

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
SENATE

The regular meeting of Senate was held on September 13, 2005, at 4:00 p.m. in Room E5004, Education Building.

1. PRESENT

The President, Dr. E. Campbell, Dr. J. Ashton, Dr. S. Birnie-Lefcovitch, Mr. G. Blackwood, Mr. G. Collins, Dr. D. Dibbon, Dr. D. Dunsmore, Mr. R. Ellis, Dean R. Gosine, Dr. L. Hensman, Dean C. Jablonski, Dr. S. LeFort, Dean R. Lucas, Dean J. Rourke, Dean L. Walker, Interim Dean S. Wolinetz, Dr. R. Adamec, Dr. E. Andrews, Mr. K. Baker, Dr. E. Brown, Dr. V. Bubenik, Dr. G. Clark, Dr. M. Daneshtalab, Captain J. Ennis, Dr. A. Gill, Dr. R. Helleur, Dr. L. Hermanutz, Dr. O. Janzen, Dr. S. Kocabiyik, Professor V. Kuester, Dr. D. McKay, Dr. M. Morrow, Dr. W. Okshevsky, Dr. D. Peters, Dr. D. Pike, Dr. J. Quaicoe, Dr. W. Schipper, Ms. L. Scott, Dr. K. Szego, Dr. M. Tate, Dr. D. Tulett, Professor D. Walsh, Dr. J. Whitehead, Dr. J. Wright, Dr. J. Wyse, Mr. S. Jensen, Mr. S. Sullivan, Mr. R. Drinkall, Mr. J. Farrell, Ms. K. Giroux-Bougard, Mr. M. Lovell, Mr. J. Shaw, Mr. A. Hollett.

The Chair opened the meeting by welcoming Senators back for the first meeting of Senate for the Fall Semester. He extended a special welcome to the following new ex-officio members as well as to the following newly elected and re-elected Senators:

New Ex-officio Appointments

Mr. Glenn Blackwood, Executive Director, Marine Institute
Dr. Dave Dibbon, Interim Director, School of Human Kinetics and Recreation
Dr. Doug Dunsmore, Interim Director, School of Music
Dr. Steven Wolinetz, Interim Dean, Faculty of Arts

Newly Elected Senators

Dr. Edward Brown	Computer Science
Dr. Vit Bubenik	Linguistics
Dr. Atamjit Gill	Medicine
Dr. Robert Helleur	Chemistry
Dr. David Pike	Mathematics and Statistics
Dr. John Whitehead	Physics
Mr. Edward Andrews	Sir Wilfred Grenfell College

Re-elected Senators

Dr. Robert Adamec	Psychology
Dr. June Harris	Medicine
Dr. Donald McKay	Medicine
Dr. William Schipper	English
Dr. Kati Szego	Music
Dr. Paul Wilson	Sir Wilfred Grenfell College
Dr. Steven Wolinetz	Political Science
Dr. James Wright	Earth Sciences

The Chair also extended a special welcome to the following new and returning undergraduate student Senators:

Cletus Flaherty	MUNSU
Katherine Giroux-Bougard	MUNSU
Mike Lovell	MUNSU
Roger Drinkall	MUNSU
Zoiey Cobb	MUNSU
James Farrell	MUNSU
Emily Martin	MUNSU
Imoh Igho-Osagie	GCSU
James Shaw	MISU

2. APOLOGIES FOR ABSENCE

Apologies were received from Dr. K. Aziz, Dean A. Collins, Dean G. Gorman, Dr. J. Harris, Dr. C. Loomis, Dr. F. Murrin, Dr. C. Popadiuk, Dr. P. Trnka.

3. MINUTES

The Minutes of the regular meeting held on June 14, 2005, were taken as read and confirmed.

REPORT OF THE EXECUTIVE COMMITTEE OF SENATE

It was agreed by separate motion where necessary, that the report of the Executive Committee be approved as follows:

CONSENT AGENDA

It was moved by Professor Walsh, seconded by Dr. Jablonski, and carried that the consent agenda, comprising of Items 4 below, be approved as follows:

4. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

4.1 School of Nursing

Page 347, 2005-2006 Calendar, under the heading Program of Studies: Bachelor of Nursing (Collaborative), subheading Program Requirements, under subheading Nursing Credit Hours (93), amend the course listing as follows:

“1001, 1002, ... 3511, 4101, ... 4512, 4514.”

