The following Motions and Documents were considered by the GFCAcademic Standards Committee at its Thursday, April 21, 2016 meeting:

Agenda Title: **Office of the Registrar: Proposed Approval and Denial of Transfer Credit for April 2016**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed approval and denial of Transfer Credit for April 2016, as submitted by the Office of the Registrar

Final Item 4A

Agenda Title: **Faculty of Arts: Proposed Changes to existing Academic Standing Requirements - Honors Philosophy**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, proposed approval of existing academic standing requirements - Honors Philosophy, as submitted by the Faculty of Arts

Final Item 4B

Agenda Title: **Proposal from the Faculty of Graduate Studies & Research: Time Limit for Completion of Graduate Programs**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the policy for Time Limit for Completion of Graduate Programs as proposed by the Faculty of Graduate Studies and Research as amended, and as set forth in Attachment 1, to be effective 2017/18.

Final Item 5

Agenda Title: **Proposed Changes to Academic Standing (Re-examinations), Faculty of Arts**

CARRIED MOTION: THAT GFC Academic Standard Committee approve, with delegated authority from General Faculties Council, the changes to academic standing (re-examination) as proposed by the Faculty of Arts and as set forth in Attachment 1, to take effect in 2017/18.

Final Item 6

Agenda Title: **Proposal for an Embedded Credit Certificate in Interdisciplinary Leadership Studies, Faculty of Business**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to General Faculties Council the approval of the Embedded Credit Certificate in Interdisciplinary Leadership Studies as submitted by the Faculty of Business as amended and as set forth in Attachment 1 (as amended) to be effective upon approval.

Final Item 7

OUTLINE OF ISSUE

4A. Office of the Registrar: Proposed Approval and Denial of Transfer Credit for April 2016

4B. Faculty of Arts: Proposed changes to Existing Academic Standing Requirements – Honors Philosophy

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Lisa Collins, Vice-Provost and Registrar; Rebecca Nagel, Associate Dean, Faculty of Arts
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the *University Calendar*; see individual items for specific affected *Calendar* sections. Updates the *Alberta Transfer Guide*.
Timeline/Implementation Date	Item 4A: To take effect upon approval Item 4B: To take effect in 2017-18
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	***Dare to Discover*** Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act (PSLA)***: The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the *PSLA* gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)). 2. **PSLA**: The *PSLA* gives Faculty Councils the authority to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)). 3. **UAPPOL Academic Standing Policy**: "All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the

University Calendar."

4. **UAPPOL Academic Standing Regulations Procedures**: "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar."

5. **GFC Academic Standards Committee (ASC) Terms of Reference (*Mandate*)**: The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC's terms of reference provide that "the term '**routine and/or editorial**' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy" (3.A.i).

Section 3 of GFC ASC's Terms of Reference state:

"**B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation

	Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006) […] 6. **GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide)**: GFC ASC's delegated authority from GFC extends to the following: "i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications. ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta. iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta." (3.D.i-iv.) 7. **UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure)**: "The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements…Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement."

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Faculty Councils; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic)
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee – April 21, 2016
Final Approver	GFC Academic Standards Committee - April 21, 2016

Attachments:
1. Attachment A (pages 1 - 7): Office of the Registrar (Transfer Credit)
2. Attachment B (page 1): Faculty of Arts, Honors Philosophy

Prepared by Meg Brolley, Coordinator, GFC Academic Standards Committee, c/o University Governance, meg.brolley@ualberta.ca

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
AMBROSE UNIVERSITY				
129179	PH 125 (3)	AUPHI 1XX (3)		Ambrose's PH 125 (3) was previously approved for PHIL 102 (3). The new agreement will be: PH 125 (3) = PHIL 102 (3) OR AUPHI 1xx (3).
GRANDE PRAIRIE REGIONAL COLLEGE				
140048	PF 1980 (3)	PAC 1XX (3) OR AUPAC 133/2XX/ AUPED 1XX (3)		
KEYANO COLLEGE				
140578	EDPY 302 (3)	EDPY 302 (3)		
128863	PEDS 303 (3)	AUPED 261 (3)		Keyano's PEDS 303 (3) was previously approved for KIN 303 (3). The new agreement will be: PEDS 303 (3) = KIN 303 (3) OR AUPED 261 (3).
139191	PHIL 375 (3)	PHIL 375 (3)		
KING'S UNIVERSITY COLLEGE				
140414	CMNA 350 (3)	Option 2XX [Arts] (3) OR AUDRA 3XX (3)	Credit allowed for only one of King's CMNA 350 or DRAM 350 at UofA.	
127692	CMPT 315 (3)	AUCSC 3XX (3)		King's CMPT 315 (3) was previously approved for CMPUT 3xx (3). The new agreement will be: CMPT 315 (3) = CMPUT 3xx (3) OR AUCSC 3xx (3).

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
KING'S UNIVERSITY COLLEGE				
140429	DRAM 320 (3)	ENGL 2XX (3) OR AUDRA 312 (3)	Student will not also receive credit for ENGL 338 or 339 at UofA.	
140421	DRAM 350 (3)	Option 2XX [Arts] (3) OR AUDRA 3XX (3)	Credit allowed for only one of King's CMNA 350 or DRAM 350 at UofA.	
140436	ENGL 315 (3)	AUENG 2XX (3)		King`s ENGL 315 (3) was previously approved for ENGL 2xx (3). Student will not also receive credit for ENGL 320 at UofA. The new agreement will be: ENGL 315 (3) = ENGL 2xx (3) OR AUENG 2xx (3). Student will not also receive credit for ENGL 320 at UofA.
140467	PSYC 310 (3)	Option 2XX [Arts] (3) OR AUPSY 2XX [Arts] (3)	Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Psychology or Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA.	
140452	SOCI 310 (3)	Option 2XX [Arts] (3)	Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA.	

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
KING'S UNIVERSITY COLLEGE				
140460	SSCI 310 (3)	Option 2XX [Arts] (3)	Student will not also receive credit for SOC 418 at UofA. This course will not apply to a Sociology major or minor in the Faculty of Arts at UofA. Credit allowed for only one of King's PSYC 310, SOCI 310 or SSCI 310 at UofA.	
LAKELAND COLLEGE				
128239	CLASS 280 (3)	AUCLA 2XX (3)		Lakeland's CLASS 280 (3) was previously approved for CLASS 280 (3). The new agreement will be: CLASS 280 (3) = CLASS 280 (3) OR AUCLA 2xx (3).
128225	HIST 294 (3)	AUHIS 2XX (3)		Lakeland's HIST 294 (3) was previously approved for HIST 294 (3). The new agreement will be: HIST 294 (3) = HIST 294 (3) OR AUHIS 2xx (3).
LETHBRIDGE COLLEGE				
127471	TRG 2263 (3)	AUPED 2XX (3)		Lethbridge's TRG 2263 (3) was previously approved for PERLS 2xx (3). The new agreement will be: TRG 2263 (3) = PERLS 2xx (3) OR AUPED 2xx (3).

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
MACEWAN UNIVERSITY				
140271	ENGL 104 (3)	AUENG 1XX (3)		MacEwan's ENGL 104 (3) was previously approved for ENGL 125 (3). The new agreement will be: ENGL 104 (3) = ENGL 125 (3) OR AUENG 1xx (3).
129035	ENGL 132 (3)	AUENG 104 (3)		MacEwan's ENGL 132 (3) was previously approved for ENGL 1xx (3). The new agreement will be: ENGL 132 (3) = ENGL 1xx (3) OR AUENG 104 (3).
129038	HIST 282 (3)	AUHIS 2XX (3)		MacEwan's HIST 282 (3) was previously approved for HIST 2xx (3). Student will not also receive credit for HIST 382 at UofA. The new agreement will be: HIST 282 (3) = HIST 2xx (3) OR AUHIS 2xx (3). Student will not also receive credit for HIST 382 at UofA.
127690	INTB 253 (3)	AUMGT 2XX (3)		MacEwan's INTB 253 (3) was previously approved for BUS 2xx (3). The new agreement will be: INTB 253 (3) = BUS 2xx (3) OR AUMGT 2xx (3).
125186	JAPN 101 (3)	AUOption 1XX [Humanities] (3)		MacEwan's JAPN 101 (3) was previously approved for JAPAN 101 (3). The new agreement will be: JAPN 101 (3) = JAPAN 101 (3) OR AUOption 1xx [Humanities] (3).
125191	JAPN 102 (3)	AUOption 1XX [Humanities] (3)		MacEwan's JAPN 102 (3) was previously approved for JAPAN 102 (3). The new agreement will be: JAPN 102 (3) = JAPAN 102 (3) OR AUOption 1xx [Humanities] (3).
129403	PERL 300 (3)	AUPED 3XX (3)		MacEwan's PERL 300 (3) was previously approved for HE ED 3xx (3). The new agreement will be: PERL 300 (3) = HE ED 3xx (3) OR AUPED 3xx (3).
138761	POLS 264 (3)	AUPOL 2XX (3)	Student will not also receive credit for AUPOL 240 at UofA.	MacEwan's POLS 264 (3) was previously approved for POL S 261 (3). The new agreement will be: POLS 264 (3) = POL S 261 (3) OR AUPOL 2xx (3). Student will not also receive credit for AUPOL 240 at UofA.

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
MEDICINE HAT COLLEGE				
136938	BIOL 258 (3)	BIOL 1XX (3) OR AUBIO 1XX (3)		
129548	CHEM 250 (3)	AUCHE 250 (3)		MHC's CHEM 250 (3) was previously approved for CHEM 261 (3). The new agreement will be: CHEM 250 (3) = CHEM 261 (3) OR AUCHE 250 (3).
MOUNT ROYAL UNIVERSITY				
127789	BCEM 3202 (3)	AUBIO 3XX (3)		MRU's BCEM 3202 (3) was previously approved for BIOCH 3xx (3). The new agreement will be: BCEM 3202 (3) = BIOCH 3xx (3) OR AUBIO 3xx (3).
136592	BIOL 2102 (3)	Option 2XX [Science] (3)		
121082	ENGL 1101 (3)	AUENG 102 (3)		MRU's ENGL 1101 (3) was previously approved for ENGL 1xx (3). Credit allowed for only one of MRU's ENGL 1101 or GNED 1401 at UofA. The new agreement will be: ENGL 1101 (3) = ENGL 1xx (3) OR AUENG 102 (3). Credit allowed for only one of MRU's ENGL 1101 or GNED 1401 at UofA.
120757	GNED 1401 (3)	AUENG 102 (3)		MRU's GNED 1401 (3) was previously approved for ENGL 1xx (3). Credit allowed for only one of MRU's ENGL 1101 or GNED 1401 at UofA. The new agreement will be: GNED 1401 (3) = ENGL 1xx (3) OR AUENG 102 (3). Credit allowed for only one of MRU's ENGL 1101 or GNED 1401 at UofA.
128018	LAST 1101 (3)	AUSPA 1XX (3)		MRU's LAST 1101 (3) was previously approved for LA ST 1xx (3). The new agreement will be: LAST 1101 (3) = LA ST 1xx (3) OR AUSPA 1xx (3).

