

Smoke Free/Scent Free Dalhousie

Providing a Healthy Work and Study Environment

To protect people from involuntary exposure to tobacco smoke, in 2003, Dalhousie declared the University entirely smoke-free. The No Smoking Policy prohibits smoking in all University buildings, including University residences, on University property and in University Vehicles.

Under this policy, those wishing to smoke are asked to leave University property (http://safety.dal.ca/programs_services/smokefree/property.php). While smoking on public property, smokers are asked to avoid littering, to be respectful of others, and of course to abide by the municipal by-law.

The University has also acted to support its many students and employees who report that they are harmed when they are exposed to scents which are present in many scented personal care products. Scents in perfume, cologne, hair-spray, after-shave, and even some soap and fabric softeners, cause serious illness in people who are sensitive to these chemicals.

To provide an environment which supports teaching and learning, Dalhousie asks students, staff, faculty and visitors, to refrain from using such scented products while at the University. The scent reduction program is part of a broader effort to limit, to the fullest extent practical, exposure to all chemicals in our buildings.

For more information on the Smoking Policy and the Scent Reduction Program, contact the Safety Office by email at Safety.Office@dal.ca or consult the web sites http://safety.dal.ca/programs_services/scentfree/ and http://safety.dal.ca/programs_services/smokefree/.

CALENDAR 2014/2015

Dentistry

Law

Medicine



**DALHOUSIE
UNIVERSITY**

Inspiring Minds



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Important Notices

Students are advised that the matters dealt with in this Calendar are subject to continuing review and revision. This Calendar is printed some months before the year for which it is intended to provide guidance. Students are further advised that the content of this calendar is subject to change without notice, other than through the regular processes of Dalhousie University, and every student accepted for registration in the University shall be deemed to have agreed to any such deletion, revision or addition whether made before or after said acceptance. Additionally, students are advised that this calendar is not an all-inclusive set of rules and regulations but represents only a portion of the rules and regulations that will govern the student's relationship with the University. Other rules and regulations are contained in additional publications that are available to the student from the Registrar's Office, and/or the relevant faculty, department or school.

The University reserves the right to limit enrolment in any program. Students should be aware that enrolment in many programs is limited and that students who are admitted to programs at Dalhousie are normally required to pay deposits on tuition fees to confirm their acceptance of offers of admission. These deposits may be either non-refundable or refundable in part, depending on the program in question. While the University will make every reasonable effort to offer courses as required within programs, prospective students should note that admission to a degree or other program does not guarantee admission to any given course. However, no student in a graduating year may be excluded from a course required by that student to meet degree requirements because of lack of space (This rule does not apply to elective courses or to preferred sections of courses.). Students should select optional courses early in order to ensure that courses are taken at the most appropriate time within their schedule. In some fields of study, admission to upper level courses may require more than minimal standing in prerequisite courses.

Dalhousie University does not accept any responsibility for loss or damage suffered or incurred by any student as a result of suspension or termination of services, courses or courses caused by reason of strikes, lockouts, riots, weather, damage to university property or for any other cause beyond the reasonable control of Dalhousie University.

Inquiries should be directed to:

The Registrar

Dalhousie University
PO Box 15000
Halifax, Nova Scotia
Canada B3H 4R2
Telephone: (902) 494-2450
Fax: (902) 494-1630
E-mail: Registrar@dal.ca

Other Programs

Information on programs offered by the Faculties of Architecture and Planning, Arts and Social Sciences, Computer Science, Engineering, Health Professions, Management and Science can be found in the Undergraduate calendar. Information on programs offered by the Faculty of Graduate Studies can be found in the Graduate Studies calendar.

Academic Dates

2014

April

Tuesday, 1	Classes begin, entering Dentistry Qualifying Program
Monday, 7	Classes end, Law
Wednesday, 9	Exams begin, Law
Thursday, 17	Last day of classes before exams Dentistry Qualifying Program, Dentistry (third year), Dental Hygiene
Friday, 18	Good Friday - University closed
Monday, 21	End of Medicine Clerkship, Class of 2014
Monday, 21	Exams end, Law (first year)
Monday, 21	Examinations begin in Dentistry (third year), Qualifying Program (first year), Dental Hygiene
Friday, 25	Classes end Dentistry (fourth year)
Wednesday, 30	Exams end, Law (second and third year)
Wednesday, 30	Exams end, Dental Hygiene

May

Friday, 2	Exams end, Dentistry (third year), Qualifying Program first year
Monday, 5	Classes resume. Dentistry (third year), Qualifying Program (first year)
Friday, 9	Faculty of Agriculture Convocation
Monday, 19	Victoria Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Tuesday, 20 - Wednesday, May 28	Spring Convocations
Friday, 23	Last day of classes, Dentistry (first and second year)
Monday, 26	Examinations begin, Dentistry (first and second year)
Friday, 30	Examinations end, Dentistry (first and second year)
Friday, 30	End of year, Medicine (first and second year)

June

Wednesday, 25	Last day to register PGY (all years), without late fee
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July

Tuesday, 1	Canada Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Tuesday, 1	Postgrad Medicine academic year begins
Tuesday, 1	Online application (Step 1) opens, Medicine
Wednesday, 2	Last day to apply to graduate in October
Thursday, 17	Supplemental and special examinations begin, Law
Thursday, 17	Last day of classes, Dentistry (third year), Qualifying Program (first year)
Friday, 18	Supplemental and special examinations end, Law
Friday, 18	Last day to apply for supplemental examinations in Dentistry and Dental Hygiene
Friday, 18	Supplemental examinations begin, Dentistry and Dental Hygiene

August

Monday, 4	Halifax/Dartmouth Natal Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Friday, 8	Last MCAT sitting for 2014 application year
Friday, 15	Classes end Dentistry Qualifying Summer Program
Friday, 15	Supplemental examinations end, Dentistry and Dental Hygiene
Monday, 18	Last day to apply to Medicine - online application (Step 1) closes, Transcript submissions deadline
Monday, 18	Classes begin, Dentistry third and fourth year and Qualifying Program First year

Monday, 25	Classes begin, Dentistry (first year) Diploma Dental Hygiene (first year)
Monday, 25	Classes begin, Medicine (first and second year)
Monday, 25	Classes begin, Medicine Clerkship (third year - Class of 2016)

September

Monday, 1	Step 2, Medicine application closes
Monday, 1	Application deadline Dentistry Qualifying Program
Monday, 1	Labour Day - University closed
Tuesday, 2	Orientation begins, first year Law
Tuesday, 2	Classes begin, Dentistry (second year), Diploma Dental Hygiene (second year), Bachelor of Dental Hygiene
Wednesday, 3	Classes begin, second and third year Law
Sunday, 14	Last day to add or drop fall and full-year term classes without a 'W', Law
Sunday, 14	(Classes end, Medicine Clerkship (third year - Class of 2015))

October

Monday, 6 - Wednesday 8	Fall Convocations
Monday, 13	Thanksgiving Day - University closed (does not apply to Medicine Clerkship and Post-grad residents)
Wednesday, 15	Application deadline Paediatric General Practice Dental Residency Program and Dentistry General Practice Residency Program

November

Monday, 3	Last day to drop fall term classes with a "W", Law
Monday, 10	Study Day (does not apply to Medicine, Dentistry or Dental Hygiene)
Tuesday, 11	Remembrance Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Friday, 28	Early Application Deadline (Law)

December

Monday, 1	Application deadline, Dentistry
Tuesday, 2	Last day to apply to graduate in May
Tuesday, 2	Classes end, Law
Thursday, 4	Examinations and midterms begin, Law
Friday, 5	Classes end, Dentistry, Dental Hygiene, Qualifying Program
Monday, 8	Examinations begin, Dentistry, Dental Hygiene, Qualifying Program
Saturday, 13	Classes end, Medicine (first and second year)
Saturday, 13	Classes end, Medicine (third year)
Wednesday, 17	Midterms end, Law (first year)
Wednesday, 17	Examinations end, Dentistry, Dental Hygiene, Qualifying Program
Friday, 19	Examinations end, Law (second and third year)

2015

January

Thursday, 1	New Year's Day - University closed
Monday, 5	Classes resume, Medicine (first, second & third year), Law, Dentistry and Dental Hygiene
Monday, 5	Classes begin, winter term (regular session)
Wednesday, 14	Last day to add or drop winter term classes without a 'W', Law

February

Friday, 6	Munro Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Friday, 6	Last day to drop full-year classes with a "W", Law
Monday, 9	Examinations begin, Dentistry (fourth year)
Friday, 13	Examinations end, Dentistry (fourth year)
Monday, 16	Study break begins (does not apply to Medicine)
Monday, 23	Classes resume Law
Friday, 27	Final Application deadline, Law

March

Monday, 9	Study break begins, Medicine (first and second year)
Sunday, 15	Application deadline, Diploma in Dental Hygiene, Bachelor of Dental Hygiene
Monday, 16	Classes resume, Medicine (first and second year)
Monday, 30	Classes begin, entering Dentistry Qualifying Program

April

Thursday, 2	Classes end, Law
	Classes end, regular session unless otherwise indicated
Friday, 3	Good Friday - University Closed
	End of Medicine Clerkship, Class of 2013
Tuesday, 7	Examinations begin, Law
Friday, 17	Last day of classes before exams, Dentistry (third year), Qualifying Program (first year), Dental Hygiene
Monday, 20	Examinations end, Law (first year)
	Examinations begin, Dentistry (third year), Qualifying Program (first year) and Dental Hygiene
Friday, 24	Classes end Dentistry fourth year
Wednesday, 29	Examinations end, Law (second and third year)
Thursday, 30	Examinations end, Dental Hygiene

May

Friday, 1	Examinations end, Dentistry (third year), Qualifying Program (first year)
Monday, 4	Classes resume Dentistry (third year), Qualifying Program (first year)
Friday, 8	Convocation (Faculty of Agriculture)
Monday, 18	Victoria Day - University closed (does not apply to Medicine clerkship)
Tuesday, 19 - Thursday, May 28	Spring Convocations
Friday, 22	Last day of classes, Dentistry (first and second year)
Monday, 25	Examinations begin, Dentistry (first and second year)
Friday, 29	End of Year, Medicine (first and second year)
	Examinations end, Dentistry (first and second year)

July

Wednesday, 1	Canada Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
	Postgrad Medicine Academic Year begins
Thursday, 2	Supplemental and Special exams begin, Law
Friday, 10	Supplemental exams begin, Dentistry
Thursday, 16	Last day of classes, Dentistry (third year), Qualifying Program (first year)
Friday, 17	Supplemental and Special exams end, Law

August

Monday, 3	Halifax/Dartmouth Natal Day - University closed (does not apply to Medicine clerkship and Post-grad residents)
Friday, 7	Summer Term ends, Dentistry Qualifying Program (first year)

Admission Dates 2014/2015

Final Dates for Receipt of Applications for Admission

Regular Session

Dentistry

DDS	December 1
Dental Hygiene Diploma	March 15
Bachelor of Dental Hygiene	March 15
DDS Qualifying Program	September 1
General Practice Residency Program	October 15
Paediatric General Practice Dental Residency Program	October 15
Master of Science in Prosthodontics.....	not offered in 2011/12
Master of Science in Periodontics.....	October 1

Medicine

MD Step 1	August 15
MD Step 2	September 1

Law

Law	November 28 and February 27
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Academic Programs

Faculty of Dentistry

- Doctor of Dental Surgery - 4 years
- Diploma in Dental Hygiene - 2 years Dental Hygiene
- DDS Qualifying Program - 2 years
- Paediatric General Practice Dental Residency Program - 1 year
- General Practice Residency Program - 1 year
- Bachelor of Dental Hygiene - 1 year completion
- Master of Science in Periodontics - 3 years

Faculty of Law

- Juris Doctor - 3 years
- Juris Doctor with Master of Business Administration - 4 years
- Juris Doctor with Master of Public Administration - 4 years
- Juris Doctor with Master of Health Services Administration - 4 years
- Juris Doctor with Master of Library and Information Studies - 4 years

Faculty of Medicine

- Doctor of Medicine - 4 years
- Residencies - various programs ranging from 2-6 years post-MD
- Doctor of Medicine with Master of Science - 6 years - Master of Science thesis in: Oral and Maxillofacial Surgery
- Doctor of Medicine with Doctor of Philosophy - Program under review. Applications are not currently being accepted

Academic Regulations

Registration

1. It is the student's responsibility to register. Registration instructions are available on the web at www.dal.ca/registration. Registration for courses is completed using Dal.online. The timetable of courses for 2014-2015 and registration dates are available in March.
2. A student is considered registered after selection of courses. Selection of courses is deemed to be an agreement by the student for the payment of all assessed fees.
3. All students are required to obtain an ID card or validate an existing ID card at the Dalcard office. ID cards are mandatory and must be presented to write an officially scheduled examination. In addition, some services such as the issuance of bursary or scholarship cheques, library privileges and Dalplex require the presentation of a valid Dalhousie ID card.

Course Withdrawal

Non attendance does not, in itself, constitute withdrawal.

Withdrawals are not effective until written notification is received at the Registrar's Office.

Definitions

The following definitions are intended to facilitate an understanding of the calendar and not to define all words and phrases used in the calendar which may have specific meanings.

Academic Dismissal

A student's required withdrawal from a program due to unsatisfactory academic performance.

Academic Program

A distinct group of courses and other requirements which lead to eligibility for a degree or other university-awarded credential.

Academic Terms

- Fall term: September - December
- Winter term: January - April
- Summer term: May - August
- Regular term: September - April

Advanced Standing

Students possessing advanced knowledge of a subject will be encouraged to begin their studies in that subject at a level appropriate to their knowledge, as determined by the department/school/college concerned. However, such students must complete, at Dalhousie, the full number of credits required for the particular credential being sought.

Audit Student

A student permitted to attend courses but not expected to prepare assignments, write papers, tests or examinations. Credit is not given nor is a mark awarded for courses. Courses appear on the transcript with the notation "Aud". If not already admitted to the University, audit students must apply. Students may register to audit a course only after the first day of courses.

Candidate

The term candidate for a doctoral degree is used to identify a student who has fulfilled all the requirements for the PhD except for the submission and defence of the thesis; thus, a candidate will have successfully completed the residency requirement, all course work, qualifying and comprehensive examinations (as applicable), and the thesis proposal defence (if applicable). This status is equivalent to the common terms "all but the thesis" or "all but dissertation" used at some institutions. The term candidate cannot be employed with regard to a Masters degree student.

Clerkship

See Internship.

Clinical Practice

See Internship.

Continuing Fees

The tuition fees charged to graduate students who have fulfilled their program fee requirements but have yet to complete all their degree requirements. See Faculty of Graduate Studies Regulations.

Co-operative Education

A program where academic study is combined with career related work experience.

Co-requisite

Requirement which can be fulfilled concurrently with the course being considered.

Course/Class

A unit of study in a subject area. Such a course is identified by a course/subject label, number, credit value and title (eg. ENGL 1000.06: Introduction to Literature).

Credit

A unit by which University course work is measured. A full year (X/Y) course is normally worth one full credit (six credit hours).

Credit Hours

One full credit is equal to six credit hours and one half credit is equal to three credit hours.

CRN

Each course has a course reference number (CRN) attached to it. This number is to be used when registering for courses.

Crosslisted Courses

Courses are crosslisted based upon course content that deals with more than one subject area in a substantive way. The crosslisting recognizes the interdisciplinary nature of the course.

Email

Email is an authorized means of communication for academic and administrative purposes within Dalhousie. The University will assign all students an official email address. This address will remain in effect while the student remains registered and for one academic term following a student's last registration. This is the only email address that will be used for communication with students regarding all academic and administrative matters. Any redirection of email will be at the student's own risk. Each student is expected to check her or his official email address frequently in order to stay current with Dalhousie communications.

Exclusion

An exclusion is when one course is sufficiently similar to another course that credit will only be given once if both are taken.

Externship

See Internship.

Fieldwork

See Internship.

Full-time Students

Those registered for three full courses (18 credit hours for UG, AC, HP level, 12 credit hours for TC level) or more in the Regular term, or the equivalent of three half credits (nine credit hours for UG, AC, HP level, six credit hours for TC level) courses or more in either the Summer, Fall or Winter term.

Good Standing

Students who meet the required GPA are considered to be in good academic standing.

Grade Point Average (GPA)

Weighted sum of the grade points earned, divided by the number of credit hours enrolled.

- Term GPA: Courses taken in a single term.
- Cumulative GPA: All courses taken while registered in a level of study.

In the case of a course that has been repeated, only the highest grade is included.

GSIS

Graduate Student Information System. The electronic database used to approve graduate student program requirements and progress.

Graduate Student

A student with a Bachelor's degree, usually with Honours or equivalent, enrolled in a Master's or Doctoral program, or a graduate diploma program.

Internship, Fieldwork, Clinical Practice, Externship, Practicum, Clerkship

These terms are used in programs to describe practical professional educational experiences that are conducted in a non-university setting such as a health or social service agency.

Letter of Permission

A Letter of Permission authorizes a Dalhousie student to take a course(s) at another institution for credit towards a Dalhousie qualification. Such permission must be obtained in advance of taking the course(s).

Level of Study

The following are levels of study:

TC	Technology Diploma - Faculty of Agriculture
AC	Architecture/Engineering (Years 3 and 4)
HP	Health Professions
UG	Agriculture Arts & Social Sciences Computer Science Engineering (Years 1 and 2) and Bachelor of Food Science Management Science

Non-thesis Program

A Master's program of study based on course work which may also include a research project. This includes many of the professional graduate programs. Some of these programs also offer a thesis option.

Part-time Students

Students registered for fewer than three full-credit courses (18 credit hours for UG, AC, HP level, 12 credit hours for TC level) or the equivalent of three half-credit (nine credit hours for UG, AC, HP level, six credit hours for TC level) courses in either the Summer, Fall or Winter term.

Part-time Graduate Student (Program Fee)

A part-time graduate student paying program fees is a student who has been approved by the department and the Faculty of Graduate Studies as working part-time on their graduate degree. A part-time graduate student is taking less than nine credit hours per term.

Part-time Student (Per Course Fee)

A student who is taking less than nine credit hours (three half-credit courses) in a term is considered a part-time student.

Per Course Fee

The fees charged to students in a Per-Course Fee Degree. Students pay fees according to the number of courses taken in any given term.

Practicum

See Internship.

Prerequisite

A requirement that must be fulfilled prior to registering in a specific course.

Probation

Warning to students that their academic performance is unsatisfactory and that they will be dismissed from their program unless their performance improves by the end of the next term.

Program Fees

The tuition fees charged to students in a program-fee degree. The program fee is based on total tuition for a specified number of years, varying according to academic program. Students who have not completed their program after the specified number of years are required to pay a continuing fee.

Qualifying Students (Master's only)

A full-time or part-time student with a Bachelor's degree or its equivalent in whom a department has expressed an interest as a potential graduate student, but who is without a sufficient GPA or academic background in a particular discipline to be enrolled directly in a Master's program.

Residency

The period of time that graduate students are expected to be on campus for fulfillment of their formal program requirements. In some programs, part of the residency period may, with permission, include some time off campus (e.g. for fieldwork or research).

Scholarship GPA

See Awards section page 600.

Special Students

Students who are not candidates for a degree or diploma but who wish to take courses which may be allowed for credit. This is not the same as auditing a course. Special students must satisfy normal admission requirements.

Special Student - Graduate Studies (SSGS)

A Student who is not registered in a graduate program but is taking graduate courses. Special students must satisfy normal admission requirements.

Supervisor

The supervisor is a member of Faculty of Graduate Studies who is directly responsible for the supervision of a graduate student's program. In this capacity, the supervisor assists the student in planning a program, ensures that the student is aware of all program requirements, degree regulations, and general regulations of the department and Faculty of Graduate Studies, provides counsel on all aspects of the program, and stays informed about the student's research activities and progress. The supervisor is also charged with ensuring that a student's research is effective, safe, productive and ethical. Specific duties of the supervisor include preparation of a program of study with the student, arrangement of and attendance at all supervisory committee meetings and candidate examinations, while ensuring that these exams are scheduled and held in accordance with Faculty of Graduate Studies and Departmental regulations, and reviewing the thesis both in draft and in final forms.

Thesis Only Fees

See Continuing Fees.

Thesis Program

A Master's or Doctoral program of study involving a major research component in the form of a written thesis. Some programs offer a non-thesis option.

Transcript

A transcript is a complete history of a student's academic record at Dalhousie. Partial transcripts, e.g. a portion of a student's record pertaining to registration in a particular degree, faculty, or level of study, are not issued.

Transfer Student

A transfer student is one who is awarded credit towards a Dalhousie degree for academic work completed at a previous university or equivalent institution of higher learning.

Undergraduates

Students who are candidates for an undergraduate degree or diploma.

Visiting Student

A person permitted to take courses at Dalhousie for transfer of credit to another university.

Visiting Student Graduate Studies (VSGS)

- A person permitted to take courses at Dalhousie for transfer of credit to another university (Letter of Permission required).
- A person permitted to work with a Dalhousie researcher for thesis work at another university (Research).

Work Term

Career related work experience required in Co-operative Education programs. Work terms are usually 13-16 weeks in duration.

Writing Intensive

Writing Intensive courses are those which emphasize the process of writing, frequency of writing assignments, and weighting of those assignments in the course grades. A Writing Intensive course is normally taken as a sequel to a Writing Requirement course, but does not satisfy the Writing Requirement.

I. Course Codes

Numbers

0010-0099 pre university preparation courses
0100-0300 technology level courses
1000 level courses are introductory
2000-4000 level courses are advanced
5000-9000 level are Graduate level (with some exceptions)

Credit Hours—examples only

.06 credit hours = 6 credit hours = 1 full credit UG, AC, HP level

.03 credit hours = 3 credit hours = ½ credit UG, AC, HP level

.02 credit hours = 2 credit hours = ½ credit TC level

Subject Codes

Four letter codes are used to describe the department offering a particular course as follows:

ACAD - Academic
AGRI - Agriculture
AGRN - Agronomy
ANAT - Anatomy & Neurobiology
ANSC - Animal Science
APSC - Applied Science
AQUA - Aquaculture
ARBC - Arabic
ARCH - Architecture
ARTC - Applied Health Services Research
ARTS - Art
ASSC - Arts and Social Sciences Interdisciplinary
BCBD - Community Building and Design
BIOA - Biology (Faculty of Agriculture)
BIOC - Biochemistry and Molecular Biology
BIOE - Biological Engineering
BIOL - Biology
BIOT - Bioethics
BMNG - Biomedical Engineering
BUSI - Business Administration
CANA - Canadian Studies
CBBI - Computational Biology and Bioinformatics
CH&E - Community Health & Epidemiology
CHEE - Chemical Engineering
CHEM - Chemistry
CHIN - Chinese
CHMA - Chemistry (Faculty of Agriculture)
CIVL - Civil Engineering
CLAS - Classics
CMMT - Communications
CNLT - Centre for Learning and Teaching
COMM - Commerce
CPST - Complimentary Studies
CRNF - Creative Non-Fiction
CRWR - Creative Writing
CSCA - Computer Science (Faculty of Agriculture)
CSCI - Computer Science
CTMP - Contemporary Studies
DCYT - Diagnostic Cytology
DEHY - Dental Hygiene
DENQ - Dentistry Qualifying
DENT - Dentistry
DISM - Disability Management
DMUT - Diagnostic Medical Ultrasound Technology
ECED - Electrical and Computer Engineering
ECMM - Electronic Commerce
EOCA - Economics (Faculty of Agriculture)
ECON - Economics
EDUC - Education
EGLA - English (Faculty of Agriculture)
EMSP - Early Modern Studies
ENGI - Engineering
ENGL - English
ENGM - Engineering Math
ENGN - Engineering (Faculty of Agriculture)
ENSL - English Language (CE)
ENVA - Environmental Sciences (Faculty of Agriculture)
ENVE - Environmental Engineering
ENVI - Environmental Studies
ENVS - Environmental Science
ERTH - Earth Sciences
EURO - European Studies
EXTE - Extension Education

FOOD - Food Science (Faculty of Agriculture)
FOSC - Food Science & Technology
FREN - French
FRNA - French (Faculty of Agriculture)
GELA - Geology
GEOA - Geography (Faculty of Agriculture)
GEOG - Geography
GENE - Genetics
GERM - German
GWST - Gender and Women's Studies
HAHP - Health and Human Performance
HEED - Health Education
HESA - Health Administration
HINF - Health Informatics
HISA - History (Faculty of Agriculture)
HIST - History
HLTH - Health Professions
HORT - Horticulture
HPRO - Health Promotion
HSCE - Health Sciences Education
HSTC - History of Science and Technology
HUCD - Human Communication Disorders
IAGR - International Development (Faculty of Agriculture)
IDIS - Interdisciplinary Studies
IENG - Industrial Engineering
INFB - International Food Business
INFO - Information Management
INFX - Informatics
INTA - Internship (Faculty of Agriculture)
INTD - International Development Studies
INTE - Interdisciplinary Studies (Graduate)
INWK - Engineering Internetworking
IPHE - Interprofessional Health Professions
ITAL - Italian
JOUR - Journalism
KINE - Kinesiology
KING - King's Foundation Year Programme
LAWS - Law
LEIS - Leisure Studies
MARA - Marine Affairs
MARI - Marine Biology
MATH - Mathematics
MATL - Materials Engineering
MCRA - Microbiology (Faculty of Agriculture)
MDLT - Medical Lab Technology
MECH - Mechanical Engineering
MEDI - Medicine
MEDS - Medical Science
MGMT - Management
MGTA - Management (Faculty of Agriculture)
MICI - Microbiology & Immunology
MINE - Mineral Resource Engineering
MTHA - Mathematics (Faculty of Agriculture)
MUSC - Music
NESC - Neuroscience
NUMT - Nuclear Medicine Technology
NURS - Nursing
NUTR - Nutrition
OCCU - Occupational Therapy
OCEA - Oceanography
ORAL - Oral & Maxillofacial Surgery
PATH - Pathology
PEAS - Process Engineering and Applied Science
PERI - Periodontics
PETR - Petroleum Engineering
PGMD - Post-Graduate Medicine
PGPH - Post-Graduate Pharmacy
PHAC - Pharmacology
PHAR - Pharmacy
PHAS - Pharmaceutical Sciences
PHDP - PHD Program
PHIL - Philosophy

PHLA - Philosophy (Faculty of Agriculture)
PHYC - Physics and Atmospheric Science
PHYL - Physiology
PHYS - Physics (Faculty of Agriculture)
PHYT - Physiotherapy
PLAN - Planning
PLSC - Plant Science
POLI - Political Science
POLS - Political Science (Faculty of Agriculture)
PORT - Portuguese Studies
PROS - Prosthodontics
PSYC - Psychology (Faculty of Agriculture)
PSYO - Psychology
PUAD - Public Administration
RADT - Radiological Technology
REGN - Registration Course - Graduate
RELS - Religious Studies
RESM - Research Methods/Project Seminars
RSCH - Research Class for PDF's
RSPT - Respiratory Therapy
RURS - Rural Studies
RUSN - Russian Studies
SCIE - Science
SLWK - Social Work
SOCL - Sociology (Faculty of Agriculture)
SOIL - Soils
SOSA - Sociology and Social Anthropology
SPAN - Spanish
SPEC - Special Topics
SPNA - Spanish (Faculty of Agriculture)
STAA - Statistics (Faculty of Agriculture)
STAT - Statistics
SUST - Sustainability
THEA - Theatre
TYPR - Transition Year Program
VISC - Vision Science
VTEC - Veterinary Technology

Dalhousie University

Dalhousie University blends the finest academic traditions with innovative thinking and outstanding educational opportunities. Located on Canada's east coast - an area long known for its natural beauty and friendly people -- Dalhousie is a warm and welcoming university that attracts students from around the globe.

Dalhousie has been at the heart of Halifax, Nova Scotia - a lively coastal city - for almost 200 years. The university features both an historic, tree-lined urban campus and a rural agricultural campus, located about an hour from the city. Dalhousie combines a welcoming atmosphere with the international prestige of a big-name school. With 12 faculties and more than 4,000 classes in over 180 areas of study, the university offers its more than 18,000 students a wealth of choice and innovative degree programs.

Dalhousie encourages student learning through exchange programs, fieldwork, community service and cooperative education. Its collaborative learning environment encourages students to interact with one another and with faculty experts to share ideas and offer new perspectives. A member of the U15, Canada's elite research-intensive universities, Dalhousie combines the culture of a more intimate undergraduate college with the opportunities of a larger research institution.

This collaborative spirit also extends off campus. Dalhousie conducts research in partnership with teaching hospitals, professional organizations, businesses and industry, non-profit agencies and other universities. As Atlantic Canada's leading research university, Dalhousie attracts more than \$140 million in research grants and awards annually. The university is a world leader in marine-related research and home of the international Ocean Tracking Network. Dalhousie also offers Canada's first undergraduate program in Ocean Sciences.

Atlantic Canada's only Faculty of Agriculture, offering programs in areas such as international food business, pre-veterinary medicine and plant sciences, is located at Dalhousie's Agricultural Campus in Truro, Nova Scotia.

The University of King's College, situated adjacent to the Dalhousie campus, is an affiliated institution, and its students in arts and science receive Dalhousie degrees in the name of both institutions.

Dalhousie University is a member of the Association of Universities and Colleges of Canada, the Association of Atlantic Universities and the Association of Commonwealth Universities.

Executive Officers

President and Vice-Chancellor

Richard Florizone, BSc, MSc (Saskatchewan), PhD (MIT)

Vice Presidents

Academic and Provost

Carolyn Watters, BSc, MSc, MLS (Western), PhD (TUNS)

Finance and Administration (Acting)

Ian Nason, BComm

External

Floyd W. Dykeman, BA, MPL

Student Services

Bonnie Neuman, BA, MA, EdD

Research

Martha Crago, BA, MSc (A), PhD

Associate Vice-President Academic

Fiona A. Black, BEd, MLIS, PhD

Associate Vice-President Academic

Susan Spence Wach, MHA

Associate Vice-President, Research

Mark Filiaggi, BSc, MAsC, PhD

Associate Vice-President, Research

John Newhook, PhD, Peng

Assistant Vice-President, Student Academic Success Services

C. Anne Forrestall, BA, MA

Assistant Vice-President, Ancillary Services

Heather Sutherland, BSc, MEd

Assistant Vice-President, Capital Construction

Peter Coutts, PEng, GSC

Assistant Vice-President and Chief Development Officer

Peter Fardy, BA, MBA

Assistant Vice-President, Communications and Marketing

Catherine Bagnell Styles, BA, ABC

Assistant Vice-President, Enrolment Management and Registrar

Åsa Kachan, BA, MLIS

Assistant Vice-President, Facilities Management

Jeffrey W. Lamb, BEng, MEng (Royal Military College)

Assistant Vice-President, Financial Services (Acting)

Susan Robertson

Assistant Vice-President, Government Relations

Matt Hebb, BA, MA

Assistant Vice-President, Human Resources

Katherine Frank, BA, CHRP

Assistant Vice-President, Industry Relations and Executive Director, ILI

Stephen Hartlen, BComm, MBA

Assistant Vice-President, Information Technology Services

Dwight Fischer, BSc, MSc, EMBA

University Legal Counsel

Karen Crombie, BA (Hon), JD

University Librarian

Donna Bourne-Tyson, BA, MA, MLIS

Deans of Faculties

Agriculture

David Gray, BSc (Hon), PhD; Dean and Campus Principal

Architecture and Planning

Christine Macy, BA (Arch) (California at Berkeley), MArch (MIT), Reg. Arch. (WA)

Arts and Social Sciences

Robert Summerby-Murray, ATCL (Trinity College, London), BA, MA (Canterbury), PhD (Toronto)

Computer Science

Michael Shepherd, MSc, PhD (Western)

Dentistry

Thomas Boran, DDS, MEd (Dalhousie)

Engineering

L. Joshua Leon, BSc, MSc, PhD (Dalhousie), PEng

Graduate Studies

Bernard Boudreau, BSc (UNB), MS (Texas A & M), MPhil, PhD (Yale), FRSC

Health Professions

William G. Webster, BSc (Hon), MA, PhD

Law

Kim Brooks, BA (Toronto), LLB (UBC), LLM (York)

Management

Peggy Cunningham, BA (Queen's), MBA (Calgary), PhD (Texas A & M)

Medicine

Tom Marrie, MD (Dalhousie)

Science

Chris Moore, BA, PhD (Cambridge, UK)

College of Continuing Education

Andrew Cochrane, BPER, MBA

College of Arts and Science, Provost

Robert Summerby-Murray, ATCL (Trinity College, London), BA, MA (Canterbury), PhD (Toronto)

Executive Directors

Centre for Learning and Teaching

Brad Wuetherick, BA, MA

Office of Institutional Analysis and Research

Mary Jane Jennings, BA (Hon)

Directors

Arts Centre

Peter Dykhuis, BFA

Environmental Health and Safety

Jerry Aguinaga, MSc (ohs), CRSP, CHRP

Health Services

Glenn Andrea, MD (Dalhousie)

Internal Audit Services

Margaret Sterns, BBA, CA

Sustainability Office

Rochelle Owen, BSc (He-Ed), MES

Board of Governors

Under the University's statutes, the Board of Governors is responsible for the operation of the University. The Board consists of representatives named by the Government of Nova Scotia, Senate, the alumni, and students. Internal regulation of the University is the primary concern of the Senate, subject to approval of the Board of Governors.

Chancellor

Dr. Frederick Fountain

Chancellor Emeriti

Dr. Rueben Cohen

Sir Graham Day

Dr. Richard Goldbloom

Officers

Dr. Jim Spatz, Chair

Mr. William Black, Vice-Chair

Ms. Joyce Carter, Honorary Secretary

Mr. Lawrence Stordy, Honorary Treasurer

Dr. Richard Florizone, President and Vice-Chancellor

Members

Mr. Jay Abbass

Ms. Michelle Awad

Mr. John Baxter

Mr. Barrie Black

Mr. Wadih Fares

Dr. Frederick Fountain

Dr. Lloyd A. Fraser

Mr. Robert Hanf

Mr. John Hutton

Mr. Laurie Jennings

Mr. Sagar Jha

Ms. Courtney Larkin

Ms. Lori MacLean

Mr. George McLellan

Mr. Ibrahim Merdan

Mr. Aubrey Palmeter

Ms. Sherry Porter

Ms. Paula Simon

Mr. Chris Smith

Mr. Rob Sobey

Ms. Candace Thomas

Dr. Gail Tomblin Murphy

University Secretary

Ms. Susan Brousseau

Observer for Faculty Association

Dr. Kevin Grundy

Senate

The Senate is the University's senior academic decision-making body. It is responsible for the approval of new programs and academic units and it manages the reviews of Faculties, Centers and Institutes. Senate approves the granting of degrees and diplomas, including the conferral of Honorary Degrees. It is responsible for setting academic regulations which affect the University as a whole, including regulations governing student conduct and discipline, as well as regulations concerning faculty tenure and promotion.

Senate has 77 members - 52 elected Faculty representatives, 17 academic administrators (President, Vice-President Academic and Provost, Vice-President, Research, University Librarian, and the Deans of each faculty), seven students elected by the Dalhousie Student Union (one of whom shall be a graduate student and one who should represent the Agricultural Campus), and a representative from the University of King's College.

Senate normally meets on the second Monday of each month from 4:00 - 6:00 pm. In addition, if there are sufficient items of business, Senate will meet on the fourth Monday of the month, from 4:00 - 6:00pm

Chair of Senate

Lloyd A. Fraser, EdD

Vice-Chair (Academic Programs)

Jeff Hoyle, BEd, PhD

Vice-Chair (Student Affairs)

Alan Pinder, BSc, PhD

University Regulations

General

1. The Senate is charged with the internal regulations of the University, including all matters relating to academic affairs and discipline, subject to the approval of the Board of Governors. Within the general policies approved by Senate, academic requirements are administered by the Faculty concerned.
2. All students must agree to obey all the regulations of the University already made or to be made. Students must also comply with the regulations of the Faculty in which they are registered, and pay the required fees and deposits before entering any course or taking any examinations. Additionally, students are advised that this Calendar is not an all-inclusive set of rules and regulations but represents only a portion of the rules and regulations that will govern the student's relationship with the University. Other rules and regulations are contained in additional publications that are available to the student from the Registrar's Office and/or the relevant Faculty, Department or School.
3. Students are bound by the regulations of the home faculty regardless of the faculty in which the student takes courses.
4. Students should be aware that certain courses at the University involve required laboratory work where potentially hazardous materials are in use. These may include animals, other biological materials which may include crops and products, tissues, fluids, wastes, but also microorganisms and toxins as well as a wide variety of chemicals. Examples of physical hazards may include noise, radioactive isotopes and non-ionizing radiation (e.g. lasers). Since there are potential health risks associated with the improper handling of such materials resulting in exposure, Dalhousie University requires that, as a condition of taking a course where such materials are to be used, students must read and agree to comply with the instructions for the safe handling of such materials. In the event that students do not comply with the instructions for the safe handling of such materials, students will receive no credit for the required laboratory work unless other acceptable alternatives are arranged with the instructor. In many cases, alternate arrangements are not possible and students should consider enrolling in a different course.

Rescission of Acceptance into a Program

Dalhousie University reserves the right to rescind any acceptance of an applicant into a program or to rescind an offer of admission of an applicant into a program. Such rescission shall be in writing and may be made by the President or the Vice-President (Academic) and Provost, in consultation with the appropriate Dean, at any time prior to the applicant's registration being confirmed by the Registrar. Any such rescission shall be reported to the Senate in camera.

Official Examination Regulations

1. Candidates will not be admitted to the Examination Room more than thirty minutes after the beginning of the examination. Candidates will not be permitted to leave the examination within the first 30 minutes.
2. Candidates are required to present their valid Dalhousie ID card at all examinations scheduled during the official examination periods and sign the signature list when used.
3. No articles such as books, papers, etc. may be taken into the examination room unless provision has been made by the examiner for reference books and materials to be allowed to the students. All electronic computing, data storage, electronic dictionary and communication devices must be turned off, placed and sealed in the opaque storage bag on the exam writing surface. Calculators may be used at the discretion of the instructor.
4. Candidates may not leave their seats during an examination except with the consent of the invigilator.
5. If more than one book is used, the total number should be marked in the space provided above. The other books should be properly marked and placed inside the first book. All books supplied must be returned to the invigilator.

6. Candidates found communicating with one another in any way or under any pretext whatever, or having unauthorized books, papers, electronic computing, data storage, or communication devices in their possession, even if their use be not proved, will be investigated by the Chief Invigilator. A written report will be submitted to the Faculty Academic Integrity Officer.
7. After the first thirty minutes have elapsed, students may hand in their examination book(s) to an invigilator and quietly leave the examination room. Candidates may not leave the examination room during the last 15 minutes of the examination.

Policy in the Event that a Formal Examination Cannot be Completed at the Regularly Scheduled Time

Formal examinations, up to three hours in length, are scheduled by the Registrar each December and April during formal examination periods, as laid out in the Calendar. If, in the unusual event that one of these examinations must be postponed or abandoned at short notice, the following policies will apply.

1. If more than 50 percent of the time allocated for the examination has elapsed, students' work up to the premature end of the examination, but prorated for the actual time written, will lead to the mark to be obtained from the formal examination.
2. If less than 50 percent of the time allocated for any examination has elapsed, the examination will be rewritten as soon as possible, normally on a day when examinations are not scheduled. Students will be informed by the Registrar of the time and place of the rewrite on the Website of the Registrar (<http://www.dal.ca/exams>).
3. In all cases in which a formal examination cannot be written at its scheduled time and special arrangements must be made, it is essential that faculty ensure that all students in the course are treated fairly and equitably and according to the evaluative criteria in the course description given to students at the beginning of the term.
If an examination is terminated as under point #1, any student who feels disadvantaged by not having been able to write an examination for the length specified in the course description, may appeal through the appropriate departmental or school appeal mechanism for an examination of the specified length. Appeals will be in writing and in a timely fashion. If the appeal is granted, arrangements for such a makeup examination will be made between the student and the course professor.
4. If a formal examination cannot be written at its scheduled time, it is the responsibility of students to check the Registrar's Website for when the examination will be rewritten. Announcements will be made as soon as possible after the original time, normally within 24 hours, and rewrites will normally take place within the regular examination period.

Policy for the Scheduling of Courses/Examinations

Normally, the University schedules and conducts courses on weekdays, i.e., Monday to Friday, and sometimes Saturday, and examinations on weekdays and Saturdays, but not Sundays or statutory Holidays. No examinations or courses should be scheduled on Good Friday, Easter Saturday or Easter Sunday. Otherwise, exams will be scheduled full days Monday through Thursday and Saturday; Friday until 5 pm; and sometimes Sunday after 12 noon. However the University reserves the right, in exceptional circumstances and with the approval of Senate, to schedule courses or examinations on Sundays or statutory holidays, as the case may be.

Requests for an Alternative Final Examination Time

A student requesting an alternative time for a final examination will be granted that request only in exceptional circumstances. Such circumstances include illness (with medical certificate) or other mitigating circumstances outside the control of the student. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time. In cases where it is necessary to make changes to examination arrangements late in the term, or Senate has approved exceptional examination arrangements, a special effort will be made to accommodate difficulties the changes may cause for individual students.

The decision whether to grant a student's request for an alternative examination time lies with the instructor of the course concerned as does the responsibility for making the alternative arrangements.

This policy may also be applied at the discretion of the instructor to tests and examinations other than final examinations.

Retention of Student Work

Faculties of Architecture and Planning and Engineering

All work executed by students as part of their academic programs in the Faculties of Architecture and Planning and Engineering automatically becomes the property of the University and may be retained for exhibition or other purposes at any time and for an indefinite period.

Faculty of Computer Science

The Faculty of Computer Science has the right to retain the original or a copy of any work handed in by students. This will only be used for evaluation or for administrative purposes. The permission of the originator of the work is required if it is to be used in any other way.

Communication with Students

1. All students must report their local address while attending the University to the Registrar's Office, on registration or as soon as possible thereafter. Subsequent changes must be reported promptly. This may be done online at <http://dalonline.dal.ca>
2. Email is an authorized means of communication for academic and administrative purposes within Dalhousie. The University will assign all students an official email address. This address will remain in effect while the student remains a student and for one academic term following a student's last registration. This is the only email address that will be used for communication with students regarding all academic and administrative matters. Any redirection of email will be at the student's own risk. Each student is expected to check her or his official email address frequently in order to stay current with Dalhousie communications.
3. Students who change their name while attending Dalhousie must provide proof of name change to the Registrar's Office.

Freedom of Information and Protection of Privacy

The Freedom of Information and Protection of Privacy Act (FOIPOP) provides for the protection of an individual's right to privacy but also requires that certain records be disclosed upon request unless they are exempted from disclosure. The Act requires that the University not disclose personal information if that information would constitute an unreasonable invasion of personal privacy. Applicants to Dalhousie are advised that information they provide along with other information placed in a student file will be used in conjunction with university practices for internal university use and will not be disclosed to third parties except in compliance with the FOIPOP Act or as otherwise required by law.

Release of Information About Students

The following information is available, without application through the Freedom of Information and Protection of Privacy Act:

I. Disclosure to students of their own records

1. A transcript is a complete history of a student's academic record at Dalhousie. Partial transcripts, e.g., a portion of a student's record pertaining to registration in a particular degree, faculty or level of study only, are not issued.
2. Students have the right to inspect their academic record. An employee of the Registrar's Office will be present during such an inspection.
3. Students will, on submission of a signed request and payment of a fee where appropriate, have the right to receive transcripts of their own academic record. These transcripts will be marked "ISSUED TO STUDENT". Official transcripts will be sent on a student's request to other universities, or to business organizations, etc. The University will not release copies of transcripts if students owe monies to the University.
4. If transcripts are issued for a student while a senate discipline case is pending and the committee subsequently makes a decision that affects the student's

transcript, revised transcripts will be sent to recipients if transcripts are issued while the case was pending.

II. Disclosure to Faculty, Administrative Officers, and Committees of the University

Information on students may be disclosed without the consent of the student to University officials or committees deemed to have a legitimate educational interest.

III. Disclosure to Third Parties

1. The following information is considered public information and may be released without restriction:
 - Name
 - Period of Registration
 - Certificates, Diplomas, Degrees awarded
 - Field of Study (as relates to degree awarded)
 - Hometown and Awards/Distinctions**As indicated in the convocation program.
2. Information will be released without student consent to persons in compliance with a judicial order or subpoena or as required by federal or provincial legislation.
3. Necessary information may be released without student consent in an emergency, if the knowledge of that information is required to protect the health or safety of the student or other persons. Such requests should be directed to the Registrar.
4. In compliance with Statistics Canada requirements, a student's national personal identification number assigned by the university or college first attended will routinely appear on a student's transcript of record.
5. The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student. Students who do not wish to have their information used are able to ask Statistics Canada to remove their identifying information from the national database by contacting us by:
Email: PSIS-SIEP_contact@statcan.gc.ca
Mail: Institutional Surveys Section
Centre for Education Statistics
Statistics Canada, Main Building
SC2100-K Tunney's Pasture
Ottawa, ON K1A 0T6

Students should also be aware that the Maritime Provinces Higher Education Commission (MPHEC) collects data on behalf of Statistics Canada, and that it uses the data for similar purposes. Statistics Canada will notify the MPHEC of any student choosing to have their personal information removed from the national database, and their information will subsequently be removed from the MPHEC's database.

Further information on the use of this information can be obtained from the Statistics Canada Website: <http://www.statcan.gc.ca>.

6. Other than in the above situations, information on students will be released to third parties only at the written request of the student, or where the student has signed an agreement with a third party, one of the conditions of which is access to her/his record (e.g., in financial aid). This restriction applies to requests from parents, spouses, credit bureaus and police.

Accommodation Policy For Students

Dalhousie University recognizes the diversity of its students and is committed to providing a learning environment and community in which students are able to participate without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students' access to the University's academic programs, activities, facilities and services.

The University's commitment to safeguarding students and employees from prohibited discrimination is set out in the Statement on Prohibited Discrimination, and the procedures for addressing alleged violations of the Statement by employees are set out in the Statement on Prohibited Discrimination Procedure for Complaints against an Employee of the University.

As stated in the Statement on Prohibited Discrimination:

The University operates in accordance with the Nova Scotia Human Rights Act. The Act prohibits discrimination in certain activities including the provision of or access to services and facilities, accommodation, publications and employment. Discrimination is defined as making “a distinction, whether intentional or not, based on a characteristic, or perceived characteristic [see list below] that has the effect of imposing burdens, obligations or disadvantages on an individual or class of individuals not imposed upon others or which withholds or limits access to opportunities, benefits and advantages available to other individuals or classes of individuals in society.” The Act prohibits discrimination based on the following grounds or characteristics:

- i) age
- ii) race
- iii) colour
- iv) religion
- v) creed
- vi) sex
- vii) sexual orientation
- viii) physical disability or mental disability
- ix) an irrational fear of contracting an illness or disease
- x) ethnic, national or aboriginal origin
- xi) family status
- xii) marital status
- xiii) source of income
- xiv) political belief, affiliation or activity
- xv) association with an individual or a class of individuals having characteristics referred to in (i) to (xiv)

The University recognizes that its obligation to provide a learning environment and community free from prohibited discrimination includes the obligation to make accommodations for students in instances where a student’s learning environment or the University community in which they operate has a discriminatory effect on the student’s ability to fully participate in, and have access to, University academic programs, activities, facilities and services. In particular, the university is obliged to make every reasonable effort short of undue hardship to take substantial, timely and meaningful measures to eliminate or reduce the discriminatory effects of the learning and community environment, including facilities, policies, procedures, and practices.

The purpose of this policy is to set out clear procedures to be followed in all instances where a student seeks accommodation to eliminate or ameliorate discrimination on one of the prohibited grounds. This policy replaces existing policies or practices concerning student accommodation.

The Advising and Access Services Centre and the Human Rights and Employment Equity Office are resources available to students seeking accommodation and to units considering or implementing an accommodation plan.

Policy

Definitions

1. In this policy,
“academic accommodation” means accommodation in relation to the student’s participation in an academic program or particular course;

“administrative head” means the individual with day-to-day operational responsibility for a University operation, activity, service or non-academic program;

“non-academic accommodation” means accommodation in relation to University activities and services that are not otherwise considered academic accommodation;

“student” shall include individuals enrolled at the University;

“Student Accommodation Liaison” means the individual or committee assigned responsibility for managing accommodation requests by each Faculty in accordance with section 3 of this policy.

Role of Student Accommodation Office, Faculty and Administrative Heads

2. Subject to the terms of this policy, the Advising and Access Services Centre will be responsible for administering student requests for accommodation, in consultation with the Faculty’s Student Accommodation Liaison in relation to academic accommodation, and in consultation with the relevant administrative head in relation to non-academic accommodation.
3. Each Faculty shall either assign a senior academic administrator or a Faculty, School or Department committee the responsibility to act on behalf of the Faculty in relation to academic accommodation requests under this Policy. Such individuals or committee shall be referred to in this policy as the Student Accommodation Liaison.
4. Prior to the commencement of each academic year, the Student Accommodation Liaison shall be responsible for approving parameters for academic accommodations relative to the Faculty’s particular academic program and course requirements.

Requests for accommodation

5. It is the student’s responsibility to make a request for accommodation in accordance with this policy. The request for accommodation must be made reasonably in advance of the event or process in relation to which accommodation is being sought so that a decision can be made. Except in rare circumstances when significant psychological or mental health issues arise, there should be no “after-the-fact” accommodation. The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.
6. A request for accommodation shall be made by the student in writing to the Advising and Access Services Centre, and shall contain the following information:
 - a) the reasons for the accommodation (*i.e. particulars of the discriminatory impact on the student on one of the prohibited grounds*) and any supporting documentation;
 - b) the accommodation being requested and/or any suggestions as to how the accommodation can be achieved;
 - c) where a medical condition is relevant to the request, copies of medical reports or additional medical documentation to substantiate the request and/or to assist in identifying the most appropriate means of accommodation; and
 - d) where the request relates to academic accommodation in relation to a learning disability, a current psycho-educational report describing the nature of the learning disability.

Assessment and Decisions concerning accommodation

7. The assessment by the Advising and Access Services Centre is a two-step process. First, the Advising and Access Services Centre screens the requests to ensure that only requests arising in relation to one of the prohibited grounds of discrimination are permitted to proceed. If the request does arise in relation to one of the prohibited grounds, The Advising and Access Services Centre shall proceed to the second step, and shall consider all relevant factors in making a preliminary assessment as to whether an accommodation could be made without imposing an undue hardship to the University. In making such an assessment, The Advising and Access Services Centre will usually consult with the student making the request. Relevant factors include, but are not limited to, the following:
 - a) Linkage – whether the proposed accommodation will have the practical effect of eliminating or reducing the identified barrier;
 - b) Safety – whether the proposed accommodation would pose a safety risk to faculty, staff or other students or to the student seeking accommodation;
 - c) Financial Cost – what are the costs (estimate out-of-pocket expenses to put the accommodation in place together with any long-term costs to sustain the proposed accommodation), and would such costs be prohibitive;
 - d) Size and nature of the program or service – how disruptive would the proposed accommodation be to the program or service, considering the number of students, faculty and staff and the nature and inter-relationships of their roles;
 - e) Impact on academic requirements – whether the proposed accommodation will substantially undermine the academic requirements of the program; and

- f) Alternatives – where a requested accommodation appears to create an undue hardship based on the above factors, whether an alternative accommodation may be available.
8. Where the request is for academic accommodation, the Advising and Access Services Centre, in consultation with the course instructor, shall assess the recommendation in light of the factors set out in section 7 above, and the parameters for academic accommodation approved by the Faculty responsible for the delivery of the course, and shall make a decision concerning the accommodation. Where the circumstances are not addressed by the approved parameters, the Advising and Access Services Centre shall also consult with the Student Accommodation Liaison. The Advising and Access Services Centre shall inform the student, those who are necessary for the implementation of the decision (such as the course instructor), and the Student Accommodation Liaison of the decision. Except in extraordinary circumstances, decisions concerning accommodation shall be communicated within five working days of the student's request. A request can be expedited at the request of the student if circumstances warrant. In consultation with the Student Accommodation Liaison, and course instructor as required, the Advising and Access Services Centre may review accommodation plans from time to time to determine whether any adjustments to the accommodation plan are necessary.
9. Where the request is for non-academic accommodation, the Advising and Access Services Centre shall work with the appropriate administrative head to determine what accommodation should be provided, consulting others, including the student making the request, as necessary. The Advising and Access Services Centre shall communicate the decision to the student. Accommodation plans may be reviewed from time to time to determine whether any adjustments to the accommodation plan are necessary.
10. The Advising and Access Services Centre in consultation with the Student Accommodation Delegates and the administrative heads, as appropriate, will monitor accommodation plans from time to time to ensure that they have been implemented in accordance with this policy.

Appeals

11. There shall be an Accommodation Appeals Committee comprising two members appointed by the Vice-President Finance and Administration, two members appointed by the Vice-President Academic and Provost, two members appointed by the Vice-President Student Services, and three students appointed by the Vice-President Student Services.
12. Where a student believes that his or her request for accommodation has not been handled in accordance with this policy or is not satisfied with the type of accommodation provided, the student may appeal such decision by providing written notice to the Advising and Access Services Centre within 10 working days of the date of the decision. Upon receipt of such notice, the Advising and Access Services Centre shall ask the Vice-President Academic to select a hearing panel comprising three employees and two student members of the Accommodation Appeals Committee to hear the appeal.
13. The Accommodation Appeals Committee hearing panel may uphold the initial decision concerning the accommodation or may determine that an alternate form of accommodation should be provided. The decision of the hearing panel is final, and cannot be appealed further.

Confidentiality

14. Particulars of requests for accommodation, including supporting documentation, shall be treated as strictly confidential, and shall not be disclosed to other persons without the consent of the student requesting accommodation, except and to the extent that such disclosure is reasonably necessary for the effective implementation of the accommodation plan.

Cooperation

15. All faculty, staff and students shall cooperate with accommodation plans implemented under this policy. Failure to cooperate may be considered prohibited discrimination under the Statement on Prohibited Discrimination.
16. Notwithstanding anything in this policy, students have the right at any time to seek the assistance of the Nova Scotia Human Rights Commission.

Procedures

1. Requests for accommodation under section 5 of the policy shall be on Form A.
2. The notice of appeal described under section 10 of the policy shall be on Form B.

Support Services

Dalhousie University endeavours to provide a broad range of support services to all of its students. Students wishing to obtain assistance from the University shall be expected to undertake a reasonable measure of self-advocacy to ensure that they are provided with the support services necessary. Such support services may include personal counselling, academic counselling, academic advising, and academic skill training.

NOTE: Accommodation of a student's needs due to disability will be facilitated if the student self-discloses and makes prior arrangements. Accommodation may be hindered if advance notification and/or prior arrangements have not been made

Policy on the Submission of Student Papers

Any instructor may require student assignments to be submitted in both written and electronic (computer-readable) form, e.g., a text file or as an email attachment, as defined by the instructor. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The results of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Procedures

If an instructor plans to use originality-checking software in a course, students shall be informed in the course syllabus that their written work may be submitted to a text-matching software service, which is meant to assure students that everyone will be evaluated on the basis of their own work and to warn students that plagiarism is likely to be detected. The planned use of originality-checking software will also be included in the oral presentation of the course syllabus in the initial course meeting.

Students shall also be informed in the course syllabus that they are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work.

Students shall inform instructors no later than two weeks after the commencement of courses of their intent to choose an alternate method.

Instructors shall provide students with at least two possible alternatives that are not unduly onerous and that are appropriate for the type of written work. Alternatives shall be chosen from the following:

- a) Submitting copies of multiple drafts demonstrating development of the work;
- b) Submitting an annotated bibliography;
- c) Submitting photocopies of sources; and
- d) Other alternatives devised by the instructor, provided that they are not unduly onerous.

Intellectual Honesty

A university should be a model of intellectual honesty. As such Dalhousie University shares in the academic values of honesty, trust, respect, fairness and responsibility (Centre for Academic Integrity, 1999 - of which Dalhousie University is a member). Failure to meet the University's standards with respect to these values can result in an academic offence. The length of time a student has attended university, the presence of a dishonest intent and other circumstances may all be relevant to the seriousness with which the matter is viewed.

Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose course an offence occurs.

Instructors are responsible for setting examinations and assignments as part of the learning process and for evaluating those examinations and assignments, including ensuring that any rules stated for the procedures used in an examination or assignment are followed. Any violation of such stated rules that could result in a student gaining an unfair or unearned advantage may be considered to be an academic offence.

Examples of Academic Offences

There are many possible forms of academic dishonesty. Since it is not possible to list all instances of academic dishonesty, the following list of examples should be considered only as a guide. The omission of a dishonest action from this list does not prevent the University from prosecuting an alleged instance of that action.

A. Plagiarism

Members of academic communities are privileged to share in knowledge generated through the efforts of many. In return, each member of the community has the responsibility to acknowledge the source of the information used and to contribute knowledge that can in turn, be trusted and used by others. Consequently, the University attaches great importance to the contribution of original thought to learning and scholarship. It attaches equal importance to the appropriate acknowledgment of sources from which facts and opinions have been obtained.

Dalhousie University defines plagiarism as the submission or presentation of the work of another as if it were one's own.

Plagiarism is considered a serious academic offence that may lead to the assignment of a failing grade, suspension or expulsion from the University. If a penalty results in a student no longer meeting the requirements of a degree that has been awarded, the University may rescind that degree.

Some examples of plagiarism are:

- failure to attribute authorship when using a broad spectrum of sources such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images;
- downloading all or part of the work of another from the Internet and submitting as one's own; and
- the use of a paper prepared by any person other than the individual claiming to be the author.

The proper use of footnotes and other methods of acknowledgment vary from one field of study to another. Failure to cite sources as required in the particular field of study in the preparation of essays, term papers and dissertations or theses may, in some cases, be considered to be plagiarism.

Students who are in any doubt about how to acknowledge sources should discuss the matter in advance with the faculty members for whom they are preparing assignments. In many academic departments, written statements on matters of this kind are made available as a matter of routine or can be obtained on request. Students may also take advantage of resources available through the Writing Centre at writingcentre.dal.ca or the Dalhousie Libraries at library.dal.ca/services/infolit.

B. Irregularities in the Presentation of Data from Experiments, Field Studies, etc.

Academic research is based on the presentation of accurate information and data that are obtained honestly. The trustworthiness of our findings is essential to building knowledge in and across fields of study. Therefore, the falsification of data in reports, theses, dissertations and other presentations is a serious academic offence, equivalent in degree to plagiarism, for which the penalties may include the assignment of a failing grade, suspension or expulsion from the University or the withdrawal of a degree previously awarded.

C. Other Irregularities

Dalhousie University strives to provide equal opportunities for learners to demonstrate and to be recognized for their abilities. Any behaviour intended to gain unearned advantage over another person violates this principle. A member of the University who attempts, or who assists any other person in an attempt, to fulfill, by irregular procedures, any requirements for a course, commits an academic offence and is subject to a penalty.

In the absence of specific approval from the instructor of a course, all students should assume that every assignment is to be completed independently, without any form of collaboration.

Students should take reasonable precautions to prevent other students from having access, without permission, to their tests, assignments, essays or term papers.

The following are some examples of irregular procedures. The list should be used only as a guide since it is not possible to cover all situations that may be considered by the Senate Discipline Committee to be irregular.

- writing an examination or test for someone else;
- attempting to obtain or accepting assistance from any other person during an examination or test;

- during the time one is writing an examination or test, having material that is not specifically approved by the instructor;
- without authorization, obtaining a copy of an examination or test, topic for an essay or paper, or other work;
- without authorization from the faculty member in charge of that course, submitting any work for academic credit when one is not the sole author or creator;
- without authorization submitting any work that has been previously accepted for academic credit in any other course in any degree, diploma or certificate program, or has been completed as part of employment within the University, for example, as research activity. A repeated course is considered to be a separate course.

D. Aiding in the Commission of an Academic Offence

No student may encourage or aid another student in the commission of an academic offence, for example,

- by lending another student an assignment knowing that he or she may copy it for submission;
- by allowing another student to copy answers during an examination.

E. Misrepresentation

Any person who provides false or misleading information during an investigation of a suspected academic offence is guilty of an offence.

Discipline

1. Members of the University, both students and staff, are expected to comply with the general laws of the community, within the University as well as outside it.
2. Alleged breaches of discipline relating to student activities under the supervision of the Dalhousie Student Union are dealt with by the Student Union. Alleged breaches of discipline relating to life in the residences are dealt with by the residence discipline policy unless the President determines that some non-residence University interests are involved. Senate is charged with the authority to deal with cases of alleged academic offenses, see examples above, as well as with certain other offenses that are incompatible with constructive participation in an academic community.
3. On report of a serious breach of the law, or a serious academic offence deemed by the President, or in his or her absence by a Vice-President or the Dean of a Faculty, to affect vital University interests, a student involved may be temporarily suspended and denied admission to courses or to the University by the President, Vice-President or Dean, but any suspension shall be reported to the Senate, together with the reasons for it, without delay.
4. No refund of fees will be made to any student required to lose credit for any course taken, required to withdraw or who is suspended or dismissed from any course or any Faculty of the University.

Academic Dishonesty

Faculty Discipline Procedures Concerning Allegations of Academic Offences

I. Preamble

These procedures deal with allegations of academic offences and do not deal with violations of the student code of conduct. The purpose of these procedures is to delegate assessment of certain allegations of academic offences to the Faculty level.

Guideline for Evaluators

An alleged first or later breach of any academic standard by a student should never be dealt with by an evaluator, but in all instances, should be referred to the Academic Integrity Officer in accordance with these procedures. Any attempt by any person or body other than the Senate, the Senate Discipline Committee, or the Academic Integrity Officers to impose a penalty for an alleged offence is null and void and leaves the student still liable to discipline for that offence. Further, a student remains liable to discipline for a suspected offence notwithstanding a failure on the part of an evaluator to report the allegation in accordance with these procedures.

Where an allegation of a breach of academic standards has been made or is pending, the evaluator should not reveal the mark or grade to anyone until the Vice Chair (Academic Administration) has confirmed the disposition of the matter by the Senate Discipline Committee or the Academic Integrity Officer.

II. Academic Integrity Officers

1. Academic Integrity Officers are associated with the Faculties of Dalhousie University.
2. The Academic Integrity Officer shall act between the student and instructor, and may appear at Hearing Panels of the Discipline Committee or the Discipline Appeals Board to present the case against the student.
3. The Academic Integrity Officer is the Dean of the Faculty. The Dean may further delegate this role to one or more members of his/her academic staff except those who are Senate Officers, who are otherwise involved in the student discipline process, or who otherwise are in a potential conflict of interest relative to this role. Annually the name of the delegate(s) shall be communicated in writing to the Vice-Chair (Student Affairs) who shall report to Senate.
4. The Academic Integrity Officers shall meet as a group with the Senate Discipline Committee (SDC) at least once a year to discuss relevant policy issues and training requirements with a view to maximizing consistency and predictability in the administration of academic offences across the University. Such meetings will be convened and chaired by the Vice-Chair (Student Affairs).
5. **Penalties:**
Penalties shall follow the guidelines contained within the University's Academic Regulations and the Senate Discipline Committee terms of reference set out in Section 10 of the Senate Constitution, which are reproduced below for convenience.
"The range of penalties which may be imposed by the Senate Discipline Committee be circumscribed only by the requirement that such penalty or penalties be of an academic nature and, without restricting the generality of the foregoing, may include any one or more of:
 - 1) notation of the fact of discipline on the offender's transcript for a period of one or more years, but not exceed five years;
 - 2) repeat of the assignment that triggered the discipline;
 - 3) a failing grade or mark or assessment in the piece of work triggering the discipline;
 - 4) failure of the course or seminar or program;
 - 5) failure of the academic year;
 - 6) suspension for an academic term or year (to a maximum suspension of three academic years);
 - 7) expulsion from the University;
 - 8) loss of a current or continuing scholarship, or both, or loss of eligibility to receive or to maintain scholarships or prizes or bursaries; and
 - 9) removal from the Dean's List."
6. **Faculty Procedures**
When an academic offence is suspected, the instructor shall submit a signed statement outlining the basis for the allegation, together with all relevant supporting evidence, to the Academic Integrity Officer of the Faculty which is responsible for the delivery of the course at issue, or in the case of an allegation in relation to a graduate thesis or other non course graduate materials, to the Academic Integrity Officer of the Faculty of Graduate Studies, within 10 working days of becoming aware of the alleged offence, but in any event no later than the deadline for submission of final grades to the Registrar, except in extraordinary circumstances, as determined by the Academic Integrity Officer.
7. Upon receipt of the material from the instructor, the Academic Integrity Officer shall determine whether or not the material supports a *prima facie* case that the student has committed an academic offence. If no *prima facie* case is made out, no further steps are taken in relation to the allegation, and the instructor and student will be so advised in writing.
8. If a *prima facie* case is established, then the Academic Integrity Officer will take the following further steps:
 - a) Check the academic discipline database maintained by the Senate Office to determine if the student(s) has a record of prior academic offence(s);
 - b) With the exception of cases involving two or more students facing allegations arising from the same fact situation ("common allegation") which shall proceed in accordance with paragraph 9, if the student(s) has a record of prior academic offence(s), forward the allegation to the Senate Discipline Committee;
- c) If the allegation appears to be a first offense, and in all cases of two or more students facing a common allegation, inform the student(s) in writing of the nature of the allegation, the instructor's statement, the evidence, the procedures to be followed, the possible penalties, and possible sources of advice and support (will be a standard document);
- d) Convene a meeting with the student(s), the student(s)'s advisor, if any, and the instructor within five working days upon receipt of the allegation by the student, which time may be extended at the request of the student, instructor, or Academic Integrity Officer, in appropriate circumstances.;
- e) If the meeting does not take place within the time set out above, the Academic Integrity Officer has the discretion to convene another meeting with the student(s), the student(s)'s advisor, if any, and the instructor. The Academic Integrity Officer also has the discretion to convene additional meetings as may be reasonably required. In the event an initial meeting does not occur within a reasonable time after a *prima facie* case is established, the Academic Integrity Officer shall refer the allegation to the Senate Discipline Committee.
9. Notwithstanding paragraph 8b, in the case of two or more students facing allegations arising from the same fact situation ("common allegation"), the Academic Integrity Officer has the authority to convene a meeting with all such students in accordance with paragraphs 8d and 8e and to make findings for all such students under these Procedures, regardless of the fact that one or more of such students may have a record of prior academic offence(s). If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that a student facing a common allegation has committed an academic offence, for any such student who has no record of prior academic offence(s), subject to paragraph 14, the Academic Integrity Officer shall assess an appropriate penalty for the student in accordance with these Procedures; and for any such student who has a record of prior academic offence(s), the Academic Integrity Officer shall forward the matter to the Senate Discipline Committee for assessment of an appropriate penalty.
10. Following the meeting convened in accordance with paragraph 8, the Academic Integrity Officer shall make a preliminary assessment of whether there is sufficient evidence to support a finding that the student has committed an academic offence, and if there is sufficient evidence, make a preliminary assessment of what penalty would be appropriate in the circumstances. In making the latter assessment, the Academic Integrity Officer shall exercise broad discretion in considering possible mitigating circumstances including but not limited to extraordinary personal circumstances and lack of educational experience.
11. If the Academic Integrity Officer's assessment is that there is insufficient evidence to support a finding that the student has committed an academic offence, s/he shall inform the student in writing with a copy to the Instructor within five working days of the meeting. This does not preclude an Academic Integrity Officer from proceeding with the allegation at a later date, should new evidence become available.
12. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, AND that the appropriate penalty for the student's conduct is any of the penalties described in paragraph 5, above, except those listed in subparagraphs 5 to 9 the Academic Integrity Officer shall provide the student with the option of accepting the finding and the proposed penalty, or of proceeding to the Senate Discipline Committee for a full hearing. The option shall be presented to the student within five working days of the meeting, and the student shall have two working days to respond. In the event that the student elects to accept the finding and proposed penalty, the Academic Integrity Officer shall so advise the Vice-Chair (Student Affairs).
13. Within 14 calendar days of the Vice-Chair (Student Affairs) being advised of the finding and agreed penalty under paragraph 12, the Vice-Chair (Student Affairs), or in his or her absence, the Chair or Vice-Chair (Academic Programs), and a student Senator appointed by the Dalhousie Student Union shall jointly review the finding and agreed penalty to determine whether the process is consistent with the Faculty Discipline Procedures Concerning Allegations of Academic Offences. If so, they shall ratify the matter on behalf of Senate and the Vice-Chair shall notify the student and the Academic Integrity Officer of such ratification. For ratification to occur, the decision must be unanimous. The finding and agreed penalty shall stand, despite possible insubstantial procedural errors. The Vice-Chair (Student Affairs) shall ensure that the offence is recorded on the Senate Discipline database and that the Registrar and any others are notified of the finding and penalty for immediate implementation. If the Vice-Chair (Academic Administration) and/

or the student Senator have any material concerns about the process, the Vice-Chair (Student Affairs) shall consult with the Academic Integrity Officer to determine whether the concerns can be resolved. If the Vice-Chair (Academic Administration) and the Academic Integrity Officer are unable to resolve any concerns, the matter shall be referred back to the Academic Integrity Officer for further consideration under these Procedures, after which the Vice-Chair (Academic Administration) and a student Senator shall jointly re-consider ratification. Should ratification still not occur, the matter shall be referred to the Senate Discipline Committee for a hearing.

14. If the Academic Integrity Officer's assessment is that there is sufficient evidence to support a finding that the student has committed an academic offence, but that the appropriate penalty for the student's conduct is one of those listed in subparagraphs 5 to 9 of paragraph 5 of these Procedures, the Academic Integrity Officer shall, within five working days of the meeting, notify the student in writing, with a copy to the instructor, that the matter will be forwarded to the Senate Discipline Committee for a full hearing.
15. Should a student request that an allegation be referred back to the Academic Integrity Officer after it has been forwarded to the Senate Discipline Committee, the Academic Integrity Officer has the discretion to grant such a request. A student's request shall be in writing, and delivered to the Vice-Chair (Student Affairs) within five working days of the date the allegation letter is sent to the student by the Vice-Chair (Student Affairs).
16. Prior to a hearing by the Senate Discipline Committee of an allegation against a student, the Academic Integrity Officer shall provide a written allegation to the Senate office identifying the evidence initially presented by the instructor pursuant to paragraph 6 and any additional evidence obtained by the instructor in the course of the assessment of the matter. The written allegation shall not include reference to whether or not any meeting(s) did occur pursuant to paragraph 8d or 8e, any statements that may have been made by the student at such meeting(s), or any alternate versions of the facts and circumstances that may have been presented by one or more students at such meeting(s). The student shall have the opportunity to provide a written submission in response prior to the hearing by the Senate Discipline Committee. Notwithstanding the foregoing, in the event of a statement made by a student at a hearing of the Senate Discipline Committee that is inconsistent with a statement previously made by that student in the meeting(s) with the Academic Integrity Officer, then the Academic Integrity Officer may refer to statements that may have been made by the student at such meeting(s).
17. Confidentiality must be maintained by those involved in each case when an academic offence is suspected and the instructor submits an allegation to the Academic Integrity Officer, except as is reasonably necessary to implement the finding and agreed penalty or as required in subsequent disciplinary proceedings related to the same matter.

Senate Discipline Committee

Jurisdiction of the Senate Discipline Committee

1. The Senate Discipline Committee has jurisdiction to hear:
 - a) Complaints referred to the Senate Discipline Committee under the Code of Student Conduct ("Code Complaints"); and
 - b) Allegations of academic offences referred to the Senate Discipline Committee under the Faculty Discipline Procedures Concerning Allegations of Academic Offences ("Integrity Allegations").
2. For the purpose of these procedures, the following definitions shall apply:
 - a) **Allegation** means a Code Complaint or an Integrity Allegation as the context requires.
 - b) **University Representative** means the President of the University or his/her designate in the case of Code Complaints, or the Academic Integrity Officer in the case of Integrity Allegations.
3. The Senate Discipline Committee's jurisdiction extends to Allegations against a student who, before or during the course of the disciplinary process involving him or her, but prior to adjudication, has:
 - i) been compelled to withdraw academically;
 - ii) chosen to withdraw from the course, the program, or the University prior to being disciplined, or;
 - iii) chosen not to register at the University.
4. In the case of Integrity Allegations, a Hearing Panel of the Senate Discipline Committee may:
 - a) dismiss the allegation; or
 - b) impose any of the following:

- i) notation of the fact of discipline on the offender's transcript for a period of one or more years, but not exceeding five years;
 - ii) repeat of the assignment that triggered the discipline;
 - iii) a failing grade or mark or assessment in the piece of work triggering the discipline;
 - iv) an imposed limit on the grade that can be given for the assignment or course;
 - v) failure of the course;
 - vi) suspension for an academic term or year (to a maximum suspension of three academic years);
 - vii) expulsion from the University;
 - viii) any other remedy of an academic nature that is within the power of Senate to grant.
5. In the case of a Code Complaint, a Hearing Panel of the Senate Discipline Committee may:
 - a) dismiss the complaint; or
 - b) impose any of the penalties set out under the Code of Student Conduct
 6. In the case where an Allegation is proven and is not dismissed under section 4(a) or 5(a), the Hearing Panel of the Senate Discipline Committee may consider any mitigating or aggravating circumstances in its determination of the appropriate penalty.

Initiating a Hearing/Pre-Hearing Procedures

7. To initiate a hearing of the Senate Discipline Committee the University Representative shall submit a written request to the Senate Vice-Chair (Student Affairs), or designate. The request shall include a written submission outlining the Allegation together with all supporting evidence, documentation and a list of the witnesses on which the University Representative intends to rely.
8. The Senate Vice-Chair (Student Affairs) shall provide the student with a notice of the Allegation that shall include:
 - a) The material filed by the University Representative under section 7;
 - b) Notice of the deadline for the student to submit a written defence, any supporting evidence and a list of individuals who will attend at the hearing on the student's behalf; and
 - c) Notification of the student's right to be represented.
9. The student shall provide the Senate Vice-Chair (Student Affairs) with a written defence, supporting evidence and a list of the individuals who will also be attending, as well as their capacity (ie. witness, support person, advocate) no later than the date specified in the notice of allegation. Any evidence or documentation provided after the deadline for submission may be ruled inadmissible by the Hearing Panel at the hearing.
10. The Chair of the Senate Discipline Committee shall constitute a Hearing Panel in a timely manner comprising three faculty and two students. No faculty member who is a current instructor of the accused student may serve as a member of the Hearing Panel. The student member of a Hearing Panel shall not be a member of the course from which the complaint originates. In the event that no student members of the Committee are able to participate on a Hearing Panel due to the provisions of this paragraph, the Dalhousie Student Union shall appoint an ad hoc member to the applicable Hearing Panel. The Committee Chair or an alternate faculty member shall chair the hearing.
11. The Student and University Representative shall be notified of the date, time and location of the hearing, as well as the names of all individuals who will be in attendance, no less than 10 working days in advance of the hearing.
12. Preliminary objections or issues must be raised as far in advance of the hearing as reasonably possible. The Chair of the Hearing Panel has sole discretion to rule on any preliminary issues or objections raised by either party that must be dealt with prior to the commencement of the hearing. The Hearing Panel may rule on any preliminary issues or objections raised at the commencement of the hearing.

Hearing Procedures

13. The Chair of the Hearing Panel shall determine procedures for the hearing in a manner that is consistent with the principles of natural justice and these Procedures.
14. In extenuating circumstances, the Chair of the Hearing Panel may decide to proceed with the hearing in the absence of one faculty member of the Hearing Panel.
15. In the event that the student fails to appear at the hearing, the Hearing Panel shall satisfy itself that reasonable efforts were made to notify the student and may proceed in the student's absence.
16. The student may participate at an oral hearing in person, by way of teleconference, or by such other means approved in advance by the Hearing

Panel. The student may waive the right to an oral hearing and choose to proceed solely by written submissions.

17. Hearings shall be in camera.
18. At the commencement of the hearing, the Chair of the Hearing Panel shall explain the procedures to be followed and provide an opportunity for introductions as well as any questions, objections, or opening statements.
19. The University Representative shall present the Allegation and witnesses, if any. The student and any members of the Hearing Panel may question the University Representative and the University Representative's witnesses following the presentation of the Allegation.
20. The student may present his or her defence and witnesses, if any, following the University Representative's presentation. The University Representative and any members of the Hearing Panel may question the student and any of the student's witnesses following the presentation of the defence.
21. At the discretion of the Chair of the Hearing Panel, the parties may make final arguments following the presentations. The student shall have the last word.
22. At the discretion of the Hearing Panel, any evidence sought to be admitted by either party from witnesses who are not available to give evidence in person may be received in writing or in some other form.
23. The student is considered innocent until the Allegation is proven on a balance of probabilities, the burden of which lies with the University Representative.
24. The decision of the Hearing Panel shall be by majority.
25. The Hearing Panel shall report its decision including reasons for the decision and any penalty imposed, to the Vice-Chair (Student Affairs) who shall forward a copy of the decision to the student and the University Representative.
26. An audio recording of each oral hearing shall be made. The recording and all correspondence and documentary evidence relating to appeal proceedings shall be kept in accordance with the records management policies of the University Secretariat. The student may obtain a copy of the audio recording by making written request to the Senate Vice-Chair (Student Affairs) and may use such recording only for the purpose of an appeal of the decision in question.
27. Appeals from decisions of the Senate Discipline Committee may be made to the Senate Appeals Committee in accordance with the Senate Appeals Committee - Jurisdiction and Appeals Procedures.
28. The Senate shall maintain a confidential database of discipline decisions for the purposes of general reporting and proper adjudication of repeat offences.

University of King's College

The University of King's College Registrar shall notify the Dalhousie Registrar in the event that academic discipline proceedings have been commenced in relation to a Dalhousie student, and shall advise the Dalhousie Registrar of the outcome of such proceedings, including any sanctions imposed against the student. Where the student has been previously sanctioned for academic misconduct, the Dalhousie Registrar will provide the University of King's College Registrar with particulars of the offence and the sanction imposed.

I. Commentary on Penalties

A. Proactive Measures

Dalhousie University emphasizes education and proactive engagement, therefore a Proactive Measure, which is a form of recommendation, may be prescribed as an educational aid in addition to a Penalty. It may include but not necessarily be restricted to suggesting that the student seek some form of professional help from the Advising and Access Services Centre or Counseling Services or elsewhere which, for example may be time management or stress management, etc., and/or an apology for the infraction. The main purpose of a Proactive Measure is to help the student learn how to reduce the likelihood of future violations of academic integrity. It is important to note that it is the student's responsibility to decide whether or not to follow the Proactive Measure since it is not a formal Penalty but rather a recommendation. Therefore, there is normally no oversight by the University (AIO or SDC) to ensure that a Proactive Measure is followed.

B. Consequence

A Consequence is an outcome of the application of a Penalty. A Consequence is not imposed by the University's academic integrity policies but arises from the University's academic policies. For example the consequences of the Penalty of a failing grade may include but not necessarily be limited to: failure in a program, delay of graduation, loss of full-time student status, change in visa status (for a visa student), loss of eligibility for student aid, removal from the Dean's list. Similarly a notation on a transcript may have serious unforeseen consequences for future opportunities, etc. This list is not intended to be exhaustive. Therefore,

while the university's academic integrity procedures (AIO or SDC) may foresee some consequences, ultimately the student bears the responsibility for any consequences of a Penalty.

Code of Student Conduct

I. Background

Dalhousie University is a community of faculty, staff and students, involved in teaching, research, learning and other activities. Students are members of the University for the period of their registration in an academic program and are subject to the disciplinary authority of the University during that time.

The University does not stand in loco parentis to its students. In the exercise of its disciplinary authority, the University treats students as adults free to organize their own personal lives, behaviour and associations subject only to the law, and to University regulations that are necessary to protect:

- the integrity and proper functioning of the academic and non-academic programs and activities of the University or its faculties, schools or departments;
- the peaceful and safe enjoyment of University facilities by other members of the University and the public;
- the freedom of members of the University to participate reasonably in the programs of the University and in activities on the University's premises;
- the property of the University or its members.

Other than this, regulation of student behaviour by the University is neither necessary nor appropriate.

Members of the University, including students, are not immune from the criminal and civil law. Provisions for non-academic discipline should not attempt to shelter students from the normal responsibilities of adult citizens nor add unnecessarily to these responsibilities. Thus, conduct that violates the Criminal Code or other statute should ordinarily be dealt with by the police and criminal courts. In cases, however, in which criminal or civil proceedings would not adequately protect the University's interest and responsibilities as defined above, proceedings may be brought under the Code of Student Conduct.

The University may also define standards of professional conduct for students in programs where these are appropriate, and this Code is not intended to replace or supersede such standards.

II. Code Of Conduct

A. Definitions

1. In this Code, the word "premises" includes lands, buildings and grounds of the University, or other places or facilities used for the provision of the University's programs or services or for University-approved events and activities.
2. In this Code, "student" means a person:
 - a) engaged in any academic work or placement which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
 - b) registered in, enrolled in, or attending any course, or otherwise participating as a learner in any activity which entitles the person to the use of a University library, library materials, library resources, computer facility or dataset.
3. In this Code, the words "Dalhousie University" refer to Dalhousie University and include any institutions affiliated with it, where such inclusion has been agreed upon by the University and the affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the affiliated institution.
4. Unless otherwise stated, a student will only be liable for conduct that she or he knew or ought reasonably to have known would constitute conduct prohibited under this Code.
5. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, or lawful picketing, or to inhibit freedom of speech.

B. Application

Conduct shall be deemed to be an offence under this Code, when committed by a student of Dalhousie University, provided that such conduct:

1. occurs on the premises of Dalhousie University;
2. occurs elsewhere in the course of activities sponsored by Dalhousie University (or by any of its faculties, schools or departments), or where the conduct is

- alleged to adversely affect, disrupt or interfere with another person's reasonable participation in Dalhousie University programs or activities; or
3. occurs in the context of a relationship between the student and a third party and involves the student's standing, status or academic record at the University.

However, this Code will not apply to conduct that:

4. is specifically assigned to another disciplinary body within the University; or
5. is subject to action as an alleged failure to meet standards of professional conduct as required by a college, faculty or school; or
6. is subject to action under a residence discipline policy unless some non-residence University interests are deemed to be involved, in which case the President may specifically authorize proceedings under this Code; or
7. is committed by a student in her or his capacity as an employee of the University unless some non-employment University interests are deemed to be involved, in which case the President may specifically authorize proceedings under this Code;
8. is subject to the disciplinary authority of the Dalhousie Student Union.

C. Offences

1. Offences Against Persons

- a) No student shall assault another person sexually, or threaten any other person with sexual assault or commit an act of sexual harassment toward another person.
- b) No student shall otherwise assault another person, threaten any other person with bodily harm, or cause any other person to fear bodily harm.
- c) No student shall create a condition that unnecessarily endangers the health or safety of other persons.
- d) No student shall threaten any other person with damage to such person's property, or cause any other person to fear damage to her or his property.
- e) No student shall engage in a course of vexatious conduct, harassment or discrimination that is directed at one or more specific persons and that is based on the age, race, colour, religion, creed, sex, sexual orientation, physical disability, mental disability, an irrational fear of contracting an illness or disease, ethnic or national or aboriginal origin, family status, marital status, source of income, political belief or affiliation or activity of that person or of those with whom he or she associates.
- f) No student shall engage in unwelcome or persistent conduct that the student knows, or ought to reasonably know, would cause another person to feel demeaned, intimidated or harassed. Examples of such conduct include, but are not limited to:
 - i) following another person, or anyone known to that person;
 - ii) unwanted communication with another person or anyone known to that person;
 - iii) watching the residence or place of work of another person or anyone known to that person;
 - iv) threatening another person or any member of the family, friends or colleagues of the other person;
 - v) coercing, enticing or inciting a person to commit an act that is humiliating or demeaning to that other person or to others.

2. Disruption

No student shall, by action, threat or otherwise, disrupt, obstruct or adversely affect any activity organized by Dalhousie University or by any of its faculties, schools or departments, or the right of other persons to carry on their legitimate activities, to speak or to associate with others.

3. Offences Involving Property

- a) No student shall take without authorization, misuse, destroy, deface or damage the property of Dalhousie University, or property that is not her or his own, or information or intellectual property belonging to Dalhousie University or to any of its members.
- b) No student shall possess the property of Dalhousie University, property in the custody of Dalhousie University, or property that is not her or his own, if the student knows that property to have been taken without authorization.
- c) No student shall create a condition that unnecessarily endangers or threatens destruction of the property of Dalhousie University or of any of its members.

4. Unauthorized Use of University Facilities, Equipment or Services

- a) No student shall use any facility, equipment or service of the University, or enter or remain on any premises, to which he or she does not have

legitimate access, or contrary to the expressed instruction of authorized persons.

- b) No student shall use any University computing equipment, facility, network or system for any disruptive or unauthorized purpose, or in a manner that violates any law, Dalhousie University regulations, policies and procedures or in any way that is incompatible with the principles in the Acceptable Use of Information Technology Resources sections. Examples of inappropriate use of computer equipment, facilities, networks and systems include, but are not limited to:
 - i) copying, removing or distributing software and/or data without authorization;
 - ii) using another person's account, or misrepresenting themselves as another user;
 - iii) disclosing confidential passwords, access codes, etc., assigned to themselves or others;
 - iv) interfering with the work of others using computing equipment, facilities, networks, systems or accounts;
 - v) displaying, transmitting, distributing or making available information that is discriminatory, obscene, abusive, derogatory, harassing or otherwise objectionable;
 - vi) breaching terms and conditions of software licensing agreements;
 - vii) interfering with the normal operation of computing equipment, facilities, networks or systems by, among other things, flooding the network with messages, sending chain letters or pyramid solicitations;
 - viii) using the University's computing equipment, facilities, networks and systems for profit or commercial gain.
- c) No student shall destroy, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

5. Aiding in the Commission of an Offence

No student shall encourage or aid another student in the commission of an offence defined in this Code, or encourage or aid behaviour by a non-student which, if committed by a student, would be an offence under this Code.

6. Alcohol and Drug Use

No student shall contravene the Liquor License Act of Nova Scotia or a provision of the Campus Alcohol Policy, nor shall any student possess, use or sell a drug to which access is restricted by the Narcotics Control Act.

7. False Information and Identification

- a) No student shall knowingly furnish false information to any person or office acting on behalf of the University.
- b) No student shall forge, alter or misuse any document, record or instrument of identification.
- c) No student shall knowingly furnish false information to any person regarding his or her standing, status or academic record at Dalhousie University.

8. Unauthorized Possession of a Firearm or Weapon

No student shall possess a firearm or other weapon on the University premises without the specific written permission of the Chief of Security.

9. Contravention of University Regulations

When a rule, regulation or policy of the University prohibits or proscribes certain conduct but does not provide any penalty for breaches of the rule, regulation or policy, breaches shall be dealt with under this Code.

10. Other

No student shall contravene any provision of the Criminal Code or any other federal, provincial or municipal statute on the premises of the University or in the course of the University's programs or services, or University-approved events or activities.

D. Procedures

1. Whenever possible and appropriate, reason and informal measures shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.
2. Any person may make a complaint against any student for misconduct. A complaint shall be prepared in writing and directed to the Vice-President, Student Services. Any complaint should be submitted as soon as possible after the event takes place. All complaints shall be presented to the accused student

in written form. Along with notice of the complaint the accused student shall be advised of her/his right to be represented throughout the process, including by a Student Advocate.

3. The Vice-President, Student Services, or designate shall conduct an investigation to determine if the complaint has merit and/or if it can be disposed of informally by mutual consent of the parties involved on a basis acceptable to the Vice-President, Student Services, or designate. If an informal disposition of the complaint results, such disposition shall be final, and there shall be no subsequent proceedings.
4. An agreement that a student will withdraw from the University for a period of time, or not re-register, may be part of an informal disposition of a complaint. In such instances this will not be recorded on the student's academic record, but a "block" on further registration may be entered in the student information system.
5. The Vice-President, Student Services, shall report annually to Senate regarding the number and nature of complaints that are disposed of informally.
6. If the complaint cannot be resolved informally through the procedures described in Section 3, or if in the judgment of the Vice-President, Student Services, it is not appropriate for the complaint to be so resolved, the Vice-President, Student Services, shall refer the complaint to the Senate Discipline Committee for a formal hearing. In determining whether to refer a case to the Senate Discipline Committee, the Vice-President, Student Services, may seek advice from a student Discipline Advisor or other appropriate source.
7. Where there are criminal or civil proceedings pending against the student for conduct related to the complaint, the Vice-President, Student Services, may defer prosecution of the complaint on such terms and conditions as are appropriate in the circumstances (including an interim suspension) until the conclusion of all or part of such proceedings where the circumstances of the case warrant. Conviction of a criminal offence will be considered prima facie evidence of a parallel offence under this Code.
8. Any statements an accused student makes to the Vice-President, Student Services, or designate in the course of an attempt to resolve a complaint informally may not be submitted to the Senate Discipline Committee as evidence.
9. Hearings shall be conducted by the Senate Discipline Committee according to procedures determined by the Committee. In other than exceptional circumstances, a hearing by the Senate Discipline Committee shall occur within 60 calendar days of the referral of a complaint to the Committee.
10. The President or designate shall appoint a person to present the complaint.
11. If a student fails to appear at a hearing, the hearing may proceed, provided that the student has been given adequate notice. Except in the case of a student charged with failing to obey the summons of the Committee or University official, no student may be found to have violated the Student Code solely because the student failed to appear before the Committee. In all cases, the evidence in support of the complaint shall be presented and considered.

E. Sanctions

1. In each case in which the Senate Discipline Committee determines that a student has violated the Student Code, the sanction(s) shall be determined and imposed by the Committee.
2. The following sanctions may be imposed upon any student found to have violated the Student Code:
 - a) **Warning** – A notice in writing to the student that the student is violating or has violated institutional regulations.
 - b) **Probation** – A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
 - c) **Loss of Privileges** – Denial of specified privileges for a designated period of time.
 - d) **Restitution** – Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
 - e) **Discretionary Sanctions** – Work assignments, service to the University or other such discretionary assignments that are considered appropriate by the Discipline Committee.
 - f) **Conditions** – Conditions may be imposed upon a student's continued attendance.
 - g) **University Suspension** – Suspension of the student from the University for a specified period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 - h) **University Expulsion** – Permanent separation of the student from the University.

3. More than one of the sanctions listed above may be imposed for any single violation.
4. Other than expulsion from the University and suspension for the duration of its effect, disciplinary sanctions shall not be made part of the student's academic record, but shall be kept on file in the Office of the Vice-President, Student Services, for use in the event of further breaches of this Code.
5. No student found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code. Such refusal will constitute grounds for the imposition of additional sanctions.
6. The Committee may direct that a sanction be held in abeyance if a student's registration at the University is interrupted for any reason.

F. Interim Suspension

In the following circumstances, the President of the University, or a designate, may impose an interim suspension prior to the hearing before the Committee.

1. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the University community or preservation of University property; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a threat of disruption or of interference with the operations of the University or the activities of its members.
2. During the interim suspension, students may be denied access to specified campus facilities (including courses) and/or any other University activities or privileges for which the student might otherwise be eligible, as the President or the designate may determine to be appropriate.
3. A student who is the subject of an interim suspension may request a hearing before the Senate Discipline Committee on the issue of the interim suspension itself. This request shall be submitted in writing, with reasons, to the Secretary of Senate. The Committee shall hear the matter, including submissions by the President or designate, within ten working days, and shall have the authority to confirm, negate, or alter the terms of the interim suspension.

Protection of Property

1. Dalhousie University is the owner and/or occupier of the lands and buildings which comprise its campuses. In addition to all other processes set out in this Calendar (including the Code of Student conduct), the University reserves the right to exercise all rights and remedies available to it pursuant to any statute, by-law, regulation, ordinance, order, or otherwise, in order to protect campus property and those who use it.
2. Without limiting the foregoing, Dalhousie University may issue a notice against a student pursuant to the *Protection of Property Act* prohibiting entry to all or part of the campuses or prohibiting a particular activity or activities on all or part of the campuses, where circumstances warrant. Such a notice may be issued either separately or in conjunction with the procedures set out in the Code of Student Conduct. The notice may be in force for the period stated in the notice which will normally be for up to one calendar year. If considered appropriate by the Vice-President, Student Services, a notice may be renewed for further periods.
3. A notice under the *Protection of Property Act* may also be issued by Dalhousie University in relation to the Student Union Building at the request of the Student Union. In the case of urgent or emergency situations, such a notice may be issued immediately. If the Student Union request is to have a prohibition extend beyond seven days for a registered Dalhousie University student, the Student Union shall make a written request to the Vice-President, Student Services, providing detailed reasons for the request and the process followed leading up to the request for the notice, including details of when the student was advised that his or her behaviour or activities were inappropriate and ought to cease, the reasons provided to the student, and whether the student was afforded the opportunity to respond or to rectify behaviors or cease the inappropriate activity.
4. A Dalhousie University student may appeal any notice issued against him or her under the *Protection of Property Act* in writing to the Vice-President, Student Services.

Senate Appeals Committee

Jurisdiction of the Senate Appeals Committee

1. The Senate Appeals Committee has appellate jurisdiction.
2. The Senate Appeals Committee is not an investigative body.
3. The Senate Appeals Committee does not receive or determine:

- a) allegations of discrimination, which are addressed under the Statement on Prohibited Discrimination, or
 - b) requests for accommodation, which are addressed under the Accommodation Policy for Students.
 4. The Senate Appeals Committee shall consider the following appeals initiated by students:
 - a) Academic appeals from decisions or the refusal to make decisions at the Faculty level regarding academic standards, academic evaluation, academic progression, academic advancement, or the application of other University or Faculty academic regulations.
 - b) Discipline appeals from decisions of the Senate Discipline Committee.
 5. An appeal may be initiated on the following grounds:
 - a) the decision under appeal was made without jurisdiction,
 - b) a denial of natural justice, or
 - c) unfairness in the application of the relevant regulations regarding academic standards, academic evaluation, academic progression, academic advancement, or other University or Faculty academic regulations.
 6. The Senate Appeals Committee shall not consider appeals:
 - a) by students in an academic appeal who have not exhausted the approved appeal processes of the relevant Faculty,
 - b) by students from the decision of a Faculty regarding professional unsuitability, said appeals falling under the jurisdiction of the Senate Steering Committee,
 - c) by a Faculty or faculty members,
 - d) by applicants for admission to University programs, or
 - e) by applicants for scholarships, awards or bursaries.
 7. A Hearing Panel of the Senate Appeals Committee may:
 - a) dismiss the appeal,
 - b) allow the decision under appeal to stand, despite possible insubstantial procedural errors,
 - c) in an academic appeal, allow the appeal, with an appropriate remedy within the authority of Senate,
 - d) in a discipline appeal, allow the appeal and:
 - a) quash the decision of the Senate Discipline Committee in its entirety,
 - b) re-hear the matter itself, with the consent of the Appellant and the Faculty, or
 - c) direct a re-hearing on the merits by a newly constituted panel of the Senate Discipline Committee, no members of which were on the hearing panel whose decision was under appeal.
 8. In an academic appeal, the Hearing Panel shall not conduct a substantive evaluation of the work of a student, but if unfairness in the evaluation procedure is established, the Panel may direct a re-evaluation of the work to be conducted by qualified persons designated by the Panel.
- program in which the student is or was enrolled. The student member of a Hearing Panel shall not be a member of the course, department, program, School or College from which the appeal emanates. In the event neither student member of the Committee is able to participate on a Hearing Panel due to the provisions of this paragraph, the Dalhousie Student Union shall appoint an ad hoc member to the applicable Hearing Panel.
6. The Appellant is entitled to an oral hearing, in accordance with the principles of natural justice. The Appellant may participate at an oral hearing in person, or at their expense, by way of teleconference, or by such other means approved in advance by the Hearing Panel. The Appellant may waive the right to an oral hearing and choose to proceed solely by written submissions.
 7. Each party is responsible for presenting to the Hearing Panel all relevant evidence and submissions for the Panel to consider in the determination of the appeal. Written submissions are required from each party and shall contain:
 - a) copies of all documents relevant to the appeal,
 - b) supporting arguments,
 - c) a list of all witnesses for that party and a brief description of their anticipated evidence, and
 - d) the decision and any remedy being sought.
 8. Written submissions shall be made:
 - a) by the Appellant, within 15 calendar days of the Senate Vice-Chair (Student Affairs) requesting the submission, and
 - b) by the Respondent, within 15 calendar days of receiving the Appellant's submission.
 but these timelines may be extended or abridged by the Senate Vice-Chair (Student Affairs), or designate, in appropriate circumstances.
 9. The hearing of each appeal shall be in camera. The Chair of the Hearing Panel shall determine procedures for the hearing in a manner that is consistent with the principles of natural justice and these Procedures. In extenuating circumstances, the Chair of the Hearing Panel may decide to proceed with the hearing in the absence of one faculty member of the Hearing Panel.
 10. The decision of the Hearing Panel shall be by majority. The Hearing Panel shall deliver written reasons for its decision to the Senate Vice-Chair (Student Affairs). The decision of the Hearing Panel shall be final and binding on the parties, with no further appeal.
 11. An audio recording of each oral hearing shall be made. The recording and all correspondence and documentary evidence relating to appeal proceedings shall be kept for a period of three calendar years from the date of the decision of the Hearing Panel, in accordance with the policy of the University Secretariat.

