

SENATE MINUTES

NOVEMBER 9, 1999

The regular meeting of Senate was held on Tuesday, November 9, 1999, at 4:00 p.m. in Room E5004.

19. PRESENT

The President, Dr. E. Simpson, Dr. K. Keough, Dean I. Bowmer, Mr. G. Collins, Acting Dean C. Doyle, Dr. E. Dow, Ms. M. Chalker (for Mr. R. Ellis), Dr. C. Higgs, Dean G. Kealey, Acting Dean C. Leonard, Dr. C. Loomis, Dean R. Lucas, Dean T. Murphy, Dr. C. Orchard, Dean R. Seshadri, Dr. M. Volk, Professor H. Weir, Dr. A. Aboulazm, Dr. R. Adamec, Dr. J. Ashton, Professor P. Ayres, Dr. G. Bassler, Dr. J. Bear, Dr. G. Clark, Professor M. Coyne, Dr. D. Craig, Dr. J. de Bruyn, Mrs. C. Dutton, Dr. J. Evans, Dr. J. Finney-Crawley, Dr. S. Ghazala, Dr. D. Goldstein, Mr. D. Howse, Dr. H. Hulan, Dr. M. Kara, Dr. R. Klein, Professor K. Knowles, Professor V. Kuester, Dr. V. Maxwell, Dr. J. McLean, Dr. M. Mulligan, Dr. H. Pike, Dr. N. Rich, Dr. G. Sabin, Dr. C. Sharpe, Dr. D. Treslan, Dr. D. Tulett, Dr. R. Venkatesan, Professor D. Walsh, Dr. B. Watson, Mr. B. Whitelaw, Dr. P. Wilson, Ms. M. Mack, Mr. P. Barnes, Ms. L. Borden, Mr. K. Dunne, Mr. B. Harvey, Ms. N. Oldford, Ms. N. Pike, Mr. D. Tarrant, Ms. T. Pearce.

20. APOLOGIES FOR ABSENCE

Apologies were received from Dean W. Blake, Ms. F. Delaney, Dr. M. Laryea, Dr. W. Locke, Dr. S. Saha, Dr. P. Sinclair, Mr. D. Newton.

21. MINUTES

The minutes of the regular meeting held on October 12, 1999 were taken as read and confirmed, with the addition of Dr. C. Loomis' name to those from whom apologies were received.

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:

22. *Report of the Senate Committee on Undergraduate Studies

22.1 Department of Biology

New Course

4550. Principles of Endocrinology. This course comprises an introduction to basic concepts concerned with how chemical messages are transmitted and received between cells to coordinate body functions. Hormonal control of adaptation, reproduction, metabolism, growth, digestion, and electrolyte homeostasis will be discussed. Although the endocrinology of invertebrates and lower vertebrates will be mentioned as appropriate, the main emphasis will be on mammalian and human endocrinology at the level of the whole organism.

Three hours of lecture and three hours of laboratory per week.

Prerequisites: Biology 2122, Biology 3401), Biochemistry 3106).

22.2 School of Music

Page 192, 1999–2000 Calendar, before the heading Minor in Music History (Bachelor of Arts) insert the following:

"BACHELOR OF MUSIC (HONOURS)

The Bachelor of Music (Honours) will be awarded to candidates in the Performance, General Musical Studies, Theory and Composition, and History and Literature of Music majors who:

- o are graduating with First Class standing;

- o meet all the graduation requirements set forward in the regulations for the Bachelor of Music degree for their major;

AND

o have attained a minimum average of 82% in all music courses included in the degree."

During discussion of this item a number of Senators noted that most honours degree programmes require the completion of additional courses, while this particular programme does not. Dr. Volk replied that during the preparation of this submission the School of Music checked requirements for honours degrees in other academic units at Memorial and found that there are other units which give the honours designation on academic standing alone. She also noted that students are required to undergo a juried examination and to complete other major requirements and that this programme in many other universities would be regarded as an honours programme.