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Proposals Recommended for APPROVAL of Transfer Credit at the
Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
MOUNT ROYAL UNIVERSITY				
127336	PHIL 3350 (3)	AUPHI 2XX (3)		MRU's PHIL 3350 (3) was previously approved for PHIL 2xx (3). The new agreement will be: PHIL 3350 (3) = PHIL 2xx (3) OR AUPHI 2xx (3).
127235	RELS 2255 (3)	AUREL 2XX (3)		MRU's RELS 2255 (3) was previously approved for RELIG 205 (3). The new agreement will be: RELS 2255 (3) = RELIG 205 (3) OR AUREL 2xx (3).
NORTHERN LAKES COLLEGE				
140540	EDPY 2302 (3)	EDPY 302 (3) OR AUEPS 2XX (3)	Student will not also receive credit for AUEPS 258 at UofA. Credit allowed for only one of NLC's EDPY 2000 or 2302 at UofA.	
ST MARY'S UNIVERSITY				
140235	BIOL 375 (3)	ZOOL 250 (3) OR AUBIO 394 (3)		
129078	PHIL 353 (3)	AUPHI 3XX (3)		St Mary's PHIL 353 (3) was previously approved for PHIL 3xx (3). The new agreement will be: PHIL 353 (3) = PHIL 3xx (3) OR AUPHI 3xx (3).

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR
Summary of Transfer Credit Proposals DENIED
Circulated for Information Only at the Academic Standards Committee Meeting on April 21, 2016

Proposal ID # and Sending Institution	Sending Institution Course	U of A Course Requested	Denial Date	Reason for Denial
GRANDE PRAIRIE REGIONAL COLLEGE				
140043	PF 1981 (3)	PAC 1XX (3)	March 15, 2016	The course content, as indicated by the objectives and evaluation, does not fit with the purpose of PAC 100-level courses.
PORTAGE COLLEGE				
139389	ENT 101 (3)	SMO 330 (3)	March 31, 2016	There are no pre or co-requisites and no indication of the course material or requirements of students.

44.23.1 PHILOSOPHY – Honors

44.23.1 Honors in Philosophy

No Change Until….

Honors in Philosophy requires a minimum of ★54 in Philosophy. Requirements are:
(1) one of PHIL 120, 220, or 325 (Formal Reasoning);
(2) two of PHIL 230, 240, 333, 343 (History of Philosophy);
(3) one of PHIL 200, 205, or 215 (Metaphysics/Mind/Epistemology requirement) and one of PHIL 250, 270, or 280 (Ethics/Political Philosophy/Aesthetics requirement);
(4) Honors Seminar (PHIL 493) and Honors Essay (PHIL 498);
(5) In addition to PHIL 493 and 498 above, a further ★9 at the 400-level in PHIL is required.

No Further Changes

44.23.1 Honors in Philosophy

No Change Until…

Honors in Philosophy requires a minimum of ★48 to a maximum of ★60 in Philosophy. Requirements are:
(1) one of PHIL 120, 220, or 325 (Formal Reasoning);
(2) two of PHIL 230, 240, 333, 336, 343 (History of Philosophy);
(3) one of PHIL 200, 205, or 215 (Metaphysics/Mind/Epistemology requirement) and
(4) one of PHIL 250, 270, or 280 (Ethics/Political Philosophy/Aesthetics requirement);
(5) Honors Essay (PHIL 498);
(6) In addition to 498 above, at least ★12 at the 400-level in PHIL is required.

No Further Changes

44.23.2 Combined Honors in Philosophy

No Change Until….

*(*2) two of PHIL 230, 240, 333, 343 (History of Philosophy);
(3) one of PHIL 200, 205, or 215 (Metaphysics/Mind/Epistemology requirement); and one of PHIL 250, 270, or 280 (Ethics/Political Philosophy/Aesthetics requirement)
(4) Honors Seminar (PHIL 493) and Honors Essay (PHIL 498);
(5) In addition to PHIL 493 and 498 above, a further *6 at the 400-level in PHIL is required.

No Further Changes

44.23.2 Combined Honors in Philosophy

No Change Until….

*(*2) two of PHIL 230, 240, 333, 336, 343 (History of Philosophy);
(3) one of PHIL 200, 205, or 215 (Metaphysics/Mind/Epistemology requirement); and
(4) one of PHIL 250, 270, or 280 (Ethics/Political Philosophy/Aesthetics requirement)
(5) Honors Essay (PHIL 498);
(6) In addition to PHIL 498 above, at least *9 at the 400-level in PHIL is required.

No Further Changes

44.23.3 Major or Minor in Philosophy

No Change Until….

(2) two of PHIL 230, 240, 333, 343 (History of Philosophy);

No Further Changes

44.23.3 Major or Minor in Philosophy

No Change Until….

(2) two of PHIL 230, 240, 333, 336, 343 (History of Philosophy);

No Further Changes

FINAL   Item No. 5

OUTLINE OF ISSUE

Agenda Title: **Proposal from the Faculty of Graduate Studies and Research regarding Time Limit for Completion of Graduate Programs**

Motion: THAT GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the policy for Time Limit for Completion of Graduate Programs as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be effective 2017/18.

Item

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Heather Zwicker, Interim Dean, Faculty of Graduate Studies and Research
Presenter	Deborah Burshytn, Associate Dean, Faculty of Graduate Studies and Research
Subject	Time Limit for Completion of Graduate Programs

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide clarity on the time to completion for students transferring into course-based master's programs or from course-based into thesis-based programs.
The Impact of the Proposal is	There is a loophole in the current Calendar regarding time limits for completion of a degree for students transferring from a thesis-based degree to a course-based master's program (and vice versa). In the current wording a student is entitled to six years from the time of transfer to complete the course-based degree. FGSR proposes new wording to make it clear the time to degree is counted from the beginning of the first degree (as would be for any transfer to another program).
Replaces/Revises (eg, policies, resolutions)	Revises the Time Limit for Completion of Graduate Programs section of the Calendar
Timeline/Implementation Date	2017/18 Calendar
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. ***Post-Secondary Learning Act (PSLA)***: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (section 26(1)). 2. **GFC Academic Standards Committee (3. Mandate of the Committee)** "A. Definitions i. *"Routine and/or Editorial"* […] the term "routine and/or editorial' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal

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for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy."

[…]

B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)
i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations"
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Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) • Those who have been informed • Those who have been consulted • Those who are actively participating	Faculty of Graduate Studies & Research Policy Review Committee
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies & Research Policy Review Committee Faculty Council of Graduate Studies & Research – approved February 24, 2016 GFC Academic Standards Committee – April 21, 2016
Final Approver	GFC Academic Standards Committee – April 21, 2016

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1) FGSR Calendar Change Time Limit for Completion

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research

February 25, 2016

2017-2018 University of Alberta Calendar Graduate Program Changes: clarification on FGSR policy for program changes within course- and thesis-based programs; to be effective immediately upon approval.

Current	Proposed
203 Regulations of the Faculty of Graduate Studies and Research	**203 Regulations of the Faculty of Graduate Studies and Research**
[…]	[…]
203.11 Time Limit for Completion of Graduate Programs	**203.11 Time Limit for Completion of Graduate Programs**
The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program.	The time limit (or the maximum period of time permitted to complete the requirements for a degree) is calculated from the start of the term in which the student first registers in that specific program or, if transferring from another program, the start of the first term of the first program.
Thesis-based Master's: Candidates must complete all the requirements within four years of the term in which they first register as candidates in the master's program.	**Thesis-based Master's:** Candidates must complete all the requirements within four years of the term in which they first register as candidates in the master's program. In the case of students transferring from a course-based or other program, the beginning of the program is the term of initial registration in the first program.
Course-based Master's: Course-based master's students have six years to complete their program unless the department has opted for a shorter time limit for its course-based master's program. Consult the department listing in §205.	**Course-based Master's:** Course-based master's students have six years to complete their program unless the department has opted for a shorter time limit for its course-based master's program. In the case of students transferring from a thesis-based or other program, the beginning of the program is the term of initial registration in the first program. Consult the department listing in §205.
[…]	[…]

Justification: There's a loophole in the current Calendar and GPM wording regarding time limits for completion of a degree for students transferring from a thesis-based degree to a course-based master's program. In the current wording it may be read that a student is entitled to six years from the time of transfer to complete the course-based degree. The PRC of FGSR proposes new wording to make it clear the time to degree is counted from the beginning of the first degree (as would be for any transfer to another program).

FINAL   Item No. 6

OUTLINE OF ISSUE

Agenda Title: **Proposed Changes to Academic Standing (Re-Examination), Faculty of Arts**

Motion: THAT the GFC Academic Standards Committee approve, with delegated authority from General Faculties Council, the changes to academic standing (re-examination) as proposed by the Faculty of Arts, and as set forth in Attachment 1, to take effect in 2017/18.

Item

Action Requested	☒Approval ☐Recommendation ☐Discussion/Advice ☐Information
Proposed by	Rebecca Nagel and Allen Ball, Associate Deans, Faculty of Arts
Presenter	Rebecca Nagel, Associate Dean, Faculty of Arts
Subject	Proposed Change to Faculty of Arts Re-Examination Policy

Details

Responsibility	Academic Standards Committee
The Purpose of the Proposal is (please be specific)	To change Faculty of Arts re-examination policy to ensure that students who apply and are approved for re-examination have a realistic chance of passing the course after the re-examination has been written.
The Impact of the Proposal is	Over the last few years, a significant portion of Arts students who apply for and are granted re-examination have little or no chance of success because their term grades in the re-examination course are also low, often because they have not completed the majority of their term assignments and exams. The fee for a re-examination is approximately $150.00, and the Faculty considers it unethical to accept the money when the chance of success is non-existent. For example, a student with a failing mid-term grade worth 60% of the final grade has no hope of passing the course, even if an "A" is earned in a re-examination. To illustrate this, of 83 re-examination applications for Arts students approved in the last 4 ½ years, only 49 resulted in a passing grade. By adding criteria related to course work completion and minimum term grade the success rate should rise. When revising our re-examination policy, we also reviewed similar policies from the Faculties of Business and Science. These Faculties also include criteria which require students to provide evidence that a medical condition or compelling circumstance affected them at the time of writing the final exam. When we reviewed Arts criteria, we chose not to require similar evidence as we wanted to allow for the possibility that students may just have "bad days" when writing exams. We also requested feedback regarding the changes from the Faculty of Arts Undergraduate Student Services Office, and the Departments which are most commonly involved in the process for Arts students (Art & Design, Economics, Linguistics, Mathematics and Psychology).
Replaces/Revises (eg, policies, resolutions)	Introduces a Re-Examination policy specific to the Faculty of Arts.
Timeline/Implementation Date	Immediate

Estimated Cost	No additional or new cost to the student.
Sources of Funding	Not applicable
Notes	

Alignment/Compliance

Alignment with Guiding Documents	
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. *Post-secondary Learning Act (PSLA)* "26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university". […] (3) A general faculties council may delegate any of its powers, duties and function under this Act … as it sees fit and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of subdelegation."

