MEETING OF THE FACULTY COUNCIL OF THE FACULTY OF SCIENCE

A regular meeting of the Faculty Council of the Faculty of Science will be held on Wednesday, March 20, 2013, at 1 p.m. in C-2045.

AGENDA (revised)

1. Regrets
2. Adoption of the Minutes of November February 20, 2013
3. Business Arising from the Minutes
4. Correspondence: None
5. Reports of Standing Committees:
   A. Undergraduate Studies Committees:
   B. Graduate Studies Committee:
      a. Department of Earth Sciences, special topics course, EASC 6943, Field Studies in Orogenic Belts, paper 5.B.a (10 pages). Approved by the committee and included for information only.
   C. Nominating Committee: None
   D. Library Committee: Report by Lisa Goddard and Erin Alcock
6. Supplementary regulations for Committees
7. Reports of Delegates from Other Councils
8. Report of the Dean
9. Question Period
10. Policy Consultation, Accommodations for Students with Disabilities:
    paper 10 (19 pages)
11. Adjournment

Mark Abrahams
Dean of Science
FACULTY OF SCIENCE
FACULTY COUNCIL OF SCIENCE
MINUTES OF MEETING OF FEBRUARY 20, 2013

A meeting of the Faculty Council of the Faculty of Science was held on Wednesday, February 20, 2013, at 1:00 p.m. in room C-2045.

FSC 2158 Present
Biochemistry
Mulligan, M

Chemistry
Merschrod, E. Pickup, P.

Computer Science
Bungay, S. Kolokolova, A. Yu, G.

Earth Sciences
Hanchar, J.

Mathematics & Statistics
Loredo-Osti, J.C. Radford, C. Sullivan, S. Haynes, R.

Ocean Sciences
Fletcher, G.

Psychology
Malsbury, C.

Dean of Science Office
Abrahams, M. Foss, K. Foster, A. Hopkins, J. Rideout, J.

Economics
Waples, M.J.

Geography
Catto, N.

DELTs
Hickey, R.
Library
Alcock, E.

Engineering
Zhang, H.

Registrar’s Office
Burry, J.

School of Music
Cook, N.

FSC 2159 Regrets
Donna Stapleton Brad de Young
David Pike Dorothy Vaandering
Bill Schipper Yanqing Yi

FSC 2160 Adoption of Minutes
Moved: Minutes of the December 12, 2012, meeting be adopted as circulated (Sullivan/Fletcher). Carried.

FSC 2161 Business Arising: None

FSC 2162 Correspondence
a. Amrutha Paladinu has been appointed as the new GSU representative on the Faculty of Science Faculty Council (memo, November 20, 2012).

FSC 2163 Reports of Standing Committees:
A. Undergraduate Studies Committee:
Report presented by Shannon Sullivan, Chair, Undergraduate Studies Committee.

a. Moved: Department of Ocean Sciences, proposal for new course, OCSC 3002, Aquaculture and Fisheries Biotechnology (Sullivan/Fletcher). Carried.

b. Moved: Department of Biology, calendar change (Sullivan/Mulligan). Carried.

c. Moved: Department of Biology, proposal for amended course, BIOL 4122 (Sullivan/Mulligan). Carried.

d. Moved: Response to Senate Committee on Undergraduate Studies, Approval for Common Courses (Sullivan/Foster). Carried.

e. Moved: Response to Senate Committee on Undergraduate Studies, Review of Transfer Credit Evaluation (Sullivan/Foster). Carried.
B. **Graduate Studies Committee:**
   Report presented by J. C. Loredo-Osti, Chair, Graduate Studies Committee.
   a. **Moved:** Department of Biology, proposal for new course, BIOL 6131 (Loredo-Osti/Mulligan). **Carried.**

C. **Nominating Committee:** None

D. **Library Committee:** Report by John Lewis rescheduled for next meeting of Faculty Council.

**FSC 2164  Reports of Delegates from Other Councils:** None

**FSC 2165  Faculty of Science Strategic Plan - Annual Approval**
Presented by Dr. Mark Abrahams, Dean.

The Faculty of Science Strategic Plan has served the faculty well during the past year. It provided a strong rationale for the funding received for lab equipment and the Science Undergraduate Research Awards. Faculty were asked if they felt anything in the plan should be changed or updated at this time but all were in agreement that the document was still relevant. The Dean confirmed that changes could be accommodated if necessary before next year’s review meeting. The suggestion was also made that new faculty be asked for feedback on the plan so as to obtain a fresh perspective on the document.

**Moved:** The Faculty of Science Strategic Plan remain as written (Foster/Pickup). **Carried.**

**FSC 2166  Report of the Dean:**
Presented by Dr. Mark Abrahams, Dean.

**Science Building**
We are now midway through the functional space planning analysis. This process is designed to determine the space requirements, and how best to use the space within the new Science building and the Chemistry-Physics building. However, this process will also have ramifications throughout the Faculty of Science and the Dean strongly encourages all faculty to stay engaged.

**Student Concern**
Dr. Andy Foster and the Dean have been meeting regularly with students from all departments within the Faculty of Science. One of their concerns is the new senate regulation requiring 20% of the grade be assigned prior to the date for withdrawal without academic penalty. The problem is that it compresses the midterm examination schedule into a very short period of
time. They are seeking some change to this regulation to alleviate this issue, and the Dean is curious about concerns from faculty around this issue.

Discussion took place regarding this student concern. It was mentioned that there is already a regulation stating that appropriate feedback be provided by this date and that this should be enforced. Many felt that any request for change to the new regulation should be student led. Faculty Council agreed that it would support a motion, if presented, to amend this regulation.

**New Director of Bonne Bay Marine Station**
The Faculty of Science will soon be announcing the new Director of the Bonne Bay Marine Station. As many will know, Dr. Robert Hooper has been the director of this facility since its construction in 2002, and has a 34-year history teaching and conducting research at Norris Point. The new director will be Dr. Robert Scott from Grenfell Campus who will take over from Dr. Hooper in the Spring.

**FSC 2167  Question Period**

**FSC 2168  Teaching and Learning Framework Update:**
Presented by Doreen Neville

Activities over the last year under the umbrella of the Teaching and Learning Framework have included the launch of the Teaching and Learning Website and the First Year Success Program. Several student gathering spaces throughout the university have also been furnished. Although there have been a few issues with various implementations in the first year, these are being addressed and it is hoped improvements will continue.

**FSC 2169  Learning Activities Available for Faculty:**
Presented by Ruth Hickey, DELTS

Faculty were encouraged to avail of learning activities being offered by DELTS. Efforts have been made to ensure activities are accessible to faculty and have been proving worthwhile as evidenced by high attendance at offerings thus far. Please email Ruth at rhhickey@mun.ca with any suggestions of content that can be integrated into teaching plans.

**FSC 2170  Adjournment:**
The meeting adjourned at 1:50 p.m.
March 11, 2013

TO: All Members, Faculty Council of Science

FROM: Joan Burry, Secretary
       Committee on Undergraduate Studies, Faculty of Science

SUBJECT: New Course Proposals

At a meeting held on March 5, 2013, the Undergraduate Studies Committee of the Faculty of Science agreed that the following new course proposals be forwarded to Faculty Council for approval:

1. Department of Ocean Sciences
   OCSC 4000-Scientific Diving Methods

2. Department of Physics and Physical Oceanography
   PHYS 2300-Introductory Oceanography

Joan Burry
Assistant Registrar and
Secretary: Committee
on Undergraduate Studies,
Faculty of Science
Proposition
New Course – Physics 2300
Introductory Oceanography

RESOURCE IMPLICATIONS:

This course will use teaching resources currently available in the Department of Physics and Physical Oceanography.

Instructional Costs

No additional instructional costs will be required: the course could be taught by several different members of the Department of Physics and Physical Oceanography – I. Afanassiev, E. Demirov, B. deYoung, J. Munroe, L. Zedel.

Library Holdings and/or Other Resources Required

The costs associated with new course can be met from within the existing budget allocation or authorized new funding for the Department of Physics and Physical Oceanography.

Signature of Unit Head (if appropriate):

Date:

Signature of Dean/Associate Vice-President (Academic)/Vice-President:

Date:
Phys 2300 – Introductory Oceanography

Course Number and Title

Phys 2300 – Introductory Oceanography

Abbreviated Course Title

Introductory Oceanography

Calendar Description

2300 Introductory Oceanography will provide an introduction to the physical ocean. Ocean characteristics studied will include: the properties of seawater, key features of ocean circulation, wind-forcing in the ocean, tides and shoreline processes as well as ocean coupling with the atmosphere, geosphere and cryosphere (ice) and new approaches to ocean sampling and numerical modelling. The course will take an integrated earth systems approach to the study of upwelling zones, open ocean ecosystems and climate change.

CR: ENVS 2371
PR: Any two first-year courses in Physics.

