human-Centred Design (Repositioned and Revised Description – Currently INF481H1)
This course allows students to investigate emerging issues, practices, theories, and innovations in user experience design. Held primarily in seminar format, students will lead and participate in discussions, activities, and workshops on a variety of topics relevant to the user experience field and the broader context of digital design and innovation. Students will be encouraged to think both creatively and critically about the social, political, and environmental factors impacting UX design theory and practice. Topics for the course include understanding how to design for emerging technologies such as recommend or systems/strategies, augmented reality (AR), virtual reality (VR), voice and gesture interfaces, UX issues with integrating AI, accessibility UX design, Cross-Platform and Multi-Device UX, UX for video games and influence and leadership in UX design. Students will research the current and future state of UX practice following emerging research and industry trends.

Prerequisite: INF240H1

INF480-495H1: Special Topics in Information Studies (Currently INF480-495H1)
A special topics course allows for the introduction of new curriculum focusing on emerging topics relevant to the Bachelor of Information (BI) program.
Prerequisite: 1.0 INF credit at the 300-level

INF499H1: Reading Course/Independent Study (Revised Description)
Eligible students may undertake a reading/independent study course under the supervision of a faculty member from the Faculty of Information with the permission of the BI Program Director. Please refer to the Faculty of Information website for further information and application instructions. This course is not eligible for the CR/NCR option.
Prerequisite: 1.0 INF credit at the 300-level

INF499Y1: Reading Course/Independent Study (Revised Description)
Eligible students may undertake a reading/independent study course under the supervision of a faculty member from the Faculty of Information with the permission of the BI Program Director. Please refer to the Faculty of Information website for further information and application instructions. This course is not eligible for the CR/NCR option.
Prerequisite: 1.0 INF credit at the 300-level

Appendix B: Overall Program Map (Courses to PLOs Mapping)

		PLO1			PLO2			PLO3			PLO4			PLO5			PLO6			PLO7			PLO8			PLO9			PLO10			PLO11			PLO12		
Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
CSC108H1	**Introduction to Computer Programming**	X			X																																
INF101H1	**Statistics for Information Science**	X			X			X			X																										
INF102H1	**Programming for Information Systems**	X				X					X																										
INF110H1	**Studying Information**	X			X												X			X						X						X					
INF111H1	**Information, Technology and Society**							X									X						X			X											
INF120H1	**Worlds Become Data**							X			X			X												X											
INF140H1	**Information Studio: Design Fundamentals**		X			X														X									X			X			X		
MAT135H1	**Calculus I**	X			X																																
INF210H1	**Worlds Become GLAM**				X												X			X																	
INF211H1	**Histories of Information Technologies**																X			X			X			X											
INF220H1	**Data Analytics**			X				X				X		X													X										
INF230H1	**System Analysis and Design**		X					X			X			X				X																			
INF231H1	**Database Systems for Information Professionals**			X			X			X		X		X													X			X						X		
INF240H1	**Information Studio: Architecture, Interaction and Usability**		X			X		X													X								X			X			X		
INF241H1	**Information Studio: Visual Communication**						X		X						X			X					X							X			X			X	

		PLO1			PLO2			PLO3			PLO4			PLO5			PLO6			PLO7			PLO8			PLO9			PLO10			PLO11			PLO12		
Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
MAT223H1	**Linear Algebra I**		X			X																															
INF310H1	**Information Practices in Organizations**								X			X			X						X			X						X							
INF311H1	**Information in the Cultural Imagination**																	X						X			X						X				
INF320H1	**Introduction to Artificial Intelligence**												X						X					X													
INF321H1	**Applied Machine Learning: Techniques and Applications**									X			X			X												X									
INF330H1	**Web Technologies for Information Systems**									X			X		X															X							
INF331H1	**Information Systems Security**			X					X			X			X				X			X						X									
INF340H1	**Information Studio: Design for Impact**			X			X			X			X			X			X			X			X						X						X
INF390H1	**Project Management with Agile**								X									X												X			X				
INF410H1	**Information Policy in Canadian and Global Contexts**																		X			X			X			X			X			X			
INF411H1	**Information and Values**																					X			X			X						X		X	
INF490Y1	**Capstone Project**															X						X						X			X			X			X
	Core Total	5	4	4	5	4	3	6	4	4	4	4	4	4	4	3	4	4	4	4	3	4	3	3	3	4	4	4	3	4	3	3	3	3	3	2	2
INF212H1	**Information Literacy**											X					X			X			X									X					
INF213H1	**Privacy and Surveillance**											X					X			X			X									X					
INF214H1	**Evolution et Enjeux de l'Information Numérique**					X												X			X						X									
INF312H1	**Introduction to Information and Power**																		X		X				X		X						X				
INF313H1	**Information, Memory, and Culture**																	X			X			X			X			X			X				
INF314H1	**Born Digital Culture**					X			X						X						X									X			X				

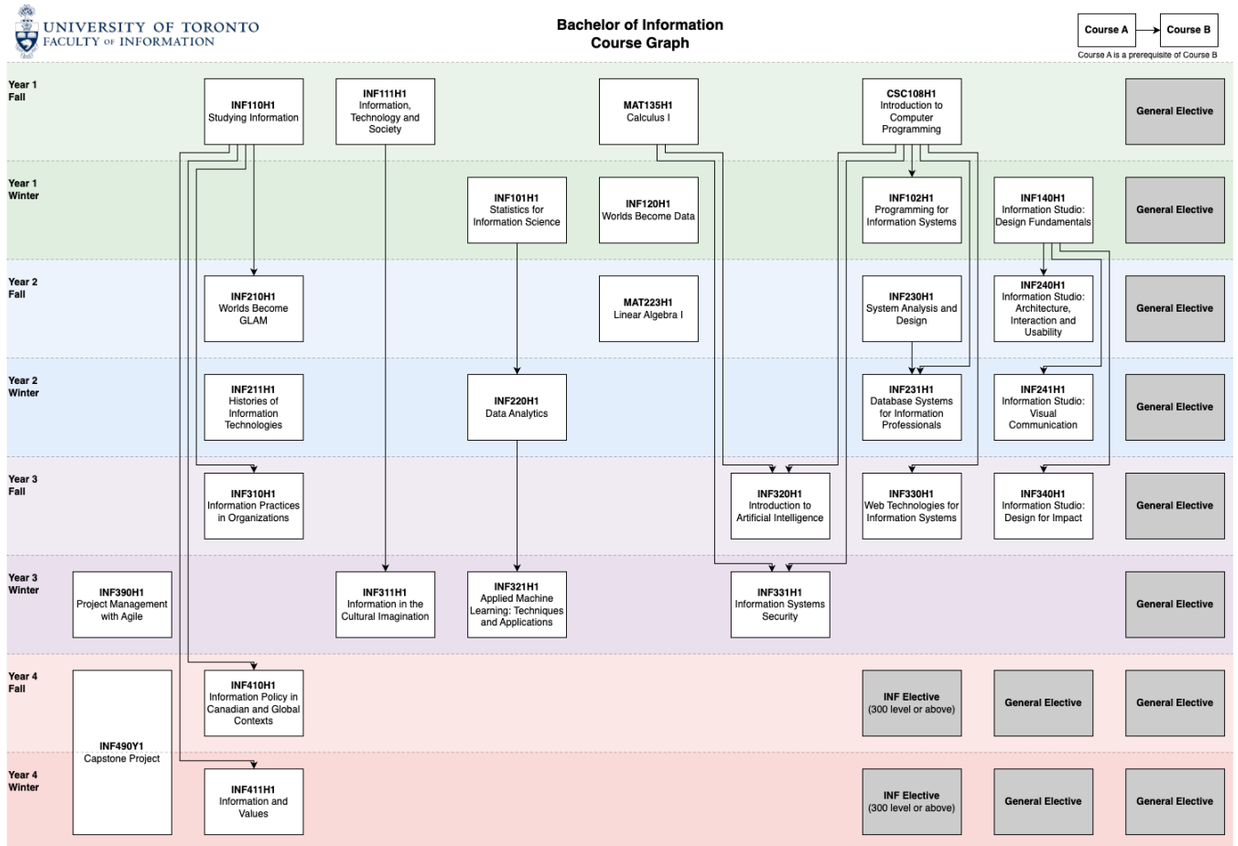
		PLO1			PLO2			PLO3			PLO4			PLO5			PLO6			PLO7			PLO8			PLO9			PLO10			PLO11			PLO12		
Code	Course Name	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
INF332H1	**Application Development for Information Environments**									X			X			X												X										
INF333H1	**How to Build a Computer**		X						X						X												X			X							
INF391H1	**Work Placement**			X											X																	X			X		
INF430H1	**Internet of Things: Design, Ethics and Impact**															X					X				X			X									
INF412H1	**Remix**			X												X			X			X						X									
INF413H1	**Music, Information and Technology**		X			X			X										X			X															
INF431H1	**Computer Network and Security**												X			X						X						X									
INF432H1	**Cryptography**									X						X						X						X									X
INF440H1	**Advances in Human-Centred Design**						X						X			X									X												
INF480-495H1	**Special Topics in Information Studies**																																					
INF499H1	**Reading Course/Independent Study**																																					
INF499Y1	**Reading Course/Independent Study**																																					
	Elective Total	0	2	2	0	3	1	0	3	2	0	2	3	0	3	6	2	2	3	2	5	4	2	1	3	0	5	4	0	3	2	2	3	1	0	1	1
	TOTAL	4	6	6	4	7	4	5	7	6	4	6	7	4	7	9	6	6	7	6	8	8	5	4	6	4	9	8	3	7	5	5	6	4	3	3	3

I: Introduces fundamental concepts and techniques and relates them to the field as a whole.

R: Reinforces and elaborates concepts and techniques, focuses on specific areas in depth, relatively narrow domain-specific knowledge.

P: Produces proficiency in synthetic and integrative problem-solving.

Appendix C: Course Graph



Appendix D: Course Differences (New Program vs Existing Program)

Course Differences (Required Courses)

New Program	Existing Program
INF101H1: Statistics for Information Science	NEW
INF102H1: Programming for Information Systems	INF313H1: Computational Reasoning and INF452H1: Information Design Studio V: Coding (Combined, Repositioned and Revised Description)
INF110H1: Studying Information	NEW
INF111H1: Information, Technology and Society	INF302H1: Integrative Approaches to Technology and Society (Repositioned and Revised Description)
INF120H1: Worlds Become Data	INF312H1: Worlds Become Data (Repositioned)
INF140H1: Information Studio: Design Fundamentals	INF352H1: Information Design Studio II: How to Design (Repositioned)
INF210H1: Worlds Become GLAM	NEW
INF211H1: Histories of Information Technologies	NEW
INF220H1: Data Analytics	INF412H1: Data Analytics: Informed Decisions with Data (Repositioned)
INF230H1: System Analysis and Design	NEW
INF231H1: Database Systems for Information Professionals	NEW
INF240H1: Information Studio: Architecture, Interaction and Usability	NEW
INF241H1: Information Studio: Visual Communication	INF451H1: Information Design Studio IV: Information Visualization

	(Repositioned and Revised Description)
INF310H1: Information Practices in Organizations	INF315H1: Information Practice in Organizations
INF311H1: Information in the Cultural Imagination	INF311H1: Information in the Cultural Imagination
INF320H1: Introduction to Artificial Intelligence	INF482H1: Special Topics in Information Studies II: AI (Repositioned and Revised Description)
INF321H1: Applied Machine Learning: Techniques and Applications	NEW
INF330H1: Web Technologies for Information Systems	NEW
INF331H1: Information Systems Security	NEW
INF340H1: Information Studio: Design for Impact	INF353H1: Information Design Studio III: Designing Interactive Systems (Revised Description)
INF390H1: Project Management with Agile	INF450H1: Project Management with Agile (Repositioned and Revised Description, Previously Elective)
INF410H1: Information Policy in Canadian and Global Contexts	INF413H1: Information Policy in Canadian and Global Contexts
INF411H1: Information and Values	INF411H1: Information in the Global Economy (Revised Description)
INF490Y1: Capstone Project	INF453H1: Capstone Project (Repositioned)
CSC108H1: Introduction to Computer Programming	Course offered by the Department of Computer Science
MAT135H1: Calculus I	Course offered by the Department of Mathematics
MAT223H1: Linear Algebra I	Course offered by the Department of Mathematics

Course Differences (Elective Courses)

New Program	Existing Program
INF212H1: Information Literacy	NEW

INF213H1: Privacy and Surveillance	INF440H1: Surveillance and Privacy in Digital Society (Repositioned)
INF214H1: Évolution et Enjeux de l'Information Numérique	NEW
INF312H1: Introduction to Information and Power	INF301H1: Introduction to Information and Power (Previously Required)
INF313H1: Information, Memory and Culture	INF314H1: Information, Memory and Culture (Previously Required)
INF314H1: Born Digital Culture	INF330H1: Born Digital Culture (Revised Description)
INF332H1: Application Development for Information Environments	NEW
INF333H1: How to Build a Computer	INF351H1: Information Design Studio I: How to Make a Computer and Why (Previously Required)
INF391H1: Work Placement	INF402H1: Work Integrated Learning Practicum (Repositioned and Revised Description, Previously Required)
INF412H1: Remix	NEW
INF413H1: Music, Information and Technology	INF430H1: The Material and Information Cultures of Music
INF430H1: Internet of Things: Design, Ethics and Impact	NEW
INF431H1: Computer Network and Security	NEW
INF432H1: Cryptography	NEW
INF440H1: Advances in Human-Centred Design	INF481H1: Special Topics in Information Studies I: UX (Repositioned and Revised Description)
INF480-495H1: Special Topics in Information Studies	INF480-495H1: Special Topics in Information Studies
INF499H1: Reading Course/Independent Study	INF499H1: Reading Course (Revised Description)

INF499Y1: Reading Course/Independent Study	INF499Y1: Reading Course (Revised Description)

Course Differences (Removed Courses)

New Program	Existing Program
REMOVED	INF401H1: From Classroom to Workplace

Appendix E: Library Statement

University of Toronto Libraries Report for
Bachelor of Information, Faculty of Information, August 2024

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America.[4] The UTL has an annual acquisition budget of $41.3 million. Its research and special collections comprise over 12.6 million print volumes, 5.6 million microforms, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 3.2 million electronic books, 200,000+ journals, and a rich array of online primary source materials.[5] Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries					
	2017-2018	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
ARL RANK	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	**Toronto (3rd)**	Columbia	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**
4	Columbia	**Toronto (4th)**	Columbia	Michigan	Michigan
5	Michigan	Michigan	Michigan	Columbia	Columbia

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2017-2018	**2018- 2019**	**2019-2020**	**2020-2021**	**2021-2022**
RANK/ UNIVERSITY	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**
3/Toronto	**4/Toronto**	**3/Toronto**	**3/Toronto**	**3/Toronto**

[4] As per Association of Research Libraries Statistics.