Page 348, 2005-2006 Calendar, under the heading Program of Studies: Bachelor of Nursing (Collaborative) Program Fast-Track Option, under subheading Credit Hours in Nursing (93), amend course listing to read as follows:

School of Nursing (cont'd)

“1001, 1002, ... 3511, 3523, 4101, 4103, 4104, 4110, 4501, 4512, 4514.”

Page 351, 2005-2006 Calendar, under the heading Course List delete the course “N3520, 3521, 3522. Extended Practice III” in its entirety.

Delete the course “N4110” in its entirety and replace with the following:

“N 4110. Senior Seminar. This course is designed to allow students to share with peers and faculty their ability to critically discuss the professional competencies and issues in complex work-related situations. Students also report on significant aspects of the nursing roles in which they participated during N4512 and N4514.

Prerequisites: N4501, N4104, N4103.

Co-requisites: N4512, 4514.”

Delete the course “N4513” in its entirety.

Page 354, 2005-2006 Calendar, at the end of the course descriptions, add the following new section:

“6 CREDIT HOUR CLINICAL COURSES

N 3523. Extended Practice III. This course provides the students with the opportunity to apply leadership and management principles in coordinating care for groups of individuals within a variety of nursing care settings. Students also have the opportunity to further develop clinical competencies acquired in previous courses.

Prerequisites: N3001/3501, N3111/N3511, N3113. Clinical placement approval from the Committee on Undergraduate Studies.

Clinical: Forty hours per week for 8 weeks.

NOTE: 1) Credit may not be obtained for both N3523 and the former N3520 or N3521.

2) N3523 is scheduled for an eight week period that begins at the conclusion of the final exam period for winter semester for students in the four year regular stream of the BN(Collaborative) program. Students enrolled in the fast track option take this course in the Spring semester.

N 4514. Nursing Practice Elective. This course provides students with the opportunity to practise nursing with a client population and in a setting of their choice. Students apply and test knowledge from nursing and related disciplines in this selected clinical setting. The course also enables students to further develop their professional roles.

Prerequisites: N4101, N4501. Clinical placement approval from the Committee on Undergraduate Studies.

Clinical: Forty hours per week for eight weeks.

NOTE: Credit may not be obtained for both N4514 and the former N3522 or N4513.”

Page 354, 2005-2006 Calendar, amend the table “Bachelor of Nursing (Collaborative)Program Suggested Sequencing of Courses” to read as follows:

**“Suggested Sequencing of Courses
Bachelor of Nursing (Collaborative) Program**

YEAR	FALL	WINTER	SPRING
1	N1001 Introduction to Nursing (Lab/Clinical) N1002 Anatomy and Physiology I (Lab) N1003 Developing Therapeutic Relationships (Lab) 3 credit hours in English Psychology 1000	N1011 Health Promotion throughout the Lifespan (Lab) N1012 Anatomy and Physiology II (Lab) N1014 Health Assessment (Lab) N1511 Nursing Practice for Health Promotion N1520 Extended Practice I (3 weeks) Biochemistry 1430 (Lab)	
2	*N2001 Nursing Concepts for the Care of Women and the Childbearing Family (Lab) N2003 Pathophysiology N2004 Pharmacology and Nutrition (Lab) *N2501 Nursing Practice for the Care of Women and the Childbearing Family 3 credit hours in English	*N2011 Nursing Concepts for Children, Adolescents and Young Adults (Lab) N2013 Professional Development *N2511 Nursing Practice with Children, Adolescents and Young Adults Biology 3053 (Lab) 3 credit hours in elective course(s) N2520 Extended Practice II	
3	*N3001 Nursing Concepts for Mental Health (Lab) *N3501 Nursing Practice for Mental Health N4104 Nursing Research Statistics 2500 or equivalent, or Education 2900 (Lab) 3 credit hours chosen from Philosophy 2800-2810 or Religious Studies 2610	*N3111 Nursing Concepts for Middle and Older Adulthood (Lab) N3113 Nursing Leadership and Management *N3511 Nursing Practice with Middle and Older Adults 3 credit hours in Business 3 credit hours in Sociology/Anthropology N3523 Extended Practice III (8 weeks - preceptorship)	
4	N4101 Community Health Nursing (Lab) N4103 Advanced Professional Development N4501 Community Health Nursing Practice 3 credit hours in elective course(s) 3 credit hours in Political Science	N4110 Senior Seminar N4512 Community Health Practicum (4 weeks) N4514 Nursing Practice Elective (8 weeks)	Award of BN Degree