2. **GFC Academic Standards Committee (3. Mandate of the Committee**) "A. Definitions i. *"Routine and/or Editorial"* […] the term "routine and/or editorial' refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy."

[…]

B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP) i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals.

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations" |

Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) • Those who have been informed • Those who have been	Caitlin Wells, Undergraduate Advisor, Department of Art & Design Chelsi Hudson, Undergraduate Advisor, Department of Economics Diane McKen, Undergraduate Advisor, Department of Linguistics Dr David McNeilly, FSO, Department of Mathematics Nicole Kiffiak, Undergraduate Advisor, Department of Psychology

Item No. 6

consulted • Those who are actively participating	By email beginning September 29, 2015
Approval Route (Governance) (including meeting dates)	Faculty of Arts, Academic Affairs Committee – October 28, 2015 (includes five undergraduate student members) Faculty of Arts, Executive Committee – November 05, 2015 (includes four undergraduate student representatives) Faculty of Arts Council – November 27, 2015 (includes up to 35 undergraduate student representatives)
Final Approver	GFC Academic Standards Committee – April 21, 2016

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 2) Proposed Calendar Wording, Re-examinations, Faculty of Arts

Prepared by: Robin A Cowan
robin.cowan@ualberta.ca

UNIVERSITY REGULATON CHANGES

Normal Implementation Effective 2017-18
Arts Academic Affairs – October 28 2015
Arts Executive Committee – November 5, 2015
Arts Faculty Council – November 27, 2015

23.5.5 REEXAMINATIONS

23.5.5 Reexaminations
(1) Science Students: Registrants in the BSc degree programs or Special Certificate programs in the Faculty of Science who fail to meet the graduation GPA may be granted a reexamination in a passed or failed Science course taken in the final Fall/Winter or Spring/Summer (last *30 or less) provided the maximum number of reexaminations (*12) has not been previously taken.

(2) Dentistry Students: Students in the Dentistry program should consult §§113.2.1(6) and 113.2.2(6) or the Chair, Dentistry, 5-478 ECHA, for regulations concerning reexaminations. Dental Hygiene Students: Students in the Dental Hygiene program should consult §113.2.3(7) or the Chair, Dentistry, 5-478 ECHA, for regulations concerning reexaminations.

(3) Law Students: a. Reexaminations shall be taken only in June except under the circumstances as described in b. below. The deadline for application is May 30. b. Where a student fails one course in the Fall Term of their final year, the student may write one reexamination at a time before June, provided that the student attains a GPA of no less than 2.0, calculated on the basis of final grades obtained in Fall Term. The deadline for application is February 2. The rules governing the times for setting of deferred examinations in §23.5.6(1) shall apply to reexaminations written in accordance with this section.

23.5.5 Reexaminations
(1) Science Students: Registrants in the BSc degree programs or Special Certificate programs in the Faculty of Science who fail to meet the graduation GPA may be granted a reexamination in a passed or failed Science course taken in the final Fall/Winter or Spring/Summer (last *30 or less) provided the maximum number of reexaminations (*12) has not been previously taken.

(2) Arts Students: Students registered in the Faculty of Arts should consult §42.7 for additional regulations concerning reexaminations for Arts students.

(3) Dentistry Students: Students in the Dentistry program should consult §§113.2.1(6) and 113.2.2(6) or the Chair, Dentistry, 5-478 ECHA, for regulations concerning reexaminations. Dental Hygiene Students: Students in the Dental Hygiene program should consult §113.2.3(7) or the Chair, Dentistry, 5-478 ECHA, for regulations concerning reexaminations.

(4) Law Students: a. Reexaminations shall be taken only in June except under the circumstances as described in b. below. The deadline for application is May 30. b. Where a student fails one course in the Fall Term of their final year, the student may write one reexamination at a time before June, provided that the student attains a GPA of no less than 2.0, calculated on the basis of final grades obtained in Fall Term. The deadline for application is February 2. The rules governing the times for setting of deferred examinations in §23.5.6(1) shall apply to reexaminations written in accordance with this section.

To go to ASC

FACULTY OF ARTS REGULATON CHANGES

Normal Implementation Effective 2017-18
Arts Academic Affairs – October 28 2015
Arts Executive Committee – November 5, 2015
Arts Faculty Council – November 27, 2015

42.7, 42.8 APPEALS AND ASSISTANCE

42.7 Appeals and Assistance *No Change Until* (3) Reexamination: See §23.5.5 (reexaminations). (4) Missed examinations: See §23.3(2) *No Further Change*	**42.7 Reexamination** Students registered in the Faculty of Arts who apply for a reexamination must, in addition to meeting the requirements set out in §23.5.5, also meet the following conditions: (1) Excluding the final exam, have completed at least two-thirds of the required term work; and, (2) Have earned a grade of C (2.0) or higher for the term work, excluding the final exam, and including raw scores of zero for any term assignments or exams not completed using the instructor's original grading scheme. (3) According to §23.5.5, a GPA of 2.0 is required **Note:** A Faculty of Arts student who does not meet graduation requirements because of a failed course in the final term of study may be granted a reexamination in that course provided the maximum number of reexaminations (★12) has not been previously taken. Such courses must qualify for reexamination, according to the criteria listed above, and in §23.5.5, except that the student may be considered if the GPA is below 2.0. Students who meet the criteria for a reexamination apply to the teaching department. The Department will advise the Faculty whether or not the criteria outlined above have been met. The Undergraduate Student Services Office will consider the student's record as a whole and determine whether or not the application will be approved. **42.8** Appeals and Assistance *No Change Until* (3) Reexamination: See §23.5.5 (reexaminations). (4) Missed examinations: See §23.3(2) *No Further Change*	**To go to ASC**

FINAL Item No. 7

OUTLINE OF ISSUE

Agenda Title: **Proposal for an Embedded Credit Certificate in Interdisciplinary Leadership Studies, Faculty of Business**

Motion: THAT GFC Academic Standards Committee recommend to General Faculties Council the approval of the Embedded Credit Certificate in Interdisciplinary Leadership Studies, as submitted by the Faculty of Business, and as set forth in Attachments 1 and 2, effective upon approval.

Item

Action Requested	☐Approval ☒Recommendation ☐Discussion/Advice ☐Information
Proposed by	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business
Presenter	Elaine F. Geddes, Associate Dean, Undergraduate Programs, Faculty of Business Martin Ferguson-Pell, Vice-Principal, Peter Lougheed Leadership College
Subject	Proposed Embedded Certificate in Interdisciplinary Leadership Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Certificate in Interdisciplinary Leadership Studies will provide students with formal recognition of the leadership skills they have acquired through their coursework and through their experiences at the PLLC. The certificate will indicate to employers and graduate schools that the students have taken courses, have participated in co-curricular programs, and have had stretch experiences through which they have developed the ability to tackle the challenges of leadership in all aspects of their lives. It will be available to students in multiple Faculties. An Inaugural Class was recruited in 2015 and began their studies in September 2015 with the courses INT D 301 and INT D 306. If the Certificate is approved, these students and students in subsequent classes will be awarded the Certificate upon completion of the required coursework and the stretch experience.
The Impact of the Proposal is	PLLC will create opportunities for learning that will develop leadership skills and competences through enhanced formal and co-curricular programs, experiential learning, engagement with a wide range of leadership styles, commitment to ethical behaviour and social responsibility, and with access to excellence in mentorship.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon approval
Estimated Cost	Funding to support the Certificate and related activities is in place, and no funding will be diverted from other University of Alberta sources.
Sources of Funding	The Peter Lougheed Leadership College is supported by dedicated Government of Alberta funding and by private donors.
Notes	

UNIVERSITY OF ALBERTA UNIVERSITY GOVERNANCE	**GFC ACADEMIC STANDARDS COMMITTEE** For the Meeting of April 21, 2016

Item No. 7

Alignment/Compliance

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver. This program supports the vision of the University of Alberta in Dare to Deliver to build a university for the public good. The Certificate in Interdisciplinary Leadership Studies will also help to realize the vision of the new Institutional Strategic Plan. It will help to build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world. These students will be able to experience diverse and rewarding learning opportunities, excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. The Certificate will help students engage with communities across campuses, the province, Canada and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. **Post-Secondary Learning Act (PSLA):** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. **GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):** "G. Certificates (All Faculties): Approval Route GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)" 3. **PSLA:** The PSLA gives Faculty Councils power to "provide for the admission of students to the faculty" (29(1)(c)). 4. **UAPPOL Admissions Policy**: "Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota

programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine."

5. **UAPPOL Admissions Procedure**:
"PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).

For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be 'advantageous to students', normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty."

6. **PSLA**: The PSLA gives Faculty Councils the authority to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)).

7. **UAPPOL Academic Standing Policy**: "All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar."

8. **UAPPOL Academic Standing Regulations Procedures**: "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar."