[5] Figures as of January 2023

29/Alberta	30/Alberta	39/Alberta	29/British Columbia	24/British Columbia
33/British Columbia	40/British Columbia	40/British Columbia	39/Alberta	39/McGill
38/McGill	47/McGill	51/McGill	42/McGill	42/Alberta
69/Manitoba	62/Ottawa	75/Calgary	70/Calgary	58/Ottawa

Space and Access Services: The UTL's 40 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are normally available twenty-four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Web-based services and electronic materials are accessible at all times from campus or remote locations.

Equity, Diversity and Inclusion (EDI): EDI is a high priority at UTL. UTL has developed an EDI Statement, an Anti-Racism Statement and a Collections Diversity Plan. These statements are supported by a concrete action plan, which UTL is committed to achieving. UTL is prioritizing staff diversity, staff cultural competencies and awareness of systemic biases, building and improving relationships with Indigenous and other underrepresented communities, incorporating the principles of the Accessibility for Ontarians with Disabilities Act in its services, and working with the University's Equity Offices to remove barriers in support of our community members who seek to fulfill their academic, research, and employment goals. The library recently hired an Outreach and Engagement Librarian for Black Studies whose key responsibilities include designing and facilitating critically informed teaching and engagement programs; providing research services that draw on and support the growth of new knowledge; helping to increase the visibility of UofT Black scholars' research; participating in the development of anti-racist and culturally sensitive descriptive metadata to enhance the discovery and use of UTL collections; and supporting and participating in digital scholarship initiatives and other new and culturally relevant modes of scholarly communication.

Teaching, Learning & Research Support: Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting the Bachelor of Information's degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research

consultations, and offer just-in-time student research help in person, by phone, or through online chat. The Faculty and the Library are currently investigating the possibility of including the BI program in the Personal Librarian program, where new students receive research advice and tips from their personal librarian throughout their first year, and are encouraged to contact their librarian whenever they have questions about library resources, services, and research. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.[6]

Program Specific Instructional Support: Instruction is available at a variety of levels for Bachelor of Information students and is provided by the faculty liaison librarian for the Faculty of Information. The John P. Robarts Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. The Map and Data Library also offers workshops to support data visualization, data analysis, programming in Python or R, and Text and Data Mining. The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in Quercus course pages. The Information Studies guide and the Library Resources for Faculty of Information Students are examples.

Collections: Many college and campus libraries collect materials in support of the Bachelor of Information; the largest collection of materials is centrally located in the John P. Robarts Library. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of the Bachelor of Information at the University of Toronto.

Journals: The Library subscribes to top journals listed in Journal Citation Reports (JCR)[7] in the following categories: multidisciplinary humanities, interdisciplinary social sciences, information science & library sciences, management, computer science – artificial intelligence, computer science – information systems, computer science – interdisciplinary, communication, management, public administrations. Key titles

[6] Association of College & Research Libraries. Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

[7] 2023 Journal Citation Reports® (Thomson Reuters, 2023)

include: *Big Data Mining and Analytics, Digital Humanities Quarterly, Digital Scholarship in the Humanities (DSH), European Journal of Information Systems, Expert Systems with Applications, IEEE Transactions on Affective Computing, IEEE Transactions on Knowledge and Data Engineering, IEEE Transactions on Mobile Computing, Information & Management, Information Processing & Management, Journal of Big Data, Journal of Knowledge Management, and Journal of Strategic Information Systems*. We prioritize acquisition of online journals where possible.

Monographs: The UTL maintains comprehensive book approval plans with 40 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of the Bachelor of Information, we specifically receive books through plans with Global Online Bibliographic Information (GOBI) and Harrassowitz. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses and Canadian university presses.

Preservation, Digitization, and Open Access: The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, negotiated Author Processing Charge discounts, and support for preservation of research materials in all formats. The *iJournal*—a student-run journal for Faculty of Information students—is hosted through the Library's journal production services. In addition to acquiring materials in support of the Bachelor of Information, the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user.

Knowledge Synthesis: Libraries are key partners in research through their collaborations with faculty in completing knowledge syntheses projects, Systematic and Scoping Review Collaboration (SSRC), and providing consultations to faculty and students on comprehensive searching for method driven reviews.

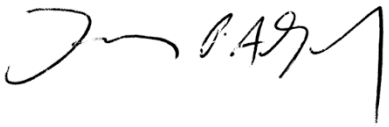
Key Databases: ACM Digital Library, IEEE Xplore, Library, Information Science & Technology Abstracts (LISTA)

Special Collection Highlight: The Map and Data Library holds extensive collections that support curriculum and research needs of the Bachelor of Information students including hundreds of geospatial datasets; hundreds of numeric and statistical datasets; over a quarter million paper and digital maps, hundreds of thousands of paper and digital air photos, over 16 thousand atlases, gazetters, bibliographies, cartography materials and books. The Map and Data Library's facilities on the 5th floor of Robarts Library include a 20-seat computer lab and additional workstations with Tableau, Gephi, Stata, OpenRefine, ArcGIS, R, NVivo, and other programs.

Other Library-departmental engagement: The liaison librarian for the Faculty of Information also teaches in the iSkills program coordinated through the Faculty of Information's Learning Hub.

Prepared by: Judith Logan, Assistant Head, User Services & Head, Research & Education, August 2024

Submitted by: Larry Alford, University Chief Librarian, University of Toronto Libraries, June 18, 2025



Appendix F: Student Support Services

Office of the Registrar and Student Services

The Office of the Registrar and Student Services (ORSS) is made up of a team of individuals committed to facilitating students' academic goals and aspirations, as well as excellent overall student experience at the University and the Faculty of Information. In addition to performing all registration functions (recruitment, admissions, enrolment, matriculation and all associated strategic enrolment management), the office is also the first stop for academic, financial, personal, career and general advising and assist students experiencing any difficulties that might have an adverse impact on academic work, such as illness, a family emergency, financial or other unforeseen problems. To support students' well-being, ORSS offers a commuter space in the Learning Hub as well as various workshops, de-stressor events, On-location counsellors and advisors.

Areas in which the office provides assistance include, but are not limited to:

- Academic and general advising and guidance
- Student counselling and resource referral
- Degree audits and program requirements advising
- Course registration and enrolment assistance
- Fee payment or fee deferral
- Financial counselling/grant applications
- Petitions/appeals
- Wellness programming
- Mentorship & networking opportunities

The student experience goes well beyond the academic experience. The University and Faculty of Information offer an array of leadership, mentorship, and discipline-specific opportunities designed to augment academic experience and encourage co-curricular involvement.

Academic Advising

The Office of the Registrar and Student Services (ORSS) is committed to excellence in academic advising and student services. Strong academic advising supports the institutional goal of ensuring student success, providing quality service, achieving

recruiting, retention, and graduation targets, and engaging and developing a strong alumni cohort. Students interact regularly with front-line advising staff who triage and escalate more complex issues and concerns to advising financial and career-experienced staff. The Faculty of Information has unique opportunities for the students as the advising team also includes a comprehensive careers office as well as specialized and targeted academic success programming within the Learning Hub.
The approach used at the Faculty sees advisors as co-authors of education plans and enables student-led problem solving so that advising is not simply a place to gather information but rather is an enhanced advising interaction where teachable moments happen, and students learn how to navigate resources and become better able to self-advocate for themselves in the future.
Advising is done through a variety of modalities and formats. In addition to the global advising that occurs through website updates, email notifications, and information sessions and workshops, there is one-on-one personalized advising. All opportunities are offered in both in-person and virtual formats. Front-line advising provides immediate support for policy clarification questions, email advising, and phone calls, in addition to in-person pre-scheduled advising appointments, drop-in advising appointments, and virtual online advising appointments for more complex advising questions.
In addition to the above-noted supports, the ORSS has a holistic advising approach that not only focuses on the student's perspective and takes into consideration all the factors that impact a student's life, but it is also the central "hub" and location for support with extra- and co-curricular student engagement opportunities and provides effective referrals to university-wide specialty services, especially in the areas of health and wellness.

Career Services

As a part of our holistic care of students, career planning at the Faculty of Information begins on day one. Students have the opportunity to access a variety of programs and services designed to assist and facilitate their job searches and career development. The Faculty's dedicated Careers team supports students seeking out resources, opportunities, and advice. The Faculty is focused on facilitating students' work-integrated learning within placements, internships and co-op programs.
The Faculty offers students individual consultations with career advisors, providing services such as resume and cover letter reviews, job search strategies, mock interviews, and general career discussions.

Appendix G: Comparator Programs

Please list U of T and external comparators and provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. Please remove the examples from the table below.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
U of T Comparators					
University of Toronto, Faculty of Arts and Science	Honours Bachelor of Science, Computer Science	$6,100.00 Year 1 $11,420.00 Years 2, 3, 4	What is Computer Science? Despite the name, Computer Science is not really a science of computers at all. Computers are quite remarkable electronic devices, but even more remarkable is what they can be made to do: simulate the flow of air over a wing, manage communication over the Internet, control the actions of a robot, synthesize realistic images, play grandmaster-level chess, learn how to automatically translate between languages, and on and on. Indeed, the application of computers in activities like	**Completion Requirements:** (12.0 credits, including at least 1.5 credits at the 400-level) *First year* (2.5 credits): 1. CSC110Y1, CSC111H1), MAT137Y1/ MAT157Y1 Notes: • CSC110Y1 and CSC111H1 must be completed in order to complete the Specialist program. No course substitutions will be accepted for CSC110Y1 and/or CSC111H1. • Students seeking an enriched introduction to the theory of computing	While the proposed Program includes CSC108H (an alternative route for entry to the Computer Science Major), the proposed program is not a Computer Science degree. It is distinct from the Computer Science program in several key aspects. While the Computer Science

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			these has affected most areas of modern life. What these tasks have in common has little to do with the physics or electronics of computers; what matters is that they can be formulated as some sort of computation. This is the real subject matter of Computer Science: computation, and what can or cannot be done computationally. In trying to make sense of what we can get a computer to do, a wide variety of topics come up. There are, however, two recurring themes. The first is the issue of scale: how big a system can we specify without getting lost in the design, or how big a task can a computer handle within reasonable bounds of time, memory, and accuracy? A large part of Computer Science deals with these questions in one form or another. In the area of programming languages and methodology, for example, we look for notations for describing	may choose to enrol in CSC240H in their first year. Please consult the department's Undergraduate Office for advice about enroling in CSC240H. Students in this program have the option to enrol in the Arts & Science Internship Program (ASIP) stream. (See **Note** below) *Second year* (3.5 credits): 2. CSC207H1, CSC209H1, CSC236H1/ CSC240H1, CSC258H1, CSC263H1/ CSC265H1, MAT223H1/ MAT240H1; STA247H1/ STA237H1/ STA255H1/ STA257H1 *Later years* (6.0 credits): 3. CSC369H1, CSC373H1 4. 5.0 credits of courses selected from the following list: • Any 300-/400-level CSC course; BCB410H1; BCB420H1; BCB330Y1/ BCB430Y1; MAT224H1/ MAT247H1; MAT235Y1/ MAT237Y1/ MAT257Y1; any 300-/400-level MAT	program emphasizes rigorous technical training in areas such as algorithms, programming, and systems design, the BI program focuses more on the humanistic, social science, design, policy, and management perspectives of information and data. This approach equips students with a broader understanding of how information technologies intersect with societal and organizational contexts, differentiating it from the technically

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			computations, and programming methodologies that facilitate the production of manageable and efficient software. In the theory of computation area, we study resource requirements in time and memory of many basic computational tasks. The second theme concerns the scope of computation. Computers were originally conceived as purely numerical calculators, but today, we tend to view them much more broadly. Part of Computer Science is concerned with understanding just how far computational ideas can be applied. In the area of artificial intelligence, for example, we ask how the function of the human brain can be expressed in computational terms. In the area of human-computer interaction, we ask what sorts of normal day-to-day activities of people might be supported and augmented using computers.	course except MAT329Y1, MAT390H1, MAT391H1; STA248H1/ STA238H1/ STA261H1; any 300-/400-level STA course These 5.0 credits must include: • at least 1.5 credits from 400-level CSC or BCB courses. • no more than 2.0 credits from MAT or STA courses (excluding STA414H1). No more than 1.0 credit from CSC490H1, CSC491H1, CSC494H1, CSC495H1, CSC494Y1, BCB330Y1 / BCB430Y1 may be used to fulfill program requirements. The choices in 4 must satisfy the requirement for an integrative, inquiry-based activity by including one of the following courses: CSC301H1, CSC302H1, CSC318H1, CSC404H1, CSC413H1, CSC417H1, CSC418H1, CSC419H1, CSC420H1, CSC428H1, CSC454H1, CSC485H1,	focused Computer Science degree.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				CSC490H1, CSC491H1, CSC494H1, CSC495H1, CSC494Y1. Students who complete the Arts & Science Internship Program (ASIP) stream will also meet this requirement.	
University of Toronto, Faculty of Arts and Science	Honours Bachelor of Science, Data Science	$6,100.00 Year 1 $11,420.00 Years 2, 3, 4	The field of Data Science is a combination of statistics and computer science methodologies that enable 'learning from data'. A data scientist extracts information from data, and is involved with every step that must be taken to achieve this goal, from getting acquainted with the data to communicating the results in non-technical language. The Data Science Specialist program prepares students for work in the Data Science industry or government and for graduate studies in Data Science, Computer Science, or Statistics. Students in the program will benefit from a range of advanced courses in Computer Science and	**Completion Requirements:** (13.0-13.5 credits, including at least 1.5 credits at the 400-level) *First year (3.0-3.5 credits)* MAT137Y1/ MAT157Y1, MAT223H1/ MAT240H1 (MAT240H1 is recommended), STA130H1, (CSC108H1, CSC148H1)/ (CSC110Y1, CSC111H1) Note: Students with a strong background in an object-oriented language such as Python, Java or C++ may omit CSC108H1 and proceed directly with CSC148H1. There is no need to replace the missing half-credit for program completion; however, please base your course choice on what	The proposed program inhabits a space beneath the Data Science specialist. It involves less rigorous training in computer science and greater emphasis on the management, policy, and project management aspects of information and data. The proposed Program also does not require Calculus II or CSC165H. Instead, it includes MAT223H