Suspension or Dismissal from a Program on the Grounds of Professional Unsuitability Faculty of Health Professions

The Faculty of Health Professions, acting through its Committees on Studies at the School/College and Faculty levels, and in consultation with the Directors and Dean, may suspend or terminate a student from a program if the student is judged to be unsuitable for the profession in which s/he is studying. Because of the nature of the study and practice of the various health professions, which places care givers in a position of special trust, certain impairments or some types of conduct unbecoming to a member of a health profession may be grounds for suspension or dismissal.

The following list includes examples of behaviors that might indicate unsuitability for the various health professions. The nature of these behaviors is such that, should any of them ever be repeated, grievous harm could be caused to clients.

This list should not be considered to be all inclusive:

1. a criminal act (e.g., assault, sexual assault, fraud, and drug trafficking) which according to established Faculty processes was determined to be of such a nature as to bring disrepute to the profession, or by which in the opinion of the Faculty, the student demonstrated poor judgment, lack of integrity or (other) unsuitability for the profession; or evidence that, on the balance of probability, the student had committed such an act;
2. being under the influence of alcohol or drugs while participating in client care, any other professional activity, or any activity related to the practice of the health profession;
3. in accordance with provisions of the Nova Scotia Human Rights Act, the occurrence of a health condition that impairs essential performance required for the health profession;

Appeals Procedures

1. An appeal shall be initiated by submitting a written Notice of Appeal to the Senate Vice-Chair (Student Affairs), or designate, containing:
 - a) the name, Banner identification number and mailing address of the Appellant,
 - b) a copy of the decision giving rise to the appeal,
 - c) a description of the matter under appeal,
 - d) the grounds for the appeal, and
 - e) the remedy sought by the Appellant.
2. An academic appeal alleging the refusal to make a decision at the Faculty level shall be submitted with reasonable promptness. All other appeals shall be submitted within 30 calendar days of the date that the decision under appeal was sent to the student. An extension of time to submit an appeal may be permitted by the Senate Vice-Chair (Academic Administration), or designate, if the Appellant establishes reasonable grounds for granting the extension.
3. The parties to an appeal are the student, as Appellant, and the Faculty, as Respondent. In an academic appeal, the Dean of the applicable Faculty shall designate one or more representatives to respond to the appeal. In a discipline appeal, the Academic Integrity Officer of the applicable Faculty, or designate, shall respond to the appeal.
4. Upon receiving notice of an academic appeal, the Senate Vice-Chair (Student Affairs) shall require a statement from the Dean of the applicable Faculty confirming that all appeal processes of the Faculty have been exhausted.
5. For each appeal, the Chair of the Committee shall constitute a Hearing Panel in a timely manner. The Hearing Panel shall consist of four faculty members and one student member of the Committee, and shall choose its own Chair. None of the faculty members of a Hearing Panel shall be a member of the Faculty from which the appeal originally emanates or belong to the department or

4. unethical behaviour as specified by the code of ethics/standard of practice of the health profession.

The student's situation will be considered with discretion throughout the investigation of the allegation of unsuitability and these deliberations shall determine whether suspension, dismissal or neither is recommended. The principles of natural justice and due process will be observed in all investigations.

Any member of the University community can bring to the attention of the Director behaviors that are deemed unsuitable. These behaviors will be investigated and allegations heard.

Appeals will follow the appeal procedure for academic matters within the Faculty of Health Professions notwithstanding that the criteria are different. At the University level, appeals will require formation of an *ad hoc* Senate Committee.

Where the rules of a faculty, such as Health Professions, expressly provide that suitability, fitness, or aptitude for the practice of the profession is a requirement for advancement or graduation, or both, and a Faculty determines that a student should be suspended or dismissed or otherwise should not advance or graduate because of unsuitability for the relevant profession, an appeal from the Faculty decision may be made to an ad-hoc appeal committee established by the Senate Steering Committee. The Ad-hoc Appeal Committee shall: (1) hear an appeal by a student from the decision of a Faculty regarding suitability, fitness or aptitude for the practice of the relevant profession when: a) the student has exhausted the approved appeal regulations and procedures of the relevant Faculty; and b) the student alleges that there were irregularities or unfairness in the application of the regulations in question. The Ad-hoc Appeal Committee shall not hear appeals: a) by students on a matter involving a requested exemption from the application of Faculty or University regulations or procedures; b) on substantive aspects of a finding of unsuitability.

Acceptable Use of Information Technology Resources

A. Purpose

The purpose of this policy is to outline appropriate use of Information Technology Resources owned, leased, controlled and/or operated by the University.

B. Application

This policy applies to all individuals who have been granted a NetID and/or Banner account by the University.

This policy does not replace other policies, procedures or guidelines concerning the use of specific IT Resources or data management but rather sets out a minimum standard of acceptable use.

C. Definitions

In this Policy,

"User Account" means a NetID and/or Banner account issued by the University;

"Information Technology Resources", or "IT Resources", means computing equipment, peripherals, facilities, networks or systems owned, leased, controlled or operated by the University, including those purchased through research funds;

"User" means an individual who has been issued a User Account.

D. Policy

1. Accounts

1.1 Authorized access to IT Resources requires a User Account. User Accounts are non-transferable.

1.2 Users are responsible for any and all uses of their User Account and are expected to take reasonable steps to ensure the security of their User Account.

2. Acceptable Use

2.1 Users shall use IT Resources for authorized purposes only.

2.2 No User shall use IT Resources for any disruptive or unauthorized purpose, or in a manner that violates any law, University regulations,

policies or procedures. Examples of unacceptable uses of IT Resources include, but are not limited to, the following:

2.2.1 using another person's User Account, or misrepresenting themselves as another User;

2.2.2 disclosing passwords or other access codes assigned to themselves or others;

2.2.3 interfering with the normal operation of IT Resources by, among other things, unauthorized network interception, network traffic, flooding the network with messages, sending chain letters or pyramid solicitations;

2.2.4 copying, removing or distributing proprietary software and/or data without authorization;

2.2.5 breaching terms and conditions of software licensing agreements;

2.2.6 accessing, displaying, transmitting, or otherwise making available information that is discriminatory, obscene, abusive, derogatory, harassing or otherwise objectionable in a university setting;

2.2.7 destroying, misplacing, misfiling, or rendering inoperable any stored information on a University administered computer or other information storage, processing or retrieval system;

2.2.8 unauthorized use of IT Resources for profit or commercial gain; and

2.2.9 attempting to or circumventing security facilities on any system or network.

3. Consequences of Unacceptable Use

3.1 If there is reason to suspect that a User has violated this policy, the Assistant Vice-President, Information Technology Services or the Information Security Manager may temporarily revoke or restrict User Account access privileges of any User, pending further investigation by the Information Security Manager

3.2 To aid in the investigation of a suspected violation of this policy, the Information Security Manager may examine a User's User Account information, including, but not limited to, emails, files, and any other material or data connected with the User Account, provided that s/he obtains the Assistant Vice-President Information Technology Services' prior written approval. If the User in issue works within the Information Technology Services Department, then approval must be obtained from the President

3.3 If the investigation concludes that a violation of this policy has occurred, the Assistant Vice-President Information Technology Services may restrict, suspend or revoke the User's access to any or all of the University's IT Resources, and may

3.3.1 in the case of students, initiate disciplinary proceedings under the Code of Student Conduct;

3.3.2 in the case of employees, refer the matter for consideration of discipline in accordance with applicable collective agreements or human resource policies, as appropriate.

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Bannerman, R. A., BSc, DDS (Dalhousie), MScD (Ind), MEd (Dalhousie),
Prosthodontics
Belliveau, M., BSc, DDS (Dalhousie), MSc, Cert Adv Ed.Endo (U Minn),
Endodontics
Bourque, P., BSc (Mt. A), DDS (Dalhousie), DipOrtho (Toronto), Orthodontics
Brygider, R. M., DDS (Man), Cert. Fixed & Rem. Pros. (Med US Carolina), Cert.
Max. Pros. (Roswell Park), Prosthodontics
Cameron, C., MDent, Dip Perio (Univ Man), DDS, BSc (Dalhousie), Periodontics
Christie, J. S., DDS (Dalhousie), FICD, Prosthodontics/Comprehensive Care
Cox, J., BA (NB), DDS (Dalhousie), Endodontics/Comprehensive Care
Dean, A., DDS (Dalhousie), Comprehensive Care
Doucet, J. C., DES (Notre-Dame), DEC (Jean-de-Brebeuf), DMD (U of
Montreal), MD, MSc (Dalhousie), Periodontics
Doyle, M. G., BSc (St. FX), DDS (Dalhousie), Cert in Pros (Indiana),
Prosthodontics
Doyle, T., BSc (St. FX), MSc (Toronto), DDS (Dalhousie), Paediatric Dentistry
Dymont, H., BSc (Queen's), DDS (Toronto), Dip. Paediatric Dentistry
Emanuele A., DDS (Dalhousie), DipOrtho (Penn), Orthodontics
Erickson, L. P., BSc, DDS (Dalhousie), M.C.I.D. (Western), Orthodontics
Garland, H. W., BSc (SMU), DDS (Dalhousie), GDR (Fort Knox),
Prosthodontics/Endodontics
Ghiabi E., BA (Haverford), DMD, MMSc, Perio Diploma (Harvard), Periodontics
Goldberg, A., DDS (Dalhousie), MSc (St. Louis Univ), Orthodontics
Hatheway, R., BSc (UNB), DDS (Dalhousie), Dip Ortho (U of Toronto),
Orthodontics
Johnson, D., BSc, DDS (Dalhousie), MSc Ortho (U of Alberta), Orthodontics
Kraglund, F., BSc (UNB), DDS (Dalhousie), MSc (Univ Tor), Comprehensive
Care
Lacroix, J. P., DMD (U Manitoba), Cert Perio (Dalhousie), Periodontics
Lee, C., BSc, MSc Pharm (U Ottawa), DDS (Dalhousie), GPR (UBC),
Comprehensive Care
Logue, T., BSc (Acadia), DDS, Cert Perio (Dalhousie), Periodontics
MacLellan, J., DDS (Dalhousie), MSc Pediatric Dentistry
MacIntosh, D., DDS (Dalhousie), Prosthodontics
Matheson, S., BSc, DipDH, DDS (Dalhousie), MSc (UBC), Periodontics
Michaud, P., DMD, MSc (U of Montreal), Prosthodontics
Mirbod, S., BEng, MEng. (Toronto), DDS (U W Tor), M. Dent Perio (U Man),
Periodontics
Raftus, R., DDS (Dalhousie), Prosthodontics
Ramier, W., BSc (UNB), DDS (Dalhousie), Comprehensive Care
Richardson, S., BSc (UPEI), DDS, MSc (Dalhousie), Prosthodontics
Roth, S., BSc (Hons), DDS (U W Ont), Masters Orthodontics (U Alberta),
Orthodontics
Saunders, S., BSc, DDS (Dalhousie), MSc (U Alberta), Periodontics
Seth, S., BSc, DDS (Dalhousie), Comprehensive Care
Soloman, G., DDS, DipOrtho (U of Toronto), Orthodontics
Usher, G., BSc, DDS (Dalhousie), MRCD(c) (Portland Oregon), Endodontics
Vallee, M., BSc (Mt. A), DDS (Dalhousie), MSc Prosth (U Minn), Prosthodontics
West, D., BSc (Mt. A), DDS (Dalhousie), Prosthodontics/Comprehensive Care
Wilson, M., DDS (Dalhousie), Cert. Perio Periodontics
Wright, T., BSc Hon (Guelph), Dip Perio (Toronto), MSc Anatomy (Queen's),
DMD (U Man), Periodontics
Yilheikkila, P., MSc, Cert. Prosth (U of NC), DDS, (Dalhousie), Prosthodontics
Zwicker, G., BSc (Acadia), DDS (Dalhousie), Prosthodontics/Comprehensive
Care

Instructors

Ackles, T., BSc, DDS (Dalhousie), Comprehensive Care
Archer, D., DDS (Dalhousie), BSc Biol (Acadia), Comprehensive Care
Blanchard, K., DDS (Dalhousie), Periodontics
Bouchard, G., DipDH (Dalhousie), Periodontics
Boyle, T., DDS (Dalhousie), Prosthodontics/Comprehensive Care
Brown, M., BSc (Mt. A), DDS (Dalhousie), Fixed Prosthodontics
Carter, D., BA, BSc, DDS (Dalhousie), Comprehensive Care
Chafe, R., BSc (St. FX), DDS (Dalhousie), Endodontics

Cochrane, L., BSc, DDS (Dalhousie), Periodontics/Comprehensive Care
Creaser, B., BSc, DDS (Dalhousie), Prosthodontics/Coprehensive Care
Daneshvar, S., DDS (Shahid Beheshty Univ), Periodontics
Doyle, I., BA, BEd (St. FX), DDS (Dalhousie), Comprehensive Care
El-Darahali, A., BSc (Hon), DDS (Dalhousie), Comprehensive Care
Friis, B., Dental Technician, (NSCC), TESL (St. Mary's), Prosthodontics
Hadad, S., BSc, DDS (Dalhousie), Comprehensive Care
Haidar, N., BSc, DipDH (Dalhousie), Comprehensive Care
Halford, P., DDS (Dalhousie), BEd (U of Fredericton), BSc (UNB), Periodontics
Hogan, T., BSc (UPEI), DDS (Dalhousie), Comprehensive Care
Hunter, S., DDS (Dalhousie) Endodontics
Jones, G., DDS (McGill), Comprehensive Care
Kapadia, R., BSc (UNB), DDS (Dalhousie), MSc (Univ Tor), Comprehensive
Care
Knetchel, M., BA, DDS (UW), Comprehensive Care
Logan, E., BSc (Dalhousie), MSc, DMD (McGill), Comprehensive Care
Lozowski, U., DDS, BSc (Dalhousie), Removable Prosthodontics
MacAdam, D., BSc (St. FX), DDS (Dalhousie), Prosthodontics
MacDonald, K., BSc (Acadia), DDS (Dalhousie), MSc (U of Toronto),
Periodontics
MacGregor, R., BSc (Acadia), DDS (Dalhousie), Endodontics
MacLean, S., BSc (Acadia), DDS (Dalhousie) Prosthodontics
McDermott, C., BSc (UNB), DDS (Dalhousie), Prosthodontics/Comprehensive
Care
McEvoy, M., BSc, DDS (Alberta), Comprehensive Care
McLeod, B., DDS, Comprehensive Care
Mintern, C., BSc, DDS (Dalhousie), Comprehensive Care
Murty, S., BSc (St. Mary's), DDS (Dalhousie), Periodontics
Nason, A., BSc (UNB), DDS (Dalhousie), Paediatric Dentistry
Nette, A., DDS (Dalhousie), Comprehensive Care
Patel, A., BSc, DDS (U of Toronto), MSc Perio (Dalhousie), Periodontics
Power, G., BSc (St. FX), DDS (U of Toronto), Comprehensive Care
Pruthi, A., Cert Perio. (Dalhousie), DDS, BSc (U Man), Periodontics
Purdy, D., Dip DH, BSc (Dalhousie), Periodontics
Rinehart, B., BSc (U of New Brunswick), DDS, Perio Cert (Dalhousie), Ortho
Cert (U of Pennsylvania), Periodontics
Roth, R., BSc (Hon Physiology), DDS (U West Ontario), Comprehensive Care
Safarpourasidaran, M., DDS (Shahid Beheshti U, Iran), DDS (Dalhousie),
Endodontics
Sherman, C., BSc (St. FX), DDS (Dalhousie), Comprehensive Care
Sim, E., BSc (King's), DDS (Dalhousie), MSc (U of Manitoba), Periodontics
Spencer, A., DDS (Dalhousie), Comprehensive Care
Tompkins, F., BSc (St. Mary's), DDS (Dalhousie), Periodontics/Comprehensive
Care
Trevise, L., BSc, BEd, DDS (Dalhousie), Prosthodontics

I. Introduction

Faculty of Dentistry at Dalhousie University has been providing an outstanding education for our students for 100 years. Our tradition is excellence and our nationally and internationally recognized faculty members educate dental professionals that we are proud to welcome as our colleagues after graduation.

The curriculum integrates biological, medical, and dental sciences, with a strong emphasis on clinical patient treatment activities beginning in the first year. Students will treat dental patients in the Faculty's dental hospital, as well as in local hospitals and Faculty-operated community clinics. Basic science courses of the Dentistry programs are offered by Departments of the Medical Faculty. These arrangements enable students to obtain extensive and varied clinical instruction and experience. The Faculty of Dentistry was founded in 1908 and is home to one of Canada's largest and most modern community dental clinics.

The Faculty of Dentistry offers a four year DDS program, two-year program leading to a Diploma in Dental Hygiene, a two-year DDS Qualifying Program for graduates of non-accredited dental programs to gain a DDS degree, a one-year degree completion program leading to a Bachelor of Dental Hygiene for graduates of an accredited diploma in Dental Hygiene program and a Paediatric Dental General Practice Residency program. A six-year combined graduate program leading to the Degrees of MD/MSc in Oral Maxillofacial Surgery, a three-year Master of Applied Science, Biomedical Engineering, Diploma in Prosthodontics Program, a three-year MSc in Prosthodontics program (this program is not offered in 2011-2012) and a three year Masters in Periodontics program are offered through the Faculty of Graduate Studies.

The Faculty also has an office for Continuing Education which arranges short courses primarily for dentists and dental hygienists. Alumni are a vital part of the Faculty through the office of Alumni Affairs.

II. Doctor of Dental Surgery Program

A. Admission

1. Minimum Academic Requirements

While enrolled in a regular bachelor's degree program whose sole entrance requirement is Nova Scotia grade 12 or its equivalent, completion of the following by the end of the Spring Session of the year of expected entry to the Faculty of Dentistry is required: a minimum of 10 full-year academic courses* including the following university courses: Introductory Biology (at least six credit hours with lab); Introductory Chemistry (at least six credit hours with lab); Introductory Physics (at least six credit hours with lab); Organic Chemistry (at least six credit hours with lab); Vertebrate Physiology; Introductory Microbiology; Introductory Biochemistry; Writing course (at least six credit hours); Humanities and/or Social Science (at least 12 credit hours). A bio-organic chemistry course approved by the Admissions Committee may be substituted for six credit hours of Organic Chemistry. A listing of some approved courses to fulfill admission requirements can be found on the Faculty of Dentistry website: www.dentistry.dal.ca. Courses must have been completed within a reasonable time period prior to admission. Credit will be given for correspondence or distance education courses that are offered by a university as credit courses. Such courses must have their content, sequence, format and testing well defined. Applicants who have demonstrated strong academic standing in a full course load of five courses each semester in a degree program, in an in-course university setting will generally be considered to be the most competitive applicants.

*a combination of two one-term academic courses in the same discipline is considered equivalent to one full-year academic courses.

The Faculty of Dentistry considers it desirable that all students intending to proceed to the study of dentistry should acquire a broad academic background and attain facility in the use of written and spoken English. Therefore, while minimum entrance requirements are established, students are encouraged to proceed to a Bachelor's degree before seeking admission to the Faculty of Dentistry, particularly if there is any intention or likelihood of proceeding to graduate programs in dentistry or associated sciences. This statement is not to be interpreted to mean that any penalty will be imposed upon those who do not have more than the stated minimum requirements and truly outstanding candidates may be admitted after completion of the minimum entrance requirements.

Prior to or after making application to the first year of the DDS program, applicants are strongly encouraged to spend time in the office of a dentist to learn about the dental profession.

Because of the difficulty in comparing marks and grades from the various universities from which dentistry students are drawn, it is not possible to state a minimum standard that ensures serious consideration for admission. Completion of advanced level courses with grades which are better than average is an indication of ability to succeed academically as a dentistry student. An academic record which shows failed or repeated courses, courses passed with low grades or supplementary examinations, particularly in the two years prior to anticipated entry to dental school, makes the prospect of admission unlikely.

Applicants with the best academic record have the greatest chance of admission. Nonetheless, the Admissions Committee can and does make significant use of non-academic factors in deciding which applicants are admitted (e.g. Dental Aptitude Test, interviews, references).

For the information of potential applicants, the following is provided showing the characteristics of the applicants and entering class of 2013/2014.

Number of applicants: 395

Number enrolled: 38 (18 males, 20 females)

Age of Students: Range: 21 - 32, Mean 24

Residence: Atlantic Provinces - 28; Other Canadian Provinces - 3; International - 7; Mean DAT, reading comprehension - 21.5; Mean DAT, PAT - 20; Mean DAT, science average - 20; Mean University final two year - 3.7; Mean University higher sciences average - 3.7.

2. Affirmative Action Policy

The Faculty of Dentistry is committed to increasing the number of qualified dentists who belong to African Nova Scotian or aboriginal peoples of the Atlantic region. Applicants from these groups who have completed the entrance requirements by May 1 of the year of expected entry, have achieved a A- grade in the academic factors considered by the Admissions Committee, and a passing score on other admissions criteria considered by the Admissions Committee, will be admitted to the DDS program.

B. Application Procedure

The Faculty of Dentistry application form must be submitted to the Office of the Registrar by December 1. Applications from all students, including those who have attended Dalhousie or King's must be accompanied by a \$70 application fee, which is not refundable and is not applicable to tuition fees. A new application form must be submitted in each year in which application is made. Applications must be submitted through the Dalhousie on-line application process, at www.dalonline.dal.ca or www.dentistry.dal.ca. Dentistry applicants must download, print and submit supplemental application documents.

International applicants may apply through the American Association of Dental Schools Application Services (AADSAS) and such applications must be submitted by September 1st.

Applications must be complete before they will be considered by the Admissions Committee. Applications submitted by the deadline may be completed at any time up to May 1, however, applicants are encouraged to submit supporting documents by February 1. Applications completed after February 1 are considered when completed if unfilled places remain in the entering class. The following documentation must be submitted in support of the application:

1. Faculty of Dentistry application form and application fee.
2. Applicants must submit results from an approved Dental Aptitude Testing Program. Canadian citizens must complete the Canadian Dental Aptitude Test unless they are not living in Canada. The manual dexterity (carving) component of the Dental Aptitude Test is not considered by the Admission Committee. Applicants must complete the Dental Aptitude Test no later than February to be considered for admission to the following September. Information regarding the Canadian Dental Aptitude Testing Program may be obtained from the Office of the Registrar, from the Faculty of Dentistry, or by writing to the Administrator, Dental Aptitude Test Program, Canadian Dental Association, 1815 Alta Vista Drive, Ottawa, Ontario K1G 3Y6. You can also register online by accessing the Canadian Dental Association web page - <http://www.cda-adc.ca/dt>. Information about the American Dental Aptitude Test can be obtained from <http://www.ada.org/>
3. Official transcripts in support of the applicant's academic record must be forwarded to the Faculty of Dentistry by the institution or institutions at which the applicant completed his/her pre-professional studies. If the applicant is still engaged in university studies, applicants must submit an interim transcript and a final transcript must be forwarded on completion of these credits. Dalhousie University regards an applicant's failure to disclose all his/her previous academic experiences to be an academic offence which could lead to subsequent dismissal from the University. Applicants must ensure that all successful or unsuccessful university attendance is indicated on the application form.
4. A supplemental information form (forms available for download at http://www.dal.ca/admissions/apply/applying_to_law_medicine_or_dentistry.html) providing information on employment, awards and volunteer activities, must be submitted directly to the Faculty of Dentistry.
5. Competitive applicants will be required to attend an admissions interview.

Applicants invited for an interview will be asked to submit three completed confidential evaluation forms (available for download at http://www.dal.ca/admissions/apply/applying_to_law_medicine_or_dentistry.html) in regard to the applicant's character, forwarded directly to the Faculty of Dentistry, Dalhousie University Admissions Office, 5981 University Ave, PO Box 15000, Halifax, NS B3H 4R2. One of these forms must be from a university faculty member who has taught the applicant recently or from a recent employer if the applicant is employed. The remaining forms should be from someone (not a relative) known to the applicant. Confidential evaluations must be received no later than May 30.

An application will not be considered if the applicant has been required to withdraw from studies at any other university dental or medical program at the request of the Faculty of that Institution, unless the application is supported by a recommendation from the Dean of that program.

Transfer students are not normally admitted to the DDS program. All such applications must be accompanied by a recommendation from the Dean of the program. All transfer applicants must meet the admission requirements for the DDS program.

On notice of acceptance to the Faculty of Dentistry, applicants must deposit with the Registrar a tuition deposit before a specified date. This amount is credited toward tuition fees if the student registers, but is not refundable if the student withdraws.

The nature of the programs in the Faculty of Dentistry involve students interacting with patients in a health care environment, and places students in a position of special trust with patients. Therefore, certain Faculty regulations must be adhered to by all students, including but not limited to: requirements for TB testing, immunization and CPR, criminal records and child abuse registry checks, clinic attire and clinical asepsis protocols. All requirements are outlined in the student Clinical Policy and Academic Policy manuals, provided to students at the beginning of each academic year.

Immunization and CPR Requirements:

Acceptance into the Faculty of Dentistry clinical programs is normally conditional upon receipt of evidence of complete immunization as follows: Tetanus, Diphtheria, Pertussis, Polio, Measles, (Rubeola), Mumps, Rubella, Hepatitis B (including post-immunization antibody titres), Varicella and completed 2-step Mantoux tests. Applicants are required to complete the Infectious Diseases and Dalhousie University, Faculty of Dentistry Immunization/CPR record as a condition of acceptance to the program. If Post-HB vaccination antibody test results have not been completed at the time of acceptance, at a minimum, the applicant must provide blood test results for the Hepatitis B Surface Antigen for acceptance into the program.

Applicants whose immunization results indicate that they are HBeAg positive or who have a viral load $>10^3$ genome equivalents/ml will not be accepted into any clinical programs. Dalhousie University will reassess eligibility for admission should the applicant's status change.

Students who do not acquire immunity from the HB vaccination series or who refuse the HB vaccine are susceptible to acquiring hepatitis B. Applicants in this category will be denied admission based on this criteria. However, after admission, any student becoming HBeAg positive or whose viral load exceeds 10^3 genome equivalents/ml during the course of their studies will be removed from patient care activities. Such modification of the clinical program may prevent a student from meeting graduation requirements.

Students who become HBeAg positive and whose viral load is greater than 10^3 genome equivalents/mL, have an ethical obligation to report their status to the Ad-hoc Committee on Bloodborne Pathogens (contact Ms. MacDonald at the College of Physicians and Surgeons of Nova Scotia at 421-2209) or to the Infection Control Coordinator, Assistant Dean Clinics, Assistant Dean of Student Affairs or Assistant Dean, Academic of the Faculty of Dentistry.

The cost of all immunizations and blood tests are the responsibility of the student/applicant.

Annual influenza immunization is required for all students during each year of study.

Students accepted to the program must have a current Level C CPR/AED (automated external defibrillator) course

A full explanation of the Faculty of Dentistry policy related to immunizations may be found on the Faculty of Dentistry website: <http://www.dentistry.dal.ca>

The admissions procedures may be amended without notice by the Faculty of Dentistry.

Criminal Records Check and Other Screening Documentation

The Faculty of Dentistry, Dalhousie University does not require a Criminal Records Check or other screening procedure (e.g. Child Abuse Registry Check, Vulnerable Sector Screen) as a condition of admission into its programs. However, students should be aware that such record checks or other screening procedures may be required by facilities (schools, community clinics, armed forces, etc) outside the University used for clinical placements, or experiences related to an academic course assignment, which, in some instances, may be a requirement for graduation. It is the student's responsibility to have such procedures completed; and the cost of the documentation completion is the responsibility of the student.

Such facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure. If the student is unable to complete a clinical requirement due to a failure to meet the record check or screening requirements of the facility; or, if the student is refused access to the facility on the basis of the information provided, such a student may fail the course, and as a result, in some instances, may not be eligible for progression or graduation.

Note that facility requirements may change from time to time and are beyond the control of the University.

Details on the requirements for such documentation and the deadlines for submission of documentation in a timely manner are provided to students by the Faculty of Dentistry after registration in the program.

Students should also be aware that some professional regulatory bodies may require a satisfactory records check/**screening procedure** as a condition of professional licensure.

C. Place of Residence of Students

The number of students admitted in any one year is limited by the availability of physical facilities.

Preference is given to residents of the Atlantic Provinces but applications from well qualified applicants from other provinces and countries may be considered. To qualify as a permanent resident of any province, an applicant must meet the following criteria:

- i. his/her parent(s), guardian, or spouse must reside in that province on a permanent basis; or
- ii. if the applicant is independent of his/her parent(s) or guardian, he/she must have lived and worked on a full-time basis in that province (not attending school on a full-time basis) for a minimum of one full year at the time of the application deadline (December 1); or
- iii. an applicant whose parent(s), guardian, or spouse do not meet the residency requirements as a direct result of a recent employment transfer, either into or out of a particular province would be given the choice (either the province of immediate former or future residency) of his/her province of residence.

D. Assessment of Applicants with an International Educational Background

The Faculty of Dentistry will consider applications to the Doctor of Dental Surgery degree program from individuals who have received their former education outside the Canadian educational system. Such applicants will be assessed on an individual basis and may be required to fulfil specific criteria, such as, but not confined to those outlined below.

1. If the applicant's first language is not English, he/she must complete an English language proficiency test such as the TOEFL (Test of English as a Foreign Language) with a minimum score of 580 or computer-based score of 237; or IBT of 90 (students must achieve 4.0 on the essay or TOEFL writing test); or IELTS score of 6.5; or MELAB score of 81; or CAEL score of 70; or Can Test score of 4.5.
2. Complete an approved Dental Aptitude Test.
3. Original supporting documents from previously completed education must be provided, including course descriptions, and explanation of the grading system used, and course standings.
4. Completion of the prerequisite university study in North America.

III. DDS Qualifying Program

This program facilitates Dental Graduates of non-accredited programs in gaining a DDS degree by successfully completing a two-year program.

The Faculty of Dentistry accepts up to 10 students into the DDS Qualifying Program each year.

Applicants must be Canadian citizens or permanent residents of Canada.

Application Procedure

Application forms, accompanied by a \$70 application fee, must be submitted to the Office of the Registrar, Dalhousie University by September 1. Applications must be submitted through the Dalhousie on-line application process, at

www.dalonline.dal.ca. The following documentation must be submitted by October 1 at the latest in support of an application

1. Dental graduation certificate or equivalent.
2. University transcript (or equivalent) and calendar course descriptions, indicating the courses completed for the dental degree referred to in No. 1.
3. Demonstrated proficiency in English, e.g. an acceptable score in English tests such as TOEFL - 580 or computer-based 237; or iBT of 90 (student must achieve 4.0 on the essay or TOEFL writing test); IELTS - 6.5; MELAB - 81; CAEL - 70; CanTest - 4.5.
4. Results of National Dental Examining Board Assessment of Fundamental Knowledge examination. This examination is administered by the National Dental Examining Board of Canada. Information about the examination, application deadlines and registration procedures for the examination are available from the National Dental Examining Board of Canada: at www.ndeb.ca 613-236-5912
5. Resume (form available for at http://www.dal.ca/admissions/apply/applying_to_law_medicine_or_dentistry.html).

Competitive applicants will be required to complete an admissions interview and further evaluations at the Faculty of Dentistry. Inquiries regarding the DDS Qualifying Program at Dalhousie University should be directed to the Office of the Dean, telephone number (902) 494-1400.

Accepted students will be required to submit a tuition deposit before a specified deadline. This amount is credited toward tuition fees if the student registers, but is not refundable if he/she withdraws.

Immunization and CPR Requirements:

Acceptance into the Faculty of Dentistry clinical programs is normally conditional upon receipt of evidence of complete immunization as follows: Tetanus, Diphtheria, Pertussis, Polio, Measles, (Rubeola), Mumps, Rubella, Hepatitis B (including post-immunization antibody titres), Varicella and completed 2-step Mantoux tests. Applicants are required to complete the Infectious Diseases and Dalhousie University, Faculty of Dentistry Immunization/CPR record as a condition of acceptance to the program. If Post-HB vaccination antibody test results have not been completed at the time of acceptance, at a minimum, the applicant must provide blood test results for the Hepatitis B Surface Antigen for acceptance into the program.

Applicants whose immunization results indicate that they are HBeAg positive or who have a viral load $>10^3$ genome equivalents/ml will not be accepted into any clinical programs. Dalhousie University will reassess eligibility for admission should the applicant's status change.

Students who do not acquire immunity from the HB vaccination series or who refuse the HB vaccine are susceptible to acquiring hepatitis B. Applicants in this category will be denied admission based on this criteria. However, after admission, any student becoming HBeAg positive or whose viral load exceeds 10^3 genome equivalents/ml during the course of their studies will be removed from patient care activities. Such modification of the clinical program may prevent a student from meeting graduation requirements.

Students who become HBeAg positive and whose viral load is greater than 10^3 genome equivalents/mL, have an ethical obligation to report their status to the Ad-hoc Committee on Bloodborne Pathogens (contact Ms. MacDonald at the College of Physicians and Surgeons of Nova Scotia at 421-2209) or to the Infection Control Coordinator, Assistant Dean Clinics, Assistant Dean of Student Affairs or Assistant Dean, Academic of the Faculty of Dentistry.

The cost of all immunizations and blood tests are the responsibility of the student/applicant.

Annual influenza immunization is required for all students during each year of study.

Students accepted to the program must have a current Level C CPR/AED (automated external defibrillator) course.

A full explanation of the Faculty of Dentistry policy related to immunizations may be found on the Faculty of Dentistry website: (<http://www.dentistry.dal.ca>).

The admissions procedures may be amended without notice by the Faculty of Dentistry.

Criminal Records Check and Other Screening Documentation

The Faculty of Dentistry, Dalhousie University does not require a Criminal Records Check or other screening procedure (e.g. Child Abuse Registry Check, Vulnerable Sector Screen) as a condition of admission into its programs. However, Students should be aware that such record checks or other screening procedures may be required by facilities (schools, community clinics, armed forces, etc) outside the University used for clinical placements, or experiences related to an academic course assignment, which, in some instances, may be a requirement for graduation. It is the student's responsibility to have such procedures completed; and the cost of the documentation completion is the responsibility of the student.

Such facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure. If the student is unable to complete a clinical requirement due to a failure to meet the record check or screening requirements of the facility; or, if the student is refused access to the facility on the basis of the information provided, such a student may fail the course, and as a result, in some instances, may not be eligible for progression or graduation.

Note that facility requirements may change from time to time and are beyond the control of the University.

Details on the requirements for such documentation and the deadlines for submission of documentation in a timely manner are provided to students by the Faculty of Dentistry after registration in the program.

Students should also be aware that some professional regulatory bodies may require a satisfactory records check/screening procedure as a condition of professional licensure.

IV. Academic Regulations

The following section describes academic regulations within the Faculty of Dentistry. It is to be distinctly understood that the regulations regarding courses of study, examinations, fees, etc., contained in this calendar are intended for the current year only, and that the University does not hold itself bound to adhere absolutely to the curriculum and conditions laid down. More detailed information is provided to each student at the beginning of the academic year in the Academic Policy Manual and the Clinic Policy Manual. These Policy Manuals contain information for students and faculty members on the following areas: Evaluation of Students, Grade Procedures, Remedial Opportunities, Supplemental Examinations, Promotion and Graduation, Examination Regulations, Appeal Procedures, Course Waivers, Absences, Senate Discipline, Student Course Evaluation and Clinic Protocol and Procedures.

A. Academic Year - DDS Program

The Doctor of Dental Surgery degree program extends over four years. The academic year for years one and two commence in late August and continue until the latter part of May. The academic year for year three commences in late August and continues to mid-July. The academic year for the fourth-year begins in late August and terminates in late April. Late registration will be permitted only under very exceptional circumstances, if approved by the Dean. Total length of the program is currently 147 weeks in actual attendance: two 35-week sessions of two terms each, and one 44 week session of three terms each and one 33 week session of two terms each.

B. Academic Year - DDS Qualifying Program

The DDS Qualifying degree program extends over two years. The academic year for year one commences in late March, early April and continues to mid-July of the following year. The academic year for year two commences in late August and terminates in late April. Late registration will be permitted only under very exceptional circumstances, if approved by the Dean. Total length of the program is currently 94 weeks in actual attendance: one 57 week session of four terms in the first year and one 37 week session of three terms in second year.

C. Course Outlines and Program Changes

Before the beginning of term, each Course Director must provide a copy of the course outline, including evaluation methods, according to University and Faculty

format with any individual additions, to the Office of the Associate Dean for Academic Affairs. Students must be provided with a course outline by the instructor at the first meeting of the course.

Program changes as to content, requirements, etc., may be necessary and may not be reflected in a given edition of the Calendar. Such changes will be included in the course outline provided to students at the first meeting of the course. Instructors may make changes to course outlines at any time. However, if these changes affect any of the following areas, at least two-thirds of enrolled students must approve the changes in order for them to be valid: (a) evaluation; (b) weight of individual evaluation components; (c) examination requirements with a value of 10% or greater.

D. Course Waiver Policy

Course waivers may be granted for courses in the DDS program only in exceptional circumstances. Requests for such waivers must be directed to the Assistant Dean for Academic Affairs, and must be accompanied by university transcripts, course descriptions, and course outlines. Students must attend all courses and complete all course requirements until notified by the Associate Dean (Academic) that a course waiver has been granted.

Students in the DDS program who are granted a course waiver shall, for the purpose of establishing (1) course rank; (2) grade point average; and (3) prizes and awards, have their final grades computed using only the required courses being taken.

Policies and procedures regarding application for and awarding of course waivers are outlined in the Academic Policy Manual.

E. Review of Students

Student academic and professional progress is reviewed at least twice each term by the appropriate Academic Standards Course Committee (membership - Course Directors of the respective year of the program), and each student is provided with his/her Achievement Classification (I to VI as described in the Academic Policy Manual). Appropriate remedial actions will be initiated for students with Classifications II to VI. Students with Classifications IV to VI may be placed on probation.

F. Guidelines for Student Probation

1. A student may be placed on probation for academic or professional reasons, described in classifications IV, V, VI in the Academic Policy Manual.
2. Probation shall usually occur when there are multiple concerns in one or both of the above parameters.
3. Probation shall only be implemented following a thorough review of a student's progress by the appropriate Academic Standards Class Committee.
4. Student(s) on probation must be reviewed regularly at the meeting of the appropriate Academic Standards Class Committee.
5. A student who has fulfilled all of the conditions of probation, in the opinion of the Class Committee, shall be removed from probation and permitted to proceed in the appropriate course as recommended by the Class Committee.
6. A student may not be eligible to sit final examinations and may not be promoted or graduated while on probation.
7. A student who has not met the conditions of probation shall be required to (a) enroll in a supplementary educational program; or (b) repeat an academic year; or (c) withdraw from the Faculty.

G. Academic Accommodation for Students with Learning Disabilities

See University Regulations, page 12.

Dalhousie University is committed to providing equal educational opportunity and full participation for students with learning disabilities.

Students wishing to discuss accommodation for disabilities should contact the office of Student Accessibility and Accommodation before courses commence.

H. Examination and Course Grades

1. Admission to Examinations

In order to qualify for admission to examinations, candidates must attend the prescribed courses of the curriculum regularly and punctually. Students are expected to attend all lectures, seminars, preclinical and clinical sessions. A

student may not be eligible to sit final examinations while on probation. The Examination Regulations of the University are followed, as well as specific Faculty of Dentistry regulations which are provided to students in the Academic Policy manual.

2. Promotion and Graduation

A student will not normally be promoted or graduated unless a passing grade in all subjects and an overall grade point average of 2.0 has been achieved.

A student who has achieved an overall grade point average of at least 2.0 and received one or two failing grade(s) may be offered the privilege of supplemental examination(s) or offered the privilege to repeat the year. Successful passing of the supplemental examination(s) prior to commencement of the academic year will permit promotion. Failure to pass the supplemental examinations may result in the student being offered the privilege of repeating the year. A student who has achieved a GPA lower than 2.0 and/or who has received more than 2 failing grades may be offered the privilege to repeat the year or may be required to withdraw from the program.

As an academic requirement, students are assessed in each year on their aptitude and fitness for the profession of Dentistry as described in course outlines and the Academic Policy Manual. A student who, in the judgment of the Faculty, fails to attain satisfactory standard on this assessment may be dismissed from the Faculty.

Students must prepare exercises, reports, etc., as may be prescribed, and in courses involving laboratory or practical work they must complete such work satisfactorily before any credit for that course can be given. If Faculty deems it advisable, giving consideration to the students' overall performance in the program and the constraints of available time and resources, students may be given the opportunity to clear any deficiencies by means of remedial programs.

Students who, in the judgment of the Faculty, are deficient for any reason in their clinical practice may be required by Faculty to return for a special clinical session or to repeat the year. The satisfactory completion of this entire clinical session is required in order to allow students either to continue in their regular course or to graduate at a subsequent Convocation.

Final year students are responsible for the completion of patient care and/or the approved transfer of their assigned patients before they are awarded the DDS Degree.

3. Graduation with Distinction

Graduation with Distinction may be awarded to graduating Dentistry students whose cumulative grade point average is at least 3.60, who in the opinion of faculty, merit the award.

4. Course Grades

Upon completion of a course, a student is awarded a grade of A+, A, A-, B+, B, B-, C, F, or INCOMPLETE, or for designated courses, a grade of PASS or FAIL.

In this system; A+ is the highest and C is the lowest passing grade; an INC grade allows an otherwise qualified candidate to fulfil the course requirements within a specified time in a program determined by Faculty; an F is a failing grade which may allow an otherwise qualified candidate supplemental examination privileges, or may disqualify the student from further evaluation without repeating the course and/or the entire academic year.

Course directors are responsible for defining the requirements for grades.

5. Grade Point Equivalents and Averages

The numerical percentage score-letter grade equivalency scale for all courses in the Faculty of Dentistry is as follows:

In this scale 65% is the minimum passing numerical score. GPA equivalencies for final letter grades are consistent with the Dalhousie University GPA equivalency scale.

Numerical Score	Letter Grade	Grade Point Equivalent
95-100	A+	4.30
90-94	A	4.00
85-89	A-	3.70
80-84	B+	3.30
75-79	B	3.00
70-74	B-	2.70
65-69	C	2.00
N/A	INC	0.00
0-64	F	0.00
N/A	P (pass for credit)	Neutral
N/A	W (withdraw)	Neutral
Pending	Neutral	

INC - Incomplete: Students are expected to complete all course work which is required to achieve a passing grade by the prescribed deadlines. Only in special circumstances and with appropriate Academic Standards Class Committee concurrence, or that of the Associate Dean for Academic Affairs acting for the ASCC, may an instructor extend such deadlines. Incomplete work in a course must be completed by a time assigned by the relevant Academic Standards Class Committee and approved by Faculty. An INC will be converted to the earned grade if completed by the deadline. Otherwise, the course grade point value will be calculated as a 0.0 on the student's grade point average, and the INC grade will normally be converted to a failing grade, unless the student is given permission by Faculty to withdraw from the course. Students cannot be promoted with INC grades.

W - Withdrew: A grade of W is recorded for courses in which a student withdrew with Faculty approval. No grade point value is recorded. It should be noted that all courses for a given year must be successfully completed before a student is promoted or graduated.

6. Calculation of Average

Each course, except courses with final grades of PASS or FAIL, is assigned a course weight based on its length and the mix of lecture, laboratory or clinical components. An individual student's point equivalent for each course is multiplied by the course weight. The student's yearly grade point average is calculated by dividing the sum of the weighted grade point equivalents earned for all the separately numbered courses for the academic program year and the sum of the course weights for all courses.

A cumulative grade point average is calculated by adding the total weighted grade point equivalents earned and dividing by the sum of the course weights for all courses taken. The cumulative GPA is used for the awarding of certain prizes, awards and scholarships.

7. Supplemental Examinations

A candidate who has received failing grades in not more than two subjects of any year, and who has attained the required overall grade point average of 2.0, may be offered the privilege of taking supplemental examinations in such subjects, provided he or she is qualified in attendance and course work for admission to examination.

Supplemental examinations are normally written after July 15 and before August 10, and are written at Dalhousie, unless approval is obtained to do otherwise.

Application for admission to a supplemental examination must be made on or before July 15th. Application forms may be obtained from the Dean of Dentistry's Office and must be accompanied by a supplemental examination fee.

On passing a supplemental examination or evaluation a notation is made on the transcript that the course is passed by supplemental activity, and no grade point value is assigned. If the student fails the supplemental examination or activity, a grade of F will be recorded for that course. Failing grades must be replaced by passing grades before a student is promoted to the next year of the program. Failure of supplemental examination(s) may result in the student being offered the privilege of repeating the year.

8. Illness or Absence

Students are required to attend all assigned courses and clinics. Penalties for not attending clinics are outlined in the clinic course outlines.

It is the student's responsibility to immediately inform the Office of the Dean and, when clinical activities are involved, any scheduled patients, of any absence due to illness, injury, or other cause. A medical certificate will be required before a test/examination is re-scheduled or a clinic penalty/suspension is removed. In the case of a serious personal problem, the student will be required to submit to the Associate Dean for Academic Affairs, a confidential written statement documenting the reasons for absence. Re-scheduled examinations will not be granted without written approval of the Assistant Dean.

Failure to report to courses or clinic or to report an absence due to injury or illness as required may result in suspension of clinic privileges and may limit a student's right to appeal an unsatisfactory course grade or the failure of an academic year. Written policies describing the responsibilities of students in such cases are available to all students in the Academic Policy Manual.

9. Appeals

Students have the right to appeal their assigned grade in a given course as well as decisions regarding promotion or graduation. Written policies describing the Faculty's appeal procedures are available to all students in the Academic Policy Manual.

I. Licensing Regulations

Students are reminded that the degree in Dentistry is not the only requirement for admission to practice in any province. The regulations for admission to practice are established by the licensing board of the province in which the person desires to practice. Information on these requirements may be obtained from the respective Dental Registrars whose names and addresses may be obtained from the Office of the Dean.

The National Dental Examining Board of Canada incorporated under Federal Statute offers an examination leading to a certificate which is recognized by the dental Licensing Boards in all provinces and territories of Canada. Holders of the certificate may be licensed to practice in all provinces sometimes after meeting additional provincial requirements. For further information inquiries should be addressed to: Registrar, National Dental Examining Board of Canada, Suite 103, 100 Bronson Ave., Ottawa K1R 6G8.

The program of dental education in the Faculty has received the approval of the Commission of Dental Accreditation of Canada. The Dalhousie Doctor of Dental Surgery Degree fulfills the educational requirement for obtaining a certificate from the National Dental Examining Board of Canada, the National Board of Dental Examiners of USA, and the Boards of many of the states of the United States of America.

J. Instruments, Equipment and Books

All mandatory laboratory/clinic instruments, equipment, consumables, scrubs and lab jackets (not shoes), lockers, manuals, textbooks, and laptops are included in Student Auxiliary fees. The Faculty provides these items in order to maintain minimum standards and to ensure timely delivery and availability for the beginning of courses.

There are four parts to these fees:

1. Student Kit Fee - these fees vary according to the students year of study
 - a) Consumable Kit, which includes scrubs and lab jackets, stethoscope, teeth, burs, gloves, laundry, lockers and manuals etc.
 - b) Equipment Kit, which includes preclinical equipment, articulators, surveyor, loupes etc.
2. Academic Clinic Fee - Major clinical equipment, and instruments and facility renewal fees.
3. Technology Fee - Laptop computer, peripherals, software, clinic infrastructure and IT support.
4. Electronic Textbook Fee - Vital Source Bookshelf and hardcopy textbooks

Students are financially responsible for lost or damaged items. Degrees are withheld pending the return of or payment for missing/damaged items.

Fees:

All fees are subject to change. Fees listed are for 2013/14.

Doctor of Dental Surgery Program (DDS) 2013/2014

	Electronic Textbooks	Technology Fee	Academic Clinic Fee	Student Kit Fee	Total
Year 1	\$1,500.00	\$2,600.00	\$5,100.00	\$7,303.00	\$16,503.00
Year 2	\$1,500.00	\$2,600.00	\$5,100.00	\$4,718.00	\$13,918.00
Year 3	\$1,500.00	\$2,600.00	\$5,100.00	\$2,373.00	\$11,573.00
Year 4	\$1,500.00	\$2,600.00	\$5,100.00	\$2,026.00	\$11,226.00

DDS Qualifying Program (QP) 2013/2014

	Electronic Textbooks	Technology Fee	Academic Clinic Fee	Student Kit Fee	Total
Year 1	\$2,900.00	\$2,600.00	\$5,100.00	\$8,865.00	\$19,465.00
Year 2	\$2,900.00	\$2,600.00	\$5,100.00	\$2,026.00	\$12,626.00

Graduate Periodontic Program (PERI) 2013/2014

	Electronic Textbooks	Technology Fee	Academic Clinic Fee	Student Kit Fee	Total
Year 1	\$0.00	\$2,600.00	\$5,100.00	\$3,064.00	\$10,764.00
Year 2	\$0.00	\$2,600.00	\$5,100.00	\$1,415.00	\$9,115.00
Year 3	\$0.00	\$1,300.00	\$5,100.00	\$1,415.00	\$7,815.00

Refunds:

There will be no refunds after the first official week of the program.

Student Kit Fee: If for any reason, a student withdraws from the program during the first official week, in any year, they will be granted a full refund of the fees charged in that year. A refund in the first week requires the return of all kit items to Dental Stores.

Academic Clinic Fee: There are no refunds of the Academic Clinic fee.

DDS Technology Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Years 1 and 3 - Full refund of the fees charged in that year upon the return of all equipment and peripherals, with original packaging, to Building Services. Returned items will be subject to inspection prior to refund.

Year 2 - 50% refund of fees charged in that year upon the return of all leased equipment, to Building Services.

Year 4 - 50% refund of fees charged in that year. Students who withdraw in year four will keep their laptop and peripherals.

QP Technology Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Year 1 - Full refund of the fees charged in that year upon the return of all equipment and peripherals, with original packaging, to Building Services. Returned items will be subject to inspection prior to refund.

Year 2 - 50% refund of fees charged in that year. Students who withdraw in year two will keep their laptop and peripherals.

PERI Technology Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Year 1 - Full refund of the fees charged in that year upon the return of all equipment and peripherals, with original packaging, to Building Services.

Year 2 - 50% refund of fees charged in that year.

Year 3 - Full refund of the fees charged in that year.

Students who withdraw in years 2 or 3 will keep their laptop and peripherals.

Electronic Textbook Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Year 1 - Full refund of the fees charged in that year upon the return of all textbooks, with original packaging, to Building Services. Returned items will be subject to inspection prior to refund.

Years 2, 3 and 4 - Pro-rated refund of the Vital Source fees charged in that year.

Access to all titles on the Vital Source bookshelf will be terminated immediately upon withdrawal.

Fees for Repeating Students:

DDS Electronic Textbook Fees and Laptop Lease Fees (50% of the total Technology Fee) are considered paid in full after four years. The remaining 50% of the Technology Fee which covers new technology, software upgrades, clinic infrastructure and IT support is payable until graduation.

QP Electronic Textbook Fees and Laptop Lease Fees (50% of the total Technology Fee) are considered paid in full after two years. The remaining 50% of the Technology Fee which covers new technology, software upgrades, clinic infrastructure and IT support is payable until graduation.

V. Doctor of Dental Surgery Degree Requirements

First Year

- DENT 1112.01: Human Biochemistry
- DENT 1113.06: Gross Anatomy/Neuroanatomy
- DENT 1120.03: Histology
- DENT 1121.03: Oral Histology
- DENT 1116.03: Basic Mechanisms of Disease
- DENT 1117.03: Pharmacology
- DENT 1118.01: Infectious Diseases
- DENT 1119.03: Physiology
- DENT 1211.06: Patient Care I
- DENT 1311.03: Growth and Development I
- DENT 1411.06: Cariology I
- DENT 1502.00: Elective
- DENT 1511.03: Periodontology I
- DENT 1550.00: Mindfulness Elective
- DENT 1611.03: Occlusion and Neuromuscular Function I

Second Year

- DENT 2111.06: Dental Biomaterials Science
- DENT 2117.01: Pharmacology II
- DENT 2119.03: Systematic Pathology and Immunology
- DENT 2211.03: Clinical Patient Care II
- DENT 2212.06: Patient Care II
- DENT 2311.03: Growth and Development II
- DENT 2400.01: Paediatric Dentistry II
- DENT 2412.06: Cariology II
- DENT 2413.03: Endodontics II
- DENT 2501.00: Summer Elective
- DENT 2504.00: Elective
- DENT 2511.03: Periodontology II
- DENT 2512.01: Evidence-Based Dentistry
- DENT 2550.00: Mindfulness Elective
- DENT 2611.06: Removable Prosthodontics

Third Year

- DENT 3116.01: General Medicine and Patient Health Assessment
- DENT 3117.01: Foundation Sciences in Clinical Practice
- DENT 3211.01: Patient Care III
- DENT 3212.06: Clinical Comprehensive Patient Care
- DENT 3220.03: Clinical Oral Diagnosis and Treatment Planning
- DENT 3400.03: Paediatric Dentistry III
- DENT 3500.06: Oral and Maxillofacial Surgery
- DENT 3505.00: Elective
- DENT 3512.01: Evidence-Based Dentistry
- DENT 3513.01: Diagnosis and Management of Temporomandibular Disorders
- DENT 3521.00: Oral Pathology Elective
- DENT 3550.00: Mindfulness Elective
- DENT 3617.01: Implant Dentistry
- DENT 3618.06: Clinical Prosthodontics
- DENT 3619.03: Didactic Prosthodontics
- DENT 3717.06: Endodontics III
- DENT 3719.06: Periodontology III

- DENT 3811.01: Oral Pathology, Medicine and Radiology
- DENT 3818.03: Orthodontics III

Fourth Year

- DENT 4211.03: Patient Care IV Seminars
- DENT 4212.06: Clinical Comprehensive Patient Care
- DENT 4220.03: Clinical Oral Diagnosis and Treatment Planning
- DENT 4223.06: Periodontology IV
- DENT 4400.03: Paediatric Dentistry IV
- DENT 4500.06: Oral and Maxillofacial Surgery
- DENT 4507.00: Elective
- DENT 4513.00: Oral Surgery Elective
- DENT 4517.00: Dental Public Health Elective
- DENT 4521.00: Oral Pathology Elective
- DENT 4550.00: Mindfulness Elective
- DENT 4555.00: Externship Elective
- DENT 4616.12: Prosthodontics IV
- DENT 4717.06: Endodontics IV
- DENT 4811.01: Oral Pathology, Medicine and Radiology
- DENT 4818.03: Orthodontics IV

VI. Qualifying Program DDS Requirements

Students will be required to successfully complete the following courses and progress will be monitored by instructors, course directors and the Qualifying Program Academic Standards Course Committees (QP I and II).

Year I

- DENQ 2311.03: Growth & Development
- DENQ 3000.06: Foundation Sciences for Dentistry in Canada
- DENQ 3001.06: Clinical Dental Sciences for Dentistry in Canada
- DENQ 3116.01: General Medicine and Patient Health Assessment
- DENQ 3117.01: Foundation Sciences for Clinical Practice
- DENQ 3211.01: Patient Care III
- DENQ 3212.06: Clinical Comprehensive Patient Care
- DENQ 3220.03: Clinical Oral Diagnosis and Treatment Planning
- DENQ 3400.03: Paediatric Dentistry
- DENQ 3500.06: Oral and Maxillofacial Surgery
- DENQ 3505.00: Elective
- DENQ 3512.01: Evidence-Based Dentistry
- DENQ 3513.01: Diagnosis and Management of Temporomandibular Disorders
- DENQ 3521.00: Oral Pathology Elective
- DENQ 3550.00: Mindfulness Elective
- DENQ 3617.01: Implant Dentistry
- DENQ 3618.06: Clinical Prosthodontics
- DENQ 3619.03: Didactic Prosthodontics
- DENQ 3717.06: Endodontics
- DENQ 3719.06: Periodontology
- DENQ 3811.01: Oral Pathology, Medicine and Radiology
- DENQ 3818.03: Orthodontics

Year 2

- DENT 4211.03: Patient Care Seminar
- DENT 4212.06: Clinical Comprehensive Patient Care
- DENT 4220.03: Clinical Oral Diagnosis and Treatment Planning
- DENT 4223.06: Periodontology
- DENT 4400.03: Paediatric Dentistry
- DENT 4500.06: Oral and Maxillofacial Surgery
- DENT 4507.00: Elective
- DENT 4513.00: Oral Surgery Elective
- DENT 4517.00: Dental Public Health Elective
- DENT 4521.00: Oral Pathology Elective
- DENT 4550.00: Mindfulness Elective
- DENT 4555.00: Externship Elective
- DENT 4616.12: Prosthodontics
- DENT 4717.06: Endodontics
- DENT 4811.01: Oral Pathology, Medicine and Radiology
- DENT 4818.03: Orthodontics

Policy Statement on Interprofessional Health Education

Students in the Faculties of Dentistry, Health Professions and Medicine are required to participate in interprofessional health education activities. These activities, together with specific program requirements, are currently evolving and in transition and are integrated into the curricula of individual programs.

Participation is mandatory. The objective of interprofessional education in the Faculty of Dentistry are to:

- knowledge and understanding of, and respect for, the expertise, roles and values of other health and human service professionals
- understanding the concept and practice of patient/client/family-centred care.
- effective communication, teamwork and leadership skills applied in interprofessional contexts.
- positive attitudes related to the value of collaborating and teamwork in health and human service contexts.
- an understanding, from a multi-disciplinary perspective, of the Canadian health and social systems, the legal and regulatory foundation of professional practice, how health and human service institutions are organized and operate, and how different health and human service professions contribute to the systems and ins.

DENT 1112.01: Human Biochemistry.

This course covers a broad spectrum of biochemistry. It highlights selected dental-related topics such as structures and biosynthesis of connective tissue macromolecules; endocrine control of tissue remodeling; fluoride, mercury, and calcium and phosphorus metabolism; pH, saliva and dental caries; molecular biology and cancer. A handbook of lecture material is provided.

DENT 1113.06: Gross Anatomy/ Neuroanatomy.

This course has two components. The first half of the courses consists of the gross anatomy of the thorax, abdomen and upper limb. The main emphasis is on the gross anatomy of the head & neck. This part of the course is presented through lecture, laboratory with cadaver dissections, clinical case presentation and x-rays. As part of the course, students can view gross anatomy videos done by Dr. Sinha which are to be used as a self evaluation tool for the thorax, abdomen and head & neck. The clinical cases are used for review of the entire course material. The second half of the course focuses on the neuroanatomy. The main focus of this portion of the course is the anatomical organization of the central and peripheral nervous system. Texts: B. Liebgott, Anatomical Basis of Dentistry; Rohen/ Yokochi, Color Atlas of anatomy; and Crossman and Neary, Neuroanatomy: An Illustrated Text. Lecture handouts and Dissection Guides are provided. DVD videos are used as an aid for lab preparation and resource.

DENT 1116.03: Basic Mechanisms of Disease.

This course uses patient cases in a modified problem-based learning format to introduce students to the basic concepts and fundamental mechanisms of disease. Learning in context is provided by clinical case scenarios, and is reinforced by formative quizzes followed by discussion and short lectures as indicated. Topics include cell injury, adaptation and death, inflammation, repair, immunology, vascular disease and neoplasia.

DENT 1117.03: Pharmacology.

This course is built on other Foundation Science courses and serves as a basis to Pharmacology and Therapeutics (Patient Care) in year 2 and Treatment Planning in years 3 and 4. It emphasizes the basic principles of drug action, with special attention given to drugs used commonly in dental practice (local anaesthetics, analgesics, anti-inflammatories) and on drugs whose presence in the body may affect dental procedures.

DENT 1118.01: Infectious Diseases.

This course builds on a background in infectious diseases and provides a general knowledge of the major groups of clinically important bacteria and other microbes. The course focuses on the etiology, pathogenesis, epidemiology, diagnosis, prevention and treatment of major infectious diseases related to dental practice.

DENT 1119.03: Physiology.

This lecture-based review course is designed to survey seven essential areas of human physiology: cellular, nervous system, cardiovascular, respiratory, renal, gastrointestinal and endocrine physiology. This course addresses how molecular, subcellular, and cellular mechanisms determine the function of tissues, organs, and systems. Each series of lectures is followed by a tutorial. The overall objective of this course is to provide a solid foundation of facts about physiological mechanisms as well as a knowledge of underlying principles which, when brought

together, allow the student to find solutions to new problems. The relationship between organ systems will also be emphasized to underscore the integrative mechanisms for homeostasis.

DENT 1120.03: Histology.

This course is a general introduction to the structure of the body at the level of tissues, organs and systems, as seen with the microscope. Lectures cover the structure of the four basic tissue types, and how these are combined to make up organs and systems. In the laboratory sessions, the study of microscope slides is combined with material on the relevance of basic histology to oral health. It is a Foundation Course for Physiology, Pharmacology and Pathology. Text: Junquiera's Basic Histology.

DENT 1121.03: Oral Histology.

This second term course expands upon D1120 (completed in the first term of first year dentistry). This course covers the normal histology of endocrine glands, gut accessory organs, general somatic receptors, special senses (taste, olfaction, eye, ear), oral mucosa, salivary glands, bone formation, tooth development, dentin / pulp complex, periodontium, and temporomandibular joint. The relationship between normal structure and normal function is emphasized. To help illustrate the aforementioned relationship, and help segue with subsequent courses in pharmacology, pathology, and surgical & non-surgical therapeutics, selective abnormal structure-function relationships will be studied.

DENT 1211.06: Patient Care I.

This is an introductory integrated pre-clinical course that will prepare students to safely and effectively care for their patients by developing skills that are common to all areas of dentistry. Students in this course will cover four major themes: 1) Professional issues: ethics, Canadian health law, organized dentistry and professional responsibilities; 2) Concepts of health: population health, health promotion and interdisciplinary health issues; 3) Evidence for care: basic concepts of evidence based decision-making and scientific review, and 4) Clinical care: introductory elements of chair-side care through observation and participation in infection control procedures, patient assessment and treatment that includes an understanding of the interrelationships of medication to diagnosis and treatment objectives. Using simulated and clinic patients, psychomotor and behavioral skills will be developed by learning clinic protocols, communication skills, and radiographic diagnosis and technique.

DENT 1311.03: Growth and Development I.

This course provides the student with basic concepts and principles of pre-natal and post-natal human physical growth and development. It focuses on the growth of the dentofacial region. This course also provides an introduction to the application of this knowledge to clinical orthodontic practice.

DENT 1411.06: Cariology I.

This course introduces the etiology, diagnosis, prevention and operative management of dental caries. The course is designed to present the foundation for caries management in dental practice. The major areas covered include: histopathology, etiology, epidemiology, diagnosis, prevention and operative principles. Lectures, laboratory exercises and course discussions are used to present the topics covered in the class.

DENT 1502.00: Elective.

This course is designed to allow students to pursue in depth, dentally related and to a lesser extent other health topics of particular interest to them that are not covered in other scheduled courses.

DENT 1511.03: Periodontology I.

This course will provide students with a basic knowledge of the periodontium in health and disease. The identification of etiologic factors, their significance and methods for their control will be included. Clinical experience in basic identification of the features of health and disease, control of etiology and management of gingivitis will be provided as part of this course.

DENT 1550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation, qigong breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DENT 1611.03: Occlusion and Neuromuscular Function I.

This course consists of two parts. In the first term, a seminar and laboratory course in Dental Anatomy is designed for the study of tooth morphology and the structure of teeth and their parts. During the second term, in a seminar, clinical and laboratory setting, students will be exposed to the functional anatomy of the stomatognathic system. Cognitive and psychomotor skills will be developed while learning occlusal morphology related to mandibular movement.

DENT 2111.06: Dental Biomaterials Science.

This course aims to help the student develop critical thinking in the application of biomaterials science to dentistry: both in understanding the modern science of biocompatibility and in the application of current and emerging dental materials technologies. In the first instance, this course will review relevant core concepts including structure-function relationships that underpin basic materials science and host-material interactions that define biocompatibility. These concepts will then be applied to the technology of metals, plastics, ceramics, and composite materials as used in dental clinical practice, as well as with the emerging fields of tissue engineering and regenerative medicine. Through assignments and discussion, the course also seeks to enhance the student's ability to interpret and assess information on biomaterials and their application from the scientific literature, regulatory bodies, and other sources.

DENT 2117.01: Pharmacology II.

This course builds on the student's foundation established in year 1. It will continue to emphasize the basic principles of drug action with special attention to drugs used commonly in dental practice (antimicrobial agents, analgesics, sedatives, centrally acting agents) and on drugs whose presence in the body may affect dental procedures management.

DENT 2119.03: Systemic Pathology and Immunology.

The systemic pathology course for second year dental students will use lectures and some case presentations. The lectures will cover the different organ systems, such as cardiovascular, respiratory, hematopoietic, gastrointestinal, genitourinary, endocrine, neurologic, and musculoskeletal systems. Case presentations will reinforce important topics covered in the lecture while focusing on the management of dental patients with systemic conditions. Students will gain a deeper understanding of the basic mechanisms of disease and will apply knowledge acquired in basic science courses to the case presentations.

DENT 2211.03: Clinical Patient Care II/ DENT 2212.06: Patient Care II.

These courses are designed to familiarize the student with the basic principles and knowledge for patient care activities. In a clinical setting, students will gain experience in such basic patient care activities as: use of diagnostic aids, risk assessment, diagnosis, basic level treatment planning, pain control, utilization of dental auxiliaries, use of a dental computer system, preventative dental procedures and basic level dental restorative procedures. Students will also acquire skills for the diagnosis and management of patients with early stages of periodontal disease.

DENT 2311.03: Growth and Development II.

A preclinical course that applies and expands upon the concepts and principles learned in Growth & Development I to clinical situations. The scope of this course includes the examination and diagnosis of growing and non-growing patients with specific reference to orthodontics. This course provides an opportunity to develop skills related to the fabrication and analysis of specific diagnostic records including impressions and model fabrication; radiographic analysis; model analysis; and treatment options from space maintenance and occlusal guidance through to various fixed and removable orthodontic appliance treatment.

DENQ 2311.03: Growth and Development II.

A preclinical course that applies and expands upon the concepts and principles learned in Growth & Development I to clinical situations. The scope of this course includes the examination and diagnosis of growing and non-growing patients with specific reference to orthodontics. This course provides an opportunity to develop skills related to the fabrication and analysis of specific diagnostic records including impressions and model fabrication; radiographic analysis; model analysis; and treatment options from space maintenance and occlusal guidance through to various fixed and removable orthodontic appliance treatment.

DENT 2400.01: Paediatric Dentistry II.

Paediatric Dentistry II is a didactic, laboratory and clinical course designed to prepare the students for their pediatric clinical experience beginning in third year. This course includes lectures related to the following topics in paediatrics:

examination of the child, soft tissue pathology, dental anomalies, radiology, early childhood caries and infant oral healthcare, outcomes related to the use of various restorative materials and techniques that are used to therapeutically manage childhood dental caries, pulp therapy in the primary and young permanent dentition, pharmacotherapy for paediatric dental patients and dental trauma. The course also includes labs on paediatric radiographic technique and interpretation and advanced paediatric restorative techniques. There will also be a new patient exam experience with a paediatric dental patient at one of Dalhousie outreach dental clinics.

DENT 2412.06: Cariology II.

This technique course will build upon Cariology I and will provide a foundation in restorative therapy for the individual permanent tooth. Opportunity will be provided for practice to develop experience, psychomotor skills, and competency in restorative technique procedures, making use of plastic filling materials, cast metal restorative materials and provisional restorative materials.

DENT 2413.03: Endodontics II.

This technique course of Art and Science will provide a foundation for the treatment of pulpal and periradicular disease in the individual permanent tooth. Opportunity will be provided for practice to develop experience, judgment, and psychomotor skills in endodontic technique procedures. The base principles and practice of root canal therapy, eradication of root canal irritants, tridimensional obturation of the root canal system and preservation of the natural dentition will be presented for the management of the diseased dental pulp and periradicular tissue.

DENT 2501.03: Summer Elective.

This course is an optional, elective course that provides enhanced clinical experience. One or more clinical disciplines may be involved and each summer elective course is designed specifically for the needs of the student.

DENT 2504.00: Elective.

This course is designed to allow students to pursue, in depth, dentally related and to a lesser extent other health topics of particular interest to them that are not covered in other scheduled courses.

DENT 2511.03: Periodontology II.

This course is designed to provide a foundation in the management of a patient with periodontal disease. This patient oriented clinical and didactic experience will provide an opportunity for the student to develop skills necessary for the diagnosis and prognosis of periodontal diseases, as well as the nonsurgical management of patients with early attachment loss. Treatment planning for periodontal diseases as it interrelates with comprehensive dental care will also be introduced.

DENT 2512.01: Evidence-Based Dentistry II.

This course is designed to expand upon the principles from the Evidence-Based Dentistry component in Patient Care I. The student will learn to critically appraise therapy articles, develop a clinical question, and correctly write and reference a scientific review paper. They will be expected to critically appraise a clinical article on therapy, using examples from the dental literature.

DENT 2550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting meditation, standing and walking forms of meditation, qi gong breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DENT 2611.06: Removable Prosthodontics II.

A course that uses seminars, web resources, demonstrations, laboratory and clinical experiences to help students learn the fundamental principles and techniques of managing partially and completely edentulous patients.

DENQ 3000.06: Foundation Sciences for Dentistry in Canada.

Modules included in this course are: Foundation Sciences, Pharmacology and Biomaterials Science. These modules help the candidate to develop critical thinking skills. Lectures and patient care in a problem-based learning approach will be the norm. Candidates will review clinical presentation, differential

diagnosis, approaches and management for specific diseases related to the practice of Dentistry in Canada. The principle of patient health assessment will also be presented. The assessment level will be equivalent to that at the end of Year 2 of the DDS program.

DENQ 3001.06: Clinical Dental Sciences for Dentistry in Canada.

Modules in this course are: Patient Care, Periodontology, Cariology A, Cariology B, Cariology C, Endodontics, Complete Denture Prosthodontics, Removable Partial Denture Prosthodontics, Pediatric Dentistry, Evidence Based Dentistry and Critical Appraisal. These modules are designed as presented in years one and two of the DDS program to familiarize the candidates with the basic principles and knowledge for treating the patient at the end of year 2 of the DDS program. In a clinical setting, candidates will demonstrate such clinical activities as: use of diagnostic aids, risk assessment, diagnosis, treatment planning, pain control, utilization of allied dental personnel, use of the dental computer system, preventive dental procedures, basic restorative procedures, diagnosis and management of early types of Periodontal disease, treatment of partially and completely edentulous Prosthodontic patients and application of Endodontic principles and techniques.

DENT 3116.01: General Medicine and Patient Health Assessment.

The first term is devoted to lectures by physicians and is designed to give the student a broad understanding of the problems and procedures involved in the practice of medicine and to prepare for intelligent cooperation with physicians and other health workers. The course also prepares the student to render a better healthcare service by recognizing the signs and symptoms of general diseases which require the services of a physician. This series of lectures is followed in the second term by seminars devoted to clinical management of patients with specific disease processes.

DENQ 3116.01: General Medicine and Patient Health Assessment.

The first term is devoted to lectures by physicians and is designed to give the student a broad understanding of the problems and procedures involved in the practice of medicine and to prepare for intelligent cooperation with physicians and other health workers. The course also prepares the student to render a better healthcare service by recognizing the signs and symptoms of general diseases which require the services of a physician. This series of lectures is followed in the second term by seminars devoted to clinical management of patients with specific disease processes.

DENT 3117.01: Foundation Sciences in Clinical Practice.

This course will use a case-centred, problem-based format to enable students to develop critical thinking skills and to apply basic science knowledge to the clinical decision making process. Students will integrate basic sciences (anatomy, physiology, biochemistry, pharmacology, pathology, biomaterials, immunology and microbiology) in addressing hypothetical clinical situations.

DENQ 3117.01: Foundation Sciences in Clinical Practice.

This course will use a case-centred, problem-based format to enable students to develop critical thinking skills and to apply basic science knowledge to the clinical decision making process. Students will integrate basic sciences (anatomy, physiology, biochemistry, pharmacology, pathology, biomaterials, immunology and microbiology) in addressing hypothetical clinical situations.

DENT 3211.01: Patient Care III.

Provides a forum for many of the professional issues facing dentists. The major components of this course are dental practice management (including options for practice and scope of practice of the dental specialties) and ethical/legal issues relevant to dentistry. Additional topics included are organized and correspond with other healthcare providers and specialties. The Table Clinic component of Scholarship Across the Curriculum is included in this course for QP-I students.

DENQ 3211.01: Patient Care III.

Provides a forum for many of the professional issues facing dentists. The major components of this course are dental practice management (including options for practice and scope of practice of the dental specialties) and ethical/legal issues relevant to Dentistry. Additional topics included are organized relevant to

dentistry and correspondence with other healthcare providers and specialties. The Table Clinic component of Scholarship Across the Curriculum is included in this course for QP-1 students.

DENT 3212.06: Clinical Comprehensive Patient Care.

This course is a comprehensive clinical course conducted during the third and fourth years of the dentistry program. Students gain clinical experience while treating patients in a comprehensive care clinic. The experience gained is based on patient care treatment completions within the disciplines of Endodontics, Periodontics and Prosthodontics and is measured by relative value units (RVU's). Minimal experience in selected procedures is required.

DENQ 3212.06: Clinical Comprehensive Patient Care.

This course is a comprehensive clinical course conducted during the third and fourth years of the dentistry program. Students gain clinical experience while treating patients in a comprehensive care clinic. The experience gained is based on patient care treatment completions within the disciplines of Endodontics, Periodontics and Prosthodontics and is measured by relative value units (RVU's). Minimal experience in selected procedures is required.

DENT 3220.03: Clinical Oral Diagnosis and Treatment Planning.

This third year course is designed to create an environment that promotes the philosophy of comprehensive patient care. This goal can be achieved by placing significant emphasis on the oral diagnosis and treatment planning of patients who present to our comprehensive treatment planning clinic. Each third year student will develop a comprehensive problem list for each patient assigned to him/her during the oral diagnosis/treatment planning clinic rotation. A comprehensive problem list will be developed after a thorough examination of the patient which will include a detailed medical/dental history, intra/extra oral examination and development of a diagnostic summary from which a properly sequenced and logical active/inactive problem list will be created. In this clinical environment students will gain experience by beginning at the basic level and progressing to the more advanced concepts of comprehensive treatment planning during his/her fourth year.

DENQ 3220.03: Clinical Oral Diagnosis and Treatment Planning.

This third year course is designed to create an environment that promotes the philosophy of comprehensive patient care. This goal can be achieved by placing significant emphasis on the oral diagnosis and treatment planning of patients who present to our comprehensive treatment planning clinic. Each third year student will develop a comprehensive problem list for each patient assigned to him/her during the oral diagnosis/treatment planning clinic rotation. A comprehensive problem list will be developed after a thorough examination of the patient which will include a detailed medical/dental history, intra/extra oral examination and development of a diagnostic summary from which a properly sequenced and logical active/inactive problem list will be created. In this clinical environment students will gain experience by beginning at the basic level and progressing to the more advanced concepts of comprehensive treatment planning during his/her fourth year.

DENT 3400.: Paediatric Dentistry III.

This clinical course builds upon the didactic course material covered in DENT 2400 as well as the pediatric dentistry components of Cariology I and Growth and Development. Students will gain clinical experience in dentistry for children during rotations in the Dalhousie clinic and outreach clinics at Harbour View Elementary School in Dartmouth, and Nelson Whynder Elementary School in North Preston. Students will be assigned child and adolescent patients for comprehensive treatment. Students will rotate for one-week through the Dental Department at the IWK Health Centre. Didactic material will be presented through lectures covering behavior management, permanent tooth trauma, and management of medically compromised and special needs patients. Treatment planning seminars will be held to aid in applying didactic material to clinical situations.

DENQ 3400.03: Paediatric Dentistry III.

This clinical course builds upon the didactic course material covered in DENT 2400 as well as the pediatric dentistry components of Cariology I and Growth and Development. Students will gain clinical experience in dentistry for children during rotations in the Dalhousie clinic and outreach clinics at Harbour View Elementary School in Dartmouth, and Nelson Whynder School in North Preston. Students will be assigned child and adolescent patients for comprehensive treatment. Students will rotate for one-week through the Dental Department at the IWK Health Centre. Didactic material will be presented through lectures covering

behavior management, permanent tooth trauma, and management of medically compromised and special needs patients. Treatment planning seminars will be held to aid in applying didactic material to clinical situations.

DENT 3500.06: Oral and Maxillofacial Surgery III.

Lectures/seminars each week throughout third year will cover topics pertaining to clinical oral and maxillofacial surgery and provide the students with an orientation to General Anesthesia. Students develop clinical skills in oral surgery by treating patients in the Oral Surgery Clinic. A hospital rotation permits a student to become familiar with surgical care for patients in an ambulatory and operating room setting.

DENQ 3500.06: Oral and Maxillofacial Surgery III.

Lectures/seminars each week throughout third year will cover topics pertaining to clinical oral and maxillofacial surgery and provide the students with an orientation to General Anesthesia. Students develop clinical skills in oral surgery by treating patients in the Oral Surgery Clinic. A hospital rotation permits a student to become familiar with surgical care for patients in an ambulatory and operating room setting.

DENT 3505.00: Elective.

This course is designed to allow students to pursue, in depth, dentally related and to a lesser extent other health topics of particular interest to them that are not covered in other scheduled courses.

DENQ 3505.00: Elective.

This course is designed to allow students to pursue, in depth, dentally related and to a lesser extent other health topics of particular interest to them that are not covered in other scheduled courses.

DENT 3512.01: Evidence Based Dentistry III.

This course is designed to expand upon the principles for Evidence-Based Dentistry I and II. Students will learn to critically appraise clinical articles using examples from the dental literature.

DENQ 3512.01: Evidence Based Dentistry III.

This course is designed to expand upon the principles for Evidence-Based Dentistry I and II. Students will learn to critically appraise clinical articles using examples from the dental literature.

DENT 3513.01: Diagnosis and Management of Temporomandibular Disorders.

Students will study the etiology, pathogenesis, and clinical characteristics of conditions causing pain and altered function to the craniomandibular complex. During the second term of third year, lectures relating to craniomandibular pain will be presented that cover the most appropriate topics in neurophysiology, psychology, pharmacotherapy, diagnosis and conservative management. These multidisciplinary presentations will emphasize the recognition of abnormalities, the construction of differential diagnosis, arriving at definitive diagnoses, and patient management.

DENQ 3513.01: Diagnosis and Management of Temporomandibular Disorders.

Students will study the etiology, pathogenesis, and clinical characteristics of conditions causing pain and altered function to the craniomandibular complex. During the second term of third year, lectures relating to craniomandibular pain will be presented that cover the most appropriate topics in neurophysiology, psychology, pharmacotherapy, diagnosis and conservative management. These multidisciplinary presentations will emphasize the recognition of abnormalities, the construction of differential diagnosis, arriving at definitive diagnoses, and patient management.

DENT 3521.00: Oral Pathology Elective.

This elective aims to provide supplementary clinical and laboratory experience in oral pathology, clinical oral pathology and oral surgery. Students will observe or assist in patient management in the Faculty of Dentistry Oral Pathology Clinic, and the QEII Oral and Maxillofacial Surgery Department. Clinical photographs of oral lesions will be taken when possible. Students will follow any biopsies of their patients through the oral pathology laboratory where they will assist in accessioning, grossing, histopathological evaluation and sign-out. Gross and microscopical photographs will be taken when possible. Students will assemble a portfolio of cases in a Clinical-Pathologic Conference (CPC) format.

DENQ 3521.00: Oral Pathology Elective.

This elective aims to provide supplementary clinical and laboratory experience in oral pathology, clinical oral pathology and oral medicine. Students will observe or assist in patient management in the Faculty of Dentistry Oral Pathology Clinic, and the QEII Oral and Maxillofacial Surgery Department. Clinical photographs of oral lesions will be taken when possible. Students will follow any biopsies of their patients through the oral pathology laboratory where they will assist in accessioning, grossing, histopathological evaluation and sign-out. Gross and microscopical photographs will be taken when possible. Students will assemble a portfolio of cases in a Clinical-Pathologic Conference (CPC) format.

DENT 3550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation, qi gong, breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DENQ 3550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation, qi gong, breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DENT 3617.01: Implant Dentistry.

This is an introductory course in implant dentistry, which provides fundamental knowledge of osseointegrated implants, diagnosis and treatment planning. The course emphasizes what the student needs to know. The team approach to providing implant supported care is emphasized through teaching by specialists in Prosthodontics and Oral and Maxillofacial Surgery.

DENQ 3617.01: Implant Dentistry.

This is an introductory course in implant dentistry, which provides fundamental knowledge of osseointegrated implants, diagnosis and treatment planning. The course emphasizes what the student needs to know. The team approach to providing implant supported care is emphasized through teaching by specialists in Prosthodontics and Oral and Maxillofacial Surgery.

DENT 3618.06: Clinical Prosthodontics.

In this preclinical and clinical course, students will provide comprehensive patient treatment for assigned patients and will develop experience and competence in designated and operative dentistry procedures. Management of restorative treatment, esthetic dentistry, dentin bonding principles and communication with commercial dental laboratories will be required.

DENQ 3618.06: Clinical Prosthodontics.

In this preclinical and clinical course, students will provide comprehensive patient treatment for assigned patients and will develop experience and competence in designated operative dentistry procedures. Management of restorative treatment, esthetic dentistry, dentin bonding principles and techniques and communication with commercial dental laboratories will be required.

DENT 3619.03: Didactic Prosthodontics III.

This course is designed to expand and reinforce the student's knowledge, skill and judgement so that they are prepared for more complex, clinical prosthodontic experiences. The course consists of a series of lectures, exercises and pre-clinical sessions. Subject areas include treatment planning, treatment sequencing and prevention with particular emphasis on the management of caries as a disease and the repair or replacement of teeth.

DENQ 3619.03: Didactic Prosthodontics III.

This course is designed to expand and reinforce the student's knowledge skill and judgements so that they are prepared for more complex clinical prosthodontic experiences. The course consists of a series of lectures, exercises and pre-clinical sessions. Subject areas include treatment planning, treatment sequencing and prevention with particular emphasis on the management of caries as a disease and the repair or replacement of teeth.

DENT 3717.06: Endodontics III.

This course is an extension of the preclinical component of Endodontic II and is designed to reinforce and expand the knowledge base for third year students' endodontic clinical experience. The course consists of didactic and clinical components. The didactic component provides a series of lectures dealing with the basic biological principles and techniques in the area of biology of the dental pulp and periradicular tissue, pulp and perirapical pathosis; diagnosis and treatment planning. Following the diagnostic lectures, students must pass their endodontic clinical diagnostic examination prior to doing endodontic consults on patients. Additional lectures will include pretreatment and temporization; considerations in molar endo; procedural errors; local anesthesia; endodontic emergencies; a review of instrumentation and obturation; restoration of endodontically treated teeth; endodontic failures and retreatment; apexification and apexogenesis techniques and; non-vital bleaching procedures. The clinical component focuses on diagnosis and the application of endodontic principles and techniques while providing comprehensive treatment to assigned patients. Knowledge and skills will be developed through various assessments that include both Clinical and Clinical Simulations. Students must pass a Clinical Simulation Endodontic Skills Assessment Test prior to treating Clinical Patients.

DENQ 3717.06: Endodontics III.

This course is an extension of the preclinical component of Endodontic II and is designed to reinforce and expand the knowledge base for third year students' endodontic clinical experience. The course consists of didactic and clinical components. The didactic component provides a series of lectures dealing with the basic biological principles and techniques in the area of biology of the dental pulp and periradicular tissue, pulp and periapical pathosis; diagnosis and treatment planning. Following the diagnostic lectures, students must pass their endodontic clinical diagnostic examination prior to doing endodontic consults on patients. Additional lectures will include pretreatment and temporization; considerations in molar endo; procedural errors; local anesthesia; endodontic emergencies; a review of instrumentation and obturation; restoration of endodontically treated teeth; endodontic failures and retreatment; apexification and apexogenesis techniques and non-vital bleaching procedures. The clinical component focuses on diagnosis and the application of endodontic principles and techniques while providing comprehensive treatment to assigned patients. Knowledge and skills will be developed through various assessments that include both Clinical and Clinical Simulations. Students must pass a Clinical Simulation Endodontic Skills Assessment Test prior to treating Clinical Patients.

DENT 3719.06: Periodontology III.

The didactic component of this course will build upon understanding of periodontal diagnosis and treatment planning and will emphasize surgical procedures used in management of periodontal diseases. It will assist the student in appreciating and understanding the interrelationships between periodontics and other disciplines. Students will develop experience and competence in designated periodontic procedures while providing comprehensive treatment to assigned patients.

DENQ 3719.06: Periodontology III.

The didactic component of this course will build upon understanding of periodontal diagnosis and treatment planning and will emphasize surgical procedures used in management of periodontal diseases. It will assist the student in appreciating and understanding the interrelationships between periodontics and other disciplines. Students will develop experience and competence in designated periodontic procedures while providing comprehensive treatment to assigned patients.

DENT 3811.01: Oral Pathology, Oral Medicine and Oral Radiology.

This course is presented to third year dental students in the first and second terms. Students study the cause, pathogenesis, clinical, radiographic and microscopic characteristics of diseases affecting the head and neck. Emphasis is placed on clinical and radiographic recognition of abnormalities, detailed description of lesion features, summary of features as clinical descriptive categories, formulation of differential diagnoses, arrival at definitive diagnoses, patient management and above all, understanding the behaviour of important oral diseases. A foundation is provided for rotations through the Oral Pathology Clinic, and the practice of dentistry.

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This course is presented to third year dental students in the first and second terms. Students study the cause, pathogenesis, clinical, radiographic and microscopic characteristics of diseases affecting the head and neck. Emphasis is placed on

clinical and radiographic recognition of abnormalities, detailed description of lesion features, summary of features as clinical descriptive categories, formulation of differential diagnoses, arrival at definitive diagnoses, patient management and above all, understanding the behaviour of important oral diseases. A foundation is provided for rotations through the Oral Pathology Clinic, and the practice of dentistry.

DENT 3818.03: Orthodontics III.

This course exposes the students to the integration of theoretical and clinical growth and development and orthodontic treatment. The didactic portion of the course provides theoretical and clinical knowledge underlying clinical orthodontic practice. Discussions are related to recognition, diagnosis, treatment planning, case selection, appliance selection and application, and treatment of a variety of orthodontic diagnoses frequently encountered by general dentists. These include topics such as Class I malocclusion, oral habits and maxillary expansion. The clinical portion of the course is designed to expose the undergraduate dental student to the collection and analysis of orthodontic records, orthodontic diagnosis and minor orthodontic treatment through patient care.

DENQ 3818.03: Orthodontics III.

This course exposes the students to the integration of theoretical and clinical growth and development and orthodontic treatment. The didactic portion of the course provides theoretical and clinical knowledge underlying clinical orthodontic practice. Discussions are related to recognition, diagnosis, treatment planning, case selection, appliance selection and application, and treatment of a variety of orthodontic diagnoses frequently encountered by general dentists. These include topics such as Class I malocclusion, oral habits and maxillary expansion. The clinical portion of the course is designed to expose the undergraduate dental student to the collection and analysis of orthodontic records, orthodontic diagnosis and minor orthodontic treatment through patient care.

DENT 4211.03: Patient Care IV Seminars.

This course is designed to provide senior students with additional knowledge in the subject areas of practice management, jurisprudence and ethics. The course will be a combined lecture/seminar format. The seminars will use a case based learning method. As well, a paper on the topic of their Table Clinic comprise a part of this course.

DENT 4212.06: Clinical Comprehensive Patient Care.

This course is a comprehensive clinical course conducted during the third and fourth years of the dentistry program. Students gain clinical experience while treating patients in a comprehensive care clinic. The experience gained is based on patient care treatment completions within the disciplines of Endodontics, Periodontics and Prosthodontics and is measured by relative value units (RVU's). Minimal experience in selected procedures is required.

DENT 4220.03: Clinical Oral Diagnosis and Treatment Planning.

This fourth year course is designed as a continuation and advancement from the previous year's course that promotes the philosophy of comprehensive patient care. This goal can be achieved by placing significant emphasis on the oral diagnosis and treatment planning of patients who present to our comprehensive treatment planning clinic. Each student will develop a comprehensive and timely treatment plan for each patient assigned to him/her during the oral diagnosis/treatment planning clinic rotation. Each treatment plan will be developed after a thorough examination of the patient, which will include a detailed medical/dental history, intra-extra oral examination and development of a diagnostic summary, from which a proper and logical active/inactive problem list will be created. Treatment planning experiences will encompass various degrees of patient complexities. In this clinical environment, students will continue to gain experience and apply more advanced concepts of oral diagnosis and treatment planning, in preparation for general practice.

Dent 4223.06: Periodontology IV.

This course is designed to expand the student's knowledge and skills in a wide variety of areas in periodontics and prepare students for the management of patient's oral health needs. The course consists of a didactic and a clinical component. The didactic portion offers a series of lectures on various topics in periodontics, dental implants and temporomandibular joint disorders (TMDs). Moreover, students will get the opportunity to present clinical cases on temporomandibular joint disorders. In the clinical component of the course, students will develop diagnostic skills, experience and competence in providing non-surgical therapy for patients suffering from various forms of periodontal and TMD.

DENT 4400.03: Paediatric Dentistry IV.

This full-year clinical/didactic course is offered through the Division of Pediatric Dentistry, Department of Dental Clinical Sciences. Throughout the course, students will be expected to apply didactic and clinical knowledge acquired in previous years to the diagnosis, treatment planning, and management of pediatric patients. Practical experience will be gained through rotations at the Harbour View School Clinic in Dartmouth, the North Preston Community Oral Health Clinic. Additional experience may be gained through a rotation at the Paediatric Dental Unit at the IWK Health Centre on an elective basis. New topics discussed will include an introduction to sedation in the Paediatric population and child protection. Other topics will include a series regarding common questions asked by parents to general practitioners in practice. The emphasis will be on practical clinical management related to these topics. Topics will include grinding and attrition of primary teeth, ectopic eruption, management of the patient with hypoplastic six year molars, frenums and others.

DENT 4500.06: Oral and Maxillofacial Surgery IV.

Surgical Conferences are held weekly during the first term. These seminars stress topics of clinical relevance to the patient requiring surgery in the oral and maxillofacial region. Senior students enhance their clinical skills by performing oral surgical procedures under supervision in the Oral Surgery clinic. On a rotational basis, minor and major oral and maxillofacial surgery is demonstrated in the following affiliated hospitals: Queen Elizabeth II Health Sciences Centre (Victoria General Hospital) and IWK Grace Health Care Centre (Izaak Walton Killam Hospital for Children). During the rotation an orientation to admission procedures, operating room protocol and support management of hospitalized patients is provided.

DENT 4500.06: Oral and Maxillofacial Surgery IV.

Surgical Conferences are held weekly during the first term. These seminars stress topics of clinical relevance to the patient requiring surgery in the oral and maxillofacial region. Senior students enhance their clinical skills by performing oral surgical procedures under supervision in the Oral Surgery clinic. On a rotational basis, minor and major oral and maxillofacial surgery is demonstrated in the following affiliated hospitals: Queen Elizabeth II Health Sciences Centre (Victoria General Hospital) and IWK Grace Health Care Centre (Izaak Walton Killam Hospital for Children). During the rotation an orientation to admission procedures, operating room protocol and support management of hospitalized patients is provided.

DENT 4507.00: Elective.

This course is designed to allow students to pursue, in depth, dentally related and to a lesser extent other health topics of particular interest to them that are not covered in other scheduled courses.

DENT 4513.00: Oral and Maxillofacial Surgery Elective.

This elective in DDSIV allows the student to gain extensive exposure to the specialty of oral and maxillofacial surgery. Students will be involved in research, scholarly activity and clinical care of surgery patients in the hospital setting.

DENT 4517.00: Dental Public Health Elective.

Dental public health involves activity directed toward the promotion and improvement of the population's oral health, especially in marginalized groups. The course will include seminars focusing on prevention and community dentistry, as well as clinical rotations to promote oral health and provide basic dental care of patients in underserved communities.

DENT 4521.00: Oral Pathology Elective.

This elective aims to provide supplementary clinical and laboratory experience in oral pathology, clinical oral pathology and oral surgery. Students will observe or assist in patient management in the Faculty of Dentistry Oral Pathology Clinic, and the QEII Oral and Maxillofacial Surgery Department. Clinical photographs of oral lesions will be taken when possible. Students will follow any biopsies of their patients through the oral pathology laboratory where they will assist in accessioning, grossing, histopathological evaluation and sign-out. Gross and microscopical photographs will be taken when possible. Students will assemble a portfolio of cases in a Clinic-Pathologic Conference (CPC) format.

DENT 4550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation,

qi gong, breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DENT 4555.00: Externship Elective.

Students may register for an elective program that would take place at a site outside of the Faculty of Dentistry. Such electives would generally take place during student vacation time, and may require appropriate affiliation agreements and insurance coverages. Externship Electives are arranged by individual students, based on their interest in a particular area.

DENT 4616.12: Prosthodontics IV.

While providing comprehensive patient treatment to assigned patients, students will develop experience and competence in designated fixed/ removable prosthodontic procedures, and operative dentistry procedures. Students in the implant elective program will gain experience with implant supported prostheses. Students in the ART elective will gain experience with advanced restorative techniques. Students will also receive didactic material in a lecture/seminar format during the first term. Management of fixed restorative treatment, aesthetic dentistry, dentin bonding principles and techniques for the construction of fixed and removable prostheses including communication with commercial dental laboratories will be discussed. Relevant biomaterials topics will be discussed. Students will be required to complete a pre-clinical extracurricular assignment in Term 1.

DENT 4717.06: Endodontics.

The course consists of a clinical component supplemented by a series of lectures and seminars. Clinical content will focus on the application of endodontic principles and techniques while providing comprehensive treatment to assigned patients. Lectures will deal with the basic biological principles and techniques in the areas of diagnosis, treatment, perio-endo inter-relationships, endodontic surgery, new instrumentation techniques and management of dental traumatic injuries. Seminars will be individual case presentations by students. The purpose of these seminars is to provide students with an opportunity to share clinical experiences with one another. Students will also submit a written case report for evaluation.

DENT 4811.01: Oral Pathology, Medicine and Radiology.

Students will study the etiology, pathogenesis, clinical and microscopic characteristics of diseases affecting the head and neck area. Emphasis is placed on recognition of abnormalities, construction of differential diagnoses, arrival at definitive diagnoses and patient management. Appropriate topics in oral medicine, head and neck oncology and interpretation of oral radiology will be included. Students will attend a rotation in the Mouth Clinic in the dentistry building and a rotation to the Cancer Treatment and Research Foundation at the Oncology Clinic at the Camp Hill Medical Centre.

DENT 4818.03: Orthodontics IV.