22.3 Department of German and Russian

Page 161, 1999–2000 Calendar, following the heading General Degree add the following to the paragraph:

", nor shall any candidate be given credit for both the Elementary German (1000 and 1001) and Reading German (2030 and 2031) courses."

Following the heading German Language and Literature Major Programme delete "including German 2900, 2901, 3900..." and replace with the following:

"including at least 12 credit hours in the following courses or their equivalents: 1000, 1001, 2010, 2011."

Following the heading German Language and Literature Minor Programme delete "and will include German 3010 and 3011" and the note and replace with the following:

"including at least 12 credit hours in the following courses or their equivalents: 1000, 1001, 2010, 2011."

Following the heading German Studies Minor Programme amend Clause a) as follows:

Delete "either 2010 and 2011 or 2510 and 2511" and replace with "2010 and 2011".

Amend the course description for German 3510 by deleting the words "and should be taken jointly with the Advanced German course". Amend the prerequisite to read as follows:

"Prerequisite: German 2511."

Amend the prerequisite for German 3511 to read as follows

"Prerequisite: German 2511."

Amend the prerequisite for German 3900, 3901, 4000, 4001, 4010, 4100, 4101, 4200, 4201, 4300, 4400 and 4401 to read as follows:

"Prerequisite: One of German 2011, 2511, 3011 or the consent of the Head of Department."

22.4 Medieval Studies Programme

Page 172, 1999–2000 Calendar, delete the course number and title for Medieval Studies 3350–3360.

Renumber Medieval Studies 3351 as 3006 and add the note as follows:

"NOTE: Credit can only be obtained for one of Medieval Studies 3351, Medieval Studies 3006, and Women's Studies 3001."

22.5 School of Continuing Education – Certificate Programme in Career Development

CERTIFICATE IN CAREER DEVELOPMENT

New Programme

The Certificate in Career Development is designed for persons working in the career development field who wish to consolidate and deepen their knowledge base. The programme will provide a grounding in career development theory and practice for those wishing to enter the field. The practicum will give new entrants to

the field valuable work experience and will allow existing practitioners the opportunity to reflect on and improve their practice.

Regulations for the Certificate in Career Development

Curriculum

Students will be required to complete a total of ten courses as follows:

REQUIRED COURSES

CADV 1000. Career Development I

CADV 1100. Assessment in Career Development I

CADV 1200. Interpersonal Communications

CADV 1210. The Nature of the Helping Relationship

CADV 1220. Group Facilitation

CADV 1300. The Nature of Work, the Workforce, and the Workplace

CADV 3000. Practicum in Career Development

and

Three ELECTIVE COURSES from the following list:

CADV 2000. Career Development II

CADV 2001. Career Development for Special Populations

CADV 2100. Assessment in Career Development II

CADV 2200. Programme Design, Implementation, and Evaluation

CADV 2300. The Emerging Economy

Notes: Students are required to meet admission criteria for entry to Memorial University.

Students may receive up to three exemptions for equivalent course work completed through another programme or at another institution. If students have previously obtained credit from Memorial University for any of the courses on a certificate program, they are not required to repeat these courses. To receive exemptions for certificate credit courses, students must make a written request with supporting documents (transcripts and course descriptions) to the Programme Developer, Certificate Programmes, School of Continuing Education for consideration by the Advisory Committee for the certificate.

COURSE DESCRIPTIONS

CADV 1000. Career Development I. Career development will be defined and described from theoretical perspectives. In this course, students will address the need for, the purpose of, and the uses for theory within career development. Conventional, as well as contemporary, theories and approaches of career development will be studied.

CADV 1100. Assessment in Career Development I. This course will explore the relevant theories surrounding the nature of assessment as it pertains to the various facets of career development. Reasons for and application of research pertaining to assessment tools will be reviewed. Application of assessment tools to current settings will be encouraged.

CADV 1200. Interpersonal Communications. An examination of the communication process as related to career development will be explored. Particular attention will be paid to the development of interpersonal communication skills required for individual, group, and written work required of career practitioners.