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			Statistics offered by the University of Toronto, as well as from a sequence of three integrative courses designed especially for the program. The Data Science Specialist program comprises three fundamental and highly-integrated aspects. First, students will acquire expertise in statistical reasoning, methods, and inference essential for any data analyst. Seconds, students will receive in-depth training in computer science: the design and analysis of algorithms and data structures for handling large amounts of data, and best practices in software design. Students will receive training in machine learning, which lies at the intersection of computer and statistical sciences. The third aspect is the application of computer science and statistics to produce analyses of complex, large-scale datasets, and the communication of the results of these	you are ready to take, not on "saving" a half-credit. Consult with the Computer Science Undergraduate Office for advice on choosing between CSC108H1 and CSC148H1. Students in this program have the option to enrol in the Arts & Science Internship Program (ASIP) stream. *Second year (3.5-4.0 credits)* MAT237Y1/ MAT257Y1, STA257H1, STA261H1, CSC207H1, (CSC165H1, CSC236H1)/ CSC236H1/ CSC240H1 (CSC240H1 is recommended), JSC270H1 (Data Science I) Note: CSC240H1 is an accelerated and enriched version of CSC165H1 plus CSC236H1, intended for students with a strong mathematical background, or who develop an interest after taking CSC165H1. If you	Linear Algebra. This difference in technical grounding signals the difference in field that program occupies from the Data Science degree. In addition, the humanistic, social science, design, policy, and management perspectives integrated into the proposed program clearly differentiate it from the technically focused Data Science degree.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			analyses; students will receive training in these areas by taking integrative courses that are designed specifically for the Data Science Specialist program. The courses involve experiential learning: students will be working with real large-scale datasets from the domain of business, government, and/or science. The successful student will combine their expertise in computer and statistical science to produce and communicate analyses of complex large-scale datasets. Skills that graduates of the program will acquire include proficiency in statistical reasoning and computational thinking; data manipulation and exploration, visualization, and communication that are required for work as a data scientist; the ability to apply statistical methods to solve problems in the context of scientific research, business, and government; familiarity and experience	take CSC240H1 without CSC165H1, there is no need to replace the missing half-credit for program completion; however, please base your course choice on what you are ready to take, not on "saving" a half-credit. Consult the Computer Science Undergraduate Office for advice on choosing between CSC165H1 and CSC240H1. CSC236H1 may be taken without CSC165H1 for students who completed CSC111H1. *Later years (6.5 credits/7.0 credits for students who have not completed STA130H1 (see 4.))* • STA302H1, one of STA303H1 or STA305H1, STA355H1, CSC209H1, CSC263H1/ CSC265H1 (CSC265H1 is recommended), CSC343H1, CSC373H1, JSC370H1 (Data Science II) • STA314H1/ CSC311H1	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			with best practices in software development; and knowledge of current software infrastructure for handling large data sets. Graduates of the program will be able to demonstrate the ability to apply machine learning algorithms to large-scale datasets that arise in scientific research, government, and business; create appropriate data visualizations for complex datasets; identify and answer questions that involve applying statistical methods or machine learning algorithms to complex data, and communicating the results; present the results and limitations of a data analysis at an appropriate technical level for the intended audience.	• 2.0 credits from the following list, including at least 1.0 credit at the 400-level (see below for additional conditions): STA303H1/ STA305H1 (whichever one was not taken previously), STA347H1, CSC401H1, STA414H1/ CSC412H1, CSC413H1/ CSC421H1, any 400-level STA course; JSC470H1 (Data Science III); CSC454H1, CSC490H1, CSC491H1, CSC494H1, CSC495H1, CSC494Y1. • If a student has not completed STA130H1 then an additional 0.5 credit 300+ level STA course that is not used towards any other program requirement must be completed. The choices from 3 must satisfy the requirement for an integrative, inquiry-based activity by including at least 0.5 credit from the	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				following: JSC470H1 (Data Science III); CSC454H1, CSC490H1, CSC491H1, CSC494H1, CSC495H1, CSC494Y1, STA490Y1, STA496H1, STA497H1, STA498Y1, STA499Y1. Students who complete the Arts & Science Internship Program (ASIP) stream will also meet this requirement.	
University of Toronto Mississauga (UTM), Institute of Communication, Culture, Information and Technology (ICCIT)	Honours Bachelor of Arts, Communication, Culture, Information & Technology (CCIT)	$6,100.00 Year 1 $11,420.00 Years 2, 3, 4	The Technology, Coding, and Society (TCS) major program focuses on the impact of technologies, including hardware, platform and associated software, on people and on society more generally. Students learn essential computer coding skills, are taught theories on the use of digital platforms from humanistic and social science perspectives, learn to analyze the data that digital platforms produce, and then apply these concepts through practical labs and through optional work-integrated learning opportunities. Since	Completion Requirements: 8.0 credits are required including at least 3.5 at the 300/400 level. Program must be taken in combination with another major or two minors. **First Year:** (1.5 credits required) • CCT109H5, CCT110H5, CCT111H5 **Second Year:** (3.0 credits required) • CCT205H5, CCT208H5, CCT211H5, CCT212H5 and CCT285H5 • 0.5 credits from the following courses: CCT202H5 or CCT221H5 or CCT226H5 or CCT286H5	The proposed program differs from Technology, Coding & Society (TCS) in three major ways: 1) its emphasis on data and information over coding; 2) the emphasis on social responsibility in the proposed program integrates humanistic and social science perspectives with

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			the TCS Major is within the Institute of Communication, Culture, Information and Technology (ICCIT), students can concurrently obtain a Professional Experience Certificate in Digital Media, Communication, and Technology from ICCIT.	**Third and Higher Years:** (3.5 credits required) • CCT320H5, CCT380H5, CCT432H5, and CCT477H5 • 1.5 credits from the following courses: CCT308H5 or CCT382H5 or CCT383H5 or CCT410H5 or CCT416H5 or CCT478H5	policy, design, and management frameworks; 3) the proposed program focuses on information and data rather than digital platforms.
Ontario Comparators					
Western University, Faculty of Information and Media Studies, Media & Communication Studies Program	Honours Bachelor of Arts, Media & Communication Studies, Media, Information & Technoculture (MIT)	$6,050.00 per year	Don't just know the how, know the why Today, we live and breathe media, minute-by-minute, hour-by-hour. News, television, social media, celebrity culture, music, and more. Our philosophy is: if you're going to consume it, you need to understand it. In MIT, your studies will focus on modern communication and information technologies, and how they influence your life in ways that you may not even recognize.	**Year 1 - First Year Program in FIMS** MIT 1020E - Introduction to Media, Information and Technoculture (required to pursue a degree in MIT) • MIT 1025F/G - First Year Foundations (required to pursue a degree in MIT) • 3.5 additional electives **Year 2 - MIT** • MIT 2000F/G - The History of Communication (required) • MIT 2100F/G - Political Economy of Media (required)	The proposed program differs from the Media, Information, & Technoculture (MIT) program at Western University's Faculty of Information & Media Studies in 3 main ways. 1) The proposed program is not a media studies program. 2) The MIT