NOTE: Those courses indicated by () are offered at all sites in the designated year of the program, however, each site may offer these courses either during the Fall semester or the Winter semester.”*

School of Nursing (cont'd)

Page 355, 2005-2006 Calendar, under the table heading Bachelor of Nursing (Collaborative) Program Fast-Track Option Sequencing of Courses, delete the entry for Spring, Year 2, in its entirety and replace with the following:

“*N3523 Extended Practice III (8 wks preceptorship)
*N4514 Nursing Practice Elective (8 wks)
*N4110 Senior Seminar”

4.2 Department of History

Page 150, 2005-2006 Calendar, under the heading Course List, amend the course title of A/P 3582 to read:

“**A/P 3582. Historical Archaeology.** (Same as History 3530).”

Page 150, 2005-2006 Calendar, under the heading Course List, amend the course title of A/P or S/C 3582 to read:

“**A/P or S/C 3584. Historical Anthropology.** (Same as History 3535).”

Page 184, 2005-2006 Calendar, under the heading Course List, insert the following new courses:

“**History 3530. Historical Archaeology.** (Same as Anthropology 3582). The course will introduce students to historical archaeology, with special reference to the North Atlantic, 1000 to 1900 AD. The archaeology of specific historic sites, including Newfoundland sites, will be examined in order to raise theoretical issues and to give practical examples of methodology. Students will be introduced to the methodological challenges of palaeography, analysis of historic maps, survey, excavation and analysis of complex sites, underwater archaeology, documentary archaeology, material culture and subsistence studies, interpretation, conservation and cultural resource management. The course will consider theoretical approaches including historical anthropology, ethnohistory, world systems and consumer studies.

History 3535. Historical Anthropology.(Same as Anthropology 3584). This course will explore selected issues in historical anthropology, with special reference to the Mediterranean and North Atlantic worlds. Students will read specific case studies in order to explore the theoretical issues raised by the attempt to understand historically-documented past cultures. In order to give practical examples of methodology classes will analyse primary source material. Students will be introduced to the textual analysis of myth and legal records, to the interpretation of images and to the analysis of patterns in material culture. The course will consider specific current interpretive issues, particularly the rise of individualism, the consumer revolution and the cultural construction of gender.”

4.3 Department of French and Spanish

Page 177, 2005-2006 Calendar, immediately following the entry for the Spanish Minor Program and immediately before the heading Course List, insert the following:

“STUDY ABROAD PROGRAMS IN SPANISH

The Spanish section of the Department of French and Spanish offers students the opportunity of participating in Study Abroad programs in Spanish. These programs are designed to provide an intensive immersion experience in a Spanish-speaking country each summer. On successful completion of one of these programs, students will be awarded specific credits applicable to their academic program at Memorial University.

A Study Abroad program in Spanish will be offered each summer, provided that there is sufficient enrolment. All such courses will be offered outside the normal time frame for courses offered at Memorial University.

COURSES:

Spanish 2010. Intermediate Spanish Language Studies. This course will emphasize the development of aural comprehension and oral expression in Spanish in an intensive immersion setting. The course will also include work on written expression and comprehension.

Prerequisite: Spanish 1001 or permission of the head of the department.

Spanish 2020. Intermediate Hispanic Cultural and Literary Studies. This course will focus on hispanic literary and cultural studies at the intermediate level and in an intensive immersion setting.

Prerequisite: Spanish 1001 or permission of the head of the department.

Spanish 3010. Advanced Spanish Language Studies. This course will be similar to Spanish 2010 but at a more advanced level.

Prerequisite: Spanish 2001 or permission of the head of the department.

Spanish 3020. Advanced Hispanic Cultural and Literary Studies. The course will be similar to Spanish 2020 but at a more advanced level.

Prerequisite: Spanish 2001 or permission of the head of the department.

NOTES:

1) THE ABOVE-MENTIONED COURSES ARE OFFERED ONLY IN THE CONTEXT OF A STUDY-ABROAD PROGRAM IN A SPANISH-SPEAKING COUNTRY.

2) Students will be required to register for either Spanish 2010/2020 or Spanish 3010/3020 in any one program.

3) Students who are unsure whether they meet the prerequisites for any of the courses listed above should consult the Coordinator for Spanish.”