CADV 1210. The Nature of the Helping Relationship. This course will provide learners with a basic understanding of how helping relationships are defined as well as evolve within career development contexts. The course will focus on a number of factors which may influence the helping relationship, including existing theoretical foundations; the implications of legislation and mandate

on service providers and how practitioner and client relationship can be impacted by both; emerging trends (based on research) in the career development field; the influence of existing resources (human, organizational, financial and technological) on shaping the helping relationship; and the helping relationship as a facilitative process.

CADV 1220. Group Facilitation. This course covers the fundamentals of group learning, group processes, roles and leadership in career development settings. Emphasis is on the principles of adult learning and the role of a facilitator.

CADV 1300. The Nature of Work, the Workforce and the Workplace. Understanding local and global economies and the impact of environment, demographics, information and technology. Understanding the concept of "work" and the changing workplace, particularly job sharing, contracting, telecommuting, and entrepreneurship (including forced entrepreneurs).

CADV 2000. Career Development II. Students will have the opportunity to appraise theories/approaches of career development. Guidelines for the understanding of the principles of sound theory formulation will be used in the critical evaluation of career development theories/approaches. This course will provide students with practical skills in the application of career development theories/approaches for the purpose of designing interventions for the respective populations.

Prerequisite: CADV 1000.

CADV 2001. Career Development for Special Populations. The course presents an overview of career development by examining career exploration, career planning, and career counselling theories and their particular application to various target groups. These groups include (but are not limited to) women, youth at risk, visible minorities, persons with disabilities, and aboriginal and native populations. An examination of the barriers to employment that exist for each group will be explored. As well, strategies enabling career development practitioners, employment counsellors, employers and other interested individuals to diminish these barriers will be examined.

CADV 2100. Assessment in Career Development II. Through a review and analysis of the various instruments used for assessment in career guidance and counselling, students will be given an opportunity to review in-depth selected instruments and apply them to specific individuals, groups and cultures. A review of various career planning, interest inventory, vocational and aptitude tests will be further explored for future use in practice.

Prerequisite: CADV 1100.

CADV 2200. Programme Design, Implementation, and Evaluation. This course will provide learners with basic concepts related to designing programmes, implementation and evaluation strategies within the context of specific career development intervention for targeted populations. The course will focus on conducting a needs analysis; designing a framework for implementation in relation to identified needs; developing an ongoing monitoring system, using appropriate technological resources; designing and implementing an evaluation strategy which is incorporated into the programme design; and preparing a funding proposal.

CADV 2300. The Emerging Economy. This course will be a general introduction to the emerging economy of the twenty-first century. The multidimensional dynamics of the global economy will be examined in light of the implications for Career Education Programming. The diverse political, economic, social, psychological, and educational variables will be studied as they influence the context for Career Development interventions (both for the individual and for groups). The knowledge, attitudes, and skills needed for the emerging economy will be identified and will guide the content of the course.

CADV 3000. Practicum in Career Development. Supervised activities and/or projects designed to have the student implement career development theory and principles in real-life settings, integrate and apply knowledge gained in the prerequisite courses, and gain exposure to the practice of career development in the field.

Prerequisites: CADV 1000, 1100, 1200, 1210, 1220 and 1300.

22.6 Department of Psychology

Page 246, 1999–2000 Calendar, following the heading Requirements for a Minor in Psychology, delete current Clause c) and replace with the following:

"c) Three other credit hours of Psychology chosen from the laboratory courses listed in Clause 1(b) of the requirements for a Major in Psychology and 4000–level courses."

Insert new Clause d) to read as follows:

"d) Six other credit hours of Psychology."

Page 244, following the heading Requirements for a Major in Psychology amend Clause 1 a) as follows:

Delete "4910".

Replace Clause 1 d) with the following:

"d) Three other credit hours of Psychology chosen from the laboratory courses listed in Clause (b) and 4000–level courses."

Renumber current Clause 1 (d) as 1 (e).

Page 245, following the heading Requirements for a Major in Behavioural Neuroscience (B.Sc. ONLY) amend Clause 1 a) by deleting "4910".