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			What does it mean to study media critically? Critical media studies requires you to study the subject in-depth, analysing and critiquing what you find. From newspapers, radio and television, to the Internet and mobile technologies, media, communication technologies and information tools impact our daily lives in countless ways. We use them to socialize with others, to seek out or share information and entertainment and to participate in social and cultural debates. But what are media, exactly? How do media institutions, technologies, and content inform the development of society and culture and influence our activities and behaviours? In turn, how do users shape media? What role does the economic structure of media institutions play in shaping our relationship with them? In what ways	• MIT 2500A/B - The Meaning of Technology: Exploring the Relationship Between Technology & Society (required) • MIT 2200F/G - Mapping Media and Cultural Theory (required) • MIT 2025A/B - Research Methods for the Digital Age (required) • 2.5 additional electives **Years 3 and 4 - MIT** • A student working towards an MIT Major would be able to select from a wide array of MIT and non-MIT electives in 3rd and 4th year. Students following other paths may have required courses in these years.	Program does not require a technical grounding in information or coding. 3) The MIT program is aimed at research while the proposed program is a professional program.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			does the organization and presentation of information influence our understanding of the world and our place in it? How are user-generated forms of media such as social networking sites, blogs, and collaborative informational sources like Wikipedia changing the modern media environment? These are just some of the questions you would examine as a student in the Media, Information & Technoculture (MIT) program.		
University of Ontario Institute of Technology (Ontario Tech University), Faculty of Business and	Honours Bachelor of Information Technology, Networking and Information Technology Security	$9,031.18 Year 1 $9,022.42 Year 2 $9,013.68 Year 3 $8,991.78 Years 4, 5	Computer networking has become an integral part of today's business environment. The major in Networking and IT Security prepares graduates with theoretical and hands-on knowledge and skills in planning, designing, installing, operating, managing, and securing information technology infrastructure. In addition to the	Year 1 (30 credit hours) • BUSI 1030U – Writing and Critical Thinking • BUSI 1600U – Management of the Enterprise • BUSI 2000U – Collaborative Leadership • INFR 1010U – Discrete Mathematics • INFR 1016U – Introductory Calculus	The proposed program differs from the Networking and Information Security program in that it does not focus on information technology infrastructure.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Information Technology			technical courses, the core curriculum includes mandatory courses in business and management, providing students with the necessary business background and technological skills to make significant contributions in today's workplace. The coursework prepares graduates to manage the continuing changes and challenges of the IT profession. The program helps prepare graduates to attempt for two levels of the Cisco certification program, namely, Cisco Certified Network Associate (CCNA®), Cisco Certified Network Professional (CCNP). Cisco Certified Internetwork Expert (CCIE®) will be offered as a technical elective. The program also helps graduates for the following security certificates: Security+, CCNA Security, and the Systems Security Certified Practitioner (SSCP). Students may take the required business courses	• INFR 1101U – Introduction to Programming for IT • INFR 1411U – Introduction to Networking I • INFR 1421U – Introduction to Networking II • INFR 2141U – Object Oriented Programming for IT • INFR 2810U – Computer Architecture Year 2 (30 credit hours) • INFR 1400U – Statistics and Probability for IT • INFR 1550U – Law and Ethics of IT • INFR 2411U – Advanced Networking I • INFR 2421U – Advanced Networking II • INFR 2600U – Introduction to Computer Security • INFR 2820U – Algorithms and Data Structures • INFR 2830U – Operating Systems • INFR 3120U – Web and Script Programming • One business elective	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			to obtain a minor in Marketing or Operations Management.	• One general elective Year 3 (30 credit hours) • BUSI 2550U – Introduction to Project Management • INFR 2431U – Advanced Networking III • INFR 2670U – Introduction to Cloud Services • INFR 3600U – Cryptography and Network Security • INFR 3610U – Operating System Security • INFR 3700U – Machine Learning • INFR 3720U – Basics of Digital Transmission • INFR 3810U – Database Systems • INFR 3850U – System and Network Administration • One general elective Year 4 (30 credit hours) • XBIT 4500U – Capstone Study Project • INFR 4661U – Introduction to Penetration Testing	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• INFR 4680U – IT Security Policies and Procedures • INFR 4690U – IT Forensics • Three technical electives • Three open electives	
University of Ontario Institute of Technology (Ontario Tech University), Faculty of Science	Honours Bachelor of Science, Computer Science – Data Science specialization	$7,876.01 Year 1 $7,876.01 Year 2 $7,876.01 Year 3 $6,321.78 Years 4, 5	The amount of data generated by, and available to, companies, governments, and individuals, is exploding. There is an urgent need for individuals who can grapple with massive amounts of data and extract key information. People with these skills (often called data scientists) are highly sought after in a variety of industries, including health care, finance, and business. The Data Science specialization within the Computer Science program helps students develop the knowledge, skills, and tools, and sets them up for success in this desirable job market. Students develop critical problem-solving, analytical, and computational skills that	Year 1 (30 credit hours) Two electives* • CSCI 1030U – Introduction to Computer Science • CSCI 1060U – Programming Workshop I • CSCI 1061U – Programming Workshop II • CSCI 2050U – Computer Architecture I • MATH 1020U – Calculus II • PHY 1020U – Physics II • One of: • MATH 1000U – Introductory Calculus [+] **or** • MATH 1010U – Calculus I [+] • One of: • PHY 1010U – Physics I [+] **or**	The proposed program is neither a data science program nor a computer science program.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			enable them to turn vast quantities of data into insight. In addition to the regular program, a co-op program is also available. Students in Data Science interested in the co-op program, should refer to the Co-op education website for up to date information.	• PHY 1030U – Introductory Physics [+] [+] All students who have completed Grade 12 Advanced Functions (MHF4U) and Calculus and Vectors (MCV4U) should take MATH 1010U and PHY 1010U. Students without one of these high school courses or equivalent are directed to take MATH 1000U and PHY 1030U. Year 2 (30 credit hours) Two electives* • CSCI 2000U – Scientific Data Analysis • CSCI 2010U – Data Structures • CSCI 2020U – Software Systems Development and Integration • CSCI 2040U – Software Design and Analysis • CSCI 2072U – Computational Science I • CSCI 2110U – Discrete Mathematics for Computer Scientists • MATH 2050U – Linear Algebra	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• STAT 2010U – Statistics and Probability for Physical Science Year 3 and 4 (60 credit hours) Seven electives* • CSCI 3070U – Analysis and Design of Algorithms • CSCI 4040U – Ethics, Law and the Social Impacts of Computing • Four of: • CSCI 3010U – Simulation and Modelling **or** • CSCI 4030U – Big Data Analytics **or** • CSCI 4050U – Machine Learning, Theory and Application **or** • CSCI 4150U – Data Mining **or** • CSCI 4210U – Information Visualization **or** • CSCI 4220U – Computer Vision **or** • CSCI 4610U – Artificial Intelligence **With at least three of the above four being:** • CSCI 4030U – Big Data Analytics **or**	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• CSCI 4050U – Machine Learning, Theory and Application **or** • CSCI 4150U – Data Mining **or** • CSCI 4210U – Information Visualization One of: • CSCI 3010U – Simulation and Modelling **or** • CSCI 3030U – Database Systems and Concepts **or** • CSCI 4610U – Artificial Intelligence • One of: • CSCI 3090U – Computer Graphics and Visualization **or** • CSCI 4110U – Advanced Computer Graphics **or** • CSCI 4220U – Computer Vision • One of: • CSCI 3230U – Web Application Development **or** • CSCI 4100U – Mobile Devices **or** • CSCI 4160U – Interactive Media **or**	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• CSCI 4620U – Human-Computer Interaction • One of: • CSCI 3055U – Programming Languages **or** • CSCI 3060U – Software Quality Assurance **or** • CSCI 4020U – Compilers **or** • CSCI 4060U – Massively Parallel Programming One of: • CSCI 3020U – Operating Systems **or** • CSCI 3150U – Computer Networks **or** • CSCI 3310U – Systems Programming **or** • CSCI 4310U – Advanced Operating Systems Project **or** • CSCI 4410U – Computer Science Thesis Project I ** **or** • Senior Computer Science elective • One of:	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• CSCI 4420U – Computer Science Thesis Project II **or** ** • Senior Computer science elective Note: No more than 42 credit hours may be taken at the first-year level. Students are required to complete at least 12 credit hours in Computer Science courses at the 4000 level. *Electives and breadth requirements Students must complete a total of 33 credit hours such that the following requirements are satisfied: • 18 credit hours must be in courses offered by the Faculty of Science, with no more than 6 credit hours being in Computer Science. • 12 credit hours must be in courses from outside the Faculty of Science, among which at least 3 credit hours must be in business electives++, and at least 3 credit hours in communications electives+++.	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• 3 credit hours in general electives (offered by the Faculty of Science or outside the Faculty of Science) ++Business electives: • BUSI 1600U – Management of the Enterprise • BUSI 1700U – Introduction to Entrepreneurship • BUSI 2000U – Collaborative Leadership • BUSI 2200U – Marketing Management • BUSI 2311U – Organizational Behaviour +++Communication electives: • COMM 1050U – Technical Communications • COMM 1100U – Introduction to Communication and Digital Media Studies • COMM 1320U – Public Speaking and Multimedia Presentation for Web 3.0	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• COMM 2311U – The Creative Industries: Ideas, Art, Tech, Money, Power • COMM 2620U – Professional Communication **Thesis Project or Senior Computer Science electives Students in clear academic standing who have completed 90 credit hours of their program and six third-year required courses may optionally apply to take a two-course sequence consisting of CSCI 4410U – Computer Science Thesis Project I and CSCI 4420U – Computer Science Thesis Project II. Students not accepted to take the thesis courses must complete two additional Senior Computer Science electives instead. A Senior Computer Science Elective is defined as a 3000- or 4000-level Computer Science course. A student meeting the above requirements	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				who does not take CSCI 4410U and CSCI 4420U may optionally apply to take CSCI 4430U – Directed Studies in Computer Science as one of the required computer science electives. Opportunities for the Thesis Project and Directed Studies courses are limited; students must apply through Science Advising by March 30 following completion of the first three years of the program	
Wilfrid Laurier University, Faculty of Science	Honours Bachelor of Science, Data Science	Number of Credits / Tuition 0.50 or equivalent $894.09 1.00 or equivalent $1,788.18 1.50 or equivalent $2,682.27	Data Science is an interdisciplinary program jointly operated by the Departments of Physics and Computer Science and Mathematics. The central objective of data science is to extract useful insights from complex, large, and often unstructured data through the process of inspecting, cleansing, managing, transforming, visualizing and modelling. Skills required to carry out	Honours BSc Data Science The Honours BSc Data Science program consists of a minimum of 20.0 credits. The program follows a hub-and-spoke structure. The core "hub") of the program consists of 12.0 credits. The concentration ("spoke") consists of 2.5 credits. The remaining 5.5 credits are elective credits, which may include additional courses in Business, Economics and	The proposed program is not a data science program.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
		2.00 or equivalent $3,576.36 2.25 or equivalent $3,987.00 2.50 or equivalent $3,987.00 2.75 or equivalent $4,212.38 3.00 or equivalent $4,437.66 3.25 or equivalent $4,880.83 3.50 or equivalent $5,327.88	this multi-stage process are gained in computer science and statistics. The program is structured in a balanced way so you will be taking courses concurrently in four areas: • Statistics and data analysis; • Computer science; • Mathematics; and • Business and financial modelling. The program has a hub-and-spoke design, consisting of a set of core courses that focus on fundamental data science and data analytics skills, and concentration courses that allow for leveraging the program toward applications in finance or big data. The **concentration in Financial Risk Analysis** prepares you for a diverse set of careers, particularly in the financial and insurance industries. The **concentration in Big Data** prepares you to be a data architect who applies a deep knowledge of	Communication. The program shall include no more than 7.0 100-level credits and must include the following: BU111 - Understanding the Business Environment or ENTR100 - Introduction to Business Principles for Entrepreneurs CP104 - Introduction to Programming CP164 - Data Structures I CP213 - Introduction to Object-Oriented Programming CP264 - Data Structures II CP312 - Algorithm Design and Analysis I CP317 - Software Engineering CP363 - Database I CP373 - Ethics and Professional Practice in Computer Science CP321 - Data Visualisation CP322 - Machine Learning CP421 - Data Mining DATA100 - Introduction to Data Analytics	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
		3.75 or equivalent $5,775.16 4.00 credits $6,221.77 Total number of credits required: 20.0	computer science to create new tools that find value in the vast amounts of information generated today.	MA103 - Calculus I MA120 - Introduction to Discrete Structures or MA121 - Introduction to Mathematical Proofs MA122 - Introductory Linear Algebra MA200 - Advanced Calculus MA238 - Discrete Mathematics MA371 - Computational Methods for Data Analysis or ST361 - Mathematical Statistics ST259 - Probability I ST260 - Introduction to Statistics ST362 - Regression Analysis ST494 - Statistical Learning 0.5 senior BU credit (BU425 - Business Analytics is recommended) 2.5 senior CP, MA, ST, DATA elective credits which must include at least 2.0 credits at the 300 or 400 level (See Program Regulation 7).	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
York University, Faculty of Liberal Arts & Professional Studies (LA&PS)	Specialized Honours Bachelor of Arts, Information Technology	$288.24 per credit Total number of required credits: 120.0	The School of ITEC offers you the tools to become a versatile business- and socially-aware IT professional. Located near some of the most important Liberal Arts and Business/Commerce schools in the country, we aim to provide a robust information systems and technologies education while cultivating awareness on how such technologies apply to organizations and business. Learn from a mix of research-driven faculty and industry professionals who are experienced in dynamic areas such as information retrieval, business analysis, cloud computing, IT strategy, data analytics, IT project management and information visualization. Our programs are specially designed to emphasize the analysis, design, development and management of complex information systems, allowing students to choose the level to which	**General Education** 21Total Credits **Major Credits** 66Total Credits • Complete all of the following 63 credits consisting of the following: Passed the following: • AP/ITEC1000 - Introduction to Information Technologies (3.00) • AP/ITEC1010 - Information and Organizations (3.00) • AP/ITEC1620 - Object-Based Programming (3.00) • AP/ITEC2600 - Introduction to Analytical Programming (3.00) • AP/ITEC2610 - Object-Oriented Programming (3.00) • AP/ITEC2620 - Introduction to Data Structures (3.00) • AP/ITEC3010 - Systems Analysis and Design I (3.00) • AP/ITEC3020 - Web Technologies (3.00)	The proposed program has a greater emphasis on the social and humanistic dimensions of information. The proposed program focuses on Information and data rather than Information technology.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			they want to combine this expertise with pure business education. You can choose a more technical Bachelor of Arts in Information Technology or a business-focused Bachelor of Commerce in Information Technology. Our graduates have gone on to work as business analysts, IT and project managers, as well as in technical careers, including software and web development and technical consulting.	• AP/ITEC3030 - Systems Architecture (3.00) • AP/ITEC3210 - Applied Data Communications and Networks (3.00) • AP/ITEC3220 - Using and Designing Database Systems (3.00) • AP/ITEC3230 - Designing User Interfaces (3.00) • AP/ITEC3500 - Information Technology Risk Management (3.00) • AP/ITEC3505 - Information Technology Project Management (3.00) • AP/ITEC4010 - Systems Analysis and Design II (3.00) • AP/ITEC4020 - Internet Client-Server Systems (3.00) • AP/ITEC4030 - Business Process Management Systems (3.00) • AP/ITEC4040 - Requirements Management (3.00)	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• AP/ITEC4220 - Modern Approaches to Data Management: Database Management Systems (3.00) • AP/ITEC4230 - Data Warehousing and Business Intelligence (3.00) • AP/ITEC4305 - Web Mining (3.00) 3 credits from other ITEC courses. • Completed at least 3 credits from the following types of courses: from other ITEC courses. • Note: at least 12 credits in the major must be completed at the 4000 level. **Credits Outside the Major / Electives** 18Total Credits **Free Choice** 15Total Credits	
York University, Faculty of Liberal Arts & Professional Studies (LA&PS)	Specialized Honours Bachelor of Commerce, Information Technology (BCom ITEC)	$345.26 per credit Total number of required credits: 120.0	The **Bachelor of Commerce in Information Technology (BCom ITEC)** is unique in Commerce, blending information management with business. You'll take courses in applied computer networks, systems design and principles.	**General education:** a minimum of 21 general education credits as follows: • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education course in the social science or humanities categories	The proposed program is not a commerce degree.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			Stand out to future employers by completing one of three streams: • **Business Systems Analysis**: will prepare you for a career as an information technology analyst, systems analyst or information technology consultant. • **E-Commerce Development**: gives you the technical knowledge required for the design and development of consumer and business-to-business electronic commerce systems. • **Information Technology Auditing & Assurance**: responds to the growing demand for information system audit, control and security professionals. This stream was developed in close consultation with the Information Systems	• a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken **Major credits:** 75 credits including: (i) Core: 60 credits including: 45 credits as follows: • AP/ADMS 1000 3.00 Introduction to Business; • AP/ADMS 2500 3.00 Introduction to Financial Accounting; • AP/ADMS 2510 3.00 Introduction to Management Accounting; • AP/ADMS 2511 3.00 Management Information Systems; • AP/ITEC 1000 3.00 Introduction to Information Technologies; • AP/ITEC 1010 3.00 Information and Organizations; • AP/ITEC 1620 3.00 Object-based Programming or LE/EECS 1020 3.00 Intro. to Computer Science I;	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			Audit and Control Association and will be of interest to students seeking the certified Information Systems Auditor designation.	• AP/ITEC 2610 3.00 Object-oriented Programming; • AP/ITEC 3010 3.00 Systems Analysis and Design; • AP/ITEC 3210 3.00 Applied Data Communications and Networks; • AP/ITEC 3220 3.00 Using and Designing Database Systems or LE/EECS 3421 3.00 Database Systems; • AP/ITEC 4010 3.00 Systems Analysis and Design II; • AP/ITEC 4030 3.00 Business Process Management Systems; • AP/ITEC 4040 3.00 Requirements Management; • SC/MATH 1190 3.00 Introduction to Sets and Logic. Six credits as follows: **(Note: no mix and match)** • AP/ADMS 2320 3.00 (Quantitative Methods I) and AP/ADMS 3330 3.00 (Quantitative Methods II); or	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• AP/ITEC 2600 3.00 (Introduction to *Analytical* Programming) and SC/MATH 2565 3.00 (Introduction to Applied Statistics); or • AP/ECON 2500 3.00 (Introductory Statistics for Economists I) and AP/ECON 3480 3.00 (Introductory Statistics for Economists II); Nine additional credits in ITEC or BCom from: • AP/ADMS 2200 3.00 Introductory Marketing; • AP/ADMS 2400 3.00 Introduction to Organization Behaviour; • AP/HRM 2600 3.00 (cross-listed to: AP/ADMS 2600 3.00) Human Resources Management; • AP/ITEC 2210 3.00 System Administration; • AP/ITEC 2620 3.00 Introduction to Data Structures;	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• AP/ITEC 3020 3.00 Web Technologies; • AP/ITEC 3030 3.00 Systems Architecture; • AP/ITEC 3230 3.00 Designing User Interfaces; • AP/ITEC 3500 3.00 Information Technology Risk Management; • AP/ITEC 3505 3.00 Information Technology Project Management; • AP/ITEC 4000 3.00 Independent Research Project in Information Technology; • AP/ITEC 4100 3.00 Topics in Information Technology; • AP/ITEC 4101 3.00 Business Integration Technologies; • AP/ITEC 4230 3.00 Data Warehousing and Business Intelligence. **Notes:** 1. ITEC 3500 is a mandatory course in the information technology auditing and assurance stream, ITEC 3020	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				and ITEC 3230 are mandatory courses in the e-commerce development stream and ITEC 4101 is a mandatory course in the business systems analysis stream. 2. At least 18 credits in the major must be at the 4000 level. (ii) Stream: an additional 15 credits from one of the following streams: INFORMATION TECHNOLOGY AUDITING AND ASSURANCE STREAM • AP/ITEC 3500 3.00 Information Technology Risk Management; • AP/ADMS 3521 3.00 Management of Electronic Commerce Systems; • AP/ADMS 4515 3.00 Business to Business Marketing; • AP/ADMS 4517 3.00 Management, Planning and Organization of a Risk-Based IS (Information Systems) Audit;	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• AP/ADMS 4518 3.00 Conducting and Documenting a Risk-Based IS (Information Systems) Audit. E-COMMERCE DEVELOPMENT STREAM • AP/ITEC 3020 3.00 Web Technologies; • AP/ITEC 3230 3.00 Designing User Interfaces; • AP/ITEC 4020 3.00 Internet Client-Server Systems; • AP/ITEC 4220 3.00 Modern Approaches to Data Management: Database Management Systems; • AP/ITEC 4305 3.00 Web Mining BUSINESS SYSTEMS ANALYSIS STREAM • AP/ADMS 3502 3.00 Introduction to Enterprise Resource Planning Systems Applications; • AP/ADMS 3521 3.00 Management of Electronic Commerce Systems;	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• AP/ADMS 4511 3.00 Managing and Implementing Strategic Information Systems; • AP/ADMS 4900 3.00 Management Policy Part I; • AP/ITEC 4101 3.00 Business Integration Technologies. **Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. **Credits outside the major (BCom and ITEC):** at least 18 credits including AP/ECON 1000 3.00 (Introduction to Microeconomics) and AP/ECON 1010 3.00 (Introduction to Macroeconomics) and **(Effective Fall 2019)** AP/WRIT 2201 3.00, (Prior to Fall 2019 - AP/WRIT 3988 3.00 or AP/WRIT 3989 3.00).	
University of Windsor, Faculty of Science,	Bachelor of Information Technology,	$4,512.15 per term + $474.00 for Coop (if applicable)	There is a growing need for IT professionals with practical expertise in basic hardware concepts and in-depth knowledge of software development,	This program is available with or without Co-op. See Program and Co-operative Education Regulations in the Undergraduate Course Calendar.	The proposed program does not have a business or marketing focus.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
School of Computer Science	Computer Science		programming, data management systems, web and mobile applications, customer services systems, and networks. Upon completing this program, you will leave with the skills and experience to be one of these IT professionals and be well-prepared to seek professional certification in Information Technology Certificate Professional (ITCP), Associate Information Technology Professional (AITP), and/or Information Systems Professional (ISP).	Total courses: 40 COMP-1000, COMP-1047, COMP-2057, COMP-2067, COMP-2087 COMP-2097, COMP-2547, COMP-2707, COMP-3037, COMP-3057, COMP-3067, COMP-3077, COMP-3250, COMP-4990 (6 credit course). 2 additional Computer Science courses at the 2xxx – 4xxx level (c)ECON-1100 and STA 2910 3 courses from Arts/Languages and Social Sciences (at least 1 from each area) (e)MKTG-1310, MSCI-1000, STEN-1000, MGMT-2400 14 other courses from any area of study Taking ACCT 1510, ACCT 2550, FINA 2700 will meet requirements for minor in Business. Students in the Co-op stream will also be required to complete COMP-2980,	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				COMP-3980 and COMP-4970, which correspond to the required work term placements. First Year Ten courses, including COMP-1000 Key Concepts in Computer Science, COMP1047 Computer Concepts for End-Users, COMP-2057 Introduction to the Internet, COMP-2067 Programming for Beginners, COMP-2087 Programming for Beginners II, ECON-1100 Introduction to Economics I, MSCI-1000 Introduction to Business Data Analytics, STEN-1000 Introduction to Business Second Year Ten courses, including COMP-2097 Social Media Marketing for End Users, COMP-2547 Applied Algorithms and Data Structures, COMP-2707 Advanced Web Design, Construction, and	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Deployment, STAT-2910 Statistics for the Sciences, MGMT-2400 Organizational Behaviour, MKTG- 1310 Principles of Marketing Third Year Ten courses, including COMP-3037 Information Security for IT, COMP-3057 Cyber Ethics, COM-3067 Applied Databases, COMP 3077 Web-Based Data Management, COMP-3250 Data Analytics I Fourth Year Ten courses, including COMP-4990 Project Management: Techniques and Tools (a 6.0 credit hour course)	
Centennial College, School of Engineering Technology and Applied	Honours Bachelor of Information Technology, Computer and	$7,146.50 per year	By attending the Bachelor of Information Technology (Computer and Communications Networks) Honours program, you'll be part of a select group of Ontario students to receive a four-year degree in information technology.	Semester 1 BUS-100 Introduction to Business ENG-115 The Power of Communications MTH-130 Applied Mathematics	The proposed program has an information systems component but does not focus on