UNIVERSITY OF ALBERTA	GFC ACADEMIC STANDARDS COMMITTEE
UNIVERSITY GOVERNANCE	For the Meeting of April 21, 2016

Item No. 7

	9. **GFC Executive Committee Terms of Reference** (3. Mandate of the Committee) "5. Agendas of General Faculties Council GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. […] With respect to recommendations from … GFC committees [excluding APC], however, the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment." 10. **General Terms of Reference – Standing and Other Committees of General Faculties Council (GFC)** "9. Delegations and Referrals Each standing committee has the power to refer or delegate specific matters under its authority to another GFC Standing Committee, to a Sub-Committee, or to an academic or administrative unit unless GFC expressly restricts referral or delegation or the other GFC Standing Committee, Sub-Committee or unit refuses to accept the referral or delegation." 11. **General Faculties Council Terms of Reference** (3. Mandate of the Committee) "All powers and responsibilities under Section 26 of the *PSLA* not expressly delegated now or in the future shall be retained by General Faculties Council. The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University; […] • those items which a Standing Committee considers to be of major strategic significance to or long-term impact on the University"

Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) • Those who have been informed • Those who have been	Kim Campbell, Principal, and Martin Ferguson-Pell, Vice Principal, Peter Lougheed Leadership College The Academic Oversight Committee of PLLC – Nat Kav, Vice-Provost, Programs (Chair), Jim Bohun, ALES, Rebecca Nagel, Associate Dean, Arts, Glen Loppnow, Associate Dean, Science Joseph Doucet, Dean, Faculty of Business Undergraduate Studies Policy Committee (USPC), Faculty of Business.

![University of Alberta – University Governance logo]	**GFC ACADEMIC STANDARDS COMMITTEE**
	For the Meeting of April 21, 2016

Item No. 7

consulted • Those who are actively participating	Proposal reviewed and approved February 23, 2016 Business Faculty Council. Proposal reviewed and approved March 21, 2016
Approval Route (Governance) (including meeting dates)	Undergraduate Studies Policy Committee, Faculty of Business – February 23, 2016. Motion presented to accept, passed unanimously. Business Faculty Council, Faculty of Business – March 21, 2016. Motion presented to accept, passed unanimously. GFC ASC Subcommittee on Standards – April 7, 2016 GFC Academic Standards Committee – April 21, 2016 GFC Executive Committee – May 16, 2016 General Faculties Council – May 30, 2016
Final Approver	General Faculties Council – May 30, 2016

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1–25) Embedded Credit Certificate Template including Calendar Copy
2. Attachment 2 (page 1) Sample Certificate

Prepared by: Elaine Geddes, Associate Dean, Undergraduate Programs, Faculty of Business, egeddes@ualberta.ca

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta.

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

Section A: Basics		
Program Name	Certificate in Interdisciplinary Leadership Studies	
Sponsoring Faculty/ Academic Unit	Alberta School of Business (Faculty of Business)	
Contact information	Name and Title	- Martin Ferguson-Pell, Vice-Principal, Peter Lougheed Leadership College (PLLC) - Elaine Geddes, Associate Dean, Undergraduate Program, Alberta School of Business
	Phone	- 780.492.3212 - 780-492-5773
	Email	- martin.ferguson-pell@ualberta.ca - elaine.geddes@ualberta.ca
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
Units of Course Weight	*12 The Certificate in Interdisciplinary Leadership Studies will be made up of four courses for a total course weight of *12. One of the courses consists primarily of a capstone project. In addition, there is a significant experiential component. Students are required to engage in a non-credit stretch experience in the summer between the first and second year of the program. None of the courses that make up the Certificate in Leadership Studies are required courses for a student's degree. All courses required by this certificate are Senior Electives at the 300 and 400 level.	
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	In addition to the required coursework, the Peter Lougheed Leadership College (PLLC) will create opportunities for learning that will develop leadership skills and competences through enhanced formal and co-curricular programs, experiential learning, engagement with a wide range of leadership styles, commitment to ethical behaviour and social responsibility, and with access to excellence in mentorship. The Certificate in Interdisciplinary Leadership Studies will provide students with formal recognition of the interdisciplinary courses taken and the leadership skills acquired through their participation at the PLLC. The certificate will indicate to employers and graduate schools that the students have taken courses, have	

April 21, 2016

participated in co-curricular programs, and have had stretch experiences through which they have developed the ability to tackle the challenges of leadership in all aspects of their lives. It will be available to undergraduate students in multiple Faculties.

While completing their undergraduate degree program in their respective faculties, students will complete 12 units of course weight. The courses include INT D 301 Foundations of Leadership, INT D 306 Topics in Leadership, INT D 406, Leadership Capstone Project, INT D 407 Workshop in Leadership. In addition, a non-credit Stretch Experience in the summer between Years One and Two of the certificate will be offered by PLLC. (See Appendix A for more information).

Coursework is delivered with the assistance of Teaching Fellows, most of whom are graduate students or their equivalent, and all of whom are trained to deliver course content and perform assessment of students. The Teaching Fellows are given extensive training in both the content of the course and in instruction, particularly pedagogical approaches to small group learning. Students work in small interdisciplinary cohorts. Some portions of the lectures are open to the public.

All students have an opportunity to be mentored by outstanding members of the community who have volunteered their time to be trained in mentorship, and to serve as mentors to students. See Appendix E for the Mentorship Team.

A Pioneer class was enrolled in 2015-16 to run a pilot of the first year of the Certificate. If the Certificate is approved, students from this group who wish to and are eligible to continue would be permitted to enrol in the second year of the Certificate program.

Section B: Rationale, Implications and Impact	
Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.	In April 2010 the University of Alberta's Dean of Students, F. E. Robinson, and the Registrar, G. Kendal, released a proposal, *Leadership and the Student Experience*. The proposal identified the range and scope of student leadership opportunities and initiatives at the University. At the end of the proposal the authors recommended the establishment of a Leadership College at the University of Alberta. With Henry Marshall Tory's vision in mind, the College's purpose would be "to honour the brand promise 'to uplift the whole people' through leadership, through operation of a residential college." Their vision for the Leadership College included the following specific components ● Leadership programming provided ● Opportunities for formal and informal leadership/learning possibly leading to a Certificate in Leadership (emphasis added) ● Guided by a senior academic "principal in residence" ● Residence will house 150 students on North Campus ● Guest accommodation for honorary degree recipients, distinguished alumni, visiting speakers etc.

April 21, 2016

	The Peter Lougheed Leadership College will create a wide array of opportunities for undergraduates and emerging leaders to gain the skills, experience and understanding so that they may demonstrate excellence in leadership in all their walks of life and use them to the greater benefit of society. There are many programs already in place on campus that address topics included and are therefore a valuable resource to the PLLC and may be in fact augmented by PLLC; however, PLLC does not intend to disrupt any of the excellent work already in place.
Vision and Academic Plan How does the proposed program connect to the University's vision *Dare to Discover?* How does the program further the University's Academic Plan?	One of the four cornerstones of *Dare to Discover* is "Learning Discovery and Citizenship." An objective for this cornerstone is to "inspire students, faculty, and staff alike to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions." The PLLC will create a resonance across campus that mobilizes resources, expertise and knowledge to involve the broadest range of students, as widely as possible, in preparation for their roles as engaged and critically thinking leaders of their generation. The Certificate in Interdisciplinary Leadership Studies will also help to realize the vision of the new Institutional Strategic Plan. It will help to build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world. These students will be able to experience diverse and rewarding learning opportunities, excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. The Certificate will help students engage with communities across campuses, the province, Canada and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	While resources are required to develop and deliver course and program outcomes, the cost for these is being absorbed by the Peter Lougheed Leadership College. The College is already created and has been funded by a restricted grant from the Government of Alberta and private donors. The Certificate in Interdisciplinary Leadership Studies is one of the central programs promised by PLLC to both the Government of Alberta and private donors. Funding to support the Certificate and related activities is in place, and no funding will be diverted from other University of Alberta sources. No reallocation of resources will take place within the University of Alberta. As this is an embedded certificate, students will not be required to take any additional courses beyond those required or permitted in their primary programs. There would normally be no additional tuition fees. Students would not normally extend their degree programs in order to complete the certificate, thus there would also not normally be any additional expenses incurred by students.
Enrolment Outline the expected enrolment for the embedded credit certificate and	After full roll-out, 125 students per year are expected to be accepted into the Certificate in Interdisciplinary Leadership Studies making the total head count in the certificate 250 students per year. Students will be given the opportunity to live

any potential impacts on course offerings.	in residence as a "Leadership College" cohort. Participation as a resident will be voluntary and will not be a requirement for being accepted to PLLC.
Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?	It is not anticipated that the introduction of the Certificate in Interdisciplinary Leadership Studies will affect the enrolment of other programs. The certificate will be embedded within other degree programs so that students will continue in their existing programs after admission to the Certificate. Most programs have sufficient elective space within their programs to accommodate the Certificate. It will be up to each individual Faculty to decide the extent to which they will accommodate students if necessary within existing program requirements. Normally, students would not be permitted to take a leave of absence from their primary program to pursue the certificate. The four Faculties in charge of the four courses that make up the Certificate (ALES, Arts, Business and Science) form a committee, along with the Vice Provost Programs, called the Academic Oversight Committee that provides advice to the Faculty of Business and the PLLC on the content and administration of the Certificate. The Academic Oversight Committee also provides advice to the Faculty of Business on the administration of the Certificate and on liaison with other Faculties. (See Appendix G for the Terms of Reference for the Academic Oversight Committee.) The Academic Oversight Committee will be responsible for developing review mechanisms to ensure continuous quality improvement. Outcomes assessment, measurement and feedback loops will be established to assist in program improvements. The Faculty of Business has recently gone through a program evaluation including the development of a thorough Assurance of Learning process so is experienced in leading this type of quality control. The Peter Lougheed Leadership College has been conducting thorough and extensive interviews and Town Halls with students and with Teaching Fellows of the Pioneer class to get feedback on the pilot program run in 2015-16. This information will be used to further refine courses and course delivery for 2016-17. The Faculty of Business will have the responsibility of liaison with other Faculties to ensure compliance with University and Faculty policies and procedures. Resources have been allocated to the Faculty of Business from the Peter Lougheed Leadership College to ensure that adequate student support services are available for Certificate students without affecting the level of support currently provided to Business students. The Faculty of Business will also have the responsibility to ensure that Stretch Experiences are adequately evaluated, supervised and controlled to ensure student benefit, The Faculty of Business has extensive experience in monitoring Co-operative Education placements, academic exchanges, student conferences, competitions and events, and will be able to exercise oversight in this area. Students will be subject to all of the usual controls over student activity with a connection to the University of Alberta, including the Code of Student Behaviour, and the Practicum Placement Policy. It is expected that if other faculty-specific leadership certificates are established in the future, some students will enrol in both. Since students are able to enrol in up to two credit certificates some will take advantage of this opportunity. Students may

April 21, 2016

	also take non-leadership certificates offered by other faculties where they have sufficient room in their programs. No effect on programs at any other institution is anticipated. The Certificate in Interdisciplinary Leadership Studies may have a positive effect on recruitment overall at the University of Alberta as it becomes more well-known.
Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	In 2014-15, prior to the recruitment of the Inaugural Class, the Right Honourable Kim Campbell, Founding Principal of the PLLC along with Martin Ferguson-Pell, who was at the time Senior Advisor to the President, had extensive consultations with the diverse members of the campus community regarding the Certificate in Interdisciplinary Leadership Studies, including with: ● Members of the PLLC Coordinating Committee and the PLLC Academic Advisory Committee ● Former Provost, Carl Amrhein ● Office of the Provost: Olive Yonge, Deputy Provost; Roger Epp, Vice-Provost (Academic); Brenda Leskiw, Associate Vice-Provost (Academic Programs and Instruction) ● Deans of all Faculties ● General Faculties Council ● The Student Union ● The Graduate Students Association ● Representatives of Indigenous people ● Government Consultation (Municipal, Provincial, Federal) PLLC has presented before all committee of the University of Alberta on multiple occasions, and in particular before General Faculties Council. As a result of concerns expressed in some of those meetings, an Academic Oversight Committee was established in 2015 to provide for advice, counsel and assistance to the PLLC on academic and administrative matters. See Appendix B for the makeup of that committee. The two courses INT D 301 and INT D 306 have already been approved by the University of Alberta through its normal circulation process. The two courses INT D 406 and INT D 407 are going through the circulation process as of this date. For a complete list of 2014-16 consultations see Appendices C and F.