This course consists of two parts: the clinical orthodontic component and the didactic orthodontic component. The clinical course is designed to expose the undergraduate dental student to the collection and analysis of orthodontic records, orthodontic diagnosis, treatment planning, case selection and minor orthodontic treatment appropriate for a general dentist through patient care. The didactic portion of this course is student seminar based and provides a forum for debate and exchange of ideas concerning current orthodontic topics involving the general dentists. It also reviews basic treatment principles important to the general dentist and the role a general dentist plays in the provision of orthodontic treatment.

VII. Graduate Studies in Oral and Maxillofacial Surgery

The Department of Oral and Maxillofacial Sciences offers a six-year combined graduate program leading to the degrees of MD/MSc. Graduates of this program are eligible for examination by the Royal College of Dentists (Canada). Details covering the program are contained in the Calendar of the Faculty of Graduate Studies.

VIII. Paediatric Dental General Practice Residency

The IWK Health Centre Dental Department (IWK) in conjunction with the Division of Paediatric Dentistry, Department of Dental Clinical Sciences (DCS) offers a one-year Commission on Dental Accreditation of Canada (DDAC) accredited Dental Residency Program focusing on Paediatric Dentistry. This new one-year post graduate program will offer an enhancement of clinical skills for

graduated dentists who have an interest in Pediatrics and Hospital based dental care. The total number of students in the offerings of the program will not exceed two students for the year.

Students will require a Doctor of Dental Surgery (DDS) or equivalent from a CDAC accredited or reciprocal accredited institution. A minimum 'B' average in undergraduate and professional coursework will be required. Students will have displayed an interest and aptitude in Paediatric Dentistry in their undergraduate curriculum as displayed by their marks in third and fourth year Paediatric Dentistry and reference letters.

Further information can be obtained through <http://www.dentistry.dal.ca/prospective/GPR/index.html>

IX. Graduate Program in Periodontics

The Graduate Program in Periodontics is a three-year Masters in Periodontics program designed to train clinicians for the specialty practice of periodontics using an evidence based approach. Students will be trained to the level of proficiency in the management of patients in need of treatment for a variety of periodontal diseases and mucogingival defects, Temporomandibular Joint Disorders (TMDs), dental implant therapy and conscious sedation. A major emphasis will be placed on patient care utilizing an evidenced based approach. In addition, students will be expected to complete a research project that is suitable for publication in a peer-reviewed journal.

X. General Practice Residency

The General Practice Dental Residency program (GPR), offers enhancement of clinical skills for dentists who have an interest in advanced dental care, including working with medically compromised adults and marginalized populations. This one-year program is unique within Atlantic Canada, and one of only seven in the country. Students will gain clinical experience managing traumatic and non-traumatic acute dental emergencies, and managing the dental needs of adults with complex medical histories as well as those with limited access to professional dental care.

Applicants to the program require a Doctor of Dental Surgery degree and be eligible for license as a dentist in Nova Scotia, Canada.

For information on admission requirements and application procedures, please see: <http://www.dal.ca/faculty/dentistry/programs/graduate-programs/general-practice.html>

Residents will be required to pay a registration/tuition fee and a clinic equipment fee; and are paid a resident-student stipend while enrolled in the program.

XI. Continuing Dental Education

Manager, Office of Continuing Dental Education, Alumni Affairs

The Faculty of Dentistry Office for Continuing Dental Education provides continuing education courses for dentists, dental hygienists, and other allied dental health personnel. The principal objective of these courses is to assist in the maintenance of competence for the dental profession. Presentations by members of faculty, local resource people, and visiting clinicians include the review of basic knowledge and introduction of new concepts and techniques. Most of the continuing dental education programs are offered in Halifax, but some are also presented in other centres. The content, location, and scheduling of the various courses are based on advice received from professional associations, assessment of client needs, current trends, and the Faculty Continuing Dental Education Committee. Tuition fees are cost related and are set individually for each course.

Current Dental and Dental Hygiene students are allowed to attend local courses at no charge.

Interested persons should address inquiries to:

Office of Continuing Dental Education and Alumni Affairs
Faculty of Dentistry
Dalhousie University
5981 University Ave
PO Box 15000
Halifax, NS B3H 4R2
Phone: (902) 494-1674
Fax: (902) 494-5101
Email: cde.dentistry@dal.ca
www.dal.ca/dentistry/cde

Dental Hygiene

School of Dental Hygiene

Location: 5981 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Telephone: (902) 494-2730
Fax: (902) 494-2111

Director

Neish, N., DipDH (Dalhousie), BA (Acadia), MEd (Dalhousie)

Academic Staff

Professor

Clovis, J., PhD (Dalhousie), DipDH (U of Alberta)

Assistant Professors

Doucette, H., DipDH, BSc (Dalhousie), MEd (MSVU)
Maillet, P. J., DipDH, BA, MEd (Dalhousie)
Neish, N., DipDH (Dalhousie), BA (Acadia), MEd (Dalhousie)
Parker, A., DipDH (Dalhousie), BEd, MEd (MSVU)
Tax, C., DipDH, BA (Manitoba), MEd (MSVU)

Adjunct Assistant Professor

Hornett, P., DDS (WNSM), MSc (London)

Lecturer

Blei, B., DipDH, LLBC (Dalhousie)
Haslam, K., DipDH, BA (Dalhousie), MEd (Acadia)
MacCallum, T., DipDH, BDH (Dalhousie), DipDA (Holland C)
Smith Brilliant, M., BSc, PhD (UNB)

Instructors

Bekkers, S., BSc (St. FX), DipDH (Dalhousie)
Hachey, S., BSc (Mt. A), DipDH, BDH (Dalhousie)
Harris, T., DipDH (Dalhousie)
Hawthornthwaite, P., DipDH (Dalhousie)
Pascher, D., DipDH (Dalhousie)
Reid, K., DipDH, BEd (MUN)
Thistle, C., DipDH, BSc (Dalhousie)
Thompson, S., DipDH, BA (Dalhousie)
Ward, A., BSc, DipDH (Dalhousie)
Zwicker, D., DipDA (NSIT), DipDH, BDH (Dalhousie)

I. Introduction

Dental Hygiene was first offered as a formal educational program in 1913 at the Fones School in Bridgeport, Connecticut, USA. In 1961 a diploma program in dental hygiene was established in the Faculty of Dentistry, Dalhousie University and in 2009 a Bachelor of Dental Hygiene (BDH) degree completion year was added as a new program.

Dental Hygienists are health professionals educated to prevent dental disease and help people maintain oral health. Their activities in oral health promotion are both clinical and educational and take place in private dental offices, schools, clinics, hospitals, independent practice, long term care and other community settings.

Most Dental Hygienists are employed in private dental offices. There are, however, other areas of practice such as local governments and schools, provincial and federal government departments, industry, hospitals, research and education.

In Nova Scotia and several other provinces dental hygienists can establish their own practice.

Courses in the dental hygiene programs are offered within the Faculties of Medicine and Dentistry. The educational program is supplemented by student attendance in Faculty-operated community-based clinics. The School of Dental Hygiene is located on Carleton Campus at Dalhousie University.

The School of Dental Hygiene, Faculty of Dentistry offers a one-year degree completion program. The degree completion program provides dental hygiene diploma graduates the opportunity to further their studies in the field of dental hygiene. Graduates are awarded a Bachelor of Dental Hygiene degree. Enrolment is limited to 16 students.

University regulations applicable to the students of all Faculties are found in the general section of this Calendar.

A. Provincial Regulations

Students are reminded that the Diploma in Dental Hygiene is not the only requirement for admission to practice in any province. The regulations for admission to practice are established by the licensing board of the province in which the person desires to practice.

B. Diploma

The two-year program leads to a Diploma in Dental Hygiene.

C. Degree

The one year degree completion program leads to a Bachelor of Dental Hygiene. Students must have successfully completed a Diploma in Dental Hygiene and be eligible for licensure in Nova Scotia.

D. Transfer Credits from Dental Hygiene to the Faculties of Arts and Social Sciences and Science

Students who have completed the Diploma in Dental Hygiene at Dalhousie University may receive five credits towards a BA or BSc.

Applicants should seek additional information from the Faculties of Science and Arts and Social Sciences.

II. Admission

Diploma in Dental Hygiene (two year program)

Applicants must have completed before June 1 of the year of expected entry to Dental Hygiene, at least 30 credit hours of university study, including a one term course in introductory statistics.

The School of Dental Hygiene is committed to increasing the number of qualified dental hygienists who belong to Black or aboriginal peoples of the Atlantic region. Applicants from these groups who have completed the entrance requirements may self-identify to the Admissions Committee in the form of a letter.

Selection of accepted candidates is primarily based on academic performance in the required courses and overall academic standing in university. The Admissions Committee may make use of non-academic factors in the selection process including additional information submitted by applicants.

Bachelor of Dental Hygiene

Applicants to the one-year Bachelor of Dental Hygiene degree completion program must have completed a diploma in Dental Hygiene from an accredited program in Canada or the United States, and must be licensed or eligible for licensure to practice dental hygiene in Nova Scotia.

All applicants must have completed before June 1 of the year of expected entry to the Bachelor of Dental Hygiene, at least five full year university level courses*, including a one term course in introductory statistics.

*A combination of two one term academic courses in the same discipline is considered equivalent to one full year academic course. In compliance with Dalhousie University degree regulations, all students must complete at least 45 credit hours at Dalhousie to be granted a degree. The Bachelor of Dental Hygiene courses equal a total of 30 credit hours. Therefore, students who have not completed at least 15 credit hours and/or a diploma in Dental Hygiene at Dalhousie will be required to complete 15 credit hours of elective courses before the Bachelor of Dental Hygiene degree can be awarded. See the Faculty of Dentistry Hygiene website: (<http://www.dentistry.ca>) for further details.

A. Assessment of Applicants with an International Educational Background

The Faculty of Dentistry will consider applications to the Diploma in Dental Hygiene program from individuals who have received their former education outside the Canadian educational system. Such applicants will be required to fulfill specific criteria, as outlined below.

1. If the applicant's first language is not English, he/she must complete an English language proficiency test such as the TOEFL (Test of English as a Foreign Language) with a minimum score of 580 or computer-based scored 237 or iBT score of 90 (students must achieve 4.0 on the essay or TOEFL writing test); or IELTS score of 6.5; or MELAB score of 81; or CAEL score of 70; or CanTest score of 4.5.
2. Original supporting documents from previously completed education must be provided, including course descriptions, and explanation of the grading system used, and course standings. If this documentation does not clearly indicate completion of the prerequisite courses at a competitive level, the applicant must complete one year of prerequisite university study in North America.

B. Application Procedure

Persons who have satisfied the entrance requirements may apply for admission. Applications must be made on the Dalhousie undergraduate application forms available online at www.dal.ca/registrar, and must be submitted to the Registrar's Office by March 15 in order to be considered for admission in the following academic year. Applications must be complete with academic grades by March 15 to be considered by the Admissions Committee. However, applications filed by the deadline can be completed any time up to June 1 and will be considered when completed if unfilled places remain in the entering class.

A new application form must be submitted each year in which application is made. Official transcripts in support of the academic record must be forwarded to the Admissions Office, Faculty of Dentistry, Dalhousie University, Halifax NS B3H 1W2 by the institution or institutions at which the applicant completed pre-profession studies. If the applicant is still engaged in university studies, an interim transcript should be submitted. However, a final transcript must be forwarded on completion of these credits. Dalhousie University regards an applicant's failure to disclose all his/her previous academic experiences to be an academic offence which could lead to subsequent dismissal from the University. Applicants must ensure that all successful or unsuccessful high school and/or university attendance is indicated on the application form. Applicants to dental hygiene must complete the dental hygiene supplementary information form, available in the application package or from the School of Dental Hygiene or the Registrar's Office, Dalhousie University.

An application will not be considered if the applicant has been required to withdraw from studies at any other School of Dental Hygiene at the request of the Faculty of that institution, unless the application is supported by a recommendation from the Director of that School.

Competitive applicants may be requested to make themselves available for an admissions interview or an orientation session.

On notice of acceptance to the School of Dental Hygiene, applicants must deposit with the Registrar a tuition deposit before a specific date.

These regulations may be amended without notice by the Faculty of Dentistry.

The nature of the programs in the Faculty of Dentistry involve students interacting with patients in a health care environment, and places students in a position of special trust with patients. Therefore, certain Faculty regulations must be adhered to by all students, including but not limited to: requirements for TB testing, immunization and CPR, criminal records and child abuse registry checks, clinic attire and clinical asepsis protocols. All requirements are outlined in the student Clinical Policy and Academic Policy manuals, provided to students at the beginning of each academic year and are available on the Faculty of Dentistry website.

Immunization and CPR Requirements

Acceptance into the Faculty of Dentistry clinical programs is normally conditional upon receipt of evidence of complete immunization as follows: Tetanus, Diphtheria, Pertussis (Td/Tdap), Polio, Measles, (Rubeola), Mumps, Rubella, Hepatitis B (including post-immunization antibody titres), Varicella, and completed two-step Mantoux tests. Applicants are required to complete the Dalhousie University, Faculty of Dentistry Immunization/CPR Record as a

condition of acceptance to the program. If Post-HB vaccination antibody test results have not been completed at the time of acceptance, at a minimum, the applicant must provide blood test results for the Hepatitis B Surface Antigen for acceptance into the program.

Applicants whose immunization results indicate that they are HBeAg positive or who have a viral load $>10^3$ genome equivalents/ml will not be accepted into any clinical programs. Dalhousie University will reassess eligibility for admission should the applicant's status change.

Students who do not acquire immunity from the HB vaccination series or who refuse the HB vaccine are susceptible to acquiring hepatitis B. Applicants in this category will be denied admission based on this criteria. However, after admission, any student becoming HBeAg positive or whose viral load exceeds 10^3 genome equivalents/ml during the course of their studies will be removed from patient care activities. Such modification of the clinical program may prevent a student from meeting graduation requirements.

Students who become HBeAg positive and whose viral load is greater than 10^3 genome equivalents/mL, have an ethical obligation to report their status to the Ad-hoc Committee on Bloodborne Pathogens (contact Ms. MacDonald at the College of Physicians and Surgeons of Nova Scotia at 421-2209) or to the Infection Control Coordinator, Assistant Dean Clinics, Assistant Dean of Student Affairs or Assistant Dean, Academic of the Faculty of Dentistry.

The cost of all immunizations and blood tests are the responsibility of the student/applicant.

Annual influenza immunization is required for all students during each year of study.

Students accepted to the program must have a current Level C CPR/AED (automated external defibrillator) course.

A full explanation of the Faculty of Dentistry policy related to immunizations may be found on the Faculty of Dentistry website: <http://www.dentistry.dal.ca>

Criminal Records Check and Other Screening Documentation

The Faculty of Dentistry, Dalhousie University does not require a Criminal Records Check or other screening procedure (e.g. Child Abuse Registry Check, Vulnerable Sector Screen) as a condition of admission into its programs. However, students should be aware that such record checks or other screening procedures may be required by facilities (schools, community clinics, armed forces, etc.) outside the University used for clinical placements, or experiences related to an academic course assignment, which, in some instances, may be a requirement for graduation. It is the student's responsibility to have such procedures completed; and the cost of the documentation completion is the responsibility of the student.

Such facilities may refuse to accept students on the basis of information contained in the record check or other screening procedure. If the student is unable to complete a clinical requirement due to a failure to meet the record check or screening requirements of the facility; or, if the student is refused access to the facility on the basis of the information provided, such a student may fail the course, and as a result, in some instances, may not be eligible for progression or graduation.

Note that facility requirements may change from time to time and are beyond the control of the University.

Details on the requirements for such documentation and the deadlines for submission of documentation in a timely manner are provided to students by the Faculty of Dentistry after registration in the program.

Students should also be aware that some professional regulatory bodies may require a satisfactory records check/screening procedure as a condition of professional licensure.

C. Transfer Students

Transfer students are not normally admitted to the diploma in Dental Hygiene program. In order to be considered for admission as a transfer student, applicants must have met the admission requirements to the diploma in Dental Hygiene program, and submit a letter of recommendation from the director of their current program. Transfer students will be considered only under exceptional circumstances, if places are available in the program and if the curriculum of the current program closely matches the curriculum at Dalhousie.

III. Academic Regulations

The following section describes academic regulations within the Faculty of Dentistry. More detailed information is provided to each student at the beginning of the academic year in the Academic Policy Manual and the Clinic Policy Manual. These manuals contain information for students and faculty members on the following areas: Evaluation of Students, Grade Procedures, Remedial Opportunities, Supplemental Examinations, Promotion and Graduation, Examination Regulations, Appeal Procedures, Course Waivers, Absences, Senate Discipline, Student Course Evaluation and Clinic Protocol and Procedures.

A. Academic Year

The academic year for the first, second year and BDH in Dental Hygiene begins in late August or early September and continues until the latter part of April. Courses begin immediately after the regular registration date. Late registration will be permitted only under exceptional circumstances and with the approval of the Dean.

B. Course Outlines and Program Changes

Before the beginning of term, each Course Director must provide a copy of the course outline, including evaluation methods according to University and Faculty format with any individual additions, to the Associate Dean for Academic Affairs.

Students must be provided with a course outline by the instructor at the first meeting of the course. Program changes, as to content, requirements, etc., may be necessitated and may not be reflected in a given edition of the calendar. Such changes will be included in the course outline provided to students at the first meeting of the course. Instructors may make changes to course outlines at any time. If, however, these changes affect any of the following areas, at least two-thirds of enrolled students must approve the variations in order for them to be valid: (a) assessment components; (b) weight of individual assessment components; (c) examination requirements with a value of 10% or greater.

C. Course Waiver Policy

Course waivers may be granted for courses in the Dental Hygiene program only in exceptional circumstances. Requests for such waivers must be directed to the Assistant Dean for Academic Affairs and must be accompanied by University transcripts, course descriptions, and course outlines.

Students who are granted a course waiver shall, for the purpose of establishing grade point average, have their final grades computed using only the required courses being taken.

Students who are granted a course waiver must complete at least 80% of the program to be eligible for prizes or awards.

Policies and procedures regarding application for and awarding of course waivers are outlined in the Academic Policy Manual.

D. Review of Students

Student academic and professional progress is reviewed at least twice each term by the appropriate Academic Standards Class Committee (membership - Course Directors of the respective year of the program), and each student is provided with his/her Achievement Classification (I to VI as described in the Academic Policy Manual). Appropriate remedial actions will be initiated for students with Classifications II to VI. Students with Classifications IV to VI may be placed on probation.

E. Guidelines for Student Probation

1. A student may be placed on probation for academic or professional reasons, described in classifications IV, V, VI in the Academic Policy Manual.
2. Probation shall usually occur when there are multiple concerns in one or both of the above parameters.
3. Probation shall only be implemented following thorough review of a student's progress by the appropriate Academic Standards Class Committee.
4. Student(s) on probation must be reviewed regularly at the meeting of the appropriate Academic Standards Class Committee.
5. A student who has fulfilled all of the conditions of probation, in the opinion of the Class Committee, shall be removed from probation and permitted to proceed in the appropriate course as recommended by the Class Committee.
6. A student may not be eligible to sit final examinations and may not be promoted or graduated while on probation.

7. A student who has not met the conditions of probation shall be required to (a) enroll in a supplementary educational program; or (b) repeat an academic year; or (c) withdraw from the Faculty.

F. Academic Accommodation for Students with Learning Disabilities

See University Regulations, page 13. Dalhousie University is committed to providing equal educational opportunity and full participation for students with learning disabilities. Students wishing to discuss accommodations for disabilities should contact the Office of Accessibility and Accommodation before classes commence.

G. Examinations and Course Grades

1. Admission to Examinations

In order to qualify for admission to examinations, candidates must attend the prescribed courses of the curriculum regularly and punctually. Students are expected to attend all lectures, seminars, preclinical and clinical sessions. A student may not be eligible to sit final examinations while on probation. The Examination Regulations of the University are followed, as well as specific Faculty of Dentistry regulations which are provided to students in the Academic Policy Manual.

2. Promotion and Graduation

A student will not normally be promoted or graduated unless a passing grade in all subjects and an overall grade point average of 2.0 has been achieved.

A student who has achieved a grade point average of 2.0 and received one or two failing grades may be offered the privilege of taking a supplemental examination(s) or offered the privilege to repeat the year. Successful passing of the supplemental examination(s) prior to commencement of the academic year will permit promotion. Failure to pass the supplemental examination(s) may result in the student being offered the privilege of repeating the year.

A student who has achieved a GPA lower than 2.0 and/or who has received more than two failing grades may be offered the privilege to repeat the year or may be required to withdraw from the program.

As an academic requirement, students are assessed in each year on their aptitude and fitness for the profession of Dental Hygiene (professionalism) as described in course outlines and the Academic Policy Manual. A student who, in the judgment of the Faculty, fails to attain satisfactory standard on this assessment may be dismissed from the Faculty.

Students must prepare exercises, reports, etc. as may be prescribed, and in-course laboratories or practical work satisfactorily before any credit for that course can be given. If Faculty deems it advisable, giving consideration to the student's overall performance and the constraints of time and resources, students may be given the opportunity to clear any deficiencies by means of remedial programs.

Students who, in the judgment of the Faculty, are deficient for any reason in their clinical practice may be required to return for a special clinical session or to repeat the year. The satisfactory completion of this entire clinical session is required in order to allow students either to continue in their regular course or to graduate at the next subsequent Convocation.

3. Course Grades

Upon completion of a course, a student is awarded a grade of A+, A, A-, B+, B, B-, C, F, or INCOMPLETE, or for courses designated, a grade of PASS, FAIL.

In this system; A+ is the highest and C is the lowest passing grade; an INC grade allows an otherwise qualified candidate to fulfill the course requirements within a specified time in a program determined by Faculty; an F is a failing grade which may allow an otherwise qualified candidate supplemental examination privileges, or may disqualify the student from further evaluation without repeating the course and/or the entire academic year.

The Course directors are responsible for defining the requirements for grades.

4. Grade Point Equivalents and Averages

The numerical percentage score-letter grade equivalency scale for all courses in the Faculty of Dentistry is as follows:

In this scale 65% is the minimum passing numerical score. GPA equivalencies for final letter grades are consistent with the Dalhousie University GPA equivalency scale.

Numerical Score	Letter Grade	Grade Point Equivalent
95-100	A+	4.30
90-94	A	4.00
85-89	A-	3.70
80-84	B+	3.30
75-79	B	3.00
70-74	B-	2.70
65-69	C	2.00
N/A	INC	0.00
0-64	F	0.00
N/A	P (pass for credit)	Neutral
N/A	W (withdraw)	Neutral
Pending	Neutral	

INC - Incomplete: Students are expected to complete all course work which is required to achieve a passing grade by the prescribed deadlines. Only in special circumstances and with appropriate Academic Standards Class Committee concurrence, or that of the Associate Dean for Academic Affairs acting for the ASCC, may an instructor extend such deadlines. Incomplete work in a course must be completed by a time assigned by the relevant Academic Standards Class Committee and approved by Faculty. An INC will be converted to the earned grade if completed by the deadline. Otherwise, the course grade point value will be calculated as 0.0 on the student's grade point average, and the INC grade will be converted to a failing grade, unless the student is given permission by Faculty to withdraw from the course. Students cannot be promoted with INC grades.

W - The grade of W is recorded for courses in which a student withdrew with Faculty approval. No grade value is recorded. It should be noted that all courses for a given year must be successfully completed before a student is promoted or graduated.

5. Calculation of Average

Each course, except courses with final grades of PASS or FAIL, is assigned a course weight based on its length and the mix of lecture, laboratory or clinical components. An individual student's point equivalent for each course is multiplied by the course weight. The student's yearly grade point average is calculated by dividing the sum of the weighted grade point equivalents earned for all the separately numbered courses for the academic program year by the sum of the course weights for all courses.

A Cumulative Grade Point Average is calculated by adding the total weighted grade point equivalents earned and dividing by the sum of the course weights for all courses taken. The Cumulative GPA is used for the awarding of certain prizes, awards and scholarships.

6. Supplemental Examinations

A candidate who has received failing grades in not more than two subjects of any year and who has attained the required overall grade point average of 2.0 may be offered the privilege of taking supplemental examinations in such subjects, provided he or she is qualified in attendance and course work for admission to examination.

Supplemental examinations are normally written after July 15 and before August 10, and are normally written at Dalhousie, unless approval is obtained to do otherwise.

Application for admission to a supplemental examination must be made on or before July 15th. Application forms may be obtained from the Dean of Dentistry's Office and must be accompanied by a supplemental examination fee.

On passing a supplemental examination or evaluation, a notation is made on the transcript that the course is passed by supplemental activity, and no grade point value is assigned. If the student fails the supplemental examination or activity, a grade of F will be recorded for that course. Failing grades must be replaced by passing grades before a student is promoted to the next year of the program. Failure of supplemental examination(s) may result in the student being offered the privilege of repeating the year.

7. Illness or Absence

It is the student's responsibility to immediately inform the Office of the Dean and, when clinical activities are involved, any scheduled patients, of any absence due to illness, injury, or other serious cause.

In the case of illness or injury, the student may be required to present a valid medical certificate documenting the illness/injury. In the case of a student missing a test/examination, a medical certificate will be required before a rescheduled test/examination is planned or a clinic penalty/suspension is removed. In the case of a serious personal problem, the student will be required to submit to the Associate Dean for Academic Affairs, a confidential written statement documenting the reasons for absence. Re-scheduled examinations will not be granted without written approval of the Assistant Dean.

Students are required to attend all assigned clinics. Penalties for not attending clinics are indicated in the clinic course outline.

Failure to report to courses or clinic or to report an absence due to injury or illness as required may result in suspension of clinic privileges and may limit a student's right to appeal an unsatisfactory course grade or the failure of an academic year. Written policies describing the responsibilities of students in such cases are available to all students in the Academic Policy Manual.

8. Appeals

Students have the right to appeal their assigned grade in a given course as well as decisions regarding promotion or graduation. Written policies describing the Faculty's appeal procedures are available to all students in the Academic Policy Manual.

H. Instruments, Equipment, Textbooks

All mandatory laboratory/clinic instruments, equipment, consumables, scrubs and lab jackets (not shoes), lockers, manuals, textbooks, and laptops are included in Student Auxiliary fees. The Faculty provides these items in order to maintain minimum standards and to ensure timely delivery and availability for the beginning of courses.

There are four parts to these fees:

- Student Kit Fee - these fees vary according to the students year of study.
 - Consumable Kit, which includes scrubs and lab jackets, stethoscope, PSP plates, gloves, laundry, lockers and manuals etc.
 - Equipment Kit, which includes preclinical equipment, blood pressure cuff, loupes etc.
- Academic Clinic Fee - Major clinical equipment, instruments and facility renewal fees.
- Technology Fee - Laptop computer, peripherals, software, clinic infrastructure and IT Support.
- Electronic Textbook Fee - Vital Source Bookshelf and hardcopy textbooks

Students are financially responsible for lost or damaged items. Diplomas are withheld pending the return of or payment for missing/damaged items.

Fees (not including tuition)

All fees are subject to change. Fees listed are for 2013/14 (not including tuition).

Diploma in Dental Hygiene (DH) 2013/2014

	Electronic Textbooks	Technology fee	Academic Clinic fee	Student Kit fee	Total
Year 1	\$1,350.00	\$2,100.00	\$2,550.00	\$3,354.00	\$9,354.00
Year 2	\$1,350.00	\$2,100.00	\$2,550.00	\$917.00	\$6,917.00

It is estimated that students will spend approximately \$150 in second year on expenses related to completion of special projects and transportation to external clinic rotations.

Bachelor of Dental Hygiene 2013/2014

	Electronic Textbooks	Technology fee	*Academic Clinic fee	Student Kit fee	Total
Year 1	\$0	\$0	\$1,250.00	\$912.00	\$2,162.00

Refunds:

There will be **no refunds** after the first official week of the program.

Student Kit Fee: If for any reason, a student withdraws from the program during the first official week, in any year, they will be granted a full refund of the fees charged in that year. A refund in the first week requires the return of all kit items to Dental Stores.

Academic Clinic Fee: There are no refunds of the Academic Clinic fee.

DH Technology Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Year 1 - Full refund of the fees charged in that year upon the return of all equipment and peripherals, with original packaging, to Building Services. Returned items will be subject to inspection prior to refund.

Year 2 - 50% refund of fees charged in that year. Students who withdraw in year 2 will keep their laptop and peripherals.

Electronic Textbook Fee: A student who withdraws from the program during the first official week, will be entitled to refunds as follows:

Year 1 - Full refund of the fees charged in that year upon the return of all textbooks, with original packaging, to Building Services. Returned items will be subject to inspection prior to refund.

Year 2 - Pro-rated refund of the Vital Source fees charged in that year.

Access to all titles on the Vital Source bookshelf will be terminated immediately upon withdrawal.

Fees for Repeating Students:

DH Electronic Textbook Fees and Laptop Lease Fees (~50% of the total Technology Fee) are considered paid in full after two years. The remaining 50% of the Technology Fee which covers new technology, software upgrades, clinic infrastructure and IT support is payable until graduation.

IV. Academic Program

Policy Statement on Interprofessional Health Education

Students in the Faculties of Dentistry, Health Professions and Medicine are required to participate in interprofessional health education activities. These activities, together with specific program requirements, are currently evolving and in transition and are integrated into the curricula of individual programs. Participation is mandatory. The objective of interprofessional education in the Faculty of Dentistry are to:

1. Learn and develop skills and strategies for working effectively to address complex problems and issues with other professionals, colleagues and clients/consumers/patients; and
2. Develop an awareness of, and respect for, the expertise, roles and values of other professionals, colleagues and clients/consumers/patients.

First Year - Diploma in Dental Hygiene

DEHY 2550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation, qi gong breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DEHY 2800.00: Elective.

This course is designed to allow students to pursue, in depth, dental hygiene related, and to a lesser extent, other topics of particular interest to them that are not covered in scheduled courses.

DEHY 2805.01: Periodontics.

This course presents the basic clinical, histologic and radiographic parameters needed for the assessment of normal and diseased periodontal structures. Likewise, this course also covers the basic elements of the inflammatory process and the immune response, and the microbiologic and histopathologic changes associated with the initiation of gingivitis and its progression to chronic

periodontitis. Finally, the course deals with the cellular interpretation of the clinical response of the periodontium to the initial phase of treatment.

DEHY 2806.03: Dental Biomaterials Science.

This single term course involves the study of the composition and properties of dental materials that are relevant to the practice of dental hygiene. The application and performance of biomaterials in clinical practice is considered through lectures, demonstrations and laboratory exercises. Students will learn fundamental materials science and biocompatibility along with the scientific basis relating to the selection and utilization of particular materials in specific applications in the practice of dental hygiene.

DEHY 2809.03: Nutrition for Preventive Dentistry.

This course provides information and an opportunity for discussion on nutrition, how it impacts on our way of life, our health and dental hygiene. The learner will be exposed to and given an understanding of how to interpret food intakes in relation to healthy eating and dental hygiene using the tools: Canada Food Guide for Healthy Eating and the Dietary Reference Intakes (DRI). The course will also focus on how to make dietary recommendations to patients in an effort to decrease the patient's caries risk.

DEHY 2812.03: Fundamentals of Clinical Dental Hygiene - Theory.

This full year lecture course is an introduction to the knowledge and concepts necessary to understand and practice clinical dental hygiene as a process of care.

DEHY 2816.01: Dental Hygiene Ethics.

Dental Ethics is presented in a series of lectures and problem solving exercises on the theory and principles of ethics. Topics discussed include professional models as well as a thorough examination and application of the CDHA Code of Ethics. The approach to the Code of Ethics is one that encourages ethical reasoning, problem-solving and critical thinking.

DEHY 2817.09: Fundamentals of Clinical Dental Hygiene.

This course is an introduction to the knowledge, concepts and skills necessary to understand and practice clinical dental hygiene as a process of care. This dental hygiene process of care involved four phases: assessment, planning, implementation and evaluation. This course is competency based, with an expectation that the student will master specified didactic (theory) material as well as laboratory and clinical competencies.

DEHY 2822.03: Oral Anatomy and Dental Histology.

This course introduces the student to basic dental terminology, anatomy and morphology of primary and permanent teeth, tooth identification and differentiation. Also it includes the study of eruption patterns, occlusion relationships and basic dental histology.

DEHY 2823.01: Embryology and Pathology.

This course covers the areas of embryology and pathology. The embryology portion of the course covers gametogenesis and fertilization, cleavage and implantation, formation of the bilaminar germ disc, establishment of body form, fetal membranes and placenta, orofacial development I and II, and branchial arch development I and II.

Pathology topics include: introduction to pathology, the nature, causes and mechanisms of development of disease, tissue renewal and repair, diseases of immunity, genetic disorders, neoplasia and non-neoplastic disturbances of growth. Related basic clinical oral pathology will be covered in the first year Clinical Fundamentals course. Detailed clinical oral pathology will be covered in second year.

DEHY 2825.06: Radiology.

This course includes the technical and theoretical aspects of radiology, the hazards and safety of radiation as well as interpretation of radiographs. Course material will be presented through lectures, small group activities and laboratory sessions. Laboratory sessions include a "hands on" portion that allows students to take radiographs using prototype heads and includes placement on each other. The principles of digital imaging will be implemented and students will use this technology to complete practical assignments.

DEHY 2826.03: Behavioral Foundations-Interpersonal Communication and Motivation.

The constructs, principles and methods of effective interpersonal communication, motivation and behavior change in health education will be examined. Concepts

covered will include theories of motivation, principles of teaching and learning, the client centered approach to education and counseling, and aspects of psychology fundamental to dental hygiene practice. Emphasis will be on the one-on-one clinical setting with reference to the community environment. Learners will be prepared for the second year clinic course where they will critique their communication skills in clinical patient interaction.

DEHY 2850.03: Introduction to General and Oral Microbiology.

Introductory to General and Oral Microbiology is an introductory level of microbiology course that aims to build up a foundation of microbiology and microbial diseases for dental professional students. The course includes study of microbial structure, physiology and genetics, the ways microbes cause diseases and the ways they affect human defense systems. This course will particularly emphasize the importance of common human microbes, host-microbial interactions and their impacts on oral health and diseases.

DEHY 2851.03: Basic Human Anatomy.

This course is offered by the Department of Anatomy and Neurobiology and is restricted to students in the School of Dental Hygiene. Upon successful completion of the course, the student will be able to explain and describe, at a basic level, the gross anatomy and histology of the human body. An online Virtual Human Cadaver Dissection Laboratory will be offered.

FORMAT: Lecture 3 hours

RESTRICTION: Restricted to Dental Hygiene students

DEHY 2852.03: Gross Anatomy of Head and Neck.

This course is taught by the Department of Medical Neuroscience in the Faculty of Medicine and is designed especially for, and restricted to, Dental Hygiene students. It deals with the detailed gross anatomy of the head and neck. This course complements DEHY 2851.03 and DEHY 2853.06

FORMAT: Lecture/lab 2.5 hours

RESTRICTION: Restricted to Dental Hygiene students

DEHY 2853.06: Human Physiology.

This is an introductory human physiology course directed mainly to Health Profession and Dental Hygiene students. The functions of body organs and body systems and the integration functions of the whole organism are studied.

FORMAT: Lecture 3 hours, weekly assignments, and tutorials

CROSS-LISTING: PHYL 1010.03

Second Year - Diploma in Dental Hygiene

DEHY 3001.12: Dental Hygiene Clinic.

This course is the clinical application of skills and knowledge to provide comprehensive dental hygiene care. Students will use the dental hygiene process of care: assessment, planning, implementation and evaluation. Students will gain additional experiences by attending rotations through pediatric, geriatric, orthodontic, restorative, oral pathology and oral surgery clinics.

DEHY 3002.06: Population Health.

An introduction to the promotion of oral health and the prevention of oral disease in populations. The population and health promotion approaches aim to improve the health status of the entire population and to reduce health inequities among population groups by taking action on the full range of health determinants.

Course requirements include practical experience in community settings such as health centres, schools, and extended care facilities.

DEHY 3003.03: Exceptional Clients.

This lecture & seminar course explores the provision of dental hygiene care for members of exceptional populations. These populations include: the geriatric population, the exceptional population including but not limited to the visually, hearing and intellectually impaired as well as those who may be medically compromised. Course requirements include a practical experience of providing mouth care for residents in a long-term care facility.

DEHY 3005.03: Professional Issues.

A study of the ethical, legal and practice management issues related to dental hygiene practice and regulation. The course includes topics such as resume writing and interview preparation as well as a wide variety of other topics pertinent to dental hygiene practice. Students learn about the regulatory framework for dental hygiene practice and the role of the national and provincial

dental hygiene associations. Students will be given an opportunity to participate in class and to present on various topics as part of their assignments.

DEHY 3007.01: Pharmacology.

A broad overview of the drugs which are used frequently in dental practice, and drugs used by dental patients which influence choice of treatment, may have significant interactions, or may lead to complications during dental/dental hygiene treatment.

DEHY 3009.01: Dental Specialties.

An introduction to five specialties of dental practice, particularly as they relate to the active roles of the dental hygienist in collaborative practice settings, and to the specific needs of patients. The five specialties are endodontics, fixed and removable prosthodontics, pediatric dentistry, orthodontics, and oral surgery.

DEHY 3014.03: Fear, Pain and Anxiety Management.

This course will provide an integrated overview of the psychology, anatomy, physiology and pharmacology associated with dental pain, fear and anxiety management for patients receiving dental care. Students will be educated at an appropriate clinical level to recognize and support the management of a dental patient's pain, fear and anxiety. The Local Anesthesia section of the course is designed to provide students with the basic principles and knowledge necessary to administer maxillary and mandibular local anesthesia for pain management. The neurophysiology of pain, the pharmacology of local anesthetics and vasoconstrictors, preparation of the armamentarium, anatomical considerations, local and systemic complications and patient assessment and management techniques are included in the course.

DEHY 3015.01: Clinical Oral Pathology.

This course is based on DEHY 2815.01 but differs from it in that it discusses diseases of the mouth based on their clinical presentation rather than the pathologic processes that produced them.

DEHY 3016.06: Study Group - Clinical Cases.

This course is designed to develop critical thinking skills and evidence based decision-making skills in clinical situations. Through inquiry learning, students will be given an opportunity to demonstrate integration, application, synthesis and evaluation of didactic knowledge gained from a variety of disciplines and their clinical experience. They will be expected to research learning issues that arise while working through the cases and present their findings within a study group-learning situation. Initial cases will introduce the students to the process of inquiry learning and the final cases will be of a more complex nature, where the technique of "progressive disclosure" will be utilized.

DEHY 3017.03: Clinical Periodontics.

A continuation of the Periodontics course given in the first year, this course focuses on non-surgical periodontal therapy rendered by the dental hygienist. A wide variety of topics on clinical periodontics are covered including, but not limited to: antimicrobial and occlusal therapies, the management of medically compromised patients and principles of periodontal surgery.

DEHY 3550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty. Mindfulness practice involves sitting, standing and walking forms of meditation, qi gong breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

DEHY 3900.00: Elective.

This course is designed to allow students to pursue, in depth, dental hygiene related, and to a lesser extent, other topics of particular interest to them that are not covered in scheduled courses.

DEHY 4002.03: Applied Oral Health Research.

This course requires that each student work with a faculty supervisor in the design and implementation of a simple, focused research project with a plan for dissemination of results to facilitate knowledge transfer and exchange.

FORMAT: Tutorial/Independent Study

PREREQUISITE: DEHY 4011.03

DEHY 4004.03: Teaching Methodologies and Practicum.

This course provides students with a seminar course in teaching methodologies and the opportunity to practice teaching within an undergraduate dental hygiene program under the supervision and mentorship of dental hygiene faculty members. In addition to clinical teaching experience, students may choose to broaden their teaching experience in an alternative setting such as case-based facilitation, classroom lecturing or any other approved educational setting.

FORMAT: Active participation in chosen field/Primarily work with faculty advisor for individual setting.

DEHY 4006.03: Health Policy.

This course provides an overview of the impact of social, political and economic environments on social policy, health, oral health and the practice of dental hygiene. Topics include how policy is made in Canada, as well as contemporary themes in healthcare quality, access to care, regulation, financing and delivery of oral healthcare.

COURSE DIRECTOR: J. Clovis

FORMAT: Lecture

DEHY 4007.03: New Venture Creation Entrepreneurship.

This class is about venturing – the process of creating new ventures in both the for-profit and not-for-profit environment. The issue of Social Entrepreneurship will receive specific attention. The course is designed to expose students to the issues, problems, and challenges of creating new ventures and to provide students with the opportunity, within the framework of a formal class, to explore and develop venture ideas that they have been considering or wish to investigate. Experiential exercises enable the student to better understand him/herself, his/her venture potential, and the merits of his/her new venture ideas. A major field project requires the development of a detailed plan for the new venture.

COURSE DIRECTOR: E. Leach

FORMAT: Lecture/experiential exercises/field project

CROSS-LISTING: MGMT 3907.03

DEHY 4008.03: Independent Study and/or Approved Elective(s).

This course can be designed by the student appropriate to their practice setting or other approved interest area. Presentations to professional groups, e.g., study clubs, professional and health organizations, and/or health agencies would also meet the criteria for this course and include program development.

The approved elective option would be chosen from a list of selected courses, or any other course of interest that does not appear on the list, and is approved by the Bachelor of Dental Hygiene program director.

COURSE DIRECTOR: P. Maillet

FORMAT: Self-directed study/primarily work with appropriate faculty advisor

DEHY 4009.06: Teaching Methodologies and Practicum.

Educational principles and teaching strategies will be taught in the seminar portion of this course. The practical portion will involve teaching within an undergraduate dental hygiene program under the mentorship of dental hygiene faculty members. In addition to clinical teaching, students will broaden their teaching experience in classroom lecturing or any other approved educational setting.

DEHY 4010.06: Alternative Practice Settings.

The course includes both didactic and practicum requirements. In-class didactic learning prepare students to practice dental hygiene with diverse populations using health literacy and interprofessional knowledge and skills. The practicum includes fixed clinical placements that involve exceptional care clients and/or medically compromised clients, and/or clients in long-term care. An approved placement with a public health department or health agency is an alternate care setting. Students also have opportunities to observe in a variety of institutional settings.

FORMAT: External Placement

DEHY 4011.03: Introduction to Health Research.

This course is designed to help students make sense of the research they can be expected to encounter in their professional practice. It will provide an introduction to the principals underlying research theory, research design, data collection, data analysis and communication of both research protocols and research findings.

FORMAT: Lecture/seminar

DEHY 4550.00: Mindfulness Elective.

This elective is designed to provide an oasis of holistic self-care, in an otherwise rigorous, science-based curriculum, geared towards helping others. Interested students will learn to establish an ongoing mindfulness practice in a supportive, small-group environment of like-minded classmates, staff and faculty.

Mindfulness practice involves sitting, standing and walking forms of meditation, qi gong breathing exercises, brief readings, brief journaling, and brief discussions to help integrate mindfulness skills into daily life.

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 Matthewman, A., BA (Windsor), MLS, MA (Western), Law Librarian

Administrative Officers

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 Godfrey, R., Director Admissions and Career Development
 Kavanaugh, K., Director Alumni and Development
 Loomer, L., BA Hons (UVic), Communications Officer

I. Introduction

The Schulich School of Law is the oldest university common law school in the British Commonwealth, and in 1983 celebrated the 100th anniversary of its founding. From its inception in 1883, the school has sought to perpetuate the vision of its founder and long-term Dean, Richard Chapman Weldon, a vision which encompasses a solid preparation for the practice of law and which encourages respect for and participation in public life. Despite its regional base, Dalhousie is perceived as a "national" law school, and encourages applicants from all parts of Canada. Indeed, over the years graduates of Dalhousie have had a distinguished influence on the development of law, legal education and public institutions throughout Canada. The JD degree from Dalhousie is recognized for the purposes of Bar admission in all Canadian provinces.

The Law School is located in the Weldon Law Building on the main university campus. Designed to meet the special needs of law students and staff, the building contains class and seminar rooms, faculty and administrative offices and lounge space for students and staff. The Law Library, opened in October 1989, houses our collection of over 202,000 volumes of common law materials and legal periodicals which includes a very good selection of international legal materials, and a fast-growing marine and environmental law section. Our marine and environmental law holdings represent one of the best collections of its kind in the world, attracting scholars from many countries. The law school publishes the Dalhousie Law Journal, a well-respected legal periodical.

The full-time JD program at Dalhousie entails three years of study. The first year program is entirely compulsory, while the second and third year programs are, for the most part, optional. The first year program consists of the following seven courses: Contracts and Judicial Decision-Making, Criminal Justice: The

Individual and the State, Orientation to Law, Fundamentals of Public Law, Legal Research and Writing, Property in its Historical Context, and Tort Law and Damage Compensation. The second year required courses are Civil Procedure, the Compulsory Moot and Constitutional Law. The third year required course is The Legal Profession and Professional Responsibility. As well, students in second and third year are required to complete at least one "major paper" course per year. A more detailed description of all our course offerings follows.

A limited number of students are permitted to complete their JD on a part-time basis, subject to more detailed regulations set out below. The intent of this program is to accommodate the special needs of individuals for whom three years of full-time attendance at Law School could cause hardship or even inability to attend at all.

The Law School is home to the Dalhousie Health Law Institute, the Law and Technology Institute, and the Marine and Environmental Law Institute. For details, please consult the section on "Centres and Institutes" in this calendar.

The Schulich School of Law has an active clinical law program, Dalhousie Legal Aid Service. Through its community law office in downtown Halifax, the Clinic provides a legal aid service for low-income clients in the Halifax-Dartmouth area. Students, lawyers and paralegals conduct cases for individual clients and also work in areas of community development, preventive law and law reform, all under the supervision of staff lawyers and faculty members. The Clinic also acts as a teaching centre for third-year students. The law school offers another type of clinical experience, dealing solely with criminal law, in which, to complement special courses and seminars, students are assigned to either a judge, a Crown Counsel, or a defence lawyer, to observe and participate in criminal law work. Students receive academic credit for both clinical programs.

The Law School, in conjunction with several other faculties, offers four combined degree programs. The JD/MBA program allows students to obtain the Juris Doctor degree and the Master of Business Administration in four years instead of the five which would be required to take the degrees separately. The JD/MPA (Juris Doctor/Master of Public Administration), the JD/MLIS (Juris Doctor/Master of Library and Information Studies), and the JD/MHA (Juris Doctor/Master of Health Administration) are similarly structured to permit the completion of the two degrees in four years instead of the usual five. Students intending to make application to any of the combined programs should inquire directly to the Registrar's Office, Dalhousie University.

Students are able to participate in several moot programs. All second and third year students are required to participate in Moot Court, second year students as counsel, and third year students as judges. The best second year counsel compete in their third year for the Smith Shield, a prestigious Dalhousie award. As well, students can participate in the Jessup International Moot Court Competition, a world-wide competition on a problem of international law, the Bowman National Tax Moot, the Kawaskimhon Aboriginal Rights Moot, the Laskin Moot (an administrative-constitutional moot), a Securities Law Moot and the Gale Cup Moot Court Competition (among all Canadian common law schools), and the Sopinka Trial Advocacy Competition.

Dalhousie, in cooperation with the Supreme Court of Nova Scotia, offers a voluntary Judge's Clerkship Program for third year students. This program, which is in addition to regular courses and not for credit, allows qualified students to spend one week during the term with a Supreme Court Justice in Chambers, and offers a valuable and practical learning experience. Some students each year may also have the opportunity to act as student assistants, for credit, to the NS Appeal Court and some may do the same with the Nova Scotia Supreme Court.

The Schulich School of Law has established exchange programs with the University of Maine School of Law at Portland, National University of Singapore, the Canadian civil law schools, the EU Consortium of Law Schools and the North American Consortium on Legal Education with law schools in the United States and Mexico. Third year students may do one term at these schools for academic credit at Dalhousie. There is also the possibility of directed research courses to be taken at the Vrije Universiteit, the Netherlands, for academic credit at Dalhousie.

The law school has an active graduate degree program, offering both the Master of Laws (LLM) and the PhD (Doctor of Philosophy in Law) degrees. The Master's degree is normally acquired on the basis of thesis and course work, and can be taken either full-time in one year or part-time over two years. The Master's degree may also be taken on the basis of course work only, which is particularly appropriate for part-time students. In recent years, supervision has been offered in the following areas, among others: international law, human rights law, health law,

administrative law, constitutional law, taxation, business law, labour law, law of the sea, maritime law, fisheries law, environmental law, critical race and legal theory and feminist legal scholarship. A particular interest has been developed in marine and environmental law, which has been designated as a field of special emphasis in the faculty. More detailed information on the graduate degree program follows.

A. Student Life

The first year class normally consists of 160 people, and the total student population in the JD program is approximately 460. Many of our students, usually 50%, are residents of provinces outside the Atlantic region. In addition to the JD students, approximately 20 students are in the LLM program, and several students are enrolled in the PhD program each year. The student body is very diverse, with students from a wide variety of backgrounds and experience. We are sometimes able to accept a small number of students who wish to transfer to Dalhousie from another Canadian law school, or who have received their law degree in Québec. Application for transfer may be made to the Assistant Dean, Academic, Schulich School of Law, Halifax, NS B3H 4H9.

All law students are members of the Law Students' Society which appoints representatives to faculty committees, arranges for speakers to visit the school, and organizes social events and programs. It also oversees publication of a law students' newspaper, *The Weldon Times*, *The Dalhousie Journal of Legal Studies*, and the annual yearbook. Dalhousie has an active sports and social program with something to appeal to most students. Some of the student organizations active at the school are the Association of Women and the Law, the Environmental Law Students' Society, the Dalhousie Aboriginal Law Students Association, the Dalhousie Black Law Students Association, the John Read International Law Society, and the Speakers' Committee. Dalhousie University features a major athletics and sports complex known as Dalplex. Indoor facilities there include a 50 metre swimming pool and a gymnasium/field house the size of a football field.

B. Scholarships and Bursaries

The Schulich School of Law administers a very generous scholarship and bursary program. Well over 60% of the students enrolled at the Schulich School of Law receive some sort of financial support from programs administered by the School. Besides entrance and in-course scholarships, discretionary awards and bursaries are offered annually to students with financial need. Eligible students may apply for discretionary awards and bursaries in October, when application forms and information are distributed. More detailed information on scholarships and bursaries can be found in the section on Awards on page 149 of the calendar.

Funding may also be available for students who are Mi'kmaq or Indigenous Black Nova Scotians and who are part of the Schulich School of Law's Indigenous Black and Mi'kmaq (IB and M) Initiative. For further details, please see the description of the IB and M Initiative on page 49 of this calendar.

C. Dalhousie Law Alumni Association

President, Robert Purdy

The association has over 7,000 members composed of graduates and faculty of the Schulich School of Law. In addition, current students are considered non-voting members until graduation. The aims of the Dalhousie Law Alumni Association are to promote and encourage active participation of graduates in the life of the school and to establish and maintain strong relationships among alumni.

The Dalhousie Law Alumni mission statement: To promote cohesion of the community of Dalhousie Law graduates and support the Law School in its mission to provide a first class legal education incorporating liberal and professional elements, to students interested in the study of law.

The association has established branches in Alberta, British Columbia, Saskatchewan, Manitoba, New Brunswick, the Yukon and the Northwest Territories, Nunavut, Southern Ontario, Southeastern Ontario, Québec, Newfoundland, Prince Edward Island, and Cape Breton, Nova Scotia. Each branch organizes its own local activities. Association members participate in admissions interviews. They act as firm contact persons for articling applicants, and take part in student information seminars on practice and law-related careers. In addition, each year the Association organizes an Alumni dinner, held in conjunction with class reunions.

The law alumni magazine and newsletter, *Hearsay* and the *Ansul* respectively, are each sent out once a year to all graduates of the school to keep them informed of

the latest events at the law school. In conjunction with the Law Students Society, the Law Alumni Association administers the Award for Excellence in Teaching Law. The Dalhousie Law Alumni Association also sponsors The Weldon Award for Unselfish Public Service. This annual award is given to a graduate for recognition of their unselfish public service to the community, and serves as a tribute to the school's first dean, Richard Chapman Weldon.

The association also administers the Bertha Wilson Honour Society. This society recognizes the law school's extraordinary alumni and showcases the impact and the geographic reach of their contributions to the legal profession, legal education, the judiciary, business and industry, charitable organizations, the arts or the community.

D. Career Development Office

Assistant Dean, Student Services: Sarah M. Kirby

Director, Career Development: Rose Godfrey

The Career Development Office acts as a facilitator to assist students and graduates in finding articling positions, summer jobs, and law-related opportunities and serves as a conduit of information relating to job postings, clerkships, scholarships, and graduate law study programs and awards. Individual career and job search counselling is provided to students, as is assistance with resumes and cover letters. The Career Development Office also presents a speaker's series featuring practicing lawyers who serve as real-life examples of the diverse range of opportunities available to graduates with a legal education.

E. Admission to the Practice of Law

Prospective students are advised to consult the Law Society in the law district where they hope to practice for specific information on qualifications for admission to the Bar. Specific inquiries should be directed to the appropriate bar society.

Under the Rules and Regulations of the Nova Scotia Barristers' Society a student desiring admission to the Bar of Nova Scotia must serve under articles of clerkship with a practicing solicitor for a period of twelve consecutive months after receiving a degree in Law from Dalhousie or any other approved University. Students are also required to complete the Bar Admission Course, and to pass examinations given during the Course.

Students who complete a period of articles in another province may apply to the Credentials Committee of the Barristers' Society for credit towards the twelve month requirement.

The Law Society of Upper Canada admits holders of the Dalhousie Juris Doctor degree to the Bar Admission Course conducted by the Society for candidates for admission to the practice of law in Ontario.

In other provinces of Canada where the common law system is in effect the degree of JD from Dalhousie is recognized as fulfilling academic qualifications and as preparation for practical training for admission to the Bar. Information concerning particular elective courses recommended by the law society of a Province for inclusion in a student's class of studies is available from the Career Development Office.

Juris Doctor

Beginning 2011, Dalhousie University has changed the designation of our first degree in law from LLB (Bachelor of Laws) to JD (Juris Doctor). Juris Doctor has become the more common designation for first professional law degrees in Canada, and the change at Dalhousie has been undertaken to ensure our degree is well recognized across Canada and internationally. The academic program remains unchanged from the LLB. The move to the JD (Juris Doctor) represents simply a change of designation and does not indicate any change in academic status of the law degree program. The JD degree remains a first professional degree to which students are usually admitted following three or four years of undergraduate study.

The change took effect September 1, 2011 and those entering our first year class in September 2011 and in subsequent years will graduate with a Juris Doctor (JD) degree.

Conversion of Degrees

Graduates of the Bachelor of Laws (LLB) program have the option to convert their degrees from LLB to a JD if they wish. If a graduate chooses to do nothing,

their degree will remain as originally awarded. There is no time limit on conversions.

To have a Bachelor of Laws (LLB) degree converted to the Juris Doctor (JD), graduates must complete and return the Application for Change of Degree Designation form. The form can be found at www.dal.ca/parchments. There will be an administrative fee of \$50 to cover the cost of conversion of the LLB to JD. This is the standard parchment replacement cost and includes any courier delivery costs.

Those who convert from LLB to a JD must submit the completed form along with their original LLB degree parchment and fee to the Registrar's Office. The replacement parchment will be printed in English; reflect the degree name as Juris Doctor; and bear the signatures of the current Dean, President and Chair of Senate. The date on the parchment will be the date the replacement parchment is produced. The lower left hand corner of the parchment will bear a red ink stamp with the words "Issued to replace original Bachelor of Laws dated _____"; which will be the date the original LLB was awarded.

Any graduate who has lost their original parchment must submit an affidavit from a lawyer, commissioner of oaths or a notary public to confirm the loss, stating their full name, birth date, current address, graduating year, degree and circumstances of the loss.

The degree parchment can be picked up from the Registrar's Office or will be mailed by courier based on the preference indicated on the form. Please note that once a graduate has chosen the Juris Doctor (JD) option, they will not be able to return to the original designation of Bachelor of Laws (LLB).

When the degree is converted, the official University record will also be adjusted and the change noted. The conversion will be noted on the transcript as follows: Bachelor of Laws: DD-MM-YYYY, followed by the comment: Converted to Juris Doctor: DD-MM-YYYY.

One copy of the revised official transcript will be enclosed at no cost with the new parchment.

For further information or assistance with degree conversions, please contact:
Convocation Clerk
Registrar's Office
Dalhousie University
Telephone: (902) 494-6777
Email: convocation@dal.ca

II. Admission

Director of Admissions: Rose Godfrey

A. Admissions Procedure

Any student seeking admission to the Law School for the first time must complete the online application and submit academic transcripts, letters of reference and Personal Statement to the Admissions Office, Dalhousie University, Halifax, NS B3H 4H6, by February 28. An application fee, which is not refunded, must accompany each application. Applicants who wish to be considered for entrance scholarships must file these applications by November 30. It is the responsibility of the applicant to ensure that all materials relevant to the application are received by the committee.

Students applying for admission are required to submit results of the Law School Admission Test, a service of the Law School Admission Council (<http://www.lsac.org>). The test is offered several times per year across Canada and the US, usually in October, December, February, and June. LSATs written in June will not be considered for positions in the course commencing the following September.

The Admissions Committee may consider applications as soon as they are received or it may postpone consideration of some or all applications until June. A non-refundable deposit of \$200 is required to hold a place in the law program. All prepaid deposits are applied to the first installment due for tuition fees. Prospective applicants should confirm from the faculty that this information has not been changed subsequent to this printing.

B. Admissions Policy

In assessing applications, emphasis is placed primarily on an applicant's academic record and LSAT score. The Admissions Committee also considers non-academic experience, letters of reference and other factors in making its decisions. Interviews by the Admissions Committee of applicants with significant non-academic experience may be held at the discretion of the Committee. Interviews will normally take place in May or June.

C. Juris Doctor (Full and Part Time)

Students are admitted to the JD program through one of the categories set out below.

1. Regular Applicants

The Admissions Committee of the Schulich School of Law may admit applicants as regular candidates for the JD degree if the applicant:

- has received, with high standing satisfactory to the Admissions Committee, the degree of Bachelor of Arts, Science or Commerce, or an equivalent degree from Dalhousie University or from another degree-granting college or university recognized by the Senate; or
- has at least three full years of study after junior matriculation or two full years after senior matriculation of a course leading to the degree of Bachelor of Arts, Science or Commerce or an equivalent degree at Dalhousie or at another degree-granting college or university recognized by the Senate. Normally, this means that the applicant is within one year of receiving a degree in the undergraduate program followed. For the purposes of this rule junior matriculation means Nova Scotia Grade XI or equivalent and senior matriculation means Nova Scotia Grade XII or equivalent.

2. Special Status Applicants

An applicant who is considered as a regular applicant may also be considered as a special status applicant if the application indicates a significant amount of non-academic involvement to which the Admissions Committee is prepared to give special consideration. A special status applicant is a person not less than 25 years of age who has had at least five years' experience in a significant employment capacity or in a significant community activity. A special status applicant must submit a Personal Statement and should arrange to have additional Reference Statements forwarded to the Admissions Committee from persons familiar with the applicant's non-academic experience.

In all other respects, Special Status Applicants must meet the same requirements as Regular Applicants.

3. Mature Applicants

Where the applicant has not met the foregoing formal educational requirements the Admissions Committee may, in very exceptional circumstances, admit a limited number of applicants as mature students where it is of the opinion that, in all the circumstances, the applicant has demonstrated by the length and quality of non-academic experience the equivalent in substance of the formal education specified for regular applicants.

Mature applicants must be 26 years of age on or before September 1st of the year for which they seek admission to law school. Mature applicants are also required to write the Law School Admissions Test, to have an interview with the Admissions Committee, and to submit to the Committee a detailed resume of their non-academic experience along with letters of assessment from persons who are familiar with their contributions and achievements. The Committee is particularly interested in gathering information with respect to the candidates' ability to organize their life and their work in order to cope with the demands of law school, their ability to reason and analyze, their ability to express themselves orally and in writing, and their potential for contribution to the community. Generally, the Committee requires, as a minimum, an accumulation of five or more years of experience in a candidate's particular field of endeavour. Candidates are strongly encouraged to successfully complete some university-level courses before applying.

4. Applicants to Indigenous Black and Mi'kmaq Initiative

1. Admissions

The Indigenous Blacks & Mi'kmaq (IB&M) Initiative was established in 1989 to reduce structural and systemic discrimination by increasing the representation of Indigenous Blacks and Mi'kmaq in the legal profession.

The Initiative involves:

- community outreach and recruiting;
- a holistic approach to assessing applicants;
- limited financial support, based on need, for students who meet the definitions of “Indigenous Black” and “Mi’kmaq” set out below;
- the facilitation of Aboriginal and African Canadian legal scholarship;
- the provision of academic support, upon request; and
- the provision of career placement support.

The primary focus of the IB&M Initiative is on students who are either:

- Indigenous Black Nova Scotians; that is, individuals who are Black and were born or raised in Nova Scotia or have a substantial connection with a Black community in Nova Scotia, or
- Mi’kmaq; that is, individuals who are Mi’kmaq and were born or raised Mi’kma’ki or have a substantial connection with a Mi’kmaq community.

The IB&M Initiative places the admission of African Nova Scotian and Mi’kmaq students as its priority, however, other Black and Aboriginal students are also urged to apply to the Schulich School of Law. If in any given year all qualified Indigenous Black and Mi’kmaq students have been admitted and there are still spaces available through the IB&M category, the Admissions Committee may decide to admit Black students who are not indigenous to Nova Scotia and Aboriginal students who are not Mi’kmaq.

It is recommended that all students who apply for admission through the IB&M Initiative have completed a university degree or at least 10 university credits prior to admission. A limited number of mature students may be admitted, where it is determined that the applicant has demonstrated that the length and quality of his or her non-academic experience is equivalent in substance to the formal academic education required of other applicants.

The application form for the IB&M Initiative is the same as the application form for all students applying to the Schulich School of Law and applicants are required to write the LSAT. Applicants should indicate their desire to be considered for admission through the IB&M category on the Law School Application Form, and in their personal statement. The Admissions Committee reviews all applications and determines which applicants should be interviewed.

Pre-Law

The Pre-Law Course is a four-week course for qualified IB&M applicants, usually offered during the month of May. The focus of Pre-Law is to provide an intensive introduction to the legal research, reasoning and writing skills critical to success at law school. Pre-law also evaluates students for admissions purposes, and students in Pre-Law must successfully complete the course in order to attend the Schulich School of Law.

Funding

Partial funding for tuition, books and housing may be available for Indigenous Black and Mi’kmaq students, on the basis of need. Students who do not meet the definition of Indigenous Black or Mi’kmaq as set out above are not eligible for funding from the IB&M Initiative; however, all students may apply for general bursary assistance from the Schulich School of Law.

5. Native Applicants

Those native applicants who are not eligible for the Indigenous Black and Mi’kmaq Initiative and whose previous academic background does not meet the admissions standards, are eligible to apply for admission to the Schulich School of Law through successful completion of the Program of Legal Studies for Native People at the University of Saskatchewan, College of Law. Application forms and further information are available from Professor Ruth Thompson, Director, Program of Legal Studies for Native People, University of Saskatchewan, College of Law, Saskatoon, SK S7N 0W0

6. JD/MBA, JD/MPA, JD/MLIS, JD/MHA

Students intending to make application for any joint program should inquire directly to the Registrar’s Office, Dalhousie University.

D. Transferring From Another Canadian Law School

Students of other Canadian law schools who satisfy the standards for admission to the JD program may apply to the Assistant Dean, Academic to transfer to the Schulich School of Law, provided they are in good standing where previous studies have been undertaken, the work they have completed is satisfactory to the Law School Studies Committee, and the courses to be completed for an JD degree can be arranged. To qualify for a degree the student must complete two full years

at Dalhousie. Well qualified graduates of a Quebec law school may be admitted into a special one year program. The Schulich School of Law does not accept transfer applications from students of non-Canadian law schools. Enquiries should be directed to the Assistant Dean, Academic at the law school.

E. Admission as an Occasional Student

Subject to University and Law School regulations, a professional in law or a related field may be admitted as an occasional student to attend one or two courses at the most. Attendance or performance in courses or any examinations is not credited for degree qualifications. As a general rule, occasional students are not permitted to attend first year law courses. Those wishing to be admitted as occasional students should apply to the Law School Studies Committee.

Undergraduate students may not take courses at the law school. Graduate students may, in certain circumstances, be permitted by the Schulich School of Law to take a law course at the Law School and should contact the Associate Dean, Academic to enquire.

F. Students with Disabilities

Dalhousie University is committed to providing equal educational opportunity and full participation for students with disabilities. See University Regulations for details.

G. Additional Information for Part Time Applicants

Students interested in pursuing a part-time JD at Dalhousie should do the following:

1. In addition to completing the regular admissions package, submit a brief written statement outlining your reasons for seeking admission to the Part-time Studies Program and indicating whether you wish to do First Year on a full-time or half-time basis. This statement should be in addition to the Personal Statement which forms part of the regular application material. Admission to the Part-time Program is limited. Not all students who meet the standards for acceptance to the JD program will be permitted to do the degree on a part-time basis. You should note that, in considering whether to admit an applicant into the Part-time Studies Program, the Committee in its discretion will give special consideration to factors such as family responsibilities, financial hardship, employment commitments, and health problems. Note that students in the part-time program take a reduced number of courses, but those courses are offered with the regular full-time students. No special evening courses are offered.
2. Students already accepted into the full-time JD who wish to enter the Part-Time Studies Program should write a letter supplying the information requested in the previous paragraph and send it to Ms. Rose Godfrey, Admissions Office, Schulich School of Law, Halifax, NS B3H 4H9. This letter may be sent along with your confirmation of acceptance and your deposit. It may also be sent at any time before registration, though earlier applications are likely to fare better than later ones. Take note that, even for those already accepted into the full-time JD, acceptance into the Part-Time Studies Program is not automatic.
3. Applicants interested in the Part-Time program should contact the law society of any province in which they might want to practice law, in order to ascertain whether a Part-time JD from Dalhousie meets individual law society requirements.

III. Exchange Programs

The Schulich School of Law is committed to promoting student opportunities to study in other countries, including civil law and other traditions. Exchanges are normally for one term and open to third year students. Home tuition arrangements generally apply where Dalhousie students are allowed to study at exchange partner institutions without additional tuition fees.

The application deadline is late January or early February each year and students wishing to undertake an exchange must apply to the Assistant Dean of Student Services. Selection is the responsibility of the International Linkages Committee of the faculty. Students must have at least a B grade average in law school. No student shall receive credit for participation in more than one exchange program.

Students wishing to obtain further details on existing exchanges, listed below, are advised to consult the latest information available at the Law Library’s Reserve Desk (listed under Exchange Programs) or consult materials on the Schulich School of Law website. A public information session about available exchange opportunities is normally held in the law school each January. Appropriate

websites, faculty liaison persons and the Chair of the International Linkages Committee may also be consulted.

Students wishing to study away on a letter of permission for a year or a term at another Canadian law school should speak to the Associate Dean, Academic for more details. Students who spend a term at another Canadian law school will not be permitted to participate in an exchange program during the same academic year.

Semester at a Québec Law School (Civil Law)

Students may receive credit for a semester of study at any civil law faculty in Quebec through a letter of permission, although the Schulich School of Law has a specific exchange arrangement with the Law Faculty of Laval University (which will accept two Dalhousie students per semester) and a long-standing relationship with the Law Faculty at the University of Sherbrooke.

Students interested in getting involved in such a program must have sufficient capacity in the French language to attend courses given in French, although examinations could be written in English.

European Exchanges

The Vrije Universiteit Amsterdam (VU) now offers its courses in two semesters, each being roughly equal to 15 credits at Dalhousie. Up to four Dalhousie students may study at VU for one term each: consult <http://www.vu.nl/en/programmes/exchange-programmes/index.asp>.

The Schulich School of Law has also established exchanges with Lund University in Lund, Sweden (consult http://www.jur.lu.se/Quickplace/interstud/Main.nsf/h_Toc/710f5c397bead433c125753f004eb2c2/), and with the private Bucerius Law School in Hamburg, Germany consult <http://www.law-school.de/exchangeprogram.html?&L=1>). Up to two Dalhousie students may study in one term at any of these three institutions, although the students going to Bucerius may do so only in the Fall Term as Bucerius runs a special Fall Section for all incoming students.

North American Exchanges

A long standing exchange arrangement exists between the Schulich School of Law and the Law Faculty of the University of Maine at its Portland campus. Consult <http://mainelaw.maine.edu/>

The Schulich School of Law, in collaboration with McGill, the University of Ottawa, and the University of British Columbia has entered into an exchange agreement with partner institutions in the United States and Mexico. Dalhousie students may study for a term at the University of Arizona James R. Rogers College of Law, the University of Houston Law Centre (which has a noted Health Law program and may therefore be of great interest to Dalhousie students interested in Health Law), Southwestern Law School in Los Angeles, and Suffolk University in Boston. In Mexico we have exchange programs with Universidad Panamericana (Mexico City) and the Instituto Tecnológico de Estudios Superiores de Monterrey, Escuela de Derecho (ITESM). (Please note: even though an exchange agreement is in place, the need to achieve equal numbers of incoming and outgoing students may mean places at Arizona may not be available.) Fluency in Spanish is required for Panamericana and highly recommended for Monterrey. In addition, special research exchanges may be arranged with the Universidad Nacional Autónoma de México, Instituto de Investigaciones Jurídicas. Consult <http://www.nacle.org> for further information.

Asian Pacific Exchanges

Queensland University of Technology (QUT)

Located in Brisbane and one of Australia's largest law schools, QUT Faculty of Law offers a broad range of courses with particular strengths in business law, information technology, environmental law and property law. Up to four Dalhousie students may study for a full academic term at QUT per year. For further information consult <http://www.qut.edu.au/>

China University of Political Science and Law (CUPL)

Up to two Dalhousie students may study at CUPL for one term each. CUPL is located in Beijing and is considered to be one of the top law schools in China. Consult <http://www.cupl.edu.cn/en>

National University of Singapore

Up to four Dalhousie students per year may study at the Faculty of Law, National University of Singapore (NUS), which has wide offerings in commercial law,

environmental law, maritime law and international law. Further information may be obtained at <https://law.nus.edu.sg/>.

Victoria University of Wellington

Located in New Zealand's beautiful capital, Wellington, this is one of the country's leading law schools. Two Dalhousie students per year (or per semester) will be accepted. Consult: <http://www.victoria.ac.nz/law/>.

IV. Faculty Regulations

Acting Associate Dean: Diana Ginn

Assistant Dean: Elizabeth Hughes

Note: The Studies Committee oversees the implementation of the faculty academic regulations in specific cases. The Associate Dean is the Chair of the Studies Committee.

The Academic Year consists of one session of two terms* covering a period of about thirty weeks. Please consult the faculty for final confirmation of start and end dates.

*There is a third term in the summer for Dalhousie Legal Aid Clinic students only, the dates of which are May 1 - August 31 inclusive.

A. Registration

Students are registered for the whole session only and not for one or other of the terms. Late registration requires the approval of the Dean of the Faculty, and payment of an extra fee.

B. Course Work and Attendance

In order that their course work may be recognized as qualifying for a degree, candidates must conform to the following requirements:

1. All students are expected to attend the courses of their prescribed courses regularly and punctually.
2. They must appear at all examinations and prepare all essays and assignments satisfactorily.
3. In determining pass lists the standings attained in prescribed course exercises and research work and in the various examinations are taken into consideration.

C. Course Outlines

Students will be provided with a course outline by the instructor at the first meeting of the course. After the final course change date for each term, changes to the outline which affect assessment components, the weight of individual assessment components, or examination requirements with a value of ten percent or more must have the unanimous approval of all enrolled students in order to be valid. Within four weeks after the beginning of each term course outlines will be placed on file with the office of the Associate Dean, Academic.

D. Courses from Another Faculty for Law School Credit

Law students may take a university course from another faculty for credit at the Law School, if that course is sufficiently relevant to the student's law program. The non-law course should be at the graduate level, and may be the equivalent of no more than a total of three hours per year credit, as determined by the Assistant Dean, Academic. The grades awarded in non-law courses will be on the basis of Pass/Fail, and a student's average will be computed on the basis of law courses only. Non-law courses cannot be included in a student's program to satisfy the major paper requirement. Students wishing to take non-law courses must obtain the written consent of the particular university department, and arrange to have the course description sent to the Assistant Dean, Academic. Normally, students may take non-law courses in their third year only. (Please note that students registered in the combined JD/MBA, JD/MPA, JD/MLIS, and JD/MHA programs are governed by separate regulations.)

E. Auditing Courses

A second or third year law student may audit some courses with the permission of the Assistant Dean and the instructor, if there is room in the course. The instructor may require a student to keep up with course work and may record attendance. Only one course may be taken as an audit in each of second and third year, with permission. First year students are not permitted to audit. In most cases, only law students will be permitted to enroll in or audit law school courses. Occasionally, a

professional in law or a related field may audit an upper year course with permission of the Associate or Assistant Dean and the instructor, if there is room in the course. First year courses may not be audited. Students are not permitted to audit short, intensive courses such as the European Union Law Visiting Professorship, or clinical courses.

F. Pass Requirements

The pass mark in any particular course is 50%, but an overall weighted average of 55% is required for advancement. A student who fails to attain the required average of 55% by regular and special examinations or assignments fails the year. Students must attain an overall weighted average of 55% and pass every subject, by regular, special, or supplemental examination, before advancing to Second or Third Year. A student who fails in more than two courses also fails the year regardless of overall average.

Grades earned at the Bader International Study Centre will not be included in a Dalhousie student's overall weighted average for any purpose, including eligibility for supplemental exams.

Additional rules apply in the following specific situations:

- a. **Applicable only to Third Year** - The University "up-and-down" Rule: A Third Year student who, without recourse to supplementals, fails only one course and attains an average on the work of the year that exceeds 50% by twice as much as the failure in the course is below 50% is permitted to graduate. Please note this rule is not applicable to mandatory courses such as Legal Profession and Professional Responsibility.
- b. **A Part-time Rule for Those with One Failure:** A student in Second or Third Year who fails only one course and, without recourse to supplementals, is not eligible for or does not opt for advancement or graduation under (a) may take the course again on a part-time basis and may write the next regular examination or assignment in the course. Where the failed course is optional, the student may petition the Studies Committee for permission to take a course or courses other than the one that was failed. This part-time year counts as one of the four years during which a student must complete the full-time JD course to qualify for the degree. For greater certainty, the choice is between writing a supplemental exam (where eligible) or re-taking the course, but not both.
- c. **Supplemental Privileges - Clinical Law, Clinical Course in Criminal Law**
 - (i) For the purposes of paragraphs (a) and (b) of these Pass Requirement rules, a failure in Clinical Law or in the Clinical course in Criminal Law shall be deemed to be a failure in more than one course.
 - (ii) Except as provided in clause (iii) a student who fails Clinical Law or the Clinical Course in Criminal Law shall not be entitled to supplemental privileges and shall be deemed to have failed the academic year.
 - (iii) The Studies Committee may permit supplemental privileges to a student who has failed either Clinical Law or the Clinical Course in Criminal Law where:
 - The basis of a failing grade is the student's paper, in which case a written memorandum may be authorized as the mode of supplemental examination; or
 - The failure is related to a specific assignment that can be replicated as a supplemental.

G. Supplemental and Special Examinations and Assignments

Regular Examinations and Assignments: Final examinations are held immediately before the December vacation and after the completion of lectures in the spring. A student who does not sit an exam or a moot (whether regular, special or supplemental) as scheduled, without express prior permission of the Studies Committee, will receive a grade of zero in that exam or moot.

1. Special Examinations and Assignments

Students must write their examinations and moots as scheduled unless they have express prior permission from the Studies Committee or the Advising and Access Services Centre in advance for alternate arrangements. Students are expected to submit assignments by their due date and time unless they have express prior permission from the Studies Committee or the Advising and Access Services Centre for an extended deadline. Individual instructors and faculty members cannot grant extensions in response to individual student requests, and all student requests for special accommodation must be directed to the Associate Dean's office or to the Advising and Access Services Centre, depending on the circumstances.

Where it can be established that, for medical or personal reasons, a student's ability to write an examination is significantly hampered, the Studies Committee or the Advising and Access Services Centre may allow the student to write a special examination. Requests for special exams must be made as soon as possible, and before the exam is to be written. Where a student becomes ill during an exam, the student must immediately contact the Associate Dean's Office, before the end of the exam.

Where it can be established that for medical or personal reasons a student's ability to work on a major paper or other assignment has been significantly hampered, the student may request an extension on the paper or assignment. Such a request must be made as soon as possible, and in all cases before the paper or assignment is due.

2. Medical Withdrawal

A student may apply for a medical withdrawal from law school if substantiating medical documentation demonstrates that the student's ability to continue his or her studies is significantly hampered. If a medical withdrawal is granted, the time the student is absent from law school is not counted for the purposes of Regulation V. A) 1) (the "four year rule").

A student wishing to be readmitted to law school after a medical withdrawal must provide substantiating medical evidence to the satisfaction of the Studies Committee of their ability to resume their studies.

Where the Studies Committee has received a request from a student in two or more consecutive semesters for deferral of exams or assignments due to an ongoing medical condition or other personal circumstances, the Studies Committee may require the student to provide further medical or other documentation regarding their ability to continue with their studies, and may determine that the only appropriate accommodation is a medical withdrawal from the academic year or term.

3. Supplemental Examinations and Assignments

A student who attains the required average of 55% by regular and special examinations or assignments and who has failed not more than two courses is entitled to write supplemental examinations or to complete supplemental assignments in the courses failed. The student must pass the supplemental examination(s) before advancing to the next year. If a student writes a supplemental exam, only the result of the supplemental exam will be taken into account in determining whether the student passes or fails the course, even if the course uses other evaluative methods (such as assignments, moots, presentations).

Students permitted to write special examinations or complete special assignments will be entitled to write supplemental examinations or complete supplemental assignments should they fail the special, provided they otherwise meet the requirements for entitlement to write supplementals. Moreover, a student who encounters medical or personal difficulties in preparing for or writing a supplemental assignment may, upon petition, be granted permission to complete the course requirements by supplemental procedures at a later date.

All special and supplemental exams are written in July of the same academic year as the regular exam. Special and supplemental assignments and papers must be completed by the date determined by the Studies Committee. Students are responsible for ascertaining from the professor the scope of the material to be covered in a special or supplemental exam, as special and supplemental exams serve different purposes and may cover different material.

Where a student fails a course and writes a supplemental examination, both the mark in the final examination and the mark in the supplemental examination appear on the record. Supplemental examinations and assignments are marked "Pass" or "Fail". A student's mark in the regular examination or assignment is used for all purposes connected with the computation of the average, including class standing. Marks in supplementals are used only for purposes relating to the satisfactory completion of a particular course.

4. Application for Supplemental and Special Examinations

Application to write a supplemental examination must be made on a form to be obtained from the Office of the Associate Dean and must be accompanied by the proper fee.

H. Examination Regulations

1. Students writing examinations in the Schulich School of Law are expected to act honourably, in accordance with the spirit as well as the letter of these regulations. Invigilation is provided primarily to assist students with problems. Where there is no invigilation, and particularly in the case of supplementals, specials and other examinations not written in the normal course of events, these rules apply with such variations as are practically required.
2. Time for Writing Examinations - All examinations in the Law School shall commence at the appointed hour and, in the absence of an extension of time granted to the course generally by the instructor who sets the paper, they shall end at the appointed time. In the event of a student being late for an examination for justifiable cause, he or she shall report this fact as soon as is reasonably practicable to the Associate Dean or his or her nominee, and the Associate Dean, or nominee, in consultation with the examiner, shall have authority to make immediate alternative arrangements for the student to sit the examination. The term "justifiable cause" includes, but is not restricted to, temporary illness, delay caused by a snowstorm or transportation difficulties.
3. (i) Identification of Examination Papers - Examinations in the Law School are written by code number only and students must not write their names on exam papers or otherwise seek to indicate their authorship. Students will be provided with code numbers before the commencement of examinations and must record their code number on each examination booklet or submitted paper. Students should also indicate the name of the course, the professor's name and the date of the examination on the first page of the examination paper.
(ii) It is a serious matter for a student to circumvent, either intentionally or otherwise, the anonymity of the examination process by identifying themselves on a Law School exam. An obvious case of self-identification is the placing of one's name on the cover or on any other part of the exam paper. Self-identification may take an indirect form as where a student informs a professor after the exam that he or she has written the exam in a particular distinctive ink colour. Where a professor believes that a student has self-identified, they should report the matter to the Associate Dean. The Associate Dean shall then refer the matter to the Studies Committee.
Gratuitous references in an exam answer to personal identifying information shall constitute self-identification within the meaning of this regulation. However reliance on and reference to personal background or experience relevant to answering the question shall not constitute self-identification. A student who is granted an accommodation by the Studies Committee which results in an exam written at a time or in a format which might identify the student will not be found to have self-identified within the meaning of this policy.
Where the Studies Committee determines that a student has deliberately or carelessly identified him or herself on an exam, the Committee shall impose a five per cent penalty. The imposition of the penalty does not depend on finding of intent to self identify. The fact of self-identification is sufficient to warrant the imposition of the penalty.
4. Use of Materials by Students - Unless otherwise specified by the instructor concerned, no printed or written materials may be consulted by a student during the examination. When reference to printed or written materials by a student during the examination is permitted the instructor or nominee will indicate this fact to the class in advance and will list at the beginning of the question paper all permitted materials. It is an academic offence to bring prohibited material into an examination. Students who bring prohibited material into an examination shall be referred to the Senate Discipline Committee.
5. Prohibited Materials - Materials not permitted for reference in an examination must be left outside the examination room but not in the hallways or lavatories in general use during the examinations.
6. Data Transmission Devices Prohibited - With the exception of computers being used for the purpose of writing an exam, data transmission or storage devices such as cell phones, smart phones, etc. are not permitted in the exam room.
7. Communication Between Students - Students shall not communicate or attempt to communicate with other students during examinations.
8. Smoking and Noise in the Examination Room - Smoking is not permitted in the Law School. Students are reminded that any noise is distracting to others writing an examination.
9. Leaving the Examination Room During Examination - A student may, with the permission of the invigilator, but only then, be permitted to leave the room and return to the examination. Only one student may be excused at a time, and, when permitted to leave, must do so as quietly as possible. The only areas

considered "in bounds" for students outside the examination room are the hallways adjacent to the room, and corridors and stairways connecting student lavatories. All other areas are out of bounds, including lockers.

10. All examinations shall be typed or written in blue or black ink unless otherwise permitted by the professor in the particular course.
11. Submission of Examination Papers to Invigilator at end of Examination - Students must submit their examinations promptly when the invigilator signifies that time has expired, whether the answers are completed or not.

I. Late Penalties

In order to ensure that all students are treated equally and that no student is allowed to profit from taking extra time to complete an exam, paper or assignment, late penalties will be imposed for work that is not completed on time. The quantum of penalty imposed will vary depending on the amount of time allowed for the student to complete the assignment, the degree of lateness, and in some cases the existence of any mitigating circumstances.

Please consult the Schulich School of Law Regulations Handbook on the Law School website or the Associate Dean's Office for specifics about how late penalties are calculated.

J. Academic Accommodation for Students with Disabilities

Students seeking special accommodation with regard to course evaluation, such as exam deferral and extensions to deadlines, should consult with the Advising and Access Services Centre, or the Associate Dean or Assistant Dean Academic as soon as possible and before an exam is scheduled to be written or an assignment is due. Requests for special accommodation for reasons such as illness or personal circumstances will require an application to the Studies Committee, or to the Advising and Access Services Centre, depending on the circumstances.

Students wishing to discuss arrangements for in-class study assistance should see the Faculty Advisor to Students with Disabilities.

NOTE: Where self-disclosure or prior arrangements have not been made with the University, Dalhousie is not liable to accommodate special needs owing to a physical, intellectual, or psychological disability.

K. Grading Information and Evaluation

Evaluation - Courses designated as exam courses must have a final exam worth at least 60% of the total evaluation. Courses designated as major paper courses must ensure the paper comprises at least 60% of the total evaluation.

Grade Equivalents - Letter grades are used for all purposes at the Law School; however, the numerical equivalent is used to determine the student's weighted average. The numerical equivalents to the letter grades are as follows:

Letter Grade	Equivalent
A+	85-100
A	80-84
A-	78-79
B+	75-77
B	70-74
B-	68-69
C+	65-67
C	60-64
D+	55-59
D	50-54
F	Below 50 (failure)
INC	Incomplete
PENDING	Awaiting Grade

The grade 'INC' is a transitional grade and will be replaced by a letter grade upon the student completing the requirements of the academic year. Subject to writing supplemental examinations, a student must attain a grade of 'D' or better in each course, and in any event an overall weighted average of 55% to complete the work of any year. Pass or Fail grades are assigned to exchange courses, supplemental examinations and non-law courses for JD credit, as well as to some Clinical Law courses. Non-law courses (except courses by students registered in the combined JD/MBA, JD/MPA, JD/MLIS, and JD/MHA programs) are not used to determine a student's average. Honours/Pass/Fail grades are assigned to Clinical Law and the Criminal Clinic. An Honours or Pass grade in these courses is not used in determining a student's average, except in certain circumstances where the student

would otherwise fail the year, and a Fail grade in these courses is assigned a numerical value and is used in determining a student's average.

The grade of "Pending" is a temporary grade used when a student is awaiting the outcome of an academic discipline process, or in the case of a transfer student in which a final grade has not yet been received.

The following grade distribution scheme for First-Year marks has been adopted by Faculty Council. Any variation from the permissible range of marks must be approved by Faculty Council:

Permissible Grade Distribution

A	10-20%
B	40-60%
A & B together.....	60-75%
C	15-25%
D	0-15%
F	0-5%

Median grade 70-72 for exam courses; for upper year non-exam courses, although a grade distribution curve is not used, a median of 73-75 is enforced. Legal Research and Writing has a median of 72-74. Small group first year courses have a median of 72-74.

1. Those teaching second and third year courses should take note of the first year grade curve in their evaluation and use it as a guiding principle. The larger and more traditional (i.e. lecture method, examination) the course, the more likely it is that some rough concordance with the first year curve will emerge.
2. The Studies Committee should perform an overseeing function with respect to second and third year grades. Prior to the Faculty marks meeting, the Studies Committee should be provided with a breakdown of the grades awarded in each of the second and third year courses and should make appropriate inquiries concerning any obvious anomalies. In the event that the committee is not satisfied with the explanation offered by a faculty member for an apparent anomaly, the committee should direct him/her to reconsider his/her marks and the Committee may bring the matter to the attention of the Faculty marks meeting.
3. A full breakdown of marks awarded in individual courses should be available to members of the faculty at the Faculty marks meeting.

Excessive Disparity Between Sections

1. A faculty member who teaches any course in which there is an examination, must provide a draft of the examination to colleagues for their comments.
2. Before handing in his/her grades, a faculty member must provide to his/her colleagues the best, an average and the worst (including all failures, if any) papers for their consideration. (This also applies to those teaching major paper courses).
3. The Studies Committee will have an overseeing role in the matter of grades.
4. Before submitting grades to the administration, a faculty member teaching any non-sectioned course must provide a sample of his/her papers or examinations (i.e. the best, an average and the worst) to a colleague for review.

L. Dean's List

The Dean's List recognizes superior academic performance by Dalhousie students in each year at the Schulich School of Law. Please check with the Assistant Dean, Academic for details.

M. Major Paper Courses

Each second or third year student must take at least one course (and not more than two) which has been designated as a major paper course per year. Some courses are available on the basis of evaluation by either examination or major paper, the difference being that when the course is evaluated by examination, two credit hours are earned, and where a major paper is written, three credit hours are earned. A major paper must comprise at least 60% of the total grade in a course that is designated as a major paper course.

N. Major Paper Guidelines

A "major paper" is a writing requirement worth not less than 60% of the final mark awarded in a course (table page 56).

No method of evaluation in any course may require a major paper unless that requirement has received the approval of Faculty Council. While this constraint could be evaded by assigning papers worth only slightly less than 60%, assigning

several papers, and so on, the wish of Faculty Council is that their spirit is to be respected.

1. Objective of Major Paper Requirement

The major paper requirement is intended to assist in the improvement of the legal research and writing skills the student already has. It is to be, in effect, an extension of the first year legal writing program. The topics upon which the written assignments are undertaken should be of a type suitable for in-depth research in a limited field of inquiry and substantial Faculty input is essential.

2. Performance Expectation

The aim should be writing of publishable quality. It is to be expected that most students will not achieve such a high level of quality, just as most students will be unable to achieve an A standing in other courses. Papers should exhibit at least some level of legal analysis and not consist of a mere recitation of decisions and facts. Supervision should be sufficient to make the writing requirement a real learning experience. This necessarily involves feedback to the student during the preparation of the paper and after its completion.

3. Curve Does Not Apply

The curve does not apply as a guideline in the marking of major papers, although a median grade range of 73-75 is enforced.

4. Criteria

The criteria of (a) Research; (b) Organization: Logic/Coherence; (c) Analysis-Insight-Synthesis; (d) Literary Style and (e) Originality are adopted explicitly as the ones relevant to evaluation of major papers. The definition of these criteria and the alphabetical grade equivalents and weights assigned to them as set out in the following table are adopted.

a) Research involves the ability to find, select and use effectively all primary materials (case, statutes, regulations) and secondary sources (books or articles) relevant to the topic. In many courses, a comparative analysis of material from other jurisdictions (e.g. Britain and the United States) is appropriate or even essential. Students should not rely exclusively on secondary sources, but should read the original text of major cases and statutes referred to in the literature. Research materials should include, where appropriate, non-legal sources. Empirical research by students ought to be encouraged.

The table (page 56) adopts the following descriptors for research (horizontal axis):

- i) Outstanding - as defined above
- ii) Thorough- no important area of research has been missed but there are a few loose ends or other sources that ought to have been explored.
- iii) Not quite thorough - an important area of research has been missed or there are both loose ends and other sources to be explored.
- iv) Serious but Unsuccessful canvass of sources contains the failings of (iii) only more so.
- v) Mere attempt to consider sources - distinguishable from (iv) as being cursory rather than serious in considering main sources or there are clear errors in research, e.g. student fails to check for appeals of relevant decisions, and bases much of the analysis on a court of appeal case that has been reversed by the Supreme Court of Canada.
- vi) No serious research effort - self explanatory

b) Organization: Logic/Coherence relates to the logical and coherent presentation of the subject matter, so that it is readily intelligible to the reader.

The introduction should assist the reader by providing both a clear statement of the problem that the student has chosen to analyze, the goal she/he seeks to achieve and a brief overview of the subjects she/he intends to discuss. The conclusion should play a similar role at the end of the paper, except that it should also summarize the student's conclusions. Topics should appear in a logical sequence. Legal and factual material that provides the foundation for discussion of a particular issue should be set out before that issue is reached. The student should use headings to structure the paper and indicate when she/he is moving to a new topic or subtopic. There should also be transitional text to justify the shift to a new topic, explain its connection to issues previously discussed, and the like.

The table adopts the following descriptors for Organization (vertical axis):

- Excellent Organization
- Well organized: A few minor flaws, but generally good logical flow
- Moderate Disorganization throughout, but paper is generally intelligible
- Substantial Disorganization: paper hard to follow
- Incoherent: Disorganization is so great that paper is unintelligible

c) Analysis-Insight-Synthesis: These criteria relate to the evaluation of the student's ability to understand and utilize effectively the materials that she/he has found through research. They require an understanding of the subject matter that goes beyond the ability to merely recite the rationales of cases, the conclusions reached by other authorities or bare statistics.

Analysis relates to the student's detailed use of cases, statutes, and secondary sources within the paper to explore particular issues that she/he has identified. Good analysis will assist the reader to achieve a sophisticated understanding of the issues and relevant legal authorities without the need to read all the various sources that the student had identified through research. The student should provide a factual background adequate to permit the reader to understand the context in which legal problems arise. She/he should describe relevant legal material (cases/statutes) and important policy analysis (for example, Law Reform Commission materials) in sufficient detail to provide the reader with a clear view of any legal controversies that exist and reasoning that has been put forward to support the various positions. There are a wide variety of analytical weaknesses that may be displayed by students. Examples include missing a relevant issue or legal argument, identifying legal problems but not exploring available legal principles that may have a bearing on their solution, or stating the conclusions of cases significant to analysis of an issue without setting out the reasoning that the court used to justify its conclusions.

"Insight" involves an in-depth understanding of the fundamental issues. Good "Synthesis", which usually demonstrates this understanding, reflects the ability of the student to integrate the diverse material that she/he has found into a conceptual framework that is clearly explained to the reader. Insight and synthesis would probably show up in a strong statement of thematic material at the outset, its use as an organizing device in the paper, and a serious attempt in the conclusion either to determine whether the initial hypothesis had been proven or to assess the conceptual apparatus for its explanatory power. Weak insight and synthesis may be demonstrated by a student's failure to integrate relevant authorities for some or all of the paper.

A better paper will draw inferences from the digested material as to the present state and future development of the law in the area researched, as well as formulating recommendations for legal changes that might improve the situation and serve appropriate policy goals. Good analysis without much insight or synthesis may be average depending on the complexity or the novelty of the topic or research method. For instance, good analysis of an original topic (see Originality infra) may be as much as can be expected and should be rewarded highly. The same quality of analysis of a topic on which there is already a body of published critical writing that provides a framework or platform for the student's paper would have to show its own insight and synthesis to rate equally highly. A paper that sets out numerous cases or articles or otherwise merely describes the results of the student's research efforts, however extensive, without attempting to extract common principles or create an analytical basis is likely to be judged as poor.

The table adopts the following descriptors for analysis-insight-synthesis (vertically within each box in the table):

- Excellent
- Very Good
- Average
- Weak
- Poor

d) Literary Style: This criterion relates to the linguistic style in which the paper is written. Most Dalhousie law students do a competent job with grammar and spelling and many have excellent literary style. The stylistic problems present in papers are of two sorts. Legal writing should be formal but clear and straightforward. Some students tend to be too colloquial, using slang or contractions such as "won't". Other students try too hard to be formal, producing convoluted sentences, making excessive use of the passive voice, and the like.

Because most students are competent in terms of literary style, this criterion is used to make adjustments in the grades produced by the table set out above only in extreme cases. The professor may increase or reduce the alphabetic grade result produced by the table set out above by one grade level for exceptionally strong or exceptionally weak literary style as described below:

Descriptors for literary style:

Excellent: Literary style is significantly above the norm for Dalhousie Law students.

Raise table mark by one alphabetic grade level, e.g. B to B+

Average: Literary style is consistent with that demonstrated by the majority of Dalhousie law students, i.e. some stylistic weaknesses but basically competent. No change in table grade level as determined above.

Weak: Student's literary style falls significantly below the norm for Dalhousie Law Students and demonstrates serious, persistent weaknesses in grammar, spelling, or style.

Reduce table mark by one alphabetic grade level, e.g. B to C+

e) Originality: A highly prized, all-too-rare quality that cannot be easily defined, is used in the Table to raise the alphabetic grade that would have been assigned otherwise by a maximum of two grade levels. A paper may demonstrate good "analysis-synthesis" but still be lacking in originality. There are two different kinds of originality: topic originality and substantive originality.

The first sort of originality relates to the topic itself. This kind of originality exists when the student selects a topic where no research has been previously undertaken in Canada (i.e. there are no Canadian secondary sources that deal with the issue that the student has selected). There may or may not be articles or books that have been published on the topic in foreign jurisdictions (e.g. the United States or Britain), but even when such foreign sources do exist, a significant degree of creativity and extrapolation is required on the part of a student who undertakes to write on a topic where no previous Canadian research is available to help with all or part of the topic. This kind of originality may exist in major papers that display weaknesses in other areas. Indeed, some kinds of analytical or organizational problems may be attributable precisely to the fact that the student is working in an area where no guidance is available from previous research carried out by more experienced scholars. The professor may recognize this kind of originality relating to topic by increasing the alphabetic grade produced by the table above by one level (e.g. from a B to a B+).