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Science (SETAS)	Communication Networks		The Ministry of Colleges and Universities specifically selected Centennial College to deliver an applied science / Information Technology program that addresses the province's critical need for IT infrastructure (Systems/Networks/Clouds/Security) program that addresses the province's critical need for networking professionals. Centennial is the only post-secondary institution in Ontario to offer a Bachelor of Information Technology (Computer and Communication Networks) program. During the four years you'll spend in this School of Engineering Technology and Applied Science offering, you'll study a unique blend of technology and business subjects. The latest technologies on Computer Systems/ Networks, Switching/Routing, Windows	NET-110 Introduction to Computer Networks NET-111 Operating Systems SWS-110 Introduction to Programming Semester 2 BUS-150 Organizational Behaviour MTH-116 Statistics MTH-160 Calculus NET-112 Computer Architecture NET-120 Introduction to Switching and Routing SWS-120 Object Oriented Programming Semester 3 BUS-140 Management Principles and Practices GCE-215 Global Citizenship and Equity: World Hunger NET-212 Windows Server Operating System NET-224 Advanced Switching and Routing	Communication networks.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			Server/Linux System Administration, Wireless/Cellular Networks, Data Centre/Cloud, Cybersecurity and Telecommunication/VoIP are covered in the program and state-of-the-art labs are equipped to allow students to practice and learn these technologies. A hands-on approach will ensure an innovative balance between the practical and theoretical backgrounds that employers are seeking. You will be learning from highly qualified professors who hold industrial certifications and advanced academic credentials. You will also be able to specialize in Security or Wireless Networks, with technical electives in the third and fourth year of the program. Graduates of this program may qualify for admission to post-graduate programs.	REA-215 Fundamentals of Research SWS-213 Database Design and Modeling Semester 4 NET-211 Unix/Linux Operating Systems NET-220 Computer and Network Security NET-221 Wireless Communication Systems PHL-215 Ethics for a Plural World SWS-212 Server-Side Scripting WRK-221 Employment Preplacement 1 WRK-222 Work Term (summer) Semester 5 BUS-320 Project Management LIB-SOC Liberal Studies Elective: Social Science NET-312 System Scripting NET-324 Voice Systems and Services NET-326 Wireless Networks	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Semester 6 BUS-230 Business Analysis LIB-HUM Liberal Studies Elective: Humanities LIB-NAT Liberal Studies Elective: Natural Science NET-323 Converged Networks NET-325 Virtualization and Cloud Infrastructure NET-361 Applied Research Techniques and Methods Semester 7 BUS-340 Law and Ethics for Information Technology ELECT 1 Technical Elective 1 LIB-ART Liberal Studies Elective: Arts LIB-PHL Liberal Studies Elective: Philosophy NET-410 Enterprise Network Design NET-411 Project 1	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Semester 8 ELECT 2 Technical Elective 2 ELECT 3 Technical Elective 3 NET-420 Network Analysis and Troubleshooting NET-421 Project 2 NET-425 Network Management	
Sheridan College, Faculty of Applied Sciences and Technology (FAST)	Honours Bachelor of Information Sciences, Cyber Security	$6,406.00 per year	Sheridan's Honours Bachelor of Information Sciences (Cyber Security) program provides outstanding preparation for a rewarding career in this rapidly growing field. Our one-of-a-kind degree program has a stellar reputation among employers. With a Sheridan Cyber Security degree, you'll be prepared to join this exciting profession – and to get ahead in it.	Semester 1 INFO10111 Introduction to Cyber Security PROG12974 Introduction to Programming (Python) MATH14998 Computer Mathematics 1 TELE16048 Introduction to Communication Networks SYST18713 Introduction to Linux Operating Systems ENGL17889GD Composition and Rhetoric Semester 2	While cybersecurity is an element of the proposed Bachelor of Information program, it is not the central focus of the degree. The Sheridan program is more specialized than what we are proposing.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				INFO40025 Information Age Ethics PROG23199 Intermediate Programming (Python) MATH24178 Computer Mathematics 2 SYST19534 Linux Systems Administration DBAS14444 Structured Data Modelling Degree Breadth Elective Semester 3 INFO16529 Security Threats and Risk Assessment PROG36859 Advanced Programming MATH26367 Statistical Methods TELE29599 Internetworking SYST27198 CPU Architecture and Assembly Programming Degree Breadth Elective Semester 4 PROG43431 Multi-tier Programming 1 TELE30004 Network and Distributed Systems Security	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				INFO37721 Information Systems Forensics and Investigation DBAS17370 Database Implementations and Management PROG20025 Algorithm Development and Data Structures Degree Breadth Elective Semester 5 SYST45713 Software Engineering and Secure Software Development INFO33921 Introduction to Cryptology COWT10023 Work-Term and Career Preparation – Degree INFO33192 Windows Administration DBAS35738 Database Security SYST44288 Operating Systems Design and Systems Programming Degree Breadth Elective Semester 6 INFO30004 Information Systems Security Auditing	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				MATH36206 Advanced Cryptology INFO46206 Information Systems Intrusion Detection and Prevention INFO39207 Advanced Information Systems Forensics and Electronic Discovery Degree Breadth Elective Professional Elective 1 Semester 7 INFO36206 ISS Graduation Project (Phase 1) SYST44998 Wireless Security Degree Breadth Elective Professional Elective 2 Semester 8 INFO49402 ISS Graduation Project (Phase 2) INFO40587 Penetration Testing INFO40051 Advanced Topics in Information Security Degree Breadth Elective	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Seneca Polytechnic, Newnham Campus	Honours Bachelor of Data Science and Analytics (DSA)	$3,253.00 per semester	The Honours Bachelor of Data Science and Analytics program is the first-of-its-kind in Ontario. This four-year degree program was designed to meet the growing need for data-driven business solutions. You will learn to identify and interpret data using algorithms and acquire skills to draw meaningful conclusions. Your knowledge will be enhanced through theory and applied learning with the help of case studies, guest speakers and a co-op work experience. As a graduate of this program, you will be uniquely positioned to make an impact by combining solid business strategies with an in-depth knowledge of computer science, statistics and analytics.	**Semester 1** BDA100 Introduction to Data Science BDM100 Discrete Mathematics BDM150 Statistical Methods for Data Science BDP100 Introduction to Programming ENG106 Writing Strategies **Semester 2** BDA200 Security, Privacy and Ethics in Data Science BDD200 Structured Database Design BDM200 Mathematical Methods for Data Science BDP200 Programming for Data Science LSO440 Globalization in the 20th Century and Beyond **Semester 3** BDA300 Data Preparation BDA350 Introduction to Algorithms and Analyzing Data BDD300 Advanced Database Design BDM300 Data Mining	The proposed program is not a Data Science program.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				plus: Liberal Studies Course (1) **Semester 4** BDA420 High Performance Computing BDA450 Simulation and Modelling BDB400 Business Intelligence I BDM400 Introduction to Data Visualization LSP400 Presentation Skills **Semester 5** BDA500 Machine Learning BDB500 Strategic Analysis and Evidence Based Decision-Making BDM500 Predictive Analytics BDM550 Text Mining WTP200 Work Term Preparation plus: Liberal Studies Course (1) **Semester 6** BDA600 Social Media Analytics BDB600 Business Intelligence II - Case Analysis BDB650 Project Management BDM600 Advanced Data Visualization plus: Liberal Studies Course (1)	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Work-Integrated Learning Term DSA771 Data Science Analytics, Co-op **Semester 7** BDA700 Health Analytics BDB700 Risk Management BTM710 Research Methods plus: Liberal Studies Course (1) plus: Professional Options (1) **Semester 8** BDA800 Business Analytics BDA850 Intelligent Systems Analytics BDC800 Capstone Project plus: Liberal Studies Course (1) plus: Professional Options (1)	
Carleton University, School of Information Technology and Algonquin College, School of	Bachelor of Information Technology, Information Resource Management (IRM)	$9,238.37 Year 1 $9,274.13 Years 2, 3, 4	Organizations create and use an unprecedented amount of digital data, which has fundamentally changed the ways in which we work, communicate and provide services. Advances in information technology have created increased demand from employers for graduates with expanded technology skills to manage digital data and convert	Courses To graduate from this program, you will need 20.0 credits, generally completed over four years. The required courses include 1st year Fall: Collections Management, Web Interface Development, Cataloguing,	The proposed program has some overlap with the Bachelor of Information Technology but does not include a library technician component.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Wellness, Public Safety & Community Studies			it into useful information. Jointly offered by Carleton University and Algonquin College, the Information Resource Management (IRM) program meets the needs of our changing information economy.	Introduction to Information Resource Management, IRM Minor Winter: Intro to Programming & Problem Solving, Reference & Information Services, Reader's Advisory Services, Subject Analysis and Indexing, IRM Minor 2nd year Fall: Multimedia Data Management, Intermediate Programming, French Language Course, Classification, Advanced Cataloguing Winter: Introduction to Business, Statistics for Technology, French Language Course, Legal & Business Information, Information Management & Digital Preservation, Data Visualization 3rd year	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Fall: Communication Skills for IRM, Legal Issues in Information Resource Management, Data Analysis & Research Methodology, Metadata for IRM, IRM Minor Winter: Scientific & Medical Information, Project Management, Practicum for IRM 4th year Fall: Marketing in the IT Sector, Library Software, Network Technology, IRM Capstone Project, IRM Minor, Introduction to Deep Learning Winter: Archives & Special Collections, Applied Machine Learning and Big Data Analytics, IRM Capstone Project	
International Comparators					
University of Maryland,	Bachelor of Science, Information	In-state tuition $5,904.50 per semester	The field of information science, particularly in the iSchool, is a field concerned with the intersections of	**Benchmark Courses** MATH115 Precalculus PSYC100 Introduction to Psychology	The proposed program has some similarities with

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
College of Information	Science Major	Out-of-state tuition $20,593.00 per semester	information, people, and technology. Information science is an interdisciplinary field, drawing from other areas of study such as computer science, management, social science, education, and the humanities, but with a focus on individual and institutional users of information and their information needs. In our program students gain the knowledge and the skills for creating information systems, resources, and services that help address society's pressing needs in a variety of contexts and in a variety of private and public sector positions, ranging from financial services to healthcare; from information technology to consulting; and from education to cultural institutions.	STAT100 Elementary Statistics and Probability INST126 Introduction to Programming for Information Science 1 **Major Core Requirements** INST201 Introduction to Information Science INST311 Information Organization INST314 Statistics for Information Science INST326 Object-Oriented Programming for Information Science INST327 Database Design and Modeling INST335 Organizations, Management and Teamwork INST346 Technologies, Infrastructure and Architecture INST352 Information User Needs and Assessment INST362 User-Centered Design INST490 Integrated Capstone for Information Science	University of Maryland's Information Science degree. The proposed program conceives of the field of information in a similar way and is therefore structured similarly as well.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Data Science Specialization Course List INST354 Decision-Making for Information Science INST377 Dynamic Web Applications INST414 Data Science Techniques INST447 Data Sources and Manipulation INST462 Introduction to Data Visualization **Cybersecurity and Privacy Specialization** Choose 5 from below: INST 364 Human-Centered Cybersecurity INST 365 Ethical Hacking INST 366 Privacy, Security, and Ethics for Big Data INST 464 Decision-Making for Cybersecurity INST 466 Technology, Culture, and Society	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				INST 467 Practical Hacking for Policy Making **Digital Curation Specialization** Complete 5 Courses from below: INST 341 Introduction to Digital Curation INST 441 Information Ethics and Policy INST 442 Digital Curation Across Disciplines INST 443 Tools and Methods for Digital Curation INST 448 Digital Curation Research in Cultural Big Data Collections	
University of North Carolina (at Chapel Hill), School of Information and Library Science (SILS)	Bachelor of Science, Information Science Major (BSIS)	In-State tuition 12+ Credit Hours Max Rate $3,509.50 Out-of-State tuition 12+ Credit Hours Max Rate $21,576.00	The **Bachelor of Science in Information Science (BSIS)** can prepare you for an exciting career in a rapidly expanding field. As an information science major, you'll study the creation and management of information content, the characteristics and needs of people who create, consume, and utilize information, and the technologies that support the	Prerequisites *To be completed prior to admission* • MATH 115(link is external), (*Spring only*) - Reasoning with Data: Navigating a Quantitative World ○ Cross listed as BIOL 115, PSYC 115, and STOR 115. • INLS 161, Information Tools	The proposed program has some similarities with University of North Carolina at Chapel Hill's Bachelor of Science in Information Science degree. The proposed program conceives of the field