Secondary Changes (if applicable)

Not applicable

Rationale

This course will enable students studying in the Life and Earth Sciences and other disciplines to learn about the ocean from a physical perspective and the links with other components of the Earth Systems. The course will take a systems approach and while some review of key physical understanding will be important the primary strategy will be to consider ocean regions, such as upwelling zones, and learning how they operate in a holistic manner. This course has been developed partly in response to the developing program in the Department of Ocean Sciences. It is expected to be a required course for students following an ocean sciences minor. It will also benefit students in our own department offering a course in physical oceanography that will be well suited both to our minor program and also to the Environmental Physics major. There are thus at least three different groups of students that need this course and would have an interest in it.
Phys 2300 – Introductory Oceanography

<table>
<thead>
<tr>
<th>Consultations Sought From</th>
<th>Comments Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grenfell VP Office</td>
<td>Yes</td>
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<tr>
<td>Marine Institute</td>
<td>Yes</td>
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<tr>
<td>Ocean Sciences Centre</td>
<td>Yes</td>
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<tr>
<td>Biology</td>
<td>Yes</td>
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<tr>
<td>Earth Sciences</td>
<td>Yes</td>
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<td>Chemistry</td>
<td>Yes</td>
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<td>Biochemistry</td>
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<td>Computer Science</td>
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<td>Psychology</td>
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<td>Geography</td>
<td>No</td>
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<tr>
<td>Mathematics</td>
<td>No</td>
</tr>
</tbody>
</table>

| Library Report Received           | Yes               |
Sample Course Outline and Method of Evaluation

Course outline:

The course will be taught as a regular lecture course. The outline for the course will be

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Chapter (T&amp;T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formation of the Oceans (origin atmosphere and ocean, ocean basin formation and plate tectonics)</td>
<td>Chapters 1-3</td>
</tr>
<tr>
<td>2</td>
<td>Properties of Water, Seawater and Ice (chemical water properties, thermodynamics properties, nonlinearity of sweater, gases and gas exchange, acidity, density and water structure)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>3</td>
<td>Air-Sea Interaction (atmospheric structure, solar dynamics, polynyas and sea-ice, greenhouse effect)</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>4</td>
<td>Currents with and without friction (Hydrostatic dynamics, geostrophy, Ekman dynamics, Large-scale wind circulation)</td>
<td>Chapter 8, 9</td>
</tr>
<tr>
<td>5</td>
<td>Ocean Circulation (Large scale features of ocean circulation, transports, thermohaline circulation)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>6</td>
<td>Tides (Basic theory, ocean-basin, regional seas, local effects)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>7</td>
<td>Upwelling Dynamics Systems (Application of Ekman theory, physical dynamics (spatial and temporal scales), ecosystem response, exploration of upwelling regimes)</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>8</td>
<td>Open Ocean Structures (large-scale circulation and ocean ecosystems, coupling of shelf and open ocean and surface, pelagic and benthic regimes, physical and biological dynamics)</td>
<td>Chapters 13/14 &amp; Notes</td>
</tr>
<tr>
<td>9</td>
<td>Deep Water Formation (Time scales for ocean mixing, processes for deep water formation, ecological and climate implications)</td>
<td>Notes</td>
</tr>
<tr>
<td>10</td>
<td>Polar Ocean Systems (Sea-ice formation and connections to thermodynamics, Arctic versus Antarctic comparison)</td>
<td>Notes</td>
</tr>
<tr>
<td>11</td>
<td>Climate Change and Variability: Regional and Global Perspective (Role of ocean in climate, paleoclim ate, modeling climate, uncertainties, global and regional picture, role of science in climate debate)</td>
<td>Chapter 18</td>
</tr>
</tbody>
</table>

Approximately 2-3 lectures will be spent on each topic, as is indicated by the week-by-week sequence. While the text will form the core of the materials, particularly in the first half of the course, we have not yet found a text that covers the full range of the material and so will supplement the text with notes and other background material while working with the text as much as possible.
Evaluation:

Assignments 20%
Term test (around week 5) 20%
Term Paper 20%
Final Examination 40%

The assignments will be a combination of calculations and reports based upon reading. Students will be expected to do calculations like water mass transport, or heat exchanges, or water mass formation based upon equations that are developed in class. Given the level of the course full derivations of the equations will not be developed and no partial differential equations will be used. A total of 5-6 assignments will be given throughout the term. The tests will follow the model of the assignments requiring some simple calculations and asking the students to demonstrate both a knowledge and understanding of the material provided. The term paper will provide the students with an opportunity to integrate their knowledge around a topic directly relevant to the course material.

Texts

Mandatory:


Instructor(s)

Any one of Drs. Brad deYoung, James Munroe, Len Zedel, Entcho Demirov or Iakov Afanassiev of Physics and Physical Oceanography
Phys 2300 – Introductory Oceanography

SUMMARY PAGE FOR SENATE

Approval Form

Course Title and Number: Introductory Oceanography – PHYS 2300

Abbreviated Course Title: Introductory Oceanography

Calendar Description

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PR: Any two first-year courses in Physics.

Rationale

This course will enable students studying in the Life and Earth Sciences and other disciplines to learn about the ocean from a physical perspective and the links with other components of the Earth Systems. The course will take a systems approach and while some review of key physical understanding will be important the primary strategy will be to consider ocean regions, such as upwelling zones, and learning how they operate in a holistic manner.

This course has been developed partly in response to the developing program in the Department of Ocean Sciences. It is expected to be a required course for students following an ocean sciences minor. It will also benefit students in our own department offering a course in physical oceanography that will be well suited both to our minor program and also to the Environmental Physics major. There are thus at least three different groups of students that need this course and would have an interest in it.
Consultations Sought From

Grenfell VP Office
Marine Institute
Ocean Sciences Centre
Biology
Earth Sciences
Chemistry
Biochemistry
Computer Science
Psychology
Geography
Mathematics

Comments Received
Yes
Yes
Yes
Yes
Yes
No
No
No
No

Library Report Received

Yes

Approved by Dean, Associate Vice-President (Academic) or Vice-President

Yes/No

Name

-------------------------------------------------------------------------------------------------------------------------------------

FOR OFFICE USE ONLY

APPROVAL GRANTED BY SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Chair:

Secretary:

Date:
Physics 2300 Consultations:

Message sent to miconsultations@mi.mun.ca:

The Department of Physics and Physical Oceanography is proposing a new undergraduate course, P2300 Introductory Oceanography. The course proposal form is attached. Please forward any feedback on this proposal to me before March 14, 2013.

Thanks

Message sent to vpoffice@grenfell.mun.ca, Dianne Taylor-Harding (Library), and Faculty of Science Departments:

Dear ........

The Department of Physics and Physical Oceanography, St. John’s campus, is proposing a new undergraduate course, P2300, Introductory Oceanography. The course proposal form is attached. I would be grateful for any feedback on this proposal. I would appreciate receiving such feedback before March 14, 2013.

Thank you.

Michael Morrow, Undergraduate Studies Committee, Physics and Physical Oceanography
Responses:

From Chemistry:

Hi Mike,

The course sounds very interesting! I am assuming that this course will not count as a course towards a physics major or honours degree and that it can be used as an elective for any degree including a science degree. Perhaps that should be clearly pointed out. It sounds like it could become required by the marine option of biology.

cheers,

Chris Flinn
Deputy Head, Undergraduate Studies
MUN Chemistry Department

From Earth Sciences:

I don't have any objections to this course. Indeed it could complement our curriculum.

However, given the arrival of the OSC as a department of the FoS and their introduction of a new first year course it seems to me that the collection of Depts. comprising the FoS is missing an opportunity to put together a coherent multidisciplinary program in "Ocean Sciences". Once there is a series of independent overlapping offerings from various departments it will be much more difficult to construct such a program.

Looks like an interesting course. Is this something that can be complimentary to any of our streams (e.g. enviro, geophys)? Should we consider including it in any of our tables as a recommended course?

With specific regards to the proposal, the Calendar lists Physics 3300, Into to Physical Oceanography. Just as a note, does the Phys Dept plan to replace Phys 3300 with this new course? Or will this new course be a pre-req to 3300?

I have no concerns.

It looks interesting and pertinent, given where we live. We touch on these topics in EASC 1000, but not in depth, and this will provide a course for students whose interest is piqued by the topic. I wouldn't mind taking it myself.

I think the comments about a multidisciplinary program are valid.
Correspondence with OSC faculty (most recent at top).
Identified issues were addressed in an intermediate version of proposal:

From: "Patrick Gagnon" <pgagnon@mun.ca>
Date: February 14, 2013 4:00:55 PM NST
To: "Brad deYoung" <bdeyoung@mun.ca>
Cc: "Snelgrove, Paul" <psnelgro@mun.ca>, "Fletcher, Garth" <fletcher@mun.ca>, "Parrish, Chris" <cparrish@mun.ca>
Subject: RE: 2nd Year Physics Course

Hi Brad,

I am optimistic that Phys-2300 will suit 1 as well. However, I can see a few rightful requests for clarification coming from Biology, where they offer BIOL-3710 Biological Oceanography and the differences in course content between 2300 and 3710 are not necessarily obvious in one or two key sections of your course proposal. Biology just sent me your proposal for discussion at our next BUGS meeting, Tuesday coming. Where I co-teach 3710 with Paul, I may be asked to explain the differences between 2300 and 3710. If it comes to that, I’ll make it clear that 2300 emphasizes the physical aspects, whereas 3710 focuses on biological aspects, while being much less quantitative than 2300. It should help for the meeting, but again I think that your department may be asked to make these differences more obvious in the course proposal, most likely in the sections “Rationale” and “Course outline”. I could be wrong so I suggest you wait for Biology’s feedback if you can.

Regards
Pat

From: Brad deYoung [mailto:bdeyoung@mun.ca]
Sent: February-14-13 3:11 PM
To: Patrick Gagnon
Cc: 'Snelgrove, Paul'; 'Fletcher, Garth'; 'Parrish, Chris'
Subject: Re: 2nd Year Physics Course

Pat

I suppose the most important point in this discussion is if this course suits the OS program that is being developed. it is the course that Chris and I talked about quite some time ago. It is targeted towards three audiences:

(1) the OS students
(2) our students, primarily the minors but also the majors
(3) the Environmental Physics students

I know that it can work for 2 and 3. I am hoping that it suits 1 as well.