Appendices	
Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.	INT D 301 - Foundations of Leadership ∗ 3 (fi 6) (two term, variable) An introduction to the scholarly literature on the theory and practice of leadership. The course content will draw from a broad range of disciplines, primarily in the humanities and social sciences. The course material will be delivered on-line. Requires participation in both on-line discussion groups and on-campus seminars. Only open to students in the Peter Lougheed Leadership College. [Peter Lougheed Leadership College]

April 21, 2016

	INT D 306 - Topics in Leadership
	∗ 3 (fi 6) (two term, variable) This course will address contemporary leadership challenges and successes. Local, national and international leaders with a wide range of expertise in academia, business, government, and volunteer, cultural and non-profit communities will speak and interact with students, providing a range of perspectives and experiences on leadership. Only open 3rd year students in the Peter Lougheed Leadership College. [Peter Lougheed Leadership College]
	INT D 406 Leadership Capstone Project (new course)
	*3 (fi 6) two term, variable) Investigation of the nature and use of evidence and models of scientific inquiry as they apply to theory and research in leadership. Students will work in groups with mentors to conduct an interdisciplinary capstone leadership project that addresses a significant global challenge. Only open to and required of final year students in the Peter Lougheed Leadership College. [Peter Lougheed Leadership College]
	INT D 407 Workshop in Leadership (new course)
	*3 (fi 6) two term, variable) Students will read articles, cases, and textbook chapters, and view selected videos before class, then in class will engage with the instructor, guests, and each other to develop an understanding of the skills that leaders need and to practice those skills. Skills will be developed in understanding and influencing others, strategy, leading creative teams, and leader communications including crises, symbolic and ceremonial speech, and the media. Only open to year two students in the Certificate in Interdisciplinary Leadership Studies offered by the School of Business in collaboration with the Peter Lougheed Leadership College. [Faculty of Business]

Calendar Copy
64.7.2 Certificate in Interdisciplinary Leadership Studies

64.7.2 Certificate in Interdisciplinary Leadership Studies

I. The Certificate in Interdisciplinary Leadership Studies will provide undergraduate students with opportunities for learning that will forge leadership skills and competences through enhanced formal and co-curricular programs, experiential learning, engagement with a wide range of leadership styles, commitment to ethical behavior and social responsibility, and with access to excellence in mentorship. This program aims at producing a transformative experience for undergraduate students that provides them with access to and mentorship by individuals with proven leadership qualities in the local, national and international communities. It will be available to all undergraduate students in multiple Faculties. Students will normally be senior undergraduate students in their third and fourth years of their undergraduate program.

II. Eligibility Requirements
Undergraduate students may apply to pursue the Certificate in Interdisciplinary Leadership Studies by meeting the following requirements:
(1) Submitting the application form and all supporting documents by the application deadline.
(2) Applications must be accompanied by
        a) a resume
        b) a letter of intent

April 21, 2016

   c) a copy of the students' up-to-date transcript
   d) at least one letter of reference. Letters of reference should focus on the applicant's character, ability to engage with and commit to the values of the Peter Lougheed Leadership College.
(3) Students must normally have completed a minimum of *45 and a maximum of *84 towards their degree including courses in progress during the Winter term in which they apply;
(4) After-Degree students will be considered on a case-by-case basis depending on the room they have in their programs to accommodate the Certificate;
(5) Students must be in satisfactory academic standing in their degree program at the time of application;
(6) Students must be current University of Alberta undergraduate students, or transfer students who have been accepted to an undergraduate degree program at the University of Alberta.
(7) Students who do not meet one or more of the above eligibility requirements, but are interested in applying, are encouraged to contact the Peter Lougheed Leadership College to discuss a potential application.

III. Acceptance
The Peter Lougheed Leadership College Admissions Committee is created by the Peter Lougheed Leadership College with the advice and consent of the Faculty of Business. Limited space exists in the Certificate in Interdisciplinary Leadership Studies. Priority will be given to applicants who meet the above eligibility requirements. At the discretion of the Peter Lougheed Leadership College Admissions Committee, other applicants will be considered.
(1) Applications of all eligible students will be evaluated and students will be shortlisted for interviews based on the criteria in II. above.
(2) Recommendations for acceptance will be made by Peter Lougheed Leadership College Admissions Committee on the basis of
  a) the capacity of the student to succeed academically,
  b) the capacity of the student to work in an interdisciplinary and team focused setting, and
  c) the student's commitment to the values of the Peter Lougheed Leadership College as demonstrated in their letter of intent.
(3) The Peter Lougheed Leadership College Admissions Committee will also be concerned to ensure a broad diversity of students in the Certificate to reflect the diversity of the University community overall, including diverse disciplines and fields of study.
(4) The Peter Lougheed Leadership College Admissions Committee will recommend to the Faculty of Business the names of students to be admitted to the Certificate.

IV. Coursework
(1) Students are required to complete all of the requirements for their degree program. In addition to those requirements, students will successfully complete the following courses:
  (a) Year One of the Certificate Program:
   (i)INT D 301 Foundations of Leadership
   (ii) INT D 306 Topics in Leadership
  (b) Year Two of the Certificate Program:
   (i) INT D 406 Leadership Capstone Project
   (ii) INT D 407 Workshop in Leadership
(2) Normally, these courses will be completed within the two years following acceptance to the certificate.
(3) Students will also complete a stretch experience which takes place between Year One and Year Two of the program during Spring/Summer. This consists of a minimum of 200 hours of leadership-related activities. Stretch experiences will be approved by the Faculty of Business following a recommendation by the Peter Lougheed Leadership College.
(4) Once accepted to the Certificate, students will be guaranteed the ability to complete the certificate requirements within their original program provided they remain in good standing.

V. Continuation, Academic Standing and Completion
(1) A Certificate student must normally successfully complete the two required courses in the first year of the program

April 21, 2016

and the summer stretch experience to be permitted to continue in the second year.

(2)) A Certificate student may request a leave of absence for up to one year from the Certificate for personal reasons, including medical reasons or the pursuit of other legitimate and useful opportunities. All such requests must be approved by the Peter Lougheed Leadership College Admissions Committee.

(3) Students must maintain satisfactory academic standing in their home faculty, and successfully fulfill all the academic requirements of their primary program including conditions or limitations placed upon them because of participation in the Certificate.

(4) Normally, a failure to maintain satisfactory academic standing, or a failure to fulfill the conditions or limitations of their home faculty, or a failure to successfully complete any of the required courses in the Certificate will mean the student will be required to withdraw from the Certificate. Such decisions will be made by the Faculty of Business in consultation with the Peter Lougheed Leadership College, the Academic Oversight Committee and the home faculty of the student.

(5) (a) Students who have failed any of the required courses may appeal that failure in accordance with the appeal regulations of the faculty hosting the course. Decisions made by faculties in grade appeals are final.

   (b) Students who have failed to maintain satisfactory academic standing in their primary program may appeal according to the appeal regulations of their home faculty.

   (c) Students who have failed to successfully complete the stretch experience or who are being required to withdraw from the Certificate for reasons other than (b) above, may appeal that decision to the Business Faculty Appeals Committee in accordance with its appeal regulations.

   (d) A student may have a further right of appeal to the GFC Academic Appeals Committee in the event of an appeal involving continuation in the Certificate. The GFC Academic Appeals Committee may only entertain and uphold an appeal if a miscarriage of justice has occurred.

(6) Students will receive the Certificate in Interdisciplinary Leadership Studies upon completion of all program requirements for their primary degree program and the successful completion of all courses in the certificate program. This is an embedded certificate; the certificate will only be awarded when the degree is awarded.

| Appendix B – Governance and Oversight Committees within the University of Alberta | **PLLC Academic Oversight Committee Membership (2015-present)**
Nat Kav, Vice-Provost, Programs (Chair)
Martin Ferguson-Pell, PLLC
Scott Jeffrey, Associate Dean, ALES
Rebecca Nagel, Associate Dean, Arts
Elaine Geddes, Associate Dean, Business
Glen Loppnow, Associate Dean, Science

PLLC Coordinating Committee (2013-2015)
● Anne Bailey, Director, Internal Communications;
● Cherene Griffiths, Director, Government & Stakeholder Relations;
● Don Hickey, Vice-President, Facilities and Operations;
● Alexis Ksiazkiewicz,, Associate Vice-President, Government & Stakeholder Relations;
● Anastasia Lim, Executive Director, University Relations
● Kiann McNeill, Director, Marking and Communications;
● Robert Moyles, Senior Director, Strategic Communications, Advancement;
● Debra Pozega Osburn, Vice-President, University Relations;
● O'Neil Outar, Vice-President, Advancement;
● Colm Renehan, Interim Vice-President, Advancement;
● Catherine Swindlehurst, Director, Office of the President |