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			creation, management, preservation, and dissemination of information.	• INLS 201, Foundations of Information Science, *(IDEAS in Action; FC-Knowing)* Core Requirements • INLS 560, Programming for Information Professionals ○ OR COMP 110(link is external), Introduction to Programming, OR COMP 116(link is external), Introduction to Scientific Programming • INLS 382, Information Systems Analysis and Design • INLS 385, Information Use for Organizational Effectiveness • INLS 523, Database Concepts and Applications • INLS 697, Emerging Topics in Information Science (taken in the senior year) Electives	of information in a similar way and is therefore structured similarly as well.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• 15 Credit Hours of Electives that meet the student's objectives/interests/career goals.	
Syracuse University, School of Information Studies	Bachelor of Science, Information Management and Technology	$66,580.00 per year	The School of Information Studies offers a Bachelor of Science degree (B.S.) in Information Management and Technology. This degree program provides a broad introduction to information management, services, and technologies, coupled with a firm foundation steeped in coursework from the liberal arts and sciences. Students learn the most effective ways to find information, assess people's technology needs, and design and manage systems that meet those needs. Coursework in Information Management and Technology teaches students how to locate and acquire information resources; select, manage, and use information technology; and help organizations use information resources to work more efficiently and effectively.	The B.S. degree in Information Management and Technology requires 120 credits, distributed as indicated below. Information Management and Technology Curriculum: 30-31 credits Information Management and Technology Primary Core: 15-16 credits Students who transfer into the iSchool as an IUT or add an iSchool major after their first year of study, are not required to take IST101. • IST 101 - First-Year Forum • IST 195 - Information Technologies • IST 256 - Application Programming for Information Systems • IST 343 - Data in Society • IST 344 - Information Reporting and Presentation	The proposed program has some similarities with Syracuse University's Bachelor of Science in Information Management and Technology degree. The proposed program conceives of the field of information in a similar way and is therefore structured similarly as well.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			The overarching emphasis is on the usefulness of these information systems to people.	• IST 466 - Prof Issues/Info Mgmt & Tech Information Technology: 6 credits Select two courses from the list below. • IST 233 - Introduction to Networks and Cloud Computing • IST 263 - Introduction to Front-End Web Development • IST 323 - Introduction to Information Security • IST 346 - Information Technology Management and Administration • IST 359 - Introduction to Database Management Systems • IST 387 - Introduction to Applied Data Science Information Management: 9 credits Select three courses from the list below. • IST 305 - Globalization, Collaboration, Culture, Systems & Data • IST 335 - Introduction to Information-Based Organizations	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• IST 341 - Human-Centered Design • IST 345 - Managing Information Systems Projects • IST 352 - Information Analysis of Organizational Systems • IST 419 - Economics of Digital Transformation • IST 429 - Technology and the Future of Work Concentrations and Electives: 15 credits Data Analytics Concentration Required • IST 359 - Introduction to Database Management Systems • IST 387 - Introduction to Applied Data Science Concentration Electives: select one course from the list below. • IST 407 - Data Mining • IST 414 - Data Driven Inquiry • IST 418 - Big Data Analytics • IST 421 - Information Visualization	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• IST 462 - Scripting for Data Analysis Digital Retail Strategies Concentration Students who pursue the 18-credit Digital Retail Strategies concentration will be required to take three RMT courses and one additional IST elective, as RMT classes do not count towards the 15 credit IST elective requirement. Required • IST 195 - Information Technologies • RMT 301 - Retailing Fundamentals • RMT 407 - Retail Buying and Planning • RMT 457 - Electronic Retailing and Marketing Concentration Electives: select two courses from the list below. • IST 263 - Introduction to Front-End Web Development • IST 322 - Digital Strategy & Analytics for the Web • IST 486 - Social Media in the Organization • IST 523 - Graphic Design for the Web	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Information Security Management Concentration Required • IST 323 - Introduction to Information Security Concentration Electives: select two courses from the list below. • IST 336 - Leading Issues in Information Security • IST 342 - Information Security Policy • IST 402 - Digital Forensics • IST 425 - Enterprise Risk Management • IST 431 - Security in a Networked Environment • IST 476 - Applied Information Security Innovation, Design, and Startups Concentration Three IDS courses below are required. • IDS 301 - What's the Big Idea?: Technology Innovation • IDS 302 - Idea2Startup • IDS 403 - iLaunchPad	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				Network and Cloud Computing Concentration Required • IST 233 - Introduction to Networks and Cloud Computing Concentration Electives: select two courses from the list below. • IST 346 - Information Technology Management and Administration • IST 408 - Blockchain Management • IST 431 - Security in a Networked Environment • IST 452 - Advanced Computer Networking Project Management Concentration Required • IST 345 - Managing Information Systems Projects Concentration Electives: select two courses from the list below. • IST 352 - Information Analysis of Organizational Systems • IST 425 - Enterprise Risk Management	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• IST 442 - Agile Project Management Methodologies • IST 455 - Enterprise IT Consultation • IST 456 - Information Policies and Decision Making Web Design and Management Concentration Required • IST 263 - Introduction to Front-End Web Development Concentration Electives: select two courses from the list below. • IST 322 - Digital Strategy & Analytics for the Web • IST 341 - Human-Centered Design • IST 349 - Human Computer Interaction • IST 363 - Advanced Front End Web Design • IST 486 - Social Media in the Organization • IST 523 - Graphic Design for the Web	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Cornell University, College of Arts & Sciences	Bachelor of Arts, Information Science	$71,266.00 per year	The BA in Information Science (IS) allows students to study the design and use of information systems in a social context. The field studies the creation, representation, organization, application, and analysis of information in digital form. The focus of Information Science is on technological systems and their use, approached through an interdisciplinary approach with a variety of methodologies.	CORE COURSES • **INFO 1200: Information Ethics, Law, and Policy** – This course investigates the ethical, legal, and social foundations of information. ○ *Note: Students can take INFO 1200 or INFO 1260 to meet the core requirement. Both courses count for credit but only one is needed to meet the core requirement.* • **INFO 1260: Choices and Consequences in Computing** - This course covers a range of ethical, societal, and policy implications of computing and information. ○ *Note: Students can take INFO 1200 or INFO 1260 to meet the core requirement. Both courses count for credit but only one is needed to meet the core requirement.*	The proposed program has some similarities with Cornell University's Bachelor of Arts in Information Science. The proposed program conceives of the field of information in a similar way and is therefore structured similarly as well.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• **INFO 1300: Introductory Design and Programming for the Web** – In this course, students develop skills in all three of these areas through the use of technologies such as XHTML, Cascading Stylesheets, and PHP. • **INFO 2040: Networks** – This interdisciplinary course examines network structures and how they matter in everyday life. The course examines how each of the computing, economic, sociological and natural worlds are connected and how the structure of these connections affects each of these worlds. • **INFO 2450: Communication and Technology** – This course introduces students to the behavioral aspects of Information Science. It examines several approaches to understanding	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				technology and its role in human behavior and society. • **INFO 2950: Introduction to Data Science** – This course teaches basic mathematical methods for information science, with applications to data science. Students are required to take CS 1110, Calculus, and a Statistics course. All students are required to complete three electives that are chosen from the following options: INFO 2300*, INFO 2310*, CS 2110, CS 3110, CS 3410 or any INFO 3000+ or higher course including INFO 4900 (except INFO 4998). These courses must be taken for a letter grade, each must earn three or more credit hours, and all must be completed with a grade of C- or higher. Students	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				may only fulfill one of their electives with INFO 4900 (3 credits or more). *INFO 2300 and INFO 2310 overlap in content so both courses cannot count for credit. CONCENTRATIONS • **Behavioral Science** – This concentration provides students with an in-depth understanding of the behavioral and social aspects of interacting with and through information technology. • **Data Science** – This concentration will equip students to learn about the world through data analytics. • **Digital Culture and Production** – This concentration explores computing as a cultural phenomenon. It equips students to analyze technology's role in society	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				and culture, to understand it historically, and to produce media artifacts. • **Information Ethics, Law, and Policy** – This concentration provides training and insight into the ethical, legal, and policy dimensions of contemporary information technology. • **Interactive Technologies** – This concentration provides students with the analytical and technical skills they need to design and build functional technical systems. • **Networks, Crowds, and Markets** – This concentration helps students to understand formal models, data and policy issues surrounding networked systems.	

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				• **UX (User Experience)** – This concentration is designed to help students gain a better understanding of user experience design through studies in design and user perception.	

Appendix H: Accomplishments in Research

Number of grant/funding applications with participating FOI faculty members by fiscal year (May to April). Improvements in internal tracking were made in 2022-23, allowing us to better capture the breadth of submission activity.

Table 1: Number of Grant/Funding Applications with FOI Faculty Members

Submissions with	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	*2022-23	*2023-24
FOI in lead role	13	15	14	16	18	29	32	48
FOI in non-lead roles on external proposals (e.g., as co-PIs/co-Directors, co-applicants, collaborators)	Data is not tracked systematically. New internal tracking system implemented in 2022-23 enabling, us to better capture externally led applications.						15	18

Total value of FOI-led applications by fiscal year (May to April), with faculty members as Principal Investigators (PIs). The amounts reflect total funds applied for and awarded on applications based on complete proposed budget. They do not reflect sub-grant activity (flowing in or out of FOI).

Table 2: FOI-Led Grant/Funding Application Values

Fiscal Year	Tri-Agency	Other Government	Not-for-Profit	Private Sector	Institutional	Totals
2016-17						
Applied	799,214	140,000		100,207		**1,039,420**
Awarded	341,277			100,207		**441,483**
2017-18						
Applied	1,106,000	36,668,040	288,615			**38,062,655**
Awarded	94,441		49,650			**144,091**
2018-19						
Applied	4,164,044	201,640			193,794	**4,559,478**
Awarded	268,330	37,000			43,794	**349,124**
2019-20						
Applied	1,490,113	1,260,098		90,000	355,000	**3,195,211**
Awarded	895,041	175,097		90,000	100,000	**1,260,138**
2020-21						
Applied	937,114	17,130	405,500	25,000	176,169	**1,560,913**
Awarded	384,108	16,884	45,000	25,000		**470,992**
2021-22						
Applied	3,271,392		1,296,886	176,008	195,752	**4,940,038**
Awarded	515,744		538,000	25,254	23,750	**1,102,748**
2022-23						
Applied	1,535,301	140,000	438,667	2,524,000	450,601	**5,088,569**
Awarded	732,588		438,667	2,524,000	264,461	**3,959,716**
2023-24						
Applied	3,296,657	424,417	385,395	27,000	764,552	**4,898,021**

Fiscal Year	Tri-Agency	Other Government	Not-for-Profit	Private Sector	Institutional	Totals
Awarded	350,567	4,500	99,395	27,000	38,500	**519,962**
Total Applied by Source	**16,599,835**	**38,851,325**	**2,815,063**	**2,942,215**	**2,135,868**	**63,344,306**
Total Awarded by Source	**3,582,096**	**233,481**	**1,170,712**	**2,791,461**	**470,505**	**8,248,255**

Note 1: Outcomes of some FOI-led applications submitted in FY2023-24 are still pending (total value of pending proposals is nearly $686,000).
Note 2: This table does not reflect the engagement of FOI faculty in external applications (i.e., led by other U of T units or other institutions). As examples:

- The total value of such external submissions on which FOI faculty participated was $2.9 million in 2022-23 (with $1.6 million successful) and $22.9 million in 2023-24 (with $1.4 million successful to date). This is the total budget proposed in submitted applications (and not the amount expected to flow to FOI).

Over the 2016-17 to 2023-24 timeframe, FOI administered just over $444,000 in subgrants from successful applications submitted to federal agencies (e.g., SSHRC, New Frontiers in Research Fund, Public Health Agency of Canada).

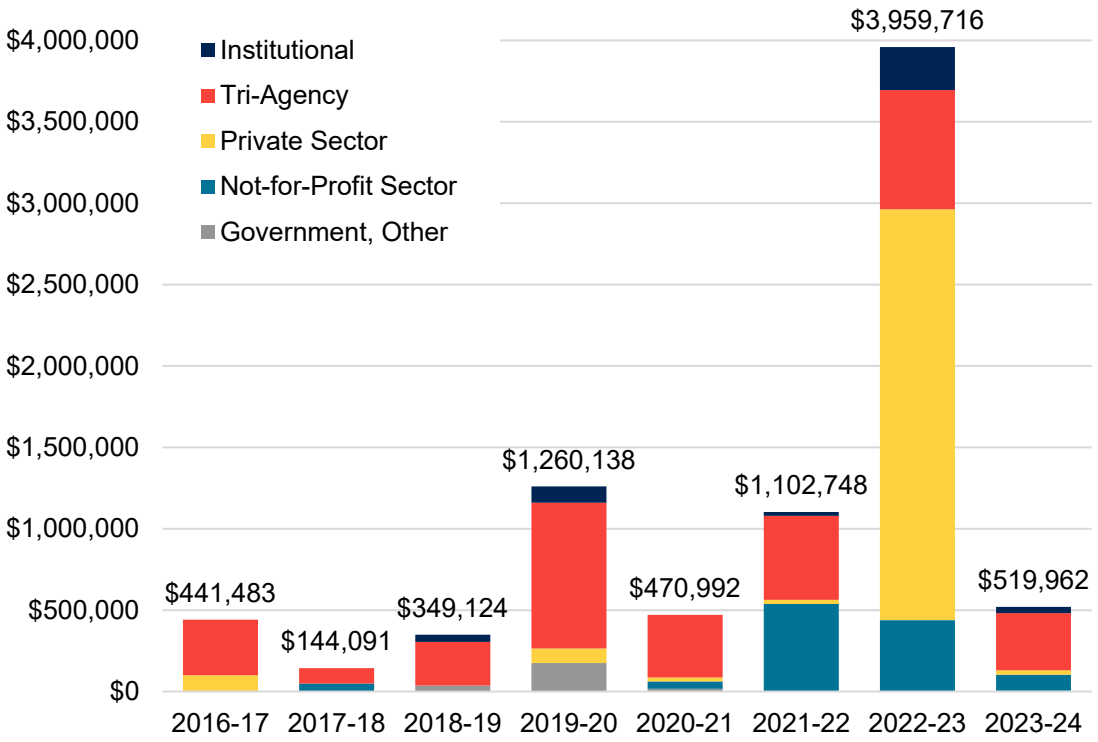


Figure 1: New funding Amounts Secured Through FOI-Led Submissions by Fiscal Year and Source Type

Table 3: External Sponsors for FOI-Led Applications (2016-2017 to 2023-2024)

Sponsor Sector	Examples
Tri-Agency	Natural Sciences and Engineering Research Council (NSERC) Social Sciences and Humanities Research Council (SSHRC)

Sponsor Sector	Examples
Government, Other	Canada Foundation for Innovation (CFI) Government of Ontario Office of the Privacy Commissioner Smithsonian National Museum of Natural History
Not-for-Profit Sector	Canadian Institute for Advanced Research (CIFAR) Mitacs
Private Sector	IBM LG Electronics Microsoft Naver/Wattpad
Institutional	Connaught Fund Critical Digital Humanities Institute (CDHI) Data Sciences Institute (DSI) Jackman Humanities Institute Learning & Education Advancement Fund (LEAF/LEAF+) Major Research Project Management (MRPM) Fund School of Cities Schwartz Reisman Institute for Technology and Society

Number of FOI-led applications per fiscal year (May to April) to all external SSHRC programs. Small-scale institutionally administered SIG/Explore/Exchange funds are not included.