The second kind of originality may appear in the way the research is approached or in the understanding that the writer has gained of the topic and is able to convey to the reader, or in the form of new and convincing insights that are unique to the student author. This kind of originality, which is the hallmark of a paper of "publishable quality", is not mere novelty although in other contexts the word may have that meaning: the new position advocated by the student must be credible, as well as novel. A major paper may demonstrate this kind of originality, even though the topic has been previously considered by other researchers in Canada. Originality of this kind will normally be associated with good "insight-synthesis-analysis". The professor may recognize this kind of substantive originality by increasing the alphabetic grade produced by the table above by either one or two levels depending on the extent of the originality demonstrated by the paper (e.g. from a B+ to an A, or from a B+ to an A+ grade).

The cumulative effect of increases for originality is restricted to a jump of two grade levels. In other words, a professor cannot award a student an originality increase of three grade levels by accumulating an award of one grade level for topic originality, and two grade levels for substantive originality.

Major Paper Guidelines Table							
Research							
	Excellent	A	A-	B+	B	B-	F
Excellent	Very Good	A-	B+	B	B-	C+	F
Organization	Average	B+	B	B-	C+	C	F
	Weak	B	B-	C+	C	D+	F
	Poor	B-	C+	C	D+	D	F
	Excellent	A-	B+	B	B-	C+	F
	Very Good	B+	B	B-	C+	C	F
Well Organized	Average	B	B-	C+	C	D+	F
	Weak	B-	C+	C	D+	D	F
	Poor	C+	C	D+	D	F	F
	Excellent	B+	B	B-	C+	C	F
Moderate	Very Good	B	B-	C+	C	D+	F
Disorganization	Average	B-	C+	C	D+	D	F
	Weak	C+	C	D+	D	F	F
	Poor	C	D+	D	F	F	F
	Excellent	B	B-	C+	C	D+	F
Substantial	Very Good	B-	C+	C	D+	D	F
Disorganization	Average	C+	C	D+	D	F	F
	Weak	C	D+	D	F	F	F
	Poor	D+	D	F	F	F	F
	Excellent	B-	C+	C	D+	D	F
	Very Good	C+	C	D+	D	F	F
Incoherent	Average	C	D+	D	F	F	F
	Weak	D+	D	F	F	F	F
	Poor	D	F	F	F	F	F
Literary Style:							
Excellent:	Raise table mark by one alphabetic grade level, e.g. B to B+						
Average:	No change in table grade level as determined above						
Weak:	Reduce table mark by one alphabetic grade level, e.g. B to B-						
Originality:							
Raise table mark by one or two alphabetic grade levels e.g. B+ to A-, or A- or B+ to A.							

5. Guidelines for Major Paper Courses

- Normally the paper will not be shorter than 25 pages.
- Normally a paper of a general descriptive nature will not meet the standards.
- Normally the topic undertaken will be suitable for in-depth research with legal emphasis in a limited field of inquiry.
- Normally the supervisor should approve the topic and the outline or draft of the paper.
- Faculty members should make themselves available to meet with students to discuss the graded papers.
- At each stage of the supervision of major papers, both the supervising faculty member and the student should pay explicit attention to each of the criteria relevant to the evaluation of the paper.
- Copies of the major paper guidelines should be made available to students.

O. Appeals Process

The following appeal regulations, passed by Faculty Council in October 1980 and amended March 1987, March, 2001 and May, 2006, are now in effect.

The Studies Committee, chaired by the Associate Dean Academic, is delegated by Faculty Council to perform an oversight role in administering the Appeal Regulations. In these regulations, reference to the Associate Dean Academic may include a person who, in the particular circumstances, has been designated by the Associate Dean Academic to act in his or her stead.

NOTE: There are several procedures in place at the Schulich School of Law to ensure fairness in evaluation and consistency in grading. All exam questions are

vetted by a faculty member teaching in the same area. Selected exams (including all failures) are co-read after marking is complete, but before the marks are submitted. Because of these checks, the Appeal Regulations do not provide for appeals which amount merely to seeking a second opinion. Students bear the burden of establishing the elements of an appeal. No appeal can be based upon the fact that a grade was lowered by Faculty Council in order to comply with the Grade Distribution rules.

A. Informal Review

A student who believes there is an error in a grade received in a course or in a component of a course should discuss the grade informally with the faculty member responsible.

A faculty member who, as a result of the informal review, acknowledges that an error in grading exists must, within five working days of the informal review, inform the Studies Committee in writing of the nature of the error, and should indicate how the error should be rectified.

Upon receipt of such notification from a faculty member, the Studies Committee shall review the written explanation and shall decide whether amending the grade is appropriate in the circumstances.

B. Formal Request for An Appeal

General (Applicable to All Formal Appeals)

- Any student who is considering launching a formal appeal is strongly encouraged first:

- a) to go through the informal review outlined above; and
- b) to speak with the Associate Dean Academic or the Assistant Dean Academic, to ensure that the student has a clear understanding of the substantive and procedural requirements for a formal appeal.
2. There are two types of formal appeal available under these regulations:
 - a) Appeals based on a demonstrable error in grading ("Part I appeals"); and
 - b) Appeals relating to unfairness, impropriety or incompetence ("Part II appeals").
3. Any formal Request for an Appeal shall be made by letter to the Associate Dean Academic
 - a) in the case of a final grade received in a winter term course or on a supplemental or special exam written during the summer by a student who is returning to the Schulich School of Law the following September, not later than 15 working days following the first day of classes that September; or
 - b) in all other cases, not later than 15 working days after the final grade is made available through the University online distribution system;
4. The written Request for Appeal shall be accompanied by a cheque in the amount of \$50 (refundable if the appeal succeeds). The Studies Committee may waive the \$50 fee where it can be demonstrated that the payment would cause exceptional financial hardship.
5. Where
 - a) the Appeal Regulations stipulate a time period for a student, faculty member, or Appeal Board to take any action, and
 - b) in the opinion of the Associate Dean Academic, circumstances exist that would justify an extension of that time period and the extension could be granted without imposing an undue burden on other parties, the Associate Dean Academic may, upon written request, grant an extension.

Part I Appeal: Demonstrable Error in Grading

1. A student, having received the final grade in a course, may request a formal appeal of the grade given in any written component of the course, including the result of a special or supplemental examination, on the basis that an error has been made in grading.
2. An error in grading must be a demonstrable error, as opposed to a general sense that the exam or assignment deserved a higher grade. Example: Where a student can demonstrate prima facie that his/her answer accorded with the faculty member's marking guide but the faculty member gave insufficient credit for it, an error in grading may be alleged.
3. A Request for an Appeal under this Part shall contain the following information:
 - a) The student's name and exam code number;
 - b) The name of the course and of the faculty member(s) who taught and/or evaluated it;
 - c) A reasonable explanation of the nature of the error in grading which the student believes affected the mark received; and
 - d) A copy of the assignment or exam questions.
4. Where the appeal involves exam booklets or a paper or assignment not already in the possession of the office of the Associate Dean Academic, the student shall ensure that the Request for an Appeal is accompanied by the exam booklets, paper or assignment originally submitted by the student.
5. Upon receipt of a Request for an Appeal under this Part, the Studies Committee shall
 - a) where the Studies Committee is of the opinion that the student has not, prima facie, demonstrated an error in grading in accordance with section 2, notify the student that the appeal has been terminated; or
 - b) where the Studies Committee is of the opinion that the student has, prima facie, demonstrated an error in grading in accordance with section 2, permit the appeal to proceed.
6. Where the Studies Committee permits an appeal to proceed further, the Associate Dean Academic shall
 - a) notify the student involved; and
 - b) forward to the faculty member who assigned the grade in question the student's Request for an Appeal.
7. Within 10 working days of receiving the Request for an Appeal under paragraph 5(b), the faculty member shall
 - a) advise the Associate Dean Academic whether he or she agrees that an error in grading occurred and shall recommend to the Studies Committee that
 - 1) the grade or mark remain unchanged,
 - 2) the grade or mark be lowered, and by how much, or
 - 3) the grade or mark be increased and by how much;
 - b) give the reasons for his or her recommendation; and

- c) indicate the mode of grading used for the exam, assignment or paper in question.
8. Where in the opinion of the Associate Dean Academic it is impossible or impractical to obtain the recommendation of the faculty member referred to in subsection (1) within a time frame that would not prejudice the student, the Studies Committee may forward the appeal directly to an Appeal Board constituted in accordance with section 8.
9. The Studies Committee shall review the recommendation received from the faculty member under Section 6 and where the faculty member recommends raising the grade in the same amount requested by the student in his or her Request for an Appeal, the Studies Committee may
 - a) make the recommended change in the grade, or
 - b) forward the matter to an Appeal Board constituted in accordance with section 8.
10. Where the Studies Committee does not change the grade or forward the matter in accordance with subsection (1), the Studies Committee shall forward the faculty member's recommendation to the student making the appeal. Within five working days of receiving the faculty member's recommendation, the student shall notify the Associate Dean Academic in writing as to whether or not he or she intends to continue with the appeal.
11. Where in accordance with subsection 10 the student notifies the Associate Dean Academic of his or her intention to continue with the appeal, the Associate Dean Academic shall appoint two faculty members, preferably with expertise in the subject, as an Appeal Board, to review the grade assigned and to determine whether an error has been made in evaluating the student's work.
12. The Associate Dean shall provide the Appeal Board with the following:
 - a) the student's Request for Appeal;
 - b) the recommendation of the faculty member provided under section 6;
 - c) the exam booklets, paper or assignment being appealed; and
 - d) copies of exams, assignments or papers from the same class that
 - 1) received a grade five or more marks higher than that obtained by the student making the appeal,
 - 2) received a grade five or more marks lower than that obtained by the student making the appeal, and
 - 3) received the highest grade in the class.

NOTE

- Where the exam or assignment under appeal offered choice as to questions or topics, care should be taken to ensure that as far as possible the papers chosen for comparison reflect similar choices.
 - Where the student is appealing the grades received on only one or several of the questions on the exam or assignment, as far as possible, the grade variations set out in paragraph 9(d) should relate to the question or questions under appeal.
13. The members of the Appeal Board shall independently review the grade assigned to determine whether, in their opinion, an error has been made in grading the work of the student in the context of the mode of grading and the grades assigned the other students whose work is being used for comparison.
 14. The members of the Appeal Board, after completing their independent review, shall meet and determine whether:
 - a) the mark should remain unchanged;
 - b) the mark should be lowered, and by how much; or
 - c) the mark should be increased and by how much.
 15. The Appeal Board shall report its decision, with reasons, to the Associate Dean Academic within 15 working days of its appointment.
 16. Where the Appeal Board is unanimous that there was an error in grading, the mark under review shall be changed in accordance with the recommendation of the Appeal Board. Otherwise, the grade shall remain unchanged.
 17. The Associate Dean Academic shall provide a copy of the decision of the Appeal Board to the student and faculty member involved in the appeal.

Part II Appeals: Unfairness, impropriety or incompetence

1. A student, having received the final grade in a course, may seek a formal appeal of
 - a) the grade for any unwritten component of the course, or
 - b) any other aspect of the evaluation method(s) used in the course,
 - c) on the basis that there was material unfairness or impropriety in the manner in which the evaluation was conducted or that the evaluation was not conducted by competent evaluators.
2. An appeal brought under this Part will only be successful if the student can demonstrate material unfairness, impropriety or incompetence; this Part does not provide for an appeal based solely on a difference of opinion between the

student and faculty member as to the mode of evaluation or the grade assigned to the student.

3. The Request for an Appeal under this Part shall contain the following information:
 - a) the student's name and exam code number;
 - b) the name of the course and of the faculty member(s) who taught and/or evaluated it;
 - c) a full explanation of the nature of the unfairness, impropriety or incompetence being alleged; and
 - d) where relevant, a copy of the assignment or exam questions.
4. Where the appeal involves exam booklets or a paper or assignment not already in the possession of the office of the Associate Dean Academic, the student shall ensure that the Request for an Appeal is accompanied by the exam booklets, paper or assignment originally submitted by the student.
5. Upon receipt of a Request for an Appeal under this Part, the Studies Committee shall
 - a) where the Studies Committee is of the opinion that the student has not, *prima facie*, demonstrated material unfairness, impropriety or incompetence in accordance with section 2, notify the student that the appeal has been terminated; or
 - b) where the Studies Committee is of the opinion that the student has, *prima facie*, demonstrated material unfairness, impropriety or incompetence in accordance with section 2, permit the appeal to proceed.
6. Where the Studies Committee permits an appeal to proceed under this Part, the Associate Dean Academic shall
 - a) notify the student involved; and
 - b) forward to the faculty member who assigned the grade in question the student's Request for an Appeal.
7. Within 10 working days of receiving the Request for an Appeal under paragraph 5(b), the faculty member shall provide to the Associate Dean Academic a response to the Request for Appeal.
8. Where in the opinion of the Associate Dean Academic it is impossible or impractical to obtain the response of the faculty member referred to in subsection (1) within a time frame that would not prejudice the student, the Studies Committee may decide the appeal.
9. The Associate Dean Academic shall forward the faculty member's response to the student making the appeal.
10. Within five working days of receiving the faculty member's response under section 7, the student shall notify the Associate Dean Academic in writing as to whether or not he or she intends to continue with the appeal, and if so, whether he or she wishes an oral hearing.
11. Where an appeal is to proceed by way of oral hearing, the Associate Dean shall, within reason, attempt to set the hearing date at a time that is convenient to all parties. In no event shall the oral hearing be scheduled more than 60 working days after an oral hearing is requested under section 8.
12. Where the appeal is not to proceed by way of oral hearing, the student shall, within 10 working days of receiving the faculty member's response under section 7, provide to the Associate Dean Academic a written reply to the faculty member's response.
13. Where an appeal is not to proceed by way of oral hearing, the Associate Dean shall forward to the Studies Committee the Request for an Appeal, the faculty member's response received under section 6 and the student's reply received under section 10, and the appeal shall be decided by the Studies Committee.
14. Once a formal appeal has been decided under this Part, the Studies Committee shall provide the student and the faculty member involved with a written decision, including the reasons for its decision.

C. Reconsideration of a Studies Committee Decision

1. Where a student has received a decision of the Studies Committee made under these Appeal regulations, he or she may request a reconsideration of that decision where the student has new information that
 - a) was not and could not reasonably have been available to the student at the time of the appeal; and
 - b) is sufficient to persuade the Studies Committee to change the decision.
2. A request for reconsideration must be made as soon as possible after the further information becomes available.
3. Where the Studies Committee is of the opinion that the student has met the requirements set out in subsections (1) and (2), the Studies Committee shall reconsider the matter and shall communicate the new decision in writing to the student and any others who might be affected by the decision.

D. Finality Clause

Except to the extent that the decision made under these Appeal Regulations may be appealed to the Senate Appeals Committee,

- (a) a decision of an Appeal Board is final; and
- (b) subject to the section on reconsideration, any decision of the Studies Committee is final.

E. Appeals to Senate Appeals Committee

The attention of students of the Schulich School of Law is directed to the Terms of Reference of the Senate Appeals Committee, as available on the Dalhousie University Senate website, <http://senate.dal.ca/Standing%20Committees/SAAC.php>

V. Academic Programs

The degrees in law conferred by the University are the Juris Doctor (JD), the Master of Laws (LLM), and the Doctor of Philosophy in Law (PhD).

A. Juris Doctor

1. Full-Time Studies in Law

The JD course is designed to train students in those qualities which distinguish the educated lawyer, whether engaged in the practice of law, in government service or elsewhere. Among the qualities stressed are an understanding of the process of ensuring order in a complex and evolving society, precision of thought, an appreciation of the use of the English language in writing and speaking, thoroughness, and the avoidance of superficiality.

The full-time JD degree extends over three academic years, from September to May. A student who has failed the work of a year may, subject to the limitations of space, be readmitted, but the degree must be completed in four academic years. Students may also take a one year leave of absence during their JD as long as they successfully complete the degree requirements in four years (the "four year rule"). Student medical leaves must be approved by the Studies Committee in advance and, once approved, will not count towards the four years. Where a student establishes, to the satisfaction of the Studies Committee, that for medical or personal reasons, ability to pursue the course is significantly hampered, the Studies Committee may grant a medical withdrawal which would not count towards the four years.

The regular course requires the full time attendance of students. In the first year all subjects are prescribed; in second and third year most subjects are optional. Second and third year students must complete at least 29 credit hours, including a major paper writing requirement, each year. Permission is required before any regular law student may undertake courses in another Faculty of the University.

The policy of maintaining fairly small classes reflects the nature of teaching at the Law School. Courses are conducted by the "case method" or otherwise but with emphasis upon discussion between teacher and students, based upon assigned materials and topics that students are expected to have considered in advance. Research and written assignments are required of all students. These may involve substantial time in addition to regular class periods. The work submitted is carefully examined and then critically assessed by the teacher concerned and whenever possible a detailed criticism is provided in an oral interview.

In addition to course and writing requirements all students are required to participate in moot exercises. Third-year students may be required to attend legal aid clinics, the law courts, and special lectures.

2. Degree Requirements: Full-time program

(a) First Year Required Courses

- LAWS 1000X/Y.06: Contracts & Judicial Decision-Making
- LAWS 1001X/Y.06: Criminal Justice
- LAWS 1002.01: Orientation to Law
- LAWS 1003.05: Fundamentals of Public Law
- LAWS 1004X/Y.03: Legal Research and Writing
- LAWS 1005X/Y.06: Property in Historical Context
- LAWS 1006X/Y.06: Tort Law and Damage Compensation

(b) Second Year Required Courses

- LAWS 2061X/Y.05: Civil Procedure
- LAWS 2062X/Y.05: Constitutional Law
- LAWS 2201X/Y.01: Compulsory Moot

- An elective course with evaluation by major paper (i.e. a “paper” course)*. A student must include at least one major paper course per year, and no more than two.
- The Federation of Law Societies requires that students entering law school in 2012 or later receive education in “Legal and Fiduciary Concepts in Commercial Relationships.” Business Associations or Equity and Trusts will satisfy this requirement.
- Additional elective courses to make up a full year of studies of approximately 15 credits per week in each term. A student must have a minimum of 29 credits and may have a maximum of 31 credits per year; each term’s work must include a minimum of 12 and a maximum of 17 credits. Please note that due to the fact the second year compulsory moot is worth a half credit each term, in years where the five-credit Constitutional Law course is offered over the full year, second year students must take a minimum of 12.5 and a maximum of 17.5 credits each term for an overall total of 29 - 31 credits in second year.

(c) Third Year Required Courses

- LAWS 2099.02: The Legal Profession and Professional Responsibility
- Electives: As for second year, above

3. Part-Time Studies in Law

The Schulich School of Law has instituted a part-time JD program in order to facilitate legal studies for those unable to take the full-time program. Students admitted to the part-time program may complete their degree by one of two methods:

(a) Full-Time First Year

Students may take their first year program on a full-time basis, and thereafter apply to be admitted to the part-time program for the remainder of their JD studies. After first year, students in the part-time program are required to complete a minimum of 58 credits over a maximum of six academic years, with a minimum course load of eight credits in each academic year. Part-time students must complete at least one optional course involving a major written paper in each 29-credit block over the period of part-time study.

Students who enter the program after completion of first and second years on a full-time basis are required to complete their minimum of 29 credits over a maximum of three academic years, with a minimum course load of eight credits in each academic year.

(b) Half-Time First Year

Part-time students who choose to do first year on a half-time basis are required to complete 16 credits of the first-year program in their first year, completing Contracts and Judicial Decision-Making, Tort Law and Damage Compensation, Orientation to Law, and Legal Research and Writing. The remaining 17 credits of the first year program consisting of Property in its Historical Perspective, Criminal Justice: the Individual and the State, and Fundamentals of Public Law must be completed in the second year. Thereafter, students in the part-time program are required to complete a minimum of 58 credits over a maximum of five academic years, with a minimum course load of eight credits in each academic year. Part-time students must complete at least one optional course involving a major written paper in each 29-credit block over the period of part-time study. The Faculty encourages part-time students, wherever possible, to do first year on a full-time basis.

Please note that the regulations requiring that students successfully complete the work of second year before advancing to third year apply to part-time as well as full-time students.

4. Credit Hours (Second and Third Year): Full-time program

Each student must complete a minimum of 29 and a maximum of 31 credits per year, and a minimum of 12, maximum of 17 credits each term. Please note: due to the fact the second year compulsory moot is worth a half credit each term, in years where the 5-credit Constitutional Law course is offered over the full year, second year students must take a minimum of 12.5 and a maximum of 17.5 credits each term for an overall total of 29 - 31 credits in second year.

B. Master of Laws (LLM) and PhD

An intensive graduate program in law leading to the Master of Laws degree is offered to well-qualified candidates by the Schulich School of Law at Dalhousie University. The program is primarily intended for professional specialists and prospective law teachers. The program may consist of either a combination of

course work, seminars and a thesis, or a combination of course work and seminars involving substantial written papers. In either case the program can be taken on a full-time basis over one full academic year, or on a part-time basis over two full academic years. Applicants who plan to take the degree on the basis of course work, seminars and a thesis are required to submit outlines of their proposed thesis topic at the time of the application. Thesis topics may concentrate on any area of law in which faculty supervisors and library resources will support original work. In recent years, thesis supervision has been provided in the following fields, among others: international law, administrative law, labour law, constitutional law, commercial law, tax law, tort law, criminal law and restorative justice, family law, health law, law of the sea, maritime law, and environmental law.

An advanced graduate program in law leading to the PhD (Doctor of Philosophy in Law) degree is offered to a very limited number of highly qualified candidates by the Schulich School of Law at Dalhousie University. Applicants who meet the admission requirements are invited to submit a detailed outline of their proposed thesis and a detailed description of their research plans with their application forms. Such topics will have to be limited to those areas of law for which faculty and library resources will support original work. It is expected that such resources will normally be available in marine law, environmental law, international law, comparative law, health law, law and technology, and public law/jurisprudence.

Applicants for admission to the PhD program must have demonstrated superior academic ability during their previous legal education. Normally it will be necessary to have (i) attained at least the equivalent of a Dalhousie A- average grade at the JD level and (ii) completed successfully a Master's degree in law. Preference will be given to applicants with established credentials in published scholarship of a professional calibre. The ability to conduct independent research and work easily in the English language is a prerequisite for admission. Foreign candidates are required to pass the TOEFL (Test of English as a Foreign Language) to the satisfaction of the Graduate Studies Committee of the Schulich School of Law prior to admission. **Applicants seeking PhD funding from Dalhousie University should ensure that their completed applications are received by the University no later than January 1 of the year in which they intend to commence their studies.**

Applicants must be prepared to spend at least one full academic year (12 months) in continuous residence at Dalhousie after registration for the PhD program. The Graduate Studies Committee of the Law School reserves the right in certain cases to require the completion of a second year of residency. It is to be noted, however, that consistent with other doctoral programs at Dalhousie University, PhD candidates must pay fees at the full-time rate for two years regardless of whether they have been required to spend a second year in residence at Dalhousie.

More detailed information on the requirements for the graduate law degrees offered at Dalhousie may be found in the calendar of the Faculty of Graduate Studies.

- LAWS 3000.03: Graduate Seminar on Legal Education and Legal Scholarship

C. Combined JD/MBA

This is a four-year program which enables students to select courses leading to degrees of Juris Doctor and Master of Business Administration. The combined program is structured as follows:

Year 1

- CRMBA program starts at the end of June, with four courses taken during July-August.
- September to December: five more CRMBA courses.
- January to August: mandatory eight-month Corporate Residency, plus one online course.
- Non-credit course in Personal and Professional Effectiveness, taken throughout.

Year 2

- Full First Year JD courses.

Year 3

- Civil Procedure
- Constitutional Law
- Compulsory Moot
- A major paper course
- seven to nine hours of law courses from the “Business Law” area (see below).
- Other elective courses for a total of 23-25 law credits

- BUSI 6000 (fall)
- BUSI 6005 (winter)
- One CRMBA elective (three credit hours, winter)

Year 4

- The Legal Profession
- A major paper course
- Three to five hours of law courses from the “Business Law” area
- Other elective law courses for a total of 23 - 25 law credits
- MGMT 5000 (fall)
- Three elective half courses from the CRMBA program (nine credit hours)

The first and second year programs may be done in reverse order. The third and fourth year programs may be done in reverse order, with permission, except for the required law courses Compulsory Moot, Civil Procedure and Constitutional Law (third year) and the Legal Profession (fourth year).

Courses in the Business Law area

- Bankruptcy & Insolvency, two credits
- Business and Environment, three credits
- Business Associations, four credits
- Sale of Goods, two credits
- Secured Transactions, three credits
- Taxation of Corporations, two credits
- Creditors Rights, two credits
- Insurance, two credits
- Corporate Transactions, three credits
- Corporate Finance, three credits
- Competition Law, three credits
- Information Technology Transactions, three credits
- International Trade Law, three credits
- Law of Succession, two credits
- Legal Accounting, two credits
- Oil & Gas Law, two credits
- Property Rights in Investment Securities, three credits
- Real Estate Transactions, four credits
- Taxation I, four credits
- Taxation II, two credits
- Taxation III, two credits
- Securities Regulation, three credits
- Regulation of Financial Institutions, three credits
- Additional recommended courses: Evidence, Trusts

Students intending to make application for the joint JD/MBA program should inquire directly to: crmba@dal.ca (902) 494-1814 or toll-free 1-888-432-5622 (MBA) and to admissions@dal.ca (LAW).

D. Combined JD/MPA Program

The combined JD/MPA program is a four-year program which enables students to select courses leading to degrees of Juris Doctor and Master of Public Administration. A total of 13 half credit Public Administration courses are required. The combined program is structured as follows:

Year 1

- First year courses of the MPA program (eight half-credit required courses)

Year 2

- First year courses of the JD program

Year 3

- Three half credit elective courses from the MPA program (One of these could be PUAD 6855, typically completed during the summer after the first or second year of the program, as agreed upon with program coordinators.)
- Civil Procedure
- Constitutional Law
- Compulsory Moot
- Plus 12 - 14 credit hours of courses from the JD program including a major paper course

Year 4

- Required course PUAD 6100 plus one elective course from the MPA program. Students may choose to do one half credit elective course from outside the

MPA course offerings. This course must be approved by the MPA Graduate Coordinator.

- 23 - 25 credit hours of courses from the JD program, which must include The Legal Profession and Professional Responsibility, and a major paper course.

Candidates for the JD/MPA program must satisfy the entrance requirements of both the JD and MPA programs, and may obtain further information about the combined program by writing to the Schulich School of Law and to the School of Public Administration. For admission, students must apply to both the Schulich School of Law and the School of Public Administration individually. Students applying for the MPA program may submit LSAT results in lieu of GMAT results.

E. Combined JD/MLIS Program

The MLIS/JD combined degree is a four-year course of study leading to the combined degrees Master of Library of Information Studies (MLIS) and Juris Doctor (JD). A total of 12 half credit MLIS courses (36 credit hours) and 79 - 83 JD credit hours are needed to complete the MLIS/JD program. The usual order of the program is:

Year 1

- First year courses of the MLIS program; INFO 0590 Practicum (Spring Term)

Year 2

- First year courses of the JD program

Year 3

- two MLIS courses (one required, one elective)
- 23 - 25 hours of JD courses including Civil Procedure, Constitutional Law, Compulsory Moot and a major paper course

Year 4

- two MLIS courses
- 23 - 25 hours of JD courses including Professional Responsibility and a major paper course

Students who apply for the combined JD/MLIS program must meet the admission standards for both the Schulich School of Law and the School of Information Management.

For further information about this program, contact the MLIS Program Coordinator, School of Information Management and/or the Director, Admissions and Career Development, Schulich School of Law.

F. Combined JD/MHA Program

Students applying for this program must meet the admission standards of both the Juris Doctor and the Master of Health Administration programs. The combined program is structured as follows:

Year 1

- First year of MHA Program

Summer

- HESA 6390X/Y.06: Health Administration Residency

Year 2

- First year of JD Program

Year 3

- Students must complete the following courses in the MHA program in Years 3 and 4: HESA 6100.03, HESA 6305.03, HESA 6310.03, HESA 6340.03, HESA 6330.03, HESA 6365.03 and HESA 6380.03.
- 23 - 25 credit hours of courses from the JD program, including Civil Procedure, the Compulsory Moot, Constitutional Law, and a major research paper. Students must take either LAWS 2132.03, Health Law, or its equivalent at the School of Health Administration, HESA 6360.03, Healthcare Law, in either year 3 or year 4.

Year 4

- HESA 6360.03: Healthcare Law, or LAWS 2132.03, Health Law (if not completed previously)
- 23 - 25 credit hours of courses from the JD program, including Professional Responsibility and a major research paper.

Note: The first and second years may be done in reverse order.

G. Health Law and Policy Program (HLPP)

Introduction

The Health Law Institute is an interdisciplinary Institute supported by and serving the Faculties of Law, Medicine, Health Professions and Dentistry.

Educational opportunities include the following:

Dalhousie offers one of the largest curricular collections within this field in Canada:

- LAWS 2115.03: Health Care Ethics and the Law
- LAWS 2127.02/2128.03: Mental Disability Law: Civil
- LAWS 2235.02/2236.03: Mental Disability Law: Criminal
- LAWS 2221.03: Public Health Law
- LAWS 2132.03: Health Law
- LAWS 2159.03: Health Systems Law and Policy
- LAWS 2167.03: Health Law Placement
- LAWS 2192.03: Advanced Negligence: Medical Malpractice
- LAWS 2193.03: Health Law and Policy: Current Issues
- LAWS 2069.03; 2070.04; 2071.05; 2072.06: Directed Research Paper
- Exchange program opportunities in the area of Health Law

Students may also take a limited number of courses for credit towards their law degree in related subjects offered at the graduate level in other academic departments of the University e.g., Bioethics and Philosophy. Students with such interests should review the Schulich School of Law regulations for requirements which include obtaining written consent of the Department or School involved as well as the Assistant Dean of the Schulich School of Law. Students wishing assistance in the selection of courses within the area of Health Law are advised to consult the Director or faculty members of the Institute.

I. JD Specialization Certificate

JD students may specialize in Health Law and Policy and the specialization will be recognized on their academic transcript. To specialize in Health Law and Policy, a student must take Health Law and three additional elective courses. These courses may be selected from the Health Law curriculum: Health Care Ethics and the Law; Mental Disability Law: Civil/Criminal; Health Systems Law and Policy; Advanced Negligence: Medical Malpractice; Public Health Law; Health Law and Policy: Current Issues; Health Law Placement or a Directed Research Paper. One other major paper course (two, in exceptional circumstances) may also serve as an elective toward the specialization. The paper outline must be approved in writing by the Director of the Health Law Institute before the paper is written, and the final paper is subject to review for sufficient health law content. Examples of some of the courses that could be relevant are: Animal Law; Aboriginal Peoples; International Trade Law; Intellectual Property II; or Environmental Law II. All courses counted towards satisfaction of the Health Law and Policy Specialization requirements must be completed with no grade below C, and a weighed average in those courses of at least B (i.e., 70). Where the Health Law Placement is included as one of the four credits, a minimum grade of Pass is required but will not be factored into the calculated average.

NOTE: Except where noted below regarding exchange studies, for the purposes of any Schulich School of Law certificate program, only those courses pursued at Schulich School of Law during the student's JD studies which lead to successful completion of a Dalhousie University JD degree will be recognized. Students are not permitted to count a course towards more than one certificate.

If a student is participating in an exchange program, s/he can request that one course from that exchange be credited towards the specialization. The course, if approved, can serve as one of the electives in the specialization; it cannot replace a required course in the specialization. The course cannot duplicate a course that the student has taken at the Schulich School of Law. If the course is approved, the student will not be subsequently permitted to receive credit for a course at Schulich which, in the opinion of the Director, has undue overlap with the course taken on exchange. The burden is on the student to demonstrate that the substance and quality of the course fits within the parameters of the specialization, for example, by providing the course description, syllabus, etc. The student must have the course approved by the Director of the specialization prior to taking the course. The Director of the specialization has the final authority to approve the request.

Students interested in registering for the Health Law and Policy Specialization program must contact the Director of the program as early as possible and ideally at the start of second year.

II. LLM

The Health Law Institute administers a training grant from the Canadian Institutes of Health Research that provides scholarship and other capacity - building funds to promote graduate studies in health law and policy. While there is no Health Law and Policy specialization annotation for LLM transcripts, all of the courses (with the exception of LAWS 2167.03: Health Law Placement and LAWS 2157.14: Health Law Exchange) are open to LLM students. In addition, LLM students may do their supervised thesis research within the Health Law and Policy field. Health Law Institute faculty members offer a breadth of experience in areas such as reproductive technologies, death and dying, research involving humans, licensing and regulation of health professionals, health reform, health data and privacy, public health, women's health, and the effects of health regulation and reform on vulnerable populations including Indigenous peoples. Students interested in pursuing an LLM are encouraged to visit or call the Institute to discuss research interests.

III. Interdisciplinary PhD

It is possible to pursue an interdisciplinary PhD drawing on such disciplines as philosophy, law, and medicine. Each program of study will be unique and must be negotiated with the Faculty of Graduate Studies and prospective faculty supervisors.

For further information on the Health Law Institute and the Health Law and Policy Program contact:

Health Law Institute
PO Box 15000
Halifax, NS Canada B3H 4R2
Telephone: (902) 494-6881
Fax: (902) 494-6879
Email: hli@dal.ca
www.dal.ca/hli

H. Law and Technology Institute

The Law and Technology Institute was established at Schulich School of Law in 2001 to provide teaching, research, and continuing education on IT law issues to students, faculty members, and the practicing Bar. The Institute participates, with the faculties of Computer Science and Management, in Dalhousie Master of Electronic Commerce Program, and has been engaged in collaborative projects with the private sector and governments on information technology issues. Its faculty members provide graduate supervision to students interested in the developing field of information technology law, and are active in law and technology organizations, such as ITCan, and the International Society for Law and Technology. The Institute hosts an Eminent Speakers Series, which brings leading IT lawyers and academics to Dalhousie to share their expertise. The Institute is home to the Canadian Journal of Law and Technology, edited by Professors Coughlan and Currie. The CJLT, which is published twice per year, is the pre-eminent technology law review in Canada.

Courses Offered

- Law and Technology
- Internet and Media Law
- Privacy Law
- Intellectual Property Law
- Information Technology Transactions
- Patent Law
- Copyright Law
- Intellectual Property II
- Intellectual Property and Commercialization Placement

Students also have the opportunity to pursue specialized interests in fields such as health law, criminal law and alternate dispute resolution, as they relate to information technology. For further information, contact the Law and Technology Institute at:

Telephone: (902) 494-1469
Fax: (902) 494-1316
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I. Marine and Environmental Law Programme (MELP)

Since its establishment in 1974 as an area of specialization for Dalhousie JD students, the Marine and Environmental Law Programme (MELP) has provided JD students with one of the most extensive academic course offerings in these two fields in the world. While the certificates are not available to the post graduate students (LLM and Doctoral) the course offerings are.

With 12 full and part-time faculty members currently teaching in the Program, students have a unique opportunity to learn about public and private law practice in marine (including shipping) and environmental law taught from domestic and international perspectives. JD students wishing to specialize in these fields have the option of obtaining a certificate of specialization in either marine or environmental law or both, while completing the three-year JD degree.

Marine Law

Required:

- Law of the Sea
- Maritime Law and Practice

Elective:

- Carriage of Goods by Sea
- Coastal Zone Management
- Fisheries Law
- Marine Environmental Protection Law
- Ocean Law and Policy
- Oil and Gas Law

Environmental Law

Required:

- Environmental Law I
- International Environmental Law

Elective:

- Business and Environmental Law
- Coastal Zone Management
- Energy Law
- Environmental Law II - Interdisciplinary Perspectives on Climate Change
- Environmental Law Placement
- Fisheries Law
- Marine Environmental Protection Law
- Oil and Gas Law
- Planning Law
- Regulatory Systems in Environmental and Health Laws

Note: Not all electives are offered each year

To earn the certificate students must take two mandatory courses plus two others from the list of electives. Students may apply to the MELP Director to have a paper, which will be written in another relevant course, approved for the purpose of one of the electives in a MELP certificate.

Examples of courses that would be considered relevant are:

- Aboriginal Peoples
- Animals and the Law
- Health Care Ethics and the Law
- Health Systems: Law and Policy
- Intellectual Property II
- International Trade Law

MELP Specialization Certificates

JD students may specialize in marine law and/or environmental law and the specialization will be recognized on their academic transcript. Students wishing to complete the requirements of both certificates are not permitted to double count electives within the law school.

Marine Law Specialization

To specialize in Marine Law, a student must take: (a) Maritime Law and Practice and Law of the Sea; (b) two other elective courses from the following: Coastal Zone Management, Fisheries Law, Carriage of Goods by Sea, Marine Environmental Protection Law, Ocean Law and Policy, Oil and Gas Law or another major paper course, provided the topic of the paper is approved in writing, before it is written, by the Director of the Marine and Environmental Law Program.

Environmental Law Specialization

To specialize in Environmental Law, a student must take: (a) Environmental Law I and International Environmental Law; (b) two other elective courses from the following: Business and Environmental Law, Coastal Zone Management, Energy Law, Environmental Law II - Interdisciplinary Perspectives on Climate Change, Environmental Law Placement, Fisheries Law, Marine Environmental Protection Law, Oil and Gas Law Planning Law, Regulatory Systems in Environmental and Health Laws or another major paper course, provided the topic of the paper is approved in writing, before it is written, by the Director of the Marine and Environmental Law Program.

General Requirements

All courses counting toward satisfaction of the marine law or environmental law specialization must be completed with no grade below C, and with a weighted average in those courses of at least B (i.e., 70).

Students interested in registering for the marine law or environmental law specialization should contact the Institute. Students are encouraged to meet with the Director of the Marine and Environmental Law Programme prior to the last day to drop/add courses to discuss course selection, ideally before the end of their first year.

It is the students' responsibility to ensure that they complete all the requirements of the specialization they enrol in. NOTE: Except where noted below regarding exchange studies, for the purposes of any Schulich School of Law certificate program, only those courses pursued at the Schulich School of Law during the student's JD studies which lead to successful completion of a Dalhousie University JD degree will be recognized. Students are not permitted to count a course towards more than one certificate within the Law School.

If a student is participating in an exchange program, s/he can request that one course from that exchange be credited towards the specialization. The course, if approved, can serve as one of the electives in the specialization; it cannot replace a required course in the specialization. The course cannot duplicate a course that the student has taken at the Schulich School of Law. If the course is approved, the student will not be subsequently permitted to receive credit for a course at Schulich which, in the opinion of the Director, has undue overlap with the course taken on exchange. The burden is on the student to demonstrate that the substance and quality of the course fits within the parameters of the specialization, for example, by providing the course description, syllabus, etc. The student must have the course approved by the Director of the specialization prior to taking the course. The Director of the specialization has the final authority to approve the request.

On completion of all requirements, including registration for the certificate program, the specialization will be recognized on the academic transcript. Students will also receive a separate certificate on graduation attesting to the satisfactory completion of a specialization.

J. Business Law Certificate

JD students may specialize in Business Law and the specialization will be recognized on their academic transcript. To specialize in Business Law, a student must take:

- a. Business Associations and Taxation I
- b. Courses totaling at least three credit hours chosen from the following list: Securities Regulation; Taxation of Corporations; Sale of Goods; Secured Transactions; and other courses specifically designated from time to time
- c. Additional courses chosen from the following list (at least one of which must be a major paper course or equivalent) which, together with all courses taken to satisfy requirements (a) and (b) above, total at least 26 credit hours:
 - Alternative Dispute Resolution
 - Bankruptcy and Insolvency Law
 - Business and Environment
 - Competition Law
 - Conflict of Laws
 - Construction Law
 - Copyright Law
 - Corporate Finance
 - Corporate/Securities Law Moot
 - Corporate Transactions
 - Current Issues in Corporate Law
 - Equity and Trusts
 - Employment Law

- Energy Law
- Entertainment Law
- Information Technology Transactions
- Insurance Law
- Intellectual Property & Commercialization Placement
- Intellectual Property Law I
- Intellectual Property Law II
- International Trade Law
- Internet and Media Law
- Labour Law I
- Labour Law Problems
- Law of International Trade and Shipping
- Mergers, Acquisitions and Other Changes of Corporate Control
- Oil & Gas Law
- Patent Law
- Pension Law
- Real Estate Transactions
- Sale of Goods (if not taken as part of requirement B above)
- Secured Transactions (if not taken as part of requirement B above)
- Securities Regulation (if not taken as part of requirement B above)
- Taxation II
- Taxation III
- Taxation of Corporations (if not taken as part of requirement B above)
- Approved DRPs

Other major paper courses may also serve as electives towards the specialization, but only if the paper topic is approved by the Purdy Crawford Chair in Business Law who serves as the Director of the Business Law Specialization program.

Students should also check the courses listed on the Business Law web page as it sometimes includes new courses approved after the calendar deadline.

Students interested in registering for the Business Law Specialization Certificate must contact the Director of the Business Law specialization program as early as possible and ideally at the start of second year.

All courses counted toward satisfaction of the Business Law Specialization requirements must be completed with no grade below C, and a weighted average in those courses of at least B (i.e., 70).

NOTE: Except where noted below regarding exchange studies, for the purposes of any Schulich School of Law certificate program, only those courses pursued at Schulich School of Law during the student's JD studies which lead to successful completion of a Dalhousie University JD degree will be recognized. Students are not permitted to count a course towards more than one certificate.

If a student is participating in an exchange program, s/he can request that one course from that exchange be credited towards the specialization. The course, if approved, can serve as one of the electives in the specialization; it cannot replace a required course in the specialization. The course cannot duplicate a course that the student has taken at the Schulich School of Law. If the course is approved, the student will not be subsequently permitted to receive credit for a course at Schulich which, in the opinion of the Director, has undue overlap with the course taken on exchange. The burden is on the student to demonstrate that the substance and quality of the course fits within the parameters of the specialization, for example, by providing the course description, syllabus, etc. The student must have the course approved by the Director of the specialization prior to taking the course. The Director of the specialization has the final authority to approve the request.

VI. Courses Offered: JD and LLM

PLEASE NOTE: Every course listed may not be offered each year. As well, teaching assignments may be subject to change. For an up-to-date listing, please consult the current law school timetable and course selection materials.

A. First Year Courses (all compulsory)

LAWS 1000X/Y.06: Contracts and Judicial Decision-Making.

This course has two primary objectives: the first is to provide an understanding of the process of development of the common law through judicial decisions; the second is to provide a basic knowledge of the doctrines and precepts of the law governing the making and performance of contracts. As a means of attaining the

first objective, the “case method” of teaching is used to enable students to acquire a lawyer-like understanding of such concepts as “stare decisis”, the use of precedent, and the technique of distinguishing. A critical evaluation of judicial law-making is undertaken through an examination of the developing phenomenon of legislative intervention in the field of contract law. In order to fulfil the second objective, substantive rules of contract law are examined.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: For large-group classes, written examination in December (with option to count as 30% of the final mark), and a final examination. For small group classes, evaluation is by a combination of class assignments, oral advocacy exercise(s) and class participation.

LAWS 1001X/Y.06: Criminal Justice-The Individual and the State.

Relationships among the state, individuals, and communities are considered in the context of Canadian criminal law. The legal rights provisions of the Charter of Rights and Freedoms, selected topics in criminal procedure and the principles of the substantive, or general part, of criminal law will be the main focus of this course. The latter concentrates on elements of offences, justifications, excuses, non-exculpatory defenses, inchoate crimes and secondary liability for offences. Teaching is conducted by lecture and discussion of assigned materials including the Criminal Code (which is also used to illustrate methods and problems of statutory interpretation) and a volume of cases and materials.

Deferred course in criminal justice: First year students should note that there are a few places available in the intensive Deferred Course in Criminal Law which replaces the regular full year course. Students who are enrolled in this small group course do not take Criminal Law during the regular term and must be prepared to extend their academic year for about six weeks, from approximately late April until early June. Students wishing to select this option must apply to the Studies Committee and must provide cogent reasons demonstrating that they would benefit from enrolment in the course. Factors such as mature student status, parenting responsibilities, illness, disability, the need for employment during the regular term and other personal circumstances may be taken into consideration. Students are able to choose from a wide range of evaluative options in this course. Contact Professor Kaiser for further information.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: For large group classes, written examination in December (with option to count as 30% of final mark), and a final examination. For small group classes, the mark is composed of a combination of oral and written advocacy exercises, class participation and written assignments.

LAWS 1002.01: Orientation to Law.

The objective of the course is to orient students to the study of law by introducing them to four fundamental perspectives in the law: the comparative, the historical, the philosophical and the professional. Within each perspective several Faculty members will lecture, both to convey information deemed essential and to give a sense of the variety and contingency within each perspective. Mandatory readings will be presented in advance by each faculty speaker.

EVALUATION: Pass/fail oral exam conducted by a faculty member. All students must attend the oral OTL exams as scheduled. If the oral exam is unsatisfactory the student will be re-examined by a three-person panel. Any student who, without permission from the Studies Committee, does not attend the initial oral exam will not have recourse to the three person panel and will fail the course.

LAWS 1003X/Y.05: Fundamentals of Public Law.

This course provides students with an understanding of the constitutional and administrative structures of Canadian law and government. An emphasis is placed on developing the skills required of lawyers whose public law work may range from appearances before administrative tribunals, to giving advice on the formulation and articulation of policy. Primary among the emphasized skills is the ability to work with and interpret constitutional, statutory and regulatory texts. A perspective on the administrative model of decision making will also be developed. As a necessary background for the development of these skills and for the general study of law, this course introduces students to the Canadian governmental and constitutional system. Students will explore the legislative process, statutory interpretation, and the administrative system using human rights legislation as a model. Further, students will develop an understanding of the analytical framework of the Canadian Charter of Rights and Freedoms, through the study of the interpretation and development of equality rights.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: Written examination in December (with option to count as 30% of the final grade), and a final examination which may have both a take-home and in-class component

LAWS 1004X/Y.03: Legal Research and Writing.

This course has three objectives. The first is to introduce students to the process of legal research and to provide a basic understanding of primary legal materials and secondary sources of legal information in both print and digital form.

The second is to provide students with the basic skills of legal writing and legal citation.

The third objective is to introduce students to the technique of applying legal authorities to the solution of legal problems.

This course is conducted by lectures, research assignments based on hypothetical fact situations and assigned readings.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: Library and citation assignments and research and writing assignments.

LAWS 1005X/Y.06: Property in its Historical Context.

The purpose of this course is two-fold: first, to provide a basic understanding of property concepts and principles in both real and personal property; second, to provide a sense of the historical development of the law of property.

This course introduces the student to the concept of property, its evolution, types and fundamental principles. It illustrates ideas such as possession and ownership by reference to the law of finders and bailment and to various transactions in which land or goods are the common denominators. It also introduces the doctrine of aboriginal title and explores the principles of real property, including tenure, estates, future interests, matrimonial property, private and public controls on land use, and the registry system.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: Written examination in December (with option to count as 30% of the final mark), and a final examination

LAWS 1006X/Y.06: Tort Law and Damage Compensation.

The major objective of this course is to provide a basic understanding of the manner in which losses from injuries to personal, proprietary and economic interests are distributed through tort law. Materials to be studied include cases, appropriate legislation and doctrinal writings related to the problems of tort law and damage compensation in a diverse society.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

EVALUATION: For large-group classes, written examination in December (with option to count as 30% of the final mark), and a final examination. For small group classes, the mark is composed of a combination of assignments, an oral advocacy exercise and class participation.

B. Second Year Required Courses

LAWS 2061X/Y.05: Civil Procedure.

Civil Procedure is a required second-year course canvassing the civil court system, commencing proceedings, pleading, motions and affidavits, territorial jurisdiction and convenient forum, standing, limitation of actions, suing the government, joinder of parties and claims, discovery, dispositions without trial, trials, orders and enforcement, appeals, costs, class proceedings, alternative dispute resolution and case management. Students will also take part in small practical workshops instructed by civil litigation practitioners which focus on drafting and advocacy using a hypothetical case.

NOTE: Credit can be given for this course only if both X and Y are completed in consecutive terms.

EVALUATION: Written examinations, drafting assignments and workshops.

LAWS 2062X/Y.05: Constitutional Law.

This required 2nd year course concerns itself with three main themes; the distribution of powers under the Constitution Act 1867, the Canadian Charter of Rights and Freedoms, and Aboriginal rights. This will follow from the basic introduction to and foundation for the course laid during first year by the course in Public Law. The course makes an effort to integrate division of powers, Charter and Aboriginal rights discussion to highlight both points of overlap and points of departure. Throughout, the course emphasis will be placed on the roles of the constitution in our governmental structure and of the courts as its elaborator and

guardian, and on constitutional litigation as a problem-solving process through which fundamental values are examined.

NOTE: This course may be offered as both a full year course and as a one-term course.

EVALUATION: Written final exam with an opportunity for students to earn partial marks through other components during the term

LAWS 2201X/Y.01: Compulsory Moot.

The Second Year Compulsory Moot Program is a full-year, mandatory course for all second year students. It is a course which teaches students written and oral advocacy and is comprised of both a written factum and an oral advocacy exercise. In the Fall Term, students are required to prepare and submit an Appeal Court Factum, which must adhere to procedural rules as set out in the Law School's Moot Court Manual. In the Winter Term, students are then required to present an oral moot based on their written submissions before a Panel of three Court of Appeal Justices. The Compulsory Moot Course is worth a total of 1 credit hour and is evaluated on a pass/fail/honor basis. Students who perform exceptionally well during their second-year moots may be nominated for the Smith Shield Mooting Competition, which is held in October of the following academic year.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

C. Third Year Required Course

LAWS 2099.02: The Legal Profession and Professional Responsibility.

This required course examines various aspects of the nature and organization of the legal profession in Canada, including its history and evolution, the legal and ethical responsibilities of lawyers and the influences of the adversary system on the pursuit of justice. In particular, the course covers specific ethical rules which affect all lawyers in their practices and also the wider public protection issues which face the organized legal profession. The course will be conducted by lectures and discussions involving the whole class (1 hour per week) and by small group discussions (1 hour per week). These will include special presentations, simulations and problem-solving projects. Serious attention will be given to dilemmas facing lawyers and the legal profession today.

EVALUATION: Option 1: Based partially on the results of a final examination and partially on small group attendance. Option 2: Based on a paper, the results of a final examination, and small group attendance.

D. Second and Third Year Optional Courses

LAWS 2000.04: Administrative Law.

This course is an advanced study of the public law process. It studies external controls upon the exercise of statutory authority, primarily through the vehicle of judicial review. The purpose of the course is to introduce the student to the general principles of procedural and substantive judicial review as well as to develop an understanding of the workings of the administrative process and the role of subordinate legislation.

FORMAT: 4 hours per week

EVALUATION: Final written examination with the possibility of an optional midterm exam, depending on the instructor.

LAWS 2001.03: Maritime Law and Practice.

This is an introduction to Canadian maritime Law and practice, including the history of Admiralty; the subject matter of Admiralty claims (ships, vessels, cargo, etc.); the status of Admiralty claims (maritime liens, statutory rights to proceed in rem, etc.); the Admiralty jurisdiction of the Federal Court of Canada and provincial courts; collision; marine towage and pilotage; salvage, marine pollution; etc. The course complements other courses, such as Maritime Law & Policy, Ocean Law & Policy, and Law of the Sea. This course is a required course for the Marine Law Specialization Certificate.

EVALUATION: 100% 3 hour examination

LAWS 2002.04: Business Associations.

This course provides an introduction to the law governing the conduct of business in the corporate form. The course deals with the following topics: the choice of form of business enterprise; the legal effect of incorporation; disregarding the corporate entity; the different systems of incorporation; the corporate constitution; contracts between corporations and outsiders; the control and management of the corporation, especially the relationship among promoters, directors, executive committees, officers and shareholders; the raising and maintenance of a

corporation's capital; the liability of directors and officers and remedies available to shareholders. An introduction to the principles of partnership will also be included. The course is taught by discussion of selected cases, statutes and other materials which students are expected to read carefully in advance of class. EVALUATION: Written examination that may be open or closed-book.

LAWS 2003.13: Clinical Law.

Dalhousie Legal Aid Service (the Clinic) provides 3rd year students with an opportunity to practice lawyering skills in a community law office located in north-end Halifax. This 13 credit course can be taken over the Fall, Winter or Summer terms. Students can take one other course along with the clinic. While studying clinical law, students will conduct themselves as lawyers in a social justice context. As such, students will be responsible to counsel clients, negotiate with other lawyers, prepare cases and conduct hearings in Provincial and Supreme Courts as well as before administrative tribunals. Students are also exposed to files using law reform and community development as related to poverty law issues. All casework is supervised by staff lawyers or community legal workers. Each student initially receives 10-15 client files and community files. Formal seminar and skills training sessions take place during the first six weeks of the course. Skills training includes, interviewing and counselling, issue identification, building a theory, negotiation, direct examination, cross examination and basic trial skills. Seminars cover the topics of social assistance, residential tenancies, child protection, family and criminal law (YCJA), and law reform as well as other subject areas. Writing requirement: Students will create a Reflective Portfolio over the course of their term and submit selected evidence of their best written work. ENROLMENT: 16 students Fall and Winter. 12 students summer. NOTE: An application process and selection criteria are applied. Information sessions are provided at the law school in November and January. Students are always welcome to visit the clinic site. To make arrangements call (423-8105). PREREQUISITE: Civil Procedure. Family and Evidence are recommended. RESTRICTION: Students who have completed or wish to complete the Clinical Class in Criminal Law are not eligible. EVALUATION: Pass/Honours/Fail. Oral feedback is provided at mid-term and written feedback at the conclusion of the course. In the normal course a student would not be assigned any numerical grade and a student's performance would not be counted in determining a weighted average. However, in the event of a failure, or that the student is otherwise no longer entitled to complete third year or to write a supplemental because he/she does not have an average of 55, a numerical grade will be assigned and this grade will be counted in the weighted average.

LAWS 2005.04: Conflict of Laws.

This course is concerned with legal issues in private law arising out of transactions and occurrences with connections to two or more legal units (provinces or countries). Examples would be contracts made in one country but to be performed elsewhere, and torts with a cross-border element (such as goods negligently manufactured in one country which injure persons in another). The type of problems associated with such occurrences include (1) which law applies to the determination of liability in such situations, (2) which country's or province's courts have jurisdiction to entertain such disputes, and (3) the enforcement in one country or province of court judgments and arbitral awards emanating from another. The objective of the course is for students to learn to recognize conflict of laws situations, to deal with those situations by accepted methods, and to appreciate the results from a variety of points of view. The extent to which the federal nature of Canada affects such matters will be critically examined. EVALUATION: Final exam and optional mid-class assignment

LAWS 2006.03: Corporate Finance.

This course is intended to help law students become comfortable with some of the fundamental ideas and processes underlying modern corporate finance transactions. Topics may include, among other things, structured finance, valuation methods, and financial theory, including a consideration of the efficient market hypothesis, portfolio theory, the capital asset pricing model, and option pricing theory. These topics will be examined in a variety of legal contexts, including in relation to specific kinds of transactions and financial instruments, such as securitizations, share purchases, statutory arrangements, issuances of exchangeable and convertible debt, and financial derivatives, as well as in relation to general corporate governance concerns. Some discussion of financial accounting and auditing issues, financial institutions and markets may also be included. PREREQUISITE: Business Associations. EVALUATION: Final examination and class presentation/participation

LAWS 2008.04: Evidence.

As an introduction to the law of evidence, the course examines basic concepts of relevance, admissibility and weight, in criminal and civil cases. Topics covered include: burden and standard of proof, judicial notice, competence and compellability of witnesses, examination of witnesses, opinion evidence, character evidence, credibility, hearsay and hearsay exceptions, confessions, unconstitutionally-obtained evidence, and privilege. The policy considerations underlying particular rules, as well as the origins, development and constitutional significance of such rules are examined and critically assessed. EVALUATION: Written examination

LAWS 2009.03: Comparative Criminal Law.

The first aim of this course is to examine criminal law and the administration of criminal justice in Canada by means of comparison with analogous aspects of the legal systems of selected foreign countries. The second aim is to ponder the question of whether there are, or should be, core principles of process common to all criminal justice systems. The particular countries emphasized are the Commonwealth States, France, the People's Republic of China and Islamic countries, since they represent a spectrum of models which differ in varying degrees from the Canadian legal system. They include common law, continental European, Communist and religious traditions which, when compared with Canada, can bring the most important characteristics of our own system into sharp focus. An opportunity will be given for students to explore issues of restorative justice and Canadian aboriginal justice in this comparative context. All systems examined will be viewed in the light of international human rights standards thought to be applicable to criminal justice. This course will be offered in alternating years. EVALUATION: Class participation and the writing and presentation of a major term paper

LAWS 2010.02: Insurance Law.

This course examines the basic principles underlying the law relating to various types of insurance, e.g., fire, life, motor vehicle, and liability. Topics include: (a) the nature of the insurance contract and its formation, (b) agency principles applying to insurance agents or brokers, (c) the insurable interest that a person must have to enter into a valid contract of insurance, (d) the effects of non-disclosure in applying for insurance, (e) interpreting insurance contracts, and (f) claims on policies. Students must critically examine existing law, its function in modern society and its fairness to the insured person, and consider desirable reforms. Course materials include an examination of insurance cases, the Nova Scotia Insurance Act, and various standardized provisions found in insurance contracts. EVALUATION: Written examination

LAWS 2012.03: International Law.

Public international law is about global governance and the way the legal relations of states and the individuals who compose them are regulated. The course begins by exploring the foundations of the international legal system, the legal status of the principal participants and the methods of creating and applying international law. Processes of international dispute resolution and the interaction of international and Canadian law are also discussed. Later, the application of substantive principles of international law are considered in a couple of selected areas such as law of the sea, international criminal law, the protection of human rights and the use of force. EVALUATION: Written examination; possibly by a combination of examination and written assignments, where numbers permit

LAWS 2013.03: Judicial Remedies.

The objective of the course is to give students an understanding of the basic principles of the law applicable to private law remedies and how they are applied by the courts in their efforts to provide appropriate remedies in the wide variety of factual circumstances that give rise to claims. The course method will use case analysis supplemented with comments by the professor. EVALUATION: Three hour examination

LAWS 2014.03: Labour Law I.

This is a survey of the institutions and legal concepts related to labour-management relations in Canada: the status of participants, union organization and certification, unfair labour practices, collective bargaining, conciliation, the collective agreement and arbitration, industrial conflict, the union duty of fair representation, internal union affairs, and the impact of the Constitution on labour relations law. An attempt is made to examine the law of labour relations as an example of responses by the legal system to an evolving social problem in the context of changing economic and technological conditions of the new globalized economy.

EVALUATION: Written examination; there may be an option to have 50% of the evaluation based on short weekly memoranda and 50% on a written examination

LAWS 2015.03: Planning Law.

The course introduces students to the planning process through study of the legal tools used to regulate the use of land. While the legal aspects of the planning process will dominate, students will also be expected to appreciate the perspective which planners bring to the subject. The course is usually composed of both law and planning students.

There is consideration of the basic legal regime governing planning (including private law remedies, constitutional law and the role of the federal government, official plans, zoning by-laws, non-conforming uses, development permits and judicial review of planning decisions). Administrative law is a desirable but not necessary pre-requisite or co-requisite.

EVALUATION: Class participation, tests, and a written paper. This course does not fulfil the major paper requirement.

LAWS 2018.03: Youth and the Law.

This course provides an opportunity to consider current legal issues involving children and youth. Topics may include: child custody, child protection, aboriginal child welfare, adoption, youth criminal justice, restorative justice in the youth justice model, and youth and media. Students are not limited to these topic areas for their papers and class presentations and are encouraged to investigate a wide range of issues relating to children and youth in law and society, including interdisciplinary perspectives.

FORMAT: 2 hours per week, 3 credit

EVALUATION: Major paper, supplemented by other assignments and class participation

LAWS 2019.03: Law and Technology.

This is a seminar in which students are required to discuss, conduct research, generally explore and write papers on issues relating to law and technology. Courses focus on a range of topics drawn from the intersections of law and technology, including but not limited to regulating the internet, intellectual property rights in relation to the internet, developments in telecommunications and the law, privacy and access to information, ethics and technology. Students are encouraged and shepherded to generate and explore researchable issues in their areas of interest in order to meet their individual and/or collective expectations for the seminar. There is no technical background or expertise required for enrollment in the seminar. Students are, however, expected to make use of the Internet and other research tools to access seminar-related materials and conduct research on a final paper.

EVALUATION: Major paper, presentations and class attendance/participation.

LAWS 2020.02: Fisheries Law.

This seminar is designed to acquaint students with the public and private law aspects of fishing and fishery management in Canada. While the central focus is on law and the regulatory framework, questions of policy frequently arise for discussion. The course is taught by a combination of questioning, lectures and guest speakers. Problems unique to fisheries regulation and methods of fishery management will be discussed to set the context in which the law operates. International considerations, constitutional problems, fisheries legislation, aboriginal rights, the interplay between private rights and public rights, and problems of enforcement and environmental protection are central topics.

EVALUATION: Two written assignments, a presentation and class participation.

LAWS 2022.03: Law of the Sea.

The adoption of the 1982 United Nations Law of the Sea Convention was the result of the world's most ambitious law reform movement in the form of the Third United Nations Conference on the Law of the Sea (UNCLOS III), which was in preparation and in session from 1969 to 1982. The result is a treaty that governs almost every conceivable aspect of ocean use, establishes a new regime for ocean jurisdictional zones and provides a global administrative and regulatory structure for the oceans. This seminar will undertake a detailed analysis of the law of the sea by examining the Convention and other materials. Included in the analysis will be an examination of navigational issues (territorial sea, international straits, archipelagoes), resource issues (exclusive economic zone, fisheries, non-living resources); maritime boundary delimitation; protection of the marine environment; transfer of marine technology; marine scientific research; dispute settlement; international ocean governance. The course will be conducted as a seminar and students are expected to make contributions based on substantial reading.

EVALUATION: Combination of major paper, class participation and presentation

LAWS 2028.03: Copyright Law.

This course focuses on advanced issues in copyright law. It will explore a range of topics in copyright law, such as the history of copyright, philosophical justifications for copyright, feminism and copyright, and copyright and human rights. Emphasis will be placed on the multi-media environment for the creation, distribution, transmission, manipulation, marketing, and licensing of copyright-protected works. Other issues which

may be explored include the contours of authorship, originality and creativity. As well, the course may explore the expansion of the copyright domain in the context of legal and policy debates and the impact of new technologies as well as technology-driven regulatory and access devices on copyright jurisprudence. In appropriate instances, comparative perspectives on copyright in other jurisdictions such as the United States and the European Union could be examined.

FORMAT: 3 credits

CO-REQUISITE: Intellectual Property 2178

EVALUATION: Major paper, assignments and class participation

LAWS 2029.04: Taxation I.

This course is an introduction to the law of income taxation in Canada. It is intended to make students aware of the prevalence of taxation issues in ordinary life and in simple commercial transactions. It is also, for those who so choose, the prerequisite for more advanced courses in corporate taxation and the estate planning area. The initial part of the course addresses some basic issues in tax law-who should pay tax, the unit of taxation - family, individual or other- and what is income. The special areas of taxation of First Nations, and international taxation are briefly surveyed. Subsequent courses focus on the various types of income and the rules affecting them. The computation of employment income is addressed and the taxation of some of the common benefits bestowed on employees-cars, interest free loans, free trips - is examined. The latter part of the course covers the taxation of property and business income. As part of that exercise, students are introduced to some of the timing problems that arise in the computation of income. The course also studies the type and scope of other deductions available for business income, and examines the policy reasons behind the deductions. Finally, the taxation of capital gains, including gains (and losses) on taxpayer assets such as the family home, personal property such as art, and business investments, is canvassed. The basis for discussion in course is decided cases, commentary from the text, and the applicable rules in the Income Tax Act. The acquisition of the ability to read complex legislation will be emphasized.

EVALUATION: Problem-oriented written examination, with the possibility of optional in-term written work counting for a certain percentage of the work

LAWS 2030.02: Taxation II.

This course provides a detailed study of Canada's bilateral tax treaties.

These treaties serve as a key part of Canada's international tax system. Their study should be of interest to students who are curious about taxation law and policy, to students with an interest in the international allocation of tax revenues between high and low income states, and to students who enjoy international law and politics.

To provide a foundation for the study of specific treaty articles, we will review the underlying principles of international taxation and discuss approaches to tax treaty interpretation. The core of the course will involve a detailed review and evaluation of the design of the specific treaty articles, including the articles that govern business and

professional income, employment income, the income earned by athletes and entertainers, real property income, and income from dividends, interest, royalties, and capital gains. The course also includes a discussion of the use of tax treaties in tax planning, the ways by which tax treaties are used as tools for tax avoidance, the mechanisms available in treaties to facilitate compliance, enforcement, and information collection, and the consequences of tax treaties for low-income countries.

PREREQUISITE: Taxation I

EVALUATION: Written assignments and examination

LAWS 2031.02: Torts II.

The course will study how courts decide tort cases in order to give students a realistic understanding of the judicial decision making process. Developing areas of tort law, particularly in relation to product liability, will be explored in detail to identify the legal rationale, concepts and factors that determine whether tort liability will attach to the fact situation. Each student will be assigned a real fact situation for presentation in class. The course will also be assigned a fact situation which will have to be decided by a written decision by each student due at the end of term. The teaching method relies on course discussion and participation.

EVALUATION: Class participation and presentation 45%, and a written paper 55%. The written paper will be a written decision dealing with a factual

problem which will be assigned at the beginning of term. This course does not fulfil the major paper requirement.

LAWS 2033.03: Equity and Trusts.

This course deals with both the law of trusts and the law of fiduciary relationships. After a brief historical survey of the development of the law of equity, the rules regarding the creation, interpretation and termination of express trusts are examined, including purpose trusts, especially charitable trusts. The law governing trustees and their duties and powers is explored. The later part of the course deals with trusts arising through operation of law, i.e. resulting and constructive trusts. The circumstances where fiduciary duties can be imposed even in the absence of a trust are examined in varying detail, depending on the instructor. Finally trust remedies are reviewed and the special technical rules of tracing and following property are discussed. Depending on the instructor, the taxation of trusts may also be examined.

EVALUATION: May be by 100% final examination or by in class tests, assignments, take home exam and final exam, depending on the instructor.

LAWS 2039.03: Laskin Moot.

"The Laskin" is Canada's national bilingual constitutional and administrative law moot court competition. It takes place in mid-to-late February each year at a different host faculty in Canada. Preparation of a factum is required in advance of the moot. One team member must be capable of mooting in French but other team members need not be bilingual. The course is open to third year students, and participants are generally selected following a 'moot-off' competition conducted by the Moot Court Committee. Please note students may take only one competitive moot during their degree.

CO-REQUISITE: Administrative Law; Constitutional Law

EVALUATION: Research and factum, as well as oral advocacy. Participation in the class satisfies the major paper writing requirement, if the student wishes to count the moot as a major paper.

LAWS 2040.03: Civil Trial Practice.

This seminar provides an intensive introduction to civil litigation. It requires students to have knowledge and understanding of substantive law in basic common law fields, e.g., Torts, Contracts, and Remedies, and of procedural law from Civil Procedure and Evidence. The course is designed to develop the students' awareness of the procedures required to prepare a civil case for trial and to develop their skills in interviewing parties and witnesses, conducting discovery examinations, conducting direct and cross-examination at trial, evaluating evidence in the case and considering settlement. The course is conducted on a seminar method involving in-class participation by the students in the various aspects covered in the course while at the same time developing the model case for trial. Out-of-class work consists of readings which are provided, preparations for course performance and preparation of various aspects of the model case. The seminar is conducted one night per week, the model trial being held on a Saturday. Attendance at all classes is essential.

PREREQUISITE: Evidence and Civil Procedure

RESTRICTION: Open to third-year students only

EVALUATION: In-class participation and participation at the model trial. Some portion of the final mark will be based on a written component. Evaluation will be clearly explained at the first class

LAWS 2041.03: Coastal Zone Management.

This course is designed to introduce students to the concepts, principles, approaches, and issues associated with integrated management of coastal zones worldwide. This course uses a systems approach to understanding the global context of coastal zone management. Case studies and examples from developed and developing countries are used to present practical approaches to the management of multiple uses in the coastal zone, including community-based management models.

CROSS-LISTING: Envi 5204.03, Mara 5009.03

EVALUATION: Major paper (80%) and class participation (20%)

LAWS 2045.03: Criminal Law Problems.

This course will focus on recent developments in criminal procedure, substantive criminal law and evidence. It will pursue the extent to which we have departed from traditional and orthodox views about the way in which the system is supposed to work, and whether those departures are improvements or not. There will be a number of proposed topics for discussion, but the exact content of the course will largely depend upon the choices made by students registered in it. Evaluation will be primarily by way of major paper, but 40% of the marks will be allocated to a class presentation and to participation in presentations by others.

LAWS 2046.03: Criminal Trial Practice.

This course uses lectures and simulated court proceedings, including bail hearings, direct and cross-examinations, and trials, to develop skills of advocacy and trial preparation. Early trials are heard before Judges of the Provincial Court, and the final case is heard by a Justice of the Supreme Court. Each student assumes the role of prosecutor, defence counsel and witness on different occasions. Preparation for courses involves some research in matters of evidence and criminal procedure. Presentations are discussed at the conclusion of each proceeding for the purpose of providing constructive feedback. Classes are held one night per week during the fall term.

PREREQUISITE: Evidence

RESTRICTION: Students taking this class cannot take the Clinical class in

Criminal Law or Criminal Trial Practice

LIMIT: Twelve students

EVALUATION: Class participation 75%, written examination 25%

LAWS 2048.03: Employment Law.

This course will review Canadian employment law. Areas to be covered may include: constitutional jurisdiction, the primary components of the employment relationship, employment contracts, implied rights and obligations in the employment relationship, the right to terminate the employment relationship, reasonable notice of dismissal, constructive dismissal, cause for summary dismissal, fiduciary obligations, and employee obligations express and implied. Additional topics may include current employment law problems, Occupational Health & Safety legislation, Human Rights legislation and Workers Compensation legislation.

EVALUATION: This is a seminar class evaluated primarily by major paper.

LAWS 2050.02: Estate Planning.

This course deals with the financial aspects of the aging of the "Baby-boomers". It will be primarily concerned with consideration of the tax consequences of death and of efforts to reduce taxes before death. The tax position of the taxpayer in the year of death and the tax position of the estate will be examined. Some time will be given to simple estate planning techniques such as spouse rollovers, and inter-generational transfers. The tax implications of holding RRSPs and pension before and after death will be examined. Some attention will be paid to healthcare and mental capacity issues. The course will also discuss particular problems including those arising from the handicapped child, spendthrift heir, and the blended family. Those who have taken an advanced tax course (or have the equivalent) may separately examine more complex taxation issues including estate freezes and the sale of a business.

FORMAT: 2 credit hours

PREREQUISITE: Taxation I.

RECOMMENDED but not required, Law of Succession, Equity & Trusts.

35% mid-term; 30% project or paper; 35% final test

LAWS 2051.03: International Environmental Law.

The progression of international environmental law from "customary" co-existence to "conventional" cooperation is explored through nine topics: (1) State Responsibility and Liability for Transboundary Pollution; (2) "Soft Law" and Sustainable Development Principles: From Stockholm to Rio and Beyond; (3) The Legal Waterfront of Marine Environmental Protection; (4) The International Law of the Atmosphere: Climate Change; (5) The Conservation of Biodiversity; (6) The International Framework for Controlling Transboundary Movements of Hazardous Wastes and Toxic Chemicals; (7) The Protection and Management of International Watercourses; (8) Polar Regions and International Environmental Law; and (9) Free Trade and the Environment.

CO-REQUISITE: International Law or Environmental Law I.

EVALUATION: Major Research Paper: 80%, class presentation 20%

LAWS 2052.02: Labour Law - Administration of the Collective Agreement.

This course will appeal to students who have a serious interest in future practice as a labour lawyer. The objectives are: (1) understanding labour jurisprudence; and (2) advocacy skills in arbitration. Students study cases and participate in mock arbitrations as counsel (including witness examination, cross examination and argument) and as arbitrator (writing an award).

PREREQUISITE: Labour Law I

EVALUATION: As counsel 35%; brief of law 25%, award 30%, attendance and participation 10%

LAWS 2056.03: International Trade Law.

This course examines the World Trade Organization (WTO) and the North American Free Trade Agreement (NAFTA), and prepares the student to understand generally the role of international and domestic law in modern trading relations. Emphasis is placed on the issues raised by recent trade agreements, such as non-discrimination (e.g. MFN and national treatment), trade rules and unfair trade remedies, services and intellectual property, trade and environmentalism and so forth. Special attention is given to the dispute settlement mechanism, which emphasizes a legal approach to trade relations. The course will be conducted as a seminar, based on regularly scheduled readings.

EVALUATION: Evaluation by major paper, as well as class participation and minor assignments

LAWS 2059.02: Taxation III.

Many tax law courses focus on the fascinating issues of the definition of the base for tax purposes. This seminar shifts gears and centres on the administrative rules required for the effective functioning of an income tax system and on matters of dispute resolution. The course may include discussions of the role of the Department of Finance, administration of the Income Tax Act by the Canada Revenue Agency (including document retention requirements, information disclosure, and access and privilege issues), civil and criminal sanctions, investigative techniques, and tax court practice. Students may have the opportunity to develop legislative drafting, factum drafting, and oral argument skills as part of the seminar.

PREREQUISITE: Taxation I

EVALUATION: Short assessments and major assignment; 2 credit hours

LAWS 2066.03: Labour Law Problems.

This course offers students an opportunity to examine in a seminar setting major issues of theory and practice in labour relations not examined in Labour Law I. Matters discussed still include public sector labour relations regimes, consideration in the context of the new globalized economy of the specialized regimes for regulating labour relations in the construction and film industries as alternatives to the standard industrial regime of labour relations, and the impact of supra-national labour relations regimes such as International Labour Organization standards and the "NAFTA Labour Side Agreement" (NAALC). Other issues studied may include contracting out, problems of first collective agreement negotiation, constitutions of unions and other human capital organizations, inter-union jurisdictional disputes, alternate forms of dispute resolution for both interest and rights disputes in the labour context, and problems related to the exclusive position of unions as certified bargaining agents, including a union's duty of fair representation in that situation. In addition, the potential reform of labour law to protect vulnerable workers in non-standard employment contexts (part-time employment, home employment, dependent self-employment, frequent career changes, etc.), and to enhance human capital investment in a globally competitive economy, will likely be addressed. The teaching method will involve presentation of key sessions by the instructor and possibly invited experts in the first part of the course, followed by presentation of seminar sessions by students based on their research for their major papers related to labour relations topics of their own choosing (as approved by the instructor). This course will be offered in alternating years.

FORMAT: One two-hour seminar per week for one term

PREREQUISITE: Labour Law I

EVALUATION: By Major Paper (60%) plus the class presentation and general class participation

LAWS 2068.03: Ocean Law and Policy.

This seminar examines current issues in Ocean Law & Policy. The specific focus will vary each year depending on the instructor. For the 2014-15 academic year, the focus will be governance of the Arctic Ocean. Although not necessary, it is recommended that students have a background in international law, law of the sea, or international environmental law.

EVALUATION: Major paper and class participation

LAWS 2069.: Directed Research Papers: LAWS 2069, 2070, 2071, 2072

A third year student may undertake an original research project for credit under the direction of a faculty member. The topic must be one that falls outside the parameters of seminar courses offered in the year, and there must be a faculty member willing to supervise the paper. Students should consult faculty web profiles to ascertain faculty research interests. A student who is interested in doing a DRP should have demonstrated, in written assignments already completed in the law school, ability for independent research and writing. Third year students may undertake a Directed Research Paper (DRP) of 3, 4, 5, or 6 credit hours, under the

supervision of a faculty member. For third year students a proposal for a 3 credit hour DRP must be approved by the Assistant Dean, Academic, while a proposal of 4, 5, or 6 credit hours must be approved by the Studies Committee. DRPs are intended for third year students, where approved. Second year students are granted permission to do a DRP only in exceptional circumstances and must obtain permission from the Studies Committee.

The Committee will consider the proposal and the prior performance of the student in Law School, plus any other relevant factors, in making its decision. A DRP for 3 credit hours would be of greater scope and depth than a paper submitted for a regular course, and the student's research and writing would be expected to be of very high quality. A student, with the consent of the faculty member concerned, may apply to the Studies Committee for permission to undertake a DRP for 4-6 credit hours, depending on the quality and extent of the work to be done. Four or five credit hours would be given for projects requiring research in greater depth than is required for a 3 credit hour DRP. Six credit hours may only be given for work of highest quality, of some originality, and prepared for presentation to faculty and students in seminars or workshops to be arranged. It is likely that 6 credit hours would be given only for projects extending over both terms. The number of credit hours and the term or terms in which the DRP is completed will be determined by the Studies Committee, in consultation with the faculty member and the student, when the DRP is for more than 3 credit hours.

LAWS 2074.03: International Human Rights Law.

Course content will not only uncover some of those critical antecedents that inform current IHR discourse and practice, but seminar discussions will also interrogate a number of the obfuscated subtleties embedded in IHR Law. Using the prism of 'Race' (colour, national and ethnic origin) to examine the plethora of instruments and mechanisms put in place for enforcement, students will come to decode dormant sub-texts that still await scholarly investigation. Such discoveries will impel students to probe deeper and better understand the ongoing centrality of 'Race' to International IHR law discourse.

ENROLMENT: Limited to 16

FORMAT: Once a week

EVALUATION: Seminar Present: 20%; Major Research Paper: 80% (in English or French);

LAWS 2075.03: Legislation.

As one of the primary sources of law, legislation is one of the basic working tools of the lawyer. Building on the First-Year Public Law course, the Legislation course attempts to give the student a more detailed view of the role of legislation in the legal process. The course has two major focal points. One is directed towards giving the student a better appreciation of how a statute is created, including the basic underlying policy decisions upon which it is based, the statutory scheme developed to carry out the legislative process, and the problems faced by the drafters in translating general ideas into specific unambiguous language. The second major emphasis is directed towards giving the student an appreciation of the court techniques involved in judicial interpretation of statutes. The rules of interpretation can be stated very easily. To appreciate how they are used by the courts is much more difficult. Understanding gained in this course should be related to other courses and areas of the law where legislation plays an important role, e.g., Constitutional, Administrative, Taxation Law. The course may help to increase appreciation for appropriate use of language in legal work of all types. The course is conducted by discussion of assigned readings and the presentation and discussion of proposed legislation drafted by the students. Each student will prepare a major paper consisting of a draft of proposed legislation and an explanation of the draft, including such matters as the need for the legislation, the problem(s) to which it is addressed, its constitutionality, the underlying policy supporting the legislative choices and the relation of the proposed draft to the legal context (i.e., the common law and other statutes).

EVALUATION: Major research paper

LAWS 2076.03: Poverty Law and Human Rights.

This course entails an in-depth analysis of poverty and the social welfare system in Canada, with particular emphasis on specific federal and provincial (primarily Nova Scotia) legislation. The constitutional implications of certain legislative provisions will be examined vis-a-vis the Charter, in particular ss. 7 and 15 and s. 36 of the *Constitutional Act, 1982*. Discussion will also be had of Canada's international obligations to alleviate poverty and how these commitments are used by poverty lawyers. Participants will discuss how to interpret poverty legislation. Issues such as the right to welfare and/or an adequate annual income will be debated. We will look critically at the lawyer's role in pursuing remedies to the problems of people of low income.

ENROLMENT: 16 students

EVALUATION: By examination plus a component for class participation.

LAWS 2079.02: Oil and Gas Law.

This course deals with the legal characterization of oil and gas, onshore and offshore, applicable constitutional and international law principles, basic rights transfer agreements, regulation, operator responsibilities, pipeline jurisdictional issues, aboriginal rights, rights of first refusal, environmental law, the Offshore Accords and their implementation and current regulatory issues.

EVALUATION: Written examination

LAWS 2081.02: Bankruptcy and Insolvency.

This course will deal with various federal and provincial legislative provisions governing bankruptcy and insolvency; fraudulent conveyances; assignments and preferences; the status of receivers, private and public, at common law and by statute; the status of agents appointed pursuant to security instruments including chattel mortgage, conditional sale, assignment of book debts, and section 427 Bank Act, the status of engagements such as look-sees, and monitors; informal and formal proposals; the role of trustees, receivers and lawyers; creditors and debtors and the administration of insolvent estates; priorities within and without bankruptcy including other competing interests between classes of creditors; the distribution of the estate among creditors within and without bankruptcy; consequences of bankruptcy and the alternatives to bankruptcy; dealing with insolvent persons and corporations in the consumer and business community; ethical considerations in the delivery of legal advice and services in insolvency; new developments and proposals for reform of insolvency laws in Canada.

EVALUATION: Final examination

LAWS 2087.03: General Jurisprudence.

It is not easy to answer "What is jurisprudence?", the question of most students considering enrolment in this elective course. It is probably simpler to ask "What is jurisprudence about?", for there are few parameters on its field of inquiry. Questions as diverse as "What is the basic nature of law?", "What can law achieve?", "What is the relationship between law, morality and politics?", "What is the relationship between law and social change?", "Should we obey the law?", and "Whom does it serve?" are appropriate subjects for the jurisprudence student. In trying to answer these questions, an effort is made to ensure that the course maintains a balance between conceptualism, the students' perceptions and experience, and contemporary Canadian legal dilemmas. Students will be exposed to a survey of the major schools of jurisprudence, ranging widely from legal positivism and liberalism to feminism, critical legal studies, law and economics, (dis)ability theory, GBLT theory, and critical race theory. Each view of the law will be analyzed carefully and students will be expected to contribute their own critical insights on the questions and purported answers of the day. A high level of participation is therefore essential. In addition to regular contributions to discussions, students will be required to make presentations.

FORMAT: 2 hours per week

EVALUATION: Combination of major paper and class participation

LAWS 2091.04: Criminal Procedure.

Criminal Procedure concerns the provision and regulation of methods for dealing with those who are alleged to have violated the criminal law. The course provides an overview, as well as more intensive exposure to some technical areas. Topics are presented against a background of general principles, while trying to confront difficult policy questions inherent in ensuring procedural justice in a democratic society. Subjects include jurisdiction (e.g., Time and territorial limits), pre-trial procedure and practice including (search and seizure, wiretapping and bail), the trial process (e.g. the preliminary inquiry and plea bargaining) and post-trial remedies (appeals and extraordinary remedies). Consideration will be given to the impact of the Charter of Rights and Freedoms and to proposals for law reform.

EVALUATION: Final Examination, with the opportunity of submitting a short, optional paper for partial credit.

LAWS 2092.09: Clinical Class in Criminal Law.

The clinical course in criminal law offers an opportunity to enhance advocacy skills, get out of the classroom and experience the reality of criminal trial practice. This course has both a clinical and an academic component. Each student is assigned to a crown counsel, defence lawyer or possibly a judge, and observes and participates as far as possible in the criminal law work of that person. For this period each student must spend a minimum of 16-20 hours a week with the principal. The academic component is dealt with in two weekly seminars, each of two hours, which run throughout the term. The seminars focus upon lawyering skills including interviewing, trial preparation and advocacy skills using simulation exercises as the vehicle for learning. The seminars also focus upon matters relating to criminal law, criminal procedure, evidence, criminology and legal ethics. All-day tours of facilities such as penitentiaries and crime labs may also be arranged. Written memoranda are required and students will choose from a vast array of criminal law topics arising out of the many actual criminal court

trials and cases students will be involved in. This is a 9-credit clinical course and class attendance is mandatory. Non-attendance without prior written permission of the Studies Committee will result in a failure.

RESTRICTION: Students who have completed or wish to complete Clinical Law or Criminal Trial Practice are not eligible. Open to third year students only.

EVALUATION: Honours/Pass/Fail. Individual feedback is given to students throughout the class. An evaluation of each student's performance in each aspect of the class is provided at the end. A student's grade is not counted in determining his/her weighted average. However, in the event of failure because of a weighted average below 55, or as with the Legal Aid Clinic, where the student is otherwise no longer academically entitled to complete their JD degree, a numerical grade will be assigned for inclusion in the weighted average

LAWS 2094.03: Comparative Constitutional Law.

This course explores constitutional rights law from a variety of jurisdictions, including Canada, the United States, South Africa, Germany, India, the European Court of Human Rights and elsewhere. The focus is primarily on competing theories and methods of constitutional adjudication, and the general problem of reconciling constitutional judicial review with democratic principles. The cases deal with topics such as expression, religious exercise, social and economic rights, reproductive rights, the death penalty and equality.

PREREQUISITE: Constitutional Law

EVALUATION: Major paper, paper presentation, reading package and class participation

LAWS 2096.03: Entertainment Law.

This course will explore all aspects of the law as it relates to the entertainment industry from the point of view of the practitioner. This will involve a cross-discipline study of various areas of law such as contracts, commercial, tax, securities, business associations, copyright, trademarks, and judicial remedies as they converge and apply in a unique and emerging area. Discussion will include the challenges created by modern technology delivery systems. There are no formal prerequisites; however, a background in some of the areas mentioned above will be helpful. Students will be expected to analyze the conflicts inherent in the merging of art and business and in particular the legal anomalies created by this merger.

ENROLMENT: Limited to 16 students

EVALUATION: Major paper (75%) and seminar participation (25%)

LAWS 2097.03: Immigration and Refugee Law.

This course will consider law, policy and procedure relating to how Canada approaches border control. It will address both practice issues and the social, political and economic context and consequences of migration control. Areas covered will include: the constitutional basis for migration legislation; immigrating to Canada; obtaining protection as a refugee; procedures before immigration and refugee boards; enforcement mechanisms; and refoulment. The course may also cover: the relationship between policy goals and legislation, historic and current practices of inclusion and exclusion; theories of statehood and border-control; security; human trafficking and smuggling; and the application of international human rights instruments.

CO-REQUISITE: Administrative Law

EVALUATION: Written examination(s), or option of written examination and research paper

LAWS 2103.03: Jessup Moot.

The Jessup International Law Moot Court Competition gives law students the opportunity to argue a hypothetical case involving international law. The experience affords both training in advocacy and understanding of the international legal system. Competitions are held annually in approximately 80 countries, and winners of those competitions compete in international finals. The Canadian regional round of the competition is a national moot competition for Canadian law students and the majority of the law schools across the country usually participate. The moot problem always contains issues redolent of a topical international affair. The Jessup Moot is sponsored by the International Law Students Association, based in Washington, D.C. Philip C. Jessup, for whom the competition is named, was one of America's most respected jurists on the International Court of Justice.

Work on the competition begins in September and proceeds up to the Canadian regional round, which is held in February or March. Each team is judged on its memorials, or written arguments, and on its oral presentation. Each team must prepare a memorial for each side and must argue the case six (6) times, three times for each side. A panel of experienced judges, commonly including justices from across Canada, scores the oral presentations.

Jessup Moot team members will be expected to complete the requirements of the Canadian national competition to earn academic credit.

SELECTION: By an application process, possibly involving a mock oral argument, in Winter term of second year, for team participation in third year. Prior completion of an International Law course is strongly recommended. Please note: students may take only one competitive moot during their degree.

EVALUATION: Performance on the Jessup team. Participation in the class satisfies the major paper writing requirement, if the student wishes to count the moot as a major paper.

LAWS 2104.03: Environmental Law I.

Environmental laws in support of sustainable development are explored through nine class themes. The international law context for environmental law is briefly introduced, including the principles of precaution, polluter pays and public participation. The role of common law in preventing and redressing environmental degradation is considered. Constitutional realities and restrictions to environmental management are examined. The traditional command-control approach to environmental regulation is critiqued and alternate approaches are introduced. Environmental impact assessment law and practice is covered. The course concludes with a number of more specific themes, such as enforcement, judicial review, biodiversity and climate change.

EVALUATION: Assignments and final exam

LAWS 2106.03: Taxation of Corporations.

This course covers several topics in relation to the taxation of corporations and their shareholders under the Income Tax Act. The emphasis is on reading and understanding the statutory language as construed by the courts, as well as analyzing the policies and principles that animate the legislation. The initial part of the course addresses the taxation of corporate income, with topics including: rationales for corporate taxation, corporate residence, Canadian-controlled private corporation status, active business income, and investment income. The next part of the course deals with the taxation of shareholder distributions, including dividends and shareholder benefits. Subsequent coursees focus on tax-deferred corporate reorganizations. Finally, the course surveys the tax aspects of buying and selling a corporate business. At various points in the course the rules regarding corporations are compared to those concerning partnerships and income trusts. The aim is to give students a strong foundation for future practice or research in corporate tax law.

RECOMMENDED: Business Associations is highly recommended but not required.

PREREQUISITE: Taxation I

EVALUATION: Written examination that may be open or closed-book, plus a class participation component.

LAWS 2107.03: Gale Cup Moot Court Competition.

This course is a high level moot competition among all law schools in Canada, and is held in late February at Osgoode Hall in Toronto. The course requires individual and collective work on a moot case in an area of domestic law, usually criminal law. Extensive research, the writing of a factum, the preparation of argument, performance in moot trials at Dalhousie and final presentation of the case in Toronto are all involved.

The course will include exposure to appellate advocacy techniques and instruction therein together with simulations before practicing lawyers. Evaluation is by the faculty advisor, although the Gale Cup judges will also likely provide comment and grading at the actual competition. Students should be aware that preparation for the Moot or the Moot itself may interfere with travel plans during Reading Week.

This course is limited to 4 third year students. Eligibility for the course is determined by the Moot Court Committee based on performance in the second year qualifying moots.

EVALUATION: Numerical and a letter grade evaluation for moot performance.

Participation in the class satisfies the major paper writing requirement, if the student wishes to count the moot as a major paper.

Please note: students may take only one competitive moot during their degree.

LAWS 2110.04: Family Law I.

After addressing introductory topics like constitutional jurisdiction, courts and marriage, this survey course addresses the traditional topics of “private” family law in the sequence in which they are usually resolved: separation and separation agreements, divorce, custody and access, child support, property division (including pensions), and spousal support. The last part of the course explores third-party custody claims, adoption, child protection and the impact of the Charter of Rights upon family law. Throughout, the course considers both substantive and procedural aspects of family law, including alternative dispute resolution techniques. The continuing tensions between procedure and substance, rules and discretion, status and contract, rights and obligations, are identified and discussed in each topic area.

EVALUATION: Closed Book Written examination

LAWS 2112.03: Financial Consequences of Marriage and Marriage Breakdown.

This is a limited enrolment seminar intended to allow students to explore in detail areas involving financial and asset matters outlined in Family Law I. Discussion and student research may cover such areas as separation agreements, marriage contracts, the philosophy and practice of spouse and common law spousal support obligations; child support problems and the Federal Guidelines; division of assets on separation or divorce under the Matrimonial Property Act or equivalent legislation including a detailed look at such problem areas as, for example, pensions, business assets and severance packages. Also division of assets in common law relationships will be examined. Tax and practice problems inherent in dealing with these areas will be part of on-going discussions. Students will be encouraged to deal with these areas on a comparative basis whenever appropriate.

PREREQUISITE: Family Law I

EVALUATION: By major paper, class participation and assignments

LAWS 2113.03: Alternative Dispute Resolution.

This seminar course will provide students with an opportunity to learn about and develop conflict management skills. The course will provide students with an opportunity to consider the theory and practice of various dispute resolution techniques, such as negotiation, mediation and arbitration. The course will involve skills development exercises and discussion of topical readings on the subject of dispute resolution processes.

EVALUATION: Based on a combination of written assignments and class participation.

LAWS 2115.03: Health Care Ethics and the Law.

The purpose of this course is to develop an understanding of health law and healthcare ethics and the relationship between law and ethics. Topics vary by the year but those covered in past years include stem cell research, state intervention in the lives of pregnant women, HIV/AIDS and the duty to disclose, intersex surgery, pluralism and multiculturalism in healthcare, resource allocation, and death and dying. Each issue is examined in an effort to determine what the law is and what the law ought to be.

EVALUATION: Major research paper and exercises.

LAWS 2117.03: Education Law.

The purposes of the course include assessing the relation between law and government policy; breaking down the barriers between different disciplines; evaluating the impact of the Charter in a discrete setting and considering the links between law and values in Canadian society. The course will be offered in seminar form with discussion as the norm. There may be some guest lecturers and student presentations. The course will be broad in scope and useful to students who do not intend to directly pursue a career related to education, as well as those who do. Without limiting the instructor, the kinds of topics which might be covered include the following: judicializing education, jurisdiction over schools, the impact of the Charter, discipline and enforcing rules, schools as microcosms of society; and the limits of rights discourse. The impact of the Charter equality provisions on the field of education will also be an important theme. While there will be a high profile Charter component to the course, there will also be an examination of administrative law issues, collective bargaining concerns, negligence and denominational school structures. There will be specifically assigned readings for each course and general course materials.

EVALUATION: This is a seminar class evaluated primarily by major paper.

LAWS 2120.03: Aboriginal Peoples and the Law.

This course will examine the legal position of Aboriginal peoples within Canada. The objective of the course is to engage with the unique legal and policy issues which must be understood and addressed to effectively work in the area of Aboriginal Law. Course materials will engage jurisprudence and legislation within the broader nexus of Colonial history, aboriginal conditions and culture, and government programs and policies. Particular topics may include sources of law, unique constitutional provisions, the special position of Indian reserves, the nature of aboriginal title and rights, Indian treaties, fiduciary obligations, taxation, and self-government/self determination.

EVALUATION: Major paper, reaction papers, and class participation.

LAWS 2121.02: Law of Succession.

This course provides an opportunity to consider current legal issues involving inheritance rights and the devolution of estates. In addition to the common law, we will consider legislation including the Nova Scotia Wills Act, Intestate Succession Act, Testators’ Family Maintenance Act and Matrimonial Property Act. Topics to be discussed include the formalities of execution, the rules of construction,

testamentary capacity, undue influence, and problems relating to mistake, lapse, ademption, vesting and class gifts. We will include a review of the probate process and the Probate Act of Nova Scotia.

EVALUATION: Final examination (open book).

LAWS 2123.03: Canadian Legal History.

This is a survey course in the history of Canadian law from the time of the First Nations to the present. The successive reception of aboriginal law, French civil law and English common law will be discussed, as well as the later influence of U.S. law. We will explore the general characteristics of the legal regimes of British North America before and after responsible government, the impact of Confederation, and the response of the Canadian legal order to industrialization, social reform, urbanization, the two World Wars, immigration and technological change. Emphasis will be put on the development of Canadian legal institutions, the legal profession, legal thought and selected areas of substantive law. Throughout we will consider the evolution of Canadian legal culture.

EVALUATION: Major paper (80%) and class participation (20%) (3 credit hours)

LAWS 2125.03: Marine Environmental Protection.

Protection of the marine environment was one of the earliest and most extensive areas of development in international environmental law. The transboundary nature of the issues and dramatic public impact of marine pollution incidents have contributed to a dramatic growth in the number and scope of legal instruments aimed at regulating uses and resources of the marine environment. This legal activity has been accompanied by a growing understanding of the critical importance of the oceans to the health of global systems in general, whether as a source of food, a sink for pollutants or a regulator of climate.

The objective of this course is to provide an understanding of the development and current state of law dealing with protection of the marine environment. The examination will proceed initially from the international level, but will focus on the implementation (or non-implementation) of these principles in Canadian law. The specific topics covered in the seminar will vary from year to year depending on current issues and student research interests.

For more information on current topics, please consult the course instructor.

80% paper, 10% on presentation of paper in class and 10% on class participation.

LAWS 2127.02: 2128.03: Mental Disability Law: Civil

This seminar concentrates on issues involving those who are described as having a mental health problem or an intellectual disability. The course surveys many central topics, including the history and conceptualization of mental disorder, substantive and constitutional aspects of involuntary civil commitment, the legal response to alleged incompetence, the right to treatment and to refuse treatment, misuses of power and remedies, advocacy services and the intersection of mental disability and the criminal justice system. Students are encouraged to develop their understanding of the rules and policies of the legal system and to heighten their awareness of this form of inequality and discrimination.

EVALUATION: Term assignments (2 credit hours) or major paper (3 credit hours); a class presentation and class participation are also required for each student. Please note: registration processes and waitlists are set up separately for each of the 2-credit and 3-credit options.