I have made changes to the proposal as suggested in your earlier message.

Brad
On 2013-02-14, at 2:32 PM, Patrick Gagnon wrote:

Hi gents,

I don’t have Thurman but do have a copy of Townsend’s in my office (Brad I can put it in the mail if you like). There are indeed a few equations in Ch.6 (waves and tides) and that’s about it, the rest of the book is text with lots of figures and a few general chemical equations here and there. The structure and content of Townsend and Pinet are remarkably similar and I cannot think of any book that comes out of the mass.

With regards to the proposal per se, I know, for serving on Biology’s undergrad committee, that you may be asked to provide more information in the following sections:

1. Calendar description. I understand this is a non-lab course. if so, then add: LH = This course does not have a laboratory component.
2. Rationale. Probably too short. Should elaborate a little on how the course complements existing offerings within your department. Any overlap with other courses? What will be the main clientele for the course, i.e. serve one or more departments and what are they? If no other course at MUN cover these topics, then try to highlight this.
3. Consultations. Add “Library” to the list (all course proposals now have to be sent to the Library so they can check existing resources and make suggestions where applicable)
4. Course outline. Can you frame each topic in a weekly format and, if possible, list corresponding chapters in the main text for the course?
5. Evaluation. How many assignments and what % each. Provide a tentative timeline for each item, e.g. Midterm Exam (week 5) – 30%. How do Assignments, Term test, and Term paper differ? A short paragraph before the evaluation breakdown could be added to clarify how students will be evaluated.

Best
Pat

From: Brad deYoung [mailto:bdeyoung@mun.ca]
Sent: February-14-13 10:30 AM
To: Snelgrove, Paul
Cc: Fletcher, Garth; Parrish, Chris; pgagnon@mun.ca
Subject: Re: 2nd Year Physics Course

Paul

I looked at Chap6 from Townsend, the only one that I could get online, and he does seem to have a few equations in there, certainly more than most of other books. At this point, Thurman is just a placeholder. I will add Townsend to the list of books to consider. No matter the choice I am sure that we will have to supplement.

travel well
Brad

On 2013-02-14, at 10:23 AM, Snelgrove, Paul wrote:

Ah, very good. I did miss the PR. I am en route to the airport but will see if I have Thurman when I get back. Pat may have some additional ideas. We also took a look at Dave Townsend's new(ish) text (http://www.amazon.com/Oceanography-Marine-Biology-Introduction-Science/dp/0878936025) but it didn't seem to solve the problem any better than Pinet. One student review says "He is not trying to confuse you with complicated concepts and equations and jargon." I think oceanography without ANY equations is not so good.....

Dr. Paul Snelgrove
Canada Research Chair in Boreal and Cold Ocean Systems
Department of Ocean Sciences and Biology Department
Memorial University of Newfoundland
St. John's NL A1C 5S7 Canada

709-864-3440, FAX 709-864-3220

From: Brad deYoung [mailto:bdeyoung@mun.ca]
Sent: Thu 14/02/2013 10:13 AM
To: Snelgrove, Paul
Cc: Fletcher, Garth; Parrish, Chris; pgagnon@mun.ca
Subject: Re: 2nd Year Physics Course

Paul

Thanks for the quick reply. We can save a seat for you if you would like a refresher course!

Yes there are pre-requisites (PR). They are any two first year physics courses. Since this is already part of the Biology degree we are not adding anything to the PR's and with this wording we are actually making it easier because taking P1020 and P1050 would enable a student to get in. better would be to have one of the second semester courses but that is not critical.

So far Thurman looks like the best book but I am open to other options. the book will simply be a useful guide for the material as much will need to supplemented with additional material, most of the last half of the course. But the price of the book is one of the things that we would look at and if the book can do double duty that would be good.

Brad

On 2013-02-14, at 10:06 AM, Snelgrove, Paul wrote:

Hi Brad - for what it is worth I would certainly have taken it as an undergrad had it been on the books! I do not see any pre-requisites, but perhaps I am missing that or there are none? If the latter it might be worth stating. In the long term we might think what text we could use for both
this course and our Biological Oceanography course - save the students a bit of money and loosely link the courses. Right now we are using Pinet, but I would be open to looking at Thurman (in fact I may have a copy of an earlier edition). Unfortunately most of the Oceanography texts are quite general and don’t probe very deeply. This issue has bubbled to the surface with Annie Mercier’s Oceans overview course and her search for texts.

Cheers, Paul

Dr. Paul Snelgrove
Canada Research Chair in Boreal and Cold Ocean Systems
Department of Ocean Sciences and Biology Department
Memorial University of Newfoundland
St. John’s NL A1C 5S7 Canada

709-864-3440, FAX 709-864-3220

From: Brad deYoung [mailto:bdeyoung@mun.ca]
Sent: Thu 14/02/2013 9:53 AM
To: Fletcher, Garth
Cc: Parrish, Chris; Snelgrove, Paul; pgagnon@mun.ca
Subject: 2nd Year Physics Course

Garth

This course is now going through our undergrad studies committee. Our department should approve it next week sometime and we are trying to get the consultation process going now. I am passing this along informally to you guys to let you have a look at it. It should be an exciting and interesting course. So this is just an unofficial consultation. Any feedback or comments would be welcome.

Brad
From Biology: (addressed in latest revision of Course Proposal)

Hi Michael,

The Biology Undergraduate Studies Committee met on February 26 to discuss the new course proposal Physics 2300 - Introductory Oceanography.

The committee members had a number of questions regarding the proposal specifically related to the Rational and the Course Outline.

Is this course one that Physics majors and minors can take as one of the physics electives in their program or is it strictly a service course for any student who has completed first year Physics?

If Physics students can take the course as part of their program -is there much overlap with Physics 3300- Physical Oceanography?

The course outline needs to provide more information as to approximate amount of time for each topic and what may be covered under each. It would be helpful if some information was provided re expectations and type of assignments.

If you would like further clarification re. our concerns/questions please let me know.

Thanks
Karen

Karen Morris
Undergraduate Officer
Dept. of Biology
Memorial University of Newfoundland
St. John's, NL A1B 3X9
709-864-8021

14/02/2013 1:53 PM, Tom Chapman wrote:

for our next meeting.

----- Forwarded message from Michael Morrow <mmorrow@mun.ca> -----  
Date: Thu, 14 Feb 2013 11:48:19 -0330  
From: Michael Morrow <mmorrow@mun.ca>  
Reply-To: Michael Morrow <mmorrow@mun.ca>  
Subject: Consultation: Proposed new course Physics 2300 Introductory Oceanography  
To: “Burry, Joan” <jburry@mun.ca>

Dear Colleagues
The Department of Physics and Physical Oceanography, St. John’s campus, is proposing a new undergraduate course, P2300, Introductory Oceanography. The course proposal form is attached. I would be grateful for any feedback on this proposal. I would appreciate receiving such feedback before March 14, 2013.

Thank you.

Michael Morrow, Undergraduate Studies Committee, Physics and Physical Oceanography

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From Dianne Taylor-Harding, Library

Michael,

Upon review of the new course proposal for Physics 2300, I have determined that the Memorial University Libraries have sufficient resources to support the objectives of this course. See the attached course evaluation for details.

Dianne E Taylor-Harding, 
Collections Librarian for Physics & Physical Oceanography 
Queen Elizabeth II Library, Information Services 
709-864-4857  dtaylor@mun.ca

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From the Marine Institute:

Thank you for the opportunity to review the proposal for a new course, Physics 2300 Introductory Oceanography.

While this course has some overlap with a Marine Institute course, ONGR 2103 Oceanography, offering this new course will have no impact on our diploma programs and/or students. ONGR 2103 is an introductory oceanography course in our Marine Environmental Technology Diploma.

Good luck with your proposal.

Sincerely,
Charlene

Charlene Walsh
Chair, Undergraduate Studies Committee
Marine Institute, Memorial University
TEL: 709-778-0784
FAX: 709-778-0394
Charlene.Walsh@mi.mun.ca

From the Grenfell:

From: Campbell, Christine
Sent: Tuesday, March 05, 2013 9:29 AM
To: VP Office
Cc: Janes, Matthew
Subject: RE: Consultation: Proposed new course Physics 2300 Introductory Oceanography

Please pass on to the appropriate parties.

Dear Dr. Morrow,

This course is an interesting and useful addition to introductory level physical oceanography. The description of the course is quite similar to Grenfell course Envs 2371 Oceanography (as shown below). Indeed, the same textbook is being suggested for both courses (Trujillo and Therman Essentials of Oceanography).

Phys 2300 Introductory Oceanography will provide an introduction to the physical ocean. Ocean characteristics studied will include: the properties of seawater, key features of ocean circulation, wind-forcing in the ocean, tides and shoreline processes as well as ocean coupling with the atmosphere, geosphere and cryosphere (ice) and new approaches to ocean sampling.
and numerical modelling. The course will take an integrated earth systems approach to the study of upwelling zones, open ocean ecosystems and climate change.

PR: Any two first year courses in Physics.

Envs 2371 Oceanography is historical review of science of oceanography. Earth and Earth systems (including plate tectonics). Marine sediments and sedimentary environments. Chemical and physical properties of seawater. The atmosphere and the Oceans, ocean circulation. Waves and tides, coastal environments, distribution of organism. Applied oceanography. PR: 30 credit hours or more.