Table 4: Number of FOI-Led Applications by Fiscal Year

Number of applications	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Successful	5	2	3	3	3	2	3	4
Unsuccessful	4	5	3		2	1	1	4
Pending								
Total	9	7	6	3	5	3	4	8

Participation rate in SSHRC programs by fiscal year (May to April). Small-scale institutionally administered SIG/Explore/Exchange funds are not included. Participation rate is defined as number of eligible faculty applying for/holding SSHRC funding.

Table 5: Participation Rate in SSHRC Programs by Fiscal Year

Number of faculty	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
with subject matter eligible to apply to SSHRC	18	18	18	18	22	22	22	23
holding SSHRC funds and/or applying to SSHRC as PIs	11	13	9	8	11	11	14	15
holding SSHRC funds and/or applying to SSHRC in any	14	16	12	11	14	16	18	18

Number of faculty	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
role (including co-PI/co-applicants)								
Participation rate for PI roles	61%	72%	50%	44%	50%	50%	64%	65%
Participation rate in any role	78%	89%	67%	61%	64%	73%	82%	78%

Participation rate in NSERC's Discovery Grant (DG) program by fiscal year (May to April). Participation rate is defined as number of eligible faculty applying for/holding NSERC DG funding.

Table 6: Participation Rate in NSERC's Discovery Grant Program by Fiscal Year

Number of faculty	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
with subject matter eligible to apply to NSERC DG	4	4	4	5	8	10	11	11
holding DG funds	3	2	2	4	4	7	9	8
applying to DG (unsuccessfully)	1	1	1	0	1	2	1	2
Total number holding/applying	4	3	3	4	5	9	10	10
Participation rate	100%	75%	75%	80%	63%	90%	91%	91%

NSERC Discovery Grant (DG) application success rates by fiscal year (May to April). Note that transfers are not included here (i.e., a DG being transferred by a faculty member joining U of T from another institution). National success rates are obtained from NSERC's Competition Statistics Dashboard.

Table 7: Success Rates of NSERC Discovery Grant Applications by Fiscal Year

Number of DG applications	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Successful	0	0	1	2	0	3	1	0
Unsuccessful	1	1	1	0	1	2	1	2
Total number	1	1	2	2	1	5	2	2
Divisional success rate	0%	0%	50%	100%	0%	60%	50%	0%
National success rate	66%	66%	66%	67%	66%	57%	68%	58%

Number of FOI-led applications to institutional sources by fiscal year (May to April). U of T has seen an increasing number of programs established in recent years, many of which are applicable to our faculty members. Examples of sources applied to include the Data Sciences Institute, the Connaught Fund, School of Cities, Schwartz Reisman Institute, Office of the Vice-Provost in Undergraduate Education, and the Jackman Humanities Institute. Faculty participation on grants led by other divisions and centres is not reflected.

Table 8: Number of FOI-Led Applications to Institutional Sources by Fiscal Year

Number of Applications to Internal Programs	*2016-17	*2017-18	*2018-19	*2019-20	*2020-21	*2021-22	2022-23	2023-24
Successful			1	2		2	12	7
Unsuccessful			1		2	3	4	7

Number of Applications to Internal Programs	*2016-17	*2017-18	*2018-19	*2019-20	*2020-21	*2021-22	2022-23	2023-24
Pending								7
Total	0	0	2	2	2	5	16	21

*Note: Without past internal tracking, only applications submitted via the internal e-approval process (My Research Applications, MRA) or listed in the Research Information System (RIS) are counted. Since many internal programs do not require this e-approval, historical application data are likely undercounts. Internal tracking of all submissions (with or without MRA) commenced in Sep. 2023. This captures a wider range of applications but does rely on reporting by individual PIs.

Academic outputs generated between 2016 and 2024. An estimated 1,858 different outputs were generated by appointed faculty, with >49% appointment to the Faculty of Information.

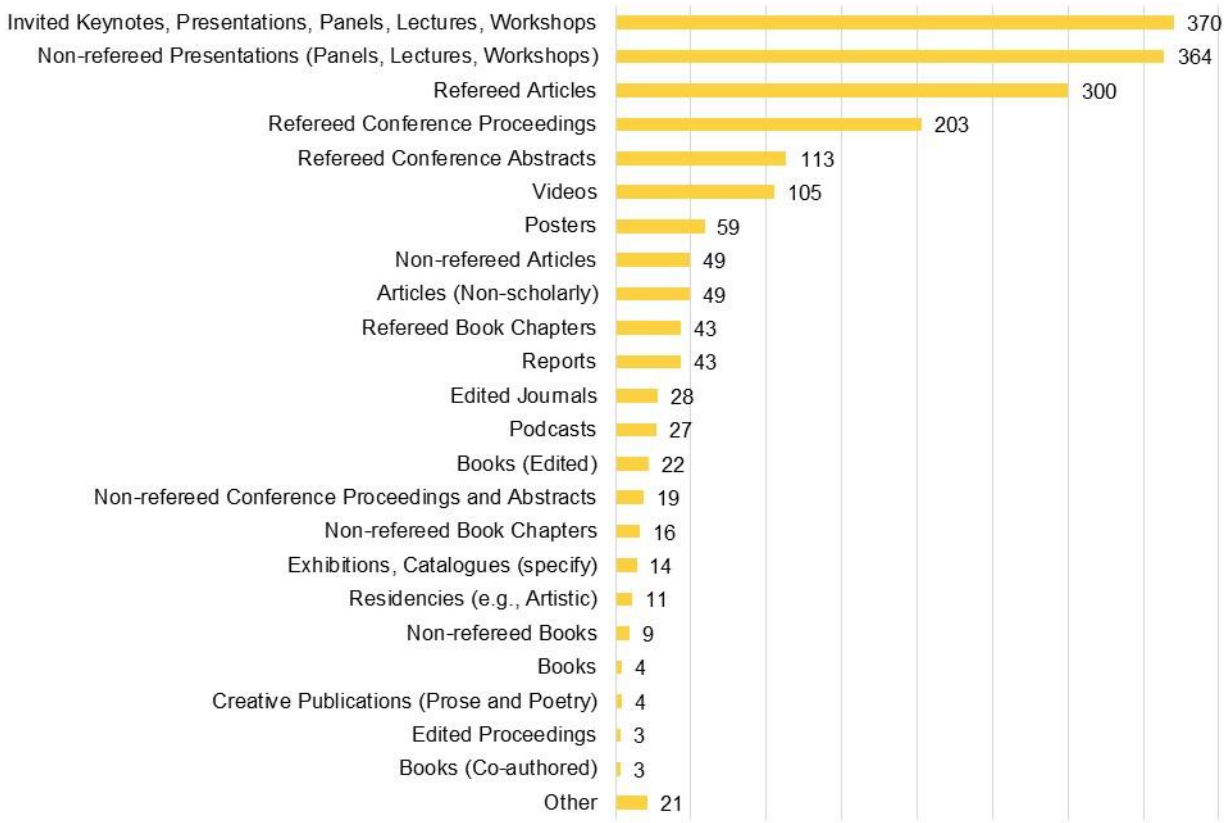


Figure 2: Academic Outputs Generated Between 2016 and 2024

Table 9: Number of Publication and Research/Service Awards Received by Year

Year	Publication Awards	Research and Service Awards (including teaching)	Totals
2016-17	1	1	2
2017-18	3	3	6
2018-19	4	1	5
2019-20	6	4	10
2020-21	3	5	8
2021-22	2	4	6
2022-23	1	1	2
2023-24	1	6	7
Totals	21	25	46

List of awards won by faculty members from 2016 to 2024 (divisional, university-wide, and external).

Table 10: List of Awards Won by Faculty Members from 2016 to 2024

Last Name	First Name	Award	Organization	Year
Andritsos	Periklis	Best Paper Award	IEEE International Conference on Data Sciences and Systems (DSS) 2017	2017-18
Andritsos	Periklis	Best Paper Award	European Conference on Advances in Databases and Information Systems (ADBIS)	2019-20
Becker	Christoph	Emerald Literati Network Highly	Emerald Publishing	2016-17

Last Name	First Name	Award	Organization	Year
		Commended Paper Award		
Becker	Christoph	W. Kaye Lamb Prize	Association of Canadian Archivists	2018-19
Becker	Christoph	Best Paper Award	International conference on ICT for sustainability	2019-20
Caidi	Nadia	Emerald Literati Network Outstanding Research Article	Emerald Publishing	2017-18
Caidi	Nadia	Outstanding Paper Award	International Journal of Information, Diversity and Inclusion	2018-19
Caidi	Nadia	David Cohen/EMIERT Multicultural Article Award	American Library Association	2018-19
Caidi	Nadia	Pratt-Severn Faculty Innovation Award	Association for Library and Information Science Educators (ALISE)	2019-20
Caidi	Nadia	Outstanding Paper Awards	International Journal of Information Diversity and Inclusion	2019-20
Caidi	Nadia	Watson Davis Award for Service	Association for Information Science & Technology	2020-21

Last Name	First Name	Award	Organization	Year
Caidi	Nadia	ASIS&T Distinguished Member	Association for Information Science & Technology	2023-24
Caidi	Nadia	Best Poster Award	Annual Meeting of the Association for Information Science & Technology (ASIS&T)	2023-24
Chandra	Priyank	Best Paper Award & Diversity and Inclusion Recognition	Proceedings of the ACM on Human-Computer Interaction	2020-21
Choo	Chun Wei	Research in Information Science Award	Association for Information Science and Technology	2021-22
Duff	Wendy	Council Exemplary Service Award	Society of American Archivists	2020-21
Foscarini	Fiorella	Emerald Literati Network Highly Commended Paper Award	Emerald Publishing	2019-20
Foscarini	Fiorella	Fellow	Association of Canadian Archivists	2023-24
Foscarini	Fiorella	Emerald Literati Network Outstanding Paper Award	Emerald Publishing	2023-24

Last Name	First Name	Award	Organization	Year
Furness	Colin	Eugenie Stuart Award - Best Instructor	Institute for Health Policy, Management, and Evaluation, University of Toronto	2019-20
Furness	Colin	Community Builder Award	Harbord Village Residents' Association	2021-22
Galey	Alan	Katherine Kyes Leab and Daniel J. Leab Exhibition Award	Association of College & Research Libraries	2017-18
Grimes	Sara	Gertrude J. Robinson Book Prize	Canadian Communication Association	2021-22
Guha	Shion	CSCW Impact Recognition Award	Association for Computing Machinery	2021-22
Guha	Shion	CHI Best Paper Award	Association for Computing Machinery	2022-23
Hartel	Jenna	Excellence in Teaching Award	Association for Library and Information Science Educators (ALISE)	2017-18
Hartel	Jenna	ASIS&T Lecture Series award	Association for Information Science & Technology	2018-19
Hartel	Jenna	Elfreda A. Chatman Research Proposal Award	Association for Information Science & Technology	2019-20

Last Name	First Name	Award	Organization	Year
Hartel	Jenna	Faculty Innovation Award	ALISE/Pratt-Severn	2021-22
Hartel	Jenna	ASIS&T SIG-USE Outstanding Contribution to Information Behaviour Research Award	Association for Information Science and Technology (ASIS&T)	2022-23
Hartel	Jenna	Outstanding Information Science Teacher Award	Association for Information Science and Technology	2023-24
Howarth	Lynne	ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services	Association for Library and Information Science Educators (ALISE)	2017-18
Howarth	Lynne	Outstanding Paper Awards	International Journal of Information Diversity and Inclusion	2019-20
Hutcheson	Maggie	Big on Bloor Community Leader Award	Community Cultural Spaces Trust	2023-24

Last Name	First Name	Award	Organization	Year
Keilty	Patrick	J. Franklin Jameson Archival Advocacy Award	Society of American Archivists	2017-18
Keilty	Patrick	Society for Social Studies of Science (4S) Infrastructure Award	Society for Social Studies of Science	2020-21
Lyons	Kelly	Distinguished Reviewer Award	International Conference on Software Engineering (ICSE)	2018-19
Lyons	Kelly	Distinguished Service Award	CS-Can|Info-Can	2023-24
MacNeil	Heather	W. Kaye Lam Prize	Association of Canadian Archivists	2023-24
Pandeliev	Velian	Outstanding Instructor Award	Faculty of Information, University of Toronto	2020-21
Ratto	Matthew	Minister of College and Universities Awards of Excellence	Government of Ontario	2020-21
Shachak	Aviv	Eugenie Stuart Award for teaching	Institute of Health Policy, management and Evaluation, University of Toronto	2023-24
St-Cyr	Olivier	Master of Information Student Council	Faculty of Information, University of Toronto	2016-17

Last Name	First Name	Award	Organization	Year
		(MISC) Outstanding Instructor Award		
St-Cyr	Olivier	University of Toronto Early Career Teaching Award	University of Toronto	2020-21
Tang	Anthony	Best Paper	2021 ACM Interactive Surfaces and Spaces Conference (ACM ISS 2021)	2021-22
Wang	Tao	Best Paper	Communication, Technological Innovation, and Organization Division at the Academy of Management Conference	2023-24
Xue	Jia	Ivan Sun Outstanding Young Scholar Research Award	Association of Chinese Criminology and Criminal Justice (ACCCJ), The American Society of Criminology	2023-24
Yu	Eric	Peter P. Chen Award	Elsevier	2019-20
Yu	Eric	Project of the Year Award	IBM Center for Advanced Studies	2019-20
Yu	Eric	ER Fellow Award at the 41st International	Annual Conceptual Modeling Conference	2021-22

Last Name	First Name	Award	Organization	Year
		Conference on Conceptual Modeling (ER'22)		

Appendix I: Accomplishments in Service

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Alexander, Rohan	• Director, Technical Skills Curriculum & Instruction, Data Science Institute (2021-present)	• President-elect, Data Science and Analytics Section, Statistical Society of Canada (2023-24) • Assistant Director, Canadian Statistical Sciences Institute (CANSSI) Ontario (2021-2024)	
Battershill, Claire	• Interim Director, Critical Digital Humanities Initiative (CDHI) (2024)	• Academic Advisory Board Member, Bloomsbury Digital Collections (2022-present)	• Editorial Board Member, Papers of the Bibliographical Society of Canada (PBSC) (2018-2020)
Becker, Christoph	• Director, Digital Curation Institute, Faculty of Information (DSI) (2014-present)	• Co-founder and Editorial Board Member of ACM Journal on Responsible Computer (2022)	

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Bernstein, Malayna	• Centre for Teaching Support & Innovation Academic Advisory Group (2022-present) • Director, Learning Hub, Faculty of Information (2021-present)		