LAWS 2129.03: Corporate Transactions.

The purpose of this course is to provide exposure to the legal issues involved in several types of transactions in which corporations will typically engage. Students will be introduced to several types of corporate transactions and pertinent legal considerations associated with each, will consider specific fact situations relevant to the transactions, and will negotiate and draft agreements that address the specific factual and legal issues raised. The responsibilities of the lawyer involved in these transactions will also be examined, including conflict of interest considerations. Examples of corporate transactions that might be explored include financing agreements, purchase and sale of a business, amalgamations, and franchise agreements.

PREREQUISITE: Business Associations

RESTRICTION: This class is open to third year students only. Student cannot take both Information Technology Transactions and Corporate Transactions.

EVALUATION: Assignments and Quiz (80%), Class Participation (20%). This class does not meet the major paper requirement.

LAWS 2132.03: Health Law.

This course surveys critical issues and contemporary debates in the health law field. Students are introduced to the Canadian health system, and the regulation of health providers. Other topics may include: medical negligence, informed decision-making, health information, reproduction, public health, mental health, death and dying, biomedical research, health technologies, public health and the health of indigenous peoples.

ENROLMENT: Limited to 60 students

EVALUATION: Examination

LAWS 2133.03: Environmental Law II - Interdisciplinary Perspectives on Climate Change.

This course takes an in depth interdisciplinary look at one of our greatest global environmental challenges, climate change. Climate change is used as a case study to explore the role of law in addressing such challenges. Current law and policy approaches to climate change are considered at global, regional, national and sub-national levels. Within this context, students will consider the role of science and economics among other disciplines in identifying the role of law.

RECOMMENDED but not required: Environmental Law I or International Law.

EVALUATION: Major paper 70%, class participation 30%

LAWS 2135.03: Court of Appeal Placement.

The Judges of the Court of Appeal have agreed to have two students in the fall term and two students in the winter term serve as student researchers. Students will take part in the work of the Court of Appeal, assisting Judges with research and reviewing appeal books and factums as requested. Students will be required to spend nine hours per week on this court work. Third year students with very good academic standing will be invited to apply for this clerkship.

NOTE: this course does not fulfil the major paper requirement

EVALUATION: Based on satisfactory completion of assigned tasks including an assessment of any written work e.g. memoranda provided to the Court.

Evaluation shall be on the basis of consultation between the Faculty

Supervisor and the Chief Justice of Nova Scotia and/or the Chair of the Clerks Committee

LAWS 2137.03: Regulation of Financial Institutions.

The seminar will introduce students to the legal and regulatory framework that governs Canadian financial institutions and will examine whether the new framework is appropriate in order to sustain the integrity and stability of our financial system. Specific topics which will be covered include: philosophical approaches to regulation; evaluation of different types of financial institutions; the "four pillars" theory; constitutional division of powers and other jurisdictional issues; ownership restrictions; protection of depositors and financial consumers and the role of investor protection plans; capital adequacy and prudential standards; corporate governance issues; financial innovation and financial crises; and impact of globalization on financial institution regulation. There will be some limited discussion of and comparison with the U.S. approach to financial institution regulation.

PREREQUISITE: Business Associations

EVALUATION: Major paper 70%, class participation 15%, and class presentations 15%.

LAWS 2138.03: Securities Regulation.

This course will address the theoretical basis for and the role of securities regulation in regulating capital markets and protecting investors. It will provide students with a firm understanding of the basics of securities laws and policies and sufficient guidance to permit them to research certain complex aspects of the subject that cannot be covered in an introductory course. Specific topics which will be covered include: institutional and regulatory framework; theory of securities regulation; licensing of securities market professionals; regulation of primary market offerings; trading in the secondary markets, continuous market disclosure, including such topics as financial, insider trading and proxy solicitation regulations; regulation of market conduct, including the specifics of take-over bid and issuer bid legislation; and enforcement matters.

PREREQUISITE: Business Associations

EVALUATION: Based primarily on a problem-oriented written examination with the possibility of optional in-term work counting for a certain percentage of the total grade

LAWS 2144.03: Corporate/Securities Law Moot.

The Canadian Corporate/Securities Law Moot Court Competition is an annual Moot Court competition, sponsored by the Toronto law firm of Davies, Ward, Phillips & Vineberg LLP, which focuses upon the fields of corporate and securities law in Canada. The competition is designed to provide students having an interest in these areas of legal practice with an opportunity to meet with judges, corporate and securities regulators, academic lawyers and legal practitioners to debate legal issues of current importance to the Canadian business community.

Teams of mooters from a number of Canadian law schools will meet in late February or early March in Toronto to moot a problem. The competition requires collaborative work on a hypothetical problem in the area of corporate and securities law. It will require extensive research culminating in the preparation of a factum. It will also include a preparatory oral advocacy session and the eventual

pleading of the problem before a board consisting of judges, corporate/securities regulators, academic lawyers and legal practitioners. This competition is open to both second and third year students. Participants will be selected on the basis of written applications; selection will be based upon a student's stated interest in participation, prior experience, oral advocacy skills and academic record. Please note students may take only one competitive moot during their degree.

PREREQUISITE: Business Associations

EVALUATION: Research, factum and oral advocacy. Participation in the competition satisfies the major paper writing requirement, if the student wishes to count the moot as a major paper.

LAWS 2145.02: Sale of Goods.

This course is about commercial transactions involving the sale and supply of goods. It deals with the law relating to the sale and supply of goods and, in particular, involves a detailed study of the Sale of Goods Act. Topics to be covered include the definition of a sale, the classification of goods, the definition of property, the consequences of property passing, the rules for determining when property passes, the performance of the contract, and remedies for breach of contract. The course will also discuss consumer protection issues and the Vienna International Sales Convention.

NOTE: Students should note that this course constitutes only one of two parts of the subject area of Commercial Transactions, as listed on the Nova Scotia Barristers' Society Recommended Courses. The other part of this subject area is taught in Commercial Law (B): Secured Transactions.

FORMAT: 2 hours per week

EVALUATION: Written examination that may be open or closed-book

LAWS 2153.03: Business and Environmental Law.

This course looks at the interrelationship between environmental issues and business issues and how they continue to evolve. Emphasis is placed on how environmental issues, especially those relating to liability for contaminated sites and pollution, impact on, and affect, business transactions and operations. This interrelationship is explored beginning with a legislative overview and transactional issues and then moves into the interplay between government and the private sector in regulating business operations. Issues covered include due diligence, contaminated sites and environmental consultants, stigma, regulatory liability, environmental claims and damages and emerging international/cross-border obligations.

CO-REQUISITE: Business Associations or Environmental Law I

EVALUATION: Major research paper, class participation, class presentation

LAWS 2159.03: Health Systems: Law and Policy.

Traditionally, health law scholarship has focused on the physician-patient relationship; however, increasingly, lawyers are turning their attention to larger system issues and the complex web of relationships between governments, private insurers, doctors and other health professionals, public and private hospitals, pharmaceutical companies, and patients. This course will focus on the structure and dynamics of Canada's healthcare system. It will locate Canada's system amongst the variety of approaches taken internationally to the financing and allocation of health insurance and health services and to the regulation of the quality of health services. Issues to be explored include what different theories of distributive justice demand in terms of access to healthcare, the extent of market failure in health insurance and health service markets, how to determine what services are publicly funded and means of review of these decisions, how to ensure the accountability of decision-makers, why the present system fails Aboriginal peoples, regulation of privately financed healthcare (in vitro services, drugs, medical equipment, home care, etc.), the shift from institutional care to care in the home, the need for reform of the medical malpractice system, managed care, and general issues of privatization, deregulation and reregulation.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major research paper (60%), policy formulation and reflection exercise (30%), general class participation (10%).

LAWS 2160.06: Supreme Court of Nova Scotia Placement.

The judges of the Supreme Court have agreed to have two students in each of the fall and winter terms to serve as student researchers. Students will take part in the work of the Court, assisting the judges with research and other tasks as requested, and will be required to spend 18 hours a week on this court work. Third year students with very good academic standing will be invited to apply for clerkship. This course does not fulfil the major paper requirement. In carrying out any task for the Court, students are strongly reminded that confidentiality is essential.

EVALUATION: Based on satisfactory completion of assigned tasks including assessment of any written work provided to the Court. Evaluation will be on

the basis of consultation between the faculty supervisor and the supervising justices of the Supreme Court of Nova Scotia.

LAWS 2165.03: Carriage of Goods by Sea.

This seminar course deals in depth with maritime law and policy, focusing on marine transportation, and will explore the rights and responsibilities of the various parties involved in the export and import of goods by sea. It will interest students of maritime law, shipping management, foreign trade and international business generally. The course will be conducted by discussion of a variety of case studies, shipping documents and legal materials, both Canadian and international. Student papers directed to overseas trade or shipping policy issues as well as maritime law reform will be encouraged.

NOTE: This course can be counted as an elective toward the specialization certificate in marine law.

EVALUATION: Major research paper and in-class oral participation.

LAWS 2167.03: Health Law Placement.

This placement offers students a practice-based opportunity to work with and learn from health law practitioners. Students will assist in the work of Placement Organizations by conducting legal research, writing and other substantive tasks as requested. Students are required to spend an average of nine hours per week on placement work. Placement Supervisors will assign substantive work to students, monitor students' fulfillment of the course requirements, and consult with the Faculty Supervisor in relation to student evaluation. Students will be evaluated based on their performance in the placement, including assessment of written work. This course does not fulfill the major paper requirement.

One placement is offered per term with each of the following organizations: the Capital District Health Authority, IWK Health Centre, and the Legislative Branch of the Nova Scotia Department of Health and Wellness.

Application and Selection: Interested students must apply to the Faculty Supervisor, in writing, by June 19 for placements in the upcoming academic year (both Fall and Winter terms). Applications shall consist of a written statement of the student's interest and experience in health law, and a copy of the student's law school transcript. The Faculty Supervisor will select students based on academic standing and demonstrated interest and experience in health law.

Students enrolled in Health Law 2132.03 in the Fall term who wish to apply for a placement in the Winter term of the same academic year must contact the Faculty Supervisor directly. Please note these placements will be subject to requirements of adequate notice and availability.

NOTE: FACULTY SUPERVISOR: J. Erdman

ENROLMENT: One placement per term with each organization.

PREREQUISITE: Health Law (LAWS 2132.03)

EVALUATION: Honours/Pass/Fail

LAWS 2168.03: Internet and Media Law.

This course deals with the law that governs the dissemination of information and the regulation of information providers. In this course, "media" is defined broadly to include broadcasters, newspapers and magazines and the internet. Topics that will be addressed include: defamation; liability of service providers; privacy issues and publication bans; media regulation; copyright issues, and conducting business via the internet ("e-commerce"). The impact of the internet on the legal regulation relating to each of these topics will be explored throughout the course.

EVALUATION: Final examination (100%)

LAWS 2169.03: Competition Law.

This course deals with Canadian competition law and policy, and in particular, the provisions of the Competition Act and the role of competition policy institutions such as the Competition Bureau and Competition Tribunal in enforcing and interpreting the Act as it applies to (i) mergers; (ii) cartels and other horizontal agreements; and (iii) distribution, pricing and marketing practices. The course also considers and encourages discussion of comparative/international competition law (or antitrust law, as it is known in the U.S.) and critical perspectives. As modern competition law is reliant upon micro-economic analysis, to some degree, some knowledge of economics is useful, but not required.

FORMAT: 2.5 hours per week, 3 credits

EVALUATION: Major paper and class presentation/participation

LAWS 2170.03: Information Technology Transactions.

This course will focus on practical and substantive issues relating to the development, negotiation, and drafting of commercial agreements involving information technology and intangible assets. Topics will include licensing, distribution, and marketing agreements, together with issues pertaining to the commercialization, financing and acquisition of intellectual property. Students are partly evaluated through role assignments in which they prepare, negotiate, and finalize technology agreements.

ENROLMENT: Limited to 16 third year students

NOTE: Students cannot take both Information Technology Transactions and Corporate Transactions.

PREREQUISITE: RECOMMENDED: Commercial Law

CO-REQUISITE: Business Associations

EVALUATION: Two 40% written assignments and a 20% closed book test. This class does not meet the major paper requirement.

LAWS 2171.02: Sopinka /McKelvey Cup Trial Advocacy Course.

This course is open to 16 students from second or third year selected through a trial advocacy exercise. Starting in September, students will learn the fundamentals of trial technique: exhibits introduction, objections, direct and cross examinations, legal arguments, and jury addresses. Each student will participate in a complete trial. The top four students will be selected to represent the law school in February at the McKelvey Cup, a regional competition between Dalhousie, Université de Moncton and University of New Brunswick.

The two person winning team from the McKelvey Cup will represent the region in March at the national Sopinka Cup Trial Advocacy Competition. A second team from the Maritimes will participate at the national level every fourth year.

Students who participate in the Fall portion of the course receive two credits; students who go on to compete in the McKelvey Cup receive one more credit for a total of three. If the team is selected for the Sopinka Cup, no extra credit will be received.

The course does not count as a major paper, and students who participate in the competitive moot portion of the course are ineligible to take part in a further competitive moot at the law school.

ENROLMENT: Selected via trial advocacy exercise; maximum 16 students

EXCLUSION: Students taking this course cannot take Criminal Trial Practice

EVALUATION: Class participation and performance in trial advocacy exercises

LAWS 2172.03: Advanced Legal Research.

This course builds on the research and writing skills acquired in the first-year mandatory legal research and writing course. Canadian primary and secondary sources will be explored in depth, and students will also be introduced to the legal materials of international jurisdictions such as Great Britain, the United States and the European Union. There will be an opportunity to acquire advanced legal research techniques using print resources and electronic legal databases. Students will become skilled in evaluating legal materials and practise legal writing skills while doing exhaustive legal research in a chosen area of law.

EVALUATION: Writing and research assignments, and class participation.

LAWS 2175.03: Nova Scotia Supreme Court (Family Division) Placement.

Two students will assist Judges of the Supreme Court (Family Division) each term, providing research and undertaking other tasks as directed by the supervising Judge. Students will be expected to spend nine hours per week working at the Court and upon the tasks assigned by the Court. Only third year students with very good academic standing and a demonstrated interest in family law will be accepted. This course cannot be used to fulfil the major paper requirement.

SUPERVISORS: Justice J. Williams, R. Thompson

CREDITS: 3

PREREQUISITE: Family Law

EVALUATION: Based on satisfactory completion of assigned tasks, including an assessment of written work such as memoranda provide to the Court

LAWS 2177.02: Labour Arbitration Moot.

The Canadian Labour Arbitration Moot is open only to Second Year students enrolled in Labour Law 1 and in Administration of the Collective Agreement. Selection of two students from the pool of Second Year students who satisfy these conditions is made on the basis primarily of First Year grades, mooting experience and an interview.

CO-REQUISITE: Enrollment in Labour Law 1 and Administration of the Collective Agreement.

EVALUATION: Participation on the Canadian Labour Arbitration moot team, including quality of research, preparation, and performance at the Canadian Labour Arbitration Moot.

LAWS 2178.04: Intellectual Property Law I.

This course provides students with an introduction to the legal regimes governing the protection of intellectual property. The course will cover the following specific areas of intellectual property law: patents, trademarks, and copyright law. In addition, students will be introduced to the common law actions of passing off, international intellectual property law and industrial design.

100% examination

LAWS 2180.02/2603.03 Directed Research Project.

Major projects requiring the production of media contributions (that is to radio, television, newspapers or magazines) may be accepted for academic credit at the Schulich School of Law. It is recognized that such endeavours deserve recognition both as legitimate academic exercises and as contributions to the public service mission of students and faculty. These projects may satisfy a major paper or examination component, as arranged between the professor and student. A high level of professional involvement is expected from the time the project is conceptualized until completion. Students and faculty should employ the guidelines for Directed Research papers (DRPs) in planning and evaluating such projects, with appropriate changes. Proposals for Directed Research Projects must be approved by the Studies Committee. Some limitations may be imposed upon the student's right to appeal a grade with which he or she is dissatisfied, given that this mode of evaluation does not fit within the usual Law School grading patterns. Although the Faculty encourages such innovative undertakings, the professor and student will be responsible to ensure that the academic standards of the Law School are maintained.

LAWS 2182.03: Mergers, Acquisitions and Other Changes of Corporate Control.

This course will consider the implications of various types of corporate control transactions, including hostile take-over bids, proxy contests, statutory arrangements, and "going private transactions"/business combinations. These subjects will be examined from a perspective that not only integrates corporate and securities law but is also informed by financial economics and public policy scholarship. Readings for the course will include cases from Canadian and other jurisdictions (especially the U.S.), statutory and other regulatory sources as well as scholarly articles.

FORMAT: 3 hours a week

PREREQUISITE: Business Associations

CO-REQUISITE: Securities Regulation

EVALUATION: Final examination, class participation and one or more assignments.

LAWS 2188.03: Restorative Justice: Theory and Practice.

This seminar will introduce students to the theory and practice of restorative justice. Students will become familiar with the principles of restorative justice as compared with other theories of justice. Restorative Justice practices will be examined including an exploration of the role of victims, offenders, communities and facilitators. There will be particular emphasis on emerging restorative justice conferencing techniques. A number of "restorative" process models will be considered. Restorative justice has played a role at various points in the criminal justice system, including its use for crime prevention, diversion by police, prosecutors and in sentencing and corrections. Consideration will also be given to application beyond the criminal context, for example, in the areas of tort law, family law, environmental law and in dealing with large scale historical, social and political practices.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major paper, presentations and Class participation

LAWS 2189.02: Crown Law.

There is no other entity involved in as many civil proceedings as the crown, federally and provincially. Through its statutes, regulations and policies, the crown's impact is evident in all aspects of Canadian society. It is imperative, therefore, that legal practitioners, regardless of their areas of practice, understand the crown as a legal entity. The crown enjoys unique rights and protections under the law. This course will explore these concepts through topics such as crown immunity, remedies available against the crown, civil procedure rules only applicable to the crown, the jurisdiction of courts over the crown (including that of the Federal Court of Canada), rules of evidence exclusive to the crown, judicial review, crown agencies and crown powers in the recovery of debt. The course will focus on the federal crown and the provincial crown in Nova Scotia.

FORMAT: 2 hours per week, 2 credits

EVALUATION: Final exam with the option of an assignment (30% of the final grade).

LAWS 2191.03: Animals and the Law.

This seminar examines legal issues pertaining to non-human animals. It is concerned with how such entities have been conceptualized by the law and with how they should be. Should animals be viewed as objects (property), as legal subjects (rights holders), or as something else altogether? This debate will provide the context for examining the history of animal protection legislation and current issues relating to animals. These include the constitutional authority to legislate with respect to non-humans, animal cruelty (including such specific

topics as experimentation on non-human animals, treatment of farmed animals, and hunting), endangered species legislation, standing in animal welfare/rights litigation, market-based approaches and civil disobedience by animal activists.

ENROLMENT: 16 students

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major paper plus in-course assignment

LAWS 2192.03: Advanced Negligence: Medical Malpractice.

This course will examine, from a theoretical perspective, issues of potential liability of hospitals, healthcare professionals, product suppliers, and governments for their respective roles in the provision of health services. Topics covered may include: the learned intermediary rule; non-delegable duties and vicarious liability; tort/contract overlap; the fault standard and comprehensive compensation for injury; potential government liability, especially re the blood supply and sexual sterilization; reproductive technologies and malpractice; and issues of consent, including capacity of minors and those with mental impairment to consent to treatment.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major research paper, class presentation, and class participation

LAWS 2193.02: Health Law and Policy: Current Issues.

This course offers an opportunity for students to engage critically with a set of lectures in health law and policy offered through the Health Law Institute seminar series. These lectures are presented by distinguished guest speakers from a variety of scholarly disciplines and professional fields related to health law and policy. Students enrolled in this course for academic credit are required to do readings in advance and to attend each monthly seminar and accompanying tutorial. They will also write a series of reaction papers as well as a minor paper 15-20 pages in length.

The content of this course changes from year to year, depending on the speakers and issues selected for presentation. Recent topics have included conscientious objection by health care providers, euthanasia, mental health courts, medical science in the courtroom, legislating for catastrophic risk, and HIV testing, disclosure and prosecution.

ENROLMENT: 16

NOTE: This course runs over two terms.

EVALUATION: Reaction papers, one minor paper; seminar and tutorial attendance and participation.

LAWS 2194.03: Critical Race & Legal Theory I: A Survey of 'Race' & Law in Canada.

Using a Critical Race and Legal Theory approach to examine Canada's substantive law, this course introduces students to the obfuscated interconnected role of 'Race' and Law in Canada. Students will acquire enhanced 'Race' literacy skills as we explore the bond between 'Race' and Law, through direct examination of legal instruments dating from the Colonial to Contemporary Periods ─ statutes, treaties, proclamations, decrees, directives, trial records, court decisions, petitions and other primary source "Authentic Documents" that let original actors speak for themselves. In addition, selected doctrinal writings by critical legal scholars will help equip students to understand and to critically assess the ongoing processes by which, throughout Canada's history, Law has both corrected and created deficits for those racialized Communities that are notably, Aboriginal, African Descended and Asians.

ENROLLMENT: Limited to 16

EVALUATION: In Class Seminar Presentation 20%; Major Research Paper 80% (in English or French)

LAWS 2195.03: Human Rights Law & Protection in Canada.

This Advanced Seminar offers students an in-depth exposure to the constitutional, federal, provincial and territorial jurisdictional network of Human Rights (HR) legislation, policies, and mechanisms set up under both the common law and civil law regimes to ensure the protection of HR in Canada. Students will critically examine relevant reports, doctrinal writings and jurisprudence generated by Collective Agreement Labour Arbitrations, by HR Tribunal and Board of Inquiry Hearings, and by Supreme Court of Canada decisions, so as to identify the evolutionary trends of Canadian legislation and Case Law. The Seminar will focus not only on those substantive deficiencies and procedural limitations that inhere in the current systems, but also on the public response to Canada's domestic implementation and delivery of HR protection.

ENROLLMENT: Limited to 16

EVALUATION: Term Assignment 20%; Major Research Paper 80% (in English or French)

LAWS 2197.03: International Criminal Law.

This seminar explores the development and operation of International Criminal Law. The idea that individuals may be held responsible for criminal acts under international law took firm hold with the war crimes trials after WWII. From beginnings in international humanitarian law, the body of international crimes has greatly expanded along with the development from ad hoc to permanent institutions and procedures for their prosecution. This process culminated in 2002 in the establishment of the International Criminal Court (ICC).

It may be said that International Criminal Law exists at the convergence of the penal aspects of international law and the international aspects of national criminal law, and intersects with the application of human rights law in times of both peace and war. Reflecting this status, the course will consider international crimes such as genocide, war crimes and crimes against humanity, focusing in particular on the ICC. Other crimes of international concern, such as torture, terrorism, drug smuggling, corruption and other organized criminal activity will also be discussed. Focus will also be placed on the prosecution of international crimes at the national level, with emphasis on jurisdictional problems and application of human rights standards. Examination will also be made of co-operative mechanisms utilized by states to facilitate the national prosecution of trans-national criminal acts, such as extradition and mutual legal assistance. Specific topics addressed may vary from year to year depending on student and instructor interest. This course touches on some of the topics referred to in International Humanitarian Law: Law of Armed Conflict but there is very little duplication and students interested in the subject matter could benefit from taking both courses.

ENROLMENT: 16 students

FORMAT: 2 hours per week, 3 credits

PREREQUISITE: International Law is strongly recommended

EVALUATION: In-course assignments and a major research paper

LAWS 2198.03: Critical Perspectives on Law.

This seminar examines several contemporary critical theories of law in their interdisciplinary settings. Starting with legal realism and its links to critical legal studies, we trace the emergence in legal scholarship of some or all of the following: deconstruction, communitarianism, feminist relationalism, critical race theory, gender studies/queer theory, critical disability theory, and the return to political economy.

ENROLMENT: 16 students

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major paper and class participation

LAWS 2203.03: Intellectual Property Law II.

This is a seminar designed to enable students to discuss, research, generally explore in in-depth ways and to write papers on special topics in intellectual property rights, especially those that are of contemporary interest. Courses will be flexible and will endeavour to focus on a range of topics considered to be of contemporary relevance in regard to the intersections of intellectual property rights with, and their impact on, other areas of law and public policy both nationally and globally. In addition to sustaining a contemporary focus, the seminar will explore basic concepts that will assist students to understand current developments and transitions in the intellectual property arena. Students will be shepherded to generate and explore researchable issues in their areas of interests in order to meet their individual and collective expectations from the seminar. There is no technical background or expertise required for enrolment. Generally, students are expected to make use of the Internet and other research tools to access seminar-related materials and to advance their research interests.

CO-REQUISITE: Intellectual Property

EVALUATION: Major paper and class participation (which may include a presentation)

LAWS 2204.03: Secured Transactions.

This course examines the law of commercial transactions that involve consensual arrangements to finance the supply of goods, together with other competing interests in personal property. The operation of the provincial Personal Property Security Acts will be emphasized and their relation to secured transactions under federal legislation, such as the Bank Act, will also be discussed.

FORMAT: 3 hours per week

EVALUATION: Written examination that may be open or closed-book

LAWS 2205.03: International Humanitarian Law/Law of Armed Conflict.

This seminar explores the development and operation of International Humanitarian Law (also known as the Law of Armed Conflict) which is the body of public international law that regulates conduct during armed conflict.

International Humanitarian Law has been an important component of international law for centuries. It is a body of preventive law which is intended to reduce net human suffering by limiting the right of parties to a conflict to use methods and means of warfare and to protect persons and property that may be affected by conflict. As states are less willing to accept restrictions on how they fight than to accept restrictions on how they treat victims of war and less willing to accept restrictions on how they treat internal opponents than to accept restrictions on how they treat the nationals of other states, the laws concerning protection of victims are more elaborate than those which affect war fighting and the laws for international conflicts are more elaborate than those which apply to non-international conflicts. There is a debate concerning the extent to which the law applies to transnational non-state actors (the Global War on Terror). The course will address how law purports to regulate conduct in extreme situations. It will also endeavour to assess how new legal approaches might be used to strengthen the law and provide enhanced protection to victims of war. Specific topics addressed may vary from year to year depending on student and instructor interest. This course touches on some of the topics referred to in International Criminal Law but there is very little duplication and students interested in the subject matter could benefit from taking both courses.

ENROLMENT: Limited to 16 students.

FORMAT: 2 hours per week, 3 credits

PREREQUISITE: International Law is recommended

EVALUATION: Class participation, in-course assignments and a major paper

LAWS 2206.03: Kawaskimhon Aboriginal Rights Moot.

‘Kawaskimhon’ means ‘speaking with knowledge.’ This course involves participating in a national moot competition, which is typically based on a high profile case where Aboriginal rights are at issue. Each law school’s team is typically assigned to represent a party or an intervenor. The moot takes two days. Usually, on the first day, teams present oral argument based upon written factums, and on the second day, teams engage in a negotiation process. The host school determines the specific format. The moot problem is typically distributed in December, and the moot is held in early to mid-March. The course will require collective and individual work, extensive research, regular meetings, participation in negotiation and moot exercises, drafting a factum, and participating in the Kawaskimhon moot. Please note: students may take only one competitive moot during their degree.

Student selection: Participation is open to both Aboriginal and non-Aboriginal students, with preference given to 3rd year students. Potential participants are to submit written applications. Interviews may also be required. The Selection Committee, among other factors, will consider the following criteria in determining who shall participate in the Aboriginal Law Moot:

- (a) Academic achievement;
- (b) Achievement in closely related law school courses such as Aboriginal Law, Constitutional Law, Legal Research and Writing, ADR, and Public Law.
- (c) Performance in any moot exercise, requirement, course or setting;
- (d) Record of commitment to Aboriginal justice issues;
- (e) Career plans that may relate to Aboriginal justice issues;
- (f) Membership or affiliation with any Aboriginal community;
- (g) Any other feature of the applicant’s background, experience or plans which closely relates to the Aboriginal Moot; and
- (h) Participation in any interview, competition, selection process at the discretion of the Selection Committee.

PREREQUISITE: Aboriginal Law

EVALUATION: Letter and number grade based upon research, written factum, and performance and participation as a member of the moot team both during preparation as well as during the moot itself.

LAWS 2207.03: Gender, Sexuality and the Law.

This course examines the intersection of law, gender and sexuality and reviews the legal treatment of women and sexual minorities in a number of legal contexts.

This course is open to all second and third year students interested in writing a major paper that explores issues of gender and/ or sexuality as they relate to law. The course introduces a variety of theoretical frameworks including feminist legal theory, gender theory, and queer legal theory and explores how these frameworks pertain in legal contexts regarding issues of sexuality and violence, and the law’s

relationship to children and sexuality, equality for sexual minorities and the criminal regulation of sex work.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Class participation, 30% (reaction essays and presentations of research to class) and major paper (70%)

LAWS 2208.03: Pension Law.

Pension law is an area of increasing importance to Canadian society given an aging population, and the vast amount of assets controlled by pension funds. In legal terms it is a challenging mixture of private and public law, of trust, contract, corporate, labour and employment law on the one hand, and administrative, tax and social welfare law on the other. In policy terms pension law poses difficult questions of intergenerational equity, of the appropriate balance between private and public provision, and of how far pension investment decisions should be made to serve other social goals. The course will focus primarily on private pensions but will also consider briefly the public pension system. The first part of the course will focus on the basics of the private pension system: constitutional jurisdiction, the distinction between defined benefit and defined contribution plans, the legal nature of pensions, the Income Tax Act requirements for registered pension plans, and provincial and federal pension legislation. The content of the second part will involve consideration of selected topics which may change as new issues emerge. Examples are entitlement to surplus, the effect of employer insolvency, and pension plan mergers.

ENROLMENT: Limited to 16 students.

FORMAT: 2 hours per week, 3 credits

EVALUATION: by major paper (80%), class participation (10%) and class presentation (10%)

Equity and Trusts is recommended but not required.

LAWS 2210.03: Law and Religion.

This course focuses on the relationship between law and religion in a secular, democratic, multi-faith state. The course considers a range of issues which may change from year to year. Topics addressed in previous years include: freedom of religion in Canada, human rights protection against differential treatment based on religion as well as exceptions to that protection, judicial review of decision making by religious institutions, polygamy, faith-based arbitration, the refusal of medical treatment on religious grounds, and the use of religious-based reasoning in public discourse and in law-making.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major paper, as well as in-class presentations/participation/ reaction papers.

LAWS 2214.03: Energy Law.

The course offers a general introduction of global and national energy issues, including energy security, energy demand and supply, the range of energy sources available, and the social, economic and environmental consequences of the choices. Following this broad introduction, the course focuses on the production, distribution, sale and consumption of electricity. It considers a range of law and policy issues dealing with electricity, including the regulatory process, implications for environmental, aboriginal, property, and trade law issues.

EVALUATION: Major paper as well as participation and class presentation.

LAWS 2215.01: European Union Law: EUCE Visiting Professorship.

The European Union is arguably the most fully developed supranational organization in the world. This short introductory course on European Union Law is supported by a grant from the European Union to allow a visiting professor from Europe to teach at the Law School in connection with the European Union Centre of Excellence (EUCE) at Dalhousie University. Topics covered will normally include: the historical and other origins of the European Union; its legislative institutions and their powers (Commission, Council and European Parliament); its adjudicative institutions and their powers (Court of Justice of the European Union and the General Court); the relationship between European Union law and the national legal systems of member states; the mechanisms for enforcement of EU law; and the changes brought about since the entry into force on 1 December 2009 of the Treaty of Lisbon. From year to year, other substantive legal topics addressed may include a selection from among: regulation of the European internal market (customs union, free movement of goods and free movement of persons and services); the EU’s Economic and Monetary Union; EU competition law and intellectual property; European administrative law; European consumer law; European labour law; European environmental law; European education and social policy; or European regional development policy. This course focuses on EU competition law given its importance in Canadian-EU trade and commercial activity.

FORMAT: Two hours per day for eight days in a two week period, normally at the beginning of term for one credit.

PREREQUISITE: None. Note: students who have already taken this course may not register for it again

EVALUATION: Evaluation will be by examination and/or short paper. Some years the course may be offered on a pass/fail basis. Full details of evaluation will be provided to students prior to registration each year.

LAWS 2216.03: Current Issues in Corporate Law.

This seminar examines current and enduring issues in corporate law. The precise content of the course will vary from year to year depending on the instructor. However, topics to be covered may include, but are not limited to, theories of the firm and capital markets, limited liability, corporate governance, comparative corporate law, and the production of corporate laws.

ENROLMENT: 16 students

FORMAT: 2 hours per week, 3 credits

PREREQUISITE: Business Associations

EVALUATION: Class participation and a major paper

LAWS 2217.03: Intellectual Property & Commercialization Placement.

The course provides students with an out-of-classroom opportunity to work under supervision with individuals involved in the commercialization of intellectual property and technology transfer arrangements within and outside the university system. Students will have the opportunity to do hands-on practical assignments in intellectual property and related confidential business information from the research state throughout the intellectual property (Patent) application processes to actual commercialization initiatives. Students will be exposed to the complex chains of interactions between researcher, intellectual property administrators and investors in the commercialization of intellectual property. The weekly placement commitment of 7-10 hours is required of participating students.

FORMAT: 3 credits

PREREQUISITE: Intellectual Property Laws 2178

EVALUATION: Students will be evaluated, in part, on the basis of their performance in respect of the program of work described above. In addition, they are to submit a substantial piece of a gradable written work arising from their experience in the program. That work, which will be submitted to the Faculty Supervisor, is subject to standing rules on research paper and plagiarism in the Law School. It will not exceed 25 pages A4 size double spaced in 12"font, including footnotes. The Faculty Supervisor, in consultation with the ILI Placement Supervisor will review copies of the student's written work in the placement program and the Placements Supervisor's overall report on the student's performance, will assign a grade of "Honours", "Pass" or "Failure"

This class does not fulfill the major paper requirement.

LAWS 2218.02: Construction Law.

This course provides a comprehensive introduction to the principles and practice of construction law. In the construction industry the activities of owners, architects, engineers, contractors, subcontractors and their employees are regulated by a distinct body of legal principles, and this course will systematically consider the most important rules comprising this area of law. Topics addressed include the law of tendering and requests for proposals, construction contracts, including standard form agreements, regulations affecting worksite occupational health and safety, builders' liens, insurance and bonding, remedies in contract and in tort, the place of architects and engineers, and the mediation and arbitration of construction disputes.

FORMAT: 2 hours per week, 2 credits

EVALUATION: Written examination

LAWS 2219.03: Regulatory Systems in Environment and Health.

This advanced level course bridges the separation of human health and environmental protection into distinct areas of legal concern. Using their distinct but overlapping regulatory systems as a comparative lens for understanding underlying theoretical and practical assumptions, the course considers current and potential interaction and integration between the two fields. Topics to be explored will vary from year to year but will include issues such as: international law and governance on health and environment; human rights and health and environment; gender and health and environment; comparative regulatory theory and practice; health and environment in relation to First Nations and other aboriginal communities; occupational safety and health; linkages between human health and pesticides, climate change and other leading environmental issues; food production and security and the role and implications of technology.

FORMAT: 3 hours per week, 3 credits

PREREQUISITE: Health Law: LAWS 2132 OR Environmental Law 1: LAWS 2104

EVALUATION: Examination and a participation component, possibly including class exercises.

LAWS 2220.03: Privacy Law

This course is designed to expose students to a wide variety of legal issues that arise in the field of privacy. It will provide students with an opportunity to explore what privacy is, to examine how laws protect or invade privacy, and to examine other legal interests which compete with privacy interests. Topics covered include: privacy legislation; tort and Charter protections; the roles of Federal and Provincial Privacy Commissioners; privacy rights in a variety of spheres; e.g. home, public space, workplace and healthcare service delivery; the role of technology vis-à-vis privacy; and the effects of post 9/11 security legislation on privacy. Particular emphasis will be placed on cyberbullying and the challenges facing the law in dealing with technology and social media.

EVALUATION: Major paper. Class participation and in-class presentations may also make up a portion of the grade.

LAWS 2221.03: Public Health Law.

Protection of the public's health has historically been one of the critical functions of the State; witness early laws regarding quarantine, sanitation, and food quality control. Both SARS and HIV have served as recent wake-up calls to remind us of the importance of regulation in the control of infectious disease outbreaks. The prevalence of obesity and diabetes prompts some to recommend state intervention in hitherto-unchecked areas of life often considered private. How is the balance to be set vis-à-vis state interference when juggling the values of individual liberty, privacy interests, protection of the public, and the promotion of health? This course examines these legal and ethical issues via the above topics as well as some of the following: compulsory testing and treatment for infectious disease; vaccination; drug and tobacco control; surveillance and research; genetics; maternity and parenting; and environmental impacts on health.

FORMAT: 2 hours per week, 3 credits

EVALUATION: Major research paper, class presentation, and class participation

LAWS 2222.03: Patent Law.

This course provides students with an opportunity for in-depth examination of the scheme of the Canadian patent statute and case law. It engages in intense exploration of patent law in the context of cutting edge technologies in diverse areas, including digital technology and biotechnology, especially in the pharmaceutical, health agriculture and general research contexts. In addition, the course will explore other regimes for the protection of commercially sensitive information under statute and common law such as trade secrets and other commercial business information. The course will be taught with emphasis on common law, statutory regimes and Canadian case law. In appropriate cases, comparative perspectives on other jurisdictions, especially the United States and the European Union could be explored.

CO-REQUISITE: Intellectual Property Law 2178

100% final exam

LAWS 2223.03/2224: Elder Law.

This course will allow students to explore selected topics concerning the legal implications of our aging population. A wide range of topics will be covered including elder abuse, age discrimination, competency, financial management, personal care, assisted living and government financial and support programs. The topics will incorporate consideration of relevant legislation and legal tools such as powers of attorney, living wills, trusts, wills and guardianship. Topics will be addressed either from a policy oriented perspective, or with the object of the development of practical skills, or both.

FORMAT: Major paper (3 credit hours) or take-home examination (2 credit hours)

PREREQUISITE: Any one of the Equity and Trusts, Family Law, Health Law, Law of Succession, or Taxation I

EVALUATION: For the 2 hour credit option: 10% class participation; 20% class presentation; and 70% take home examination and assignments. For the 3 hour credit option: 10% class participation; 20% class presentation; and 70% paper. Please note: registration procedures and waitlists are set up separately for each of the 2 credit and 3 credit options.

LAWS 2225.03: Environmental Law Placement.

This placement provides students with the opportunity to work with environmental law practitioners in Halifax during the winter term. Students will take part in the work of their host organization assisting with research and other tasks as requested, on a specific pre-selected project. Students will be required to spend nine hours a week on placement work. Placement can either be directly with the East Coast Environmental Law Association, or, on request, with another

suitable host organization, including with government, with non-governmental organizations or with in-house council in the private sector.

Students will be evaluated on the basis of performance in the placement including assessment of memoranda written for the placement supervisor as well as the major paper to be written on a related topic. Student will be assigned a project that is suitable as a major paper topic and are encouraged to write a major paper that is closely related to the placement project. Evaluation will be conducted by the course supervisor. The placement supervisor will be consulted with respect to the student's performance in the placement as appropriate. This course fulfils the major paper requirement.

Students will be selected by the course supervisor in coordination with the Associate Director of the Marine & Environmental Law Institute on the basis of academic standing and demonstrated interest in the field of environmental law and policy. Only students who have taken Environmental Law I will be considered. Interested students must apply to the Associate Director of the Marine & Environmental Law Institute directly, in writing, by August 1 of the academic year in which they wish to participate in the placement program. Applications shall consist of a written statement confirming the student's experience and/or interest in environmental law, and a copy of law school grades to date.

Enrollment: Limited to 3 students

NOTE: Course Supervisor: Executive Director, East Coast Environmental Law Association

PREREQUISITE: Environmental Law I

EVALUATION: Major Paper 60% Placement feedback 40%

LAWS 2227.01: Dealing with the Past: The Indian residential schools settlement.

This intensive course will study the Canadian Indian Residential School System, the abuses that occurred in and through the schools, and the Indian Residential Schools settlement and its implementation. Through this study the course offers a unique opportunity to study several aspects of Canada's legal history, its current laws and to consider the strengths and weaknesses of different legal institutions and processes. It is timely as it coincides with and seeks to engage students in the current and historic settlement process. The course will cover the following topics: The History and Legacy of the Indian Residential Schools System; Claiming Abuse and Court Challenges; Dealing with Abuse Claims and Alternative Processes; The Negotiated Settlement; Dealing with the Past and IRS Settlement in an international context; The Challenges of Implementation and Assessing the Settlement.

NOTE: Students who have already taken this course may not register for it again.

FORMAT: This is an intensive 1 credit course.

LAWS 2229.01: Practising International (Human Rights) Law in Canadian Courts.

Lawyers of the 21st century must have the skills to recognize and handle the variety of foreign and international laws that impinge on such trans-national activities and relationships. Towards that end, this course teaches the legal practice of international law within the Canadian legal system and does it within the context of protecting human rights. It engages the core principles and rules on the international protection of human rights for their own sake and as the vehicle to demonstrate the role of international law within Canadian law and practice. The course will discuss sources of international human rights law and their reception in Canada, interpretive techniques for the Canadian Charter and statutes informed by Canada's human rights treaty obligations, jurisdictional powers and limits of Canadian legislatures, governments and courts under international law, and the international privileges of foreign states, governments and their officials within Canada.

The course will conclude by integrating these concepts in a discussion about litigating international human rights abuses in Canadian courts.

FORMAT: 14 hours, 1 credit

PREREQUISITE: International Law

EVALUATION: By examination (essay/opinion style questions) in the last class.

Graded on a Pass/Fail basis.

LAWS 2230.03: Science and the Law.

This is a seminar in which students discuss, conduct research and write papers on issues relating to science and law. Class discussions focus on the interaction of science and law, the evaluation of scientific opinions and the use of science in policy making and the courts. The goal of the seminar is to enhance students' understanding of the use of science and their effectiveness as counsel and policy makers.

Students are encouraged to write papers in their areas of interest. A science background is not required for enrolment in the seminar.

FORMAT: 2 hours per week, 3 credits.

EVALUATION: Evaluation is based on a major paper, class participation and presentation.

LAWS 2231.01: Current Issues in Labour & Employment Law: Innis Christie Visiting Professor.

Three specialized legal regimes have governed labour and employment over the last half century: the common law, labour relations statutes for unionized sectors and employment standards codes for non-unionized employees. These have become supplemented by workers compensation legislation, unemployment insurance schemes, regulatory regimes for pensions, occupational health and safety statutes, and the like. Human rights legislation, the Charter of Rights and Freedoms, international treaties and supra-national institutions have also had a striking impact on regulation of the workplace. In addition to these evolving legal parameters, the globalized "new economy" has changed the nature of work and its regulation in a need for what many Europeans term "flexicurity": flexibility for workers and industries to compete successfully in new markets and security for vulnerable workers and industries as they face challenges under such conditions. Integrated labour markets are becoming a key subject of concern for those promoting balanced economic, social and political development under contemporary conditions for international trade and investment. This course will explore a constellation of these legal and policy issues, which may vary from year to year in accordance with the focus of the scholar invited to teach the course. The course is intended to reflect broad theoretical yet practical approaches as exemplified by former Dean Innis Christie when he taught these and related subjects at Dalhousie Law School for more than 30 years prior to his untimely death in 2009.

FORMAT: 1 credit intensive course.

CO-REQUISITE: Labour Law or Employment Law

EVALUATION: By examination or short paper on a pass/fail basis. Full details on evaluation will be provided to students prior to registration.

LAWS 2232.03: Real Estate Transactions.

This course provides a comprehensive and practical introduction to real estate transactions. Legal principles underlying all aspects of the real estate transaction are examined in the context of a real estate conveyancing practice. Topics discussed include: real estate agency law; fixture; conditional contracts; risk of change; defect in the land and buildings; title problems; time is of the essence; merger on closing; deposits and part payment; land registration; possessory title; restrictive covenants; surveys, mortgages, condominiums and property development. The course is conducted by lecture and class discussion.

EVALUATION: Final examination

LAWS 2233.02: Restitution.

The course is chiefly concerned with the action in unjust enrichment as a distinct category or private law liability. It will study the historical, definitional and doctrinal bases of the law of restitution and its role as an integral part of the common law alongside tort and contract. The central question -- what makes an enrichment unjust? -- will be discussed in relation to the following topics: payments made under mistake of law or fact, goods or services provided by mistake, compulsory discharge of another's obligation, benefits conferred under ineffective contracts and necessitous intervention. It will also study defences to such actions, including officiousness, compromise, submission, estoppels and change of position. In addition, it will examine benefits acquired through wrongful acts, including waiver of tort and breach of fiduciary obligations.

NOTE: Registration processes and waitlists are set up separately for each of the 2-credit and 3-credit options.

FORMAT: 2 hrs a week

EVALUATION: Major paper (3 credit hours) or term assignments (2 credit hours); a class presentation and class participation are also required for each student.

LAWS 2235.02/2236.03: Mental Disability Law: Criminal.

This seminar provides an opportunity for students to explore the range of complex issues at the intersection of mental disability and criminal justice. Persons with mental health problems and intellectual disabilities have tended to be overrepresented in criminal courts and prisons and have been poorly served by institutions that concentrate on conventional concepts of moral blameworthiness and punishment.

The course covers many current topics, including: Introduction to mental disorder, intellectual disability and the criminal justice system; historical overview; the Convention on the Rights of Persons with Disabilities; Criminalization: causes and potential responses; not criminally responsible and unfitness determinations and dispositions; mental health courts; Youth, mental disability and crime; Intellectual disability and the justice system; Mental disorder in sentencing; corrections law; concurrent disorders (mental health and substance abuse comorbidities) or dual diagnoses (mental health problems and intellectual disabilities); Specific challenges, such as anti-social personality disorders and sexual paraphilias; Policing; recent criminal law "reforms".

NOTE: Registration processes and waitlists are set up separately for each of the 2-credit and 3-credit options.

EVALUATION: Major paper (3 credit hours) or term assignments (2 credit hours); a class presentation and class participation are also required for each student.

LAWS 2238.03: Public Law Placement.

The Public Law Placement provides students with the opportunity to work in the context of public service. Placement organizations are to be approved by Faculty Council. For the purpose of the Public Law Placement, the following are examples of "the context of public service": government services; facilitation of access to justice for individuals or groups with limited or no access to legal information, advice or representation; participation in activities that seek substantive law reform in the public interest; and provision of services that enhance the capacity of under-represented or marginalized groups to engage with the law and in legal processes.

Students will take part in the work of their placement supervisor assisting with research and other tasks as requested. Students will be required to spend nine hours a week on placement work. Students will be evaluated on the basis of performance in the placement including assessment of memoranda written for the placement supervisor. Evaluation will be conducted by the faculty supervisor in consultation with the placement supervisor. This course does not fulfil the major paper requirement.

Students will be selected by the faculty supervisor on the basis of academic standing, appropriate fit and demonstrated interest in the placement. Only third year students will be eligible. Interested students must apply to the faculty supervisor directly, in writing, by June 19 of the academic year in which they wish to do the placement. Applications shall consist of a written statement confirming the student's experience and/or interest and a copy of law school grades to date.

PREREQUISITE: Completion of second year.

EVALUATION: Honours/Pass/Fail

LAWS 2245.03: Bowman National Tax Moot.

The Donald G Bowman National Tax Moot is designed to promote advocacy and excellence in the fields of tax law and policy, and to provide participants with the opportunity to interact with jurists and with experienced practitioners and academics of tax law.

Student selection: Participation is open to 3rd year students. Potential participants must participate in the moot selection process in the winter term of their second year.

FORMAT: Three credits, in the Winter term. Some preliminary work will be required during the Fall.

PREREQUISITE: Taxation I; preference to students with one additional taxation course

EVALUATION: Research, written factum, and performance and participation as a member of the moot team both during preparation and during the moot itself.

LAWS 2246.03: Economic Analysis of Law.

The purpose of this course is to introduce to students the analysis of law from the perspective of economics. Economics offers an important theoretical perspective in the understanding of law and legal institutions. The economic analysis of law involves analysing the impact of law on society, as well as examining the question of what laws are most desirable for society. The fundamental objective is to understand and evaluate legal rules by asking how rational individuals can be expected to respond to them. Through the course, this approach will be applied to the law of property, contract, torts, procedure, criminal law and public law.

NOTE: This course does not fulfil the major paper requirement.

EVALUATION: Based on two assignments, a final essay and class participation.

LAWS 2247.01: Topics in Writing, Legal Research, and Oral Advocacy.

This one-credit intensive course is designed to expose students to a specialized topic in advanced writing, legal research, or oral advocacy. The precise topic to be explored in the course will be set in the course syllabus by the instructor.

NOTE: Attendance at every class is mandatory for this course.

FORMAT: 12 – 15 hours, intensive, scheduled not to interfere with other major course offerings, 1 credit.

EVALUATION: Pass/Fail

LAWS 2500X/Y.06: Introduction to Law.

This course is offered by the Law School to non-law students. The course is designed to introduce students to the workings of the Canadian legal system, and to the basics of several areas of law, in particular tort law (wrongs by one person against another), property, criminal law, and the law as it relates to Aboriginal peoples. The course is taught using a combination of scholarly writing and case law, and is intended to allow students to reach an understanding of how courts reason, and the principles brought to bear in reaching their decisions.

Enrolment is limited to students in their second year of undergraduate studies and beyond.

Please refer to the Dentistry, Law, Medicine, Graduate Studies Calendar for detailed information on Law programs at the undergraduate and graduate levels.

NOTE: Credit can only be given for this course if X and Y are completed in consecutive terms and partial credit cannot be given for a single term.

FORMAT: Lecture/discussion 3 hours

LAWS 2700./2703, 2704, 2708, 2709, 2710.03: Queen's/Dalhousie Spring International Law Program: LAWS 2700, 2701, 2702, 2703, 2704.

These joint Queen's/Dalhousie Global Law programs provide students with an intensive and integrated academic program in international law. The programs are offered at the Bader International Study Centre at Herstmonceux Castle in East Sussex, U.K. for 8 weeks in May and June of each year. Students enroll in one of two programs: International Business Law, or Public International Law. All students begin with a two-week Public International Law course and then split into separate program groups (Public and Business). The International Business Law students study International Economic Law and International Commercial Arbitration; the Public International Law students study International Human Rights Law and International Criminal Law. The programs include various field trips, including a trip to Brussels, The Hague, Paris and Geneva. Dalhousie students can earn nine credits for successfully completing either program.

Applications are due by late October each year, although late applications can sometimes be accepted. There is an information session held in the fall term at The Schulich School of Law each year, and further details of the program and course descriptions can be found on the Queen's Law website at <http://law.queensu.ca/international/globalLawProgramsAtTheBISC.html>. Please note Dalhousie students wishing to attend this program must consult in advance with the Associate or Assistant Dean Academic about the application of BISC credits towards their degree. Grades earned at the Bader International Study Centre will not be included in a Dalhousie student's overall weighted average for any purpose, including eligibility for supplemental exams.

E. Graduate Course

LAWS 3000.03: Graduate Seminar on Legal Education and Legal Scholarship.

This seminar is a required course for students in the LLM program. It is also open to PhD students. Its purpose is to explore various issues in legal education and legal research from a comparative perspective. The first part of the course is devoted to an examination of the purposes of legal education and the various ways that legal education is structured and carried out in different jurisdictions. The remainder of the course is spent examining different methodological and ideological approaches to legal research, with special emphasis on how each of the seminar participants would see his or her development as a legal scholar. Evaluation is made in relation to a number of components including, but not limited to, a research assignment, a book review, class participation, a series of reaction papers and a "methodological prospectus" or "review essay" focusing on the student's area of research interest. The course begins in September and is completed by the end of February.

Faculty of Medicine

Office of the Dean of Medicine

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5849 University Avenue
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Admissions and Student Affairs Office

Location: Room C-132, Lower Level, Clinical Research Centre
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Fax: (902) 494-6369

Academic and Administrative Staff

Dean

Marrie, T., MD

Senior Associate Dean

Smith, P., MD, Medical Education

Associate Deans

Gorsky, D., MBA, Operations and Policy
Johnston, G. C., PhD (York), Research
LeBlanc, C., MD, Continuing Medical Education
Matte, M., PhD, Undergraduate Medical Education
Steeves, J., MD, Dalhousie Medicine New Brunswick
Warren, A., MD, MSc, FRCPC, Post-graduate Medical Education

Assistant Deans

Darvesh, S., MD, Research (Clinical Departments)
Field, S., MD, Undergraduate Medical Education
Forsythe, P., Student Affairs Dalhousie Medicine New Brunswick
Lambert, T., Post-graduate Medical Education - DMNB
McLeod, R., MD, Graduate and Postdoctoral Studies
Reiman, A., MD, Research (Dalhousie Medicine New Brunswick)
Sutton, E., MD (Dalhousie), Admission and Student Affairs
Teehan, M., MD, Admissions and Student Affairs
Weeden, A., Cert. BA (UNBS), BA (Dalhousie), Operations
West, M., MD, Research (Clinical Trials)

Academic Director

Sinha, G., Director, Student Advisor Program

Administrative Directors/Staff

Forward, S. D., BComm (SMU), Admissions and Student Affairs
Love, S., MEd, Program Manager, Undergraduate Medical Education
MacNeil, C., CMA, Finance
Power, G., CMA, IT
Power J., BA, MPA, Performance and Accountability
Power, L., BSc (Dalhousie), BEd, MEd (MSVU), Human Resources
Ross, C., Research Development
Silver Smith, C., Postgraduate Medical Education

Dalhousie Medical Research Foundation

Edwards, A., Executive Director
Teixeira, D., Administrative Assistant

Faculty Council

Clark, A. J.
Dupré, D.

Johnston, B.
Karten, B.
Khan, N.
Murphy-Kaulbeck, L.
Nassar, B.
Nolan, M. (Chair)
Pottle, R.
Pulinilkunnil, T.
Quraishi, A.
Vaughan, P.

Ex officio: President, Dean, Associate and Assistant Deans, Faculty Secretary, President of Medical Students' Society, President of PARI-MP, and Graduate Student Society Representative.

I. General Information

Dalhousie Medical School was organized in 1868, but medical teaching was carried out by the independent Halifax Medical College from 1875 to 1911, when the Faculty of Medicine was re-established by the University.

The Faculty provides a complete medical training leading to the degree of Doctor of Medicine (MD). Nationally accredited postgraduate training in family medicine and specialty training is provided in University-affiliated hospitals in Nova Scotia, Prince Edward Island and New Brunswick. Continuing Medical Education is provided to the practitioners of the three Maritime Provinces.

The Faculty is fully accredited by the Liaison Committee on Medical Education and the Committee on Accreditation of Canadian Medical Schools.

The Medical School has strong research programs in basic biomedical sciences, clinical sciences, population health and medical education.

A. Mission Statement

Serving Maritime Canada, the Faculty of Medicine enables excellence in health care through our medical education and research programs in partnership with government, health authorities and health care providers.

B. Faculty

The Faculty of Medicine has approximately 1,885 faculty members, based in Nova Scotia, New Brunswick and Prince Edward Island.

C. Faculty Council

Faculty Council meets frequently throughout the year, advising Faculty and Deans on academic matters. Faculty Council is responsible for hearing student appeals and for administering the departmental survey process and the selection of candidates for important Faculty administrative positions.

D. Standing Committees of Faculty

There are 14 standing committees of Faculty (Faculty Council, Curriculum Committee, Health Sciences Library Committee, Medical Research Committee, Scholarships and Awards Committee, Admissions Committee, Clinical Tenure and Promotions Committee, Nominating Committee, Professionalism Committee, Progress Committee, Faculty Awards Committee, Social Accountability Committee).

These committees report annually to Faculty.

E. Degree

The Degree conferred by the University is Doctor of Medicine (MD). The course extends over four years.

F. Academic Year

The academic year for the first two years of the medical courses begins late August and extends to the end of May. The final two years of Medicine begin with a four week unit "PIER I." Students will then complete their clerkship as a two phase clerkship continuum.

G. Graduate Studies

In association with the Faculty of Graduate Studies, courses are given that lead to degrees of MSc or PhD. Qualified students may register concurrently for the MD

and graduate degrees (MSc or PhD) in the Faculty of Medicine. Currently available programs include: Anatomy, Biochemistry, Microbiology, Pharmacology, and Physiology and Biophysics (for further information please refer to the Faculty of Graduate Studies Calendar).

H. Research Opportunities

Research in the Faculty of Medicine is supported mainly by research grants and awards to individual faculty members from national granting agencies including the Canadian Institutes of Health Research, CCSRI, Nova Scotia and New Brunswick Heart Foundations. Substantial additional assistance is made available through endowments to the University from donors, the QEII Health Sciences Centre Foundation, IWK Health Centre Foundation and the Dalhousie Medical Research Foundation.

I. Research in Medicine (RIM) Program

Starting in September of 2013 the Dalhousie Faculty of Medicine initiated an innovative enhancement in the undergraduate medical curriculum. A mandatory component, Research in Medicine (RIM) was implemented for all medical students starting in their first year of study. To practice medicine in the future, all students need to graduate from medical school with the knowledge, skills and attitudes that RIM can provide. Furthermore, the RIM program will provide a solid base for clinicians of the future who will be capable of utilizing and contributing to evidence-based advances for improved health care and health outcomes. For further information, please visit the Dentistry, Law and Medicine Undergraduate Calendar - Curriculum Leading to MD Degree.

J. Faculty Regulations

1. Medical students are required to adhere to the general University Regulations. Clinical clerks and residents are subject to the rules and regulations of the hospital department to which they are assigned concerning hours of duty, holidays, etc. Patient care responsibilities override University and statutory holidays.
2. Medical students must observe the regulations of the hospitals relative to undergraduate and post-graduate students, and any violation of such regulations will be dealt with as if a University regulation were violated.
3. All University regulations respecting fees apply to the Faculty of Medicine. In addition, students who have not paid their annual university tuition fees in full by the end of January will be suspended from the Faculty. If the fees are not paid by February 15, the registration of the student for the session will be canceled. (In this connection it should be noted that the Awards Office and the Office of the Dean of Medicine always give consideration to the provision of bursaries and loans for those in genuine financial need but application for such aid must be anticipated by the student.)

K. Dalhousie Medical Alumni Association - Scholarships, Bursaries and Studentship Program

The Dalhousie Medical Alumni Association provides scholarships to medical students in their first year of medical school. For the past two years the DMAA has successfully supported three scholarships to medical students. These scholarships are administered through the entrance awards process. Bursaries are administered through the medical school financial aid committee.

L. Dalhousie Medical Alumni Association

The DMAA has been serving the medical school and medical alumni since 1958 and today is comprised of over 7000 medical alumni, both MDs and Post-Graduate Medical specialists, practicing all over the globe. The mandate of the association is to foster strong connections and collaborations among Dalhousie medical alumni, students, and the Faculty of Medicine.

The DMAA provides full-service reunion planning, the VoxMeDAL alumni journal, DMAA Gala Awards, networking opportunities, and educational opportunities in clinical and research. The DMAA also works to provide financial support for DMAA Entrance Scholarships, bursaries, Dalhousie Medical Student Society student projects, two Resident Research Awards, and convocation, including grad packs, student awards, and our distinguished Gold and Silver Ds.

Unique features of the DMAA include a strong network of medical alumni who volunteer and strive to increase participation in activities and support the Dean of Medicine and the medical school. The 14 member Board of Directors, all of whom are graduates of Dalhousie Medicine, meet quarterly to provide governance and leadership over DMAA operations, goals, and projects. The DMAA has been

registered as a non-profit society with Joint Stock since 1960. Please take the time to visit our website, alumni.medicine.dal.ca, and read the latest issues of VoxMeDAL to get a perspective of our history and culture. Feel free to drop by the DMAA office or contact us at medical.alumni@dal.ca or (902) 494-8800.

M. Sir Charles Tupper Medical Building

The Sir Charles Tupper Medical Building was completed in the summer of 1967. This 15-storey structure, the chief Centennial Project of the Government of Nova Scotia, is named after Sir Charles Tupper (1818-1891), one of the founders of the Faculty of Medicine, a Father of Confederation, and the only physician to have been Prime Minister of Canada.

The Tupper Building houses the W. K. Kellogg Health Sciences Library which occupies part of the first and all of the second floors of the Tupper Building. The library has a collection of approximately 158,000 volumes and yearly receives 2,400 current serials. The collection also includes over 2,900 audio visual programs.

The Kellogg Library was made possible by the generous gift, in 1965, of \$420,000 from the W. K. Kellogg Foundation of Battle Creek, Michigan. Other benefactors include the Medical Society of Nova Scotia, which makes an annual contribution to maintain the Cogswell Collection, and the Provincial Medical Board of Nova Scotia which provides an annual grant in honour of the late Dr. John George MacDougall who was, for many years, President of the Board and a member of the staff of the Faculty of Medicine.

The Tupper Building also houses the following: teaching, research and administrative facilities of the Departments of Medical Neurosciences, Biochemistry and Molecular Biology, Physiology and Biophysics, Pharmacology, Microbiology and Immunology, and Pathology; space for the undergraduate and graduate teaching of science students; study, recreational and dining areas for medical graduate and undergraduate students; the Animal Care Centre; the Dalhousie Medical Alumni Association Office; the Dalhousie Medical Research Foundation; and, MedIT.

N. Clinical Research Centre

The Centre (formerly Dalhousie Public Health Clinic), which was constructed in 1923 following a gift from the Rockefeller Foundation, was originally built to house the outpatient services of the clinical departments. The Centre is now physically connected to the Tupper Building and, together with a block of space connecting the two buildings (the Link), houses the Atlantic Research Centre (ARC), and the administrative units of the Dean's Office, and the Department of Bioethics.

O. Family Medicine Centres

These centres are modern ambulatory clinical facilities housing the administrative, research, clinical and educational resources of the Department of Family Medicine. The first of these opened in Halifax in 1970 and are now located on the 4th and 8th floors of the Abbie J. Lane Building of the QEII Health Science Centre as well as in the newly opened Wellness Centre in the Halifax community. Since that time five more centres have opened across the Maritimes: Family Practice Teaching Unit in Saint John, NB (1975), Family Medicine Teaching Unit, in Fredericton, NB (1995), in the Cape Breton Healthcare Complex in Sydney (1998), at the Regional Health Authority in Moncton, NB (1999), the Queen Elizabeth Hospital in Charlottetown and the Prince County Hospital in Summerside, PEI (2009), and the Annapolis Valley Health Authority in Nova Scotia (2012). A eighth centre is scheduled to open its doors this year to its first residency course; this centre is located in South West Nova Scotia.

P. Affiliated Hospitals

The majority of clinical departments are located in one of the affiliated teaching hospitals. The major teaching hospitals include the QEII Health Sciences Centre, the Nova Scotia Hospital, the IWK Health Centre, and the Saint John Regional Hospital. Other affiliated and associated institutions in Nova Scotia include Canadian Forces Health Services Centre, Cumberland Regional Health Care Centre, Annapolis Community Health Centre, St. Martha's Regional Hospital, Victoria County Memorial Hospital, Western Kings Memorial Hospital, Sacred Heart Hospital, Dartmouth General Hospital, East Coast Forensic Hospital, Glace Bay Healthcare Facility, Inverness Consolidated Memorial Hospital, Valley Regional Hospital, Queen's General Hospital, Cobequid Community Health Centre, Soldiers Memorial Hospital, Twin Oaks Memorial Hospital, Buchanan Memorial Community Health Centre, Aberdeen Hospital, Northside General

Hospital, Saint Mary's Memorial Hospital, Cape Breton Regional Hospital, Colchester Regional Hospital, Hants Community Hospital, and Yarmouth Regional Hospital.

Other affiliated and associated institutions in New Brunswick are part of the Horizon Health Network that serves the regions of Miramichi, Moncton, Saint John, Fredericton and the Upper River Valley. It also has provincial responsibility for some tertiary healthcare and a number of unique provincial programs. It plays a major role in research, education, innovation and health and wellness. Horizon Health operates 12 hospitals and more than 100 medical facilities, clinics and offices providing medical services ranging from acute care to community-based health services to New Brunswick, Northern Nova Scotia and Prince Edward Island.

Affiliated and associated institutions in Prince Edward Island include Western Hospital, Queen Elizabeth Hospital, and Prince County Hospital.

Other facilities include a learning resource centre (opened in 1998) located at 1256 Barrington Street, 4th Floor, Thompson Building.

Q. Dalhousie Medical Students' Society

All medical students are members of this Society, which exists to promote the welfare and general interests of the medical undergraduates, including social and sports activities, relations with the Faculty and with the Students' Union of the University. The Society presents honours and awards to outstanding medical students.

The president and vice-president of the Medical Students' Society, the presidents of the four undergraduate courses and the president of the Residents Association of Nova Scotia are members of Faculty. The Presidents of the Medical Students' Society and Residents Association of Nova Scotia are ex-officio members of Faculty Council. Medical students are members of the following Faculty committees: Medical Education, Student Financial Aid, Admissions and Library. Regular monthly meetings are held by the Dean with the course presidents and educational representatives as well as the president of the Medical Students' Society.

The Society also represents students at professional bodies for physicians at each Maritime Province and nationally via the Canadian Federation of Medical Students.

R. Medical Undergraduate Student Advisor Program

This is a confidential support program established by the students and is separate from the Dean's Office. Whether it is a personal or academic problem, academic decision making, career choice making, financial strife or the need to have an objective opinion, the students can get help from the student advisor. All communications are strictly confidential.

Some of the services involved include: academic and personal counseling and referrals, financial direction, career choice advising, elective choice advising, aid during residency interview time and help in finding access to medical services in the area. There are a number of lunch hour and evening events associated with the program. Early contact is recommended before problem gets critical. Students looking for advice should contact the student advisor:

Dr. Gita Sinha
Department of Medical Neuroscience
Room 14-D2, 14th Floor
Sir Charles Tupper Building
Office 494-7059/ cell 497-8100/ home 835-8218
Email: Gsinha@dal.ca

S. Global Health Office

Dalhousie University
Director: Shawna O'Hearn
Location: C-241 5849 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Tel: (902) 494-1965
Fax: (902) 494-2799
Email: gho@dal.ca
Website: <http://gho.medicine.dal.ca>

Working through an interprofessional lens, the Global Health Office is committed to training global health leaders who strengthen health systems for vulnerable populations in Canada and abroad. The office prepares students, residents and faculty doing clinical electives, training or research with our international partners as well as leads summer programs in Tanzania, Thailand and The Gambia.

- Events focusing on relevant and timely global health issues are organized through the office including journal clubs, speaker series, conferences.
- Opportunities to become involved in research and mentorship.
- In 2012, the innovative "Advocates in Global Health" program was started to encourage leadership within the student population in core global health competencies.
- Annual awards are presented to a student, resident and faculty member who demonstrates leadership in global health.
- Partnerships with organizations strengthen the global reach including CSIH (Canadian Society for International Health), CCGHR (Canadian Coalition for Global Health Research), National Network on MNCH (Maternal, Newborn and Child Health), ACIC (Atlantic Council for International Cooperation), GHEC (Global Health Education Consortium), and International Centre (Dalhousie).

II. Admissions

(<http://www.medicine.dal.ca/admissions>)

A. Admission to First Year

1. Application and Selection

Successful candidates are selected by the Admissions Committee of the Faculty of Medicine, whose decision is final.

The application for admission is to be made only on the regular application form of the Faculty of Medicine which may be obtained from the website: (<http://www.medicine.dal.ca/admissions>) after July 1st. The completed application must be submitted to the Registrar's Office, Dalhousie University, not later than the deadline which will be posted on the main website on or before July 1st of each annual application cycle, in order to be considered for entry to the course beginning the following September. Applications not submitted as complete by midnight on the set deadline will be cancelled and deleted from the system. All applications must be accompanied by a \$70 processing fee, which is not refundable and is not applicable to tuition fees.

A completed application consists of two steps:

Step 1 - The online application available beginning July 1 each year at dalonline.dal.ca

This step is due on or before August 15th each year. Step 1 must be complete and "SUBMITTED" before you can proceed to Step 2.

Following completion of Step 1, you will receive an automated email with sign in credentials and a link to direct you to a log in page.

Step 2 of your application is the completion of the Supplemental information form and the 1,500 word Essay.

Completion of this step is due on or before September 1 each year.

You must also submit:
Official University transcripts
MCAT results

2. Place of Residency/Applicant Categories

Entrance to the MD program within the Faculty of Medicine will be limited to 108 students annually. There are four applicant categories: one for each Maritime Province (New Brunswick, Nova Scotia and Prince Edward Island) and a fourth for those with non-Maritime status. Supernumerary (additional and restricted seats may be added by the Faculty of Medicine.

All applicants are expected to claim the same place of residency on all applications to the Canadian medical schools. Failure to do so may lead to rejection of the application. The decision of the admissions Committee regarding the residency status of each applicant will be final and is not subject to appeal. For more details regarding residency, see admissions.medicine.dal.ca.

Dalhousie's distributed education program offers the MD program at two sites: Halifax, Nova Scotia and Saint John, New Brunswick. Thirty students will be

admitted to the New Brunswick campus each year and in their first two years students will attend classes at the Saint John campus. For their final two years they will fan out across the province to complete their clerkships in Moncton, Woodstock, Fredericton and Miramichi, as well as Saint John.

3. Selection Objectives

The Faculty is seeking applicants who have a good record of achievement in both academic and non-academic activities. Applicants with a broad academic background have an enhanced chance of admission as humanities and social sciences cultivate desirable personal qualities for students and physicians. This includes sound basic training in the sciences in order that they can understand the complexities of modern scientific medicine. The greatest possible proficiency in communication and self-expression, both orally and written, is a necessity to the future medical practitioner. In addition, in order to have acquired the required degree of intellectual maturity, the prospective medical student should have more than basic training in at least one field of learning, whether it be in the humanities, social sciences, life sciences or physical sciences.

4. Selection Factors

Sources of information and factors considered by the Admissions Committee include (a) academic requirements including grade point average and Medical College Admissions Test (b) ability as judged by information provided by the applicant in response to questions on the application form, (c) interviews, (d) place of residence and (e) confidential assessment by referees or others named as contacts by the applicant in their supplemental information form.

5. Academic Requirements

The Admissions Committee recognizes that appropriate preparation for the study of medicine can be acquired through many varied educational backgrounds. The major objective is that premedical education encompass broad study in the physical, life and social sciences and the humanities. The minimum requirement for entry, however, is a baccalaureate degree in any discipline. Courses in the social sciences and humanities will be helpful in understanding human behavior in health and illness. Ability to communicate effectively, both orally and in writing, is essential. The committee believes that attracting students with a rich variety of educational backgrounds is the interest of all students. Such preparation supports the training of outstanding physicians.

All applicants must meet the following minimum academic requirements:

Maritime applicants: A minimum GPA of 3.3 (on a 4.0 scale) based on a full course load of five full courses in each year of the two most recent years of study prior to submitting an application. An Applicant's best three years out of four years of full time study could also be considered, if the degree program has been completed. The MCAT is also required with component scores of eight and above (may contain a score of seven in ONE of the sections) with a minimum total of 24. While we would ordinarily expect a candidate to have two consecutive years in which five full courses were carried while achieving a minimum GPA of 3.3, the Admissions Committee would accept application from candidates who have demonstrated compelling reasons for not having met these stated course work requirements or who have unusual qualifications. These decisions would be made at the discretion of the Committee.

Non Maritime Applicants: A minimum GPA of 3.7 (on a 4.0 scale) based on a full course load of five full courses in each year of the two most recent years of study prior to submitting an application. An applicant's best three years out of four years of full time study could also be considered, if the degree program has been completed. The MCAT is also required with component scores of 10 and above (may contain a score of nine in ONE of the sections) with a minimum total of 30.

6. Academic Ability

Although there are no absolute prerequisite courses, candidates are encouraged to have taken two or three science courses at a challenging level. This will not only prepare the applicant to successfully write the Medical College Admission Test, but will provide a good foundation for studies in the medical program. Accordingly, a demonstrated capacity to carry a full program of demanding advanced level courses is a necessary asset for a medical student. The ability to obtain consistently better than average grades in such a program is the best indication of that capacity. An academic record which shows failed or repeated courses, courses passed with low grades or supplementary examinations, particularly in the two years prior to anticipated entry into medical school, makes the prospect of admission unlikely. Nonetheless, the Admissions Committee can,

and does, make significant use of non-academic factors (see para. 8) in deciding which applicants will be admitted.

7. Medical College Admission Test

The Medical College Admission Test (MCAT) is an absolute requirement for admission to the Faculty of Medicine. Applications from candidates who have not met the minimum requirements are not considered. It is the responsibility of the applicant to arrange to write the Test prior to the deadline date for submission of application. This test cannot be any more than five years old.

Students should note that the scientific information to answer questions on the MCAT should be obtainable in first or second year undergraduate courses. Performance in the verbal reasoning test will be enhanced by a broad undergraduate education including the humanities.

Further information about the MCAT, including applying to write the exam online, can be obtained by visiting their website at: <http://www.aamc.org/mcat>

8. Non-Academic Factors

Any outstanding achievement or breadth in terms of life experience is given consideration. Such achievement would be drawn to the attention of the Committee by the applicant's personal essay and in the Supplementary Information Form. These play a very important part in the evaluations of the Admissions Committee. The attributes of emotional stability, intellectual curiosity, social values, initiative, leadership, reliability, personal maturity, motivation and communicative skills, etc., are considered for each candidate.

9. Interviews

All Maritime applicants who meet the minimum academic requirements are invited for an interview. Non Maritime applicants will be ranked using academics and supporting supplemental documents and the top applicants are invited for an interview. A processing fee of \$75 will be charged to all applicants receiving an interview. The interviewer weekend dates are posted on the Admissions main web page in the fall of each year. The Admissions office is unable to re-schedule interview dates and time due to the nature of the MMI.

10. Immunization Requirements

Dalhousie University Faculty of Medicine has mandatory immunization requirements for all medical students. Health Care Professionals have an obligation to protect patients and themselves from infections that can be transmitted within health care practice settings. Immunization is an important tool in preventing the transmission of infections and assists in safeguarding the health of the student during their education and beyond. Students accepted to the program will be sent complete documentation regarding health status policies and immunization requirements where applicable. Documentation of immunization and tuberculin status will be required.

11. Criminal Record Check

All applicants offered admission will be requested to submit a criminal record check, including vulnerable sector screening to the Faculty of Medicine by August 15 of the year of entry, as well as in subsequent years of study. Results will be shared, including sharing a copy of the documentation, with (i) the College of Physicians and Surgeons of Nova Scotia, New Brunswick and Prince Edward Island and (ii) other medical and/or education institutions as required.

Such facilities may refuse to accept students on the basis of information contained in the record check or other screening procedures. If the student is unable to complete a requirement due to failure to meet the record check or screening requirements of the facility, or if the student is refused access to the facility on the basis of the information provided, such student may fail the course, and as a result, in some instances, may not be eligible for progression or graduation.

12. Notification

Candidates will be informed of the status of their application (e.g. accept, reject or wait list) by mid March. Those candidates who are wait-listed can expect to hear anytime between the first of April to registration in late August to Registration day.

13. Deferrals

Although applicants who are offered a place in the incoming course may request a deferral of admission for one year, the Admissions Committee only rarely grants these requests.

Students who are enrolled in a graduate studies program will be required to complete the program before entering medicine. It is anticipated that such students will apply during their last year since deferrals are rarely granted

14. Acceptance Fee

On notice of acceptance into the Faculty of Medicine, applicants must be prepared to sign a formal agreement of acceptance and to deposit with the Student Accounts Office the sum of \$500 before a specified date. This sum is credited toward tuition fees if the student registers but is not refunded if the student withdraws, or declines an offer of admission.

III. Curriculum Leading to MD Degree

The curriculum of the Faculty of Medicine is under continuous review, to respond to changes in patterns of health and disease treatment, the health care system, and in methods of effective teaching and learning. The Dalhousie University Faculty of Medicine's undergraduate program was awarded accreditation effective June, 2011 by the Liaison Committee on Medical Education (LCME), the American based certifier of Medical Schools in Canada and the United States and the committee on accreditation of Canadian Medical Schools (CCMS) in Canada.

A. Objectives of the Undergraduate Program

1. Basic Assumptions

Graduates of Dalhousie Medical School are caring, resourceful physicians, able to work with patients, families, and colleagues to provide excellent care in many different contexts and in complex and uncertain situations. They are able to work as agents of creative change in healthcare institutions and communities.

2. Educational Goals for the Medical Student

Our graduates will integrate their knowledge, skills and attitudes for competence in four principal and interdependent areas of achievement: as professionals, as community contributors, as life-long learners, and as skilled clinicians.

Professional:

As professionals, our graduates are able to join and enhance the medical profession, through their commitment to excellence in patient care, high ethical standards, and accountability to society for the responsibilities entrusted to them.

Community Contributor:

As community contributors, our graduates understand a community's health needs and respond to promote health. They contribute constructively to communities of practice and the institutions and healthcare systems to which they belong.

Lifelong Learner:

As lifelong learners, our graduates engage in self-assessment and reflective practice to integrate clinical experience, and scientific evidence for the improvement of patient care, safety, and outcomes.

Skilled Clinician:

As skilled clinicians, our graduates are able to apply scientific understanding, clinical skills, professional attitudes, and reflective practice in their provision of safe, patient-centered care, in collaboration with patients, families, colleagues, and communities.

B. Policy Statement on Interprofessional Health Education

Students in the Faculties of Dentistry, Health Professions and Medicine are required to participate in interprofessional health education activities. These activities, together with specific program requirements, are currently evolving and in transition and are integrated into the curricula of individual programs. Participation is mandatory. The objective of interprofessional education include developing:

- knowledge and understanding of, and respect for, the expertise, roles and values of other health and human service professionals
- understanding the concept and practice of patient/client/family-centred care.
- effective communication, teamwork and leadership skills applied in interprofessional contexts.
- positive attitudes related to the value of collaboration and teamwork in health and human service contexts.
- an understanding, from a multi-disciplinary perspective, of the Canadian health and social systems, the legal and regulatory foundation of professional practice, how health and human service institutions are organized and operate,

and how different health and human service professions contribute to the systems and institutions.

C. The Four Year Program

1. Pre-clerkship Years (Years One and Two)

Research in Medicine (RIM) Program

Directors:

Dr. M. Matte - Associate Dean, UGME

Dr. G. Johnston - Associate Dean, Research

The Research in Medicine (RIM) Program is designed for all medical students enrolled in the Dalhousie Medical School and is meant to develop skills of critical thinking and creativity through a mentored research project conducted longitudinally throughout the four year curriculum. Our graduates will be able to advance knowledge in their profession and will be equipped for 21st century medical practice. During the first term of Med 1, didactic courses will expose all students to essential research skills. Completion of this program, including presentation of research findings, will take place in the spring of the fourth year and is a requirement for graduation. An innovative system of Web-based supports will facilitate learner-mentor communication. The Research in Medicine Program represents the first of its kind in Canada. For more information, contact the Program Manager. Email: rimp@dal.ca <http://rim.medicine.dal.ca>

Beginning in late August/early September with duration of 34 weeks, the pre-clerkship program is designed around patient-centered clinical cases. Students work in groups of seven to eight with a faculty tutor, meeting for approximately six hours weekly. Laboratory experience and a small number of lectures (three to five weekly) are included. An important component of learning is participation in the small group tutorials. Students are expected to participate, and evaluation will reflect this expectation. Self-directed study is an integral part of the curriculum. Introduction to patients and clinical medicine occurs early in Year One with volunteer patients and in Year Two includes more advanced clinical findings with 'real' or simulated patients. There is also opportunity for students to work clinically during electives.

Year One

Unit 1: Foundations I (6-weeks)

Unit 2: Host Defence (9-weeks)

Unit 3: Metabolism & Homeostasis (10-weeks)

Unit 4: Human Development (8-weeks)

Unit 5: Rural Week (1-week)

Unit 6: Skilled Clinician I (33-weeks)

Unit 7: Professional Competencies I (33-weeks)

Unit 8: Electives (13-weeks)

Unit 9: Health Mentors (29-weeks)

The units run consecutively as follows:

Units 1-5 run consecutively throughout the year

Units 6-9 run longitudinally

Year Two

Unit 1: Neuroscience (12-weeks)

Unit 2: Metabolism II (14-weeks)

Unit 3: Musculoskeletal and Dermatology (5-weeks)

Unit 4: Integration (4-weeks)

Unit 5: Skilled Clinician II (33-weeks)

Unit 6: Professional Competencies II (35-weeks)

Unit 7: Electives (25-weeks)

The units run consecutively as follows:

Units 1-4 run consecutively throughout the year

Units 5-7 run longitudinally

2. Clinical Years (Years Three and Four)

Research in Medicine (RIM) Program

Directors:

Dr. M. Matte - Associate Dean, UGME

Dr. G. Johnston - Associate Dean, Research

The Research in Medicine (RIM) Program is designed for all medical students enrolled in the Dalhousie Medical School and is meant to develop skills of critical thinking and creativity through a mentored research project conducted longitudinally throughout the four year curriculum. Our graduates will be able to advance knowledge in their profession and will be equipped for 21st century medical practice. During the first term of Med 1, didactic courses will expose all students to essential research skills. Completion of this program, including presentation of research findings, will take place in the spring of the fourth year and is a requirement for graduation. An innovative system of Web-based supports will facilitate learner-mentor communication. The Research in Medicine Program represents the first of its kind in Canada. For more information, contact the Program Manager. Email: rimp@dal.ca <http://rim.medicine.dal.ca>

The clinical years are a continuum of 76 weeks' clinical experience. Year Three begins in September and runs for 52 weeks. Core rotations in the clerkship years are completed throughout the Maritime Provinces. Med 4 is 24 weeks long and will complete the clerkship experience. Med 4 Electives are approved for placements locally, nationally and internationally. Clerkship includes the following units:

Year Three

- PIER 1 (4-weeks)
- Emergency Medicine (3-weeks)
- Family Medicine (6-weeks)
- Internal Medicine (12-weeks)
- Obstetrics and Gynecology (6-weeks)
- Pediatrics (6-weeks)
- Psychiatry (6-weeks)
- Surgical (9-weeks)
- PIER 2 (2-weeks)

Year Four

- Electives (12-weeks)
- Non-Tertiary/Community Based (3-weeks)
- Interdisciplinary (3-weeks)
- PIER 3 (2-weeks)
- PIER 4 (6-weeks)

D. Courses Offered

The units in the 2014-2015 curricula are listed alphabetically. Each unit is described briefly. Unit Heads and Clerkship Directors are subject to change.

Skills Clinician (Years One and Two)

Unit Head: Dr. C. Dipchand

The Clinical Skills Unit gives students the tools they will require in clinical electives and, later, in Clinical Clerkship. In this Unit, students will learn Communication skills to take a thorough history and perform a physical examination of a patient. One of the major goals is to ensure that the material being taught in the Clinical Skills Unit is closely linked to what the students are learning in their other blocks at the time. This integration may facilitate not only skills training, but also a greater understanding of the didactic content which students are being taught.

Electives (Years One and Two)

Unit Head: Dr. M. Rashid

The Elective, which comprises 10% of the year's curriculum, provides an opportunity for students to pursue topics related to medicine which are of specific interest to them, and which are not considered part of the core curriculum. It is designed to complement the program, and allows the student to plan, develop, and execute a personal project. This is expected to involve the cultivation of a Socratic type of relationship between the student and a member of the faculty (the individual acting as preceptor) over a longer time period than other contacts during the year, and may extend over several years. Such projects may take many different forms, though in first year the emphasis will be laying a firm foundation for later work by acquiring fundamental skills in concisely defining a problem, searching the literature effectively to assess current knowledge, collecting reliable data where applicable, and reporting the whole process, with an analysis of results, and presentation of conclusions and speculations where appropriate, in a clear and lucid paper. At the end of the Elective, students will submit a written report for evaluation. Unique and out-of-the-ordinary projects are encouraged! While the Elective may turn out to be a demanding task, it is often an enjoyable and gratifying experience.

Electives (Clerkship)

Clerkship Director

The objective of the program is to provide flexibility and opportunities in order to: gain experience in aspects of medicine not offered in the regular curriculum; study particular areas of the curriculum in greater depth; and explore career opportunities. The clinical elective period consists of two weeks in Phase 1 of Clerkship (Med 3) and 18 weeks in Phase 2 (Med 4). Students will be expected to identify objectives centered on the CanMeds competencies.

Students will complete two three-week rotations with a focus on non-tertiary/ community based, and interdisciplinary rotations. The goal of the non-tertiary/ community based rotation is for students to learn about the differences in healthcare delivery in a smaller community versus tertiary care setting. Additionally, students are expected to broaden their clinical skills through their application in non-acute care settings, and community settings. The goal of the interdisciplinary rotation is to learn about the interdisciplinary management of patient care. Students must work with an interdisciplinary team and participate in decision-making and medical education of patients and their families. The rotation should have a focus on outpatient ambulatory care and further their knowledge, skills and attitudes related to interdisciplinary teamwork.

Emergency Medicine

Clerkship Director - Dr. C. Cox

All clerks are required to complete a three week core rotation in Emergency Medicine. All students will be required to attend weekly mandatory teaching seminars and departmental grand rounds.

Family Medicine

Clerkship Director: Dr. K. Horrey

During this unit clerks will complete six weeks in Family Medicine. Of the six weeks in Family Medicine clerks have the choice to complete either two, three-week rotations or one, six-week rotation. Family Medicine rotations are completed throughout the Maritimes, with a limited number of rotations within the Halifax/Saint John Metro areas.

Foundations of Medicine I

Unit Head: Dr. K. MacPherson

The principal goal of the Foundations unit is to prepare students for successful completion of the systems based units of the curriculum, including foundations in biomedical, epidemiological, social and human sciences. The two major components consist of a review of cell and molecular biology (weeks one to three) and an introduction to evidence based practice (weeks four to six). The cell and molecular biology component will highlight medically-important concepts in genomes and gene expression, proteins and enzymes, cell structure and dynamics, and concepts in signal transduction. Cancer will be introduced in this context as a longitudinal disease theme.

The evidence based practice component will focus on finding, appraising and using evidence from the medical literature. The unit will also include an introduction to the basic biomedical science disciplines (e.g. anatomy, histology, pathology and pharmacology), a full day experience of shadowing a physician in his/her practice, and presentations by clinical and biomedical researchers.

Host Defence (Hematology, Infection, Immunity and Inflammation)

Unit Head: Dr. T. Lee

The Hematology, Immunology, Infection and Inflammation Unit is designed to engender an appreciation in the minds of medical students of the components of blood that are involved in fighting pathogens, the types of pathogens that affect the population locally and globally, the basics of infection and infectious disease, the structure function and development of the immune system, immune deviation and immunopathology, development and function of blood cells, normal hemostasis, and diseases of the blood systems including anemias and haemoglobinopathies, bleeding and clotting disorders and hematological neoplasms.

Human Development (Genetics, Embryology, Genitourinary, Human Sexuality)

Unit Head: Dr. D. Skidmore

The Human Development Block will be an integrated review of all aspects of human reproduction, encompassing sexuality, the genitourinary system, embryology, genetics, labor and birth. Clinical cases will be used to illuminate and

reinforce the acquisition of basic concepts of anatomy, physiology and pathology and demonstrate their linkage to high level themes of professionalism, patient centeredness and community responsibility. The course will aim to provide a solid foundation for further development of these content areas in Med 2.

Integration

Unit Head: Dr. J. Gordon

By the end of the Integration Unit, the student will be able to use a patient-centered approach to take into account the whole person (culture and context, illness experience, feelings and expectations) with respect to diagnosis and management while synthesizing relevant information from history, physical examination and investigations to develop an appropriate care plan. This includes incorporating evidence-based practice and clinical practice guidelines into the assessment, education and care of patients using a patient centered approach, and recognizing the limitations of clinical evidence.

Internal Medicine

Clerkship Director: Dr. B. Kiowai

This 12 week unit will incorporate objectives of internal medicine and the medical sub-specialties. Clerks will complete a four week rotation on a medical teaching unit (MTU), and eight weeks on selective medical rotations. Of these eight weeks, students will be given choice from a selected menu for one month and can choose to complete one four week rotation at an out of town location provided that the pre-set criteria have been met.

Metabolism and Homeostasis (Gastroenterology, Endocrinology, Nutrition and Oral Medicine)

Unit Head: Dr. G. Williams

The Metabolism and Homeostasis unit will introduce two new modules to the undergraduate curriculum - oral medicine (approximately one week) and nutrition (which will run longitudinally through the 10 weeks). There is a close integration of basic and clinical science built around cases, with supporting labs and lectures. There will also be lots of clinical backup so basic scientists, and clinicians who may not be expert in these areas, should be able to function very comfortably in tutorials.

Metabolism II

Unit Head: Dr. D. Morrison

This unit will present the major diseases of the cardiovascular, renal and respiratory systems. All three components of the unit will include pediatric and adult conditions. Cases will deal with the pathophysiology and clinical presentation of the major types of cardiovascular, renal and respiratory disease with appropriate coverage of physiology. Lectures and laboratory sessions will cover normal human physiology, anatomy and histology as well as the pathophysiology and principles of management of diseases affecting these three systems.

Musculoskeletal and Dermatology

Unit Head: Dr. T. Taylor

This block addresses patient mobility and function in the performance of work, recreation and activities of daily living. It will focus on the unique elements of the clinical assessment required by the skilled-clinician for effective diagnosis and management of musculoskeletal and dermatologic conditions. S/he will learn the collaborative competencies of an effective team based professional while working with, from and about other health care providers in assessing the patient's environment for most effective management. Through application of skills of life-long learning concerning the impact of musculoskeletal and dermatologic conditions on the health care system and knowledge of effective preventive measures, the student will learn how they can positively affect patient outcomes for significant benefit to the community.

Neurosciences

Unit Head: Dr. I. Grant

The Neurosciences Unit focuses on the structure and function of the nervous system. In addition to basic anatomical and physiological content, this unit includes material relevant to the Clinical Neurosciences, focusing on the nervous system as it relates to neurological disorders and psychiatric conditions. This course will also include the special senses of vision and cochlear/vestibular dysfunction as they relate to clinical neurosciences.

Obstetrics and Gynecology

Clerkship Director - Dr. J. Coolen

The Obstetrics and Gynecology rotation will be structured to provide a broad view of reproductive health as it pertains to women, covering the full spectrum from birth to climacteric. The aim of the rotation is to provide opportunity for good clinical exposure.

Pediatrics

Clerkship Director - Dr. S. Shea

The six-week rotation in Pediatrics will have students located throughout the Maritimes. Regular tutorials are held at noon and all are conducted from the IWK and connected to the sites by video conferencing. Selected tutorials also include the students in Saint John by videoconference. A community project or clinical case and an adolescent interview are included in this rotation. Students will be expected to present their projects and submit a write-up of the adolescent interview. All students will have in-patient experience and follow their own patients from admission to discharge. The ambulatory portion of the rotation includes the Emergency Department, General Pediatrics and, where applicable, subspecialty clinics.

Psychiatry

Clerkship Director - Dr. C. Murphy

During the Psychiatry Unit, clerks will be exposed to a variety of psychiatric disorders. Clerks will complete a six week rotation, which may include inpatient, outpatient, community, short stay, and consultation liaison psychiatry. Rotations will be completed in the Halifax/Saint John Metro Areas as well as other sites throughout the Maritimes.

Professional Competencies I

Unit head: Dr. L. Reid

The Professional Competencies I Unit is the first year of a two-year longitudinal Unit with a weekly two-hour tutorial followed by a one-hour large group session. This unit gives students the opportunity to integrate their biomedical and clinical learning with the context of patient care from professional, community, and life-long learner perspectives. Content includes public health and infectious disease management in the community, end of life decision-making and other ethical challenges, patient safety and other system and quality improvement approaches, social accountability and global health, physician wellness and career paths, and the Health Mentors program. Key concepts come from population health, epidemiology, ethics, law, informatics, health policy and the humanities. The Unit will be highly applied and case-based, and closely integrated with the block unit through shared cases and topics.

Professional Competencies II

Units heads: Dr. L. Reid

At the end of the Professional Competencies Unit, you will have the foundations to see yourself as a professional, and have the background understanding and skill exposure you need to take responsibility for diverse physician roles in healthcare and in the community. You will be prepared to work with in partnership with patients, caregivers, and communities in all dimensions - biological, emotional, cultural, and social - with a focus on improving the health of populations, keeping patients safe, shaping care to patients' needs and contexts, and working to sustain and improve the healthcare systems in which you work. This will set the groundwork for a life of 'meaningful work' in medicine.

Rural Week

Unit Head: Dr. P. Smith

The last week of Med 1 will have students spending one week observing a rural physician in practice. During this week, the students will reflect on the unique characteristics of a rural lifestyle and clinical practice. The purpose of this unit is to identify characteristics of clinical practice in a rural setting as well as health care delivery and resource access/utilization in a rural setting and determinants of health unique to the community in which the student is located and reflect how health care delivery, including collaborative multidiscipline care, addresses or does not address these needs. Students will also focus on physician wellness and lifestyle in a rural setting and identify the physicians' role in a rural setting including leadership responsibilities.

Surgery

Clerkship Director: Dr. C. Coles

The nine weeks of the Surgical Unit are intended to provide the clerk with the broad principles of surgery and the basics in the individual surgical specialties as a

foundation for postgraduate training. The clinical rotations are organized into three segments of three-weeks each.

All clerks will complete a mandatory three-week General Surgery rotation. There are two three-week selective rotations that can be chosen from the following nine specialties: Cardiac, Neurosurgery, Otolaryngology, Pediatric General Surgery, Plastic Surgery, Orthopedics, Thoracic Surgery, Vascular Surgery and Urology. Clerks will be scheduled for call duty, as these are important surgical experiences.

E. The Flexible Scheduling Option

Normally a flexible schedule implies a student may take three years to complete Years 1/2 or Years 3/4. This means that the workload of students in this program may vary depending on the year. Evaluations are held in concert with students in the regular program. Students must understand that the sequence of the curriculum might not be ideal. Students must apply to the Associate Dean of Undergraduate Medical Education (UGME).

IV. Undergraduate Medical Education (UGME)

The purpose of the UGME Office is to assist students and faculty functioning in the Faculty of Medicine by:

1. Coordinating all undergraduate medical courses and educational experiences;
2. Assisting students who require information regarding curriculum, assessment, evaluation, elective experiences, or other matters which arise; and
3. Organizing and administering all external and internal examinations and assessments of undergraduate medical students.

A. Unit and Year Outlines

Students will be provided with an overall outline of the academic year at the beginning of each unit. Course outlines will be placed on file in the Undergraduate Medical Education (UGME) Office.

B. Assessment

Evaluation is conducted in the Faculty of Medicine for two purposes:

1. To enable both student and Faculty to evaluate progress, which determines where satisfactory progress has been achieved, and also to discover where difficulties lie so that remedial action can be taken;
2. To certify to the public and its licensing authorities that a graduate of this Faculty of Medicine is a dependable and competent physician.

To meet the above objectives, several types of assessments are held throughout the four undergraduate years. Learning examinations are held occasionally throughout the year to enable each student to evaluate areas already learned in order to use time more efficiently in preparation for final exams. Grading examinations ordinarily take place at regular intervals, usually at the end of a unit. Evaluation of clinical skills is also conducted at regular intervals.

At the beginning of each year, Promotion and Assessment Regulations are posted for all medical students. These regulations are approved by Faculty Council on an annual basis. The regulations address all aspects of professional education and deal with fitness to study medicine.

Academic Accommodation for Students with Learning Disabilities

Please refer to the section on Procedures Regarding Students with Learning Disabilities under University Regulations.

C. Grading

All student performance will be recorded as "Pass" or "Fail" on the official transcript. Numerical or letter grades do not appear on the transcript.

D. Ongoing Assessment

In addition to knowledge and clinical skills, students will be evaluated on both attitudinal attributes and skills. This evaluation is ongoing, and contributes to performance assessment in all courses.

E. Graduation

A student must have completed and passed all components of the curriculum and must be considered fit for the study and practice of medicine before convocation. For students in their final year who have been unable to do so due to outstanding

remedial work or the need to complete work missed due to illness, graduation at the Fall convocation may be possible.