Therefore we would suggest that the two courses be Credit Restricted.

Dr. Christine Campbell
Head, Division of Science
Grenfell Campus - Memorial Univ. of Newfoundland
Corner Brook, NL Canada A2H 6P9
phone (709) 637-6200, ext 6478 fax (709) 639-8125
ccampbell@grenfell.mun.ca
Collection Development Division  
Queen Elizabeth II Library  
St. John's, Newfoundland, Canada  
A1B 3Y1

3 March 2013

TO: Dr. Michael Morrow,  
Undergraduate Studies Committee, Department of Physics & Physical Oceanography

FROM: Dianne Taylor-Harding,  
Collections Librarian, Department of Physics & Physical Oceanography

SUBJECT:  
Library Resources Review for New Course Proposal Physics 2300 - Introductory Oceanography

Upon review of the new course proposal for Physics 2300, I have determined that the Memorial University Libraries have sufficient resources to support the objectives of this course.

The proposed course, PHYS2300: Introductory Oceanography will provide an introduction to the physical ocean. “Ocean characteristics that will be studied include:

- the properties of seawater,
- key features of ocean circulation,
- wind-forcing in the ocean,
- tides and shoreline processes
- ocean coupling with the atmosphere, geosphere and cryosphere and
- new approaches to ocean sampling and numerical modeling

“The course will take an integrated earth systems approach to the study of upwelling zones, open ocean ecosystems and climate change.” The sample course outline indicates that students will be requires to complete a term paper.

The Memorial University Libraries hold sufficient monographic and journal resources on topics to be covered by the course to support student assignments. The Memorial University Libraries current collections policy for Physics and Physical Oceanography indicates that Oceanography materials are acquired at a level sufficient to support a graduate programme.

3/3/2013

X D. E. Taylor-Harding

Dianne E. Taylor-Harding  
Collections Librarian for Physics & Physical Oce...
Request for Approval of a Graduate Course

Adobe Reader, minimum version 8, is required to complete this form. Download the latest version: http://get.adobe.com/reader. (1) Save the form by clicking on the diskette icon on the upper left side of the screen; (2) Ensure that you are saving the file in PDF format; (3) Specify where you would like to save the file, e.g. Desktop; (4) Fill in the required data and save the file; (5) Submit the completed form to:

School of Graduate Studies: Memorial University of Newfoundland; IIC-2012 (Bruneau Centre for Research and Innovation); St. John's, NL A1C 5S7 Canada Fax: 709.864.4702 eMail: sgs@mun.ca

To: Dean, School of Graduate Studies
From: Faculty/School/Department/Program
Subject: Regular Course ☐ Special/Selected Topics Course ☑

Course No.: Earth Sciences 6943

Course Title: Field Studies in Orogenic Belts

I. To be completed for all requests:

A. Course Type:
   - ☐ Lecture course
   - ☐ Laboratory course
   - ☐ Directed readings
   - ☑ Lecture course with laboratory
   - ☐ Undergraduate course
   - ☑ Other (please specify) Field course with associated reports.

B. Can this course be offered by existing faculty? ☑ Yes ☐ No

C. Will this course require new funding (including payment of instructor, labs, equipment, etc.)?
   - ☐ Yes ☑ No
   If yes, please specify:

D. Credit hours for this course: 3 credit hours

E. Estimated number of contact hours per semester: 72 hours

F. Course description (reading list required):
   see attached description

G. Method of evaluation:

<table>
<thead>
<tr>
<th>Written</th>
<th>Percentage</th>
<th>Oral</th>
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<tbody>
<tr>
<td>Class tests</td>
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<tr>
<td>Assignments</td>
<td>100 (2 reports 75/25)</td>
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<tr>
<td>Other (specify): Field course with associated rep</td>
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<td>Final examination:</td>
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<td>Total</td>
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1 Must specify the additional work at the graduate level
II. To be completed for special/selected topics course requests only

For special/selected topics courses, there is no evidence of:

1. duplication of thesis work             Instructor's initials
   TR

2. double credit                      TR
   TR

3. work that is a faculty research product    TR
   TR

4. overlap with existing courses
   TR

Recommended for offering in the  

☐ Fall   ☐ Winter   ☐ Spring   2013

Length of session if less than a semester:    9 day field course

III. This course proposal has been prepared in accordance with General Regulations governing the School of Graduate Studies

Course instructor

Approval of the head of the academic unit

Date

27 February 2013

Feb. 28, 2013

Date

IV. This course proposal was approved by the Faculty/School/Council

Secretary, Faculty/School/Council

Date

Updated October 2011
Hello Gail,

OCSC 7001 has been approved with 8 votes, none against EASC 6943 has been approved with 7 votes, none against

These two courses can be put in the next Meeting agenda. However, on its present form, EASC 6902 does not have enough support.

-j

On 03/12/2013 01:49 PM, JC Loredo-Ostl wrote:
> Hello All,
> >
> > I went through the email exchanges regarding these courses. It is
> > clear that OSC-7001 has support to be approved (7 votes already), but
> > for the EASC courses this is not the case.
> >
> > Can we have a vote on these courses?
> >
> >-j
> >
> >
> > ------- Original Message -------
> > Subject: EASC 6943, 6902; OCSC 7001
> > Date: Tue, 12 Mar 2013 10:52:28 -0230
> > From: Kenny, Gail <gkenny@mun.ca>
> > To: JC Loredo-Ostl <jicloredoosti@mun.ca>
> >
> > Hi JC,
> >
> >
> > Any word on whether these have been approved? We're working on the
> > agenda for next week's Faculty Council meeting. Thank you.
> >
> >
> >
> > Gail
> >
ES 6XXX—Field Studies in Orogenic Belts

GENERAL LOGISTICAL ISSUES

AIMS:
Students will gain experience and sharpen their expertise in the following areas: field techniques; construction of a 1:50,000 scale digital geologic map in a complex terrane; familiarity with a range of metamorphic rocks and a variety of igneous and sedimentary associations; outcrop and regional scale structural geology; regional integration of lithologic, structural, igneous and metamorphic information; interpretation of tectonic history.

COURSE OUTLINE, AIMS AND METHODS

COURSE OUTLINE
In the Baie Verte area, western Newfoundland, 9 days will be spent developing field-mapping skills in a structurally complex igneous and metamorphic terrane, constructing a geological map and interpreting the regional geology. The digital map will be a group effort, the data collected each day will be entered into the computer the same evening, and the finished map and legend should be completed by the end of the field work. After completion of the field work and return to St. John’s, the results will be written up as a short geological report (individual reports; see details below). In addition, graduate registrants will carry out a literature research project on the geology of western Newfoundland, to be presented orally and as a written paper later in the fall term. This is a full course and the mark will be based on the map (a collective effort), your report (an individual effort), your field notebook, a short structural exercise carried out in the field, and your literature research paper.

GEOLOGICAL MAPPING
The objective of the geological mapping exercise is to construct a map from the bottom up in a boreal terrain with limited (< 10%) outcrop. This is representative of the kind of challenge faced by an exploration company on a new property in much of the north. Effectively, this means that you will have to decide the nature of the map units (using lithology, metamorphic grade, deformation characteristics etc.), map representative structures, and produce a report that summarises your results and includes a regional interpretation. You will have to decide what to put on the map and what to omit, and to use your notes and samples as the basis for your unit descriptions and for correlation purposes. Mapping will be done in groups of two, and you may choose your own traverse partner. The data recorded by traverse groups in the field will be used to construct a digital geological map using ArcGIS® (instruction in ArcGIS will be available for those who need it). Each traverse group will contribute to the construction of a geological map. This means that you will have to discuss with the other groups to determine whether you were mapping the same or different units. It will be helpful to take outcrop photographs and collect small representative samples you (numbered according to outcrop location) so that you can compare samples with other groups and with what you covered previously. There will be short ‘show and tell’ sessions each evening to exchange information with other groups and evaluate the progress of the mapping. A computer and digital projector will be available to download and project photographs for presentation and discussion.

Footnote: The typical sample numbering scheme for samples and photographs is: XX-01-12, where XX corresponds to your initials (or an identifier for your group), the middle number corresponds to the outcrop number, and the last two numbers correspond to the calendar year.
TRAVERSING
We will be using 1:12,500 colour air photos for locating traverses and GPS receivers to record station locations. Traverses will mainly be conducted along roads and tracks, under power lines etc. Take careful note (details below) of what tasks can be done by the group and what work must be completed individually. Make sure that both members of the group are able to complete all mapping tasks. The instructors do not want to see one member of the group acting as recording secretary while the other makes all the geological measurements and decisions. Good observations and note taking lie at the heart of good field mapping. Instructors may ask to see your field notebooks during the day or evening to assess your note-taking skills. Field note books will be handed in at the end of the project.

DATA ENTRY
Each evening the traverse data will be entered into a digital file in which all outcrop information is linked to GPS coordinates. This is an essential part of the day’s work and traverse information should not be left unplotted to accumulate for several days.

TRAVERSE PREPARATION
Prepare the traverse for the following day in advance (in consultation with instructors), i.e., in the evening after you have finished plotting up the days’ traverse. We will not have time to do this in the morning. Stereoscopes are available for viewing aerial photos. There is a wide range of lithologies in the map area and we will endeavour to ensure that you get experience with mapping in most of them.