April 21, 2016

Appendix C- Consultations within the University of Alberta 2014-16	(All titles are as they were at the time of consultation) • **Presidents**: Indira Samarasekera, David Turpin • **Deans:** Allen Berger, Augustana Faculty; Stanford Blade, Faculty of Agricultural, Life and Environmental Sciences; Bill Connor, Faculty of Extension; Joseph Doucet, School of Business; Lesley Cormack, Faculty of Arts; Bob Haennel, Faculty of Rehabilitation Medicine; Brendan Hokowhitu, Faculty of Native Studies; David Lynch, Faculty of Engineering; Douglas Miller, Faculty of Medicine and Dentistry; Pierre-Yves Mocquais, Campus Saint-Jean; Anita Molzahn, Faculty of Nursing; Kerry Mummery, Faculty of Physical Education and Recreation; Paul Patton, Faculty of Law; Jonathan Schaeffer, Faculty of Science; Mazi Shirvani, Faculty of Graduate Studies and Research; Fern Snart, Faculty of Education • **Faculty and Senior Staff:** Vic Adamowicz, Vice-Dean, Faculty of Agricultural, Life and Environmental Sciences;, • Margaret-Ann Armour, Professor, Faculty of Science; • Lorne Babiuk, Vice-President (Research); • Lorna Baker-Perri, Associate Director, Accommodations Planning; • Thomas Barker, Professor, Comm & Tech, Faculty of Extension; • Britta Baron, Vice-Provost and Associate Vice-President (International), University of Alberta International (UAI); • Deryk Beal, Executive Director, Institute for Stuttering Treatment and Research; • Miodrag (Mike) Belosevic, Professor, Biological Sciences; • Ashlyn Bernier, Manager, Venture Mentoring Service; • Jeff Bisanz, Chair Psychology Department; • Rhonda Breitkreuz, Professor, Human Ecology, Faculty of Agricultural, Life and Environmental Sciences; • Peter Brindley, Critical Care Division, Faculty of Medicine and Dentistry; • Carolyn Campbell, Executive Education, School of Business; • Tim Caulfield, Professor, Faculty of Law; • Jennifer Chesney, Associate Vice-President, University Digital Strategy; • Chris Cheeseman. Professor, Physiology; • Phyllis Clark, Vice-President, Finance and Administration; • Lisa Collins, Vice-Provost and University Registrar, Office of the Registrar; • Greta Cummings, Professor, Faculty of Nursing; • Surma Das, Univ Gov & Advocacy Advisor, Students' Union, and Instructor, Faculty of Arts; • Doug Dawson, Associate Vice-President, Ancillary Services; • Catherine Dyer, Instructional Designer, Faculty of Extension; • Shaniff Esmail, Assoc Chair of Rehab Medicine; • Catherine Fan, President, Debate Society; • Janet Fast, Professor, Department of Human Ecology;

April 21, 2016

	- Richard Field, Professor, Alberta School of Business;
- Elaine Geddes, Associate Dean, Undergraduate Program, School of Business;
- David Goa, Director – Ronning Ctr, Augustana Campus;
- Margo Goodhand, Former Editor, Edmonton Journal;
- Doug Goss, Chair, Board of Governors;
- Lois Harder, Chair, Political Science Department, Faculty of Arts;
- Denise Hemmings, Women in Scholarship, Engineering, Science and Technology;
- Don Hickey, Vice-President (Facilities and Operations);
- Shalene Jobin, Director Aboriginal Governance Program, Faculty of Native Studies;
- David Kahane, Professor, Political Science, Faculty of Arts;
- Nat Kav, Associate Dean, Faculty of Agricultural, Life and Environmental Sciences;
- Nathalie Kermoal, Associate Professor, Faculty of Native Studies;
- Larry Kostiuk, Professor, Faculty of Engineering;
- Sheree Kwong See, Director, Centre for Teaching and Learning;
- Sharla King, Director, Health Sciences Education and Research Commons;
- Stuart Landon, Associate Dean, Faculty of Arts;
- James Lightbody, Interim Dean & Professor, Political Science;
- Jacqueline Leighton, Chair, Educational Psychology;
- Jane Lee, Director of Student Life;
- Scott Lingley, Communications Associate, Media Relations;
- Lily Liu, Chair, Occupational Therapy, Faculty of Rehabilitation Medicine;
- Glen Loppnow, Professor, Centre for Molecular Structure and Dynamics, Faculty of Science;
- David Maples, Chair, Department of History & Classics;
- Jerrold McGrath, Program Director, Creative Ecology Leadership, Banff Centre;
- Geoff McMaster, Producer, Writer, Editor, Marketing and Communications;
- David Mitchell, President & CEO, Public Policy Forum;
- Janelle Morin, Director, Engage North;
- Chris Morris, Coach, Bears Football;
- Karsten Mundel, Director & Associate Dean (Academic), Augustana Campus;
- Anne Naeth, Professor, Faculty of Agricultural, Life and Environmental Sciences;
- Kim Noels, Professor, Psychology;
- Patricia Paradis, Executive Director, Centre for Constitutional Studies;
- Carla Peck, Assoc Professor, Social Studies Education & Editor, Theory & Research in Social Education, Faculty of Education;
- Renee Polziehn, Director, Faculty of Graduate Studies and Research;
- Debra Pozega Osburn, Vice-President (University Relations);
- Sean Price, Associate Vice-President, Alumni Affairs;
- Joanne Profetto-McGrath, Acting Dean & Professor, Faculty of Nursing;
- Ian Reade, Athletics Director, Golden Bears and Pandas Athletics;
- Colm Renehan, Vice-President (Advancement);
- Hugh Segal, Master, Massey College;

April 21, 2016

- Christie Schultz, Assistant Dean, Academic, Faculty of Extension;
- Jan Selman, Interim Director, Community Service Learning;
- Arya Sharma, Professor of Medicine, Chair in Obesity Research & Management;
- Joan Schiebelbein, Director, Career Services;
- Marcia Spetch, Professor, Psychology;
- Sheila Steger, Senior Director, Individual Giving, Advancement;
- Joseph Strodel, Director of Corporate and Foundations Relations, Advancement;
- Alison Turner, Media Relations, University Relations;
- Connie Varnhagen, Director, University Research Initiative;
- Marvin Washington, Associate Professor, School of Business;
- Janet Welch, Assistant Dean, Education Technology Service, Faculty of Education
- Phyllis Woolley, Program Coord - Gov Interchange Program and Active Engagement at the Alberta School of Business
- Heather Zwicker, Professor, Faculty of Arts;

2014-16 Student Consultation
Students' Union members:
- Hans Asfeldt
- Dustin Chelen
- William Lau
- Petros Kusmu
- Kathryn Orydzuk
- Fahim Rahman
- Navneet Khinda

Graduate Students' Association:
- Nathan Andrews
- Brent Epperson
- Susan Cake

Students at large:
- Catherin Fan and Gabrielle Belzil (Debate Society Presidents)
- Nisha Patel (Student School of Business Leadership Certificate)
- Michael Swampy

2 consultation with Students' Union Council, 1 consultation with Graduate Students' Association Council
Focus Groups: 7 focus groups of students, facilitated by SU December 2014, total 65 participants.

PLLC Inaugural Class Consultation
December 2015: 2 Town Halls facilitated by SU staff, one each at North Campus and Augustana Campus, 1 hour in camera; reports available.
December 2015: Teaching Fellow consultation
March 2016: Student forum representatives consultation
Since January 2016: Bi-weekly academic steering group meeting of lead instructors.

April 21, 2016

Appendix D – Library Impact Statement	Library Impact Statement prepared by Tim Klassen, Head/SciTech & Business Libraries Patti Sherbaniuk of the Winspear Business Library: Librarian assigned to PLLC

April 21, 2016

UNIVERSITY OF ALBERTA
LIBRARIES

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Proposal for Calendar Changes to implement
Peter Lougheed Leadership College Certificate of Leadership
Proposed implementation date: September 2016

The Library has examined the calendar changes required to implement the Peter Lougheed Leadership College Certificate of Leadership as submitted by the Undergraduate Programs Office in the Faculty of Business which is the administrative home for the certificate. We anticipate that the new certificate will not incur any additional costs for Library acquisitions or services.

The Peter Lougheed Leadership College Certificate of Leadership will create a wide array of opportunities for undergraduates in all faculties and emerging leaders to gain skills, experience and understanding so that they may demonstrate excellence in leadership in all walks of life and use this to the greater benefit of society. The certificate provides students with formal recognition of the leadership skills they have acquired through their studies at the Peter Lougheed Leadership College. Courses are offered by a variety of different Faculties and the certificate itself is available to students in multiple Faculties

The certificate will be based on completion of a series of four required courses taught by permanent, full-time faculty, already in place who are members of the Faculties of ALES, Arts, Business and Science. Class size will be 144 students, 288 at full enrollment. The four courses will be offered through the following faculties:

- Faculty of ALES - Foundations in Leadership
- Faculty of Arts - Topics in Leadership
- Faculty of Business - Workshop in Leadership
- Faculty of Science - Capstone Course in Leadership

The University of Alberta Libraries (UAL) provide access to extensive collections of both online and print resources that support research and teaching in a wide range of subjects within the above-mentioned Faculties. The proposed Peter Lougheed Leadership College Certificate will be supported by numerous databases currently subscribed to by UAL including: Sociological Abstracts, SocIndex, SPORT Discus, Business Source Complete, ABI Inform, Academic Search Complete, PsychInfo, Social Science Citation Index, SAGE Journals online, ERIC, Business Source Elite, and CINAHL Plus.

The program can be supported through the existing library facilities and services that support the Faculty of ALES, Faculty of Arts, Faculty of Business and Faculty of Science. In-class library instruction and one-on-one student and faculty consultations will be provided by our designated Liaison Librarian to the Peter Lougheed Leadership College.

The proposed program should have no impact on Library staff/hours, or collection resources. We support the creation of the proposed program and look forward to working with its instructors and students in the years to come.