Insert new Clause 1 e) to read as follows:

"e) Three other credit hours of Psychology chosen from the laboratory courses listed in Clause (d) and 4000–level courses."

Following the heading Requirements for Honours in Behavioural Neuroscience (B.Sc. ONLY) amend Clause 1 to read as follows:

"1) Honours students in Behavioural Neuroscience are required to complete the following Psychology Courses: 1000, 1001, 2900, 2901, 3900, 2850, 3800, 4910, 4999A/B, 4850 or 4851; one further selected topics course; two laboratory courses chosen from two different areas from those listed in Clause 1 (d) of the requirements for a Major in Behavioural Neuroscience."

Renumber current Clause 2 as Clause 3.

Insert new Clause 2 to read as follows:

"2. Honours students in Behavioural Neuroscience must also complete the requirements listed in Clauses 2 and 3 of the requirements for a Major in Behavioural Neuroscience."

23. Report of the Academic Council of the School of Graduate Studies

23.1 Block of Special Topics Numbers – School of Pharmacy

Page 464, 1999–2000 Calendar, following the heading Courses insert the following block of special topics numbers:

"6100–6104. Special Topics in Pharmacy".

23.2 Revision to General Regulation D.6.a.

Page 418, 1999–2000 Calendar, following the heading D) Programme Requirements amend Clause 6.a) by inserting the word "initial" before "registration" in the last sentence and add the following note:

"Note: The foregoing notwithstanding, in the case of students who have submitted a thesis/report/folio, or students in a non-thesis programme who have taken a comprehensive examination, the option of changing regulations is no longer available."

23.3 Revision to General Regulation F.

Page 419, 1999–2000 Calendar, following the heading F) Appeals Procedures amend Clause ii) to read as follows:

"ii) Appeals against decisions of the Dean may be made to the Academic Council, School of Graduate Studies. Letters of appeal should be directed to the Chair of the Appeals Committee, c/o School of Graduate Studies."

Insert new Clause iii) to read as follows:

"iii) Appeals against decisions of the Executive Committee of the Academic Council may be made to the Academic Council, School of Graduate Studies. Letters of appeal should be directed to the Chair of the Appeals Committee, c/o School of Graduate Studies."

Re-label current Clause iii) as iv).

24. Report of the Committee on Committees

24.1 Motion of which notice has been given

The following motion of which notice was given in accordance with Section I.B. of the Handbook of Senate By-laws and Procedures, in a memorandum dated 6 October, 1999 from the Committee on Committees, was moved by Dr. Sharpe, seconded by Mr. Dunne and carried.

a) Insert the following sentence after the first whole sentence of section VI. A.9 of the Handbook of Senate By-Laws and Procedures (p.19):

Officers of the Council of the Memorial University Student Union and the Graduate Student Union who are members of Senate Committees as a result of their office may send a designated alternate to serve in their place on those committees.

24.2 Graduate Student Representation on Standing Committees

On behalf of the Committee on Committees, Dr. Sharpe moved that the following graduate students be appointed to Senate Standing Committees as indicated. The motion was seconded by Mr. Collins and carried.

Advisory Committee on the Bookstore Lynda Harling

Advisory Committee on the Library Kevin Hehir

Advisory Committee on the University

Timetable Phil Orchard

Committee on Copyright Johanna MacDonald

Committee on Educational Technology Lynette Hillier

Committee on Enrollment Dale Kirby

Committee on Honorary Degrees and

Ceremonial Amy Tompkins

Committee on Research Geoff Payne

Committee on Senate Elections Nicole Snow

It was also agreed that the following undergraduate students be appointed to the Steering Committee on Course Evaluations:

Keith Dunne

Andrea Budgell

25. Graduate Student Representation on Committee on Committees

A memorandum dated October 29, 1999 was received for information from the Graduate Students' Union advising that Ms. Joy Fraser has been appointed to the Committee on Committees.

ITEMS FOR INFORMATION

26. Student Appeals

The Secretary of the Executive Committee reported that one student appeal (MUN NO. 9513979) was upheld.