AIR PHOTOS
We have 2 sets of air photos, in sequence and labelled. Please return the photos to the same pile that you took them from when you have finished with them. Do not write on the air photos. Put all marks on the overlay. Label all overlays (numbers and reference marks) so that you can link them to the air photo at a later date if necessary. Keep something stiff (e.g., a clipboard) behind the air photo so that it does not get excessively bent.

HANDOUTS
Several handouts with information relevant to the interpretation of structural, metamorphic and igneous features present in the field area will be distributed during the field school.
EQUIPMENT LIST

- Field notebook (waterproof paper), pencils, protractor, ruler, clipboard, indelible marker (for labelling samples), pencil sharpener, eraser, etc. (Note: ball point pens do not work on damp/wet paper).
- Hand lens, compass with a clinometer, rock hammer, safety goggles (for those who do not wear glasses)
- Optional items: chisel, pocket knife, camera, centimetre scale (for photography), laptop computer.
- Insect repellent, hat, sunscreen, rain gear, sturdy boots or safety boots, sunglasses. Small personal first aid kit
- Cutlery (for personal use), water canteen or bottle
- Towel

PLEASE NOTE

- Do not come to field school without a hand lens and suitable compass with clinometer, otherwise you will not be able to make mineral/rock identifications or take structural measurements. MUN Bookstore, Wade Company Ltd., and the GEO CENTRE sell hand lenses and compasses with clinometers (make sure that you purchase one with a dip needle and a declination setting).
- Bring a camera if you have one. Field photographs are an important part of the ‘show and tell’ sessions each evening and can also be used in the final reports. We will try to ensure that at least one person in each traverse group has a camera.
- GPS receivers are provided and instruction in their use will be given. However feel free to bring your own if you have one.
- Do not wear sneakers for traversing.
- You are responsible for your own safety. Bring the appropriate kit to ensure that field school is a safe and enjoyable experience.
SAFETY

Field work inherently involves some risk. Before we leave for the field you will be required to fill in some forms with personal information (any allergies, special medical problems, address/telephone number of next of kin etc.) and to acknowledge that you are prepared for the general types of risk associated with field work. Once in the field, instructors will point out particular features on each traverse that you should be aware of, but participants are encouraged to take charge of their own safety, make their own risk assessments and act accordingly.

A reasonable level of fitness is required; the traverses will involve walking several km per day, in places on uneven or boggy terrain, as well as some outcrop scrambling. Now is the time to start getting in shape if you have been waiting for a reason! No-one will be expected to undertake an activity that is outside his/her comfort zone with respect to physical safety.
DELIVERABLES

Baie Verte mapping exercise

Field notebook, map, written report, and structural exercise to be handed in to course instructor. Grading of the report will be based on content, presentation and style. All reports are to be prepared individually, not with your traverse partner. Plagiarism is an extremely serious offence and will be dealt with accordingly. A copy of the group map and legend should accompany your report. A print-ready version of the digital map and legend will be completed by the group before returning to St. John’s.

Students are strongly encouraged to begin their reports while in the field (especially unit descriptions, which may require some discussion with other participants) so as to avoid problems in meeting the deadline. Field note books will be examined for quality and consistency of observations (emphasis will be placed on entries for the final 2-3 days of traversing after students have had feedback from instructors and an opportunity to improve their skills).

The entire group will be responsible for the preparation of a geological map and legend, based on data and observations in your notebooks, mylar sheets attached to aerial photographs, and GPS receivers. Determination of lithologic units, extrapolation of unit boundaries, selection of representative structural data etc. must be resolved by all participants – everyone will be expected to participate in construction of the map. All students will be assigned the same mark for the production of the map and legend because it represents a group effort – the mark will depend on the overall quality of the product.

The individual component of the project will comprise an assessment of your field notebooks and your geological report of the area. Prepare a double-spaced typewritten report (2000-3000 words or about 10-15 pages excluding figures) describing the results of the mapping project. Include field photos and/or sketches of rock units, structures, structural and textural features etc. as figures in your report with appropriate captions. Do not include a review of previous geological work in the region - the report should focus on the results obtained by the group during the course of the mapping project.

There will be a geological tour of the map area towards the end of the mapping project to ensure that everyone has seen all the important map units and critical field relationships. Explanations of the outcrops visited on this tour will be presented by the groups that mapped them.

Graduate registrants

In addition to the above, graduate students will:

- Give an oral presentation (15-20 minutes) of the geology of the Baie Verte area, as determined from the field mapping project, to the course instructors
- On the basis of literature research, write a paper on the regional geological evolution of western and central Newfoundland (length ~5000 words)
- Give an oral presentation (20-30 minutes) on the research paper (above) to the course instructors.
STRUCTURE OF GEOLOGICAL REPORT

Suggested major headings in the report are given below:

Abstract
400 words max; write this last. It should summarise the main geological findings of the project.

Introduction
Aim and methodology of project – keep this brief, 0.5 page max

Description of units
Generalised descriptions of all units in the map area (with field photos where available). This section will comprise a major part of your report and should represent significant amplification of the information in the map legend. As noted, unit descriptions should be generalised from observations made at several outcrops, but may also include features observed in specific outcrops by your group that you feel are significant. For units not mapped personally or seen on the tour, obtain a description from another group (with acknowledgements). Writing sequence: units are generally described from oldest to youngest, as far as this can be determined. In any case, explain what you have done in an introductory statement so the reader knows what to expect.

Structural geology*
Under this heading, describe characteristic structural features associated with each lithological unit (e.g., foliations and lineations, folds, assessment of strain, deformation history, number of deformation events, superimposed structures...). Include field photographs of important structural features. The nature of contacts with adjacent units, observed or inferred, may also be discussed in this section.

Metamorphism*
Describe the metamorphic assemblages (e.g., Bt-Grt-Qtz-Pl...) observed in each map unit, noting fabric forming minerals, porphyroblast phases etc., and their metamorphic significance (i.e., greenschist facies, granulite facies etc.). When listing mineral assemblages, take care to distinguish prograde from retrograde phases where the latter can be identified.

*Alternatively, a combined heading Structure and Metamorphism in which the characteristic structural and metamorphic features of each unit are described together will be acceptable.

Regional tectonic interpretation
After traversing has been completed, we will collectively interpret the regional tectonic evolution of the area using a flip chart. Everyone will contribute to this process. In this section of your report, you will be expected to summarise the regional tectonic evolution of this part of the Appalachians on the basis of the observations and interpretations made by the group within the field area. The evidence for each tectonic interpretation should be explained, and the section should include a synthesis of the tectonic history in the form of a panel diagram with explanatory caption.

REMEMBER
- Start each section with a brief introduction describing the aims of the section
- When writing, follow the maxim 'Observation before interpretation'

Grading:
75% - Map, report, and presentation on results. 25% - Report and presentation on Appalachian tectonics.
Reading List


Office of the Deputy Provost (Students) and
Associate Vice-President (Academic) Undergraduate Studies

St. John's, NL, Canada A1C 5S7
Tel: 709 864 2655 Fax: 709 864 2320 www.mun.ca

MEMORANDUM

TO: Senior Academic Administrators Group

FROM: Dr. Sandra LeFort, Acting Deputy Provost (Students) and
Associate Vice-President (Academic) Undergraduate Studies

DATE: February 25, 2013

SUBJECT: Accommodations for Students with Disabilities Policy Consultation

Memorial University’s policy on Academic Accommodations for Students with Disabilities was adopted by the Board of Regents in 2006. Since that time, the Human Rights Code of Newfoundland and Labrador has become the Human Rights Act (2010) and case law in the area has evolved to place a higher standard on the duty to accommodate students with disabilities. For at least these reasons the current policy is being revised, the most significant change of which is the proposed broadening of the policy’s scope by striking “Academic” from its title and providing for a policy on Accommodations for Students with Disabilities.

A drafting group has been working on revisions and is pleased to offer draft revised documents. In accordance with Memorial’s policy framework and requirement for consultation, these documents are now available for review. They may be found at www.mun.ca/policy/status. Comments and feedback are welcome and may be sent to Jane Westcott-Stevens at governance@mun.ca by April 2, 2013.

I would appreciate your promulgating this message to faculty and/or staff in your unit. For those who Chair academic/faculty Councils, I would appreciate your bringing this information forward to a meeting of the academic/faculty council of your unit.

Thank you for your time and consideration, if you require any further information or clarification please feel free to contact the policy office at 709-864-3289.

Dr. Sandra LeFort
Acting Deputy Provost (Students) and
Associate Vice-President (Academic) Undergraduate Studies

SL/jws
Accommodations for Students with Disabilities

In 2006, the Board of Regents adopted a policy on Academic Accommodations for Students with Disabilities. Since that time, the Human Rights Code of Newfoundland and Labrador has become the Human Rights Act (2010) and case law in the area has evolved to place a higher standard on the duty to accommodate students with disabilities. Therefore, the current policy is being revised, the most significant change of which is the proposed broadening of the policy’s scope by striking “Academic” from its title and providing for a policy on Accommodations for Students with Disabilities.

A drafting group has been working on revisions and is pleased to offer draft revised documents. In accordance with Memorial’s policy framework processes, these documents are now available for consultation. Please see below. Comments and feedback are welcome and may be sent to Jane Westcott-Stevens at governance@mun.ca by April 2, 2013.