Executive summary of costs:

Total Costs	Start Up	On going (expected annual maintenance costs)
Collections budget	0	0
Capital budget	0	0
Operating/staffing budget	0	0
Incremental Cost for Licensed Resources	0	0
Total Costs: Summary	**0**	**0**

Signed:

Denise Koufogiannakis

Denise Koufogiannakis

Associate University Librarian, Collections

Tim Klassen

Head, Science and Technology Library and Winspear Business Library

Dated: April 4, 2016

| Appendix E – Mentorship Team | **Mentorship Team:**
Co-chairs:
● David Hancock, Counsel, Dentons, Former MLA and Premier, Alberta;
● Anne McLennan, Senior Advisor, Bennet Jones, Former Member of Parliament and Minister of Justice, and Deputy Prime Minister;
Members: Jodi Abbott, President, Norquest;
● Michael Aherne, Consulting Principal, Responsive Strategies Inc;
● Thomas Banks, Former Senator, Nationally and Internationally Renowned Musician;
● Mary Cameron, Member, Edmonton International Airports Board, Chair, Davisory Board, Surehire.
● Rob Campre, Aboriginal Health Council;
● Lewis Cardinal, Founding Board Member, Racism Free Edmonotn and Alberta Aboriginal Arts, Board Director, Alberta Council of Women's Shelters;
● Sarah Chan, Teacher, Musician;
● Cheng-Hsin Chang, Program Director, Executive Education, U of A School of Business;
● Greg Christenson, President, Christenson Developments;
● Maxine Clark, Director, Career Education and Coaching;
● Rick Dumas, Captain, Adjutant, Loyal Edmonton Regiment (4 PPCLI);
● Marc de la Bruyere, Chairman at Maclab Enterprises and Viewtrak Technologies;
● Anne Fanning, U of A Professor Emeritus;
● Morris Flewwelling, Educator, Founder, Heritage Community Foundation;
● Kara Flynn, Vice President, Government and Public Affairs, Syncrude Canada Ltd;
● Susan Green, AL&GC, Habitat for Humanity;
● Bruce Hogle, Electronic/Print Journalism, Former Chair, Grant McEwan University's journalism program;
● William Hogle, Lawyer;
● Fred Home, Former Minister of Health, Former MLA;
● Doug Horner, Former Provincial Treasure, Former MLA;
● Agnes Hoveland, City Councillor- Camrose;
● Shenaz Jeraj, Jaffer Inc, Silver Brown Consulting;
● Yasmin Jivraj, Acrodex,
● Chris LaBossiere, CEO and Investor, Yardstick Testing & Training Experts;
● Patti Laboucane-Benson, Native Counselling of Alberta;
● Hana Marinkovic, APEGGA, Former Chief of Staff;
● Steve MacDonald, Deputy Minister, Alberta;
● Spence Nichol, McKinsey, Former Chief of Staff;
● Verlyn Olson, Former Minister of Agriculture and Rural Development;
● Annemarie Petrov, Executive Director, Winspear Centre for Music;
● Giri Puligandla, Director, Planning and Research, Homeward Trust Edmonton;
● Paula Simons, Columnist, Edmonton Journal;
● Sam Singh, Market Rearcher, Localize;
● Ken Spillett, Former School Principal, Edmonton Public Schools;
● Gail Stephanik-Keber, Vice President, Servus;
● Adam Sweet, Senior Advisor, to President for Edmonton Economic Development;
● Marguerite Tressler, Ethics Commissioner, Alberta;
Note: All mentors receive 1.5 days of formal mentorship training by Ian Chisholm, The Roy Group (specialists in mentorship training and facilitation). |

April 21, 2016

Appendix F- 2014-16 Consultations outside the University of Alberta	(All titles are as they were at the time of consultation) ● Iqbal and Shamim Amiri, AMRI Inc. ● Jim Balsillie, Former CEO, Research in Motion, Sustainable Development Tech Canada; ● Margaret Bateman, Calder Bateman, Edmonton ● Max Bazerman, Co-Chair, Center for Public Leadership, Harvard Kennedy School; ● Desmond Berghofer, Founder & Principal, Institute for Ethical Leadership; ● Charles Bouchard – CEO Lockheed Martin Canada ● Dan Buchner, Head of Peter Lougheed Leadership Institute, Banff Centre; ● Kris Bulcroft, President, Capilano University; ● Janice Charette, Clerk of the Privy Council and Secretary to the Cabinet, Canada; ● Ian Chisholm, Founding Partner, Roy Group; ● Adrienne Clarkson, Former Governor General, Canada; ● Ron Crelinsten, Associate Fellow, Centre for Global Studies, University of Victoria; ● Elizabeth Croft, Associate Dean, Faculty of Applied Science, University of British Columbia; ● Emerson Csorba, U of A Alum, Director, Gen Y Inc; ● Catherine Dauvergne, Dean, Allard School of Law, University of British Columbia; ● Sally Davies, Chief Medical Officer, England; ● Jim Edwards, Former Member of Parliament and Parliamentary Secretary; ● Marshall Ganz, Senior Lecturer in Public Policy, Ash Center for Democratic Governance and Innovation, Harvard Kennedy School; ● Allan Gotlieb, Former Ambassador to US, Chair, Donner Canadian Foundation; ● Shari Graydon, Founder, Informed Opinions; ● Jane Halford - BOLT Transition ● Tsun-yan Hsieh, Chairman, Linhart Group; ● Steve Hrudey, U of A Professor Emeritus, President-Elect, APEGA [Alberta self-regulating professional agency]; ● Raymond Ivany, President, Acadia University; ● Jessical Jackson, Edmonton Public Library; ● David Janzen, Operations Manager, ICChange; ● Jarl John, President [US] National Public Radio; ● Natasha Kedia, U of A Alum, (recommended by Marcia Lang); ● Barbara Kellerman, Lecturer in Public Leadership, Center for Public Leadership, Harvard Kennedy School; ● Joseph Lougheed, Partner Dentons (Son of Peter Lougheed); ● Stephen Lougheed, President & CEO, Alberta Innovated-Technologies Futures, (Son of Peter Lougheed); ● Karen Lynch, Director, External Relations, Post-Secondary Institutions, ATB Financial; ● Rob Roy MacKenzie, Brigadier-General, Deputy Commander, 3 Canadian Division; ● W. Kenneth McCarter, Chair, Massey College Quadrangle Society; ● Betsy McGregor, Founder and Facilitator, McGregor Leadership; ● Helen McLean, Executive Director, Donner Canadian Foundation;

- Peter Meekison, Adjunct professor, Dept of Political Science, Royal Roads University, (Distinguished University Professor Emeritus of Political Science, University of Alberta;
- Jeff Melanson, President Banff Centre;
- Gautam Mukunda, Assistant Professor, Organizational Behavior, Harvard Business School;
- Ray Muzyka, Founder & CEO, ThresholdImpact;
- Miriam Nelson, Chair, Faculty Executive Committee, Tisch College of Citizenship and Public Service, Tufts University.
- Nicholas Offord, Offord Group;
- Abbey Onn, Assistant Director, Leadership Development Programs, Center for Public Leadership, Harvard Kennedy School;
- Janice Price, President, Banff Centre;
- Faaiza Ramji, U of A Alum, Owner, Chopped Leaf;
- Robert Roy - Canadian National Leadership Program
- Abdullah Saleh, MD, Chief Executive Director/Co-Founder, ICChange;
- Geraldine Schwartz, Founder & Principal, Institute for Ethical Leadership;
- Haley Simons, President, Creative Alberta;
- Joy Scott, Alberta College of Family Physicians;
- Liz Smyth, Acting Director, Centre for Teaching Support & Innovation, University of Toronto;
- Marilyn Steers, Founder/Principal, Kaleidoscope Consulting;
- Mark Tewksbury, Canadian Olympian (swimming), Speaker, Founder, Facilitator, Great Straits;
- Stephen Toope, Director, Munk School of Global Affairs, University of Toronto;
- Nancy Thomas, Member, Faculty Executive Committee, Tisch College of Citizenship and Public Service, Tufts University.
- William Thorsell, UofA Alum, Journalist and Former Editor, Globe & Mail;
- Carla Tishler, Portfolio Director, Harvard Business School Program for Leadership Development;
- Shari Tishman, Lecturer, Harvard Graduate School of Education;
- Joel Ward, President and CEO, Red Deer College
- Tammy Ward, Senior Leader, Leadership Learning & Development, ATB Financial;
- Sheila Weatherill, Consultant, Weatherill and Associates;
- Christine Whitecross, Lieutenant-General, Commander of the Canadian Forces Strategic Response Team on Sexual Misconduct;
- Kelly Woiden, Brigdier-General, Chief of Staff, Army Reserve, Dept of National Defence, Canada;

2014-16 Government Consultation (Municipal, Provincial, Federal)
- Greg Bass, Deputy Minister, Alberta Education;
- Brian Bowman, Mayor, City of Winnipeg;
- Carolyn Campbell, Deputy Minister, Culture and Tourism;
- Janice Charette, Clerk of the Privy Council;
- Janet Davidson, Former Deputy Minister of Health, GOA.
- Barry Day, Deputy Minister, Leadership and Talent Development within Executive Council;
- Robert Driesen, Assistant Auditor General of Alberta;

	● Bev Esslinger, Councillor, City of Edmonton; ● Kyle Fawcett, Minster, Jobs, Skills, Training and Labour; ● Laurie Hawn, Member of Parliament for Edmonton Centre; ● Ben Henderson, Councillor, City of Edmonton; ● Don Iveson, Mayor, City of Edmonton; ● Matt Jeneroux, MLA for Edmonton-South West; ● Stephen Khan, Minister, Service Alberta; ● Andrew Knack, Councillor, City of Edmonton; ● Steve MacDonald, Deputy Minister, Innovation and Advanced Education; ● Naheed Nenshi, Mayor, City of Calgary; ● Ron Parker, Deputy Minister Champion for UofA; ● Blake Pedersen, MLA for Medicine Hat; ● Sarah Pocklington, Alberta Future Leaders, Arts Development, Government of Alberta; ● Jim Prentice, Premier, Alberta; ● Dave Quest, MLA for Strathcona-Sherwood Park; ● Merwan Saher, Auditor General of Alberta; ● Brian Slotr, Director Meetings and Conventions, Travel Alberta ● Gayle Stannard, Alberta Order of Excellence ● Marguerite Trussler, Ethics Commissioner, Alberta; ● Michael Walters, Councillor, City of Edmonton; ● Peter Watson, Deputy Minister, Executive Council; ● Trish Webb, Chief Communications Officer, City or Edmonton; ● Steve Young, MLA for Edmonton-Riverview **Indigenous People Consultation:** ● Tracy Bear ● Chief Wilton Littlechild ● Aaron Paquette ● Justice Murray Sinclair ● Muriel Stanley Venne

April 21, 2016

APPENDIX G – Academic Oversight Committee Terms of Reference

Academic Oversight Committee
Terms of Reference

August 15, 2015

Table of Contents

April 21, 2016

I. Background

The University of Alberta's Peter Lougheed Leadership College (PLLC), is a broad, inclusive community of undergraduate students, graduate teaching fellows and instructors. The PLLC creates opportunities for leadership development through enhanced formal and co-curricular programs, experiential learning, and engagement with a wide range of leadership styles, commitment to ethical behavior and social responsibility, and with access to excellence in mentorship.
The work of the PLLC is guided by the following foundational statements:

Vision Statement

The Peter Lougheed Leadership College is a thriving and vibrant centre of excellence for leadership development where students are immersed in and benefit from leading-edge learning experiences.