4.4 Law and Society Program

Page 187, 2005-2006 Calendar, under the heading Course List, insert the following new course:

“Law and Society 3200. Women and the Law in Newfoundland History. This course examines how legal reforms addressed or challenged the values of the community. Students will investigate the various ways in which Newfoundland women interacted with the law and on occasion found themselves before a magistrate.”

Page 205, 2005-2006 Calendar, under the heading Elective Courses, following History 4006, insert “Law and Society 3200. Women and the Law in Newfoundland History”.

4.5 Women’s Studies Minor Program

Page 205, 2005-2006 Calendar, under the heading Elective Courses, insert “History 3780. Women in Medieval Europe (500-1500)”.

4.6 Faculty of Engineering and Applied Science

Page 391, 2005-2006 Calendar, under the heading Admission, clause 2, after the first paragraph, insert the following new paragraph:

“Meeting the minimum requirements for admission does not guarantee acceptance into the program.”

REGULAR AGENDA

5. APPEAL TO SENATE

ECS 2005-06: #2 - Appeal against the decision of the Executive Committee of Senate to deny the student permission to rewrite final Academic Term 5 examinations and to proceed to Term 6.

The student’s appeal was originally considered and denied by the Appeals Committee of the Faculty of Engineering and Applied Science. The student then appealed to the Senate Committee on Undergraduate Studies and at a meeting held on August 12, 2005, that Committee considered the appeal and found that the procedure used by the Faculty of Engineering and Applied Science was fair and denied the student’s request to be promoted from Academic Term 5 of the Engineering program and denied the student permission to rewrite his/her final Academic Term 5 examinations.

In a letter dated August 23, 2005, to the Executive Committee of Senate, the above-noted student appealed the decision of the Senate Committee on Undergraduate Studies. In reviewing the case, that Committee took into account the extenuating medical circumstances cited in the student’s appeal and the student’s overall academic record. Following consideration, that Committee denied the student’s appeal.

Appeal to Senate (cont'd)

Following considerable discussion of this case, it was agreed, by a majority vote, to uphold the decision of the Executive Committee of Senate, the Senate Committee on Undergraduate Studies and the Faculty of Engineering and Applied Science that the student's request to re-write academic Term 5 examinations and to proceed to Term 6 be denied.

6. REPORT OF THE SENATE COMMITTEE ON UNDERGRADUATE STUDIES

6.1 English as a Second Language Program

Page 169, 2005-2006 Calendar, immediately preceding the section "European Studies", insert the following new program:

"ENGLISH AS A SECOND LANGUAGE PROGRAMS

The English as a Second Language office, affiliated with the Department of English Language and Literature, and under the auspices of the Faculty of Arts, offers year-round programs for adult students wishing to improve their English language skills and learn about Canadian culture. These include:

- A five-week intensive English Language Summer School program;
- English language preparation for students enrolled in graduate programs such as the Master's in Business Administration and Master's of Engineering;
- Tutorials, workshops, and conversation programs for current Memorial students in undergraduate and graduate degree programs;
- Custom-designed language and culture programs for schools, universities, or businesses. These can be developed on contract and are either for general learning purposes or to suit the needs of specific disciplines or professions; and
- Twelve-week non-credit *Intensive English Programs* which are offered year-round on a semesterized basis.

Information regarding the above services is available from the Director of English as a Second Language programs at Memorial. Information regarding the Intensive English Programs is provided below.

A Diploma in teaching English as a Second Language is also offered through the Faculty of Arts. Information regarding that program can be found under the Faculty of Arts in this Calendar.

INTENSIVE ENGLISH PROGRAM

Memorial University's full-time, non-credit *Intensive English Program* (IEP) is designed to improve English language skills for academic, professional and personal purposes. Reading, writing, speaking and listening skills are covered, and workshops on culture and social activities promoting integration with the local community also form part of the program.

English as a Second Language Program (cont'd)

The IEP is offered at intermediate to advanced levels in each of the Fall, Winter, and Spring terms. The program consists of two required courses: **ENGS 011F, Core Intensive English**, and **ENGS 012F, Speaking, Listening, and Culture**. Students admitted to the IEP must normally register for both courses each semester.

Students wishing to complete the Intensive English Program in preparation for admission to Memorial University as undergraduate degree students may apply for this program at the same time as they apply for admission to undergraduate studies. Subject to the University's General Regulations governing admission for undergraduate studies, and the regulations in place for admission to specific programs, students may be provisionally admitted for studies at an undergraduate level in an upcoming term if they are currently enrolled in the Intensive English Program. The University Regulations governing Admission/Readmission to Memorial, also contained in this Calendar, should be reviewed carefully by students as well.