- Highlights of Proposed Changes
- Proposed revised policy – Accommodations for Students with Disabilities
- Procedure for Arranging Student Accommodation
- Procedure for Documentation Regarding a Student’s Accommodation Request
- Procedure when a Student Accommodation Request cannot be Granted
- Examples of Accommodations for Students with Disabilities
- Guidelines for Accommodations for Students with Disabilities
- Current policy – Academic Accommodation for Students with Disabilities
Highlights of Proposed Changes to the
Academic Accommodations for Students with Disabilities policy

The Board of Regents adopted the Academic Accommodations for Students with Disabilities policy in 2006. It has been an effective tool in guiding the University’s provision of services to students with disabilities. However, since that time, the Government of Newfoundland and Labrador passed into legislation the Human Rights Act, SNL 2010\(^1\), the federal government ratified the United Nations (2006) Convention on the Rights of Persons with Disabilities and the case law in the area of accommodation has evolved and continues to evolve. All of these factors have contributed to the need to revise the original policy, with highlights of the proposed changes as follows:

1. The focus of the proposed new policy is broadened by renaming it the Accommodations for Students with Disabilities policy. Throughout, sections have been appropriately expanded to consider both academic and non-academic accommodations. Human rights and the principles of equity, dignity and mutual respect are emphasized throughout.

2. The Scope statement has been expanded to include students registered in credit and non-credit courses and/or programs, applicants for admission and those persons in the application process. The reason is that the University has a legal obligation to provide services, accommodations and facilities to persons with disabilities that are normally provided to all other persons.

3. The definitions of “physical disability” and “mental disability” in the current policy have been replaced in the proposed policy draft by the expanded definition of disability as per the Human Rights Act, SNL 2010.

4. The Legal Framework section has been re-written to reflect the government’s replacing the provincial Human Rights Code with the Human Rights Act in 2010, explicitly outlining the prohibited grounds for discrimination (including disability) and protecting persons with disabilities from discrimination.

5. The descriptions of Accommodation and Undue Hardship have been re-written. The evolving and recent case law demonstrates a more comprehensive and articulated standard for the duty to accommodate, and stresses that the goal in academic accommodation is not to lower or diminish academic standards or program integrity but rather to provide accommodation that enables students to meet the standard. The duty of accommodation requires the University to accommodate individuals up to the point of undue hardship. This means that some hardship may be acceptable.

6. There is greater emphasis on the requirement of shared and collaborative responsibilities among the campus coordinating centres, students, and Units on reaching accommodation, through partnership and communication.

7. Structural changes are proposed. What appeared as “Appendix A” and “Appendix B” have been separated out from the policy to serve as resource materials. These documents are called “Example of Accommodations for Students with Disabilities” and “Guidelines for Accommodations for Students with Disabilities” and rather than appearing within governance documents (such as policy) they will be administered by the campus coordinating centres and updated accordingly to aide in accommodating with students with disabilities.

8. The Procedures section has been re-written. In the current policy, there are six procedures, four of which were considered repetitive and potentially confusing to students. In place of these, three procedures are proposed which are more streamlined and which rely on the University’s existing processes for appeals and escalation of appeals, rather than trying to enact independent mechanisms.

\(^1\) The courts have noted that human rights legislation is quasi-constitutional, in nature. Article 5. of the Human Rights Act, SNL 2010 states that the Human Rights Act “shall take precedence over other Acts where they conflict with this Act whether those Acts were enacted before or after this Act comes into force”.
DRAFT

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES POLICY

PRINCIPLE:
Memorial University of Newfoundland is committed to ensuring an environment of understanding and respect for the dignity and worth of each student and also to supporting inclusive education based on the principles of equity and accessibility.

PURPOSE:
To establish principles, guidelines and responsibilities respecting access to University services, facilities and housing for students with disabilities in accordance with the Human Rights Act, SNL 2010.

SCOPE:
All University students who are registered in credit or non-credit courses and/or programs, who are participating in University events, or activities, and who have self-identified and have been documented as having a Disability, and all applicants for admission to programs at the University and those who are in the process of applying.

DEFINITIONS:
Academic Accommodation – a change to teaching or evaluation procedures, which is designed to accommodate the particular needs of a student with a Disability without compromising Academic Integrity of the course, program, or assignment.

Academic Integrity – Demonstration of acquisition of a body of knowledge or the skill normally required for passing a course and/or completing a course or program as determined by the Unit and subject to University regulations.

Accommodation – An overarching term referring to either an Academic Accommodation or Non-academic Accommodation or both. See Examples of Accommodations for students with Disabilities.


Disability – As per The Act, Section 2(c) means one or more of the following conditions:

i. degree of physical disability;
   ii. condition of mental impairment or a developmental disability;
   iii. learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or language, and;
   iv. mental disorder.

Unit Head – Refers to Deans, Academic, non-Academic and Administrative Directors, Division Heads, Heads of Schools, Executive Directors, the University Librarian, the University Registrar, Associate Vice-Presidents and the Vice-Presidents, as applicable to the circumstance.
Instructors – Persons appointed by Memorial University of Newfoundland to teach/supervise students who are registered in Memorial University credit or non-credit courses or programs.

Non-academic Accommodation – A change to University activities and services which is designed to accommodate the particular needs of a student with a disability, that is not otherwise considered Academic Accommodation.

Unit – Includes academic, academic support and administrative units which are engaged in the delivery of courses, programs, housing, services, or in support of the delivery of courses, programs and services.

University – Memorial University of Newfoundland.

POLICY:

1.0 Legal Framework
This policy derives from The Act which:

- is premised on the principle of equality of every individual in dignity and rights;
- provides for equal rights and opportunities without discrimination; and,
- strives for a climate of understanding and mutual respect for the dignity and worth of each person.

The Act prohibits discrimination on a number of grounds including Disability. The University prohibits discrimination on the grounds of a Disability in accordance with The Act.

2.0 Accommodation and Undue Hardship

2.1 The University has a responsibility to provide Accommodation to those students with Disabilities within the scope of this policy. The responsibility is shared with students and is based on communication and mutual respect for each party’s obligations. The goal of Academic Accommodation is not to lower or diminish academic standards but to enable students to meet the standards.

2.2 The obligation of the University is to provide reasonable Accommodation up to the point of undue hardship. This means some hardship may be required. The onus is on the University to demonstrate that it will suffer undue hardship if an Accommodation is granted.

2.3 Undue hardship must be considered in the context of each request for Accommodation. Factors in determining whether undue hardship exists will include:

(i) risk to public safety or a substantial risk of personal injury;
(ii) financial cost; significant costs related to a requested Accommodation shall be considered in the context of the University as a whole, not on the basis of a Unit;
(iii) the Accommodation unreasonably impedes the ability of other students to pursue their studies; or,
(iv) when Accommodation alternatives would result either in lowering academic standards or requiring substantial alteration of essential course or program requirements, of facilities, of University activities or events or of delivery methods.

3.0 Designation of Campus Co-ordinating Centres
3.1 The University has designated the following co-ordinating centres to facilitate and promote an accessible learning environment for students with Disabilities:

- Glenn Roy Blundon Centre, University Counseling Centre – Office of the Deputy Provost (Students) – St. John’s Campus
- Student Affairs Office, Academic and Student Affairs - Marine Institute;
- Learning Centre, Department of Student Affairs - Grenfell Campus; and,
- The campus coordinating centre at the campus sending students to Harlow will co-ordinate any Accommodations.

3.2 The campus coordinating centres have a responsibility to review documentation to ensure that recommendations and decisions about Accommodations are based on appropriate medical and/or psycho-educational information and diagnostic assessment in accordance with the Procedure for Documentation Regarding a Student’s Accommodation Request.

3.3 In collaboration with the University community, the co-ordinating centres shall promote awareness and provide advice, information, and assistance with respect to the provision of Accommodations for students with Disabilities. This includes the provision of training and education to Instructors, staff, administrators, and any committee dealing with Accommodation issues so they are knowledgeable about relevant University policies and procedures and are familiar with broader ethical and legal issues regarding persons with Disabilities.

3.4 There shall be two Advisory Committees for Students with Disabilities – one for the St. John’s region and one for Grenfell Campus.

4.0 Responsibilities of the University toward Students with Disabilities
The campus co-ordinating centres and the Unit have a shared responsibility to cooperatively facilitate the provision of Accommodation to students which includes the responsibility to:

4.1 Provide each student who self-identifies with a Disability, information about the specific services and Accommodations available at the respective campus and make referrals to additional services or agencies at the University and/or external to the University. With certain Disabilities, students may lack the requisite knowledge and/or insight to disclose their need for Accommodation. In such situations, it is important to seek advice on how to address this issue. In most circumstances, such advice and information is provided by the appropriate campus co-ordinating centre.

4.2 Provide qualified applicants consideration for admission to the University without discrimination. Admission to the University does not in and of itself guarantee that Accommodation for Disability will be made. Certain courses and programs require physical fitness, agility or technical standards for either admission or completion. The nature and degree of a particular disability may mean that no reasonable accommodation would enable a student to meet the requirement of the course or program of study. It is incumbent upon Units to determine whether or not a reasonable Accommodation can be made. Reasonable options for Accommodation must be thoroughly considered before a decision regarding admission or completion is made.

4.3 Provide its services, including courses and programs, housing and facilities, accessible to students with Disabilities up to the point of undue hardship.
4.4 Ensure a social and physical environment that is diverse, inclusive and accessible to all. Where applicable, Units must consult with the coordinating centre(s) for ensuring physical accessibility is included in designing new space, renovating existing space, and managing facility accessibility.

4.5 Provide Accommodation up to the point of undue hardship without compromising the Academic Integrity of the course, program, or assignment where the accommodation reached is on academic grounds.