Mission Statement

The Peter Lougheed Leadership College is dedicated to creating an exceptional interdisciplinary, multiple campus and collaborative learning environment in which students gain the attributes, skills and competencies essential for their life endeavors.

PLLC Values and Principles

As part of the University of Alberta, the PLLC relies on the shared values of the University of Alberta that are centred on the principle of "uplifting of the whole people" and form the bedrock for our behaviour and guides our actions and interactions. These values represent how the PLLC expects to travel toward fulfillment of its mission and vision.

PLLC values	Principles of Practice that reflect PLLC values
Embodiment of leadership practices	Based on the example set by Peter Lougheed, the work of the PLLC will model and set an example for the leadership practices of ethical responsibility, authenticity, critical/strategic thinking, effective communication, and acting with integrity.
Diversity of learning experiences	● The student-centred learning approach at the PLLC will utilize a range of learning processes including cutting edge digital learning, experiential learning, opportunity to participate in an immersive residential experience, and mentorship. ● Formal learning experiences will be evidence-based and closely linked to scholarship in leadership practices.
Interdisciplinary collaboration and synergy	From design to delivery, the PLLC will identify and utilize the wealth of experience, scholarship, and collective wisdom of the academy, its partners, and the broader community to optimize learning experiences for all.

April 21, 2016

Accessible participation	The inclusive approach to leadership development at PLLC ensures that: ● The composition of the PLLC leadership cohorts are representative of the University of Alberta campus as a whole. ● Leadership opportunities are coordinated and shared across the entire campus as the college serves the university as a catalyst for excellence in leadership practice and mentoring in any setting.

II.   The PLLC Leadership Certificate

A key component of the PLLC is an embedded academic certificate. As an administrative unit of a UofA presidential initiative, the PLLC operates in collaboration with the UofA academic system.   Therefore, to meet the academic oversight and governance requirements for an embedded certificate, the academic certificate will be hosted by a designated faculty. As well, to support the inter-disciplinary nature of the PLLC, each of the academic credit courses will be offered by a different faculty.

This complex context presents unique challenges and opportunities for the PLLC, and the university, and will require a strong collaborative and coordinated relationship between the PLLC and the partnering Faculties. The PLLC recognizes that each of the Faculties offering a PLLC leadership course is ultimately responsible for the content, academic oversight, governance approval, and delivery of that course. The host Faculties see significant benefit from the active advisory engagement of the PLLC during course and certificate development, as well as in an ongoing capacity. An Academic Oversight Committee (AOC) will utilized to achieve the optimum collaborative benefit.

III.   The Leadership Role of the Peter Lougheed Leadership College Academic Oversight Advisory Committee

Utilizing a collaborative and collegial approach the AOC members will work with the PLLC administrative unit to support the development of development and delivery of a superior quality embedded certificate, and its components, and the PLLC as an important multi-campus initiative.

A key leadership role of the committee will be to utilize the combined governance experience of its members to create clarity and consensus regarding the roles, relationships and responsibilities pertaining to the development (including required approvals) and delivery of the courses and the overarching certificate. In undertaking this role, the Committee recognizes that the host Faculties have ultimate responsibility for governance processes relating to the individual courses and certificate.

April 21, 2016

The Academic Oversight Committee (AOC) will:
- Create and utilize a governance and academic oversight strategy to clarify roles, responsibilities, and relationships that supports a two-way (PLLC and AOC) mentoring and learning process and a collaborative commitment to academic excellence.
- Seek ongoing input from the PLLC on course and certificate content; and
- Work with the Faculties to ensure the courses are aligned, as much as possible, with PLLC values and principles.

The leadership efforts of the AOC will benefit four specific stakeholder groups:
- *Students* will benefit from an academically rigorous, enriching and valuable learning experience that contributes to their academic program requirements, and provides opportunity for leadership development in an inter-disciplinary environment.

- *The University of Alberta* will benefit from the collaboration and synergies between the PLLC and the academic community through:
  - Provision of a program and experience that distinguishes the UofA in the field of inter-disciplinary leadership development.
  - Development of governance protocols, principles and implementation processes that can serve as examples for other inter-disciplinary initiatives.

- *The hosting Faculties* will benefit from the work of the committee by:
  - Increased clarity and broadly shared knowledge of the intentions of the PLLC and of the leadership certificate within that context;
  - Clarity of roles, relationships and responsibilities in certificate and course development, the required approvals, and program delivery;
  - A shared confidence in the credibility of the academic certificate;
  - Support and advice from the committee throughout the approval processes; and
  - Leadership development opportunities through affiliation with the PLLC.

- *The benefits to PLLC* from working with the AOC committee will include:
  - Having a cohesive, collaborative, and collegial academic body to support the PLLC certificate;
  - Shared commitment to a strong, credible and valuable academic certificate;
  - Shared and consistent communication to the academic community through a formal conduit which provides the ability to share the overall picture and intention of the PLLC and the leadership certificate—PLLC activities and values will be accurately represented to the academy;
  - Strong and focussed relationships with the academic community;
  - Ability to further develop knowledge about UofA governance practices and implementation by accessing the governance expertise from the committee members; and

o   Developing and sharing a model that can be used by other University initiatives.

i.   AOC Membership

The membership of the AOC will consist of:
- Vice Provost (Academic) to serve as chair of the committee
- PLLC representative
- Representative from the Certificate Hosting Faculty
- Associate Deans (Undergraduate Programs) or Dean's designate from :
  o   Host Faculty *Foundations of Leadership* Course – Faculty of Arts
  o   Host Faculty *Topics in Leadership Course* – Faculty of ALES
  o   Host Faculty *Experiential Workshops* – Alberta School of Business
  o   Host Faculty *Capstone Course* – Faculty of Science

ii.   AOC Operating Principles (Values and Principles of Practice)

Value: how the AOC will get to where it wants to go	Principles of Practice that reflect the values
Student-based approach	The PLLC and AOC will collaborate to serve the best interests of the students in the provision of a superior academic experience
Reflecting the PLLC mission and values	Consider the PLLC values and principles in forming and developing positions and providing advice.
Collaborative engagement	The relationship is characterized by open, timely, complete and transparent information exchange.
	PLLC and the AOC will adopt, demonstrate and maintain a commitment to the success of the PLLC and the academic programs associated with the PLLC.
A solution/ outcomes-based approach	The AOC and the PLLC will address concerns and issues by confirming the shared, desired outcome and seeking the most feasible and effective solution.
A learning approach	Reflecting respect for the experience, knowledge and abilities of all stakeholders, the PLLC and AOC will actively and consciously engage in two-way mentoring and learning.

April 21, 2016

iii.   Roles and Responsibilities of AOC Committee

The AOC is an advisory committee endorsed by the deans of the PLLC certificate and course-hosting faculties, and the Office of the Provost. The committee will be guided, but not restricted by, the following roles:

Academic content stewards:

- Ensure that each of the four courses contributes to the mission, values and principles, and overall goals of the PLLC, and the intention of the leadership certificate;
- Monitor the ongoing alignment of the courses with the values and principles of the PLLC;
- Maintain consistency in standards and approach to support a student-centred and service-oriented approach; and
- Review and endorse a robust application and admissions policy.

Effective Communications Stewards:

- Support accurate and timely information dissemination and exchange between PLLC and the academic community.
- Consult on all forms of communication and information relating to the **Leadership Certificate** program and courses before publication.
- Communication plans and materials should be reviewed by AOC before publications.
- Communication between the committee and the PLLC will be guided by the Communications Protocol (Appendix I).
- All AOC actionable items and decisions will be recorded and shared with PLLC.

iv.   Role of the AOC Chair

The Vice-Provost, Academic Programs and Instruction will serve as the Chair of the AOC and will:

- Be the primary point of contact between the PLLC, the University and the AOC.
- Call committee meetings or facilitate conversations of committee members as required.
- Chair all meetings and ensure the timely dissemination of the information and other communication on behalf of the AOC.
- Coordinate action on any dispute resolution as required.

April 21, 2016

v. Roles and Responsibilities (scope) of the PLLC relevant to the PLLC certificate, courses and governance.

- The Principal of the PLLC holds ultimate responsibility for the vision and intention of all college activities. The Principal is responsible for the foundational principles of the leadership certificate and ensuring that its delivery is consistent with those principles.

- The Principal will seek the knowledge, expertise and advice of the AOC in service to the initial and continual development of superior academic offerings that reflect the principles of the PLLC and high standards of pedagogy. Specifically, the Principal will refer to the expertise of the committee in matters of academic oversight and governance approval.

- The PLLC will refer all matters relative to academic oversight and governance approval to the AOC for their consideration and advice.

- The PLLC recognizes that the oversight and governance of academic programs associated with PLLC rests in the Faculties offering the courses and certificate.

vi. Term of the Committee

The AOC will remain as a standing committee (and meet as required) for the purpose of working with the PLLC to discuss changes in programming, and to engage with the PLLC as part of the process for evolution of the certificate program.

vii. Decision Making and Dispute Resolution

The AOC will operate using a consensus model.
If consensus cannot be reached the matter will be referred to the Provost for a final decision.

April 21, 2016

Appendix I. AOC/PLLC Communication Guidelines

The AOC, in its work to support the development and delivery of high quality academic offerings as part of the PLLC Leadership Certificate, is a key PLLC partner.   Effective, timely and productive communication emanating from a respectful and collaborative relationship is essential. The following communication guidelines will guide formal communication (information requests or review) between the PLLC and the AOC.

- Consultation is required on all matters pertaining to the academic content of the proposed certificate, or matters that require approval(s) by University Governance committees.
- For each matter, which requires a significant information exchange between the AOC and the PLLC, each partner will designate a conversation leader to coordinate a timely and collective response.
- The intention or purpose of the information request, and the process timeline, will be provided at the time of the request. (i.e.: whether simple advice, material review, or formal approval being requested, or whether discussions are required to arrive at a mutually agreeable solution to a pending issue)
- When either the PLLC or AOC submits an issue for consideration by the other body, advance notice of the forthcoming request with as much information available at that time will be provided. For instance, if the PLLC is requesting a document to be reviewed by the AOC, it will inform the AOC of this intention sufficiently in advance.
- A collective response will be provided within two working days of receipt (as a general guideline). If this timeline cannot be met, notification will be provided immediately and a delivery time will be agreed upon.
- This does not preclude holding developmental meetings or workshops between the PLLC and the AOC as necessary.
- The communication loop will be closed by informing the other body how the information or response was used to inform the decision.

April 21, 2016