Final admission for provisionally admitted students will be subject to successful completion of the Intensive English Program with an acceptable score on the Canadian Academic English Language (CAEL) Assessment. The CAEL Assessment is administered as part of the Intensive English Program at the end of each semester. Students enrolled in the Intensive English Program may be considered for enrolment in the Intensive English Bridge Program under the conditions described as the Admission requirements for that program.

Students at any level in the program may take the CAEL Assessment at the end of the semester. The number of semesters of Intensive English study required to achieve a student's desired level of proficiency will vary according to his or her initial proficiency level and individual progress rate.

Admission Requirements

Applicants to the Intensive English Program:

- (1) Must be at least 18 years old, and
- (2) Must hold a valid high school diploma, and
- (3) Should have an elementary level of English proficiency.

Applications for the Intensive English Program must be submitted directly to

Director, English as a Second Language Programs
Memorial University of Newfoundland
St. John's, NL, A1B 3X9, Canada

Program Requirements

Full participation is an essential part of the language learning process in this program. For this reason regular attendance is required. No more than 10% of instructional days may be missed without documented reasons that are acceptable to the Director of English as a Second Language programs. Students who fail to meet the minimum attendance requirements may not be permitted to re-enroll in the IEP in the following semester.

English as a Second Language Program (cont'd)

Evaluation of students may include, but not be limited to, any or all of the following: projects, assignments, quizzes, oral presentations, and class participation.

INTENSIVE ENGLISH BRIDGE PROGRAM

The Intensive English Bridge Program is intended for applicants to Memorial University who have been provisionally admitted as undergraduate students and who are students in the advanced level of the Intensive English Program (IEP). It requires ten to fifteen hours of classroom language instruction in reading, writing, grammar, and listening. The emphasis is on English for Academic Purposes. Students in this program may register for an undergraduate credit course concurrently, in consultation with the Director of English as a Second Language Programs.

Admission

Candidates for the Intensive English Bridge Program must have:

- 1) Been provisionally accepted to undergraduate studies at Memorial University;
- 2) Achieved an average of Band 40 in the CAEL with a Writing sub-score of at 40, a paper-based TOEFL score of 520, a computer-based TOEFL score of 190, an iBT TOEFL score of 68, or an IELTS score of 5.5 with no sub-score less than 5;
- 3) Achieved a grade of "C" or better with a satisfactory attendance level (90%) in both ENGS 011F and ENGS 012F if enrolled in the Intensive English program in the previous semester.

A student may be considered as a candidate for the Intensive Bridge Program under the following conditions:

Program Requirements

Students admitted to the Intensive English Bridge Program must register for the course ENGS 011F (Core Intensive English Program).

Students in this program may normally register for no more than one credit course, chosen in consultation with the director or coordinator of the English as a Second Language Program.

Students may register in the Intensive English Bridge Program for a maximum of two semesters.

Full participation is an essential part of the language learning process in this program. For this reason regular attendance is required. No more than 10% of instructional days may be missed without documented reasons that are acceptable to the Director of English as a Second Language programs. Students who fail to meet the minimum attendance requirements may not be permitted to re-enroll in the IEBP in the following semester.

English as a Second Language Program (cont'd)

COURSE DESCRIPTIONS

ENGS 011F Core Intensive English Program This component of the Intensive English program covers reading through a variety of types of texts, vocabulary development, writing development, and academic listening and note-taking skills. Students will be placed into appropriate sections following a placement test.

ENGS 012F Speaking, Listening, and Culture This component of the program includes development of speaking and listening abilities through a wide variety of tasks and communicative activities, including discussions, debates, conversation, role-plays, and presentations. Listening activities promote comprehension of rapid conversational English, while discussion topics enrich students' understanding of Canadian culture. Students will be placed into appropriate sections following a placement test."

6.2 Admission Regulation 2.7: Memorial University of Newfoundland's English as a Second Language (ESL) Program

Page 50, 2005-2006 Calendar, under the heading Admission/Readmission to the University (Undergraduate), under the subheading English Language Proficiency Requirements, delete Clause 2.7 in its entirety and replace with the following:

"2.7 Memorial University of Newfoundland's Intensive English Program

Applicants are required to have successfully completed Memorial University of Newfoundland's Intensive English Program together with an acceptable score, as noted above in 2.5, on the CAEL administered by the Department of English Language and Literature at the University.