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Caidi, Nadia	• Global Scholars Initiative, Faculty Liaison (2018-20)	• Executive Board Member, Council of Scientific Society Presidents (CSSP) (2016-19)	• Conference Committee Board Member, Congres des Professionnels de l'Information (CPI) (2022-24) • Comite Scientifique, Colloque International sur le Document Électronique (CIDE), Gresec – Université Grenoble Alpes et laboratoire Paragraphe (2022) • Steering committee, National Steering Committee on Technology (NCST), (2022-present) • Advisory Committee, Orientation to Canada and Group Settlement Orientation, Immigration Refugee Citizenship Canada (2016-20)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Chandra, Priyank			• Area Editor, Development, Economics and Policy, ACM Journal on Computing and Sustainable Societies • Editorial Board Member, Journal of Posthumanism
Elshakankiri, Maher		• Co-Chair, SIGCSE Virtual, SIGCSE (Special Interest Group on Computer Science Education) (2024)	• Member, Internet of Things and Digital Twins Committee, Standards Council of Canada (2022-present)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Foscarini, Fiorella	• Member, Stakeholders Committee, Head of Rare Books and Special Collections, UTL (2023) • Member, University's Data Governance (DG) Council (2022) • Advisory Board Member, Jackman Humanities Institute (2019-22) • Member, Academic Scenario Planning Working Group (2020) • Interim Director, Book History and Print Culture Program (2020) • Member, Special Committee for the Appointment of Academic	• Co-Editor-in-Chief, Archival Science (2023-present) • General Editor, Archivaria (2019-22) • Senior Associate Editor, Archivaria (2018-23) • Co-Editor-in-Chief, Records Management Journal (2015-19)	• Member, Mirror Committee for ISO/TC46/SC11 Archives/Records Management, Standards Council of Canada (SCC) (2013-present)
Furness, Colin		• Chair, Excellence in Teaching Award Committee, Association for Library and Information Science Education (ALISE) (2020-23)	

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Galey, Alan	• Member, Thomas Fisher Rare Book Library Steering Committee (2016-present) • Member, Adjudication Committee, Connaught PhDs for Public Impact Fellowship (2023) • Director, Book History and Print Culture Collaborative Program (2017-22) • Member, Library Committee, Massey College (2017-22)	• Member, Board of Directors (Chair, 2017–2019), Society for the History of Authorship, Reading, and Publishing (SHARP) (2015-23) • Member, Board of Directors, Society for Textual Scholarship (2016-21)	• Member, Editorial Board, Cambridge Elements series on Shakespeare and Performance, Cambridge University Press (2018-present)
Hartel, Jenna			• Member, Editorial Board, Information Matters (2023-present)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Keilty, Patrick	• UTFA Council Representative for Faculties of Information and Social Work (2023-6) • Awards Committee, University College (2021-present) • Steering Committee, Critical Digital Humanities Initiative (2020-24) • Archives Director, Sexual Representation Collection, Bonham Centre for Sexual Diversity Studies (2018-23) • Steering Committee, Bonham Centre for Sexual Diversity Studies (2012-20)	• Editor-in-Chief, Catalyst: Feminism, Theory, Technoscience (Co-Lead Editor) (2017-19) • Co-Chair, Adult Film History Scholarly Interest Group, Society for Cinema and Media Studies (2020-23) • Treasurer, Sexuality Studies Association (2020-23)	

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Krmpotich, Cara	• Academic Colleague, Council of Ontario Universities; COU Board member (2018-20) • Member, Academic Board, University of Toronto (2017-20) • Member, Jackman Humanities Institute Advisory Panel (2015-2018)	• Past-President, Council for Museum Anthropology (2020-22) • President, Council for Museum Anthropology (2018-20) • President-Elect, Council for Museum Anthropology (2016-18) • Board Member, Ontario Museum Association (2021-23)	

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Lyons, Kelly	• Acting Vice Dean, Research and Program Innovation, SGS (2023) • Member, Academic Continuity Leadership Group, Office of the Vice Provost, Academic Programs and Vice-Provost, Innovations in Undergraduate Education (OVPIUE), University of Toronto (2020-1) • Member, Teaching and Learning Technology Advisory Committee (TLTAC), OVPIUE (2020-1) • Member, Academic Continuity Working Group, OVPIUE, University of Toronto (2019-2020)	• Chair, Awards Committee, for the Canadian Association of Computer Science/Association Informatique Canadienne (CS-Can|Info-Can) Appointed (2019-Present) • Chair, Program Committee of NSERC CREATE on Software Analytics Research (SOAR) (2022-2027) • Board Member, Canadian Association of Computer Science/Association Informatique Canadienne (CS-Can|Info-Can), Elected, 2020-2023 • Board Member, INFORMS Service Science Section, Elected (2020-2022)	• Member, IEEE Computer Society Technical Council on Software Engineering (TCSE) Distinguished Synergy Award Committee (2022-23) • Member, External Advisory Board, Appointed, Centre for Innovation in Computing at Lassonde, York University (2014-2023)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
MacNeil, Heather	• Member, OVPIUE Course Evaluation Advisory Group (2023) • Member, VPAP Academic Continuity Leadership Group (2020-23) • Member, University Tenure Appeals Committee (2018-21)		• Member, Nominations and Awards Committee, Association of Canadian Archivists (2021-23)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
Ross, Seamus	• Senate Committee on Academic Planning, University of St Michael's College (2016-23) • University Tribunal (2021-23) • School of Graduate Studies Tenure Assessor (2017-22)	• Member, Steering Group of International Conference on Digital Preservation (2009–23) • Co-Chair, Task Force on "European Resource Citation and Object Identity Standardization" (2015–17)	• Member, Advisory Board of the European Holocaust Research Infrastructure, Phase 2 (2015–20) • Member, Panel of Experts for the University of Melbourne's Digital Preservation Project (2016–19) • Member, Joint ALISE/ALA Committee for Accreditation Reform in Education (CARE) (2015–17) • Member, Standing Committee on Education and Training of the International Federation of Library Associations and Institutions (2013–17)

Faculty member	University Level Service	Leadership Roles in Professional Organizations	Other
St-Cyr, Olivier	• CTSI Academic Advisory Committee: 2018 – 2022; 2023 – Present • Course Evaluation Advisory Group: 2024 – Present • Academic Technology Reference Group (ATRG) Committee: 2023 – 2024 • Centre for Community Partnerships (CCP) Advisory Committee: 2019 – 2021 • Transforming the Instructional Landscape (TIL) Advisory Committee: 2018 – 2022	• ACM Education Advisory Committee: 2019 – Present • Chair of the HCI Education Committee of the ACM Special Interest Group on Computer-Human Interaction (SIGCHI): 2019 – 2022 • Co-Editor-In-Chief of ACM EngageCSEdu: 2024 – Present	• Member of ACM/IEEE-CS/AAAI CS 2023 Computing Curricula, Human-Computer Interaction sub-group: 2021 – 2023.
Stevenson, Siobhan	• Research Ethics Board (2018-20) • SGS Graduate Education Council Member (2016-22)	• Editorial Board, Public Library Quarterly (2016-present)	

Appendix J: Support Letters

UNIVERSITY OF WATERLOO

April 9th, 2025

Professor Maher Elshakankiri
Bachelor of Information Program Director
Faculty of Information
University of Toronto

Dear Professor, Elshakankiri,

I am writing to express my strong support for the proposed four-year, first-entry Bachelor of Information (BI) program at the University of Toronto. As AVP Innovation at University of Waterloo and formerly, as an executive in the IT industry for over 20 years, I recognize the increasing importance of professionals who not only have technical expertise but also a deep understanding of how information systems are shaped by social, cultural, and ethical considerations.

Government agencies and public institutions rely on skilled professionals who analyze, manage, and ethically steward information in a rapidly evolving digital landscape. The BI program's emphasis on human-centered design, policy-driven information management, and data stewardship is particularly relevant to the public sector. By integrating interdisciplinary approaches from social sciences, humanities, and technology, graduates will be well-equipped to tackle challenges such as data governance, privacy regulations, and equitable access to information—all of which are critical in public service.

Moreover, the program's inclusion of Work-Integrated Learning (WIL) opportunities ensures that students gain hands-on experience in real-world public sector environments, preparing them to contribute effectively to government initiatives, public data management, and digital transformation efforts. Additionally, the capstone project and advanced courses in analysis and design offer valuable opportunities for students to collaborate directly with industry partners on practical projects, enhancing their readiness for professional roles in the information sector.

I fully support this program and believe it will strengthen the pipeline of professionals ready to serve in government agencies, cultural institutions, and policy-driven organizations. I look forward to seeing its impact on shaping ethical and effective information practices in the public domain.

sincerely,

Sanjeev Gill
Associate Vice-President Innovation
University of Waterloo

519-888-4567 | uwaterloo.ca | 200 UNIVERSITY AVENUE WEST, WATERLOO, ON, CANADA N2L 3G1

wundle
mobile

Suite 500, 600 Bay Street. Toronto, ON. M5G1M6
1-800-433-1698

March 25, 2025

Professor Maher Elshakankiri
Bachelor of Information Program Director
Faculty of Information
University of Toronto

Dear Professor Maher Elshakankiri,

I am writing to express my wholehearted support, as Luke MacKay, CEO of Wundle Mobile, for the innovative transition from the current two-year Bachelor of Information program to a new four-year program that accepts high school students directly. This initiative aligns perfectly with Wundle Mobile's commitment to fostering educational excellence and empowering the next generation of professionals in the information management and data analysis sectors.

At Wundle Mobile, we recognize the importance of comprehensive education that combines theoretical foundations with practical experience. The enhanced curriculum you propose, which includes foundational theories, technical skills, human-centred design, ethics, and equity, will undoubtedly equip students with the skills necessary to thrive in a rapidly evolving data-intensive world. The incorporation of Work-Integrated Learning (WIL) opportunities, such as co-op placements and capstone projects, is particularly commendable as it bridges the gap between academia and industry, providing students with invaluable real-world experience.

As a telecommunications company dedicated to innovation and customer satisfaction, we understand the value of well-rounded professionals who can navigate complex data landscapes with ease. The expanded program will not only enrich students' educational journeys but also better prepare them for careers in information management and related fields. This, in turn, will contribute to a more skilled and adaptable workforce that can meet the demands of an increasingly digital society.

Wundle Mobile is eager to explore opportunities for collaboration with your institution. We believe that our expertise in telecommunications and data management could complement your program by providing industry insights, potential internship opportunities, or even mentorship programs for students. By working together, we can ensure that graduates are not only theoretically sound but also practically equipped to excel in their chosen careers.

Please let us know how we can best support this initiative. We are excited about the potential for partnership and look forward to discussing ways in which we can contribute to the success of this program.

Thank you for your dedication to enhancing educational opportunities for students.

Warm regards,

Luke MacKay
CEO, Wundle Mobile

April 9, 2025

Professor Maher Elshakankiri

Bachelor of Information Program Director

Faculty of Information

University of Toronto

Dear Professor Elshakankiri,

I am pleased to express my support for the proposed four-year, first-entry Bachelor of Information (BI) program at the University of Toronto. In the private sector, we continue to see growing demand for professionals who are not only technically capable but also attuned to the broader contexts in which digital systems operate.

The BI program stands out for its thoughtful integration of technology, design, and critical thinking. Its curriculum addresses essential skills that are increasingly vital in today's fast-moving and complex business environment. The emphasis on ethical considerations and interdisciplinary perspectives also speaks to the kind of well-rounded professionals we look for in our teams.

What sets this program apart is its strong focus on applied learning. Through the Capstone Project and Work-Integrated Learning options, students will have a chance to work on real problems with real stakes—an experience that brings tremendous value to both students and industry collaborators. The inclusion of upper-year design and analysis courses offers even more touchpoints for engagement and partnership between students and companies like ours.

We welcome the opportunity to collaborate with students in this program and are confident that it will produce graduates who are ready to contribute meaningfully to the private sector.

Sincerely,

Michelle Donaghy

Team Lead, Early Talent

Score Media & Gaming Inc.(theScore)

CHM

Computer History Museum
1401 N. Shoreline Blvd
Mountain View, CA 94043
T 650.810.1010
F 650.810.1055
computerhistory.org

April 14, 2025
Professor Maher Elshakankiri
Bachelor of Information Program Director
Faculty of Information
University of Toronto

Dear Professor Elshakankiri,

I am pleased to offer my support for the University of Toronto's proposed four-year Bachelor of Information (BI) program. In an era where information shapes public discourse, advocacy, and decision-making, it is critical that professionals entering the workforce understand the ethical, cultural, and social responsibilities associated with information systems.

Non-profit, cultural and advocacy organizations rely on data management, digital accessibility, and ethical information practices to serve communities effectively. The BI program's interdisciplinary approach—integrating social sciences, humanities, and technology—will develop graduates who can support digital equity, information access, and ethical data use within the non-profit sector. These skills are particularly valuable for organizations focused on human rights, environmental advocacy, cultural preservation, and public policy.

Moreover, the program's commitment to Work-Integrated Learning (WIL) and experiential education ensures that students engage directly with community organizations, applying their knowledge to projects that have meaningful social impact. By training students in areas such as data justice, digital literacy, and ethical AI, the program fosters a new generation of professionals dedicated to using information for social good.

I fully support the Bachelor of Information program and believe it will create a pipeline of graduates who are not only technically proficient but also deeply committed to equity, inclusion, and ethical information practices. I look forward to seeing the positive contributions BI graduates will make in the non-profit, cultural and advocacy sectors.

Sincerely,

Kirsten Tashev
Chief Curatorial & Exhibitions Officer
Computer History Museum

April 14, 2025

Professor Maher Elshakankiri

Bachelor of Information Program Director

Faculty of Information

University of Toronto

Dear Professor Elshakankiri,

It is with great conviction that I offer my support for the University of Toronto's proposed four-year Bachelor of Information (BI) program. In the current knowledge-based economy, organizations across diverse sectors increasingly depend on skilled professionals who possess the ability to manage and interpret complex data, design ethical and robust information systems, and lead innovation in response to the rapid evolution of technology.

The BI program's emphasis on data science, cybersecurity, human-centred design, and digital systems is closely aligned with the competencies demanded by the private sector. By integrating interdisciplinary study with rigorous technical training, the program is poised to cultivate graduates who are uniquely equipped to bridge the divide between technological innovation and strategic business objectives—an asset of growing importance in industries such as technology, consulting, finance, and healthcare.

The program's Co-op opportunities and Capstone Project give students meaningful exposure to industry practices, allowing them to apply classroom knowledge to complex, real-world challenges. This experience strengthens both their technical and strategic skills, preparing them for diverse roles in areas such as data analytics, information security, product development, and systems design. In addition, upper-year courses focused on analysis and design create further opportunities for students to collaborate with industry partners on applied projects, deepening their professional readiness.

I offer my full support for this program and am confident that it will play a pivotal role in preparing a new generation of professionals equipped to thrive in the dynamic digital economy. I also look forward to exploring future opportunities for meaningful collaboration between industry partners and students of the BI program

Sincerely,

Shahla Aly

Member, Dean's Advisory Circle