F. Application Procedure for the Qualifying Examination

Apply directly to the Medical Council of Canada (MCC). The Registrar's Office of MCC will process the applicant's credentials and issue an admission letter and an ID card. Application kits will be available through the Medical Council of Canada.

G. Licensing

Students are reminded that they must conform to the regulations prescribed by the Medical Board or College of Physicians and Surgeons of the province in which they wish to practice. Contact the licensing authority in each Province for specific regulations. The names and addresses of the Registrars of the Medical Licensing Authorities of the Atlantic provinces and the Medical Council of Canada are as follows:

Nova Scotia: Dr. Gus Grant, Registrar, College of Physicians and Surgeons of Nova Scotia, Suite 5005, 7071 Bayers Road, Halifax, NS B3L 2C2

New Brunswick: Dr. E. Schollenberg, Registrar, College of Physicians and Surgeons of New Brunswick, 1 Hampton Road, Suite 300, Rothesay, NB E2E 5K8

Prince Edward Island: Dr. C. Moyse, Registrar, College of Physicians and Surgeons of Prince Edward Island, Polyclinic Professional Centre, 199 Grafton Street, Charlottetown, PE C1A 1L2

Newfoundland and Labrador: Dr. R. W. Young, Registrar, Suite 603, 139 Water Street, St. John's, NL A1C 1B2

Medical Council of Canada: The Registrar, 100-2283 St. Laurent Blvd., PO Box 8234, Ottawa, ON K1G 3H7

V. Postgraduate Medical Education

A separate calendar is produced for Postgraduate Medical Education. It is available online at: <http://postgraduate.medicine.dal.ca>

VI. Division of Medical Education

Acting Head

Sargeant, J.

Web Page: <http://dme.medicine.dal.ca/>

The Division of Medical Education is the academic home for faculty and programs contributing to scholarship in medical education. DME serves as a resource to the continuum of medical education including Undergraduate, Postgraduate and Continuing Medical Education.

VII. Continuing Professional Development

Associate Dean

LeBlanc, C. H.

Location: Clinical Research Centre, C-106
5849 University Avenue
Halifax, NS B3H 4H7

Telephone: (902) 494-2061

Fax: (902) 494-1479

Web Page: <http://www.medicine.dal.ca>

Continuing Professional Development programs have been presented by the Faculty since 1922 with the introduction of the annual Dalhousie Refresher Course. This Fall Refresher is still offered, along with the annual three-day February Refresher, since 1974. A variety of other types of programs are now offered by the Office of Continuing Professional Development, with contributions from many Faculty members. Subject matter is predominantly clinically oriented and ranges from research to applied therapeutics. In addition to the Refreshers and other Halifax-based short courses, a regular series of visiting teacher programs is offered in community hospitals throughout Nova Scotia. Community physicians are also served by other distance education initiatives: the provision of programs via interactive videoconference, the development of online interactive learning

modules and live webinars. An academic detailing program provides one-on-one educational sessions in physicians' offices. A variety of other programs are provided, with an increasing emphasis on small-group, problem-based learning activities.

Consultative services in Continuing Professional Development are available to medical organizations. Research on effective teaching and learning methods, program planning and evaluation is actively pursued. Particular emphasis is placed on developing methods that encourage physicians to take an active part in designing, conducting and evaluating their own continuing education.

Anaesthesia, Pain Management and Perioperative Medicine

Location: QEII - Health Sciences Centre
Victoria General Site, 10th Floor
Halifax, NS
Telephone: (902) 473-2331

Professor and Chair of Department

Shukla, R. C.

Professors

Beed, S. D.
Chambers, C. (cross appointment)
Clark, A. J.
Coonan, T. J.
Devitt, H.
Finley, G. A.
Gallacher, W.
Green, R.
Hall, R. I.
Henzler, D.
Hung, O. R.
Imrie, D. (post retirement)
Law, J. A.
Lehmann, C.
Lynch, M.
Morris, I. R.
Muir, J.
Patrick, W.
Petrie, O. (cross appointment)
Schmidt, M.
Shukla, R. C.
Stewart, R. D.
Ward, P.

Associate Professors

Beauprie, I.
Blake, J. (cross appointment)
Bolleddula, K. P.
Chisholm, J.
Chisholm, K. C.
Clark, A.
Covert, R.
Davies, C.
George, R.
Hancock, J.
Henderson, J.
Johnson, L. (cross appointment)
Kent, B.
Khorovets, A.
Kwapisz, M.
Launcelott, G. O.
Livingston, P.
MacDougall, P.
MacQuarrie, K.
MacDougall, J. (joint appointment)
McKeen, D.
Minor, S.
Ngan, J. E. S.
Nunn, R.
Sirounis, H.

Soder, C. M.
Szerb, J.
Vakharia, N.
Vlatten, A.
Whatley, G.
Witter, T.
Zhou, J.

Assistant Professors

Allen, C. T. B.
Aucoin, S.
Berger, C.
Bernard, A.
Bird, S.
Bond, D.
Chisholm, R.
Chorney, J.
Cloutier, J.
Cohen, D.
Degrace, R.
Delbridge, C.
DiQuinzio, C.
Dobson, G.
Drapeau, D.
Drysdale, S.
Dubois, J. Y.
Dugay, K.
Fitzpatrick, T.
Gerouard, M.
Godkin, T. A.
Gray, A.
Gregoire, M-C
Greshner, M.
Hackmann, T.
Hamilton, B.
Hansen, L.
Haroon, B.
Hendy, A.
Hicks, S.
Hughes, D. R.
Jarvie, A.
Johnson, K.
Kanellakos, G.
Keith, I.
Kelland, A.
Kok, T.
Kolysheer, P.
Kwofie, K.
Litz, S.
Lorenz, K.
Macaulay, B.
MacLellan, R.
MacManus, B. J.
Manerkar, A.
Mariotti, C.
McLean, R.
McMullen, S.
Milne, A.
Milne, D.
Murdoch, J.
Noel, V.
Norris, J.
O'Brien, A.
Petriw, R.
Price, B.
Retallick, R.
Roper, F.
Sadowski, Z.
Scheffler, M.
Schelew, B. L.
Scovil, J. E.

Seidmann, T.
Simms, M.
Stevens, S.
Stone, C
Thompson, J..
Wawrzyszyn, B.
Williams, J.
Wilson, P. S.
Wright, S.
Yazer, H.

Adjunct Professor

Cerny, V.

Lecturers

Audain, C.
Bradley, S.
Buckenham, S.
Chedore, T.
Chisholm, J.
Crompton, J.
Doucet, R.
Fraser, J. (cross appointment)
Furey, S.
Gagan, A.
Hawkes, C.
Hernandez, R.
Iqbal, M.
Kroll-Lass, J.
Lloyd, G.
MacNeil, R.
Mallais, R.
McKinnon, G.
Mir, J.
Mullen, T.
Nice, A.
Opitz, S.
Orrell, S.
Rafiq, A.
Sjaus, A.
Smitheram, H.
Sodhi, P.
Sommer, M.
Wybenga, M.

The Department of Anesthesia, Pain Management and Perioperative Medicine provides general, regional and local anesthesia for all types of general surgery, neurosurgery, cardiovascular surgery, urology, gynecology, plastic and orthopedic surgery, and obstetric and pediatric anesthesia in the operating and case rooms of the hospitals affiliated with Dalhousie University. It has intensive care responsibilities and consultative services in most hospitals. The department at the Queen Elizabeth II Health Sciences Centre is jointly responsible with the Departments of Surgery and Medicine for intensive care activities. The Department at the IWK Health Centre is responsible for ICU activities at the Children's site. Additionally, the department operates pain clinics at the QEII Health Sciences Centre, IWK Health Centre, Hants Community Hospital and the Saint John Regional Hospital.

Its faculty is well equipped to teach all aspects of medicine related to anesthesia and acute care medicine and illustrate the application of the basic sciences of physiology, pharmacology and anatomy to anesthesia. The department is actively involved in the undergraduate medical education program through the Case Based Learning (CBL) tutorials, electives, lectures and clerkship.

Electives

First and second year

One half day per week may be taken as an elective in anesthesia acquiring specific skills or investigating a particular topic, furthering their knowledge of perioperative medicine and gaining skills in airway management, ventilation and I.V. access.

Third year

Students may choose to complete a combined ICU/Anesthesia selective rotation within the Internal Medicine block. Students who choose this four-week rotation will complete one week of anesthesia, which will allow them the opportunity to gain or further their knowledge in anesthesia techniques.

Fourth year

Students may choose two to three weeks anesthesia as an elective to further practice the basic skills associated with airway control and ventilation. These rotations can be completed in various areas of anesthesia, including Pediatric Anesthesia, Pain Management, and Obstetrical Anesthesia. Various elective options are available at our teaching sites throughout the Maritimes.

Residency Training

An integrated university residency training program is available in the department. This consists of a five-year program meeting requirements of the Royal College of Physicians and Surgeons of Canada. Participating hospitals are QEII HSC, IWK Health Centre, The Moncton Hospital and the Saint John Regional Hospital. The program in anesthesia, pain management and perioperative medicine is designed to provide a well-rounded experience covering all core areas but also providing time for specialization in areas of individual interest. The first year is a general medical activity including rotations in anesthesia, general medicine, general surgery, obstetrics, pediatrics, and emergency. Two electives of one month each are included.

The second year of training is a year of introduction to general anesthesia including rotations in anesthesia for General Surgery and Urology, Orthopedic and Plastic Surgery, Otolaryngology and Airway Management, Oromaxillofacial Surgery and Gynecology. Introductory rotations in ICU, Cardiothoracic Anesthesia, Pediatric Anesthesia and Obstetric Anesthesia complete the year.

Years three to five are a continuum including the Royal College's requirements of six months internal medicine, six months ICU and the required rotations in Pediatric Anesthesia, Obstetric Anesthesia, and Chronic Pain. Three months are undertaken in community based anesthesia in Saint John Regional Hospital. In addition, subspecialty rotations are provided in Thoracic Anesthesia, Neuro Anesthesia, Cardiac and Vascular Anesthesia, and Acute Pain. There is a six-month period of elective time which may be spent pursuing clinical specialties or engaged in a research project. Many of the faculty members are actively involved in research and resident participation is mandatory.

A formal academic program of Grand Rounds, Journal Club, Research Club, Problem Rounds, and resident educational seminars function throughout the academic year.

Residents within the program must take during their second year the AKT (Anesthesia Knowledge Test). This examination, the cost of which is met by the department, provides valuable feedback concerning strength or weakness in clinical knowledge.

Continuing Professional Development

The Department of Anesthesia, Pain Management and Perioperative Medicine's Continuing Professional Development program is designed to provide education opportunities for members of the department, our community partners and the broader anesthesia community. Opportunities provided through the Office of Education are of the highest quality, are timely in their development and are available to all members of the department and its community at large. Regular activities within the department include grand rounds, subspecialty and critical appraisal journal clubs, workshops and seminars. As well, physicians and allied health professionals from other departments partake in many of our continuing professional development activities.

Fellowships

The department offers fellowship programs in six specialized anesthesia areas including women's and obstetrics anesthesia, airway, cardiac anesthesia, regional anesthesia and acute pain, chronic pain and global health. These programs ensure optimal patient care while offering plentiful opportunities for the fellows to develop skills in clinical care and judgment, teaching and research.

Biochemistry and Molecular Biology

Location: Tupper Building, 9th Floor
Telephone: (902) 494-6436

The Carnegie and Rockefeller Professor and Head of Department

Bearne, S. L.

Professors Emeriti

Doolittle, W. F., AB (Harv), PhD (Stan)
Gray, M. W., BSc, PhD (Alberta)
Helleiner, C. W., BA, PhD (Toronto)

Professors

Archibald, J. M.
Bearne, S. (cross appointment in Chemistry)
Byers, D. M. (cross appointment in Pediatrics)
Dobson, M.
Doolittle, W. F. (post-retirement)
Duncan, R. (major appointment in Microbiology)
Gray, M. W. (post-retirement)
Liu, P. X.-Q.
McLeod, R.
McMaster, C. (major appointment in Pharmacology)
Ridgway, N. (joint appointment with Pediatrics)
Ro, H. -S.
Roger, A.
Rosen, K. V. (joint appointment with Pediatrics)
Singer, R. A.
Too, C. (cross appointment in Obstetrics and Gynecology)
Waisman, D. (joint appointment with Pathology)
Wallace, C. J. A.

Associate Professors

Blouin, C. (joint appointment with Computer Science)
Dellaire, G. (major appointment in Pathology)
Karten, B.
Rainey, J. (cross appointment in Chemistry)
Marignani, P. (cross appointment in Pathology)

Assistant Professors

Kienesberger, P.
Pulinikunnil, T.
Slamovits, C.
Van der Spoel, A. (major appointment in Pediatrics)

Adjunct Professors

Ewart, K. V., NRC, Institute for Marine Biosciences
Syvitski, R., BSc, MSc (Thunder Bay), PhD (UBC), Research Officer NRC,
Institute for Marine Biosciences

Senior Instructor

Briggs, P.

A. Course of Study

First-Year Medicine

Biochemistry and molecular biology provide the foundation on which genetics, physiology, pharmacology and much of pathology rests. Medical practitioners require a firm grasp of basic principles in biochemistry, cell and molecular biology, not only to understand basic medical science and inform clinical decision

making, but also as a knowledge framework for assimilating and communicating new discoveries throughout their careers. Advances in this area are coming at an astounding pace, with an ever-increasing impact on medical practice; examples include decoding the human genome, determining the structure and mechanisms of disease-related proteins and enzymes, elucidating the pathways of cell communication and development, and discovering new technologies for diagnosis and therapy.

An introduction to the principles of cell and molecular biology is a major component of the Foundations Unit at the beginning of first-year undergraduate medicine. Current concepts in genomics, gene expression, protein structure and function, enzyme mechanism and regulation, signal transduction and cell fate are covered through lectures, cases, and resources for self-directed learning. Important concepts and knowledge in metabolic biochemistry are also integrated into later units, such as Metabolism and Homeostasis.

B. Electives

The Department offers two types of elective programs to limited numbers of medical students: (1) small research projects under the direction of Faculty members and (2) investigations in some depth of student's choice, utilizing the resources of the Kellogg Health Sciences Library. Students wishing to take an elective in Biochemistry and Molecular Biology should consult the Department so that a suitable program may be selected.

C. Courses

Courses for Dentistry Students

Biochemistry for first-year Dental students DENT 1112.01.

Courses for Science Students

Details of the following courses will be found in the Calendar of the College of Arts and Science.

- BIOC 2300.03: Introductory Biochemistry
- BIOC 2610.03: Introductory Biochemistry Lab
- BIOC 3300.03: Intermediary Metabolism
- BIOC 3400.03: Nucleic Acid Biochemistry and Molecular Biology
- BIOC 3620.03: Experiential Learning in Biochemistry and Molecular Biology
- BIOC 3700.03: Biomolecular Chemistry
- BIOC 4001.03: Special Topics in Biochemistry
- BIOC 4010.03: Bioinformatics
- BIOC 4027.03: Molecular Mechanisms of Cancer
- BIOC 4302.03: Biochemistry of Lipids
- BIOC 4305.03: Mechanisms of Signal Transduction
- BIOC 4306.03: Nutritional Biochemistry
- BIOC 4403.03: Genes and Genomes
- BIOC 4404.03: Gene Expression
- BIOC 4501.03: Medical Biotechnology I
- BIOC 4700.03: Proteins
- BIOC 4701.03: Enzymes
- BIOC 4702.03: Biophysical Characterization of Macromolecules
- BIOC 4804.03: Introduction to Pharmacology I
- BIOC 4805.03: Introduction to Pharmacology II
- BIOC 4813.03: Biochemistry of Clinical Disorders
- BIOC 4835.03: Human Genetics

Courses for Health Professions Students

- BIOC 1040.06: Biological Chemistry and Metabolism for students of Pharmacy.
- BIOC 1420.03: Introduction to Biochemistry for Bachelor of Nursing Students.

D. Graduate Studies

The Department offers suitably qualified students an opportunity to study for the degree of Master of Science and Doctor of Philosophy. A complete description of these programs, as well as of graduate courses, is in the Graduate Studies Calendar.

Bioethics

Location: Dalhousie University
5849 University Avenue
Clinical Research Centre, Room C305
PO Box 15000
Halifax, NS B3H 4R2

Telephone: (902) 494-3801

Department Head

Simpson, C.

Professor Emeritus

Kenny, N. P., OC, BA (MSVU), MD (Dalhousie), FRCPC, LL.D. (Hon) (MSVU), LL.Div. (Hon) (Atlantic School of Theology), S.Litt.D. (Hon) (Regis College, Toronto School of Theology), LL.D. (Hon) (St. FX). Interests: physician ethics, ethics and health policy, and pediatric ethics.

Professors

Fernandez, C., BSc (University of Western Ontario), MD (McMaster), FRCPC. Professor and Head of pediatric hematology/oncology, Department of Pediatrics at the IWK Health Centre and Dalhousie University with a cross-appointment in the Department of Bioethics. Interests: pediatric research ethics including return of research results to research participants, Wilms tumor, and principal investigator Children's Oncology Groups.

Kirby, J., MD, MA (Dalhousie). Interests: organizational ethics, health policy development, social accountability, and deliberate engagement methodologies.

Associate Professors

McNally, M., BSc (MSVU), MSc, DDS, MA (Dalhousie). Associate Professor, Department of Dental Clinical Sciences, with a cross-appointment in the Department of Bioethics. Interests: caring for elders, oral health promotion, and health care ethics focusing on social justice and access to care for vulnerable populations, including Aboriginal Canadians.

Reid, L., BA (Winnipeg), AM and PhD (Illinois). Interests: ethical issues in physician-industry relations; preferential access (ethical wait list management, ethical advocacy, queue-jumping, professional courtesy); business ethics for physician practice groups; moral development and professional identity formation in medical education; philosophical issue in definition of health and disease, including definition and determination of death.

Simpson, C., BA&Sc, MA (McMaster), PhD (Dalhousie). Interests: The role of hope in health care, ethics education and capacity building, rural bioethics and organizational ethics and mandate.

Assistant Professors

Castleden, H., Dip. American Sign Language Interpretation (Douglas College), BA (Manitoba), Med (Alberta), PhD (Alberta), SSHRC Postdoctoral Fellow (Victoria), NEARBC Postdoctoral Fellow (Victoria). Assistant Professor, School for Resource and Environmental Studies, Faculty of Management; with cross-appointments in the College of Sustainability, Department of Community Health and Epidemiology, and Department of Bioethics. Interests: community-based social, health and environmental research; participatory research with Indigenous partners concerning issues that are important to them; innovative qualitative research tools that adhere to Indigenous principles for decolonizing methodologies; ethical tensions and institutional barriers associated with community-based participatory research processes and outcomes.

Warren, M. D., BA (University of Alberta), PhD (University of Toronto). Interests: equity and social determinants of health, disability rights, organizational and policy ethics, feminist bioethics, the intersection of clinical and academic bioethics, and building ethics capacity.

Adjunct Professor

Christie, T., BA, MA (UNB), PhD (University of Ottawa), MHSc (UBC).

shall consider the ways different theories identify, frame, and reason about ethical questions that arise in the realm of health and healthcare.

FORMAT: Seminar

CROSS-LISTING: PHIL 5801.03

I. Mission

Education, knowledge generation and translation, pursued collaboratively, to advance ethical practice and the practice of ethics.

A. Med I and II

Bioethics is extensively integrated into the Professional Competencies Unit in Med I and 2. The focus is on integrating evidence and clinical approaches with ethical principles, in the context of an emphasis on critical thinking.

B. Clerkship

Healthcare ethics is intentionally integrated with health law, relevant regulatory considerations and clinical practice under the conceptual umbrella of professionalism, during the four PIER transition sections during the clerkship years (Med III & IV). Ethics is also meaningfully incorporated into another integral component of the PIERs, the Integrated Care Experiences (ICEs) cases.

C. Postgraduate Education

The Department collaborates with specialties to meet their CanMEDS educational commitments. Integration of ethical analysis is also facilitated by participation of faculty in Grand Rounds, Journal Club and inter-disciplinary seminars.

D. Electives

A wide range of medical students and resident elective projects are supervised by departmental faculty.

II. Graduate Courses

BIOT 5000.03: Advanced Topics in Bioethics.

The seminar involves critical examination of the bioethics literature. The application of various methodologies utilized in contemporary bioethical analysis will be highlighted. It will be of interest to graduate students in medicine, health professions, health law, and philosophy whose thesis topic involves a substantial bioethical component.

FORMAT: Seminar, Reading Course

PREREQUISITE: Instructor Permission

BIOT 5001.03: Research Ethics.

This seminar involves critical examination of the research ethics literature, with particular attention to a range of topics including: informed consent; research involving specific groups/communities; risks/limits to allowable risks; emergency room research; and placebo controls. It will be of interest to graduate students in medicine, health professions, health law, and philosophy.

FORMAT: Seminar

PREREQUISITE: Permission of the instructor

BIOT 5002.03: Health Care Ethics and the Law.

The purpose of this course is to develop an understanding of health law and healthcare ethics and of the relationship between law and ethics. Topics covered in the past years include: informed choice; death and dying; genetics; reproduction; HIV and AIDS; resource allocation; and health research. Each issue is examined in an effort to determine what the law is and what the law ought to be.

CROSS-LISTING: LAW 2115.03

BIOT 5101.03: Directed Readings in Bioethics I.

This is an advanced level directed reading course designed for graduate students. Instructors and topics can vary.

PREREQUISITE: Permission of the instructor

BIOT 5102.03: Directed Readings in Bioethics II.

This is an advanced level directed reading course designed for graduate students. Instructors and topics can vary.

BIOT 5801.03: Topics in Health Care Ethics.

In this course, we will explore some of the current debates among different theoretical perspectives about the proper theoretical groundwork for bioethics and the methodologies associated with these diverse theories. We shall pay particular attention to canonical work in the field, such as the principles approach of Beauchamp and Childress, while examining feminist and other alternatives. We

Biomedical Engineering

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Fax: (902) 494-6621
Email: BME@Dal.ca
Website: <http://bme.medicine.dal.ca/>

Director

Maksym, G.

Professors

- Bance, M., MB, ChB (Manchester, England), MSc (Toronto), FRCS (C) (Canada). Middle ear mechanics, measuring minute vibrations of middle ear structures, hearing reconstruction mechanics, design of prosthesis for hearing reconstruction, transfer function of normal and diseased middle ears, finite element modelling of middle ear (in conjunction with Dr. Robert Funnel at McGill University). Primary appointment in Division of Otolaryngology, Faculty of Medicine.
- Dunbar, M., PhD (Lund), MD (Dalhousie). Joint biomechanics and kinematics. Development of Radiostereometric Analysis and Gait Analysis for Prediction of hip and knee arthroplasty failure. Development of Gait Laboratory surrogates for clinical assessment of orthopaedic patients. Primary appointment in Surgery, Division of Orthopaedics.
- Fine, A., PhD, VetMD (Univ of Pennsylvania). Synaptic function and plasticity in the brain. Brain networks underlying sensation and memory. Advanced optical methods for imaging neural structure and function. Primary appointment in Physiology and Biophysics.
- French, A., PhD (Essex). Information encoding and processing by sensory neurons, mechanotransduction, nonlinear systems analysis and ion channel biophysics. Primary appointment in Physiology and Biophysics.
- Gu, J., PhD (Alberta). Medical robotic devices and applications; artificial eye implant control; rehabilitation assistive device design and applications; sensor fusion in mobile robot. Primary appointment in Electrical and Computer Engineering.
- Kozey, C., PhD (Dalhousie) Classification of neuromuscular control patterns associated with normal movement and movement in the presence of pathology and/pain. These studies involve the use of electromyography, and other sensors to measure muscle function and motion parameters. Primary appointment in the School of Physiotherapy.
- Lee, J. M., PhD (Western). Bioprosthetic heart valves and vascular grafts, intravascular stents, biopolymers, tissue mechanics, developmental changes in cardiovascular system. Primary appointment in Applied Oral Sciences.
- Leon, L. J., BSc, MSc, PhD (Dalhousie), PEng. Computational Electromagnetics, parallel and distributed computing, biomedical engineering, cardiac electrophysiology. Primary appointment in Electric and Computer Engineering
- Schmidt, M., MD (Ludwig-Maximilians University, Munich). Postoperative neurocognitive and organ dysfunction in elderly; neuro- and organ protection in the field of anesthesia; device development (prototyping, clinical and animal studies) and commercialization. Primary appointment in Anesthesiology.
- Stanish, W. D., MD (Dalhousie), FRCS (Canada). BST-cargel: in situ chondroinduction for cartilage repair. Gait patterns in individuals suffering with moderate osteoarthritis of the knee, but with non-surgical interventions. Psychological predictors of prolonged pain and disability following total knee arthroplasty. Primary appointment in Division of Orthopaedic Surgery, Faculty of Surgery, Dalhousie University.

Associate Professors

- Filiaggi, M., PhD (Toronto). Biomaterials for orthopaedic and dental applications; synthesis of bioceramic scaffolds and coatings; bone regeneration and replacement. Primary appointment in Applied Oral Sciences.

- Ghanem, A., PhD (Cornell). Cell biomaterial interactions, biodegradable biopolymers for tissue engineering and drug delivery, cell culture models for in vitro toxicology. Primary appointment in Chemical Engineering.
- Gratzner, P., PhD (Toronto). Tissue engineering. Developing scaffolds for tissue regeneration (e.g. blood vessels, ligaments) using naturally derived materials (collagen and elastin). Primary appointment in School of Biomedical Engineering.
- Horne, G., MD (London), PhD (Calgary). Septal mechanics in heart failure. Non-invasive functional myocardial imaging (echocardiography, MRI, scintigraphy), somatic cell gene therapy for myocardial repair. Primary appointment in Medicine.
- Kreplak, L., PhD (Paris). My research goal is to unveil the design rules underlying the unique mechanical properties of protein assemblies, cells and tissues. I am interested in both bottom-up and top-down approaches. In the former, I study the relationship between structure and mechanical properties for peptides and proteins assemblies in vitro. In the latter, I am interested in human pathologies that modify the mechanical properties of cells and tissues through changes in cytoskeletal or extra-cellular matrix architecture. Primary appointment in Physics and Atmospheric Science
- Kozey, J., PhD (TUNS). Occupational biomechanics and workstation design with emphasis on accessibility, reach and anthropometry. The projects require the use of a variety of human motion analysis techniques. Primary appointment in Health and Human Performance
- Maksym, G., PhD (McGill). Magnetic bead micromanipulation for stimulation and measurement of the cytoskeletal mechanics of the cell; structure-function of airway smooth muscle cells in asthma. Primary appointment in School of Biomedical Engineering.
- Price, R. B., PhD (Malmö, Sweden), DDS (Dalhousie). Photopolymerization of dental resins, hardness testing, cytotoxicity of dental resins, light emitting diode (LED) dental curing lights, optical testing of dental curing lights, mechanical testing of dental materials. Primary Appointment in Dentistry.
- Russell, K. A., MSc (Toronto), Diploma Orthodontics (Toronto), DDS (Dalhousie). (I) 3-D assessment of cleft lip and palate repair: facial morphometric studies and evaluation of bonegrafting and orthodontic results (II) material properties of orthodontic wire/bracket systems and elatomers. Primary Appointment in Dentistry.
- Wells, S. M. PhD (Toronto). Structural-mechanical relations in biopolymers such as elastin and collagen are examined in order to determine the underlying mechanism(s) of elasticity of these materials-and thereby to understand the functioning of the arteries, ligaments, skin etc. which they make up. As well, research examines the structural remodeling of these structures during development and maturation: from fetal to adult life. Primary appointment in School of Biomedical Engineering.
- Wilson, J. L., PhD (Dalhousie). Modeling and description of joint dynamics, neuromuscular function and orthopedic biomechanics, with particular application to the study of knee osteoarthritis gait patterns and other musculoskeletal disorders. Pattern recognition and statistical modeling of complex biomechanical data. Three dimensional motion capture analysis, electromyography, Radiostereometric Analysis and finite element methods. Primary appointment in Biomedical Engineering.
- ## Assistant Professors
- Adamson, R., PhD (Toronto). My research concerns the biomechanics of hearing, and new diagnostic imaging technologies for otology. My primary focus is on developing optical probes for investigating the ear - an optical coherence tomography (OCT) probe for imaging and a fiber optic hydrophone for dynamic pressure measurement. Primary appointment in School of Biomedical Engineering.
- Boyd, D., PhD (Limerick). Glass based biomaterials for minimally invasive clinical interventions; synthesis, characterization, and safety and efficacy evaluation of new clinical materials (Oncology, Spine and Dentistry). Primary appointment in Applied Oral Sciences.
- Brown, J. A., PhD (Queen's). High-resolution ultrasound imaging, micro-transducer design and fabrication, miniaturized piezoelectric hearing prosthesis. Primary appointment in Biomedical Engineering.
- El-Hawary, R., BEng, MD, MSc, FRCS(C). Pediatric orthopaedic and pediatric spine surgery. Roentgen stereophotogrammetric Analysis (RSA) model of pediatric spine and scoliosis, design of early onset scoliosis implants, gait analysis. Primary appointment in Division of Orthopaedic Surgery, Faculty of Surgery, Dalhousie University.
- Ellsmere, J., SM (MIT), MD (Dalhousie). Image guided surgery, surgical navigation systems, medical device development, laparoscopic and

endoscopic ultrasonography, gastrointestinal surgery. Therapeutic endoscopy, minimally invasive surgery. Primary appointment in Surgery, Division of General Surgery.

Glazebrook, M., MD, PhD (Dalhousie). Reconstructive foot and ankle surgery; sports medicine, including tendon mechanics and overuse. Primary appointment in the Department of Surgery, Division of Orthopedics.

Milne, A. D., MD, MSc (Dalhousie). Research ranges from basic laboratory testing to clinical outcome studies. Specific areas of interest include: Anesthesia Airway Equipment Design, Device Testing and Quality Control, Clinical Anesthesia Database/Outcome Studies, and Drug Stability. In addition to Anesthesia related work I also have interests in Orthopedics/Plastic Surgery; specifically Biomechanics/Biomaterials, 3-D kinematics and surface geometry digitization. Graduate students are welcome to shadow me in the operating room to get a better understanding of biomedical device implementation and real world usage. Primary appointment in Department of Anesthesiology

Rutherford, D., BSc (UWO), BSc PT (U of Toronto), MSc, PhD (Dalhousie). Specializes in quantifying mechanics and muscle activation characteristics of lower extremity injury and disease, with a particular focus on knee osteoarthritis, to develop and evaluate conservative neuromusculoskeletal therapeutics

Adjunct Professors

The following researchers are also eligible to supervise graduate students in the School of Biomedical Engineering:

Beyea, S. D., PhD (UNB). Nuclear magnetic resonance imaging physics.

Technique development for high field functional neuroimaging. NMR studies of degradable biomaterials and implantable devices. Primary appointment at the Institute for Biodiagnostics (Atlantic) - National Research Council Canada.

Bowen, C. V., PhD (Western). Magnetic resonance imaging physics and engineering. Research activities in cellular and molecular imaging with development of methods for mapping cellular migration patterns and molecular processes using iron-oxide contrast agents. Applications in cellular therapy for regenerative medicine and immunology research. Also involved in the development of functional MRI techniques for mapping brain activity. Primary appointment at the Institute for Biodiagnostics (Atlantic) - NRC.

Feindel, K., PhD (University of Alberta). Development of pathology-specific magnetic resonance imaging (MRI) contrast, related to underlying biochemical and micro-structural tissue changes. Two key areas of my current research are cartilage degradation in early osteoarthritis and neural tissue abnormalities in drug-resistant epilepsy. My research is directed via close interaction with clinicians to identify and overcome impediments to translation of improved MRI methods into standard practice. Other research interests include nuclear magnetic resonance (NMR) characterization of soft matter flow and deformation using NMR diffusometry and velocimetry, low-receptivity quadrupolar nuclei (e.g., Cl-35/37, Mn-55, Zr-91) in solids, and dynamic chemical systems such as operating hydrogen polymer electrolyte membrane fuel cells. Primary appointment at the National Research Council Canada.

Landry, S. C., PhD, BEng (Dalhousie), BSch (Acadia). Biomechanics and neuromuscular function of the lower limb: Investigations into understanding the higher prevalence of knee osteoarthritis (OA) and non-contact anterior cruciate ligament (ACL) in the female population. Progression and non-invasive treatments of knee OA. Primary appointment in Kinesiology Acadia University.

I. Introduction

The School of Biomedical Engineering is a collaborative effort of the Faculty of Medicine and the Faculty of Engineering.

The interdisciplinary research within the School of Biomedical Engineering at Dalhousie University is concentrated in three thrust areas: (i) Biomaterials and Tissue Engineering, (ii) Biosignals and Physiological Modelling, and (iii) Human Dynamics and Rehabilitation Engineering. Other significant research efforts in biomedical engineering at Dalhousie include work in kinesiology and gait, instrumentation, cardiac, orthopaedic and cellular mechanics, auditory and vestibular function, robotics, and rational drug design.

The program offers both a Master of Applied Science (MASC) degree and a Doctor of Philosophy (PhD) degree in Biomedical Engineering.

The program also offers a BioMedic: An NSERC CREATED Training program in Biomedical Technology, Innovation and Commercialization. The training program includes courses in partnership with Dalhousie's Business School on the Business

of Medical Technology and Technology Needs in the Clinical Settings, and work placements at local and international medical device companies. Upon successful completion of the Training Program trainees receive a Dalhousie University certificate in Biomedical Device Innovation and Entrepreneurship in addition to the MASC or PhD being undertaken. See department website for details.

II. Admission

Candidates must satisfy the general requirements for admission to the Faculty of Graduate Studies. In addition to the Faculty of Graduate Studies requirements, the School of Biomedical Engineering has the following requirements for the MASC and PhD programs.

MASC Program

Students will be accepted into the MASC program from:

1. BEng or BASc from an accredited undergraduate engineering program
2. four-year BSc in the physical sciences (e.g. Mathematics, Physics, Chemistry, etc.) with research experience**
3. four-year BSc in the biological sciences (e.g. Physiology, Biophysics, Biochemistry, Microbiology, Immunology, etc.) with research experience**
4. MD, DVM, DDS or equivalent

In cases (3) and (4) above, additional undergraduate coursework may be required prior to entry into the program. This will depend on the nature of the research thesis to be undertaken and the requirements will be developed in consultation with the school; however, a minimum of second year undergraduate calculus (equivalent to Dalhousie University's MATH 2001.03 and MATH 2002.03) plus linear algebra and/or statistics, and one year of physics and chemistry will normally be required. **Qualifications for research experience include: a research thesis, senior research project, or equivalent work experience determined in consultation with the School of Biomedical Engineering.

A minimum mid-B average during the student's undergraduate coursework (with a minimum average of A- over the last two years) will be required, plus demonstrated ability to communicate and write in English (consistent with the entry requirements of the Faculty of Graduate Studies, e.g. TOEFL > 600).

GRE Aptitude and Advanced scores in one of the sciences are recommended for all applicants whose undergraduate work has been completed outside Canada.

PhD Program

Students will be accepted into the PhD program from a Masters degree from an accredited program. Transfer from the MASC program will only be considered for exceptional students who have completed at least five half-credit courses and passed a PhD Transfer Examination.

Financial Support

A minimum stipend of \$17,500 is available for MASC graduates and \$19,000 for PhD graduates. Normally, students who are accepted are supported financially either by external sources or Dalhousie scholarships. Additional financing is available for students with external scholarships. Applications should be made early, preferably by April 1 at the latest.

Funding for the NSERC CREATE: BioMedic program is in the form of an NSERC CREATE award of a minimum of \$17,500 per year for MASC candidates and minimum of \$21,000 per year for PhD candidates, with Top-up and partner funding for outstanding students - stipends can exceed \$35,000.

III. Degree Requirements

MASC Program

1. At least a total of six half-credit courses (three full credits) to be chosen in consultation with a school advisor. It is expected that a minimum of four of these courses will be taken from the suite of 5000-level courses offered by the School of Biomedical Engineering. In addition, students whose preparation in a particular area is deficient may be required to complete appropriate courses, as part of the six half credit courses or exceeding this number.
2. Attendance and participation in the BME seminar program.
3. A research thesis representing original work by the student will be carried out under the supervision (or co-supervision) of a faculty member of the School of Biomedical Engineering who is also a member of the Faculty of Graduate Studies. This thesis will normally be 75-100 pages in length exclusive of figures, tables, references, etc. Where the student's principal research

supervisor is not appointed in the School of BME, a co-supervisor from within the school will be named on the advice of the school's Graduate Studies Coordinator in order to ensure that the thesis contains sufficient Biomedical Engineering content. The student must also undertake a satisfactory oral defense of the research thesis.

PhD Program

Supervisory Committees

Each student will have a supervisory committee consisting of their thesis supervisor plus two faculty members appointed to the Faculty of Graduate Studies, of whom one must be a member of the School of Biomedical Engineering, and one will ordinarily not be a member of the School of Biomedical Engineering. The supervising committee will meet at least twice a year (including September following admission) or when called by any member of this committee or the student.

IV. Course Descriptions

Not all courses are offered every year. Please consult the current timetable for this year's offerings.

BMNG 5010.03: Introductory Physiology for Biomedical Engineering.

A survey of the physiology of human organ systems including the nervous, cardiovascular, respiratory, renal, gastrointestinal and endocrine systems. Some emphasis will be placed on engineering principles, including biomechanics, bioelectricity, dynamic systems and control theory, where appropriate. CROSS-LISTING: PHYLS323.03

BMNG 5060X/Y.00: Introduction to Biomedical Technologies in Clinical Settings.

This is a non-credit course which is required for the Biomedic Program - an NSERC Create training program in Biomedical Technology Innovation and Commercialization. It focuses specifically on clinical exposure and an appreciation of the challenges of device development for clinical use. Areas of exposure are in clinical ethics, principles of human physiology and pathophysiology, biomedical device certification, technology challenges in challenging environments such as the operating room and clinic and sterilization issues. Students will be directly exposed to clinical procedures and patients during the course. Enrolment is limited.

BMNG 5110.03: Biocompatibility and Biomaterials Design.

This course deals with the scientific basis of biocompatibility (host and materials responses in biomaterials) and its application to intelligent design of biomaterials for implantable systems. The course will be divided into thirds: (i) cellular, tissue-level, and systemic responses to implanted devices, including thrombosis, wound-healing, cytotoxicity, and immunological responses; (ii) materials degradation including corrosion, dissolution, swelling/leaching, surface chemistry, etc.; (iii) case studies of materials and device design including: heart valves, total hip prostheses, dental restorative materials, total artificial heart, burn dressings and hemodialysis systems. The course will be evaluated by three literature criticism sessions, a research paper and coupled class presentation, one mid-term test and a final exam.

BMNG 5120.03: Biomechanics in Physiology and Surgical Implant Design.

This course deals with: (i) solid and fluid mechanical analysis of biological tissues and organs, and (ii) use of mechanical engineering techniques in the design of implantable medical devices, e.g. heart valves, vascular grafts, ligament replacements, total artificial heart, and total hip or knee replacements. Topics to be covered include cell structure and mechano-electrical function, blood flow, arterial mechanics, bone structure and mechanics, mechanics and tribology of artificial joints, muscle mechanics, pulmonary functions, fundamentals of gait and mobility aids. Guest lecturers from clinical sciences will help to develop the practical context of biomechanical engineering problems. EXCLUSION: MECH 4650.03

BMNG 5130.03: Biomechanics of Human Gait.

An overview of the research in biomechanics of human motion with particular focus on gait analysis. Topics include measuring and analysis techniques, biomechanical modelling, and data analysis techniques. Applications include the

study of normal, able-bodied gait, and the evaluation of gait pattern changes associated with osteoarthritis, and total knee replacement.

BMNG 5150.03: Introduction to Tissue Engineering.

Tissue engineering is a recent and fast-growing field which encompasses and unites biology, chemistry, medical sciences and engineering to design and fabricate systems to replace tissues and organs. Topics will include tissue engineering scaffolds, cell incorporation (selection and culture), in vivo versus in vitro constructs, and applications of tissue engineering.

BMNG 5160.03: Bioengineering in Orthopaedics and Dentistry.

Orthopaedics and dentistry dominate the medical device market, providing some conspicuous examples of successful biomaterials engineering. This course will explore a number of biological and engineering considerations that arise in the design and development of implants for skeletal tissue replacement or regeneration, with an emphasis on bone/implant interactions. This course is normally offered every second year.

BMNG 5210.03: Biomedical Instrumentation, Data Acquisition and Analysis.

This hands-on course is an introduction to computer-based acquisition and analysis of physiological signals as relevant to Biomedical Engineering. In an integrated series of lectures and laboratory projects, students will use A/D, D/A, and serial techniques to acquire real and simulated data from a variety of sensors (e.g. electrocardiograms, muscle activity, pressure, temperature and sound). Issues such as sampling, aliasing, filtration, convolution and image analysis will be examined. This course provides a step-by-step introduction to programming with Labview (National Instruments) and Python.

BMNG 5230.03: Biomedical Signal Analysis and modelling.

This course is directed at the student interested in the analysis of physiological signals and modeling of physiological systems using mathematical methods. It is ideally paired with Biomedical instrumentation which in the spring term covers data acquisition and transducer instrumentation through programming in Labview. In this course the focus will be on analysis of physiological signals using Engineering signal analysis approaches. This course is normally offered every second year.

BMNG 5260.03: Diagnostic Imaging and Radiation Biology.

This course will discuss the basic principles behind modern medical imaging modalities including the mathematical foundations of image process and image reconstruction from projections. the specific imaging modalities that the course covers are X-ray, CT, PET, MRI, and Ultrasound imaging. Fundamentals of ionizing radiation along with the interaction of radiation with tissue is also described. Students will all be required to perform one Magnetic resonance Imaging lab/report using a bench-top Earth field MRI system. FORMAT: Lecture

BMNG 5310.03: Business of Medical Technology I.

Students work in interdisciplinary teams to trial-develop a biomedical concept from idea to commercial product in this course and in the following course BMNG 5311.03. Topics covered include innovation and design methodology and industry practice, industrial design and creativity in design, intellectual property fundamentals and industry practices, medical technology development processes. Teams combine students from biomedical engineering, medical residents and MBA programs. Enrolment is limited. FORMAT: Lecture/seminar and group project

BMNG 5320.03: Entrepreneurship and the Business of Medical Technology II.

Students work in interdisciplinary teams to trial-develop a biomedical concept from idea to commercial product. Topics include opportunity identification, professional standards, communication, professional standards, medical device commercialization strategies, medical regulatory concerns (FDA/CSA/EU) and the road to translation and market insertion. Students work in teams combining engineering, clinical and management expertise. Enrolment is limited. FORMAT: Lecture/Seminar and Group Project PREREQUISITE: BMNG 5310.03

BMNG 5410.20/5420.03/5430.03: Directed Readings in Biomedical Engineering.

This course is designed for students wishing to gain knowledge in a specific area in which no graduate level courses are offered. Class format is variable and may include seminars, lectures, and the study of papers and/or book chapters as part of a directed research or design project. Students are required to present the work (not less than 90 hours per semester), in a written report which will be evaluated. Normally, a student can take only one directed reading course as part of their degree program.

BMNG 5500.00: Biomedical Engineering MASc Seminar.

All MSc students must present their thesis proposal to the department in a departmental seminar.

FORMAT: Program requirement (see description)

BMNG 5510.00: Biomedical Engineering MASc Thesis Proposal.

Each MASc candidate in biomedical engineering must prepare a Thesis Proposal at about the one-year mark in the MASc program. The written proposal should include a title page, table of contents, introduction/literature review, thesis objectives/hypothesis, proposed methods and materials, timeline for the project, progress/results to date, and a list of references. The body of written text should not exceed 20 pages.

FORMAT: Program requirement (see description)

BMNG 5530.00: Biomedical Engineering MASc Research Day.

All MSc students must present their research at least once at the departmental Research Day.

FORMAT: Program requirement (see description)

BMNG 6500.00: Biomedical Engineering PhD Seminar.

All PhD students must present both their proposal and the results of their research to the department in a departmental seminar.

FORMAT: Program requirement (see description)

BMNG 6510.00: Biomedical Engineering PhD Thesis Proposal.

In preparation for the research thesis work, each PhD candidate must first prepare and defend a PhD Thesis Proposal. Presented at about the 1-year mark in the PhD program, this 20-40 page proposal will briefly review the relevant scientific/engineering literature, present the research objectives and specific hypotheses to be tested, describe the methodology to be employed, the expected outcomes and potential pitfalls, demonstrate the likelihood of an original contribution to knowledge relevant to Biomedical Engineering.

FORMAT: Program requirement (see description)

BMNG 6520.00: Biomedical Engineering PhD Candidacy Examination.

In the second year of the program the student will be provided with five questions related to the student's research area. The committee will select three of these on which the student will write 15-20 page papers in the style of a journal review articles. The committee will orally examine the student both on the content of the papers and on background knowledge in the research area.

BMNG 6530.00: Biomedical Engineering PhD Research Day.

All PhD students must present their research at least twice at the departmental Research Day.

FORMAT: Program requirement (see description)

BMNG 9000.00: MASc Thesis.

BMNG 9530.00: PhD in Biomedical Engineering.

FORMAT: Thesis

Community Health and Epidemiology

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Telephone : (902) 494-3860
Fax: (902) 494-1597
Email: che@dal.ca
Website: http://che.medicine.dal.ca

Department Head

Levy, A.

Professors

Anderson, D. (major appointment in Department of Medicine)
Brown, M. G. (post-retirement)
Burge, F. (major appointment in Department of Family Medicine)
Cox, J. (major appointment in Department of Medicine)
Dodds, L. (major appointment in Obstetrics and Gynecology)
Dunbar, M. (major appointment Department of Surgery)
Gahagan, J., (major appointment in School of Health and Human Performance)
Gardner, W. (major appointment in Perinatal Epidemiology Research Unit, IWK)
Guernsey, J. R. (cross appointment in School for Resource and Environmental Studies)
Johnston, G. (major appointment in School of Health Services Administration)
Johnston, L. (major appointment in Department of Medicine)
Kephart, G.
Kirkland, S. (cross appointment in Department of Medicine)
Langille, D. B.
Langley, J. (major appointment in Pediatrics)
Mitnitski, A. (major appointment in Department of Medicine)
Murray, T. J. (post-retirement)
O'Brien, B. (post retirement)
Parker, L. (major appointment Director of Population Cancer Research Program)
Porter, G. (major appointment in Department of Surgery)
Sargeant, J. (major appointment in Continuing Medical Education)
Sketris, I. (major appointment in College of Pharmacy)
Stewart, S. (major appointment in Psychology)
Tomblin-Murphy, G. (major appointment in School of Nursing)
Whalen, A. M. (major appointment in College of Pharmacy)

Associate Professors

Allen, M. (major appointment in Continuing Medical Education, Director, Evidence Base Programs)
Allen, V. (major appointment in Department of Obstetrics and Gynaecology)
Asada, Y.
Asbridge, M.
Flowerdew, G.
Kirk, S. (major appointment in School of Health Administration)
LeBlanc, J. (major appointment in Pediatrics)
MacPherson, K.
Molinari, M. (major appointment in Department of Surgery)
Payne, J. (major appointment in Department of Diagnostic Radiology)
Rao, S. (major appointment in Psychiatry/Annapolis Valley Health)
Steenbeek, A. (major appointment in School of Nursing)
Travers, A. (major appointment in Department of Emergency Medicine)
Weerasinghe, S.
Yanchar, N. (Div. Pediatric General Surgery, IWK)

Assistant Professors

Andreou, P.
Baskett, R. (major appointment in Department of Cardiovascular Surgery)
Castleden, H. (major appointment School Resource and Environmental Studies)

Hayden, J.
 Johnson, P. (major appointment in Surgery)
 Kim, J.
 Kuhle, S. (major appointment Department of Pediatrics, Obstetrics and Gynaecology)
 Marshall, E. (major appointment in Department of Family Medicine)
 Porter, G. (major appointment in Department of Surgery)
 Rainham, D. (major appointment Elizabeth May Chair in Sustainability and Environmental Health)
 Simms, C. (major appointment in Health Services Administration)
 Woolcott, C. (major appointment in Perinatal Epidemiology Research Unit, Department of Obstetrics, Gynaecology and Pediatrics)

Adjunct Faculty

Al Azem, A. (Assistant Professor)
 Angus, C. (Lecturer) Research Methods Unit, Capital Health
 Atherton, F. (Assistant Professor) Deputy Chief Medical Officer of Health, NS Department of Health and Wellness
 Badenhorst, C. (Assistant Professor) Medical Officer of Health, Cape Breton area
 Braunstein, J. (Lecturer) Senior Director, Public Health, NS Dept. of Health
 Campbell, J. (Assistant Professor) Director, Adult Mental Health Services, Annapolis Valley District Health Authority
 Campbell, L. A. (Lecturer) Capital Health
 Davidson, K. (Assistant Professor) Ctr. for Behavioural Cardiovascular Health, Columbia University, Medical Centre, New York
 Duffy, A.
 Fleming, D. (Associate Professor) Canada Research Chair in X-Ray Fluorescence Medical Physics, Mount Allison University
 Gould, R., (Assistant Professor) MOH Annapolis Valley, South Shore, South West Health Authorities
 Graham, S. (Assistant Professor) Regional Medical and Research Specialist, Pfizer Canada Inc.
 Hatchett, J. (Assistant Professor) Interdisciplinary Research, IWK
 Hatcher-Roberts, J. (Assistant Professor) Executive Director, Canadian Society for International Health and Faculty of Medicine, University of Ottawa
 Hicks, V. (Assistant Professor) Health Economics Consulting Services
 King, D. (Lecturer) Chief Medical Officer, Worker's Compensation Board of Nova Scotia
 Kisely, S. (Professor) University of Queensland
 Kit, O. (Lecturer) Research Methods Unit, Capital Health
 MacLean, D. (Professor) Senior Advisor, NMH, WHO
 MacLeod, S., Department of Paediatrics, UBC
 MacKinnon, N. (Professor) University of Arizona
 Maddalena, V. (Assistant Professor) Division of Community Health and Humanities, Memorial University
 McClure, C. (Assistant Professor) PEI Department of Health and Wellness
 McGowan, V. (Associate Professor), Senior Advisor, Offender Programs and Reintegration Branch, Correctional Services Canada
 Mitton, C. (Associate Professor) School of Population and Public Health, UBC
 Pottie, K. (Associate Professor) Departments of Family Medicine and Epidemiology and Community Health, University of Ottawa
 Power, C. (Lecturer) CEO, Capital District Health Authority
 Rao, S. (Associate Professor) Head of Psychiatry, Annapolis Valley Hospital
 Ritchie, K. (Assistant Professor) Consulting Scientist, IWK
 Sarwal, S. (Assistant Professor) NS MOH DOH Promotion and Protection
 Strang, R. (Assistant Professor) Chief Medical Officer of Health, Dept of Health Promotion and Protection
 Tallon, J. (VP) Emergency and Health Service Commission, Vancouver, BC
 Tamim, H. (Associate Professor) School of Kinesiology and Health Science, York University
 Ungurain, M.
 VanLeeuwen, J. (Associate Professor) Department of Health Management Atlantic Veterinary College, UPEI
 Watson-Creed, G. (Professor) Regional Medical Officer of Health, Dept of Health Promotion and Protection
 White, F. (Professor) Pacific Health and Development Sciences, British Columbia

Adjunct Research Associate

Doucette, S. (Senior Biostatistician Research Methods Unit, Capital District Health Authority)

Cross Research Associate

Parker, R. (W. K. Kellogg Health Sciences Library)

Lecturer

Dummer, T. (major appointment in the Canadian Centre for Vaccinology, IWK Health Centre)

A. Educational Objectives

The department is formally engaged in the education of undergraduate medical students and residents and in the provision of graduate teaching through the MSc Community Health and Epidemiology and the PhD interdisciplinary studies. These programs are designed to meet the following objectives:

1. have an in-depth understanding of epidemiologic principles and research methods.
2. critically evaluate research evidence.
3. collaborate and contribute to the design and implementation of health care research.
4. undertake ethical and sound research as an independent investigator.
5. play leadership roles in translating results into policy, guidelines and health care decision-making.
6. teach and promote epidemiologic principles and research methods.

B. First and Second Year Medicine

The Department participates in the undergraduate education program by active involvement of Faculty members, as Unit Heads and tutors. In addition, Faculty members provide student electives and individual consultations with students.

C. MSc Program in Community Health and Epidemiology (CH&E)

The MSc program emphasizes knowledge, analytical skills and formal evaluative methods with application to disease prevention, health promotion and assessment of community health service and system needs. The typical MSc CH&E student has had undergraduate training in a health profession or a related scientific discipline, and often has experience in research or other work related to health. Admission standards are consistent with those of Dalhousie University's Faculty of Graduate Studies, with the exception of higher minimum requirements as follows: GPA 3.3, TOELF (ibt) 100, TOEFL (pb) 600, IELTS 7.5. Students are also required to have a recent course in basic statistics. Enrolment is limited. Limited numbers of part-time students are accepted. Selected applicants will be interviewed as part of the selection process.

Graduate Courses Offered

Not all courses are offered every year. Please consult the current timetable for this year's offerings.

CH&E 5000.03: Community Health Principles.

This is an introductory course in Community Health Principles for graduate-level students in the health fields. Community health focuses on the health of populations or groups. The course will cover a broad range of community health issues, and will focus on strategies to improve the health of a population with emphasis on health protection, disease prevention, and health promotion. The student will apply community health principles and acquire in-depth knowledge of specific health topic areas through group and individual projects.

CH&E 5010.03: Epidemiology Principles.

This introductory course is intended for graduate-level students with no background or formal training in epidemiology. This course introduces students to the basic principles and methods of epidemiology, with various examples from the literature in communicable and non-communicable diseases. Topics include measures of health and risk, epidemiological study designs and considerations regarding issues of measurement and precision that include assessments of internal and external validity, standardization, confounding, bias, interaction and causality. The course includes presentations in selected special topics in epidemiology.

CH&E 5019.03: Principles of Biostatistics.

This course covers essential statistical methods for medical and public health research. Topics include descriptive analysis techniques and basic principles of statistical inference for comparison of means, proportions and investigation of relationships between variables using least squares and logistic regression.

Students will also become familiar with nonparametric tests and power and sample size calculations. Computer labs expose students to statistical software such as STATA. This course consists of two 90 minute lectures and one 90 minute lab each week. Students require a recent course in basic statistics prior to registering for this course.

CH&E 5030.03: Research Methods in Community Health and Epidemiology.

This course explores the logic and principles of research design, measurement, and data collection. It focuses on the critical evaluation of research articles, research design, research proposal writing. The course covers a range of methodological issues and methods, including experimental and quasi-experimental designs, survey research and sampling, measurement, and qualitative methods.

CH&E 5040.03: Introduction to Health Services Research and Policy.

This course introduces students to basic concepts and tools in health services research important for critical evaluation of health services systems and policy. The course overviews the evolution and delivery, organization, and financing of the Canadian health services system, explores theoretical frameworks to evaluate health services systems, and examines strategies for knowledge translation. The topics covered include: health-related quality of life measures, quality of health care, needs for health care, economic evaluation of health services, resource allocation, equity in health care and health outcomes, primary care reform, and public vs. private health care financing.

CH&E 6001.03: Environmental and Occupational Health.

Principles and concepts underlying environments and human health comprise the major focus of this course. The nature of a variety of agents, including chemical, physical, biological, ergonomic and radiation hazards, how these agents are dispersed and transformed in the environment, the pathways of human exposure to these agents, and characterization of the health effects resulting from exposure are reviewed. The course will also discuss human environments as a determinant of health and will consider dimensions of places, spaces and health as factors in the human environment. Two field trips are planned 1) Pockwok water treatment plant 2) Montague Historic Gold Mine. There will also be a laboratory teaching class (at the NRC-IMB) covering personal exposure to volatile organic compounds in the environment.

CROSS-LISTING: ENVI 5010.03

CH&E 6010.03: Community Health Practicum.

CH&E 6019.03: Biostatistical Modeling.

The primary objective of this course is to gain mastery over the statistical modeling techniques that are most frequently used in clinical and population health data analysis. Students will learn both cross sectional and longitudinal data analyses for continuous, binary and count data. Specific methods will include poisson regression, log linear models and survival data analyses. Students will also learn most of the commonly used procedures in the Statistical Analysis System (SAS).

PREREQUISITES: CH&E 5019.03, CH&E 5010.03

CH&E 6020.03: Advanced Epidemiology.

This course focuses on the design, conduct, analysis, and interpretation of epidemiologic studies. Both experimental (community intervention trials) and non-experimental, or observational (cohort, case-control), studies may be covered. Topics for general discussion will include study designs, subject selection, measurement issues pertaining to ascertainment of exposure and outcome, design issues such as stratification and matching, methodological issues such as confounding, effect modification, misclassification, and sources of bias. Data analysis will emphasize the practical application of statistical concepts; measuring associations and effect size, multivariate modelling, logistic regression, poisson regression, and survival analysis (time permitting), and the combining of individual study results using meta-analysis.

PREREQUISITES: CH&E 5010.03, 5019.03

CH&E 6024.03: Methods in Clinical Trials.

This course is developed for students in the graduate program of Community Health and Epidemiology who have a particular interest in randomized controlled trials (RCT's). Participants will be introduced to the practical issues in designing a controlled clinical trial by developing a clinical trial protocol throughout the course. Several designs for RCT's and Cancer clinical trials will be examined. The

course will review the methods of how to analyze continuous and categorical data as well as censored data and perform interim analysis. The course will cover topics on sample size determination, Meta-Analysis and Bayesian methodology. Evaluation is based on the written protocol and statistical analysis on a simulated data set based on the written protocol.

PREREQUISITES: CH&E 5019.03, CH&E 5010.03

CH&E 6030.03: An Introduction to Clinical Epidemiology.

This course is intended for students with an interest in carrying out research that is directly relevant to clinical practice. This course is suitable for medical residents and other post-graduate students, as it will fulfill many of the Royal College Specialty Objectives of Training for experience in non-medical expert roles such as Scholar, Collaborator and Communicator. This course will introduce students to the field of clinical epidemiology. Specific topics will include: common types of clinical epidemiology research questions such as clinical findings, etiology, differential diagnosis, diagnostic tests, prognosis, therapy, economics and prevention; research designs used in clinical epidemiology including experimental and non-experimental study designs, qualitative studies and meta-analysis; and sources of bias.

CH&E 6031.015: Introduction to Clinical Epidemiology.

This course will introduce students to the field of clinical epidemiology. Clinical epidemiology is the science of making predictions about individual patients by counting clinical events in groups of similar patients and using strong scientific methods to ensure the predictions are accurate. Its purpose is to develop and apply methods of clinical observation that will lead to valid conclusions by avoiding being misled by systematic error and the play of chance. It is an important approach to obtaining the kind of information clinicians need to make good decisions in the care of patients. Specific topics will include: common types of clinical epidemiology research questions such as clinical findings, etiology, differential diagnosis, diagnostic tests, prognosis, therapy, economics and prevention; research designs used in clinical epidemiology including experimental and non-experimental study designs, qualitative studies and meta-analysis; and sources of bias.

CH&E 6042.03: Determinants of Health in Human Populations.

This course will focus on health from a population and societal perspective, with an emphasis on the determinants and distribution of health in human populations. Students will be introduced to basic demographic tools and concepts useful for studying the health of populations, including the determinants of mortality/morbidity decline and change, the medicalization of health, and the changing institutional structure of healthcare delivery. Separate treatment will be given to health in developed countries, highlighting differences in the distribution, determinants, and consequences of health in the two settings. Population-based approaches to health policy will be explored.

PREREQUISITE: CH&E 5000.03

CH&E 6046.015: Introduction to Global Health.

This course introduces and examines major health & health-related challenges of developing, resource-constrained and emerging nations, and how individual countries and global health partners are finding solutions to address these challenges. Students will study and analyze a variety of health priorities among different populations, cultural settings and health systems in relation to global health goals and partnerships.

CH&E 6049.03: An Introduction to Systematic Review and Meta-analysis in Health Care.

Systematic reviews are recognized as one of the most useful and reliable tools to help decision-makers make evidence-informed decisions. Systematic reviews attempt to provide answers to health care questions by systematically identifying, appraising and synthesizing relevant studies using methods that limit potential bias. Widespread and growing use of systematic reviews to synthesize evidence makes it useful for health researchers and professionals to be able to understand, critique, and perform this type of research study. This course will introduce principles of evidence-informed practice and provide an overview of current systematic review methods. The course will focus on the more developed methods of systematic review/meta-analysis of randomized controlled trials for interventions, however will address application of methods to systematic reviews of non-randomized and non-intervention studies. Specific topics will include: formulating a research question for a systematic review, literature searching,

critical appraisal of studies, synthesis of study results including meta-analysis, reporting and interpretation, and knowledge translation.

PREREQUISITES: CH&E 5019.03, 5010.03

CH&E 6052.03: Epidemiology of Infectious Diseases.

Interrelated topics, crucial to understanding infectious diseases epidemiology and how epidemiology can inform our understanding of infectious diseases and its management at the individual level will be covered. These include basic microbiology, the chain of infection, disease pathogenesis, spectrum of illness associated with infectious agents, diagnostic tools, patterns of infection and disease in populations, outbreak recognition and management, infection prevention and control. The course will explore such current issues as emergence of new infections, bioterrorism, and healthcare associated infections.

PREREQUISITES: CH&E 5000.03 and CH&E 5010.03

CH&E 6054.03: Secondary Data Analysis.

This course focuses on the use of secondary data sources that are available to public health researchers in Canada. Data sources covered include Statistics Canada surveys, administrative health data, perinatal databases, and cancer registries. Data analyses will emphasize the practical application of statistical and epidemiological concepts to each data source.

FORMAT: Seminar

PREREQUISITES: CH&E 5010.03, CH&E 5019.03

CH&E 6060.03: Directed Readings/Studies I.

CH&E 6062.03: Directed Readings/Studies II.

CH&E 6074.015: Introduction to Methods in Clinical Trials.

FORMAT: Lecture, seminar and group discussion

PREREQUISITES: CH&E 5019.03, CH&E 5010.03

CH&E 9000.00: Master's Thesis.

Diagnostic Radiology

Location: QEII Health Sciences Centre
Victoria General Site, 3rd Floor
Halifax, Nova Scotia
Telephone: (902) 473-5452

Professor Emeritus

Fraser, D. B.

Head of Department

Barnes, D.

Professors

Daniels, C.
Fraser, J. D.
LeBrun, P.
Lo, C.
Miller, R. M.
Mitchell, M. J.

Associate Professors

Abdoell, M.
Abraham, R.
Beyea, S.
Brydie, A.
Burrell, S.
Clarke, J.
Dobson, R.
Ferguson, D.
Iles, S.
Johnson, A. J.
Jones, G. R. M.
Khan, N.
Mawko, G.
Murphy, G.
O'Brien, K.
Payne, J.
Ross, A.
Schmidt, M.
Schmit, P.
Shankar, J.
Vandorpe, R.

Assistant Professors

Anderson, I.
Arnason, S.
Barry, M.
Borgaonkar, J.
Bowen, C.
Boyd, D. (cross appointment Oral Sciences)
Brown, P.
Byrdie, A.
Butt, R.
Caines, J. S.
Clarke, S.
Delaney, S.
Feindel, K. (cross appointment)
Filiaggi, M. (cross appointment Oral Sciences)
Flemming, B. K.
Galwa, Ram P.
Gillis, C.
Gordon, D.
Gundogan, M.
Heidenreich, J.

Iles, D.
 Keough, V.
 Kydd, D.
 Lightfoot, C.
 Maloney, W. J.
 Manos, D.
 Martel, J.P.
 McPhee, D.
 Mohsin, H.
 Paterson, J.
 Pittman, C.
 Pringle, C.
 Psooy, B.
 Rowe, J.
 Schaller, G.
 Scott, I.
 Teed, L.
 Thomas, C. (cross appointment Med Oncology)
 Thompson, D.
 Versnick, E.
 Whelan, J. F.
 Yeadon, D. E.

Lecturers

Acton, D.
 Allen, J.
 Archer, B.
 Barton, W. F.
 Berry, R.
 Boyd, G.
 Burke, J.
 Butler, G.
 Cheverie, D.
 Clarke, G.
 Colter, K.
 Curtis, H.
 Ellis, R.
 Heelan, J.
 Ingham, A.
 Joy, G.
 King, H.
 MacSween, M.
 Maiani, I.
 Martin, J.
 Mayer, L.
 McDonald, L.
 Mowatt, J.
 Oxner, J. H.
 Salgado, M. J.
 Simms, J. D.
 Surette, J.
 Swan, J.
 Tonkopi, E.

A. Course of Study

First and Second Year Medicine

Through the cases in the COPS curriculum, the student becomes familiar with the many diagnostic imaging modalities (x-ray, ultrasound, computerized tomography, magnetic resonance, and nuclear medicine) and with interventional radiology such as needle biopsy, angioplasty, percutaneous tubal drainage, and vascular embolization. Electives are available for first and second COPS clerkship.

There are four three hour compulsory Wednesday afternoon educational sessions. The emphasis is placed on the investigation of patient problems, using various imaging modalities, interventional diagnostic and therapeutic radiology. One month electives are also available in clerkship.

Texts:

- Appleton, Hamilton, Simon, *Surface and Radiological Anatomy*

The following books are suggested reading:

- Squire - *Fundamentals of Roentgenology*
- Meschan - *Synopsis of Roentgen Signs*, and Armstrong - *X-Ray Diagnosis*

B. PGY1

One month electives available from September to June inclusive.

C. Residency Training

An integrated University residency training program is available in the Department consisting of a five year program meeting the requirements of the Royal College of Physicians and Surgeons of Canada in Diagnostic Radiology. Participating hospitals include QEII Health Sciences Centre, IWK-Grace Health Centre, the Victoria General Hospital, and Saint John Regional Hospital.

D. Fellowship Training

Clinical fellowships are available in Cardiovascular, Gastrointestinal, Musculoskeletal, Neuroradiology, and General Imaging.

E. CME Programs

The department offers two week clinical traineeships in General Imaging (CT, Nuclear Medicine, Ultrasound, Cardiovascular, Interventional, Mammography, General Pediatric Radiology and Neuroradiology) between October and May.

Emergency Medicine

Location: Halifax Infirmary, Suite 355
QEII Health Sciences Centre
1796 Summer Street
Halifax NS B3H 3A7
Telephone : (902) 473-2214
Fax: (902) 473-3617
Email: emergency.medicine@dal.ca
Web page: <http://emergency.medicine.dal.ca>

Head

Petrie, D. A. (District Chief, Capital Health)

Director, Division of EMS

Cain, E.

Professors

Campbell, S. (Site Chief, QII HSC) (Medical Director, In-House Paramedics)
Croskerry, P. (cross appointment in Medical Education)
Green, R. (cross appointment in Critical Care)
Kovacs, G. (cross appointment in Medical Education)
LeBlanc, C. (cross appointment in Family Medicine and Medical Education)
Petrie, D.
Ross, J. (cross appointment in Medical Education and Anesthesia) (Program Director, RCPS)
Stewart, R. (cross appointment in CHE, Anaesthesia, Physiotherapy)

Adjunct Professor

Tallon, J.

Associate Professors

Blackie, B. (cross appointment in Pediatrics) (Postgraduate Coordinator, Pediatric Emergency Medicine)
Bullock, G. (cross appointment in Medical Education)
Cain, E.
Field, S. (Assistant Dean, UGME)
Magee, K.
Talbot, J. (Academic Head/Clinical Dept. Head, SJRH)
Taylor, B. (cross appointment in Pediatrics)
Travers, A. (cross appointment in CHE)
Watson, M. L. (cross appointment in Family Medicine)
Wren, P. (primary in Pediatrics) (Associate Site Chief, IWK)
Yanchar, N. (primary appointment in Surgery)

Assistant Professors

Ackroyd, S.
Alansari, A.
Albert, J.
Allen, D.
Asbridge, M. (primary appointment in CHE)
Avery, C.
Bader, J.
Blandford, A. (cross appointment in Family Medicine)
Boudreau, D.
Cajee, I.
Carr, B. (cross appointment in Family Medicine)
Carter, A.
Carter, J.
Chesser, T.
Clory, M. (Site Chief, CCHC)
Coakley, A.
Cox, C. (Undergraduate Coordinator)
Currie, T.

Curry, S.
Das, B. (Program Director, CFPC-Em)
Davis, M.
DeSousa, N.
Dingle, M. (cross appointment in Family Medicine)
Duguay, G.
Evans, M.
Fieldus, W.
Gedmintas, A.
Gillis, J.
Grant, J. (cross appointment in Pediatrics)
Hannigan, Jay
Hannigan, Jennifer
Hanson, S.
Hebb, L.
Henneberry, R. (Postgraduate Coordinator)
Howlett, M. (cross appointment in Medical Education) (Clinical Academic Head, SJRH)
Howlett, T.
Huntsman, J.
Hurley, K.
Jarvis, C.
Keyes, P. (Education Site Coordinator, Saint John, NB)
Leverman, J.
Lohoar, A.
Losier, C.
MacDonald, S.
MacIntyre, J.
MacNeill, R. (primary appointment in Family Medicine)
MacPhee, S. (cross appointment in Pediatrics) (Site Chief, IWK)
MacVicar, G. (Site Chief, CBRH)
McCulloch, D. (primary in Pediatrics)
McLaughlin, M.
McLeod, B.
McMahon, L.
McMullen, M.
McTimoney, M. (cross appointment in Pediatrics)
McVey, J.
Mekwan, J.
Melanson, S.
Middleton, J.
Milburn, C.
Miller, R.
Miller, S.
Morrison, H.
Murphy, N. (Director, Poison Centre)
Murray, J.
O'Brien Caines, S.
O'Hanley, P. (cross appointment in Family Medicine)
Parkash, R. (Clinical Chief, DGH)
Pishe, T.
Sampson, J.
Sampson, M.
Sarkisian, A.
Sigsworth, W. (cross appointment in Family Medicine)
Smith, L. (cross appointment in Family Medicine)
Smith, S.
Sohn, M.
Sommers, J.
Stokes, R.
Swift, A.
Vaillancourt, C.
Walsh, P. (cross appointment in Family Medicine)
Whalen, R.
Wu, K.
Wurster, C.
Young, G.
Young, M.

Adjunct Assistant Professor

Scott, J. (primary in Pediatrics)

Lecturers

Addie, B. (primary in Family Medicine)
Beck, G.
Black, D.
Bood, T.
Cameron, S.
Campbell, G.
Champion, P.
Clark, G.
Drake, W.
English, K.
Hamson, A. (cross appointment in Pediatrics)
Hayden, M.
Holmes, A.
Jensen, J.
Keith, K.
Landry, S.
Lantz, C.
LeGresley, A.
Levesque, C. (cross appointment in Family Medicine)
McGraw, M.
McKenna, P. (cross appointment in Family Medicine)
Meagher, J. (cross appointment in Family Medicine)
Morley, C. (primary in Pediatrics)
Murphy, K.
Smyth, P. (cross appointment in Family Medicine)
Walker, J.
Watson, M.
Young, N.

A. Emergency Medicine

The Emergency Medicine undergraduate experience introduces medical students to the role of the department in the delivery of health care. The Emergency Department is in essence the “show room” for the hospital center. It is a barometer of the well-being of the community, as well as the entire health care system. In Emergency Medicine, students will notice a wide diversity of undifferentiated illness, from the simple laceration to the complexity of a myocardial infarction leading to cardiac arrest. The student will learn how the triage system coordinates how these diseases will be addressed.

B. First and Second Year Medicine

Our staff are the faculty for various clinical programs in the Med I year, including “Professional Competencies” (Skilled Clinician), Integrated Clinical Experience (ICE), Student Led Clinical Case Review (SLCCR), as well as Host Defence. Many students enter a lottery for the Med II experience of an elective in the Emergency Department. This is a unique opportunity to have an unparalleled “one-on-one” tutorial by the EM faculty.

C. Clinical Clerkship (Med III and IV)

PIER I (Positioning, Integration, Evaluation, Research/Review) is a multidisciplinary activity, with Emergency Medicine faculty taking a leadership role in the administration and running of this section. It is the first unit of clinical clerkship and consists of: lectures, small group sessions, simulated patient encounters, skills and procedures, and resuscitation simulation sessions. The objectives of the unit are to familiarize students with hospital and clinic processes, refresh students’ basic clinical and communication skills, and set a framework for clinical problem solving.

All students complete a three-week rotation during the clerkship. As the delivery of Emergency Medicine is unique to each hospital, clinical clerks may rotate at either tertiary care centers or community hospitals. Each experience offers the student different rewards and challenges while fulfilling the learning objectives defined by the office of Undergraduate Medical Education and maintaining the standards of the specialty of Emergency Medicine.

D. Electives

Electives can be arranged in Emergency Medicine. Special requests are considered for all levels of medical training.

E. Residency Training

The College of Family Physicians Residency in Emergency Medicine is a one-year program after completing the CFPC Program. The program consists of clinical work, weekly academic days, extensive simulation workshops, and both written and oral mock examinations. Residents participate in grand rounds, journal club and a year-long research component. The Residency is divided over several sites, including Halifax, NS, Saint John and Moncton, NB.

Rotations include Adult Emergency, Pediatric Emergency, CCU, Orthopedic Surgery, Plastic Surgery, ICU and an elective. The program prepares residents to challenge the annual CFPC-EM certification examination.

The **Royal College of Physicians and Surgeons** Residency in Emergency Medicine is a five-year program offering extensive exposure to the clinical aspects of Emergency Medicine and related specialties. In addition, the resident receives specific training in relevant aspects of medical education, pre-hospital care and administration. Active participation in original research is a core component of this program. Residents have the option to pursue subspecialty training (Pre-hospital Care, Toxicology, Critical Care, Pediatric EM, etc.) during the fourth year, and ample elective time to pursue a masters degree. (Examples include Medical Education, Clinical Epidemiology, Public Health.)

The five-year rotation schedule is as resident-centric as possible. An example schedule follows:

Year One

Twelve weeks of Emergency Medicine. Eight weeks each of: Internal Medicine, Anaesthesia, Pediatric EM, and Surgery. Four weeks each of: Psychiatry, Plastics, Pediatric Anesthesia and Adult Anesthesia.

Year Two

Sixteen weeks each of: Emergency Medicine and ICU. Eight weeks each of: Neurosciences, Pediatric Emergency Medicine and Orthopedics. Four weeks of CCU.

Year Three

Sixteen weeks of Emergency Medicine. Four weeks each of: Pre-hospital, Research, Medical Education, Plastics, Trauma, Elective, Pediatric Emergency Medicine, Pediatric ICU, Community Emergency Medicine.

Year Four

Twelve weeks of Emergency Medicine. Twenty-four weeks Elective. Four weeks each of: Administration, Research, Toxicology and Anesthesia (Difficult Airway).

Year Five

Twenty weeks of Emergency Medicine. Twelve weeks Elective. Eight weeks each of: Research, Pediatric Emergency Medicine and Senior Trauma.

Suggested Resources

Emergency Medicine: Concepts and Clinical Practice, Rosen, Barkin et al
Emergency Medicine: A Comprehensive Study Guide, JE Tintinalli, E Ruiz, RL Krome
UpToDate (provided to residents)

F. Continuing Medical Education

A number of the Faculty participate in the planning of CME for Dalhousie CME short courses as well as presenting lectures/courses internationally and nationally which are offered by the Canadian Association of Emergency Physicians. Faculty also participate extensively as invited speakers/teachers at regional, national and international conferences.

G. Research

The Department of Emergency Medicine is committed to building research capacity and advancing knowledge in Emergency Medicine. Our investigators have a broad range of research interests that reflect the diverse nature of clinical practice in emergency departments and in pre-hospital care. Our particular strengths are in the areas of EMS, advanced airway management, resuscitation, patient safety and clinical decision-making as well as medical education and knowledge transfer. There are active multidisciplinary research programs in Emergency Medicine at Horizon Health, Capital Health and the IWK Health Centre. Our residents have successfully secured grant funding and won numerous awards for their excellent research projects.

We have a highly-skilled Research Support team that works with trainees and investigators to facilitate, support and promote the research activities in our department. They contribute their expertise in database management, research administration, grant applications and Research Ethics Board submissions. ‘

Family Medicine

Location: Abbie J. Lane Building, 8th Floor
QE II Health Sciences Centre
Telephone: (902) 473-4747
Fax: (902) 473-4760

Head Dalhousie Family Medicine

Archibald, G.

Professors

Archibald, G.
Burge, F. (cross with Community Health and Epidemiology)
Cameron, I. A. (post-retirement)
Gass, D. A. (post-retirement)
Hayes, V. (post-retirement) (cross with Medical Education)
Hennen, B. (post-retirement)
MacLachlan, R.
Miedema, B.
Smith, P. (cross with Medical Education)

Associate Professors

Brosky, G. (post-retirement)
Cameron, S. (cross with Medical Education)
Gold, E.
Hall, J.
Horrey, K.
McIntyre, P. (cross with Medicine)
Natarajan, N.
Putnam, W.
Tatemichi, S.
Vallis, M. (cross with Psychiatry)
Whelan, A. M. (major appointment in Pharmacy)

Assistant Professors

Apostolides, C.
Bell, M.
Bergin, F. (cross with Medical Education)
Bussey, L.
Clarke, B. (cross with Medicine)
Collings, J.
Conyers, R.
Cormier, A.
Crago, P.
Das, B. (major appointment in Emergency Medicine)
Davies, C.
Dufour, K.
Dupere, D. (major appointment in Medicine)
Ernest, G.
Fisher, R.
Fitz-Clarke, J. R.
Gillis, A.
Graham, J.
Jayabarathan, A.
Krueger-Naug, A. M. (cross with Medicine)
Lacas, A.
Laughlin, T.
Leverman, J. (major appointment in Emergency Medicine)
Manning, S.
Marshall, E.
McKenna, C.
McNeil, K.
Morgan, C.
Murray, J. (major appointment in Emergency Medicine)
Nicholson, R.

O'Neil, B.
 O'Sullivan, E.
 Phelan, P.
 Piccinini, H.
 Postuma, P.
 Ramsey, P.
 Ritter, J.
 Ross, P. (major appointment in Emergency Medicine)
 Salah, J. C.
 Spencer, P. W.
 Thomson, C.
 Wilson, K.
 Zuidhof, A. (cross with Emergency Medicine)

Lecturers

Achenbach, J.
 Ackermann, M.
 Adams, J. H.
 Addie, B.
 Adenuga, O.
 Adeyeye, A.
 Altenkirk, G.
 Archibald, F.
 Archibald, S.
 Arsenaault-Samson, N.
 Ashby, J.
 Ashfield, J.
 Ashton, B.
 Athar, S.
 Atkinson, C.
 Atkinson, S.
 Atmuri, N.
 Aucoin, M.
 Austin, H.
 Awalt, E.
 Azer, R.
 Balser, E.
 Barkhouse, L. B.
 Barkwell, R.
 Barry, T.
 Beaton, B.
 Bell, B.
 Bell, D.
 Bennett, M.
 Beresford, P.
 Berghuis, H.
 Bergin, D.
 Blaggrave, D.
 Blaikie, P.
 Blair, D.
 Blanchard, M.
 Blaszkow-Poraneck, B.
 Blois, B.
 Bloom, S.
 Bobadilla, J.
 Bonang, L.
 Bonnington, S.
 Boon, B.
 Booth, W.
 Boulay, R.
 Breau, M. J.
 Brennan, A.
 Brooks, J.
 Buchholz, K.
 Buffett, B.
 Buhariwalla, F.
 Burleigh, K.
 Burton, C.
 Burton, E.
 Bussey, C.
 Bustin, R.

Cadegan, P.
 Cain, M.
 Caines, S.
 Cameron, S.
 Cameron, M.
 Campbell, D. (major appointment in Emergency Medicine)
 Campbell, G. (major appointment in Emergency Medicine)
 Canty, A.
 Carlos, M.
 Carmichael, P.
 Carruthers, G.
 Carson, B.
 Celliers, A.
 Chandra, M.
 Chawla, A.
 Chiasson, M.
 Chow, H.
 Christie, K.
 Coady, K.
 Coish, C.
 Collins, E. A.
 Colpitts, A.
 Comeau, L.
 Connidis, S.
 Conrad, S.
 Conrod, M.
 Conter, H.
 Cook, A.
 Cook, C.
 Cooper-Rosen, E.
 Cote, C.
 Couture, S.
 Craig, B.
 Craig, P.
 Cram, J.
 Critchley, C.
 Crosby, A.
 Crouse, S.
 Cudmore, D.
 Curtis, S.
 Cutler, S.
 D'Arcy, D.
 D'Intino, A.
 Dauphinee-Bentley, P.
 Davey, C.
 Davidson, B.
 DeBaie, D.
 Desmond, J.
 Despres, M.
 Digby, A.
 Donald, G.
 Doran, W.
 Dow, M.
 Edgar, P.
 Ellerker, M.
 Ellerker, S.
 Ellis, S.
 Enright, J.
 Eros, E.
 Farfield, S.
 Fellows, J.
 Ferguson, G. B.
 Ferguson, L.
 Ferguson, M.
 Fewer, K.
 Field, D.
 Fletcher, M.
 Foley, A.
 Forbes, C.
 Fox, J.
 Frankish, P.

Fraser, J.	Kazimirski, M.
Fraser, P. K.	Keating, P.
Fraser, Z.	Keddy, J.
Frent, G.	Keeler, J.
Frizzle, T.	Keizer, S.
Gallagher, K.	Kelley, R.
Gallant, D.	Kelly, A.
Gallant, S.	Kelly, C.
Gammell, L.	Kelly, P.
Ghenea, I.	Kerr, P.
Gibson, J.	Keyes, S.
Giffin, B.	King, M.
Giorno, A.	Kinnear, H.
Glaude, S.P. (cross appointment with Psychiatry)	Kirkpatrick, J.
Glazebrook, K.	Kwan, T.
Goddard, T. (cross with Emergency Medicine)	Lacey, K.
Goodine, R. A.	Lafleur, E.
Goodwin, J.	Lambropoulos, C.
Gorman, M.	Lange, J.
Gradstein, J.	Langley, S.
Gradstein, R.	Lappin, S.
Graham, C.	Larkin, T.
Grandy, M.	Laskowski, D. (cross with Psychiatry)
Grant, G.	Lawand, C.
Gregoire, T.	Lawson, B.
Griffin, G.	Leahey, S.
Grimes, G.	LeBlanc, S.
Guy, T.	LeCours, M.
Haché, R.	Lee, P.
Haddad, C.	Lee, W.
Haines, G.	Lee, W. R.
Haleem, S.	Lewis, V.
Hall-Losier, S.	Li, J. H.
Hall, D.	Locke, T.
Hancock, C.	London, A.
Hansen, P.	Lorette, J.
Harnois, B.	Loshaj, R.
Harrison, D.	Losier, G.
Hart, R.	Loveridge, P.
Harvey, W.	MacAulay, A.
Hauman, H.	MacCallum, M.
Hawes, V.	MacCara, M.
Hemmings, J.	MacCormick, E.
Henderson, J. D. (major appointment in Medicine)	MacDonald, C.
Henderson, J. H.	MacDonald, D.
Herman, S.	MacDonald, G.
Hollway, G.	MacDonald, I.
Hooley, P.	MacDonald, J. W.
Houstoun, A.	MacDougall, B.
Howard, J.	MacDougall, S.
Hudson, C.	MacFarlane, A.
Hughson, M.	MacKean, P.
Humphrey, A.	MacKean, S.
Inkpen, T.	MacKenzie, R. J.
Irrinki, A.	MacKillop, J.
Irwin, M.	MacKinnon, R.
Ivanchev, S.	MacKnight, R.
James, H.	MacLean, C. B.
Jansen, A.	MacLennan, M.
Jeans, L. A.	MacLeod, A.
Jenkins, J.	MacLeod, S.
Johnson, H.	MacNearney, P. C.
Johnson, K.	MacNeil, L.
Johnson, W. L.	MacNeil, M.
Johnston, C.	MacPherson, M. (major appointment in Pediatrics)
Johnston, J.	MacVicar, G. (major appointment in Emergency Medicine)
Johnston, M.	Mader, J.
Johnstone, J.	Madigane, J.
Jones-Locke, D.	Mah, E.
Jost, E.	Makkar, N.
Jurgens, S.	Mansfield, P.

Marisette, S.	Reid, D.
Marshall, C.	Reisch, H.
Martell, D.	Renault, P.S.
Martin, B.	Rideout, A.
Masoumi-Ravandi, M.	Riding, T.
Massarelli, E.	Ritter, J.
Matchett, M.	Roberts, S.
Matheson, T.	Robertson, R.S.
McAuley, P.	Ross, A.
McCann, J.	Ross, D.
McCormick, K.	Rowe, D. G.
McCrea, J.	Sadler, L.
McCrossin, M.	Sainz, B.
McCutcheon, S.	Salah, J.
McDonald, A.J.	Salgado, D.
McKay, L.L.	Sampson, M.
McLaughlin, W.	Saunders, K.
McNally, C.	Saunders, W. D.
McNally, K.	Savvopoulos, S.
McNeill, J.	Saxon, M.
McQuaid, M.	Scott, D.
Mercer, C.	Sealy, S.
Merritt, R.	Seaman, S.
Mershati, A. (cross in Psychiatry)	Searle, L.
Milne, R.	Sebastian, T.
Milner-Gero, H.	Segato, P.
Mishra, H.	Sehgal, Y.
Mitton, K.	Sharma, S.
Moon, J.	Sharma, S.
Morais, A.	Sharpe, J.
Morash, A.	Sheehan, N.
Moyse, C.	Sheehan, W.
Mozzon, J.	Shehzad, A. A.
Muise, R.	Shen, K.
Mullan, R.	Silburt, B.
Mullins, JR.	Silver, K.
Murphy, P.	Simon, M.
Murray, K.	Singh, S.
Murray, K.A.	Skane, S.
Mutrie, W.	Slorach, N.
Neumann, A.	Slysz, G.
Newson, K.	Smith, A.
Newton, P.	Smith, C.
Nguyen, H.	Smith, M.
Nicholson, J.	Smith, P. J.
Northrop, S.	Smith, V.
Nowlan, C.	Snell, T.
Nunn, D.	Soliman, E.
O'Brien, C.	Sommers, R.
O'Connell, J.	Srinivasan, K.
O'Leary, D.	St. Peters, C.
O'Neill, B.	Stephenson, J.
Olatunde, O.	Stephenson, L.
Oliver, R.	Stewart, D.I.
Olmstead, D.	Stewart, T.
Opthof, N.	Straub, D. (cross with Emergency Medicine)
Ortiz, A.M.	Stuart, C.
Palmer, E.	Sutherland, D.
Patriquin, M.	Sutherland, L.
Perley, M.	Swan, A.
Phelan, P.	Symington, D.
Plaxton, K.	Telfer, C.
Plummer, G.	Thomas, G. R.
Poirier, R.	Thomas, S.
Ponton-Beltran, C.	Thompson, J.
Power, A.	Thompson, K.
Prendergast, J.	Thomson, C.
Rafferty, J.	Todd, C.
Raghavan, S.	Todd, R.
Raiche-Marsden, M.	Tompkins, J. A.
Rambaran, M.	Tracey, J.
Randell, L.C.	Tran, P.

Vardy, P.
 Veerassamy, S.
 Veinot-Nash, J.
 Verma, B.
 Visser, H.
 Wadden, A.
 Wadden, M.
 Walsh, C.
 Watson-Creed, G.
 Watson, A.
 Watson, M. L. (major appointment in Emergency Medicine)
 Watts, J.
 Webster, D.
 Wesby, D.
 White, E.
 Wiebe, A.
 Wildish, J.
 Wile, I.
 Williams, A.
 Williams, L.
 Williamson, J.
 Wohlgemut, A.
 Wood, A.
 Wood, D.
 Woodford, T.
 Woods, K.
 Yang, L.
 Yee, K.
 Yoshida, L.
 Young, N. (major appointment in Emergency Medicine)
 Zaremba, E.
 Zed, J.
 Zigante, N.
 Zuidhof, A.
 Zwicker, H.

A. Family Medicine

As a multi-disciplinary educational team, we strive for excellence in teaching, using creative and innovative programs that support an educational foundation for students who go on to pursue Family Medicine Residency Program, as well as those interested in specialty training. We celebrate the collaborative aspects of practice and model this and life-long learning to our students, emphasizing the importance of continuity of care and the doctor/patient relationship.

B. MED I and MED II

The Department participates in various units of the pre-clerkship curriculum. As well, students have the opportunity to learn more about family medicine through Med I and II yearly electives.

C. Clerkship (MED III)

All students complete a six week Family Medicine Clinical Clerkship rotation. Students have the option of completing either two three-week rotations or one six-week rotation with family doctors throughout the Maritimes. During this time third year medical students (clerks) will have the opportunity to augment the knowledge they gained during the Med I and II years.

Orientation, webinars and project presentations are done throughout each six week rotation via distributed education. Clerks are evaluated by In Training Evaluation Reports, OSCEs and a Multiple Choice Exam.

D. Electives

Additional Family Medicine rotations are offered to clerks during their fourth year through elective opportunities throughout the Maritimes.

E. Continuing Medical Education

The faculty contribute toward several Continuing Medical Education short courses either in planning or presentation, as well as traveling to community hospitals in the Maritime Provinces and presenting specific topics relating to Family Medicine.

F. Residency Training

The Department of Family Medicine offers a two-year residency program. Our aim is to encourage our residents to become effective, compassionate family

physicians who can care for their patients in hospital, ambulatory and community settings and are prepared to meet the changing health needs to the community. The program is accredited by the College of Family Physicians of Canada and candidates who complete this program are eligible to sit the certification examinations of the College of Family Physicians of Canada.

The Dalhousie Family Medicine residency program has approximately 114 residents (59 in each year) being taught across the Maritimes. There are eight principal teaching sites: (Annapolis Valley, Cape Breton, Fredericton, Halifax, Moncton, Prince Edward Island, Saint John and South West Nova) and many small communities where residents do rotations. Each of the eight sites is a home base for a group of residents.

The residency programs in Family Medicine -Emergency Medicine, Health Care of the Elderly and Palliative Care are also available as extensions of the two-year Family Medicine program and are also accredited programs of the College of Family Physicians of Canada.

We also offer a three year integrated Family Medicine Emergency Medicine Program based in Saint John, New Brunswick. This program will provide a training model that will train comprehensive family physicians with a special focus on the provision of emergency care. To better integrate the training of a physician who will practice Family and Emergency Medicine concurrently, this program combines the two aspects of practice in a more cohesive manner.

Suggested Textbooks:

- South-Paul JE, Matheny SC, Lewis EL. Current Diagnosis & Treatment: Family Medicine, Third edition. McGraw-Hill Companies, Inc. 2011
- Gray J. Therapeutic Choices, Sixth Edition. Canadian Pharmacists' Association. 2011
- Rosser W. Sustaining the 4 principles of family medicine in Canada. Canadian Family Physician. 2006; 52(0008350): 1191-1191-1192
- LEVENSTEIN, J.H., MCCracken, E.C., MCWhinney, I.R., STEWART, M.A. & BROWN, J.B. The Patient-Centred Clinical Method. 1. A Model for the Doctor-Patient Interaction in Family Medicine. Family Practice 3, 24-30 (1986)
- Hall, D.E., Prochazka, A.V., & Fink, A.S. (2012). Informed consent for clinical treatment. Canadian Medical Association Journal, 184(5), 533-540. <http://dx.doi.org.ezproxy.library.dal.ca/10.1503/cmaj.112120>
- Stewart M, Brown JB, Weston WW, McWhinney IR, McWilliam CL, Freeman TR. Patient-Centered Medicine: Transforming the Clinical Method. Sage Publications Inc. 1995.
- McWhinney IR. A Textbook of Family Medicine, Second Edition. Oxford University Press. 1997.
- College of Family Physicians of Canada (www.cfpc.ca) -Canadian Family Physician (www.cfp.ca)
- Clinical Practice Guidelines and Protocols in British Columbia (www.bcguidelines.ca)
- TOP Clinical Practice Guidelines (<http://www.topalbertadoctors.org/cpgs.php?sid=1>)

Suggested Journals:

- *Canadian Family Physician*
- *The Journal of Family Practice*

Medical Neuroscience

Location: 13th Floor, Tupper Building
Telephone : (902) 494-2051
Fax: (902) 494-1212

Dr. D. G. J. Campbell Professor and Head of Department

Baldrige, W. H.

Professors

Baldrige, W. H.

Bance, M. (major appointment, Division of Otolaryngology)

Brownstone, R. M. (major appointment, Division of Neurosurgery)

Clarke, D. (major appointment, Division of Neurosurgery)

Currie, R. W.

Darvesh, S. (major appointment, Medicine)

Hopkins, D. (Post-retirement appointment)

Kablar, B.

Kovacs, G. (major appointment, Emergency Medicine)

Leslie, R. A. (Post-retirement appointment)

Morris, S. (major appointment, Division of Neurosurgery)

Neumann, P. E.

Rafuse, V.

Rutherford, J. G. (post-retirement appointment)

Semba, K.

Wassersug, R. J. (Post-retirement appointment)

Adjunct Professors

Franz-Odenaal, T. (adjunct appointment, Department of Biology, MSVU)

Hirasawa, M. (adjunct appointment, Division of Biomedical Sciences, MUN)

Tasker, R. A. R. (adjunct appointment, Department of Biomedical Sciences, UPEI)

Associate Professors

Allen, G. V.

Christie, S. (major appointment, Surgery)

D'Arcy, R. (Department of Radiology)

Perrot, T. S. (major appointment, Psychology)

Schmidt, M. (major appointment, Department of Radiology)

Sinha, G.

Smith, F.

Assistant Professors

Iulianella, A.

McCarthy, F.

Rot, I.

Zhang, Y.

A. Course of Study

First Year Medicine

The Department of Medical Neuroscience provides instruction in anatomy, histology, and embryology during the first year of Medicine. Students are introduced to human gross anatomy and histology during Foundations and study the anatomy of the abdomen and pelvis during the Metabolism I (GONE) and Human Development Units, respectively. Students learn basic concepts through case-based tutorials with additional content provided during laboratory sessions, self-directed learning activities and a limited number of lectures.

Second-Year Medicine

The study of anatomy continues in the second year of medicine, beginning with head and neck gross anatomy and neuroanatomy.

Neuroanatomy is taught as an integral part of the Neuroscience: Central Nervous System and Special Senses Block, which is scheduled during the fall term of the second year. Neuroanatomical principles of organization and integration in the central nervous system are employed to analyze and explain the pathological processes described in the cases around which the block is built. The basic neuroanatomy from which these principles are derived is presented in a series of lectures and laboratory sessions that are arranged to complement the cases. Neuroanatomical topics are included in the written examination at the end of the block; as well, there is a practical examination of the material taught in the laboratory. In order to obtain an integrated understanding of the operation of the central nervous system in health and disease, neurophysiological, neuropharmacological, neurological, and psychiatric topics are also presented in conjunction with the neuroanatomy considered in this block.

Later in year two, the anatomy of the thorax and musculoskeletal system is taught as part of the Metabolism II and Msk/Derm Units, respectively.

B. Electives for Medical Students

The department participates in the elective program.

First Year Students: The Department offers a variety of essay topics covering areas of recent research interest, which enable students to become familiar with topical research in medicine. The facilities of the Kellogg Health Sciences Library are available to students for this purpose.

The Department also offers opportunity for short research projects under the direction of faculty members for medical students wishing to undertake basic or pre-clinical research or integrate basic anatomy with clinical projects.

Second and Third Year Students: The Department offers research projects under the direction of faculty members. The Department also offers electives in Head and Neck Anatomy and Neuroanatomy. An elective in Musculoskeletal Anatomy can be offered in conjunction with the faculty of the Division of Orthopedic Surgery.

C. Clinical Gross Anatomy Review for Residents

These anatomy review sessions are designed to re-familiarize the residents with gross anatomy that is relevant to the area they are specializing in and are essential for their residency training.