Applicants may be required to write a placement test in English language prior to the commencement of classes to determine the appropriate course in English for which they should register. For further information, refer to the section of this Calendar describing the Faculty of Arts' English as a Second Language programs."

6.3 School of Human Kinetics and Recreation

Page 311, 2005-2006 Calendar, delete Table 4 - Bachelor of Recreation (Co-operative) in its entirety and replace with the following:

Table 4
Bachelor of Recreation (Co-operative)

Term	Required Courses	Elective Courses
Fall Academic Term 1	Business 1000 English 1080 or equivalent Psychology 1000 Mathematics 1000; or 6 credit hours chosen from Mathematics 1050/1051 or Mathematics 1090/1000 Sociology 1000	
Winter Academic Term 2	Business 1201 Business 2000 or English 1110 or equivalent Psychology 1001 Mathematics 1000; or 6 credit hours chosen from Mathematics 1050/1051 or Mathematics 1090/1000	Students who complete Mathematics 1000 only must include an additional 3 credit hours from non-HKR courses in their program. 3 credit hours from minor subject or non-HKR courses
Spring	Open	
Fall Academic Term 3	HKR 1123 HKR 2000 HKR 2310 HKR 2515 HKR 2585 Statistics 2500	3 credit hours from minor subject
Winter Academic Term 4	HKR 2300 HKR 2320 HKR 2505 HKR 3340 HKR 4600	3 credit hours from minor subject
Spring Work Term 1	HKR 299W	

Fall Academic Term 5	HKR 3525 HKR 3535 HKR 3575	3 credit hours from HKR courses 6 credit hours from minor subject Honours degree candidates must include HKR 4625 or HKR 4635 in their program. This may be substituted for one of the HKR elective courses in this semester
Winter Work Term 2	HKR 399W	
Spring Academic Term 6	HKR 2545 HKR 3555 HKR 3565 HKR 4555 HKR 4575	3 credit hours from HKR courses
Fall Work Term 3	HKR 499W	
Winter Academic Term 7	HKR 4585	6 credit hours from HKR courses 9 credit hours from minor subject Honours degree candidates must include HKR 4610 in their programs. HKR 4610 must be substituted for one of the HKR elective courses in this semester

Page 315, 2005-2006 Calendar, delete the section "Bachelor of Recreation" and "Table 8" and replace with the following:

"4.6 Bachelor of Recreation

- The full-time and part-time Bachelor of Recreation is comprised of 120 credit hours.
- To be considered for admission to the Bachelor of Recreation, applicants must normally have satisfied the following requirements:
 - R Six credit hours of English
 - R Mathematics 1050/1051 or Mathematics 1090/1000
 - R Three credit hours from non-HKR courses
 - # Only students with an overall average of at least 60% in the courses comprising the 15 credit hours required will be considered for admission to the program.

School of Human Kinetics and Recreation (cont'd)

- # Overall academic performance is an important criterion in reaching decisions on applications for admission, and will be considered, in addition to the average on the five courses required for admission, in the selection process.
- At least five years of relevant work experience, or equivalent, that is deemed acceptable by the Admissions Committee of the School of Human Kinetics & Recreation.
 - R In the case where students have been required to withdraw from the Bachelor of Recreation (Co-operative) Programs, the Admissions Committee of the School may consider this circumstance as grounds to deny admission.
- To be eligible for the Bachelor of Recreation, a student must:
 - R have been admitted to the program;
 - R successfully complete the following 120 credit hours:
 - # HKR 2000, 2300, 2310, 2320, 2505, 2515, 2545, 2585, 3340, 3525, 3535, 3555, 3565, 3575, 4555, 4575, 4585, 4600
 - # Students must also complete 4 (12 credit hours) elective courses in HKR.
 - # Math 1050/1051 or Math 1090/1000 or Math 1000. If a student completes only Math 1000, the student will be required to complete an additional 3 credit hours from non-HKR courses in their program.
 - # Psychology 1000/1001;
 - # Sociology 1000 or Sociology 2000;
 - # English 1080, English 1110 or Business 2000 or equivalent
 - # Business 1000/1201;
 - # Statistics 2500;
 - # Students must choose a minor of at least 24 credit hours from the minor programs listed in the appropriate faculty or school regulations. In completing the minor, students must follow the minor program regulations listed under the appropriate faculty or school.
- Students admitted part time should consult with the School's Academic Student Advisor regarding course sequence."