4.6 Handle all information about a student's Disability as confidential and in accordance with the Access to Information and Privacy Protection Act, other privacy legislation to which the University is subject and University policies. However, the University needs sufficient information to reasonably evaluate and respond to a student's request for Accommodation as follows:

i. the Accommodation process may require that the student, and/or the appropriate campus coordinating centre, with the student's knowledge, and written consent, disclose sufficient information about the nature of his/her Disability to staff and faculty beyond the campus coordinating centre on the basis that they have bona fide need to know this information to consider and implement Accommodation requests;

ii. information relating to a student's Disability may be disclosed without the student's knowledge, and written consent, only when required by University policy or the law, and with the proviso that the recipient be made aware of the confidentiality of the information;

iii. when a student has been inactive at the University for more than three years, all documentation with respect to accommodation held by the appropriate campus coordinating centre(s) will be destroyed.

4.7 Inform decision makers (including Instructors, staff, administrators and members of various committees) of the duty to accommodate students with Disabilities.

5.0 Responsibilities of Students with Disabilities

5.1 Each student who seeks Accommodation must:

i. self-identify in accordance with the Procedure for Arranging Student Accommodation;

ii. collect the necessary medical and/or psycho-educational information and diagnostic assessments for submission to the applicable campus coordinating centre(s);

iii. provide requests for Accommodation in a timely manner. Failure to disclose in accordance with the Procedure for Arranging Student Accommodation may result in delays in assessing the request and/or in providing any Accommodation;

iv. ensure the request for Accommodation or for a change in Accommodation needs is brought to the attention of appropriate personnel. This includes Instructors, the Disability service provider at the appropriate campus co-ordinating centre, library staff, work placement coordinators, etc. See the Procedure for Arranging Student Accommodation;

v. cooperate with the University in exploring possibilities and options for Accommodations; and,
vi. apply, where applicable, for funding from sources other than the University and assign any such funding received to the University to the extent that the services or Accommodations are provided by the University. Students are advised to consult with the appropriate campus coordinating centre if they require assistance identifying potential funding sources.

6.0 Institutional Standards

6.1 Students must meet any established institutional standards in accordance with course and program requirements.

6.2 The University must ensure that essential academic, technical, and/or physical standards are not lowered or compromised. These standards refer to the knowledge and skills which must be acquired or demonstrated in order for the student to successfully meet the learning objectives of the course or program of study.

6.3 Any student with a Disability who has been reasonably accommodated and who does not meet the established academic, technical and/or physical standards may be denied admission to a course, program of study, or once in the program may be denied continued participation or successful completion in the same manner that any other student would be.

Procedures

PROCEDURE FOR ARRANGING STUDENT ACCOMMODATION
PROCEDURE FOR DOCUMENTATION REGARDING A STUDENT’S ACCOMMODATION REQUEST
PROCEDURE WHEN A STUDENT ACCOMMODATION REQUEST CANNOT BE ARRANGED

Related Documents
Examples of Accommodations for Students with Disabilities
Guidelines for Accommodations for Students with Disabilities
Human Rights Act
University Calendar
Marine Institute Calendar
Privacy Policy
Information Request Policy

Authority:
Deputy Provost (Students) & Associate Vice-President (Academic) Undergraduate Studies - St. John’s Campus
Associate Vice-President, Academic and Student Affairs (Marine Institute)
Associate Vice-President Academic (Grenfell)

Contact:
Glenn Roy Blundon Centre
Office of the Deputy Provost (Students)
E-mail: bludson@mun.ca
Phone: 864-2156 (voice) or 864-4763 (TTY)
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PROCEDURE FOR ARRANGING STUDENT ACCOMMODATION

1. To request an Accommodation, students should contact the appropriate campus coordinating centre as follows:

- St. Johns campus - Glenn Roy Blundon Centre, University Counseling Centre
- Marine Institute – Student Affairs Office - Academic and Student Affairs
- Grenfell Campus - Learning Centre - Department of Student Affairs

2. Self-identifying with a Disability and requesting an Accommodation sufficiently early will assist with providing any Accommodation. Although exceptions based on individual circumstances will be considered, Accommodation cannot be guaranteed for the current semester, session, course, work placement, event or activity, if students do not identify themselves in a timely manner as follows:

a) At least six weeks before semester course registration in the case of new students.

b) At the start of each semester or session in the case of returning students.

c) As soon as possible, in the case of students who develop a disability, either permanently or temporarily, and students with a Disability whose health status changes significantly during their time at the University.

d) Normally, at least two months in advance of a course, presentation, event or activity requiring sign language interpretation.

e) Normally, at least six months in advance of requiring special or additional resources not regularly available within the University.

f) Normally, at least six months in advance of required structural changes to existing premises.

g) At least two weeks before a scheduled in-class assignment or test.

h) At least one month before a final examination at the St. John’s and Grenfell campuses; and upon release of the final examination schedule at the Marine Institute campus.

i) At least one semester before convocation, for graduating students.

j) At least one semester before commencement of a work placement.
3. Students requesting an Accommodation must provide documentation to the appropriate
campus co-ordinating centre in accordance with the Procedure for Documentation Regarding a
Student’s Accommodation Request.

4. Staff from the appropriate campus co-ordinating centre will conduct an initial interview with
the student and/or applicants to discuss his/her individual Accommodation requests. As part of
this process, documentation will be reviewed to ensure that recommendations and decisions
about Accommodations are based on appropriate medical and/or psycho-educational
information and diagnostic assessment. Where necessary, and with the student’s or applicant’s
written consent, the campus co-ordinating centre may seek further information from or consult
with professionals or experts, either internal or external, to the University.

The initial interview may include discussions on such topics as:
- Campus physical accessibility
- Assistance with accessing funding sources for students with Disabilities
- Classroom accommodations
- Accommodations for transitions to Memorial
- Accommodation for work placements
- On-campus housing Accommodations
- Availability of adaptive technology and alternative format materials
- Process for booking testing Accommodations
- Emergency evacuation guidelines
- Accommodations for orientation
- Any other on-campus and community resources or services

5. The appropriate campus co-ordinating centre will prepare any documentation notifying the
student’s Instructors and other individuals in the applicable Units at his/her request. The
documentation will include a recommendation for reasonable Accommodations relevant to the
student’s Disability.

6. Following contact with the appropriate campus co-ordinating centre, students must discuss
their Academic Accommodation needs with their Instructors, and any others, in light of the
nature and requirements of the particular course, program or assignment. For Non-academic
Accommodation needs, the campus co-ordinating centre will contact the applicable Unit(s) on
behalf of the student, with his or her consent.

7. In the case of semester tests, normally, the campus coordinating centre will assist the
Instructor and student in making arrangements. To guarantee approved Accommodations,
students must schedule in-class assignments or tests at least two weeks in advance.

8. In the case of final examinations:
   - at the St. John’s Campus, normally, the campus co-ordinating centre will assist the
     Instructor and student in making the arrangements;
• at Marine Institute, the campus co-ordinating centre will notify the campus-based Registrar’s Office of the students requiring arrangement and those offices will assist the student and the Instructor in making the arrangements;
• at Grenfell Campus, the campus coordinating centre will, in consultation with the Registrar’s Office, assist the Instructor and student in making arrangements.

To guarantee approved Accommodation at the St. John’s and Grenfell Campus, students must schedule final examinations at least one month in advance. To guarantee approved Accommodation at Marine Institute, students must schedule final examinations upon release of the final examination schedule.

9. Decisions regarding Academic Accommodations must be dealt with expeditiously because they may affect a student’s admission, re-admission, or progress in an ongoing course, program, work placement or access to on-campus housing or an activity. When an Accommodation request cannot be arranged the Procedure When a Student Accommodation Request cannot be Arranged may be followed.
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PROCEDURE FOR DOCUMENTATION REGARDING A STUDENT'S ACCOMMODATION REQUEST

1. All requests for Accommodation must be based on documented need. It is the responsibility of the individual requesting an Accommodation to provide the necessary documentation to the appropriate campus co-ordinating centre.

2. Documentation must be obtained from qualified clinicians, consultants, medical doctors, psychologists, audiologists, rehabilitation counselors or other professionals who have specific training, designation, expertise and/or experience, and who are considered by the University qualified to assess the nature of the disability/disabilities for which Accommodation is being requested.

3. Documentation should include sufficient information about the nature of the Disability along with an explanation of the functional impact of the Disability on the pursuit of post-secondary education. Where possible, the documentation should give explicit recommendations for remedial and/or coping strategies that will assist the student in his or her pursuit of a course, program, or participation in a University-sponsored event or activity.

Each campus coordinating centre will consult with students as to the most appropriate Accommodations in their specific cases, i.e., the Accommodations requested in particular courses, programs, and/or activities, could vary depending on the method of evaluation used by the course instructor.

4. Documentation must be current:
   
   i. For new students who have a stable condition, normally no more than two years must have elapsed between the time of the assessment and the date of the initial request for Accommodation.
   
   ii. For returning students whose condition has remained stable since the time of submission of the original supporting documents, no further documentation will be required.
   
   iii. When a student's functional abilities have shown significant change (i.e., either an improvement or deterioration of status has taken place or is expected to take place) or when the Accommodation requests have changed significantly over the course of studies (e.g., from first to second year), more recent information may be requested.

5. All documentation provided by students is confidential and will be handled in accordance with ATIPPA and other privacy legislation to which the University is subject, and University policies. However, at the request of the student, the appropriate campus coordinating centre will contact his/her Instructor(s) and/or other University personnel and provide sufficient
information, in writing, about the nature of the Disability and its likely impact in the University setting. Included with this information will be suggestions regarding recommended Accommodations.