The sessions have a strong laboratory focus, using dissections, case studies and quizzes. Clinicians and anatomists take turns to demonstrate an area with various highlights of the gross anatomical structures and their relationships during the surgical procedures.

D. Graduate Studies

Students wishing to take courses leading to a MSc or PhD degree in Anatomy and Neurobiology should consult the calendar of the Faculty of Graduate Studies and the departmental website: medical-neuroscience.medicine.dal.ca. The goals of the graduate program are to provide in-depth research training in a particular aspect of anatomy, neurobiology or a related field, and to introduce the student to methods of teaching anatomy.

E. Courses

Dentistry Students

Gross Anatomy/Neuroanatomy - The course is taught by the Department of Medical Neuroscience in the Faculty of Medicine and designed specifically for and restricted to first year dental students.

Gross Anatomy - It deals with detailed gross anatomy of the thorax, head and neck with minor emphasis on abdomen and upper limb. Lecture, laboratories with dissection, prosections, x-rays and clinical case presentations are used with special attention given to oral and dental structures.

Neuroanatomy - Dental students are provided with a comprehensive overview of the functional morphology of the human nervous system. The gross anatomy of the spinal cord, spinal nerves, brain and cranial nerves are described. This is followed by details of the spinal cord, brainstem, cerebellum, diencephalon and cerebral hemispheres and the systems of which they are comprised. Material is presented in lectures and laboratory sessions.

Health Professions Students

Lecture based instruction in introductory gross anatomy, microanatomy and neuroanatomy offered to meet the needs of students in nursing and special health education (1010.03), and recreation, physical and health education, kinesiology and dental hygiene (1020.03). A problem-based learning course in Human Anatomy is offered to Pharmacy students (1040.03). A lecture and laboratory class in head and neck anatomy (DEHY 2852.03) is also offered to Dental Hygiene students. In addition, more advanced lecture and laboratory classes in Functional Human Anatomy (5217.06), Human Histology (2160.03) and Human Neuroanatomy (5100/NESC 3440) are offered to Physiotherapy and Occupational Therapy students.

The following courses are open with a limited enrolment to Arts and Science students:

- Human Neuroanatomy 5100.03/Neuroscience 3440.03
- Introduction to Human Histology 2160.03/Biology 3430.03
- Comparative Vertebrate Histology/Biology 3421.03
- Basic Human Anatomy 1010.03/1020.03

Medicine

Location: Bethune Building, 4th Floor
QEII Health Sciences Centre
Halifax, NS
Telephone : (902) 473-2379

The Carnegie and Rockefeller Professor and Head of Department

Anderson, D. R.

Professors

Abdelsalam, M.
Abidi, S. (major appointment in Faculty of Computer Science)
Acott, P. (major appointment in Pediatrics)
Anderson, D. R.
Bata, I.
Benstead, T.
Beydoun, H.
Blanchard, C.
Clarke, D. B. (major appointment in Surgery)
Couban, S.
Cox, J.
Darvesh, S.
Eskes, G. (major appointment in Psychiatry)
Fernandez, C. (major appointment in Pediatrics)
Fine, A. (major appointment in Physiology and Biophysics)
Finlayson, L. A.
Forward, K. (major appointment in Pathology)
Gardner, M. J.
Geldenhuys, L. (major appointment in Pathology)
Grunfield, E. (Adjunct)
Haase, D. A.
Hanly, J. G.
Hemsworth-Peterson, T.
Hernandez, P.
Hirsch, D.
Howlett, S. (major appointment in Pharmacology)
Imran, S. A.
Issekutz, T. B. (major appointment in Pediatrics)
Jackson, S.
Johnston, B. L.
Kaiser, S.
Kells, C. M.
Keough-Ryan, T.
Kiberd, B. A.
Kirby, R. L.
Kirkland, S. A. (major appointment in Community Health and Epidemiology)
Koillpillai, C. J.
Langley, R. G.
Leddin, D.
Lo, C. (major appointment in Radiology)
MacIntosh, D. G.
Mallery, L.
Mann, O. E.
Maxner, C. E.
McNeil, S. A.
Miller, R. A. (major appointment in Radiology)
Mitnitski, A.
Morrison, N.
Murray, T. J.
Nassar, B. (major appointment in Pathology)
Padmos, A. M. (Adjunct)
Parker, L. (joint appointment with Pediatrics)

Phillips, S.
 Pohlmann-Eden, B.
 Pollak, P. T.
 Powell, C. (Adjunct)
 Purdy, R. A.
 Quraishi, A.
 Rafuse, V. F. (major appointment in Anatomy and Neurobiology)
 Raju, M. K. (Saint John)
 Rayson, D.
 Reiman, A. (Saint John)
 Robertson, H. A. (major appointment in Pharmacology)
 Robinson, K. S.
 Rocker, G.
 Rockwood, K.
 Sadler, R. M.
 Sapp, J.
 Schlech, W.
 Simpson, C. D.
 Soroka, S. D.
 Sutton, E.
 Title, L.
 Turnbull, G. K.
 UR, E. (Adjunct)
 Van Zanten, S. J. O. V. (Adjunct)
 Walsh, N. (major appointment in Pathology)
 Weaver, D. (Adjunct)
 West, K. A.
 West, M. L.
 White, D.
 Wood, L. A.
 Yeung, P. (major appointment in Pharmacy)

Associate Professors

Bakowsky, V.
 Bewick, D. (Saint John)
 Bhan, V.
 Bowie, D. M.
 Bowles, S. (major appointment in Pharmacy)
 Burnell, M. (Saint John; major appointment in Radiation Oncology)
 Carver, D.
 Cockeram, A. (Saint John)
 Colwell, B. D. O.
 Comeau, T. (Saint John)
 Cummings, E. A. (major appointment in Pediatrics)
 Dempster, J.
 Dipchand, C.
 Dorreen, M.
 Dupere, D.
 Farina, D.
 Finkle, S. N.
 Fisk, J. D. (major appointment in Psychiatry)
 Freter, S. H.
 Garduno, R. (major appointment in Microbiology and Immunology)
 Giacomantonio, N.
 Ginther, D. G.
 Gordon, J.
 Grant, I.
 Green, P.
 Gregor, R. D.
 Haldane, D. J. (major appointment in Pathology)
 Hancock, J. (major appointment in Anesthesia)
 Hatchette, T. F. (major appointment in Pathology)
 Hayne, O.
 Horne, S. G.
 Horton, R.
 Huber, A. M. (major appointment in Pediatrics)
 Jarrett, P. (Saint John)
 Josephson, E. B.
 Keefe, J. (Adjunct)
 Kidwai, B.
 Lang, B.A. (major appointment in Pediatrics)
 Lodge, R.

Love, M.
 McCormick, R.
 MacKay-Lyons, M. (major appointment in Physiotherapy)
 MacKnight, C.
 Marr, D. (Saint John)
 McIntyre, P.
 McParland, C. P.
 Morgunov, N. (major appointment in Physiology and Biophysics)
 Morrison, D. L.
 Nadeem, N.
 Panek, R.
 Parkash, R.
 Patel, S.
 Peltekian, K.
 Rajda, M.
 Ramsay, S. E. (major appointment in Pediatrics)
 Ransom, T.
 Short, C. A.
 Song, X. (Adjunct)
 Thomas, N. (joint appointment with Microbiology and Immunology)
 Workman, S.
 Younis, T.

Assistant Professors

Abidi, S. (cross appointment from Medical Education)
 Adams, L.
 Al-Karain, M. Y.
 Alqdah, M.
 Andreani, O. (Saint John)
 Andrew, M.
 Ansari, S. O.
 Apostolides, C.
 Aslam, Z.
 Assi, H.
 Baer, C.
 Barry, C. (Saint John)
 Baxter, M. L.
 Benaya, S.
 Berger, R.
 Bergin, P.
 Bessoudo, R.
 Binedell, W.
 Bishop, G. W. (Saint John)
 Boe, S. (cross from School of Health and Human Performance)
 Bourgeois, R.
 Brake, D.
 Champion, P. E.
 Charlebois, P.
 Chiasson, M.
 Clarke, A.
 Clarke, B. (major appointment in Family Medicine)
 Connors, L.
 Corsten, E.
 Costain, G. (Saint John)
 Crowell, R.
 Cruz, L.
 Culligan, W. B.
 Curran, H.
 Davidson, R. J. (major appointment in Microbiology and Immunology)
 Davis, I. R. C.
 Davis, M. L.
 De, S.
 Dobson, R. L. (major appointment in Radiology)
 Docherty, P.
 Dornan, J. M. (Saint John)
 Dow, G.
 Drucker, A.
 Dyack, S. (major appointment in Pediatrics)
 Ecker, G.
 Epstein, I. L.
 Fong, P. (Saint John)
 Forgeron, M. P. (Saint John)

Forouzes, B.	McAvinue, T.
Fraser, H.	McGibbon, A.
Fraser, J. (major appointment in Radiology)	McKelvey, J. R.
Gallant, G. J.	McKnight, L.
Gallien, A.	McMullen, S.
Gee, S.	McVeigh, S. A.
Gillis, C. (Saint John)	Mears, P.
Gillis, J. (major appointment in Pediatrics)	Merryweather, R. J.
Gogan, N. (Saint John)	Michael, R. T.
Grant, E. (Saint John)	Milczarek, J.
Gray, C.	Mindrum, M.
Gruchy, S. E.	Moore, J.
Gubitz, G.	Moorhouse, P.
Habib, A.	Morzycki, W.
Hanada, E.	Moses, B.
Hanson, D.	Mountain, A. D.
Harb, M.	Murray, S. J.
Haroon, B.	Musgrave, B.
Harper, B.	Nadour, J.
Harrigan, L.	O'Blenes, C.
Harris-Eze, A.	O'Connell, C.
Hasegawa, W. S.	Ouellette, S.
Hayes, R. (Saint John)	Paddock, V. (Saint John)
Hewlett, T. J.	Pahil, R. S.
Hobbs, C.	Paradiso, G.
Hubacek, J.	Pascual, J.
Hull, S.	Pasternak, S. (major appointment in Pathology)
Irvine, M.	Penney, L. S. (major appointment in Pediatrics)
Jeyakumar, A.	Perk, M.
Joyce, B. M.	Phillips, G.
Jubenville, C.	Pike, J. H.
Kain, D.	Pippy, C. (Saint John)
Kamel, S.	Poyah, P.
Kasina, R.	Prabhu, U.
Keating, M. M.	Purdy, K.
Keeling, D. N. (Saint John)	Ramer, S. A.
Kemp, K. M.	Raza, M.
Kew, A.	Reardon, M.
Khodadad, K.	Rebello, R.
King, D. B.	Rhynold, E. S. (Saint John)
Kirby, S.	Rohde, J. R. (major appointment in Microbiology and Immunology)
Klaus, M.	Rubin, S.
Koller, K. E.	Sadowska, E. (Saint John)
Koshi, E. (major appointment in Anesthesia)	Salmon, J.
Krueger-Naug, A. M.	Saric, A.
Kuruakose, R. (Saint John)	Schoffer, K.
Lacuesta, G.	Schweiger, F.
Laryea, M.	Searles, G. (Saint John)
Lazovskis, J.	Shaarba, R.
LeBlanc, J. (major appointment in Pathology)	Shafiq, M.
Leckey, J. R.	Shatshat, S.
Leckey, R.	Shaw, E.
Lee, T.	Sheppard, D.
Linden Smith, J.	Sheridan, W. J.
Lutchmedial, S. (Saint John)	Shwiri, T.
MacDonald, D.	Shivakumar, S. P.
MacDonald, E. (Saint John)	Singh, J.
MacDonald, N.	Skidmore, D. (major appointment in Pediatrics)
MacDonald, P.	Slyter, K. (Adjunct)
MacDougall, A. D.	Smith, A.
Macfarlane, R.	Smith, D.
MacKenzie, D. (major appointment in School of Occupational Therapy)	Smyth, D.
MacKinnon, M. (Saint John)	Snow, S. L.
MacLean, G. L. (Saint John)	Sohi, P. S. (Saint John)
MacMillan, M.	Solven, F.
MacNeil, D. (Saint John)	Srivatsa, K.
MacNeil, M.	Stewart, J. W.
MacSween, M.	Stewart, R.
Mamaraj, M.	Styles, J.K.
Majaess, G. G.	Taillon, A. M.
Manning, J. D.	Tarakji, A.
Marsters, D.	Taylor, T. A.

Teskey, R. J. (Saint John)
 Thanamaycoran, S.
 Toal, S. (Saint John)
 Tobin, C.
 Torok, M. T.
 Tremaine, R. D. L.
 Tugwell, B.
 Turchin, I.
 Van Zoost, C.
 Webster, D. (Saint John)
 West, P. H. F. (Saint John)
 Weston, L. E.
 Williams, G. S.
 Williams, S.
 Winsor, W.
 Wong, J.
 Worley, S.
 Yeung, G.
 Yhap, M. (major appointment in Pediatrics)
 Yung, J.
 Zaman, K.
 Zwicker, D.

Lecturers

Aal-Ali, A.
 Aikman, P.
 Baxter, K. (Saint John)
 Bedard, R.
 Chandler, J.
 D'Intino, A. F.
 Dolan, S. P. (Saint John)
 Douglas, J. (Saint John)
 Duke, S.
 Feltmate, P.
 Gao, D.
 Gallant, T. M.
 Gorman, M. (major appointment in Family Medicine)
 Harvey, R.
 Henderson, J.
 Kelly, C.
 Koller, O. L.
 Lightfoot, P. D.
 Nestel, M.
 Northgrave, S.
 Nowak, Z. N.
 Parkash, R.
 Parkash, S. (major appointment in Pediatrics)
 Parker, K. (Adjunct)
 Pniak, E.
 Poole, B.
 Rappard, S.
 Reid, P. H. (Saint John)
 Sheehan, W. (major appointment in Family Medicine) (Saint John)
 Shimon, L.
 Skedgel, C. (Adjunct)
 Stevenson, R. S. (Saint John)
 Sullivan, G. (Saint John)
 Thompson, K.
 Trudeau, C. D.
 Wightman, H.
 Williams, C.
 Woo, D. C.

A. Academic Programs

The Department of Medicine is located at the Queen Elizabeth II Health Sciences Centre, Halifax, NS and the Saint John Regional Hospital, Saint John, NB

Clinical rotations including ambulatory care in the Queen Elizabeth II Health Sciences Centre are undertaken at all sites including the Victoria General, Nova Scotia Cancer Centre, Nova Scotia Rehabilitation Centre, Halifax Infirmary and Abbie J. Lane Memorial.

B. Academic Courses

First-Year Medicine

The Department of Medicine participates in the following components of the Med1 curriculum (e.g., writing cases, giving lectures and tutoring):

- Foundations
- Clinical Skills
- Host Defense
- Metabolism and Homeostasis
- Human Development
- Rotating Electives

The divisions involved with this teaching are:

- Cardiology
- Clinical Dermatology and Cutaneous Sciences
- Endocrinology
- Gastroenterology
- General Internal Medicine
- Geriatric Medicine
- Hematology
- Infectious Disease
- Medical Oncology
- Nephrology
- Neurology
- Palliative Medicine
- Physical Medicine and Rehabilitation
- Respiriology
- Rheumatology

Electives

Students choose electives from the divisions listed above.

Second-Year Medicine

1. The Department of Medicine participates in the following components of the Med 2 curriculum:
 - Dermatology
 - Foundations
 - Integration
 - Metabolism
 - MSK
 - Neuroscience
 - Professional Competencies.
2. Electives: The Department offers students electives in areas within its various divisions.

Third and Fourth-Year Medicine

i. Core Medicine Clerkship

The core Internal Medicine Clerkship consists of 12 sequential weeks of full time internal medicine clinical care experience during the third year. This is broken down into two four-week and two two-week rotations. Each Clinical Clerk does one rotation on a medical teaching unit at the Halifax Infirmary Site of the QEII Health Sciences Centre or at the Colchester East Hants Health Centre in Truro. A second general medical type experience will be selected from a short menu of general medical teaching services at the Victoria General and Halifax Infirmary Sites of the QEII Health Sciences Centre (Cardiology, Hermatology, Infectious Diseases, Intensive Care, Nephrology, Neurology, Palliative Medicine). All students also complete a two-week rotation in Aeriatic Medicine and a two week medical sub-specialty elective at the QEII Health Sciences Centre.

During these rotations the Clinical Clerk functions as a junior member of house staff with responsibilities for inpatients and, particularly during the sub-specialty selective rotation, outpatient care. Students improve their history and physical examination skills under the supervision of more senior members of the clinical care team. They also learn to investigate and manage common medical problems. This involves a mature commitment to continuous patient care including on-call responsibilities, staying within the health care facility for a 24-hour continuous time block.

Students participate in teaching rounds on each of the rotations to which they are assigned. There are also daily noon hour seminars presented at the Halifax Infirmary site of the QEII Health Sciences Centre, and a series of lectures at the Saint John Regional Hospital. In addition, a series of two- or three-hour

Wednesday seminars provides an educational program to the Clinical Clerks on topics that are less commonly seen on clinical rotations. The Clinical Clerks are provided with a list of common medical topics around which they should base their reading for internal medicine.

At the end of each rotation each student is evaluated using a standardized in-training evaluation report (ITER). This is filled out by the student's preceptor with input from more senior house staff as well as other health care professionals. At the end of the 12-week block a written multiple choice examination takes place. At the end of each year there is an Objective Structured Clinical Examination (OSCE).

ii. Clerkship Electives in Internal Medicine

During the fourth year of medical school, the students are provided with a block of time for elective experiences. During this time, a Clinical Clerk may choose to do an elective within the Department of Medicine. These electives may be similar to the sub-specialty rotations in third year, or a more individualized program may be arranged with a preceptor within the Department of Medicine.

During the 21 week elective period, students must complete a minimum of three weeks in an interdisciplinary elective, and a minimum of three weeks in a non-tertiary or community setting.

Evaluations consist of completion of an in-training evaluation report by the preceptor.

C. Residency Training

The Department provides a fully approved Internal Medicine training program and fully approved specialty training in Cardiology, Dermatology, Endocrinology, Gastroenterology, General Internal Medicine, Geriatric Medicine, Hematology, Infectious Diseases, Medical Oncology, Microbiology, Nephrology, Neurology, Palliative Medicine, Physical Medicine Rehabilitation, Respiriology, and Rheumatology. These programs are based at the various sites of the QEII Health Sciences Centre. As of July 2007, Core Internal Medicine training is also offered at the Saint John Regional Hospital as a satellite training site.

1. Internal Medicine: The core program in internal medicine is a three-year program in which the resident gains experience in general internal medicine, critical care and most of the sub-specialties of internal medicine. The general internal medicine experience includes two large Medical Teaching Units with pyramidal tiers of housestaff. There are significant ambulatory care rotations from the second year onwards. Community experience is offered in the first year. The third year of training includes more consultation experiences. Successful completion of the core program in internal medicine is a prerequisite to sub-specialty programs.
2. Cardiology: This program is based at the Halifax Infirmary with rotations to the Izaak Walton Killam - Grace Health Centre.
3. Dermatology: This program is based at the Victoria General Site with rotations at the Halifax Infirmary Site and the Izaak Walton Killam - Grace Health Centre.
4. Endocrinology: This program is based at the Victoria General Site.
5. Gastroenterology: This program is based at the Victoria General Site and the Halifax Infirmary Site with elective rotations in Pathology and Radiology or to the Izaak Walton Killam - Grace Health Sciences Centre.
6. General Internal Medicine: This includes a fourth year of training which is specifically tailored to career needs.
7. Geriatric Medicine: This program is based in the Veteran's Memorial Building.
8. Hematology: This program is based at the Victoria General Site with rotations to the Izaak Walton Killam - Grace Health Sciences Centre and the Hematology Laboratories.
9. Infectious Diseases: This program is based at the Victoria General Site, with rotations at the Halifax Infirmary.
10. Medical Oncology: This program is based at the Victoria General site and Nova Scotia Cancer Centre.
11. Infectious Diseases/Microbiology: This is a combined program based at the Victoria General Site.
12. Neurology: This program is based at the Halifax Infirmary Site.
13. Palliative Medicine: This Program is based at the Victoria General Site.
14. Physical Medicine and Rehabilitation: This program is based at the Nova Scotia Rehabilitation Centre, with rotations available in appropriate medical and surgical disciplines.
15. Respiriology: This program is based at the Halifax Infirmary site.
16. Rheumatology: This program is based in the Victoria General Site.

Microbiology and Immunology

Location: Sir Charles Tupper Medical Building
Telephone: (902) 494-3587
Fax: (902) 494-5125

Professor and Head of Department

Marshall, J. S.

Professors

Anderson, R.
Bortolussi, R. A. (major appointment in Pediatrics)
Duncan, R.
Halperin, S. A. (major appointment in Pediatrics)
Hoskin, D. W. (major appointment in Pathology)
Issekutz, A. C. (major appointment in Pediatrics)
Issekutz, T. (major appointment in Pediatrics)
Lee, P. W. K. (joint appointment in Pathology)
Lee, S. F. (joint appointment in Oral Biology)
Lee, T. (joint appointment in Surgery)
Lehmann, C. (major appointment in Anaesthesia)
Lin, T. -J. (joint appointment in Pediatrics)
Marshall, J. S.
Richardson, C. (joint appointment in Pediatrics)
Stadnyk, A. W. (major appointment in Pediatrics)

Associate Professors

Alwayn, I. (major appointment in Surgery)
Barnes, C.
Davidson, R.
Faulkner, G. T.
Garduno, R. (joint appointment in Medicine)
Haldane, D. J. M. (major appointment in Pathology)
Johnston, B. (joint appointment in Pediatrics)
Legare, J. F. (major appointment in Surgery)
Li, Y. H. (major appointment in Dentistry)
McCormick, C.
Thomas, N. (joint appointment in Medicine)

Assistant Professors

Berman, J. (major appointment in Pediatrics)
Easton, A. (major appointment in Pathology)
Hatchette, T. (major appointment in Pathology)
LeBlanc, J. (major appointment in Pathology)
Liwski, R. (major appointment in Pathology)
Rohde, J.
Wang, J.

Senior Instructor

Murray, L. E.

A. Course of Study

First-Year Medicine

The Department of Microbiology and Immunology contributes to the undergraduate medicine curriculum in the first year of medical school through its offering in the Host Defence Unit. The unit is comprised of a series of lectures, case studies and laboratory sessions which address basic science issues underlying clinical studies encountered in the disciplines of Immunology, Inflammation and Infectious Disease.

Residency Training

An integrated University residency training program is given by the Department. It comprises four years in Medical Microbiology and meets the requirements of the Royal College of Physicians and Surgeons of Canada. Participating hospitals are the QEII Health Sciences Centre and the Izaak Walton Killam Health Centre for Children, Women and Families.

B. Graduate Studies

The MSc program generally requires a minimum of two years to complete and comprises courses in microbiology and immunology and allied disciplines, and research work resulting in a written thesis.

The PhD program is approximately four to five years duration and involves course work as for the MSc plus research of a high calibre culminating in a thesis.

Graduate program streams in Immunology, Virology, Molecular Genetics, Cancer Cell Biology and Microbial Pathogenesis are available to allow well-qualified students to concentrate their studies while acquiring general knowledge and understanding of major concepts in Microbiology and Immunology. Please consult the Graduate Studies calendar for list of courses offered.

Students should consult the Graduate Studies Calendar or the Graduate Studies Coordinator for a full description of these programs.

C. Research Facilities

Members of the Department are housed in the Sir Charles Tupper Medical Building, the QEII Health Sciences Centre, the IWK Health Centre, the Centre for Clinical Research, Mackenzie Building, and the Dentistry Building. Research in both basic and clinical microbiology, immunology and related disciplines is carried out in laboratories at these locations.

D. Courses

Courses for Dental Students

First Year Microbiology: This course covers the general principles of medical bacteriology, virology, mycology, parasitology and immunology. Specific topics related to oral infectious diseases complete the course.

Courses for Science Students

The Department of Microbiology and Immunology offers a BSc Honours program, a Combined Honours program with the departments of Biochemistry and Molecular Biology and Biology, and provides a wide range of courses, dealing with various aspects of microbiology and immunology. Students should consult the Faculty of Science Undergraduate Calendar for a list of courses offered.

Courses for Health Professions Students

The Department of Microbiology and Immunology offers separate microbiology courses to students in the School of Pharmacy, School of Nursing, Dental Hygiene, Dentistry and School of Physiotherapy. Please consult the appropriate Calendar for detailed course descriptions.

Obstetrics and Gynecology

Location: IWK Health Centre
5980 University Avenue
PO Box 9700
Halifax, NS B3K 6R8
Telephone: (902) 494-2455

Professor and Head of Department

Armson, B. A.

Professors

Allen, A. (major appointment in Pediatrics)
Baylis, F. (major appointment in Bioethics)
Bentley, J.
Dodds, L.
Farrell, S. (Adjunct)
Gardner, W. (joint appointment, Pediatrics, Psychiatry and CH&E)
Graves, G.
Too, C. (major appointment in Biochemistry and Molecular Biology)
Van den Hof, M.
Wenning, J.
Young, D.

Associate Professors

Abu Rafea, B.
Anini, Y. (joint appointment in Physiology/Biophysics)
Allen, V.
Bouzayen, R.
Craig, C.
Gilmour, D.
Grimshaw, R.
Kieser, K.
McLeod, L.
Parish, B.
Scott, H.
Shukla, R. (major appointment in Anaesthesia)
Stinson, D. (major appointment in Pediatrics)
Van Eyk, N.

Assistant Professors

Adam, C. (Fredericton)
Amir, B.
Andrews, J. (Saint John)
Bernardin, J. (Moncton)
Brock, J.
Butler, K. (Fredericton)
Butt, K. (Fredericton)
Christie, G. (Fredericton)
Clague, N. (Truro)
Colford, D. (Saint John)
Collins, S. (Fredericton)
Coolen, J.
Conrod, C. (Sydney)
Dani, M. (Miramichi)
Delisle, I.
Desrosiers, K. (Moncton)
Dutoit, J. (Miramichi)
Folinsbee, C. (Truro)
Freckler, E. (Fredericton)
Gaudet, L. (Moncton)
Gillespie, K. (Moncton)
Hamilton, L.

Holloway, E. (Fredericton)
 Houck, L. (Truro)
 Jangaard, K. (major appointment in Pediatrics)
 Kogon, D. (Moncton)
 Kuhle, S. (joint appointment Pediatrics)
 Leblanc, C. (Moncton)
 Lee, W.
 Leyenaar, L. (Saint John)
 Mawdsley, S.
 Mills, M. (Fredericton)
 McCarthy, L.
 Mullaly, C. (Fredericton)
 Murdock, W. (Fredericton)
 Murphy-Kaulbeck, L. (Moncton)
 Nette, F. (Kentville)
 O'Connell, C. (Adjunct)
 Ogah, K. (Sydney)
 Ojuawo, A. (Saint John)
 Olufowobi, O. (Saint John)
 Onyegbule, H. (Sydney)
 Patterson, L. (Saint John)
 Pierce, M.
 Reardon, E. (Saint John)
 Rittenberg, D.
 Rittenberg, P.
 Roberts, C. (Moncton)
 Rosen, N. (major appointment in Psychology and Neuroscience)
 Rudd, M. (Kentville)
 Samson, S. (Fredericton)
 Sanderson, F. (Saint John)
 Satya, S. (Saint John)
 Sheppard, K. (Saint John)
 Shettar, C. (Yarmouth)
 Singh, J. (Kentville)
 Smallwood, K. (Moncton)
 Snelgrove-Clarke, E. (major appointment in Faculty of Health Professions)
 Tamim, H. (Adjunct)
 Trites, K. (Saint John)
 Tynski, G. (Kentville)
 Vincer, M. (major appointment in Pediatrics)
 Walsh, J. (Saint John)
 Wang, J. (major appointment in Microbiology and Immunology)
 White Moffatt, F. (major appointment in Faculty of Health Professions)
 Williams, C. (Moncton)
 Woolcott, C. (joint appointment Pediatrics)
 Zilbert, A.

The objectives of the Department are to make available a basic core of knowledge in Obstetrics and Gynecology, and, at the same time, provide sufficient opportunity for self-education. The objectives are those laid out in the "core curriculum" developed by the Association of Professors of Obstetrics and Gynecology.

The objectives indicate the minimum of knowledge, skills and behaviour patterns the student must attain prior to entering a residency. The Department provides lectures, audio-visual aids, discussion groups and suggested reading material. In addition, students have an opportunity to be actively involved in patient assessment and care.

A. MED III Clerkship

Third year medical students spend six weeks in Obstetrics and Gynecology. Students may choose to do their rotation in Halifax, Saint John, Kentville, Moncton or Fredericton. The rotation provides a broad view of reproductive health as it pertains to women, covering the full spectrum from birth to climacteric. Students are provided with opportunity for good clinical exposure at all sites.

B. Electives

The Department of Obstetrics and Gynaecology offers electives in General Obstetrics and Gynaecology (either at the IWK or in community sites), Operative Gynaecology, Gynaecology, Maternal-Fetal Medicine, Gynaecologic Oncology,

Urogynaecology, and Reproductive Endocrinology. Students outline their learning objectives and appropriate preceptors are assigned.

C. Postgraduate Training in Obstetrics and Gynecology

Training required to be a specialist in Obstetrics and Gynecology involves five years of post-MD specialty training, which includes a multidisciplinary PGYI year. Rotations include Introductory Boot Camp, Obstetrics and Gynecology, Academic Skills Course, Palliative Care, Internal Medicine, General Surgery, Surgical Intensive Care, Emergency Medicine, and elective rotations. During the PGYI year trainees may receive part of their education at the IWK Health Centre and the QEII Health Sciences Centre in Halifax, Nova Scotia; Saint John Regional Hospital, Saint John, New Brunswick.

The remaining four years, PGYII through PGYV, involves two years of core Obstetrics and Gynecology, a year and a half of sub-specialty and electives, and six months as senior resident in Obstetrics and Gynecology. This program is designed to meet the requirements of the Royal College of Physicians and Surgeons of Canada. Hospitals participating are the IWK Health Centre and the QEII Health Sciences Centre in Halifax, Nova Scotia, and the Saint John Regional Hospital, Saint John, New Brunswick.

A formal academic program includes, Grand Rounds and Perinatal Gynecology Rounds, Journal Clubs, and weekly resident education seminars covering all gynaecology areas of obstetrics and gynaecology.

Post graduate training is offered in Maternal-Fetal Medicine, Reproductive Endocrinology and Urogynaecology.

Ophthalmology and Visual Sciences

Location: QE II Health Sciences Centre
1276 South Park Street
Halifax, NS B3H 2Y9
Telephone : (902) 473-4343

Professor and Head of Department

Cruess, A. F.

Professors

Baldrige, W. B.
Barnes, S.
Chauhan, B. C.
Clark, D.
Heathcote, J. G.
Kelly, M. E.
LaRoche, G. R.
LeBlanc, R. P.
Maxner, C. E.
Nicolela, M.
Ramsey, M. S.
Tremblay, F.

Associate Professors

Artes, P.
Dickinson, J. D.
George, S. P.
Kozousek, V.
Mishra, A. V.
O'Brien, D. M.
Orr, A.
Persaud, D. D.
Rafuse, P. E.
Robitaille, J.
Samad, A.
Seamone, C.

Assistant Professors

Andrews, D. M.
Awatramani, G.
Belliveau, D. J.
Hoskin-Mott, A. E.
Humayan, M.
Lakosha, H.
MacNeill, J. R.
Maleki, B.
Nabi, N.
Pasternak, S.
Shuba, L.
Tan, A.

Lecturers

Hahn, E.

A. Undergraduate Medical Training

Med1 Students learn ocular examination in the patient-doctor curriculum

Med2 Ophthalmology is represented in the neuroscience curriculum

Med3 & 4 Electives available

B. Residency Training

An integrated University residency training program is available consisting of a five year postgraduate program with four core clinical years meeting the requirements of the Royal College of Physicians and Surgeons of Canada. The PGY1 year consists of formative rotations in relevant services including twelve weeks of Ophthalmology. Clinical activities are carried out in the facilities of the QEII Health Sciences Centre, the IWK Health Centre, and selected community based locations. A mandatory research component of the program is supported by a strong faculty.

Pathology

Location: Tupper Building, 11th Floor
Telephone: (902) 494-2091
Fax: (902) 494-2519

Professors Emeriti

Ghose, T.
Janigan, D. T.

Head of Department

Heathcote, J. G. H.

Professors

Anderson, D.
Bullock, M.
Fraser, R. B.
Geldenhuis, L.
Greer, W. L.
Hanly, J. (major appointment in Medicine)
Heathcote, J. G. H.
Hoskin, D. (joint appointment in Microbiology and Immunology)
Hirsch, G. M. (major appointment in Surgery)
Issekutz, T. (joint appointment in Pediatrics)
Lee, P. (joint appointment in Microbiology and Immunology)
Lee, T. (major appointment in Microbiology and Immunology)
Lin, T. J.
Macaulay, R.
MacIntosh, R.
Marshall, J. S. (major appointment in Microbiology and Immunology)
Nanj, A.
Nassar, B. A.
Sadek, I.
Waisman, D. (joint appointment in Microbiology and Immunology)
Walsh, N.
Wanless, I.

Associate Professors

Alwayn, I.
Barnes, P. J.
Berman, J.
Cheng, C.
Davidson, R. J. (major appointment in Microbiology and Immunology)
Dellaire, G.
Easton, A.
Elneaei, M.
Flick, J. (Saint. John)
Gaskin, D.
Giacomantonio, C.
Green, P.
Haldane, D.
Harrison, K.
Hatchette, T.
Hussein, M.
Johnston, B. (major appointment in Microbiology and Immunology)
Legaré, J. F.
Liwski, R.
MacIntosh, R.
Mailman, T.
Morash, B.
Murray, S. K.
Orr, A.
Riddell, C. (cross appointment in Biochemistry)
Robitaille, J. (major appointment in Ophthalmology)

Sapp, H.
Shawwa, A.
Xu, Z.

Assistant Professors

Acar, B. (Saint John)
Arnason, T.
Bedard, K.
Bethune, G.
Castonguay, M.
Dakin-Hache, K.
Davis, I.
El Bailey, S. (Saint John)
Godlewski, M. K. (Saint John)
Hancock-Friesen, C. (major appointment in Surgery)
Hossain, M. (Saint John)
Huang, W. Y.
Kahwash, E.
Koupaie, R.
Leblanc, J.
Lou, A.
Ly, T. Y.
MacLellan, D. (major appointment in Surgery)
Marcato, P.
Marignani, P.
Merrimen, J.
Midgen, C.
Murphy, J.
Naseemuddin, A. (Saint John)
Obenson, K. (Saint John)
O'Brien, A. M. E. (Saint John)
Offman, S.
Pambrun, C.
Pasternak, S.
Rajappannair, L. (Saint John)
Selegan, S.
Sperry, R.
Thoni, A.
Wang, C.
Werner, D.
Wood, M.

Lecturers

Bowes, M. J.
Moore, D.
Rahmeh, T. (Saint John)
Umar, I. (Saint John)

Adjunct Professors

Albiston, B.
Chen, Y.
Fesser, J.
Naugler, C.
Samuels, M.
Tatlidil, C.
Yan, S.

Adjunct Lecturers

Boutilier, R.
Jollimore, J.

A. Course of Study

First Year Medicine

General Pathology: Pathology in the first year of medicine is combined with Immunology and Microbiology to form an eight week unit (PIM Unit) in the COPS curriculum. The four weeks of pathology teaching deals with understanding of basic responses of cells, tissues and organs to various injurious stimuli with particular emphasis on the role of such responses in the pathogenesis of disease. The subjects covered by the program are: cell injury, inflammatory responses, neoplasia, fluid and hemodynamic derangements. These are presented to the

students through: (1) lectures, (2) case discussion in small group tutorial sessions, (3) laboratory sessions.

The course provides students with the basic pathology knowledge necessary to understand pathological changes in diseased organs in the subsequent years.

Second Year Medicine

System Pathology: System Pathology forms a part of the organ oriented units established for the second year. Several members of this Department are actively involved in incorporating laboratory sessions and lectures in various system units.

Electives

A program is available, by arrangement, for a limited number of students who wish to have electives and extend their learning in pathology beyond what is presented in the core program of lectures and laboratories, specifically those considering pathology as a future career.

B. Open Conferences

A number of departmental conferences in the Dr. D. J. Mackenzie Laboratories are available to students. These are scheduled weekly throughout the year and are: surgical pathology, gross autopsy pathology, neuropathology, GI pathology, nephropathology, pulmonary, dermatopathology uropathology, transplant pathology, ear-nose-throat, cytological nervous system, eye, gynaecologic pathology rounds, lecture courses in pathobiology, clinical medical biochemistry.

C. Residency Training

An integrated University residency training program is available in the Department, meeting the requirements of the Royal College of Physicians and Surgeons of Canada in Anatomical Pathology, General Pathology, Hematologic Pathology and Transfusion Medicine. Participating hospitals are the QEII Health Sciences Centre, the IWK Health Centre for Children, Women and Families, and the Saint John Regional Hospital in Saint John, New Brunswick.

D. Courses

Courses for Dentistry Students

Second Year: A systematic survey of human disease is given with special emphasis on material directly relevant to the practice of Dentistry. The course is described in detail in this calendar in the Faculty of Dentistry section.

Courses for Graduate Students

The Department currently offers both a MSc and a PhD graduate studies program. Please consult the Graduate Studies calendar for course information.

Pediatrics

Head:	Dr. Mark Bernstein
Location:	IWK Health Centre Halifax, NS
Telephone:	(902) 470-8229
Fax:	(902) 470-7975

Professors

Acott, P., MD (Dalhousie), FRCPC, Nephrology/Endocrinology
Allen, A., MD, CM (McGill) FAAP, FRCPC, Neonatal-Perinatal Medicine
Bernstein, M. L., MD, FRCPC, Chief, Division of Hematology, Oncology
Blake, K., MB (London), FRCPC, General Pediatrics
Bortolussi, R., MD (Toronto), FRCPC, Pediatric Infectious Disease
Bryson, S., PhD (McGill) Joan & Jack Craig Chair in Autism
Chambers, C., PhD (UBC), R. Psych, Pediatric Psychology/Gastroenterology
Cook, H., BSc, MSc, PhD (Dalhousie), Atlantic Research Centre
Crocker, J., MD, FRCPC, DCL (Hon), Nephrology
Cummings, E., MD (Western), FRCPC, Endocrinology
Dodds, L., MS (U Washington), PhD (U Toronto), Perinatal Epidemiology
Dooley, J., MB, BCh, BAO (Ireland), FRCPC, Neurology
Fernandez, C., MD (McMaster), FRCPC, Pediatric Hematology/Oncology
Finley, J., MD (McGill), FRCPC, Pediatric Cardiology
Frager, G., MD (McMaster), FRCPC, Hematology/Palliative Care
Goldbloom, R., OC, MD, CM (McGill), FRCPC, FAAP, General Pediatrics
Halperin, S., MD (Cornell), FRCPC, Infectious Disease
Huber, A., MSc (UT), MD (UBC), FRCPC, Pediatric Rheumatology
Issekutz, A., MD (Dalhousie), FRCPC, Infectious Disease and Immunology
Issekutz, T., MD (Dalhousie), FRCPC, Head, Division of Immunology
Kronick, J., MD, PhD (McMaster) Medical Genetics, FAAP, FRCPC
Lang, B., MD (Dalhousie), FRCPC, Pediatric Rheumatology
Langley, J., MD (Dalhousie), MSc (McMaster), FRCPC, Infectious Disease
Lin, T.-J., PhD (China), Immunology
Ludman, M., MD (Brown) FRCPC, FCCMG, Medical Genetics
MacDonald, N., MD (Ottawa) FRCPC, Infectious Disease
McMaster, C., BSc, PhD (Manitoba), Membrane Biochemistry and Molecular Biology
McMillan, D., MD (Alberta), FRCPC, Neonatal-Perinatal Medicine
Otley, A., MD (Toronto), MSc, FRCPC, Gastroenterology
Parker, L., PhD, Pediatrics and Community Health and Epidemiology
Ridgway, N., BSc, MSc, PhD (UBC), Atlantic Research Centre
Shea, S., MD (Calgary), FRCPC, Developmental Pediatrics, Undergrad Education
Stadnyk, A., BSc, PhD (McMaster), Immunology
Watson, W. T. A., MD (Dalhousie), FRCPC, Clinical Immunology and Allergy
Whyte, R., MB, BS (London), FRCPC, Neonatal-Perinatal Medicine

Associate Professors

Berman, J. N., MD (Toronto), FRCPC, Hematology/Oncology
Chen, R., MD (Dalhousie), FRCPC, Cardiology
Crooks, B., MB (Birmingham), Hematology
Derfalvi, B., MD, PhD (Semmelweis University, Budapest), Pediatric Immunology
Dyack, S., MD (Dalhousie), FRCPC, FCCMG, Medical Genetics
Gordon, K., MD (Queen's), MSc (Michigan), FRCPC, Neurology
Hawkins, A., MD (Memorial), FRCPC, Developmental Pediatrics
Hussain, A., MD, FAAP, FACC, Cardiology
Jangaard, K., MD (Dalhousie), FRCPC, Neonatal-Perinatal Medicine
Kawchuk, J., MD (Alberta), FRCPC, Developmental Pediatrics
Larson, A., MD (California), FRCPC, General Pediatrics
LeBlanc, J., MD (McMaster), MSc, FRCPC, General Pediatrics
Mahdi, G., MB, (Ain Shams), MRCP, FRCPC, Gastroenterology
Mohamed, I. S., MD, FRCPC (Pediatric Neurology)
Ornstein, A., MD (McGill), FRCPC, General Pediatrics/Child Protection
Price, V. E., MBCHB (Pretoria), MMed (Pediatrics) (Pretoria), Hematology/Oncology

Ramsey, S., MD (Ottawa), FRCPC, Pediatric Rheumatology
 Rashid, M., MB, BS, MEd, FRCPC, Gastroenterology
 Rosen, K., PhD (Moscow State), Atlantic Research Centre
 Sharratt, G., MB (London), FRCPC, Cardiology
 Skidmore, D., MD (Western), FRCPC, Medical Genetics
 Smith, I., MSc (Brown), PhD (Dalhousie), Developmental Pediatrics
 Stinson, D., MD (Western Ontario), FRCPC, Neonatal-Perinatal Medicine
 Vincer, M., MD (Memorial), FRCPC, Neonatal-Perinatal Medicine
 Warren, A., MD (Memorial), FRCPC, Cardiology
 Wood, E., MD (Dalhousie) MSc, FRCPC, Neurology, Postgrad Education
 Wong, K. K., MD (Albuta), FRCPC, Pediatric Cardiology
 Wren, P., MD (Queen's), FRCPC, Emergency Medicine

Assistant Professors

Brna, P., BSc, MD (Dalhousie), FRCPC, Pediatric Neurology
 Chowdhury, D., MBBS, DCH, MRCP(UK), FRCP(Edin), General Pediatrics
 El-Naggar, W., MD, CABP (Cairo), Neonatology
 Esser, M., MD, PhD (Dalhousie), FRCPC, Neurology
 Fraboni, T., MD (Ottawa), FRCPC, Developmental Pediatrics
 Gatien, J., MD (Dalhousie), FRCPC, Allergy
 Gillis, J., MD (Dalhousie), Medical Genetics
 Graven, M., MD (Florida), MPH (Florida), MSc (New Jersey), FAAP, Neonatal-Perinatal Medicine
 Grégoire, M. C., MD, MSc (Montréal), FRCPC Pediatrics
 Holland, J. L., BSc, MSc, MD (Toronto), FRCPC, General Pediatrics
 Hughes, D., MD (Dalhousie), FRCPC, Respiriology
 Johnston, B., PhD (Calgary), Microbiology/Immunology
 Kuhle, S., MD, MPH, PhD
 Manos, S. H., BSc, MD (Dalhousie), FRCPC, General Pediatrics
 Mateos-Corral, D., MD
 McCulloch, D., MD (Dalhousie), FRCPC, Emergency Medicine
 Mokashi, A., MD (Alberta), FRCPC, Pediatric Endocrinology
 Penney, L. S., BSc, MD (Memorial), Medical Genetics
 Pinto, T., MD (McGill), FRCPC
 Schwartz, S., MD (McGill), FRCPC, General Pediatrics
 Simpson, C. D., MD, FRCPC Neonatal-Perinatal Medicine
 Smith, D., MD (Dalhousie), FRCPC, General Pediatrics
 Stringer, E., MD (Dalhousie), MSc (Toronto), FRCPC, Pediatric Rheumatology
 Top, K. A., MD (Dalhousie), MS (Columbia), FRCPC, Pediatric Infectious Diseases
 Van der Spoel, A., PhD (Erasmus), Atlantic Research Centre
 Van Limbergen, J., MD MRCPCH, PhD, Gastroenterology
 Woolcott, C. G., PhD
 Yhap, M., MBCHB (Bristol), FRCPC, Hematology/Oncology

Lecturers

Chowdhury, S., MBBS, DCH (Ireland), MRCP (UK), MRCPCH, FRCP (Edin)
 Kapur, S., MD (Dalhousie), FRCPC, Allergy/Immunology
 McRobert, E., MB, BCh (Trinity), FRCPC, Neonatology
 Morley, C., MD (Dalhousie), FRCPC, General Pediatrics
 Parkash, Sandhya, MD (Dalhousie), FRCPC, Pediatrics, CCMG
 Rex, Dr. G., MD (Memorial), FRCPC, Allergy/Immunology
 Szudek, E., MD (Poland), FRCPC, Neonatal Perinatal Medicine
 Wenning, J., MD (Dalhousie), FRCSC, Obstetrics

Regional Appointments

Saint John, NB

Alexander, W., MD (Memorial), FRCPC, Lecturer
 Garey, N., MD (Dalhousie), FRCPC, Assistant Professor
 Meek, D., MD (Wales), FRCPC, Assistant Professor
 Ojah, C., MD, BS (West Indies), FRCPC, Assistant Professor
 Paras, E., MD (Turkey), FRCPC, Lecturer
 Siau, S., MD (Nat. Taiwan), Lecturer
 Sanderson, S., MD (Toronto), FRCPC, Lecturer

Sydney, NS

Grant, J., MD
 Kajetanowicz, A., MD
 Lynk, A., MD

Charlottetown, PE

Bethune, M., MD

Bigsby, K., MD
 Morrison, K., MD (Dalhousie), FRCPC, General Pediatrics
 Noonan, P., MD
 Zelman, M., MD

Summerside, PE

Wong, D., MD

Moncton, NB

Canning, A., MD
 Canning, R., MD

A. Med I

Child and Family Project: Students are matched with newborns and visit them at home two times in the first year. The emphasis is on family adjustment, infant nutrition, development, temperament, injury prevention, etc. This is embedded in Professional Competencies. CBL units (core and ProComp) in Med I have some pediatric cases.

B. Med II

The Child and Family Project continues.

Clinical Skills Teaching: This is small group learning centered on peds history, physical exam skills, and write-ups with some correlating lectures/larger group demonstrations. There is an adolescent case practice which incorporates HEADDS interview.

Again, there is peds content in core and Pro Comp units

C. Med III

Pediatrics is a six-week core clerkship rotation. This is divided into three weeks on the Pediatric Medical Unit and three weeks mixed ambulatory/emergency. Clerks rotating at other sites typically have an integrated six weeks, working with consultant pediatricians there. Sites for clerks for core rotations are located in Nova Scotia, New Brunswick and Prince Edward Island. During the pediatric core rotation clerks have a series of seminars, which are now all being transmitted using DMNB Videoconferencing, supplemented with Desktop VC to allow a better experience for non-Halifax students. During the core rotation students are expected to interview and write up an adolescent patient contact and do CLIPP cases. Students must also complete a set of specific pediatric clinical encounters on the electronic log placed on One45. Evaluation is through mid and end unit ITERs (which are based on CanMEDS), a multiple choice exam and an OSCE. The latter is integrated with other units.

D. Med IV

The Med IV year is composed of electives plus a block for CaRMS interviews and vacation. Many students opt for elective rotations in Pediatrics.

E. Electives

The Department of Pediatrics offers elective programs for interested students in all four years. Arrangements for these electives may be made through the Department early in each academic year. The department elective representative for the first two years is Dr. D. Hughes, 470-8218, and for the clerkship year is Dr. Wade Watson, 470-6554. Inquiries regarding elective programs at other medical schools or from students at other schools should be directed to the Undergraduate Medical Education Office at Dalhousie Email: electives@dal.ca

F. Residency Training

The Department of Pediatrics at Dalhousie University offers a four-year postgraduate training program in pediatrics. Successful completion of the residency renders the trainee eligible for the specialty examinations in Paediatrics offered by the Royal College of Physicians and Surgeons of Canada, and by the American Board of Pediatrics. The IWK Health Centre is both a teaching hospital and research centre. It is the tertiary care Pediatric referral centre for Canada's three Maritime provinces - Nova Scotia, New Brunswick, and Prince Edward Island. This hospital serves as the community Pediatric hospital for the Halifax Regional Municipality (population base approximately 400,000). It is the only hospital in the metropolitan area that admits children, so it provides primary, secondary and tertiary care and thus provides trainees the opportunity to see, in both ambulatory and inpatient environments, patients with problems in the primary, secondary and tertiary care areas.

This institution is also the maternity site for all normal and high-risk deliveries within the metropolitan area and serves as the referral site for all high-risk deliveries for the provinces of Nova Scotia and Prince Edward Island. There are approximately 5,000 obstetrical deliveries per year. There is an extremely busy Neonatal Intensive Care Unit to provide a broad range of neonatal exposures for residents.

The Saint John Regional Hospital is a facility which has a pediatric unit affiliated with Dalhousie University. Residents rotate through general inpatients pediatrics and ambulatory pediatrics at the Saint John Regional which provides secondary and some tertiary care for children from a large area of New Brunswick. Saint John is a city of 130,000. Accommodation is provided for residents who are on rotation in Saint John.

The program in paediatrics is designed to provide a well-rounded experience, covering all "core" areas, but also providing time for specialization in areas of individual interest. The first three years of training cover the core requirements established by the Royal College of Physicians and Surgeons of Canada. Specific rotations will include the Emergency Department, Ambulatory Clinics, In-patient general Pediatric wards, Newborn Intensive Care Units, Pediatric Intensive Care Unit, Pediatric Surgery, Child Psychiatry, Behavioural and Developmental Pediatrics, and many of the Pediatric subspecialty services. In addition to time set aside for research, the fourth year of the program can usually be individually designed to meet the specific training needs and interests of the resident.

There is ample time for electives, which may be spent pursuing a clinical specialty, or engaging in a research project. Many of the faculty members are actively involved in research, and resident participation is mandatory.

The training program provides "graded responsibility" to house staff according to the level of seniority and expertise. House staff will be on call no more than one night in four. Senior trainee do less on call. Each resident is permitted four weeks paid vacation per year, and is funded to attend one educational conference per year.

The Department of Pediatrics is made of an outstanding group of pediatricians, scientists, and staff, all of whom are committed to improving child health through patient care, education, research, and leadership. The Department is comprised of 16 divisions, with two services and 136 faculty members. Pediatricians throughout the Maritimes are also members of the Department and play important roles in clinical teaching of both medical students and residents. We have an excellent general pediatric residency program and eight accredited subspecialty residency programs. Further information about our divisions, research programs and education programs can be found on other pages of the website: (<http://pediatrics.medicine.dal.ca>).

G. Resident Evaluation

All pediatric postgraduate trainees must take the annual in-training examination of the American Board of Pediatrics. This examination provides valuable feedback concerning areas of strengths or weaknesses in clinical knowledge. It also helps the Department to assess its own deficiencies or weaknesses. After each clinical rotation, an in-training evaluation report is completed and is reviewed with the trainee. The trainees are interviewed twice annually to review evaluations and general progress. The clinical skills of the residents are assessed regularly by means of oral and clinical examinations.

H. Rounds and Conferences

At the IWK Health Centre, regularly scheduled conferences include weekly Grand Rounds, Admission Rounds, Radiology Rounds and many subspecialty conferences. In addition, there is dedicated educational time set aside for pediatric trainees. A weekly schedule of pediatric conferences and teaching sessions also exists at the Saint John Regional Hospital. All residents are subsidized to attend one approved national or international scientific meeting per year.

I. Continuing Medical Education

Members of the Department of Pediatrics participate in the activities of the Division of Continuing Medical Education, offering annual short courses in selected topics of pediatric interests, preceptorships for periods of two to four weeks, and special training programs tailored to individual needs of physicians interested in their own continuing education. In addition, Departmental teachers attend clinical teaching conferences at various hospitals throughout the Maritime Provinces.

Pharmacology

Location: Tupper Building, 6th Floor
Telephone: (902) 494-3435

Professors Emeriti

Gray, J.
Renton, K. W.
Robertson, H. A.
Ruedy, J. R.
Vohra, M. M.
White, T. D.

The Carnegie and Rockefeller Professor and Head of Department

McMaster, C. R.

Professors

Acott, P. (major appointment in Pediatrics)
Denovan-Wright, E. M.
Gajewski, J. B. (major appointment in Urology)
Hall, R. I. (major appointment in Anesthesia)
Howlett, S. E.
Hung, O. R. (major appointment in Anesthesia)
Kelly, M. E. M.
Lehmann, C. (major appointment in Anesthesia)
Lynch, M. E. (major appointment in Anesthesia)
MacRae, T. H. (major appointment in Biology)
Pasumarthi, K.
Pohlmann-Eden, B. (major appointment in Neurology)
Robertson, G. S. (major appointment in Psychiatry)
Rupasinghe, H. P. V. (major appointment in Faculty of Agriculture)
Rusak, B. (major appointment in Psychiatry)
Sawynok, J.
Sinal, C.

Associate Professors

Dupré, D. J.
Fawcett, J.
Goralski, K. (major appointment in Pharmacy)
McDougall, J. J.
Rashid, S.

Assistant Professors

Brunt, K. R.
Grandy, S. A. (major appointment in Health and Human Performance)
Langille, M.G.

Adjunct Professors

Gardner, E. (major appointment at the National Institute on Drug Abuse, National Institute of Health in Baltimore, Maryland)
Manchia, M. (major appointment Psychiatry)
Pollak, P. T. (major appointment in Pharmacology and Cardiac Services, U of Calgary)

Pharmacology instruction occurs during the first two years of the MD program, and is integrated throughout cases, lectures, and a lab that constitute the new case based curriculum.

A. BSc (Med) Program

The Department of Pharmacology offers a BSc (Med) program in Pharmacology. Please consult the Department for details.

B. Electives

Opportunities for elective work in pharmacology are open to students. Laboratory research experience can include work during the summer months as paid summer research assistants. Other formats of electives (eg. reading courses, clinical trial shadowing) can also be arranged in collaboration with clinical faculty.

C. Continuing Medical Education

The Department participates in this program primarily through presentation of lectures given at various centres in the Maritime Provinces in association with other units.

D. Residency Training

The Department provides formal and informal training sessions for residents. With approval, training in various research laboratories of the department can be arranged for residents to enhance their research skills.

E. Courses

Courses for Dental Students

Separate Pharmacology courses for dental students (D1117, D2117) are given in the first two years of the Dental program. These are designed to emphasize those drugs most commonly employed by dentists. However, other drugs are also discussed, especially in connection with medical problems their patients may have which are not necessarily associated with their dental problems.

Students in the dental hygiene program receive a separate course of lectures (DH 3007) directed at their requirements.

Courses for Arts and Science Students

Introductory courses are offered as a credit in the Honours BSc (Biology and Biochemistry) programs under the designation Biology 4404A, 4407B, Biochemistry 4804A, 4806B, Neuroscience 4374A, 4376B.

Graduate Studies

Advanced work leading to the MSc and PhD degrees is offered to both science and medical graduates. The Calendar of the Faculty of Graduate Studies should be consulted.

Courses for Health Professions Students

Students registered in First Year of the College of Pharmacy receive instruction in pharmacology designated as PHAC 1470.03. This consists of a series of cases and associated lectures. Students in the Occupational Therapy program receive a course of lectures designated OCCU 6130.01.

Physiology and Biophysics

Location: Tupper Building, 3rd Floor
Telephone: (902) 494-3517
Fax: (902) 494-1685

The Carnegie and Rockefeller Professor and Head of Department

Morgunov, N.

Professors

Barnes, S. A.
Brown, R. E. (major appointment in Psychology)
Chauhan, B. (major appointment in Ophthalmology)
Croll, R. P.
Fine, A. M.
French, A. S.
Henzler, D. (major appointment in Anesthesia)
Linsdell, P.
McDonald, T. F.
Meinertzhagen, I. A. (major appointment in Psychology)
Murphy, P. R.
Schmidt, M. (major appointment in Anesthesia)
Torkkeli, P. H.

Associate Professors

Anini, Y.
Carrey, N. (major appointment in Psychiatry)
Chappe, V.
Cowley, E. A.
Krueger, S.
Morgunov, N.
Murphy, M. G.
O'Blenes, S. (major appointment in Surgery)
Rose, R. A.
Tremblay, F. (major appointment in Ophthalmology)
Wang, J. (major appointment in School of Human Communication Disorders)

Assistant Professors

Chen, R. (major appointment in Pediatrics)
Dong, X.
Li, A. (major appointment in Medicine)
Pavlov, E.
Quinn, T. A.
Sapp, J. L. (major appointment in Medicine)

Adjunct Professors

Kane, D. A. (Department of Human Kinetics, St. Francis Xavier University)
Luhovyy, B. (Department of Applied Human Nutrition, Mount St. Vincent University)

Senior Instructor

Penney, C.

A. Course of Study

Second Year Medicine

The department provides tutors, cases, lectures and laboratory sessions in the Metabolism II Unit and the Neuroscience Unit.

B. Clinical Clerkship

Electives

The Department offers two types of elective programs to limited numbers of medical students. The Department or Office of the Dean of Medicine may be contacted for details.

1. small research projects under the direction of staff members, and
2. investigations in some depth of published work on a topic of the student's choice, utilizing the resources of the staff member and the Kellogg Health Sciences Library.

C. Graduate-Level Courses

The Department offers suitably qualified students an opportunity to study for the degrees of Master of Science and Doctor of Philosophy. Advanced graduate seminars and lecture courses are given in cell and molecular physiology, cardiovascular physiology, membrane physiology, endocrinology, neurophysiology, etc. A complete description of these programs is in the calendar of the Faculty of Graduate Studies.

D. Courses

Courses for Students in the Health Professions, Dentistry, and Other Faculties

- Dentistry 1119.01: For Students in Dentistry
- Dental Hygiene 2853.06: For students in Dental Hygiene
- Physiology 1000X/Y.06: Human Physiology (Distance Education course equivalent to Physiology 1010X/Y.06)
- Physiology 1010X/Y.06: Human Physiology
- Physiology 1400.06: Human Physiology (for students in Pharmacy)
- Physiology 2031.03: Human Neurophysiology
- Physiology 2032.03: Human Systems Physiology
- Physiology 2570.03: Cellular Neurophysiology
- Physiology 3120.03: Exercise Physiology in Health and Disease
- Physiology 3320.03: Human cell Physiology
- Physiology 3420.03: Sensory Physiology
- Physiology 3520.03: Core Concepts in Medical Physiology
- Physiology 4000.03: Current Advances in Synaptic Function and Plasticity
- Physiology 4324.03: Endocrine Physiology
- Physiology 4680.03: Cardiovascular Physiology
- Physiology 4328X/Y.03: Directed Project in Physiology

Psychiatry

Location: Abbie Lane Building, 8th Floor
QEII Health Sciences Centre
Halifax, NS

Telephone: (902) 473-2470
Fax: (902) 473-4887

Administration, Room 8211
Telephone: (902) 473-3868
Fax: (902) 473-4887

Education Office, Room 8103
Telephone: (902) 473-5664
Fax: (902) 473-4545

Research Office, Room 8412
Telephone: (902) 473-7358
Fax: (902) 473-4887

Global Psychiatry

Telephone: (902) 473-2470
Fax: (902) 473-4887

Child and Adolescent Psychiatry
IWK Health Centre, 4th Floor - Link
Telephone: (902) 470-8087
Fax: (902) 470-7937

Professors Emeriti

Munro, A.

Professor and Head of Department

Delva, N

Professors

Abbass, A.
Alda, M.
Eskes, G.
Gardner, D.
Gardner, W.
Kaiser, A.
Kutcher, S.
Leslie, R.
Lynch, M.
McGrath, P.
Morehouse, R.
Pajer, K. (Head, Child and Adolescent Division)
Robertson, G.
Robertson, H.
Rusak, B. (Killam Professor)
Semba, K.
Stewart, S.
Tibbo, P.

Adjunct Professors

Duffy, A.
Horacek, J.
Kisely, S.
Kopala, L.
Murphy, J.
Patel, V.

Associate Professors

Bagnell, A.
Barrett, S.
Carrey, N.
Cassidy, K. -L.
Chambers, C.
Chisholm, T.
Fisk, J.
Flynn, M.
Good, K.
Hajek, T.
Harris, A.
Hazelton, L.
Horner, B.
Junek, W.
Kinley, J.
Lamschtein, C.
LeBlanc, J.
Milliken, H.
Murphy, A.
O'Donovan, C.
Orlik, H.
Propper, L.
Rajda, M.
Rao, S.
Reynolds, P.
Sadek, J.
Stokes, A.
Teehan, M.
Theriault, S.
Uher, R.
Vallis, T.

Adjunct Associate Professors

Burley, J.
Cook, A.
Crittenden, P.
Fisk, J.

Assistant Professors

Abidi, S.
Addleman, D.
Adediron, P.
Aicher, J.
Apantaku-Olajide, T.
Aspin, J.
Aty, A.
Auble, C.
Banic, Z.
Banjo, D.
Bekele, Y.
Bernier, D.
Bessenyei, A.
Bhargava, M.
Bhaskara, S.
Bilski-Piotrowski, M.
Bosma, M.
Brooks, S.
Brunet, A.
Bryniak, C.
Burke, B.
Butler, B.
Butler, G.
Calkin, C.
Chehil, S.
Chipman, K.
Cohen, J.
Cooper, K.
Corkum, P.
Croxall, P.
De Boer, C.

Doucet, J.
Etches, S.
Ezeibe, K.
Faridi, A.
Ferguson, J.
Fisher, D.
Forsythe, P.
Fostey, A.
Fraser, R.
Freer, J.
Gordon, E.
Gray, G.
Hann, G.
Hassan, S.
Herschenhous, N.
Hipwell, A.
Howard, R.
Hoyt, L.
Hudec, M.
James, S.
Jayaram, K.
Jetly, R.
Johnson, S.
Joshi, V.
Kelln, B.
Khatri, J.
Kronfli, R.
Laurencic, G.
Lazier, L.
LeBlanc, J.
Lemboye, A.
Lewitzka, U.
Liashko, V.
Libbus, Y.
Lingley-Pottie, P.
Lock, E.
Lovas, D.
MacDonald, J.
MacKay, T.
Maynes, D.
McGrath, D.
McKim-Dawes, K.
McLuckie, A.
Mills, P.
Mishra, A.
Morrison, D.
Morrison, J.
Mosher, P.
Murphy, C.
Neilson, G.
Newman, A.
Ortiz-Dominguez, A.
Pavlova, B.
Pearce, P.
Pellow, T.
Pencer, A.
Peters, C.
Poder, K.
Potter, L.
Pottie, C.
Propper, L.
Relja, M.
Rubens, M.
Ruzickova, M.
Satyanarayan, S.
Schmidt, M.
Scholten, M.
Shahid, Raheel
Shamsuddin, S.
Sherry, S.
Singh, A.

Sinha, N.
Slayter, I.
Sullivan, G.
Tahir, L.
Tait, G.
Thompson, S.
Town, J.
Ursuliak, Z.
Walker, J.
Walentynowicz, M.
Weaver, I.
Westwood, D.
White, K.
Whitehorn, D.
Whitby, D.
Wilson, A.
Yuzda, E.
Zinck, S.

Adjunct Assistant Professors

MacDougall, A.
Marceau-Crooks, H.
Walker, D.
Walter, G.

Lecturers

Ahmad, K.
Akinsola, O.
Aladetoyinbo, K.
Aldridge, D.
Alexiadis, M.
Ali, J.
Amanullah, S.
Anyaeqbuna, O.
Aquino, E.
Assh, D.
Bergin, S.
Bhalla, D.
Bhattacharyya, A.
Black, K.
Borst, S.
Bradley, B.
Brake, J.
Childs, C.
Cohen, S.
Crist, W.
Davis, D.
Dhar, N.
Dini, E.
Doucet, J.
Edwards, W.
Foley, B.
Fraser, J.
Grant-Oyeye, L.
Gusella, J.
Jefferson, S.
John, O.
Johnston, M.
Keizer, H.
Keshen, A.
Khan, N.
Laskowski, D.
MacDonald, S.
MacKay, I.
MacNeill, K.
Maguire, H.
Maxan, E.
McAllindon, J.
Mershati, A.
Milligan, S.

Morgan, M.
Moss, P.
Muir, A.
Muthu, M. S.
Ortiz, A.
Parker, D.
Pilon, D.
Pogosyan, M.
Pottle, R.
Riives, M.
Roberts, D.
Robertson, N.
Rowe, H.
Russell, D.
Sadiq, S.
Savenkov, A.
Siddhartha, S.
Smith, E.
Stewart, C.
Sulyman, M.
Tak, F.
Taylor, G.
Thompson, K.
Tulipan, T.
Umar, A.
Upshall, P.
Warren, K.
Wilson, A.
Wiseman, E.
Wood, W.
Woulff, N.
Zehr, R.

A. Course of Study

To become a psychiatrist, completion of four years of medical school training plus five years of residency is required. During your medical school training at Dalhousie you will be introduced to the Department of Psychiatry. Undergraduate teaching in the department focuses on highlighting the significance of biopsychosocial factors in normal human development and in illness, enabling students to recognize psychiatric disorders and how to treat these disorders within their competence, or refer the patient for psychiatric investigation and management.

MED I: First Year Medicine - Basic Clinical Skills

During first year, students are introduced to fundamental principles in the study and practice of medicine. This includes supervised sessions interviewing psychiatric patients for the purpose of developing basic assessment and communication skills. Formal psychiatric teaching and clinical experiences begin in second year.

MED II: Second Year Medicine - Clinical Psychiatry

In second year, psychiatry is incorporated into the Neuroscience Unit along with neuroanatomy, neurology and neurophysiology. The psychiatry component focuses on the diagnosis, treatment and biopsychosocial understanding of major psychiatric disorders through lectures and case-based learning. During this unit, students also attend weekly Clinical Skills II sessions during which they conduct supervised psychiatric histories and mental status examinations of patients.

MED III: Third Year Medicine - Clinical Clerkship

During the Psychiatry Unit, clerks will complete a six week rotation which will include a variety of inpatient and outpatient clinical experiences providing exposure to a range of psychiatric disorders.

Rotations are offered in the Halifax Regional Municipality, as well as at other affiliated sites including Saint John, Fredericton, Moncton, Miramichi, Windsor, Charlottetown and Sydney.

Teaching sessions on a range of topics occur weekly in the form of didactic lecturers, clinical vignettes and interactive discussion.

MED IV: Fourth Year Medicine - Clinical Clerkship

MED IV consists of a scheduled block designed for clerks to participate in 18 weeks of elective time; there are numerous opportunities for psychiatric electives during this period. Also, clerks will complete a three week rotation in Care of the Elderly (CoE). Vacation time and CaRMS interviewing time can be scheduled around the clinical rotations.

B. Electives

Electives are offered in MED I, MED II, and MED IV. A wide variety of clinical and research elective experiences are available. Students are encouraged to inquire about possible opportunities in subject areas that interest them that may not be listed.

C. Residency Training

This covers Postgraduate Years (PGY) 1 to 5.

PGY-1: This year provides broad clinical training in the following areas: psychiatry, internal medicine, emergency medicine, pediatrics, family medicine, general medicine neurology, choice of selective for three blocks.

PGY-2 to -5: These years of integrated university residency training are planned to meet the requirements of the Royal College of Physicians and Surgeons of Canada. Participating units and hospitals are the Queen Elizabeth II Health Sciences, IWK Health Sciences Center, The Nova Scotia Hospital and Atlantic Health Sciences Corporations (NB).

Each postgraduate student spends at least 4.5 years in the central university program to complete the mandatory rotations required by the Royal College. The remaining months are spent in a variety of psychiatric or related clinical or research settings in the Maritime Provinces or elsewhere.

Electives available in the senior years include additional training beyond the minimum time in geriatric or consultation/liaison psychiatry or experience in eating disorders, sleep/wake disorders, neuropsychiatry, international psychiatry, forensic psychiatry, semi-rural community psychiatry, pain management, research projects or secondment to relevant non-psychiatric experience, such as neurology.

On the successful completion of the Residency Program and the Royal College Examinations, an individual can seek further sub-specialty training in the Fellowship Program.

D. Fellowship Program

This program has been developed to enhance training in psychiatric medicine which will meet the clinical service needs of the Province of Nova Scotia and the academic initiatives of the Department. The Department is offering Fellowship positions in academic sub-specialty areas. Openings are available for candidates in the following areas of interest: Child and Adolescent Psychiatry, Forensic Psychiatry, Geriatric Psychiatry, Global Psychiatry, Psychotherapy, Schizophrenia: First Episode Psychosis, Sleep Medicine and Mood Disorders. Applicants are also welcome for the Child and Adolescent Psychiatry sub-specialty residence program. Applicants must be medically qualified, possess an FRCPC (Psychiatry), be eligible for licensure in the Province of Nova Scotia and be able to practice clinically in a subspecialty area with supervision.

Salary is based on Department of Psychiatry's alternate funding plan.

On the successful completion of the application process, the Fellow will be required to develop their individual learning objectives and curriculum as determined together with their respective Fellowship Supervisor.

Fellowship programs will begin on July 1 and end on June 30.

Applicants should submit a curriculum vitae and a statement of their subspecialty interests to:

Director of Fellowship Program
Department of Psychiatry, Dalhousie University
Abbie J. Lane Building, 8th Floor
5909 Veterans Memorial Lane
Halifax, NS B3H 2E2
Deadline for applications: February 1

E. Continuing Education

Dalhousie University Department of Psychiatry has earned national and international recognition as a provider of excellent quality, innovative, continuing

education programs and services. Our Faculty members have been recognized as experts in their field and lecture frequently throughout the Atlantic provinces, nationally and internationally. Several have won prestigious awards for their educational work. The overall goal of the Department of Psychiatry is to provide leadership in mental health education for psychiatrists, other mental health professionals, family physicians and the community, with the ultimate aim of promoting the highest standards of mental health care. The following is a sampling of some of our programs that keep us on the cutting edge of continuing mental health education and professional development:

- Early Psychosis Community Education Programs
- Psychotherapy Classes, The Centre of Emotions and Health
- Videoconferencing of Educational Programs
- Atlantic Psychosis Conference
- Annual Academic Day
- Annual Research Day
- On-site and future electronic-based specialized programs for psychiatrists and other health professionals
- Royal College of Physicians and Surgeons of Canada accredited clinical academic rounds conferences, university rounds, inter-professional education sessions, journal clubs, psychotherapy seminars, senior mental health tele education rounds and sleep rounds, addiction seminars and research forums

For further information view our website: <http://www.psych.dal.ca>

Radiation Oncology

Location: Nova Scotia Cancer Centre
5820 University Avenue
Halifax, NS B3H 1V7
Telephone: (902) 473-6010
Fax: (902) 473-1273

Professor and Head

Ago, C. T.

Professors

Andrew, J. W.
Daniels, C.
Rheume, D

Associate Professors

Burnell, M.
Carson, J.
Hollenhorst, H.
Joseph, P.
Laukkanen, E.
Mulroy, L.
Rajaraman, M.
Reiman, A.
Robar, J.
Rutledge, R.

Assistant Professors

Bahl, G.
Bowes, D.
Campbell, H.
Cwajna, S.
Hale, M.
Kelly, R.
Kumar, E.
Landry, A.
Mahmoud-Ahmed, A.
Meng, J.
Mohiuddin, M.
Naz, F.
Nolan, M.
Pan, L.
Thomas, C.
Wilke, D.
Xu, H.
Yewondwossen, M.

Lecturers

Grant, J.
Hale, J.
McNevin, G.
Reynard, E.
Schella, J.
Sham, E.
Therrien, P.
Wajstaub, S.

A. Undergraduate

Members of the department, while not having direct responsibility for the didactic aspects of undergraduate teaching, participate in the educational experience of these students at every opportunity. A large volume of clinical material is available at the NSCC/QEII HSC, and students attend many of the multidisciplinary oncology clinics, particularly in their senior years. This is

particularly relevant to their understanding of the complex issues involved in the management of patients with various malignancies.

B. Electives

Student electives, up to one month in duration, are strongly encouraged. The time is spent with department faculty and preceptors, and students are exposed to the clinical and technical aspects of radiation oncology. It provides an overview of a clinical modality central to a broader oncology program. Small clinical research projects are encouraged and supported.

C. Residency Training

This is an accredited program of the Royal College of Physicians and Surgeons of Canada. Training is intensive, and provide the residents with solid grounding in the basic sciences of radiation biology, physics and oncology, along with ongoing clinical training. Residents from other programs spend elective time in the department and specific lectures are frequently given by departmental faculty to graduate students in other departments.

D. Continuing Medical Education

Department faculty participate fully in several CME programs across the Maritime Provinces.

Surgery

Location: Department of Surgery
Suite 8 - 838
VG Hospital
1276 South Park Street
Halifax, NS B3H 2Y9

Telephone: (902) 473-2246
Fax: (902) 473-4442

Professors Emeriti

Gillis, D. A.
MacDonald, A. S.
Norvell, S. T.
Ross, E. F.
Yabsley, R.

Head of Department

Kirkpatrick, D.

Professors

Acott, P. (major appointment in Pediatrics)
Ali, I.
Alexander, D. I.
Bance, M.
Brownstone, R.
Bruce, B (Adjunct Appointment)
Bullock, M (major appointment in Department of Pathology)
Clarke, D.
Dunbar, M.
Gross, M.
Hirsch, G.
Hoskin, D. (major appointment in Pathology)
Hyndman, J. C.
Jamieson, C. G.
Johnston, M.
Keough Ryan, T. (major appointment in Medicine)
Kiberd, B. (major appointment in Medicine)
Kirkpatrick, D.
Lalonde, D. (New Brunswick)
Lawen, J. (major appointment in Urology)
Leighton, R. K.
Massoud, E.
Morris, S. F.
Nelissen, R. (Adjunct)
Phillips, D. (major appointment in Psychology)
Porter, G.
Robertson, G. (major appointment in Psychiatry)
Stanish, W. D.
Sullivan, J. A.
Taylor, S. M.
Wang, J. (major appointment in School of Human Communications Disorders)

Associate Professors

Abraham, E. (New Brunswick)
Agu, R. (major appointment in Pharmacy)
Alwayn, I.
Amirault, J. D.
Aiken, S (major appointment in School of Human Communication Disorders)
Bnsseau, G.
Brown, J (major appointment in Biolmedical Engineering)
Christie, S.
Coles, C.
Corsten, P. G.

El-Hawary, R.
Fawcett, J. (major appointment in Pharmacology)
Fleetwood, I. (Adjunct appointment)
Giacomantonio, C.
Giacomantonio, J. M.
Glazebrook, M.
Gratzer, P. (major appointment in Biomedical Engineering Medicine)
Hancock Friesen, C.
Hart, R.
Henteleff, H.
Johnson, L.
Leahey, L.
Lee, T. D. G. (joint appointment in Microbiology and Immunology)
Legare, J. F.
MacQuarrie, K (major appointment in Emergency Medicine)
Molinari, M.
Newman, A. (major appointment in Psychology)
O'Blenes, S.
O'Brien, J. (New Brunswick)
Paletz, J.
Peltekian, K. (major appointment in Medicine)
Pelletier, M (New Brunswick)
Reardon, G.
Steeves, J. (New Brunswick)
Topp, T.
Trites, J.
Vair, D. B.
Valster, E (Adjunct Appointment)
Wilson, K. L.
Wood, J.
Yanchar, N.

Assistant Professors

Abdul-Kadir, N (Amherst)
Adams, R (New Brunswick)
Adamson, R (major appointment in Biomedical Engineering)
Allanach, W (New Brunswick)
Attabib, N. (New Brunswick)
Attard, J. (New Brunswick)
Barnhill, T. (New Brunswick)
Barry, S.
Baskett, R.
Bendor-Samuel, R.
Berkshire, A. ((New Brunswick)
Bethune, D. C. G.
Bezuhly, M.
Biddulph, M.
Bowden, S. (New Brunswick)
Brown, T.
Bryden, P. (New Brunswick)
Buduhan, G.
Burton, P. (New Brunswick)
Calverley, V.
Casey, P.
Clark, A (New Brunswick)
Clarke, S (major appointment in Department of Radiology)
Clifton, N. (Antigonish)
Coady, C. M.
Comstock, S. (New Brunswick)
Connolly, S. (New Brunswick)
Crozier, M (New Brunswick)
Davies, D.
Dickinson, D. (New Brunswick)
Dool, J. (New Brunswick)
Earl, E. M. (major appointment in Physiotherapy)
Ellsmere, J.
Fletcher, J. (New Brunswick)
Forsythe, M. E. (New Brunswick)
Franklin, J. (New Brunswick)
Goodyear, C. (New Brunswick)
Gowan, R. (New Brunswick)

Grant, J. (New Brunswick)
 Haene, R (New Brunswick)
 Hafidh, M (Sydney)
 Hassain, A. (New Brunswick)
 Helyer, L.
 Henderson, W. (New Brunswick)
 Hong, P.
 Hoogerboord, C. M.
 Howard, J.
 Howley, D.B. (New Brunswick)
 Hoyt, B (New Brunswick)
 Johnson, P.
 Johnston, B. (New Brunswick)
 Johnston, D. G.
 Kerr, D. (New Brunswick)
 Klassen, D.
 LeBlanc, M.
 Lee, M.
 Legay, D.
 Logan, K.
 MacKean, G.
 Mayich, M.D.J. (New Brunswick)
 Manson, N (New Brunswick)
 McGory, R. (Sydney)
 McNeely, P. D.
 Menesi, W (New Brunswick)
 Midgley, P (Prince Edward Island)
 Minor, S.
 Mitchell, A.
 Morris, D.
 Morris, S.
 Mowatt, John (New Brunswick)
 Mujoomdar, A
 Murdoch, J.
 Nader, N (Amherst)
 Nasser, J.
 Newman, A (major appointment in Department of Psychology)
 O'Brien, D.
 Oja, M. (New Brunswick)
 Ondiveeran, H. (New Brunswick)
 Orlik, B.
 Orrell, K. (Sydney)
 Oxner, W.
 Peters, T. (New Brunswick)
 Pickett, G.
 Plourde, M.
 Quartey, G (New Brunswick)
 Redstone, H. (New Brunswick)
 Renfrew, P (New Brunswick)
 Richardson, C. G.
 Romao, R.
 Ruddy, J. (Kentville)
 Scarth, H. (New Brunswick)
 Schaus, C. (New Brunswick)
 Skanes, S (New Brunswick)
 Stein, J.
 Stewart, K.
 Tang, D.
 Trenholm, A. (New Brunswick)
 Urquhart, R
 Vician, M.
 Wagg, J. (New Brunswick)
 Wallace, T (Amherst)
 Walling, S.
 Walsh, M.
 Wheelock, W. (New Brunswick)
 Williams, J.
 Williams, L.
 Wong, I.

Lecturers

Atiyah, A (Cape Breton)

Archibald, A (Cape Breton)
 Balys, R.
 Barton, P. (New Brunswick)
 Beveridge, W (Kentville)
 Brennan, M.
 Brown, C. (New Brunswick)
 Brown, D. S. (New Brunswick)
 Burton, P (New Brunswick)
 Campos, F. (Prince Edward Island)
 Charest, D. (New Brunswick)
 Clark, A. (New Brunswick)
 Clark, F. (Kentville)
 Cook, G. (New Brunswick)
 Daigle, J. P. (New Brunswick)
 Davidson, D. (Kentville)
 Dempsey, I.
 Devries, G (New Brunswick)
 Dizierzanowski, M. (Truro)
 Dodd, F. (Sydney)
 Dubois, P. (New Brunswick)
 Edward, Rex (New Brunswick)
 Forgie, R. (New Brunswick)
 Gallant, P. (Kentville)
 Garland, A. (New Brunswick)
 Goobie, P. (New Brunswick)
 Gorman, P. (New Brunswick)
 Gow, N.
 Haswell, T. (New Brunswick)
 Heisler, B. (Kentville)
 Howatt, E. (Kentville)
 Hussain, A. (New Brunswick)
 Kolyvas, G. (New Brunswick)
 Konter, J. (Prince Edward Island)
 LeBlanc, R.
 Lefel, O. (Yarmouth)
 Lubin, A. (New Brunswick)
 MacDonald, J. G. (Amherst)
 MacGillivray, B. J. (Antigonish)
 MacLean, G. (Prince Edward Island)
 Massoeurs, S. (New Brunswick)
 Maxwell, E. L. (New Brunswick)
 McGibney, K. (Truro)
 McKenney, R (Truro)
 McLean, G (PEI)
 McNeil, M (New Brunswick)
 Murphy, C. (Yarmouth)
 Murphy, J. (New Brunswick)
 Murphy, N. (Kentville)
 Nuth, L.
 Rae, R. (New Brunswick)
 Roberge, R. (New Brunswick)
 Roux, Emile (New Brunswick)
 Savage, M. C. (New Brunswick)
 Shakerinia, T. (New Brunswick)
 Smith, A. N.
 Tait, H. (New Brunswick)
 Tees, D. (New Brunswick)
 VanBoxel, P.
 Venugopal, V.
 Wasilewski, L.

The Department provides basic instruction in those diseases which fall within the field of surgery. Opportunities are provided to students so that they may become familiar with patients having surgical diseases, their diagnosis, investigation, and treatment. Students may pursue elective or research studies if they so desire.

A. Course of Study

First and Second Year Medicine

Members of the Department of Surgery participate in the pre-clerkship curriculum in the following areas:

1. As tutors in various units that make up the CBL and clinical skills curriculum.
2. As preceptors for elective students in surgery.

B. The Clerkship

At the completion of the second year, the student enters an 88-week clerkship, of which nine weeks are spent in the Department of Surgery doing three rotations, each of three weeks.

General Surgery is a mandatory three week rotation. There are two selective rotations which are each three weeks long. They include: Cardiac Surgery, Neurosurgery, Orthopedics, Otolaryngology, Pediatric General Surgery, Plastic Surgery, Thoracic Surgery, Vascular Surgery and Urology.

During the three rotations the students will take emergency call in the hospitals.

Additional opportunities for the students exist in the form of electives in surgery under the supervision of an identified surgeon, either in Halifax or elsewhere.

C. Residency Training

Integrated University Residency Training Programs in the disciplines of General Surgery, Orthopedic Surgery, Cardiac Surgery, Pediatric General Surgery, Neurosurgery, Otolaryngology, and Plastic Surgery are available in the department. The training programs in these disciplines are accredited by the Royal College of Physicians and Surgeons of Canada. Participating hospitals include the QEII Health Sciences Centre, IWK Health Centre, and Saint John Regional Hospital, Saint John, New Brunswick.

General Surgery

The General Surgery Program is a five-year program. The program is designed so that its graduates are prepared to pursue community practice, or to compete for clinical and/or research fellowships. The first two years comprise the core program years and are divided into four week and eight week rotations. The final three years focus on mastery of general surgical knowledge and skills.

Neurosurgery

The Division of Neurosurgery provides for a year of basic training in the neurological sciences, and at *least* thirty-six months of clinical neurosurgery (including pediatric Neurosurgery) with progressive responsibility. A full education program in allied neurological science fields is a part of this program.

Cardiac Surgery

The cardiac surgery residency program is an integrated six year process which incorporates two years of core surgery, six months of general surgery, six months of adult cardiac surgery, six months of thoracic surgery, six months of pediatric cardiac surgery and 12 months of senior cardiac surgery resident. In addition, there is one year for academic enrichment. For those considering an academic career, this can consist of a research year, which may lead to a MSc or PhD, while others may choose to develop an area of special clinical interest or expertise.

Orthopedic Surgery

The Division of Orthopedic Surgery conducts a five-year program. During the first year, residents rotate through such specialties as Plastic Surgery, Neurosurgery, ICU, Cardiac Surgery, and Vascular Surgery. Elective rotations are available during this period of time. The three core years of Orthopedic Surgery are designed for the resident to gain experience in Adult, Pediatric and Traumatic Orthopedic Surgery. Residents are encouraged to carry out a post training year as a Fellow at this or another centre.

Otolaryngology

The Division of Otolaryngology offers an integrated university resident training program, consisting of a five-year rotation meeting the requirements of the Royal College of Physicians and Surgeons of Canada. Residents are accepted into the program at the PGY1 level. Arrangements are made through the Department of Surgery to have two years of basic surgical training. From PGY3-PGY5, the residents are based at the QEII Health Sciences Centre and IWK Health Centre.

Plastic Surgery

The Division of Plastic Surgery is similar in that the first two years are spent in general surgical rotations with particular reference to those subspecialties that are appropriate to plastic surgery. The two core years of Plastic Surgery are designed for the resident to gain experience in adult and pediatric traumatic and reconstructive surgery.

Pediatric General Surgery

The Division of Pediatric General Surgery offers a two year fellowship program, one of six Royal College approved programs in Canada, to trainees who have completed training in General Surgery.

A formal academic program, in each specialty, with pathology seminars, grand rounds, basic science seminars, journal clubs, etc., functions throughout the year. The surgical divisions provide the funds for residents to travel to meetings to present their work. Funding is also provided for residents to attend two additional meetings during their period of training.

D. Continuing Medical Education

The Department sends its members to various centres throughout the Maritime provinces at the request of the Division, for meetings, conferences, etc. This is an important function in that it is now realized that continuing medical education is essential for the continuing competence of the graduate doctor.

Urology

Location: Victoria General Site, Room 293, 5th Floor
QEII Health Sciences Centre
Halifax, Nova Scotia
Telephone : (902) 473-5853
Fax: (902) 473-5855

Professors Emeriti

Awad, S. A.
Belitsky, P.

Professor and Head of Department

Bell, D. G.

Professors

Anderson, P. A.
Gajewski, J. B.
Grantmyre, J. E.
Lawen, J. G.
Nassar, B. A. (major appointment in Pathology)
Wood, L. A. (major appointment Division of Medical Oncology)

Associate Professors

Bailly, G. G.
Gupta, R. (major appointment in Pathology)
Rendon, R. A.

Assistant Professors

Ashfield, J. E.
Bagnall, P. S.
Cox, A. R.
Dwyer, N. T.
Feero, P. G.
Hickey, L. T.
Lantz, A. G.
MacLellan, D. L.
McLellan, R. A.
Merrimen, J. (major appointment in Pathology)
Morse, M. J.
Patrick, A. B.
Pringle, C. (major appointment in Diagnostic Radiology)
Romao, R. L. (major appointment in Pediatric Surgery)
Sitland, T. D.
Whelan, T. F.

Lecturers

Butler, T. J.
Chun, S. S.
LeBlanc, G.
McCarthy, J. P.
Mulligan, J. M.
Padmore, D. E.
Palmer, B. W.
Puthenparumpil, J. J.
Reid, R. I.
T'ien, W.
Vonkeman, H.

I. Undergraduate Training

A. The Pre-clinical Years (Med I and II)

The renal/urology component in Med II occupies two weeks of integrated introduction to a few of the pathologic processes in urology. In addition, every effort is made to co-ordinate with other units in the COPS program. Individual faculty from the Department serve as tutors.

B. The Clinical Years (Med III and IV)

Urology is currently a surgery selective for all clinical clerks. During this three week experience, the students work with an individual staff preceptor at one of the main Dalhousie teaching hospitals. The clerks are responsible under the supervision of faculty and residents for patient care on the wards and in the out-patient settings. They are also exposed to common operative urological procedures. The ambulatory experience includes many of the specialty clinics in Urology. During the rotation, the students are expected to meet clinical challenges with an open, enquiring mind and to internalize an understanding of basic principles of urological physiology and pathology. There is a daily topic-based seminar program with the faculty to facilitate this process. The objectives of the rotation include clinical hypothesis formation and supervised decision making. These objectives are practised in all clinical settings but particularly in the out-patient clinics.

For those students wishing to carry on greater study of urologic principles, an elective experience is offered. This experience can be tailored to an individual student's needs and interests.

C. Family Medicine Residency

Urology is offered as an elective. The four-week period is spent at the Halifax Infirmary or the Saint John Regional Hospital. The duties and assignments have been designed specifically to prepare the candidate for family practice.

D. Residency Training

Specialty training in Urology is available in the Department. The five year training program includes two years of core Surgery (specially designed) and three years training in Urology. Successful completion fulfils the requirements for the Royal College of Physicians and Surgeons of Canada specialty examinations.

During their training the residents are expected to meet clinical problems with an open, enquiring mind and are given increasing responsibilities, commensurate with their experience. Wide exposure to a variety of urological conditions and procedures is provided. The rich clinical and surgical experience is supplemented by Departmental Grand Rounds, seminars and journal clubs. At the end of the training the resident is proficient in the specialty of Urology.

Participating hospitals include the QEII Health Sciences Centre, IWK Health Centre, and Saint John Regional Hospital.

Email: records@dal.ca

To convert and safeguard vital paper file and electronic documents into Records Management System, to be accessed by authorized persons within the Faculty of Medicine.

- consultation retention details
- record inventory/quality control checks
- classification/indexing of records
- scanning/import/convert records

MedIT

Location: Sir Charles Tupper Building, Basement Level
Director of IT: (902) 494-2709
Telephone: Help Desk - (902) 494-1234
Fax: (902) 494-2046
Email: medit@dal.ca
Website: <http://IT.Medicine.dal.ca>

Below you will find a small sampling of the services we provide. Please call for further information, or visit our website.

A. Help Desk

Phone: (902) 494-1234
Email: meditsupport@dal.ca

Our staff provides walk-in, phone, on-site and e-mail support for hardware and software services to the entire Faculty of Medicine community.

B. Video / Audio Production (VAP)

Phone: (902) 494-1263
Email: video@dal.ca

- digital - video/audio recording/editing
- CD-DVD Duplication
- media conversion (CD/DVD/DV/VHS/SVHS/8mm Reels)

C. Instructional Support Services (ISS)

Office: Tupper Link - G-34
Phone: (902) 494-1290
Cellular: (902) 430-4011
Email: class@dal.ca
ISS provides multimedia equipment and support to Carleton (Health Sciences) Campus classrooms and seminar rooms located in the Tupper, Dentistry, Forrest, Burbidge and Chapter House buildings. Services include:

- Equipment Bookings
- Data projection
- Audio Conferencing
- Webcasting
- PA systems
- Conference Tech Support
- Room Demos
- Emergency Calls

D. MedIT Video Conferencing

Email: medvc@dal.ca
Videoconference team provides technical support for the state of the art video conferencing technology for the Dalhousie Medicine New Brunswick (DMNB) program.

DMNB offers a full undergraduate medical education program to students based in Halifax, Fredericton, Miramichi, Moncton and Saint John. In their first two years students attend courses in Saint John - and in their final two years they will fan out across the province to complete their clerkships in Moncton, Fredericton and Miramichi as well as in Saint John.

E. Software Application Development

Phone: (902) 494-1266
Email: dalmedix@dal.ca
Integration of custom web based tools that enhance your department or group's administrative communication needs for internal and external customers within the Dalhousie University.

F. Records Management

Phone: (902) 494-2859

Centres and Institutes

A number of centres and institutes for study and research in specific fields are based at the University. These are:

Atlantic Health Promotion Research Centre

Managing Director: Sally Walker, PhD
Scientific Director: Lois Jackson, PhD
Other: Project Coordinators, Research Associates, Research Assistants, and students
Tel: (902) 494-2240
Fax: (902) 494-3594
Website: <http://www.ahprc.dal.ca>

The Atlantic Health Promotion Research Centre (AHPRC) is a leading Canadian health promotion research centre based at Dalhousie University. AHPRC was established in 1993 to conduct interdisciplinary, collaborative population health and prevention research that informs policies and programs to improve the health of Canadians.

The centre is conducting research on health services and health systems, healthy eating and physical activity, knowledge translation, prevention of chronic illness and disability, oral health of seniors, youth obesity, aboriginal health, and harm reduction.

The AHPRC is currently supported by the Faculties of Health Professions, Dentistry and the Office of the Vice President Academic and Provost at Dalhousie University. Support for specific research projects comes from agencies such as Canadian Institutes for Health Research, Social Sciences and Humanities Research Council of Canada, Nova Scotia Health Research Foundation, and Heart and Stroke Foundation of Canada.

Our research associates hold appointments in the Faculties of Health Professions, Architecture, Management, Medicine, Dentistry and Science.

Atlantic Institute of Criminology

Director: D.H. Clairmont, BA, MA, PhD

The Atlantic Institute of Criminology (AIC) is a research institute that is heavily policy-oriented in the field of crime and the criminal justice system. Its mandate is to foster the exchange of information among researchers and policy makers in those areas. Consultative services are provided to fellow scholars and researchers, including graduate students and visiting professors, with respect to the planning and execution of research projects and related undertakings. The AIC is an entity that itself conducts extensive research in criminology, especially with respect to policing, the administration of justice, youth justice issues, race, ethnic and equity issues in justice. It has produced a significant body of policy-oriented research on Aboriginal and African-Canadian justice issues. The AIC Dalhousie website (Dalhousie - SOSA-AIC), which is regularly updated, provides a clear indication of the research products of recent years even though the website is largely restricted to research output that does not include articles in professional journals or edited books available elsewhere.

Atlantic Research Centre (ARC)

Director: Neale Ridgway
Phone: (902) 494-7133
Website: <http://arc.medicine.dal.ca/>

Established in 1967, the ARC conducts basic biomedical research in the fields of lipid metabolism and cell signalling, areas of fundamental importance to a variety of disorders including cancer, neurological, heart and infectious diseases. It also provides education and expertise in these fields to undergraduate and graduate students, other researchers, and the general public. The ARC houses state-of-the-art facilities for biochemical and molecular biological research, including a regional proteomics service facility (DalGEN, <http://genomics.medicine.dal.ca/pms>), and is affiliated with the IWK Cheminformatics & Drug Discovery Laboratory. The Centre's staff hold appointments in the Departments of Pediatrics

and Biochemistry and Molecular Biology in the Faculty of Medicine. Research at the ARC is supported by agencies such as the CIHR, NSERC, CFI, Heart and Stroke Foundation, National Cancer Institute, Atlantic Innovation Fund, and the IWK Health Centre.

Brain Repair Centre

Chair: Dr. Victor Rafuse, Director
Website: <http://www.brainrepair.ca/>

The Brain Repair Centre (BRC) is a collaboration of Dalhousie University, the Capital District Health Authority and the IWK Health Centre. The BRC is a multi-disciplinary unit focusing on research that can lead to the diagnosis, treatment, and repair of the brain to overcome the effects of neurological and psychiatric disorders such as Parkinson's disease, Huntington's disease, Amyotrophic Lateral Sclerosis (ALS), Epilepsy, Muscular Sclerosis (MS), stroke and spinal cord injury. The BRC grew out of the clinical Neural Transplantation Program, collaboration between basic neuroscientists and clinicians interested in treating Parkinson's disease. The success of the Neural Transplantation Program led clinical and basic neuroscientists to decide to form the Brain Repair Centre. The BRC was formed in 1999 and has focused on stem cell transplantation, Parkinson's disease, spinal cord injury, psychotic disorders, stroke and neuroimaging as areas of innovation at Dalhousie University, Capital Health and the IWK Health Centre.