6.4 Plagiarism Detection

In a letter dated 22 February 2005, in response to concerns raised by the Faculty of Arts with respect to plagiarism, the Vice-President (Academic) requested the Senate Committee on Undergraduate Studies, with assistance from the Department of Computing and Communications, to undertake a review of plagiarism detection. Subsequently, a review which was part of its comprehensive review of issues related to academic misconduct was conducted of the cost, feasibility and desirability of subscribing to the plagiarism detection tool *Turnitin.com*. At a meeting held on 5 May 2005, the Senate Committee on Undergraduate Studies considered the matter and agreed to recommend to Senate that the University not subscribe to plagiarism detection tools at an institutional level. However, the Committee recommended that an ad hoc Committee of Senate be struck to develop a code of academic integrity for both students and faculty.

Plagiarism Detection (cont'd)

Following an introduction by Professor Walsh, Senators engaged in a broad ranging discussion on 1) the practical, ethical and academic implications of utilizing plagiarism detection tools, and 2) the advantages and disadvantages of developing a code of academic integrity for both students and faculty. Given the different nature of these two topics, it was agreed to focus the Senate discussion by formulating two motions as given below.

It was moved by Professor Walsh, seconded by Dr. Adamec and carried that the University should not at this time subscribe to plagiarism detection tools at an institutional level.

It was moved by Professor Walsh, seconded by Dr. Wolinetz and carried that the Senate request the Committee on Committees to draft terms of reference and recommend membership for an ad hoc Committee of Senate to develop a code of academic integrity for both students and faculty.

6.5 General Academic Regulation 7.1.3

A letter dated 28 June 2005 was received from the Senate Committee on Undergraduate Studies regarding General Academic Regulation 7.1.3 (7 Examinations), noting that there is a prohibition against administering or assigning tests, examinations or assignments in the last two weeks of the lecturing period in any session. The Committee proposed an amendment to General Academic Regulation 7.1.3 whereby authority to grant waivers of that Regulation, presently vested in the Senate Committee on Undergraduate Studies, be given to faculty/school undergraduate studies committees.

During discussion of the proposed amendment to this regulation, several representatives from the Faculty of Medicine, noting that the Faculty teaches courses in two, three or four week blocks, suggested that adoption of this amendment will make it extremely difficult if not impossible for the Faculty to teach many of its courses. As a result, it was agreed to refer the proposed amendment back to the Senate Committee on Undergraduate Studies for further study with a view to re-examining the regulation from the perspective of the Faculty of Medicine.

7. REPORT OF THE SENATE ADVISORY COMMITTEE ON THE LIBRARY

The Chairman introduced the report of the Senate Advisory Committee on the Library suggesting that the report will be a useful document in the strategic planning process which is currently underway. Noting the excellent work completed by the authors of the report, it was moved by Dr. Adamec, seconded by Dr. Wolinetz and carried that Senate endorse the report and send a note of thanks to its authors. A copy of the report is lodged in the Senate files.

8. COMMUNITY HEALTH NAME CHANGE TO “COMMUNITY HEALTH AND HUMANITIES”

A letter dated June 22, 2005 was received from the Faculty of Medicine requesting that the name of the Division of Community Health be changed to the “Division of Community Health and Humanities”.

It was moved by Dr. Rourke, seconded by Dr. McKay and carried that this proposal be forwarded to the Board of Regents for approval.

9. STUDENT REPRESENTATION ON SENATE

In a letter dated September 22, 2004, Senate recommended to the Board of Regents that the Memorial University Act be amended to change student representation on Senate from the fixed number of twelve, by bringing Section 54.(d) of the Act in line with Sections 54 (b)(x) and 54 (c). If approved, the proposed amendment to the Act would have read as follows:

“54(d) Members from the students in attendance at the University to be chosen in a number and manner that may be approved by the Board, but the number chosen under this paragraph shall not be less than half the number of members named or chosen under paragraph (b).”

Subsequently, a letter dated October 29, 2004 was received from the Board of Regents advising that the proposed amendment to the Act was recommended for approval. In a letter dated December 14, 2004 the Minister of Education advised the Board of Regents that the Memorial University Act was amended increasing student representation on the Senate from 12 to 13 and that Section 54(d) of the Memorial University Act now reads as follows:

“54(d) 13 members from the students in attendance at the university, including at least one student from the Marine Institute, one graduate student and one student from Grenfell College, with all members to be chosen in a manner approved by the Board.”