27. Remarks for the Chair – Questions /Comments from Senators

Special Convocation for the Installation of the President and Convocation

The President began his remarks by thanking all members of the University community who contributed to making his installation ceremony of October 21, 1999 and the two Convocation ceremonies of October 22, 1999 such a memorable experience for him. He noted that many students and members of their families in conversation with him afterwards conveyed their enjoyment of the occasion. He also stated that he was very impressed with the sense of ceremony and decorum of Convocation which he feels must be maintained for the benefit of the institution as well as for the students.

Visits to Labrador City/Wabush, Happy Valley–Goose Bay, Calgary, Edmonton, Victoria and Vancouver to meet with Alumni and Community Leaders

The President made the following observations regarding his recent trip to Labrador and western Canada:

- o The purpose of his visit was essentially the same as reported at the last meeting, i.e. to consult with community leaders to ascertain how Memorial fits into their hopes and aspirations.

- o There is strong interest in and good will towards Memorial, although Memorial's profile is still quite low and the contributions which Memorial makes to the community are not well understood.

- o There is good collaboration between Memorial and the local campuses of the College of the North Atlantic.

- o The Labrador Institute is doing good work but needs a clearer focus. Next week a number of faculty members will be meeting to undertake discussions regarding the research role which Memorial can play in Labrador. It is hoped that as a result of that meeting, particular areas will be identified where attention should be focussed.

- o There were repeated comments during the visit to Calgary, Edmonton, Victoria and Vancouver regarding the area of geoscience at Memorial which during the 1980's was considered one of the best Departments in North America in both research and teaching. Concern was expressed that because of the budget restrictions of the 1990's Memorial may not have the ability to sustain the same quality programme. There is no indication that students are any less well prepared or less motivated now than in the 1980's, but these observations suggest that particular area of the university may have been weakened by restraint measures.

- o Anxiety about the Math Skills Inventory was expressed in Labrador City.

Visits to the Faculty of Science, School of Social Work and Faculty of Business Administration

The President noted that his visits to the Faculty of Science, School of Social Work and Faculty of Business Administration have proven extremely informative. The purpose of the visits was for him to learn what is happening in those areas of the university and how to help the units achieve their objectives. He noted that the dedication of faculty, staff and students is very evident but it is also very evident that the facilities, especially in the Science Faculty, are either seriously deficient or are becoming so. While a high proportion of the faculty and staff are going well above and beyond the call of normal duty, he would like to enable them to work more productively, but with less effort. The President advised that it is his intention to continue to visit most of the major units within the university.

Oil and Gas Initiative

Development of oil and gas initiatives are currently being formulated by the University, in collaboration with industry and government, to determine how the University can support the development of this emerging industry. The President recognized especially the efforts of Dr. Seshadri, Dr. Quinlan, Dr. Wright and Dr. Keough who are taking lead roles in this effort. He noted that in addition to the technical and scientific dimensions of this industry we need to consider the cultural, environmental, financial,

regulatory and safety components of this development. It is anticipated that a plan of action will be ready by the end of the year and will be forwarded to Senate and the Board of Regents for information or approval as appropriate.

In this regard President noted that the Landmark Corporation has made a major gift of software to the university with a value of approximately \$2 million (U.S.).

Speeches

The President reminded Senators that from time to time he posts some of his speeches to his web page. He recently spoke at the APEGN-CIM meeting regarding resource development in Newfoundland and also spoke to the students in the Humanities graduate programme.

Public Consultation Schedule

A series of six public consultation sessions have been arranged between November 15 and November 30, 1999. Dr. I. Bowmer will be chairing the sessions and the President encouraged Senators to participate. The outcome of the sessions will be transmitted to Senate following their conclusion.

Remembrance Day

The President asked that everyone observe the two minutes silence at 11:00 a.m. on November 11 as requested by the Canadian Legion, in memory of those for whom the University is named.

28. ADJOURNMENT

The meeting adjourned at 4:30 p.m.