6. Verification of Documentation:

i. The appropriate campus coordinating centre is responsible for receiving and reviewing documentation relating to the Accommodation request, ensuring the validity of the need for Accommodation and facilitating approved Accommodation requests by assisting the student, instructor and Unit in making Accommodation arrangements.

Because decisions regarding Accommodations may affect a student's progress, and/or participation, verification of documentation must be dealt with expeditiously.

ii. The University reserves the right to request further opinions and consultations on the appropriateness of the need for specific adjustments to the student's program. In such cases, the student will be notified in writing and asked to provide written consent before any documentation concerning his/her Disability is released or discussed.

iii. The University also reserves the right not to be bound by the recommendations formulated by the professional providing the required documentation if such implementation of the recommendations would constitute undue hardship as described in the Accommodations for Students with Disabilities Policy. However; in such cases, the student has the right to appeal the decision in accordance with the Procedure When a Student Accommodation Request cannot be Arranged.

7. Each campus coordinating centre can provide information on appropriate methods for obtaining documentation. However, the University does not assume the cost of such documentation.
PROCEDURE WHEN A STUDENT ACCOMMODATION REQUEST CANNOT BE ARRANGED

1. When the requested Accommodation cannot be arranged the student, the appropriate campus coordinating centre and the Unit in question should work collaboratively toward a resolution.

2. If a resolution in favour of the requested Accommodation is reached, the Accommodation should be implemented as soon as reasonably possible.

3. If a resolution in favour of the requested Accommodation is not reached, the Unit Head will review the details of the request and make a decision.

4. Any student whose request for Academic Accommodation has been denied has the right to appeal in accordance with Departmental Regulations, Faculty or School Regulations and/or General Academic Regulations.

5. Any student whose request for Non-academic Accommodation has been denied has the right to contact the:
   - Deputy Provost (Students) and Associate Vice-President (Academic) Undergraduate Studies at the St. John’s Campus;
   - Associate Vice-President Academic at the Grenfell Campus; or,
   - Associate Vice-President, Academic and Student Affairs at the Marine Institute.

6. Students are advised to consult with the appropriate campus coordinating centre and/or the appropriate Office of the Registrar or the School of Graduate Studies for assistance in the appeal process.
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Examples of Accommodations for Students with Disabilities

In accordance with the Accommodation for Students with Disabilities policy, accommodations will be provided to students with disabilities to enable students to meet institutional standards without compromising the Academic Integrity of the course, program, assignment or activity. Sample Accommodations are listed below. As new examples and methods become available, they will be added.

1. An adaptation to a component of a program, course, or assignment, where appropriate:
   - a substitution of a component of a program
   - alternative forms of evaluation (e.g., using written instead of oral evaluation for a student with an auditory-processing learning disability)
   - use of adaptive technology (e.g., a student with a severe speech impediment using screen-reading software to do an oral presentation)
   - extension of program completion
   - modification of a work placement (e.g., extending completion of the placement to accommodate necessary medical treatment)

2. A test or examination accommodation:
   - specified extended time
   - distraction-reduced environment
   - environment where the student may move around (e.g., stand and stretch)
   - alternatives to written tests (e.g., oral exam, term paper, etc.)
   - alternate formats (e.g., provision of a test in large print, double spaced, electronic text or audio recorded)
   - use of adaptive technology (e.g., screen-reading software)
   - sign language interpretation
   - use of computer
   - reader and/or scribe
   - test or exam administered in sections (to permit supervised breaks)
   - alternative desk arrangement
   - alternative environment (e.g., increased lighting)
   - alternate scheduled time
   - spelling and/or grammar checkers
   - not penalizing for spelling/grammatical errors
   - use of dictionary
   - use of calculator
   - washroom breaks
   - test clarification with Instructor
• oral follow up with Instructor after written test/exam
• food or drink
• combinations of the above

Since in most cases, the Instructor will be invigilating the rest of the students in his/her class, a separate and possibly specialized invigilator may be required for tests written under alternative conditions.

3. A classroom Accommodation:
• adaptive devices/technology, or auxiliary aids (e.g., FM adaptive listening device)
• sign language interpretation
• permission to record lectures
• alternative desk arrangements
• breaks during class time (e.g., student exits room if pain becomes unmanageable)
• move classes, where practical (e.g., for accessibility or to improve acoustics)
• note-taking assistance
• access to Instructor’s lecture slides.

4. Alternative format materials (e.g., electronic text, Braille, or audio recording):
Assistance, excluding financial assistance, is typically provided by the appropriate campus coordinating centre or by other on or off-campus service providers such as the campus library or the Canadian National Institute for the Blind.

5. Participation in a University-sponsored event or activity:
• sign language interpretation at Convocation or other events
• relocation of events, where feasible, to provide access

The Copyright Office or the Office of General Counsel can assist where copyright issues arise in terms of a requested accommodation. Requests for accommodation which involve recording should have reasonable and agreed requirements in place.
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Guidelines for Accommodations for Students with Disabilities

The following guidelines are to be read in conjunction with the Accommodations for Students with Disabilities Policy and are provided to assist students, instructors, and staff in understanding, considering, developing and implementing Accommodation requests in accordance with the definition of Accommodation in the policy on Accommodations for Students with Disabilities. Accommodations must be addressed with dignity and on an individual basis. See Examples of Accommodations for Students with Disabilities.

Academic

1. Instructors and staff should be alert to any course or program components which may seem non-discriminatory in nature but in practice may impede a student's ability to fulfill course/program requirements (e.g., ensure that in the case of a student with a physical disability, any field trip or work placement is to an accessible location. Otherwise, work with the student for a possible substitution).

2. Where recording devices are normally prohibited the rule could be waived for certain students (e.g., students with a Disability that severely restricts their capacity to take written lecture notes). The Instructor may request that the student obtain written permission from him/her prior to recording as part of the agreement for the Accommodation. If requested by the Instructor all recordings must be returned to the Instructor by the student after the learning activities for which they are obtained is completed.

3. Students with disabilities must observe all conditions that are attached to the provision of Accommodation. For example, if permission is given to a student to record a lecture, or if lecture notes and/or overheads are made available in print or electronic form for the purpose of photocopying, enlarging or utilizing with adaptive technology, the materials can only be used by the student for the designated purpose.

4. Evaluation procedures should be appropriate and fair to students with disabilities. Evaluation procedures should examine each student's knowledge, skills, and/or ability in reference to the course and/or program content. For example:

- A student with a visual Disability or significant reading Disability may need to have questions read aloud to him/her by the invigilator.
- A student with a visual Disability might give oral rather than written responses to test questions.
- A student with a motor Disability might type answers rather than writing by hand.
Some students might opt to use adaptive technology devices to demonstrate their acquisition of the requisite knowledge or skills (e.g., screen-reading, large-print or speech-to-text software).

5. There may be occasions when the specific Disability is directly in the area of ability required for the course and/or program and where Accommodation in the evaluation procedure may not be possible, despite a review of possible options by the student and the Instructor.

6. Some laboratory work involves the acquisition of physical skills. For example, a student with a visual or motor Disability might not be able to complete a chemical titration which requires co-ordination of colour changes through physical control of the apparatus. The student and the Instructor should work together to determine if it is possible to accommodate the student in such a way as to demonstrate acquisition of requisite knowledge or skills. See Section 4.2 of the Accommodations for Students with Disabilities policy.

7. In some situations speed of responses or performances is considered to be an essential part of the skill to be acquired. When extra time to complete an evaluation procedure is considered to be in conflict with fair and accurate assessment of requisite knowledge or skill, the Instructor should suggest alternative methods of evaluation that might be more appropriate or feasible. See Section 4.2 of the Accommodations for Students with Disabilities policy.

8. Accommodating access to an academic program at the University is not related to or predictive of future Accommodation by professional licensing/registration bodies and/or future employers.

Non-Academic

1. University personnel should be alert to any University-sponsored event or activity which may seem non-discriminatory in nature but in practice may impede a student's ability to participate.

2. Where an event or activity is being scheduled ensure that the location is accessible.

3. For Non-academic Accommodations, contact the applicable campus coordinating centre.
Academic Accommodations for Students with Disabilities

Principle:

Memorial University of Newfoundland is committed to providing Reasonable Academic Accommodation to students with disabilities, enabling them to access University services, programs, and facilities, in a supportive and challenging environment.

Purpose:

To establish principles, procedures, and responsibilities for the provision of Reasonable Academic Accommodation at the University for students with disabilities.

Scope:

- All full- or part-time students who have self-identified and been documented as having a Disability and registered in courses that could lead to a degree, certificate, or diploma in both on- or off-campus programs at all campuses of Memorial University of Newfoundland.
- Persons with disabilities who have formally applied to and been accepted by the University as prospective students.

This policy and procedural guidelines shall not apply to:

- individuals registered in personal enrichment and career enhancement courses, seminars, and workshops that are non-credit in nature.
- students participating in off-campus courses, programs, or assignments that are work placements (paid or unpaid) or learning experience related placements such as: work-terms, projects or internships; practicums; clinicals; placements; structured practice experiences; immersions; field placements; or such other type of course, program or assignment that is not under the exclusive control of a University Instructor.

Definitions:

The term "Disability" includes both Mental and Physical Disability as is defined in the Human Rights Code for Newfoundland and Labrador, R.S.N.L. 1990, c.H-15 (the "Code").

With respect to "Mental Disability," section 2(h) of the Code states:

(i) a condition of mental retardation or impairment,