While the language of the Act is somewhat different from what was proposed, the intent is the same as that proposed by MUNSU in a letter dated August 20, 2004, and agreed to by Senate on September 14, 2004, whereby a generous interpretation of the proposed amendment to Section 54(d) be made to increase the number of student seats from 12 to 13. As a result of this amendment to the Act, the Executive Committee, following consultation with MUNSU, GSU, GCSU and MISU recommended that Clause II.D.2 of the Handbook of Senate By-Laws and Procedures be amended to read as follows:

“Ten Senators shall be selected by the undergraduate students, each representing a different academic area. The ten undergraduate student senators shall consist of seven student senators from the St. John’s campus, two student senators from the Sir Wilfred Grenfell College at Corner Brook and one student senator from the Marine Institute. The procedure controlling such selection shall be determined by the respective Students’ Union.”

Student Representation on Senate (cont'd)

It was moved by Mr. Collins, seconded by Mr. Jensen, and carried that Senate approve for submission to the Board of Regents the above noted recommendation.

10. REMARKS FROM THE CHAIR - QUESTIONS/COMMENTS FROM SENATORS

- The President advised that since the last meeting of Senate held in June 2005, the Strategic Planning Process has started. He also advised that information on and progress of the process is available on-line at www.mun.ca/strategicplanning.
- On July 7, 2005, the *White Paper on Public Post-Secondary Education in Newfoundland and Labrador 2005* was released. The President noted that Senate will be involved as needed.
- The Government has announced the new Atlantic Innovation Fund of \$300M. The President noted that he met with officials from ACOA and discussed how the fund could benefit the University.
- On September 6, 2005, ACOA announced \$1.3M in funding towards initiatives in the Faculty of Business Administration.
- The President advised that on September 2, 2005, he attended the graduation functions for the first cohort of the Police Studies program.
- In the month of July 2005, the President visited various areas such as Rocky Harbour, Cow Head, Port aux Choix, L'Anse au Loup and met with various Municipal leaders. He also noted that while visiting the Northern Peninsula, he visited the archeological dig near Port aux Choix.
- The President noted that a number of meetings are being held on campus at Memorial University providing an excellent opportunity to connect the University to the City. For example, he gave a welcome address at the International Symposium on Novel Aromatics (ISNA). He extended his appreciation to faculty members in the Department of Chemistry for their efforts in making this symposium a success.
- The Board of Regents met from September 7 - 9, 2005 in Labrador.
- From September 4 - 6, 2005, a barbeque and orientation welcoming ceremonies for new students and parents were held.

Dr. Tulett questioned the agenda item "Report of a Commission to Review the Reporting Structure for Sir Wilfred Grenfell College". Dr. Meisen noted that approximately 14 months ago when the University was searching for a successor to the Principal at Sir Wilfred Grenfell College, a number of important questions were raised with regard to governance and reporting structure at the college and how it relates to the rest of the University. After

Remarks from the Chair - Questions/Comments from Senators (cont'd)

the time of the appointment of Dr. John Ashton, the new Principal, a Commission was struck to address the matter and as a result, the Commission's findings were released in a document entitled "Report of a Commission to Review the Reporting Structure for Sir Wilfred Grenfell College". The President noted that while the report does not have official status it will be reviewed by himself, the Principal of Sir Wilfred Grenfell College as well as by other administrators and recommendations will be made to the Board of Regents. He advised that he had requested that the report be included in the Senate agenda package for information.

11. ITEMS FOR INFORMATION:

11.1 Report of a Commission to Review the Reporting Structure for Sir Wilfred Grenfell College

The "*Report of a Commission to Review the Reporting Structure for Sir Wilfred Grenfell College*" was distributed with the agenda package for the information of Senate.

11.2 The Executive Committee denied the following appeals:

ECS 2005-06: #1- Appeal against the decision of the Senate Committee on Undergraduate Studies to deny the student's request that his/her application for admission to the Faculty of Education (Primary/Elementary) Fast Track degree program be accepted.

ECS 2005-06: #2 - Appeal against the Senate Committee on Undergraduate Studies to deny student's promotion from Academic Term 5 of the Engineering program and permission to rewrite final Academic Term 5 examinations.

11.3 Handbook of Senate By-Laws and Procedures

The Handbook of Senate By-Laws and Procedures was distributed with the agenda package for the information of Senators.

12. ADJOURNMENT

The meeting adjourned at 5:50 p.m.

CHAIRMAN

SECRETARY