Examples of BRC achievements include:

- Attracted capital funding from private donors, institutions and the public sector to support construction and fit-up of the new Life Sciences Research Institute. When the LSRI is completed, the Brain Repair Centre will become the anchor tenant of this new research and commercialization building with state-of-the-art research, equipment and facilities.
- Establishment of collaboration agreements with research teams at McLean Hospital/Harvard University; Jilin University, China; Cardiff University, Wales; and Neurodyn, Inc.
- Establishment of a \$12 million magnetic resonance imaging facility with the national Research council's Institute for Biodiagnostics (NRC-IBD).
- In 2006, the BRC was awarded \$5.5 million for infrastructure from the Canadian Foundation for Innovation, the largest such award to date in Atlantic Canada. Also in 2006, BRC received a \$3 million Atlantic Innovation Fund award for research, a follow-on to an earlier \$3 million research award.
- Dr. David Clarke, a member of the Brain Repair Centre used a virtual model of a patient's brain to remove a simulated brain tumour before removing the actual tumour the following morning. Developed by a partnership of the National Research Council and a team of about 50 people in 10 Centres across Canada, this was the first such surgery performed in the world.
- Medtronic Canada, Capital District Health Authority, QEII Foundation, and the Brain Repair Centre established a Canadian Centre of Excellence and Training at the Halifax Infirmary. This new \$3.5 million centre provides important new clinical facilities for training and development in imaging, spinal cord and neuromodulation.
- In the neurotransplantation field, the BRC is unique in Canada and one of only four centres worldwide involved in clinical application of neural transplantation, with the "Halifax Protocol" accepted as the world gold standard.
- The BRC is an innovative collaboration that integrates its research expertise with pioneers in the fields of imaging, neurology, stem cell neurobiology, vision, molecular neurobiology, pharmacology, psychiatry, clinical trials and cognitive neuroscience.
- The BRC brings together the expanding fields of neuroimaging and stem cell technologies with application to the treatment of neurological and psychiatric disorders.
- The BRC is the Atlantic Canada presence in the Stem Cell Network, a National Centre of Excellence in stem cell research.

The BRC places emphasis on moving basic science research from the bench to the clinical bedside and from the bedside back to the bench. A key objective of the BRC is to produce innovative technologies that will be commercialized.

Canadian Institute of Fisheries Technology (CIFT)

Director: A. T. Paulson, PhD
Telephone: (902) 494-3280
Fax: (902) 420-0219
Website: <http://cift.engineering.dal.ca>

CIFT was established in 1979 at the former Nova Scotia Technical College (later TUNS). The federal Department of Fisheries and Oceans provided much of its early specialized laboratory and seafood pilot scale processing equipment, and Industry Canada provided start-up funding and designated CIFT a centre of excellence. As a government-approved laboratory for advanced technology, it also provides R&D services on a cost-recovery basis to industry and to various governmental agencies. The Institute promotes technology transfer and the development of advanced technologies aimed at more effective commercial utilization of both marine and terrestrial resources in Canada and throughout the world.

In addition, CIFT offers unique opportunities for post-graduate training and research through the Food Science program. Major areas of emphasis are: food biochemistry and microbiology; fats, oils, nutraceuticals and other bioactives; physical properties of foods; fish/food process engineering; food safety and preservation; food rheology, food fermentation and beverage science.

Facilities

CIFT is located in the MacDonald Building of Sexton Campus at 1360 Barrington Street in downtown Halifax. The Institute's facilities include:

- fats and oils laboratory
- food chemistry laboratory
- food development laboratory
- sensory evaluation laboratory
- food process engineering pilot plant
- low temperature storage facility
- food physical properties laboratory
- food microbiology laboratory

These areas contain specialized instrumentation and food processing equipment to enable experimental processing, laboratory analysis, and product storage evaluation. In addition to a computer-controlled cold-storage facility, the pilot plant is equipped for experimental processing including freezing, chilling, thermal processing, drying, centrifugal separation, and meat-bone separation.

The pilot plant is well equipped for thermal processing with an automated retort capable of steam, steam-air, or water immersion processing research. The specially designed cold-storage facility is computer controlled and particularly useful for the study of changes in foods as a result of frozen storage history. The pilot plant is also equipped with a custom-built computer-controlled heat pump dryer that is used in food dehydration experiments.

Specialized laboratory equipment includes: automated high performance and fast protein liquid chromatography systems, gas chromatography/mass spectroscopy system, preparative ultracentrifuge, multi-purpose refrigerated centrifuge, microtube centrifuge, analytical and preparative electrophoretic/isoelectric focusing equipment, pulsed field electrophoresis system, thermocycler, DNA gel electrophoresis, Hoefer Daltix for 2D electrophoresis, Image Master 2D elite software, capillary electrophoresis system, ultra-low temperature freezer, universal texture testing machine, various colorimeters, U.V. and visible spectrophotometer, spectrofluorometer, electrokinetic analyzer, workstation for mathematical modelling and computer simulation, Linkham shearing stage/microscope, Nikon microscope (various attachments), controlled stress rheometer with a high temperature/pressure attachment, controlled rate rheometer, Viscomat, and a rolling ball viscometer.

Educational Opportunities

Graduate (MSc and PhD) programs are available through the Food Science and Technology program. Also post-doctoral research opportunities are offered. Graduate level class work and research opportunities relate to food science, seafood processing technology, marine oils, engineering design, packaging technology, fish post-mortem biochemistry, food microbiology, food rheology and food process science. Students with degrees in food science, engineering, chemistry/biochemistry, microbiology or biology are invited to apply.

Centre for African Studies

Phone: (902) 494-3814/1377
Fax: (902) 494-2105
Director: Theresa Ulicki, PhD

This Centre, established in 1975, advances instruction, publication, research and development education programs in African Studies. Associated faculty offer classes through the Departments of History, International Development Studies, Political Science, French, Sociology and Social Anthropology and Philosophy. The Centre organizes academic and informal seminars and public policy conferences on Africa and encourages interdisciplinary interaction at all levels on African subjects and issues. It co-operates with the International Development Studies department and with the International Research and Development office.

Centre for Comparative Genomics and Evolutionary Bioinformatics

Director: Andrew J. Roger, PhD
Coordinator: Wanda Danilchuk
Phone: (902) 494-2620
Fax: (902) 494-1355
Website: <http://www.cgeb.dal.ca>

The Centre for Comparative Genomics and Evolutionary Bioinformatics (CGBE) at Dalhousie University encompasses an interdisciplinary group of researchers in the Faculties of Medicine, Science and Computer Science. Although microbial genome evolution and diversity is at the heart of many of the CGBE researchers' activities, our work spans computational biology, computer science, statistical modeling and comparative genomics, with a strong focus on method and theory. The application of DNA sequencing technologies to characterize the genomes of a wide diversity of microbes has generated vast quantities of genome sequence data. Now the intellectual challenge is to develop from this enormous resource more comprehensive and theoretically robust phylogenetic, genetic and ecological models to further our understanding of the many roles of microbes in the biological world.

CGBE researchers are united by the common goal of using this vast resource of genomic information to elucidate evolutionary patterns and processes: the pathways by which microbial organisms have diversified over the last 3.5 billion years of Earth's history and through which they continue to shape the global environment. Only through the integration of experimental genomic approaches and sophisticated bioinformatic modeling will we be able to achieve this goal.

CGBE researchers and trainees are supported by grants from the Canadian Institutes for Health Research (CIHR), Natural Sciences and Engineering Research Council (NSERC), the Nova Scotia Health Research Foundation (NSHRF). The Centre itself is supported by funding from the Tula Foundation (<http://www.tula.ca>), the Faculties of Medicine, Science and Computer Science. CGBE is also supported by a large grant from the Tula Foundation (<http://www.tula.ca>) that provides funds for training top-notch postdoctoral and graduate trainees in the CGBE research specialties. We also have a regular seminar series that brings world renowned scientists to speak at Dalhousie University and interact with faculty members and trainees.

Centre for Environmental and Marine Geology

Director: Professor D. B. Scott

This Centre was originally founded as the Centre for Marine Geology in 1983 to promote interdisciplinary studies of various types of problems in marine Geology, capitalizing on our unique position in Canada with links to related departments such as Oceanography, Physics, Biology, the Bedford Institute of Oceanography and our hosting of the Canadian office of the Ocean Drilling Program. Since 1983 the role of the Centre has changed, reflected in the new name, which better describes the work being done now where marine geology is combined with environmental problems. We have three new faculty that expand our expertise into new chronological techniques and permafrost as well as strengthening our capacity in the petroleum-related environmental geology. Some of the objectives of the Centre are to: 1) continue to expand our participation in a revitalized east coast offshore energy related problems; 2) continue our climate-change work with a variety of approaches both offshore and on land; 3) expand into Arctic regions both with major oceanographic and shore-based programs; and 4) expand our capacity to help solve some of the many environmental geology problems associated with urbanization.

Centre for European Studies

Director: Jerry White
(Canada Research Chair in European Studies)
Email: jerry.white@dal.ca

The Centre for European Studies was established in 2007 to promote research on all aspects of European society and its relations with the rest of the world. The Centre facilitates the work of Europeanist scholars at Dalhousie, including the participating Canada Research Chairs in European Studies, enables research collaboration with scholars from Canada and around the world on projects related to Europe and the European Union.

Centre for Foreign Policy Studies

Director: David R. Black, PhD
Lester B. Pearson Professor, International Development Studies

Established in 1971 the Centre is concerned with teaching, research, publication, policy advice and other professional activities in the various aspects of foreign policy, security studies, development studies, and international politics.

The Centre's work is concentrated in the areas of Canadian and comparative maritime security and oceans policy, Canadian and American foreign and security policies, and global security and international development. Its geographical specializations include Canada, North America, Europe, and the South (especially Africa, Asia, and the Caribbean). The Centre encourages activities in these areas by Faculty, Research, and Doctoral Fellows, and advances communication among local and international communities in these fields through seminars, workshops conferences and colloquia, often in collaboration with local, national, and/or international organizations. It publishes occasional papers and monographs on Maritime Security, Canadian Defence and Security, and Global Security issues.

The Centre is an integral part of the Department of Political Science. Centre faculty offer classes through the Department in foreign and defence policy, international relations and development, and maritime affairs at both undergraduate (majors and honours) and graduate (MA and PhD) levels. They also supervise masters and doctoral theses in these fields.

For further information, consult the Centre's website:
<http://centreforforeignpolicystudies.dal.ca>.

Centre for Innovation in Infrastructure

Director: John Newhook, PhD, PEng
Location: Room B233, Sexton Campus
1360 Barrington Street
PO Box 1000
Halifax, NS B3J 2X4
Phone: (902) 494-2847
Email: forgeron@dal.ca

The Centre for Innovation in Infrastructure is an industry-oriented research centre with the Faculty of Engineering and with strong affiliations with the Department of Civil and Resource Engineering. Established in 1983 as the Nova Scotia CAD/CAM Centre, the Centre originally focussed on assisting Atlantic Canadian industry with the integration of computer added manufacturing and computer aided design technology in their operations. Since the 1990's the Centre has continued to evolve to meet the needs of industry in other areas and to take a more active role in research and development in civil infrastructure.

Today the Centre act as a focal point for research, innovation and technology transfer in Civil Infrastructure related areas. The major funding partnerships are with the Atlantic Canadian departments of transportation, industries related to bridge and structural engineering and with companies developing new materials and products for infrastructure.

Our combined areas of expertise and research interests include:

- Structural Analysis and Design
- Structural Health monitoring
- Bridge engineering and innovations
- Soil-steel structures
- Fibre reinforced polymers
- Fibre reinforced concrete
- NDT of bridge decks and pavements
- Sustainable asphalt technology

The Centre has acquired and maintains significant testing equipment related to these research areas and contributes to the maintenance and operation of the research facilities within the Department of Civil and Resource Engineering.

Centre for International Trade and Transportation

Location: Suite 2060, 6100 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Director: Daniel Lynch, PhD
Phone: (902) 494-6248
Email: dan.lynch@dal.ca
Student Exchange Coordinator: Tim Richard
Phone: (902) 494-2224
Email: tim.richard@dal.ca
Fax: (902) 494-1483
Website: <http://citt.management.dal.ca>

The Centre was established in 1975 with a mission to foster international business teaching and research and enhance Canada's global competitiveness through innovative programs and outreach services. CITT supports a wide range of learning experiences including academic exchanges, the Student Research Symposium, the International Case Competition. The Centre recently partnered with Michigan State University's Canadian Studies Program to work towards increasing global trade between the US and Canada (the world's largest trading partners).

Centre for Marine Vessel Development and Research (CMVDR).

Contact: Josh Leon, Dean of Engineering
The mandate for this Centre is under review.

Centre for Water Resources Studies

Director: Graham Gagnon, PhD, PEng
Location: Office D-514
1360 Barrington Street
Telephone: (902) 494-3268
Email: cwrs@dal.ca

The Centre for Water Resources Studies was established in December 1981, by a resolution of the Board of Governors (TUNS). The objectives of the Centre are to carry out applied research which contributes to the effective and sustainable protection of water resources in Atlantic Canada, nationally and internationally, and to facilitate the transfer of new knowledge to potential users. Research programs directed by the Centre address the design of cost-effective on-site wastewater systems, soil erosion processes, drinking water treatment, the use of roofwater cisterns for domestic water supply, eutrophication, watershed management and the computer modeling of hydrodynamic and hydrochemical processes. The Centre also has a number of research advisory panels, which involve professionals from industry, government and academia in applied research related to water use and water management.

Facilities

The Centre for Water Resources Studies is located on the fifth floor of "D" Building on Sexton Campus. Laboratory and office space is available for specific graduate research topics, as well as ongoing research carried out by Centre personnel. Analytical equipment includes instrumentation for determining low levels of major ions and nutrients, as well as trace quantities of metal ions in water. The Centre has apparatus for laboratory investigation and pilot scale testing of innovative water treatment methods using Dissolved Air Flootation (DAF) and ozonation and has worked with local consultants and municipalities to develop new applications of the technologies. The Centre is a North American leader in the development of on-site sewage disposal and has had an active research program in this area since 1987. In conjunction with the Faculty of Agriculture, the Centre has a field laboratory investigating sloping sand filters and septic disposal.

Educational Opportunities

The Centre co-operates with academic units in the training of undergraduate and graduate students who have an interest in water resources. The Centre also participates in the program leading to a dual degree in water resources engineering and planning, in conjunction with the School of Planning into the Faculty of Architecture and Planning.

Dalhousie Institute for Society and Culture (DISC)

Director: Associate Dean
Research in the Faculty of Arts and Social Sciences
Email: discfasc@dal.ca
Website: <http://arts.dal.ca/Research>

Established in 2008, the Dalhousie Institute on Society and Culture serves as the virtual home for the many divergent research activities and initiatives within the Faculty of Arts and Social Sciences. Its primary function is to support research within the Faculty through various fellowship programs, publicity and fund raising initiatives, publishing ventures, conferences and lecture series, and cross-disciplinary exchanges.

The Institute encompasses two broad and overlapping research clusters: *Societies in Local, National, and Global Contexts*, and *Cultural Representations and Presentations*. The former cluster aims to develop new knowledge about political, social, and economic transformations, about national and regional identities, and about global relations, whereas the latter seeks to investigate and preserve cultural traditions, literatures, and languages, to foster studies and theories of cultural identity, to stimulate artistic innovation, to examine the shaping influence of beliefs and religions, and to contribute to the cultural life and profile of the province. These two clusters, with a flexibility and breadth unequalled in Eastern Canada, are uniquely equipped to analyze social and cultural change.

European Union Centre of Excellence

Director: Ruben Zouoth
Phone: (902) 494-7558
Fax: (902) 494-1909
Email: euce@dal.ca
Website: <http://www.euce.dal.ca>

Established in 2006, the European Union Centre of Excellence (EUCE) seeks to promote greater awareness of the European Union (EU) in Canada. The Centre coordinates academic and public outreach activities such as exchanges of faculty and students, conferences, workshops, symposia, and other projects involving the Faculties of Arts and Social Sciences, Law, Management and Science. The Centre supports research in areas such as Canada and EU Arctic policy, transatlantic trade negotiations, migration policies in Europe, EU Copyright legislation, the EU and the economic crisis, public health policy in EU and Canada.

Global Health Office

Director: Shawna O'Hearn
Location: C-241 5849 University Avenue
PO Box 1500
Halifax, NS B3H 4R2 Canada
Phone: (902) 494-1965
Fax: (902) 494-2799
Email: gho@dal.ca
Website: <http://gho.medicine.dal.ca>

Working through an interprofessional lens, the Global Health Office is committed to training global health leaders who strengthen health systems for vulnerable populations in Canada and abroad. The office prepares students, residents and faculty doing clinical electives, training or research with our international partners as well as leads summer programs in Tanzania, Thailand and The Gambia.

- Events focusing on relevant and timely global health issues are organized through the office including journal clubs, speaker series, conferences.
- Opportunities to become involved in research and mentorship.
- A certificate in "Advocates in Global Health".
- Annual awards are presented to a student, resident and faculty member who demonstrate leadership in global health
- Partnerships with organizations strengthen the global reach including CSIH (Canadian Society for International Health), CCGHR (Canadian Coalition for Global Health Research), National Network on MNCH (Maternal, Newborn and Child Health), ACIC (Atlantic Council for International Cooperation), GHEC (Global Health Education Consortium), and International Centre (Dalhousie)

Health Law Institute

Director: Constance MacIntosh, BA, MA, LLB
Location: Dalhousie University
6061 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Phone: (902) 494-6881
Fax: (902) 494-6879
Email: hli@dal.ca
Website: <http://www.dal.ca/hli>

An Interdisciplinary Institute of the Faculties of Law, Medicine, Health Professions, and Dentistry, the Institute is committed to the advancement of health law and policy and the improvement of health care practice and health systems through scholarly analysis, professional education, and public service. Its objectives are:

1. To foster strong and innovative health law and policy scholarship by:
 - contributing to research in health law and policy
 - providing external consultation services on matters having a significant impact on health law or policy
2. To advance health law and policy education by:
 - designing and implementing education programs for law, medicine, health professions and dentistry students
 - providing continuing education opportunities for health professionals and legal practitioners
3. To serve the public in our areas of expertise by:
 - contributing to the societal understanding of health law and policy issues
 - providing expertise to organizations in the public sector
 - engaging in the policy-making process at local, regional, and national levels.

Institute for Big Data Analytics at Dalhousie University

Director: Dr. Stan Matwin
Phone: (902) 494-4320
Location: Goldberg Computer Science Building
6500 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Email: bigdata@cs.dal.ca
Website: <https://bigdata.cs.dal.ca>

Big data is not a single breakthrough invention, but rather a coming together and maturing of several technologies: huge, inexpensive data harvesting tools and databases, efficient, fast data analytics and data mining algorithms, the proliferation of user-friendly data visualization methods and the availability of affordable, massive and non-proprietary computing. Using these technologies in a knowledgeable way allows us to turn the masses of data that are created daily by businesses and government into an important asset that will result in better, more informed decisions. This could lead, for an example, to intelligent, personalized electric power pricing for consumers, to optimized port traffic management or to the discovery of interesting patterns of migrations in marine life.

The Institute for Big Data Analytics (Big Data @ Dal) acts as a catalyst and a container in which a number of Dalhousie researchers and internationally renowned experts in all of the above areas can work together on Big Data.

The Institute has three main goals. Firstly, we want to become an international hub of excellence in big data research - a place to which scientists will come to work on interesting problems, but also in search of interesting, real-life applications. Our second goal is to make the Institute very relevant to local industries in Nova Scotia, and in Canada. To achieve this goal, we want to focus - for example - on becoming a world leader in the analytics of marine data and all aspects relating to marine biology, fisheries and shipping. Thirdly, we will develop a focused and advanced training program that covers all aspects of big data, preparing our next generation of researchers and practitioners for this important field of study.

Institute for Research in Materials (IRM)

Director: Richard A. Dunlap, PhD
Administrative
Offices: 6414 Coburg Road
PO Box 15000
Halifax NS B3H 4R2
Phone: (902) 494-6373
Fax: (902) 494-8016
URL: <http://irm.dal.ca>

Established in 2002, IRM is made up of over 100 faculty members in seven faculties (Science, Engineering, Dentistry, Medicine, Architecture and Planning, Management and Health Professions) and 17 departments. The goals of the Institute include advancing the collective interdisciplinary research efforts in materials science and engineering at Dalhousie University, facilitating interdisciplinary teaching in materials science within the existing discipline structure, and enhancing interactions between materials researchers at Dalhousie University with relevant government laboratories and industry, especially within the region. The Institute leads collaboration within the university on interdisciplinary applications to funding agencies for major equipment and research infrastructure, and collaborates with external organizations to pursue research opportunities.

All Dalhousie University faculty members carrying out research in the area of materials are eligible to be Members of IRM. Postdoctoral fellows and graduate students associated with these research groups are invited to become Associate Members of IRM.

In addition to equipment operated by individual members of the Institute, IRM has established (2003) the Facilities for Materials Characterization, an \$11 million suite of instruments managed by the Institute.

The equipment includes:

- High-field solid-state NMR spectrometer (managed jointly with the Nuclear Magnetic Resonance Research Resource)
- Scanning electron microscope
- Focused ion beam
- X-ray photoelectron spectrometer (XPS)
- Secondary ion mass spectrometer (SIMS)
- Ultra-high speed optical systems
- Physical property measurement system (PPMS)
- Scanning thermal microscope (SThM)
- Hot press
- Grindo Sonic
- High-speed motion recorder/analyzer
- FT-Raman spectrometer

These facilities are open to external users. Please contact IRM@dal.ca for details.

IRM offers an NSERC CREATE program called DREAMS (Dalhousie Research in Energy, Advanced Materials and Sustainability). Students accepted into the program carry out collaborative interdisciplinary research in world-leading laboratories with innovative new courses and direct experience working with industrial partners. DREAMS scholarships are available to graduate students in Chemistry, Physics and Mechanical Engineering. See DREAMS website for details at DREAMS.irm.dal.ca

Law and Technology Institute

Director: Robert J. Currie, BA, MA, LLB, LL.M.
Associate Director: Steve Coughlan, BA, MA, LLB, PhD
Location: Schulich School of Law
6061 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Phone: (902) 494-1469
Fax: (902) 494-1316
Email: lynda.corkum@dal.ca
Website: www.dal.ca/faculty/law/LATI.html

The Law and Technology Institute was established at the Schulich School of Dalhousie in 2001 to provide teaching, research, and continuing education on technology law issues to students, faculty members, and the practicing Bar. The Institute participates, with the faculties of Computer Science and Management, in Dalhousie's Master of Electronic Commerce Program, and has been involved in

collaborative projects with the private sector and governments on information technology issues. Also, in conjunction with Dalhousie's Industry Liaison and Innovation Office, the Institute sometimes offers a student placement program in intellectual property and commercialization. Its faculty members provide graduate supervision to students interested in the developing field of technology law, and are active in law and technology organizations, such as IT.Can, and the International Society for Law and Technology. Faculty members of the institute are writers of the English edition of IT.Can bi-weekly newsletter. The Institute hosts an Eminent Speakers Series, which brings leading IT lawyers and academics to Dalhousie to share their expertise. The Institute is home to the Canadian Journal of Law and Technology, co-edited by Professors Currie and Coughlan. The CJLT is the pre-eminent technology law review in Canada.

Classes Offered:

- Law and Technology
- Internet and Media Law
- Privacy Law
- Intellectual Property Law
- Information Technology Transactions
- Entertainment Law
- Intellectual Property and Commercialization Placement
- Special Topics on Intellectual Property (IPII)
- Copyright Law
- Patent law

Students also have the opportunity to pursue specialized interests in fields such as criminal law, health law and alternate dispute resolution, as they relate to law and technology.

Marine & Environmental Law Institute

Location: Schulich School of Law
6061 University Avenue
PO Box 15000
Halifax, NS B3H 4R2
Phone: (902) 494-1988
Fax: (902) 494-1316
Email: MELAW@dal.ca
Website: <http://www.dal.ca/law/MELAW>

The Institute, which is housed in the Law School, carries out research capacity-building and consultancy activities and also directs the MELP academic specialization. MELAW provides a specialization in marine and/or environmental law to JD students. In addition to their scholarly research and publication activities, MELAW faculty, associates and staff carry out research projects and provide advisory services to agencies of the United Nations, international non-governmental organizations, and regional organizations as well as assisting government departments, private sector institutions and non-governmental organizations in Canada and overseas.

The Marine & Environmental Law Institute is also the editorial office of the Ocean Yearbook, a major international interdisciplinary annual, devoted to ocean affairs published in collaboration with the International Ocean Institute in Malta. Dalhousie law students have the chance to gain experience working as research assistants on the Institute's research projects and workshops, and assisting with editing the Ocean Yearbook.

MELAW supports student collaboration in addressing environmental issues through the Environmental Law Students Society and the East Coast Environmental Law Association, a non-governmental organization dedicated to environmental law education and advocacy. MELAW encourages interdisciplinary collaborations within the Dalhousie community including the School for Resource and Environmental Studies (SRES), the Marine Affairs Program (MAP), the International Development Studies (IDS) Program, the Centre for Foreign Policy Studies, the Ocean Tracking Network (OTN) led by the Department of Oceanography and the recently established Halifax Marine Research Institute. MELAW also promotes national collaborations, for example, through the Ocean Management Research Network (OMRN). International linkages include among others, the Global Forum on Oceans, Coasts and Islands and the IUCN Academy of Environmental Law as well as numerous sister institutions in Asia, Caribbean, Europe, South America and the United States.

Minerals Engineering Centre

Director: Josh Leon, PhD, PEng
Phone: (902) 494-6217
Location: 1360 Barrington Street
G Building, Sexton Campus
PO Box 15000
Halifax, NS B3H 4R2
Phone: (902) 494-3955
Fax: (902) 494-3506
Website: <http://minerals.engineering.dal.ca>
Email: mec@dal.ca

The Minerals Engineering Centre was established from the Laboratory for the Investigation of Minerals. The Minerals Engineering Centre provides research, analytical and advisory services to industries, universities, and government bodies in Atlantic Canada, Canada and International. The Centre is located in G Building on Sexton Campus and is affiliated with the Materials Engineering program. The services offered include:

- Sample preparation of ores, soils, silts, rocks, cores, clay fraction and wood pellets
- Size analysis, including screening, sieving, and sub-sieve analysis
- Minerals separation using dense liquids
- Physical and chemical analytical methods using atomic adsorption, XRD, ICP-OES, AA, x-ray fluorescence spectrophotographic, wet chemical techniques and carboy/sulphur analysis
- Analysis of samples including geological, metalliferous ores, industrial minerals, coals, metals, alloys and water
- Mineral processing test work covering the whole range of investigative techniques from bench scale to pilot plant, including crushing, grinding, classification, gravity separation, dense medium separation, magnetic separation, electrostatic separation, flotation, flocculation, thickening, filtration, and drying
- Evaluation of biomass fuels calorific value of raw material and wood pellet.

The Minerals Engineering Centre provides opportunities for undergraduate and graduate students to learn various analytical and testing techniques applicable in their course of studies. It also offers services to faculty members to assist in their teaching and research activities.

Further information may be obtained from the Director of the Centre.

Neuroscience Institute

Contact: neuroscience.institute@dal.ca
Website: <http://www.neuroscience.dal.ca>

The Neuroscience Institute was founded in 1990 to promote and coordinate research in neuroscience, the modern interdisciplinary study of the brain and nervous system.

It serves as an umbrella organization to foster research and training in neuroscience at Dalhousie. A major objective is to increase understanding of the functions of the nervous system in health and disease. To this end, the Institute coordinates the activities of neuroscientists in the Faculty of Medicine, the Faculty of Science, the Faculty of Computer Science and the School of Biomedical Engineering, facilitating collaboration between clinical and basic scientists in these Faculties. Some foci of current research activity include: development and plasticity of the nervous system; cognitive neuroscience; motor control; autonomic function; synaptic function; and sensory physiology. The Institute also provides a vehicle to seek new sources of funding, and encourages new initiatives in all areas of neuroscience research at Dalhousie. In addition, the Institute promotes and coordinates training programs in neuroscience currently offered through its constituent departments at both the undergraduate and graduate levels. It sponsors seminar series annually, and coordinates a variety of community outreach events.

Norman Newman Centre for Entrepreneurship

Director: Ed Leach, BComm (Dalhousie), MBA (Ivey), PhD (Nova Southeastern)
Coordinator: Paulette Dun
Entrepreneur in Residence: Brian Lowe
Lead Researcher: Dr. Mary Kilfoil
Phone: (902) 494-6975
Website: <http://entrepreneurship.dal.ca>

The mission of Norman Newman Centre for Entrepreneurship (NNCE) is "To build a vibrant entrepreneurial culture among students, faculty and the community at large that embraces innovation in creating value for society led by leaders who manage with integrity, focus on sustainability and make things happen."

This will be accomplished by:

- Supporting the academic programs and courses taught within the Rowe School of Business
- Supporting the entrepreneurial community.
- Providing opportunities for Dalhousie students to work with the entrepreneurial community.
- Facilitating the incubation of student business ideas.

The NNCE is attached to the Rowe School of Business, within the Faculty of Management, Dalhousie University. NNCE promotes entrepreneurship in its many forms, through innovative curriculum, applied research and collaborative extension work (outreach). Our definition of entrepreneurship is broad and includes the development or growth of enterprises for profit, for social benefit and for sustainability. Our research is field-based and involves working with real ventures, on real projects, using state-of-the-art methodologies. Our extension work is multi-disciplinary and ranges from internships with entrepreneurs to collaborations with other faculties throughout the university.

All of our programs are designed to enhance the student's entrepreneurial knowledge, skills, and networks. In addition to supporting technology and technical start-ups through mentoring, coaching and training efforts, the NNCE will provide mentoring, coaching and training to entrepreneurial students, create exemplars of technology and technical entrepreneurship through research projects and further expand the relationship with the business community.

Nuclear Magnetic Resonance Research Resource (NMR³)

Director: J. K. Rainey, BSc, MSc, PhD
Facility Coordinator: M. D. Lumsden, BSc, PhD
Solid-state NMR Coordinator: U. Werner-Zwanziger, BSc, PhD

Established in 1982 with assistance from the Natural Sciences and Engineering Research Council, the Resource is located in the Department of Chemistry and is used by faculty, researchers and graduate students in all Maritime universities, the NRC, local industry and many Dalhousie Departments. It is concerned with applications of magnetic resonance spectroscopy to problems in chemistry, materials science, biology, biochemistry and related areas. Its current instrumentation includes Bruker, Avance 300 and Avance 500 NMR spectrometers for liquids and Bruker Avance DSX 400 and Avance 700 NMR spectrometers for solids. NMR³ users also have direct access to a Bruker Avance III 700 NMR spectrometer with cryoprobe capabilities for liquids experiments. The Avance 500 and Avance 700 NMR spectrometers were installed in 2003 with funding from NSERC, the Canadian Foundation for Innovation and the Atlantic Innovation Fund. The cryoprobes on the Avance III 700 were purchased in 2009 by Dalhousie University through an Atlantic Canada Opportunities Agency Grant. The Resource offers facilities for hands-on use by researchers and also provides NMR spectra and expertise to scientists throughout the Atlantic Region and beyond.

For more information see: <http://nmr3.chemistry.dal.ca>

Trace Analysis Research Centre

Director: A. Doucette, BSc, PhD

The Trace Analysis Research Centre (TARC) was established in 1971 with the assistance of a grant from the National Research Council. Its mission is to train analytical chemists and, through research, to contribute to the advancement of analytical chemistry. Members of TARC from Dalhousie and associated institutions comprise a group with expertise in a wide range of chemical analysis techniques in areas such as spectroscopy, chromatography, mass spectrometry, electrochemistry, and nuclear analytical chemistry.

Resources and Services

1. Advising and Access Services Centre (AASC)

Our academic advising team provides advising, academic planning and personal coaching to current Dalhousie University students. The Advising and Access Services Centre is also Dalhousie's focal point for expertise on student accessibility and accommodation. As part of our ongoing efforts to facilitate a successful transition to and throughout your university experience, we offer several points of contact for students, including: summer transitions/orientation programs; ABLE @ Dal-a workshop exclusively for students with disabilities; and one-on-one advising appointments. Our programs are delivered through a "coaching as advising" model to help students develop strategies for academic success from first-year to graduation.

We help you build on your ability to make decisions that positively impact your academic and career success. We promote the Learn Well @ Dal philosophy by providing accessible and thorough advising and coaching for students accessing our services.

Early consultation is encouraged to ensure appropriate planning for any of your needs that may include accommodations. AASC advisors meet with you to determine areas to facilitate your success, and if accommodations are required, we ensure those accommodations are put into place by working with your course instructors.

For further information, please visit our website www.dal.ca/learnwell, call (902) 494-3077 or email access@dal.ca.

2. Alumni Association/Alumni Relations

The Alumni Association is comprised of over 110,000 graduates of Dalhousie University. A global network of volunteers keeps alumni informed and involved with the university. By providing many programs and services, the Association fosters a strong relationship between Dalhousie and its alumni.

Dalhousie alumni play a vital role in the health and future of the university. Many alumni return to Dalhousie regularly to hire graduating students. They also serve as advocates, ambassadors and student mentors. The financial support provided by our alumni helps ensure that Dalhousie will continue to provide exceptional post-secondary education to future generations.

The Alumni Association's Board of Directors works with the Dalhousie Alumni Relations Office, located in the Macdonald Building (902 494-8801/1-800-565-9969/alumni@dal.ca). Together, the Association and Alumni Relations strive to identify opportunities for alumni involvement, and to foster an environment that invites alumni to participate fully in Dalhousie's well-being. Visit the website at www.dal.ca/alumni.

3. Athletics and Recreational Services

Dalhousie offers a wide array of programs, facilities and services to suit the diverse sport, recreation and wellness needs of our students. Located on the Studley Campus, Dalplex is the university's primary fitness centre. Dalplex membership is included in full-time student fees, so students can simply bring their DalCard and swipe it in the turnstile for access to: the Cardio Plus Centre; two climbing facilities; two weight rooms; more than 35 weekly fitness classes; an eight-lane, 50m indoor pool; a 1/6-mile indoor track; drop-in times for recreational basketball and volleyball; racquet courts; an outdoor tennis and beach volleyball court; and the Fun Zone play area for children. The F. H. Sexton Memorial Gymnasium includes a fitness centre, a gym with hardwood courts, group fitness classes, two squash courts, and change rooms with lockers for easy access for students on the Sexton Campus. The Langille Athletic Centre is the sport and recreation facility for students on the Agricultural Campus.

Athletics and Recreational Services also offers many climbing, fitness, and outdoor recreation programs, classes, and trips each term, along with a broad range of intramural leagues and tournaments. Intramural sports are fun, free and an excellent way to meet other students. Sports offered include soccer, flag

football and hockey in the fall, to curling, basketball and inner tube water polo in the winter term-and that's just the tip of the iceberg! Dal offers you the opportunity to take part in more than 20 different recreational and competitive sports clubs, which are organized and run by students. The Rams varsity program represents the Agricultural Campus, offering competitive teams in badminton, basketball, women's rugby, soccer, women's volleyball, and woodsmen. The Tigers varsity program on the Halifax campuses consists of 14 teams (men's and women's basketball, cross country, hockey, soccer, swimming, track and field, and volleyball) that compete regionally in the Atlantic University Sport (AUS) conference and nationally in Canadian Interuniversity Sport (CIS). For more information about sport, fitness and recreation opportunities at Dalhousie visit www.athletics.dal.ca.

4. Black Student Advising Centre (BSAC)

The Centre strives to foster a sense of community among ALL students, especially those who are of black/African descent. The BSAC hosts programs such as peer and professional mentorship, in-house tutoring and writing support as well as events to promote intercultural awareness. Providing confidential counselling services, personal and community support, advocacy, and relevant resource materials are a few of the roles of the BSAC advisor. The advisor also provides information about scholarships, bursaries and employment, and makes referrals to additional resources for student success. The BSAC includes a study space, a small computer lab and a lounge. For more information, drop by the Centre in room 418 of the Student Union Building, contact us at (902) 494-6648 or bsac@dal.ca or visit us online at www.dal.ca/bsac.

5. Career and Leadership Development Centre (CLDC)

The Career and Leadership Development Centre (CLDC) assists you in:

- exploring a full range of career and work possibilities that match your career goals;
- preparing job-search documents to present yourself effectively as a candidate for employment;
- obtaining information on employment opportunities and prospective employers;
- connecting with career opportunities through campus interviews, job and volunteer listings, referrals, direct application, networking, job search events, publications, and/or information technology; and
- developing and maintaining relationships with organizations that provide career development and employment opportunities for you.

The Co-Curricular Record (CCR) is a document that officially recognizes your accomplishments and experiential learning outside the classroom. The CCR program is available to all Dalhousie students and acknowledges your accomplishments in leadership, campus and community engagement, course-related service learning or experiential learning, awards and recognition, and training and development. Visit www.dal.ca/ccr for more information.

The CLDC also runs the free DALConnects leadership certificate program for students interested in building stronger connections with their community and learning about leadership through volunteering. Participants are paired with community organizations for volunteer opportunities and attend various workshops on leadership. Visit www.dal.ca/dalconnects for more information.

Drop by the CLDC on the fourth floor of the Student Union Building in Halifax or in the Dairy Building on the Agricultural Campus, or visit us online at www.dal.ca/cldc for more information on programs and services.

6. Centre for Learning and Teaching

The Centre for Learning and Teaching (CLT) works in partnership with the Provost's office, academic units, faculty members, and graduate students to enhance the practice and scholarship of learning and teaching at Dalhousie University. CLT takes an evidence-based approach to advocating for effective learning and teaching practices, curriculum planning, services to support the use of technology in education, and institutional policies and infrastructure to enhance the Dalhousie learning environment. For further information, teaching resources, or a confidential consultation, you are invited to contact the Centre for Learning and Teaching, located at Suite G90, Killam Library, 6225 University Avenue, (902) 494-1622, CLT@dal.ca, or you can visit the CLT website at: www.learningandteaching.dal.ca

Programming: Workshop series, presentations, discussion groups, and demonstrations are scheduled to address the full spectrum of educational issues,

including curriculum design, evaluation of student learning, teaching and learning strategies, e-learning and the effective integration of classroom technology.

Confidential Consultations: Educational developers at CLT provide confidential consultation services to teaching assistants, faculty, and administrators on a wide range of learning and teaching issues.

Annual Events: On an annual basis, CLT coordinates New Academic Staff Orientation, TA Day, Teaching Dossier Workshops, and the Dalhousie Conference on University Teaching and Learning that brings together presenters from across the University and the country to explore issues related to specific themes.

Classroom Planning: CLT offers expertise and support to the university in the areas of classroom design, media production, presentation technology, and technical services:

- Video and Audio Production Services offers a full range of creative and production services for educational or other academic purposes.
- Technical Services provides expert advice on the design and installation of classroom technology systems, system programming, video conferencing and system repairs.

Teaching Awards: CLT administers several university-wide teaching awards, including the Dalhousie Educational Leadership Award, the Alumni Award of Excellence for Teaching, Sessional and Part-Time Instructor Award of Excellence for Teaching, and the President's Graduate Teaching Assistant Award.

Certificate in University Teaching and Learning: The Certificate program is offered to graduate students by the CLT in partnership with the Faculty of Graduate Studies. The purpose of the program is to assist academic departments in preparing students for their teaching responsibilities and to enhance their professional development opportunities for both academic and non-academic careers.

Student Ratings of Instruction (SRI): Higher education institutions in Canada and abroad encourage faculty to use teaching evaluations to rate their teaching for effectiveness. The CLT is responsible for the administration of the university-wide Student Ratings of Instruction. The ratings are administered online towards the end of each term. Quantitative and qualitative data are collected and the opportunity for departments and individual instructors to add questions to the form is available. Students may access the results of the universal questions, Part A of the form, when instructors consent to release the results of their own course(s).

Grants: CLT offers a number of Teaching and Learning Grants each year for instructors to develop and evaluate new teaching methods, curriculum innovation, and teaching with technology opportunities. The Centre also organizes the Change One Thing Challenge award, inviting instructors to submit their student engagement ideas that they have implemented into their teaching. The CLT Travel grants provide financial assistance to faculty members to travel to a teaching and learning conference.

Publications: The CLT newsletter, Focus on University Teaching and Learning, is published three times a year and is available online on the CLT website (www.learningandteaching.dal.ca). CLT's lending library provides resources on topics related to teaching. CLT's LibGuide of links to electronic sources can be found at: <http://dal.ca.libguides.com/clt>

7. Counselling Services

As a student you'll find that most of the time you can deal with the everyday issues that pop up while attending university. But life can sometimes challenge you in unexpected ways. And when it does, the Dalhousie Counselling Services Centre can help. We can help you resolve problems and learn new skills in a confidential, supportive environment. Also, if you are struggling with your classes or assignments and suspect you may have a learning disability, staff in the Counselling Centre can pre-screen for learning disabilities, attention-deficit hyperactivity disorder (ADHD) and/or Asperger's disorder, and can suggest various learning strategies that you may find helpful. Career Counselling is a confidential and collaborative process we offer, in which you work with a career counsellor who assists you in your educational and career decision-making.

Counselling is provided by professionally trained counsellors and psychologists and is available for individuals and on a group basis.

For information about the making an appointment, hours of operation or any of the other services, programs and events provided by the Dalhousie Counselling Centre, please visit us online at www.dal.ca/counselling.

If you have feelings of depression, anxiety or stress, but you're not in Halifax or are uncomfortable about sitting down one-on-one with a counsellor, you can register for SHIFT, an online self-help program at www.dal.ca/shift. It includes modules that you work through at your own pace, along with phone or email contact with a program coach.

8. Dal Allies/LGBTQ Support

At Dalhousie we encourage and support a respectful and inclusive campus community. Allies work with students, staff and faculty to offer programs, services, training, support, referrals and resources to members of the Dalhousie Rainbow community. For confidential discussions feel free to contact Dalhousie's Peer Ally (peerally@dal.ca). We can help, if you:

- question (or have questions about) sexuality or gender identity and need information
- need support in coming out
- need help dealing with issues you are experiencing on campus
- want to be yourself and not have to hide your identity when seeking services or support
- want to discuss issues without fear of judgment

Contact us dalally@dal.ca or visit us online at www.dal.ca/dalally for more information.

9. DalCard

The DalCard (also referred to as the Dalhousie University ID Card) is a convenient multi-purpose card, which gives the cardholder access to various facilities and services on and off campus. The DalCard is an identification card and also serves as a debit card for retail and vending purchases on and off campus; for printing at Academic Computer Labs; printing and photocopying at the Libraries; Dalplex membership and access card; and a residence meal plan and access card - all in one! The DalCard must be presented to write an officially scheduled examination or to use the library facilities. In addition, some services such as the issuance of bursary or scholarship cheques, require the presentation of a valid DalCard.

The DalCard Office is located at 1443 Seymour Street. Students on the Sexton campus may obtain the DalCard at the Student Service Centre, B Building, 1360 Barrington Street (accessible location). See www.dal.ca/dalcard for more information.

On the Agricultural Campus, students can obtain their DalCards at the Enrolment Services Centre, located in the Cox Institute, Room 100.

10. Dalhousie Arts Centre

Designed as a multipurpose facility, the Dalhousie Arts Centre is home to the Rebecca Cohn Auditorium, Dalhousie Art Gallery, and the Fountain School of Performing Arts. The Arts Centre is an integral part of the cultural experience in our community and stands as the only arts complex of its kind in Nova Scotia.

Of the numerous performing arts spaces in the Dalhousie Arts Centre, the Rebecca Cohn Auditorium, is the most familiar and prestigious. The 1,040 seat concert hall is the home of Symphony Nova Scotia, as well as the venue of choice for a wide variety of performers ranging from Ballet Jorgen, Just For Laughs, Indigo Girls, Serena Ryder, and the Trews to name a few. Other performing and visual arts spaces in the Arts Centre include: The Sir James Dunn Theatre (240 seats), the David Mack. Murray Studio, Studio II, The MacAloney Room, and the Art Gallery.

The Dalhousie Art Gallery offers the public access to national and international touring exhibitions and initiates many ambitious and exciting exhibition programs.

The Fountain School of Performing Arts maintains a full production schedule including student theatre productions, faculty recital series and weekly student noon-hour recitals. Further information on the Fountain School of Performing Arts can be found at <http://dal.ca/performingarts>.

11. Dalhousie Multifaith Centre

The Dalhousie Multifaith Centre strives to explore the fundamental issues and concerns of the world from a religious perspective in a setting that encourages open and free discussion, values the raising of questions and doubts, and appreciates divergent histories, attitudes, options, and values. A complete education addresses the whole person: body, mind, and spirit.

The Centre is a non-threatening space where students, staff, and faculty can address the basic questions of meaning and purpose in their lives - no matter what their faith, philosophy, or doubt may be.

For more information about the services and supports we offer, or to speak with a chaplain, drop by the Centre at 1321 Edward Street or visit us online at www.dal.ca/dmc.

12. Dalhousie Student Union

Every Dalhousie student is automatically a member of the Dalhousie Student Union. The Student Union is recognized by an agreement with the University Administration and by an Act of the Nova Scotia legislature as the single voice of Dalhousie students. All student activities on campus are organized through the Student Union, and the Student Union is the focus of all student representation. The business of the Student Union is conducted by a Council made up of 40 members. Every student is represented by one or more representatives of their faculty, elected within their faculty in the spring. As well, a number of other constituency groups are represented on the Council because they are uniquely affected by many campus issues. Also on the Council are the student representatives elected to the Senate and Board of Governors.

One of the most important resources of the Student Union is the Student Union Building (SUB) located at 6136 University Avenue between Seymour and LeMarchant Streets. The SUB, which is owned by the University and administered, managed and controlled by the Student Union and is paid for through Student Union fees, was opened in 1968 as a centre for student activity on campus. The Student Union Building provides a wide range of services for students including the Student Advocacy Service, Travel Cuts, The Grawood, Campus Copy, food services, and much more. Every student has the opportunity to take advantage of the Union's financial, physical and organizational resources. Students have an opportunity to become involved in committees dealing with various student issues. The DSU also offers over 175 clubs, societies and organizations for students to participate in. All students are invited to satisfy their curiosity by visiting the Student Union Council offices. The Student Council office is located on the second floor of the SUB in room 222 and is open from 8:30 am to 4:30 pm Monday through Friday, telephone number (902) 494-1106 or email dsu@dal.ca. Check out the website at www.dsu.ca, or my.dsu.ca.

13. Dalhousie Student Union Health and Dental Plan

The DSU Health and Dental Plan is provided to all full time students that begin their studies in the fall term. The fee for the DSU Health and Dental Plan is billed to each student's account and is compulsory unless the student has comparable private health insurance. If students have comparable coverage, they may be eligible to opt out of the DSU Health and Dental Plan during the appropriate opt out period. Please contact the DSU Health Plan Office for the opt out period dates.

All part-time, distance, co-op, and students who begin their studies in January are not automatically billed and enrolled for the DSU Health and Dental Plan and must manually opt in during the appropriate opt in period. Students are also eligible to add immediate family members to the plan during the opt in period by completing an application and paying an additional fee each year.

The DSU Health and Dental Plan Office is located in the basement of the Student Union Building at 6136 University Avenue. The Office is open Monday-Friday 9:30 am-4:30 pm. Should you need to contact the office please phone (902) 494-2850 or email dsuhealth@dal.ca. Visit the website for more information regarding coverage, opt out/in procedures and deadlines www.studentvip.ca/dsu.

14. Dalhousie Student Union International Health Plan

The DSU International Health Plan is provided to all international students. Please note that all co-op students are not billed and enrolled for the International Health Plan and must opt in should they wish to have coverage. The fee for the DSU International Health Plan is billed to each student's account and is compulsory unless the student has comparable private health insurance or MSI. If students have comparable coverage or MSI, they may be eligible to opt out (cancel) of the

DSU International Health Plan during the appropriate opt out period. Please contact the DSU Health Plan Office for the opt out period dates.

Students are also eligible to add immediate family members to the plan when they arrive in Nova Scotia by completing an application and paying an additional fee.

The DSU Health and Dental Plan Office is located in the basement of the Student Union Building at 6136 University Avenue. The Office is open Monday-Friday 9:30 am-4:30 pm. Should you need to contact the office please phone (902) 494-2850 or email dsuhealth@dal.ca. More information regarding coverage, opt out/in procedures and deadlines is available at www.studentvip.ca/dsu.

15. Housing/Residence Services

The University is pleased to guarantee residence in University-owned properties for all new Dalhousie undergraduate students who complete the residence application process by June 30th. It's important that students planning to attend Dalhousie think well in advance about their accommodation needs.

Students should be aware of several important points of reference in regard to residence accommodation. Upon admission to a program of study, all students will receive university residence information. They will also be asked to pay an admission deposit. It's important to apply to residence (online) and to pay the admission deposit promptly as the dates these are received will determine when the Residence Application is considered. Residence applications will not be considered from individuals who have not gained admission to a program of study, or paid their admission deposit and residence application fee.

Students with disabilities are encouraged to contact the Residence Office at (902) 494-1054, or email: residence@dal.ca, for information and assistance. Students with disabilities are also encouraged to contact Advising and Access Services prior to moving into residence.

The traditional style residences at Dalhousie are chiefly for undergraduate students. All students living in traditional style residences are required to purchase one of the meal plan options available.

The information below gives a description of 1. traditional on-campus residences, 2. non-traditional on-campus residences, which includes apartment style housing owned by the university, 3. the services offered by the Off-Campus Housing office, and 4. general information. For information on residence fees, see the Fees section of the Calendar.

It is the responsibility of the individual student in all cases to make a separate online application to the university housing of her/his choice.

1. Traditional On-Campus Residence

A. Studley (Main) Campus

i. Howe Hall

Howe Hall is centrally located on Studley Campus and is the largest residence. Howe Hall is broken into six houses: Bronson House (1959), Cameron House (1967), Fountain House (2002), Henderson House (1964), Smith House (1958), Studley House (1967). Each house has its own identity and student government. The houses are all co-ed and feature a single and double (two single beds) rooms. Facilities include a 24-hour front desk, dining hall, television lounges, kitchenettes, a large multi-function study area/common lounge, laundry rooms, hockey equipment and bike storage room.

ii. Shirreff Hall

Shirreff Hall provides accommodation to 440+ students. Located in a quiet corner of the campus, it is minutes from classes, the library, Dalplex and other facilities. Shirreff Hall is divided into four areas: the Annex, Newcombe House (female only), Old Eddy and New Eddy. Old Eddy and New Eddy have mostly single and double rooms while Newcombe and the Annex have single rooms only.

Shirreff Hall offers a dining room, an elegant library and visitors' lounge, study areas, games room, television lounges, kitchenettes, laundry room, and 24-hour front desk. ResNet (high speed Internet/wireless), *local telephone service and *cable TV service are provided within each room. Students also have access to a piano.

* These services are subject to change.

iii. Eliza Ritchie Hall

Opened in 1987, Eliza Ritchie Hall is a co-ed residence. It provides traditional residence accommodation for 92 students in predominantly single rooms.

This three-storey building is located close to the Dalplex and to Shirreff Hall, where students normally have their meals. Facilities include study rooms, a multipurpose room, reception area, laundry facilities, leisure lounges with kitchenettes and, within each room, ResNet (high speed Internet/wireless). *Local telephone service and *cable TV service are also provided.

* These services are subject to change.

iv. Residence Houses

Dalhousie also has two residence houses, which are co-ed. Formerly single family homes, each house has kitchen, living room and washroom facilities, which are shared among the residents in the house. The character of these homes has been maintained as much as possible.

These houses have only single rooms, each with a bed, wardrobe, study desk, lamp and chair. Linen, cooking utensils and small appliances are not provided. The Residence Houses are now part of the Mini-Residence community. All houses require meal plans, ResNet (high speed Internet), *local telephone service and *cable TV service are provided in each room.

* These services are subject to change.

v. Risley Hall

Risley Hall is located on LeMarchant Street, behind the Student Union Building, and offers 490 single rooms, primarily to undergraduate students. Services include a dining room, laundry rooms, television lounges, and a 24-hour front desk. Each room comes equipped with ResNet (high speed Internet/wireless), *local telephone service and *cable TV service.

* These services are subject to change.

vi. Lyall House, DeMille House, Colpitt House

These properties, which were former faculty offices, have been converted into three mini-residences with a shared courtyard. There are a total of 49 single rooms in a co-ed living environment. Like Residence Houses, these houses have all single rooms. Each room comes with a bed, wardrobe, study desk, lamp and chair. Each house has a kitchenette, living room and washroom facilities, which are shared among the residents in the house. All houses require meal plans. Each room comes with ResNet (high speed internet/wireless), *local telephone service and *cable TV service.

vii. LeMarchant Suite-Style Residence

The new LeMarchant Suite-Style residence will open for the 2014/2015 academic year. While the bottom two floors of this building will be occupied by several student services, the top five floors will serve as a residence for 326 students.

The LeMarchant Suite-Style residence will feature a mix of two, three and four-bedroom suites. A number of single rooms sharing private bathrooms will be available as well as accessible rooms. Each floor will have a full communal kitchen, a lounge and a laundry room.

The LeMarchant Suite-Style residence will have wireless internet access throughout the building, as well as storage space for bicycles and hockey gear in the basement.

The residence space will have its own secure lobby, separate from the other student services offices. Residents will be able to collect their mail before getting onto one of two elevators dedicated specifically to the residence floors.

* These services are subject to change.

B. Sexton Campus

i. Gerard Hall

Gerard Hall is a 12-story traditional style co-ed residence that houses 241 students in single, super single, and double rooms. It is located in the heart of downtown Halifax on the corner of Morris and Queen Streets. Gerard Hall offers laundry facilities, a big screen TV, DVD player and satellite access in the main lounge. Within residence rooms, ResNet (high speed Internet/wireless), *local telephone service and *cable TV service are provided. Gerard Hall residents commonly use the O'Brien Hall dining hall, only seconds away, or may use the dining halls in Howe, Risley or Shirreff Halls.

* These services are subject to change.

ii. O'Brien Hall

O'Brien Hall is a co-ed residence located in the heart of downtown Halifax. There are approximately 115 Dalhousie students residing in a combination of single and double rooms in O'Brien.

Facilities include a dining hall and laundry facilities. Within residence rooms, ResNet (high speed Internet/wireless), *local telephone service and *cable TV service are provided.

* These services are subject to change.

C. Agricultural Campus - Truro

Trueman, Fraser and Chapman Houses all offer co-ed living with the option of same sex and quiet sections. These three houses are conveniently located around Horseshoe Crescent, within a few minutes walk of classes, labs, meal hall, the library, the farm and our athletic center. Residence is a great place to meet new friends while developing a good study routine. Meal plans are mandatory. Each room is equipped with ResNet (high speed internet/wireless), *local phone and *cable TV service.

* These services are subject to change.

i. Fraser House

Fraser House accommodates 116 students in single, super single, and double rooms. Services include comfortable lobby area, TV/games lounge, quiet/study lounge, laundry room and kitchenette. Fraser House has a small all-male section.

ii. Chapman House

Chapman House accommodates 123 students in single, super single, and double rooms. Services include comfortable lobby area, TV/games lounge, quiet/study lounge, laundry room and kitchenette.

iii. Trueman House

Trueman House accommodates 73 students in single, super single and double rooms. It is the smallest house in the complex and tends to offer quieter atmosphere. Services include comfortable lobby area, TV/games lounge, two small quiet/study lounges and a laundry room.

2. Non-Traditional On-Campus Housing

A. Studley (Main) Campus

i. Glengary Apartments

Located on the Studley Campus on Edward Street, Glengary Apartments is a four-storey brick building offering co-ed accommodation for 40+ students.

Glengary has 12 furnished apartments. Each apartment includes a kitchen, living room and bathroom. There are also four furnished bachelor apartments, which are always in high demand. Laundry facilities are located in the basement, where there is also a limited amount of storage space. ResNet (high speed Internet/wireless), *local telephone and *cable TV service are provided in all apartments.

* These services are subject to change.

Meal Plans are not mandatory, but may be purchased for use at any dining hall on campus.

B. Sexton Campus

i. Graduate House

This residence is home to 13 returning students, normally in single rooms. It is located next door to O'Brien Hall and is a short walk from Gerard Hall on Morris Street. ResNet (high speed Internet/wireless), *local telephone service and *cable TV service are provided in each room.

* These services are subject to change.

Meal plans are not mandatory but may be purchased for use at any dining hall on campus including O'Brien Hall, which is next door.

C. Agricultural Campus - Truro

i. Trueman House Mature/Graduate Unit

Located on the ground level in Trueman House, this unit accommodates 12 students in single and super single rooms. Services include a fully equipped kitchen, tv lounge and laundry room (shared with all students living in Trueman

House). Each room is equipped with ResNet (high speed internet/wireless), local phone and cable tv service. A meal plan is not mandatory

3. Living Off-Campus

Dalhousie's Off-Campus Housing has a website: <http://www.dal.ca/och>. The site features a wide variety of housing resources available for students on both the Halifax and Truro campuses.

There is an Off-Campus Housing office for the Halifax campuses located in Risley Hall and offers help to students in finding off-campus accommodations.

The Off-Campus Housing office provides centralized information on available housing in the Halifax metro area including apartments, shared accommodations, rooms, condos and houses. Telephones for calling landlords and material such as maps and transit schedules are available at the office.

Based on the relatively low vacancy rate in Halifax, it is advised that students start looking for off-campus housing well ahead of the academic year.

4. General Information

A non-refundable \$50 fee is payable when applying for residence. If you are submitting your residence application online, you can make the payment at <http://www.dal.ca/studentaccounts>. Select "Payments" and follow the links to "Pay Online". The fee can be paid in person at Student Accounts, or at the Residence Office using cheque or Money Order (payable to Dalhousie University), Visa, MasterCard or American Express.

All new Dalhousie undergraduate students are guaranteed a place in residence if they complete the residence application process by June 30th.

For further information on living at Dalhousie, or for a hard copy of the residence application form, do not hesitate to contact:

The Residence Office

Halifax location: 1443 Seymour Street
Dalhousie University
PO Box 15000
Halifax, NS B3H 4R2
Telephone: (902) 494-1054
Email: residence@dal.ca
Website: www.dal.ca/residence

Truro location: 10 Horseshoe Crescent
PO Box 550
Truro, NS B2N 5E3
Telephone: (902) 893-7519
Fax: (902) 893-4258
Email: residence.dal.ac@dal.ca

Assistant Vice President, Ancillary Services

Halifax location: 1443 Seymour Street
Dalhousie University
PO Box 15000
Halifax, NS B3H 4R2
Telephone: (902) 494-3365

Off-Campus Housing

Location: Risley Hall, Room 1024
1233 LeMarchant Street
PO Box 15000
Halifax, NS B3H 4R2
Telephone: (902) 494-2429
Email: och@dal.ca
Website: www.dal.ca/och

16. Information Technology Services (ITS)

Information Technology Services (ITS) empowers the success of students, faculty and staff through an overall focus on service, advising and consulting. ITS supports university instructional, research and administrative requirements. The department is responsible for all centrally managed computing, networking and telecommunications facilities including university email, MyDal, the central information system (Banner), online learning systems, wired and wireless network connections and student computer labs.

Need help with a technical problem? Visit one of three Help Desks located on the Halifax campus, or our Help Desk at the Dalhousie Agricultural Campus in Truro.

Personal computers and related supplies can be purchased by students and Dalhousie employees through PCPC, the campus computer store (www.pcpc.dal.ca).

With a range of new and emerging technologies, ITS staff will help you explore options to make the most of your experience at Dalhousie. See www.its.dal.ca for more information.

17. International Centre

The International Centre (IC) is committed to welcoming, supporting and serving the needs of new and continuing international degree-seeking and exchange students at Dalhousie. Advisors are available to meet with you on a variety of matters including finances, immigration, exchange opportunities, health insurance and personal issues. Referrals are made to other resources and services on campus when necessary. The IC organizes orientation activities that assist international and exchange students in adjusting to a new culture and in achieving their educational and personal goals. A variety of social, cultural and information programs are held throughout the year. During the fall and winter terms, an international student advisor is also available to meet, by appointment, at the Student Service Centre (Sexton Campus) at 1360 Barrington Street. Agriculture students may contact the International Student Coordinator on the Truro Campus at (902) 893-6905.

Student exchange and study-abroad services are facilitated by the Study Abroad and Exchange advisors at the IC. This branch of the office promotes student mobility by assisting departments and faculties with: the establishment of student exchange agreements; managing university-wide exchange programs; advising students on international study, work and volunteer opportunities; providing pre-departure and re-entry services; administering the Study Work International Fund (SWIF) and the George Burris Study in England Bursary; and maintaining the International Opportunities Resource Library.

Contact us at International.Centre@dal.ca or (902) 494-1566, or visit us online at www.dal.ca/international.

18. Libraries

The Dalhousie University Libraries accommodate the needs of the undergraduate teaching programs, graduate and faculty research projects, and professional schools. The Dalhousie Libraries are: the Killam Memorial Library – Humanities, Social Sciences, Management, Computer Science, and Science; the Sir James Dunn Law Library, the Kellogg Health Sciences Library; the MacRae Library – Agriculture, and the Sexton Design and Technology Library – Engineering, and Architecture and Planning, as well as the University Archives and Geographical Information Sciences Centre (both located in the Killam Memorial Library).

Staff in all five libraries provide reference and research services. Access to materials outside of the Dalhousie Libraries is available through the Document Delivery Service. The libraries manage DalSpace, an institutional repository where many of Dalhousie's researchers' publications can be found. The libraries also use Open Journal Systems (OJS) software and provide digital publishing services to the university community.

All of the libraries have public access computers and WiFi. Most of the libraries have bookable study rooms for groups as well as individual carrels for private study.

The website, libraries.dal.ca, provides access to collections, databases, subject guides and other services. The Dalhousie Libraries also has a Copyright Office that provides guidance to students, faculty, and staff on copyright issues. The Killam and Sexton Libraries have Help Desks that offer general computer and software support, and 3D printing.

The Dalhousie Libraries are a member of Novanet, a network of all Nova Scotian university and college libraries, sharing a single automated online catalogue of the holdings of the member libraries. Users borrow from Novanet libraries upon presentation of their university ID card.

19. Mature Student Services

Applicants who are Canadian Citizens or permanent residents and 21 years of age or older, by the first day of classes, and are not eligible for admission on the basis of regular admission requirements, may apply for admission as a mature applicant. In order to be eligible, the applicant must either have no university-level study, or

have attempted less than one year of transferable classwork. The student cannot have been in full-time university-level study for a minimum period of two years.

Applicants must provide a completed application for admission, high school or post-secondary transcripts, any other relevant documents (e.g. SAT scores, if available), and a letter outlining life and work experiences since last attending full-time study. Applicants will be expected to clearly outline their education goals and motivation to succeed at university study. All factors will be considered in the admission decision.

Admission under this policy is restricted to first year of undergraduate programs. Applicants must have completed grade 12 English (or equivalent) with a minimum grade of 65. Admission to some programs will require completion of other required subjects.

A student admitted on this basis may be restricted in the number of classes he/she can register in during the first year. Otherwise, these students have the same rights, privileges and responsibilities as other students within their program.

Services include pre-admission counselling and university preparation classes such as Writing Skills for Academic Study, Chemistry, Physics, Academic Math and Pre-Calculus. For more information call (902) 494-2375 or visit <http://collegeofcontinuing.dal.ca>.

20. Native Post-Secondary Education Counselling Unit

The Native Post- Secondary Education Counselling Unit is open to students of First Nations descent. We can help you form support networks in your studies, and we also host social activities, cultural events and information sessions. Visit our Halifax office (6286 South Street, 2nd floor) to enjoy some coffee or tea, take advantage of advising with the Native Post-Secondary Liaison, and meet other Native students, or contact us by phone at (902) 494-8863. In Truro, Agriculture students can contact the Special Cohort Coordinator at havery@dal.ca. Visit www.dal.ca/native for more information.

21. Office of Human Rights, Equity & Harassment Prevention

The overall mandate of the Office of Human Rights, Equity & Harassment Prevention is to foster and support an inclusive working and learning environment where all members of the University community share responsibility for establishing and maintaining a climate of respect.

The Office is responsible for administering a number of University policies including: the Accommodation Policy; the Employment Equity Through Affirmative Action Policy; complaints based on the Statement on Prohibited Discrimination; the Personal Harassment Policy; and the Sexual Harassment Policy. The Human Rights & Equity Advisor and the Advisor, Harassment Prevention/Conflict Management also liaise with the Office of the Vice-President, Student Services, regarding the Code of Student Conduct.

Other initiatives in the Office of Human Rights, Equity & Harassment Prevention include education and training on topics such as diversity, accommodation, harassment awareness and prevention, conflict resolution and more. Workshops are offered regularly for students, faculty and staff.

The website for the Office of Human Rights, Equity & Harassment Prevention offers downloadable versions of each of the policies, information on the education and training opportunities offered, and additional resources including an annual Mosaic Calendar featuring a variety of religious and cultural holidays.

Contact: Lisa DeLong, Advisor, Human Rights & Equity
(902) 494-2704
Gayle Wishart, Advisor, Harassment Prevention/Conflict Management
(902) 494-1137
Phone: (902) 494-6672 (office line)
Fax: (902) 494-1179
Email: hrehp@dal.ca
Website: www.hrehp.dal.ca

22. Registrar's Office

The Registrar's Office is responsible for high school liaison, admissions, awards and financial aid, registration, maintenance of student records, scheduling and coordinating formal examinations, and convocation. Of greater significance to students, however, is the role played by members of the staff who provide

information, advice, and assistance. They offer advice on admissions, academic regulations and appeals, financial aid and budgeting and the selection of programs. In addition, they are prepared to help students who are not quite sure what sort of assistance they are looking for, referring them as appropriate to departments for advice about specific major and honours programs or to the office of Student Services or to specific service areas such as the Counselling Services Centre.

Students can access the services of the Registrar's Office at three locations. The main office is located in Room 133 of the Henry Hicks Academic Administration Building on the Studley Campus. Students attending classes on the Sexton or Agricultural Campus can also access Registrar's Office services in Building B (Student Service Centre), Sexton Campus or Cox Institute (Enrolment Services Centre), Agricultural Campus.

Enquiries may be directed to:

The Registrar, Dalhousie University
PO Box 15000
Halifax, NS Canada B3H 4R2
Telephone: (902) 494-2450
Fax: (902) 494-1630
Email: admissions@dal.ca

23. South House

A DSU service and Halifax's only full-time women's centre. A volunteer-driven, student-funded, gender-inclusive safe space for all members of the Dalhousie community. South House is a trans- and queer-positive, wheelchair-accessible space that offers a resource centre, library, and free meeting space for woman-positive and anti-oppression organizing and gathering. Visit us online at www.dalwomenscentre.ca or drop by the Centre on the first floor of 6286 South Street.

24. Student Advocacy Service

The Dalhousie Student Advocacy Service helps ensure that students receive fair and reasonable decisions on issues dealing with academic appeal and discipline matters. Our volunteer advocates advise students about their case, help them draft and edit any written submissions, prepare them for hearings and formal appeals, and provide support through the process and articulates matters of importance during the oral hearing. This year-round service is confidential and operated entirely by students. Contact us at the Student Union Building (Room 310), by phone at (902) 494-2205 or visit us online at www.dsu.ca.

25. Student Clubs and Organizations

Extracurricular activities and organizations at Dalhousie are as varied as the students who take part in them. Organizations range from small informal groups to large well organized ones; they can be residence- based, within faculties, or university wide and interest based. Some are decades old with long traditions, others arise and disappear as students interests change. A list of clubs, societies and organizations is available every fall to new students who are encouraged to select and participate, this list can be found at <http://tigersociety.dsu.ca>. If there is not a society that meets your interests, the Dalhousie Student Union encourages and will help you to make your own. For more information on DSU societies please contact the society coordinator at society.coordinator@dal.ca or by telephone at (902) 494-1106 or visit www.dsu.ca.

26. Student Dispute Resolution

Dalhousie's Office of Student Dispute Resolution works with students, community and campus partners to help resolve disputes in a restorative and respectful manner. Referrals come from Campus Security, Code of Conduct Complaints, Halifax Regional Police and the Crown Prosecutors Office (as part of the Dalhousie Restorative Justice Pilot Project) and from Residence Life Managers. Following the principles of respect, responsibility and community, we work with groups to help restore relationships and find satisfactory resolutions. Visit us online to find out more about the resources available through the Student Dispute Resolution office at www.dal.ca/think.

27. Student Health Promotion

Located in the Live Well @ Dal office on the 4th floor of the Student Union Building, Student Health Promotion staff and volunteers can give you unbiased advice and information to help you live a healthier lifestyle. Find out more about quitting smoking, rethinking your alcohol and substance use, managing your stress, increasing your personal fitness, coping with eating disorders and many

other areas of student wellness by contacting us by phone at (902) 494-6830 or visit us online at www.dal.ca/studenthealth.

28. Student Services

The Vice-President, Student Services (VPSS), is Dalhousie University's chief officer of student affairs. Working with an integrated team of specialists across campus, the office of the VPSS coordinates programs and delivers services in support of students' academic achievement, personal and professional development and community engagement.

Our efforts to enrich the Dalhousie student experience are focused in four key areas: Learning Connections; Community Connections; Wellness Connections; and Leadership and Career Connections. Within each area, professionally trained staff, counsellors and advisors are available to assist you at every step of your journey here at Dal, providing information, resources, programs and services that are tailored to your individual needs and consistent with your educational and life goals.

29. Studying for Success (SFS)

Our primary goal is to assist you in becoming a more efficient and effective learner. Studying for Success offers workshops to small groups of students to develop or enhance personal learning strategies and, when applicable, workshops are customized to focus on particular disciplines or fields of study ensuring that the workshop content is relevant to your needs.

Topics regularly covered include time management, getting the most from lectures, critical reading, problem-solving, preparing for and writing exams. Study Skills coaches offer personal coaching either by appointment or on a drop-in basis during regularly scheduled hours, and will refer students to other academic resources when appropriate. For further information, drop by our office at the Killam Library, call (902) 494-3077 to book an appointment or (902) 494-2468 to speak with the SFS coordinator, or visit us online at www.dal.ca/sfs.

30. University Bookstore

The University Bookstore, owned and operated by Dalhousie, is a service and resource centre for the university community and the general public. The Bookstore has required and recommended texts, reference books and supplies, as well as workbooks, self-help manuals and other reference material. As well, you can find titles by Dalhousie authors.

The Bookstore carries all necessary and supplementary stationery and supplies. Also available are gift items, mugs, clothing and crested wear, cards, jewelry, class rings and backpacks with new items being introduced on a regular basis. A Special Order department is located within the main Bookstore where you can place orders for customized clothing and customized general merchandise. We can also order and ship almost any book worldwide and work with faculties and departments to meet their specific needs.

The Bookstore Website has online ordering capabilities for both textbooks and general merchandise.

The main Bookstore is situated on the lower level of the Student Union Building on University Avenue, and is open year round, Monday to Saturday (hours vary throughout the year).

The Health Sciences Bookstore has the largest and most complete medical book section in Atlantic Canada, with over 2,000 titles in stock. Thousands of other titles are specially ordered annually, and the department ships out books to consumers and hospitals throughout the world. The Health Sciences Bookstore is located in the Dentistry building, 5981 University Avenue, and is open year round, Monday to Saturday. Hours vary throughout the year.

The Sexton Campus Bookstore is located in the Student Service Centre at 1360 Barrington Street (Building B) and is open from 9 am - 4 pm Monday to Friday. It supplies texts and reference books required for Architecture and Engineering students as well as crested clothing, stationery and other supplies.

The Dalhousie Agricultural Campus Bookstore is located in the Cox Institute at 50 Pictou Road, Room 142, Truro. The bookstore is open year round Monday to Friday. Hours vary throughout the year and is closed for a couple times during the summer months for about a week.

31. University Health Services

The University operates a medical clinic in Howe Hall staffed by family doctors and nurses. Further specialists' services are available and will be arranged through Health Services when required. Student information collected by Health Services is completely confidential and may not be released without signed permission of the student.

Appointments are made during the clinic's open hours, from 8:30 am to 10 pm, Monday to Friday, and 11 am to 5 pm, Saturday and Sunday, by calling (902) 494-2171. In the event of an urgent medical problem, students may seek medical advice during clinic hours. After hours, students should seek assessment by calling 811 to speak to a registered nurse, or visit the local emergency room. The QEII emergency room on Summer Street is the closest emergency room for students on the Halifax campus. For students in Truro, the clinic accepts walk-in patients and appointments. For details on the hours the services are offered, please visit Health Services online via www.dal.ca/agstudentservices. Any student who has had a serious illness within the last 12 months, or who has a chronic medical condition, may wish to contact and advise Health Services; preferably with a statement from the doctor.

All students must have medical and hospital coverage. All Nova Scotia students are covered by the Nova Scotia Medical Services Insurance. All other Canadian students must maintain coverage from their home provinces. This is especially important for residents of any province requiring payment of premiums. All non-Canadian students must be covered by medical and hospital insurance prior to registration. Details of suitable insurance may be obtained from the Student Accounts office prior to registration. Further information is available online at www.dal.ca/healthservices.

32. University Secretariat

The University Secretariat provides professional and administrative support and advice to the Board of Governors and University Senate so as to facilitate their effective governance of the University.

The Secretariat manages, coordinates and informs the effective operation of the Board and Senate by:

- Supporting the operations of the University's governance bodies and their respective standing and ad hoc committees;
- Proposing and developing objectives and plans to establish and achieve priorities;
- Advising on governance issues and developing and implementing policies, procedures and processes that reflect governance best practices;
- Developing, implementing, managing and coordinating the University academic integrity, student discipline and academic appeals policies and processes, and maintaining official records relative to these processes;
- Serving as a repository for University policies and information and data on matters relating to University governance; and
- Facilitating communication and collaboration with key stakeholders.

Visit the website at www.secretariat.dal.ca

33. Writing Centre

The Writing Centre's programs recognize that students in all disciplines are required to write clearly to inform, persuade, or instruct an audience in term papers, laboratory reports, essay examinations, critical reviews and other academic assignments. Students benefit from discussing their work with supportive instructors and peer tutors.

The Centre currently offers a number of services. The main office in the Killam Library's Learning Commons allows students to obtain advice on writing issues. Tutors also work part of the week at Sexton and the Law School Library. Students on the Agricultural Campus can visit the Writing Centre on the main floor of the library. Seminars are held throughout the university year on topics such as essay writing, science writing, mechanics of writing, English as a second language issues, admission applications, etc.

Contact the Writing Centre by visiting the main office in the Killam Learning Commons, calling (902) 494-1963 or emailing at writingcentre@dal.ca. For more information, online writing resources or to book an appointment online, visit www.dal.ca/writingcentre.

Fees

Student Accounts Office

Mailing Address: Henry Hicks Academic Administration Building
6299 South Street, Room 29
PO Box 15000
Halifax, NS B3H 4R2

Website: <http://www.moneymatters.dal.ca>

Service Location: **Studley Campus**
Henry Hicks Academic Administration Building, Rm 29
Monday to Friday, 9am - 4pm
(902) 494-3998
fax: (902) 494-2839
email: Student.Accounts@dal.ca

Sexton Campus
Student Service Centre
Monday to Friday, 9am - 4pm
(902) 494-3998
fax: (902) 494-2839
email: Student.Accounts@dal.ca

Agricultural Campus
Enrolment Services Centre
Monday to Friday, 8:30am - 4pm
(902) 893-6722
fax: (902) 895-5529
email: registry.dalac@dal.ca

2014/2015 Important Dates:

September

- 19 Fees due for fall term
- Last day to pay without late registration fee of \$50
- Last day for complete refund

October

- 20 \$50 reinstatement fees assessed on all outstanding accounts over \$100

November

- 3 Last day for partial refund fall term

January

- 16 Fees due for winter term and second installment of regular session
- Last day to pay without late registration fee of \$50
- Last day for complete refund

February

- 16 \$50 reinstatement fee assessed on all outstanding accounts over \$100

March

- 13 Last day for partial refund for winter term

NOTE: Please consult the online summer school timetable for the summer school registration schedule.

Website

<http://www.moneymatters.dal.ca>

I. Introduction

The following section of the calendar outlines the University Regulations on academic fees for both full-time and part-time students enrolled in programs of study during the fall, winter and summer terms. A section on University residence and housing fees is also included. Students wishing to register for the summer term should consult the summer school timetable online at <http://www.dal.ca> for information on registration dates and fees.

All fees are subject to change with approval of the Board of Governors of Dalhousie University. The 2014/2015 Academic Fee Schedule will be available in June 2014, at <http://www.moneymatters.dal.ca>.

NOTE: Student tuition fees and other fees published herein are applicable only to regular students admitted to a program through the normal application process. Other students who are admitted to Dalhousie under a special program or policy will be charged student tuition and other fees in accordance with such special program or policy. For further information regarding these fees, please contact Student Accounts or the Dean's office of the applicable faculty.

Students should make special note of the academic dates contained in the front section of the calendar as well as fee dates. Students should also be aware that additional fees and/or interest will be charged when deadlines for payment of fees as contained herein are not met.

All the regulations in this section may not apply to Graduate Students. Please refer to the Faculty of Graduate Studies section of the Graduate Calendar.

II. University Regulations

The following general regulations are applicable to all payments made to the University in respect of fees. Please refer to our website for additional information on payment options: <http://www.moneymatters.dal.ca>.

- Fees must be paid in Canadian funds by cash, electronic bank transfer, interac, negotiable cheque or money order.
- Money transferred to a student's account should not exceed the annual charges associated with tuition and ancillary fees.
- If payment by cheque is returned by the bank as non-negotiable, there will be an additional fee of \$20 and the account will be considered unpaid. Furthermore, if the bank returns a cheque that was to cover payment of tuition, the student's registration may be cancelled and, if permitted to re-register, a late fee will apply.
- Accounts in arrears must be paid by cash, certified cheque, money order or interac prior to registration in a future term.

A. Admission Deposits

A non-refundable deposit of \$200 is payable on acceptance to all new undergraduate and graduate programs. Undergraduate students admitted by April 20 are required to pay the deposit by May 15. Undergraduate students accepted after April 20 must pay the deposit within three weeks of receiving an offer of admission. Graduate students must pay the deposit within four weeks of receiving an offer of admission.

Undergraduate Medicine students are required to pay a \$500 non-refundable, admission deposit.

International Dentistry, Qualifying Dentistry and Internetworking students are required to pay a \$2,500 non-refundable admission deposit.

Admission deposits are credited towards tuition and fees for the applicable term.

B. Registration

A student is considered registered after selection of course(s).

Selection of course(s) is deemed to be an agreement by the student for the payment of all assessed fees.

Non attendance does not constitute withdrawal. Students must ensure that they cancel registration in all courses if they choose to withdraw.

1. Identification Cards (DalCard)

All full and part-time students should obtain identification cards upon registration and payment of appropriate fees. If a card is lost, a fee of \$15 is charged. Regular session ID cards are valid until August 31.

2. Audit Courses

All students auditing a course pay one-half of the regular tuition fee plus full auxiliary fees, if applicable. In such cases, the student is required to complete the usual registration process.

A student who is registered to audit a course, who during the session wishes to change their registration to credit, must receive approval from the Registrar. This must be done on or before the last day for withdrawal without academic penalty.

The same deadline applies for a change from credit to audit. Graduate students please see Section 6.6.4 for audit information.

C. Late Registration

Students are expected to register on or before the specified registration dates. Students wishing to register after these dates must receive the approval of the Registrar. A late registration fee of \$50 will apply if registration and payment of fees has not been completed by specified dates. This fee is payable at time of payment and will be in addition to regular fees.

1. Course Changes and Withdrawals

Please consult Student Accounts for all financial charges and the Registrar's Office for academic regulations.

Students withdrawing from all courses must submit written notification to the Registrar's Office. Non attendance does not constitute withdrawal, you must ensure courses are dropped. Refunds due to class withdrawals will be effective the date a course(s) is dropped online at <http://www.dal.ca/online> or written notification is received at the Registrar's Office. Please contact Student Accounts to have your refund processed.

In the Faculty of Health Professions, students who wish to withdraw from the University must obtain written approval from the appropriate school or college and submit the appropriate forms to the Registrar. Students in these faculties should continue to attend course until their withdrawal has been approved.

D. Academic Fees

Note: These rates are for 2013/2014 (for information only)

1. Fee Schedule

Upon approval of the 2014/2015 academic fees, a complete schedule showing the required payments of the academic fees and deposits will be made available. The official schedule will be available in June 2014 at www.money matters.dal.ca. Students are advised that fees are subject to change by approval of the Board of Governors, and it is likely that tuition and fees will increase during each year of study.

NOTE: Students registered in more than one program are required to pay separate academic fees for each program. Additional course specific auxiliary fees may apply, as well as fees for online courses (or programs) related to distance delivery.

APPROVED TUITION FEES 2013/2014

Degree Program	Program Fee	Per Course Fee
UNDERGRADUATE		
Architecture, Community Design		688.50
Arts and Social Sciences		658.80
Computer Science		747.60
Dentistry		
Dentistry	17,530	
Dental Hygiene Diploma	8,230	
Dental Hygiene Degree		832.80
International and Qualifying	44,000	
Engineering		747.60
Health Professions		
Disability Management Diploma		900.00
Emergency Health Services Management Diploma		700.00
Health Science		767.40
Health Services Administration Diploma		747.60
Nursing & Kinesiology		767.40
Pharmacy		790.20
Recreation & Health Promotion		767.40
Social Work		728.10
Law	13,378	
Management		
Commerce Co-op		754.20
Management		662.70
Medicine		
MD	16,600	
Post-Graduates	2,730	
Science		747.60
Sustainability		747.60
GRADUATE		
Masters		

Architecture and Planning	7,929	
Architecture (Post-Professional)		793.50
Architecture	7,929	
Environmental Design Studies		832.80
Planning	7,929	
Planning Studies		
Arts and Social Sciences	6,975	
Computer Science	7,929	
Dentistry		
MD/MSc (Oral and Maxillofacial)	18,030	
Prosthodontics	18,030	
Periodontics	18,030	
Electronic Commerce	8,790	
Engineering, Applied Science, Biomedical Engineering & Food Science	7,929	
Engineering - Internet Working (per class)		2,020
Health Informatics	8,790	
Health Professions		
Applied Health Services Research	7,077	
Clinical Vision Science	8,592	
Health Promotion, Leisure Studies	7,929	
Health Administration		800.10
Human Communication Disorders (Years 1 and 2)	9,957	
Human Communication Disorders (Year 3)	8,250	
Kinesiology and Nursing	8,592	
Pharmaceutical Sciences	9,954	
Occupational Therapy		
Entry Level	13,017	
Post Professional	9,954	
Physiotherapy		
Entry Level	13,017	
Rehabilitation Research	9,954	
Social Work		770.70
Law	9,774	
Management		
MBA Corporate Residency	20,770	
Environmental Studies	7,056	
Library and Information Studies		878.70
Public Administration		698.40
Resource and Environmental Management		698.40
Marine Management	7,056	
Medicine		
Community Health & Epidemiology	8,592	
Medicine - Except Community Health & Epidemiology	7,929	
Science	7,929	
Doctorate		
Arts and Social Sciences	7,320	
Computer Science	8,286	
Engineering, Applied Science & Biomedical Engineering	8,286	
Law	10,113	
Medicine	8,286	
Nursing	8,946	
Science	8,286	
Continuing Fee		
All Programs	2,169	
International Student Differential Fee		
All Programs except Graduate Thesis-based *	8,202	
Graduate Thesis-based Programs	5,670	
International Dentistry, Qualifying Dentistry and Internet working are exempt.		
International Health Insurance	491 per year	
Agricultural Campus		
Degree (undergraduate)	600	
Technical	370	
Introductory Studies	235	
Workplace Readiness	109	
Veterinary Technology	497	
Note: Per course fees are based on a three credit hour course. Complete fee schedules are available online http://www.money matters.dal.ca . The 2013/2014 fee schedule currently online is expected to be updated in June of 2014 with the approved academic fees for 2014/2015.		
* The cost for international students is twice that of the approved domestic rate for Truro courses.		

2. Exchange Students

Outbound exchange students whose fees are paid to Dalhousie University will be assessed tuition and fees for 15 credit hours in their faculty.

E. International Students

1. Differential Fee

Registered students, who are not Canadian Citizens or permanent residents are required to pay an additional "Differential Fee" to a maximum of \$4,101 per term, subject to increase in 2014/2015. There is a proportional charge for part-time international students. International Dentistry, Qualifying Dentistry and Internet working students are exempt. Graduate Students please see Section 5.7 of the Graduate Studies Calendar to determine the number of years a student is required to pay the differential fee.

If a student receives permanent resident status, the differential fee will not be assessed for the current term and beyond. In order to process a retroactive reimbursement of differential fees in a current term, acceptable proof of residency must be submitted to the Registrar's Office prior to the last business day of December, April, and August for each term.

2. Health Insurance

International students will be charged for an International Student Health Insurance Plan when they register. If a student already has comparable health coverage, they can apply to opt out of the International Student Plan at the DSU Health Plan Office before September 19, 2014. Costs for the health plan change annually. More details on the international student health plan costs and opt out process can be found at www.dsu.ca. Full-time students will also be assessed the extended DSU Health and Dental plans, see 11.F.2.

Health Insurance - International Students (2013/2014 rates, for information only)

- Single - \$491 per year
- Family - \$1,227 per year

F. Student Fees

In addition to tuition and course related fees, the following mandatory incidental fees may apply. These fees are non-refundable beyond the due date for each term. In cases of late cancellations or retro-active withdrawal, the mandatory incidental fees remain payable. Rates provided as information only, subject to change for 2014/2015.

1. Student Union Fee

Every student registered at Dalhousie is a member of the Student Union and required to pay a Student Union fee as part of their registration procedure. These fees have been approved by students in referenda and, along with other revenue of the Union, are allocated each year by the Student Council budget.

For information only, 2013/2014 full-time student union fees are \$67.90 per term.

2. Health and Dental Insurance

Every fall term, full time students are assessed the DSU Health and Dental Plan. This provides extended coverage from September through August. The current rate is \$253 per year.

Students with separate health insurance may apply to the DSU for reimbursement. For more information please contact the Student Union Office in Room 222 of the Student Union Building (SUB), phone: (902) 494-2850 or visit their website at <http://www.dsu.ca>

3. Student Service Fee

Student Service provides and supports various Dalhousie Services including health services and athletics. For information only, 2013/2014 Student Service fee is \$126.70 per term for full-time students.

The following services will be provided without additional charges unless specified:

- Change from Audit to Credit
- Confirmation of Enrolment
- Confirmation of Fee Payment
- Dalplex Membership
- Leave of Absence Fee
- Letter of Permission
- Replacement Tax Receipt
- Transcripts (maximum of five requested at one time)

All students are assessed a facilities renewal fee of \$79.50 per term; \$26.50 per term for part-time students. 2013/2014 rates provided for information only; subject to increase with approval from the Board of Governors.

4. University Bus Pass Fee (UPass)

All eligible, full-time students will receive a Metro-Transit bus pass (UPass). The fee in 2013/2014 is \$145 and is effective September through April. Please refer to <http://www.upass.dal.ca> for further information.

5. Laboratory Deposits

A deposit for the use of laboratory facilities in certain departments is required. The deposit is determined and collected by these departments. Students will be charged for careless or willful damage regardless of whether or not a deposit is required.

6. Additional Student Fees

Departments may also charge additional fees on a cost recovery basis not included in the fee schedule. Examples include, but are not limited to, print or copy fees, transportation costs and material fees. Students registered in online courses and distance programs will be assessed additional fees for delivery of these courses.

Miscellaneous fees are charged as outlined in the table below.

Miscellaneous Fees 2013/2014		
Fee	Amount	Payable at
Late Registration	\$50	Student Accounts
Reinstatement Fee	\$50	Student Accounts
Returned Cheque	\$20	Student Accounts
Admission Deposit	\$200	Student Accounts
Undergraduate Medicine Admission Deposit	\$500	Student Accounts
Application Fee	*\$65	Registrar
Late Graduation Application	\$50	Registrar
Replacement ID	\$15	DalCard Office
Replacement Bus Pass	\$15	DalCard Office or Student Accounts
Transcript	**\$5	Registrar
Fax Fees		
Metro	\$5	Registrar
Canadian	\$10	Registrar
International	\$15	Registrar
Residence Application Fee	\$50	Residence
* Except for the following programs which require payment of a \$70 application fee: Occupational Therapy, Pharmacy, Physiotherapy, Social Work; Diploma programs in Meteorology, Outpost and Community Health Nursing, Health Services Administration; and all programs in the Faculties of Medicine, Dentistry (including Dental Hygiene), Law and Graduate Studies		
** Where appropriate, contact Registrar's Office for details		
Note: Fees are subject to change after publication of this calendar.		

G. Statements and Monthly Notices

Students with current activity will be issued electronic statements. Students will be notified through their official Dalhousie email account when a new statement is available. Subsequent monthly payment reminders will be sent to the student's official Dalhousie email address. Refer to <http://www.moneymatters.dal.ca> for more information.

H. Release of Student Financial Information

Student Accounts is often asked to disclose financial information on a student's account by parents and others so they can make accurate tuition payments.

University policy recognizes the financial account as belonging to the student and therefore, to protect student privacy, account information is considered confidential. For more information on granting permission for financial information to be released to a third party (such as a parent), please contact Student Accounts at (902) 494-3998 or in Truro at (902) 893-6722 www.moneymatters.dal.ca.

I. Payment

The payment of academic fees will be received at the Student Accounts Office located on the basement level of the Henry Hicks Academic Administration building, the Student Service Centre on Sexton Campus or the Enrolment Services Centre, Truro.

For the convenience of students, Canadian cheques and money orders, payable to Dalhousie University, are accepted by mail. Fees paid by mail must be received by Student Accounts on or before the term due date to avoid late payment and/or delinquency charges.

The following regulations apply to the payment of academic fees. For further information on regulations regarding withdrawal of registration, please refer to II.K:

- a. All students must pay the applicable deposit in accordance with Section A.
- b. Those holding external scholarships or awards paid by, or through, Dalhousie must provide documentation of the scholarship or award before term fees are due.
- c. Those whose fees are paid by a government (or other agency) must have the third party billing form completed and submit to Student Accounts by September 19 or January 16 for the respective term. This form is available online at <http://www.moneymatters.dal.ca>
- d. Those paying the account balance by Canada Student Loan must negotiate the loan by September 19 or January 16 for the respective term. Interest will be charged after these dates and a late registration fee will apply.
- e. Those whose fees are paid by Dalhousie University staff tuition fee waiver must present the appropriate waiver form and pay applicable incidental fees by September 19 or January 16, for the respective term.
- f. Those who are Canadian citizens (or permanent residents), 65 years of age (or over) and enrolled in an undergraduate degree program will have their tuition fees waived, but must pay the applicable incidental fees.
- g. Scholarships or awards paid by, or through, Dalhousie University will be applied to academic and residence fees.
- h. When a Canada Student Loan, provincial loan or co-payable bursary is presented at the Student Accounts Office, any unpaid charges will be deducted.
- i. Fees cannot be deducted from salaries paid to students employed at Dalhousie University.
- j. Any payments made to a student account is first applied to past due balances.

1. Canada Student Loans

Students planning to pay by Canada Student Loan should apply to their province in April or May so that funds will be available by the time payment is required. The University will deduct fees/charges from the loan at the time of endorsement. Please contact the appropriate provincial office to determine eligibility as well as course load requirements. A late fee of \$50 will apply if the loan is negotiated after September 19, 2014. (January 16, 2015 for students registered for winter term and May 11, 2015 for students registering for the summer term).

2. Provincial Bursaries and University Scholarships

These cheques are distributed by the Student Accounts Office. Any unpaid fees and/or temporary loans along with charges, if applicable, are deducted and payment will be issued following endorsement for any balance remaining. A valid Dalhousie University ID and Social Insurance Number must be presented in order to receive cheques. Please contact the appropriate provincial office to determine eligibility as well as courseload requirements for provincial bursaries.

For more information on student loans, bursaries or scholarships, inquiries should be directed to the Registrar's Office, Henry Hicks Academic Administration Building, Room 130.

J. Receipts

The amount of academic fees constituting an income tax credit is determined by Canada Revenue Agency.

A special income tax certificate (T2202A) will be available annually through Web for Student at <http://www.dal.ca/online> no later than February 28 for the previous calendar year.

K. Refunds

Students withdrawing from all courses must submit written notification to the Registrar's Office. Non attendance does not constitute withdrawal, you must ensure courses are dropped. Refunds due to course withdrawals will be effective the date a course(s) is dropped online at <http://www.dal.ca/online> or written notification is received at the Registrar's Office. Please contact Student Accounts to have your refund processed.

In the Faculty of Health Professions, students who wish to withdraw from the University must obtain written approval from the appropriate school or college and submit the appropriate forms to the Registrar. Students in these faculties should continue to attend class until their withdrawal has been approved.

1. Refund Conditions

Refunds will be processed as follows:

- a. Based on the withdrawal date, tuition is refunded based on percentages outlined in the refund schedule at <http://www.moneymatters.dal.ca>.
- b. No fee adjustment will be made for a student changing their degree or program as follows:

Regular (Sept - April) and Fall Terms	After September 19
Winter Term	After January 16
Summer Term	After May 11
- c. No refunds will be made for 30 days when payment has been made by personal cheque or 60 days for a cheque drawn on a bank outside of Canada.
- d. Refunds will be made to the appropriate Student Loan service provider if a student has paid with a student loan and no longer meets eligibility criteria.
- e. A student who is dismissed from the University, for any reason, is not entitled to a refund of fees.
- f. Refunds will be prorated on fees paid by Dalhousie scholarships and/or tuition waiver.
- g. A valid Dalhousie University ID must be presented in order for the student to receive a refund.

2. Refund Schedule

The most current version of the refund schedule is available at www.moneymatters.dal.ca

Important Information Regarding Refunds

- A portion of fees as outlined in the refund schedule will be assessed if withdrawal from a course occurs after September 19 (Fall Term) and January 16 (Winter Term). Withdrawals before these dates will be completely refunded, but no substitutions will be allowed from a financial perspective after these dates.
- Non-attendance does not constitute withdrawal and fees will be payable.
- The refund schedule does not apply to the University of King's College Journalism Program.
- For financial charge inquiries, contact Student Accounts at (902) 494-3998 or Student.Accounts@dal.ca.

L. Delinquent Accounts

Accounts are considered delinquent when the balance of fees has not been paid by September 19 for the fall term or January 16 for the winter term.

Interest, at a rate set by the University, will be charged weekly on delinquent accounts for the number of days overdue.

Effective July 1, 2013 the rate of interest is 6.0% per annum, compounded monthly.

A student whose account is delinquent for more than 30 days will be denied University privileges including access to transcripts. A student will be reinstated upon payment of the fees outstanding, the arrears interest and a \$50 reinstatement fee. Students will not be permitted to register in future terms until all outstanding amounts are paid in full. Subsequently, if the bank does not honour the payment, the student may be deregistered.

Graduating students whose accounts are delinquent on April 15 will not receive their degree/diploma parchment. For fall graduation the deadline is September 1. Transcripts are withheld until payment is received in full.

Accounts which become seriously delinquent may be placed in collection or further legal action may be taken against the individual. Students will be responsible for charges incurred as a result of such action.

III. Residence Fees

Residence rates vary depending on the location and style of accommodations available. For up-to-date residence options and rates, please visit <http://www.dal.ca/residence>. All residence rates include local telephone service with

voice mail features, cable TV service and ResNet (high-speed Internet/wireless). Rates **do not** include the non-refundable \$50 Residence Application Fee.

It is important to note that traditional residences have a mandatory meal plan; however, there are several options available for students. Traditional residences on the Halifax campuses include: Howe Hall, Risley Hall, Shirreff Hall, Eliza Ritchie Hall, Gerard Hall, O'Brien Hall, Mini Residences and Residence Houses. Traditional residences on the Truro campus include: Chapman House, Fraser House, and Trueman House. Non-traditional residence options on the Halifax campuses include: Glengary Apartments and the Grad House. On the Truro campus a section of Trueman House is reserved for non-traditional accommodations. Meal plans are not required in non-traditional residences but are recommended. For up-to-date meal plan options and rates, please visit <http://www.dal.ca/foodserves>.

Important:

- Once offered admission to an academic program of study at Dalhousie, students are eligible to submit a residence application. **The application will not be processed until both the \$200 admission deposit and \$50 residence application fee have been paid.**
- Students must be registered full-time at Dalhousie to apply to residence.
- No refund will be made to any resident who is dismissed for misconduct. Discretionary power in exceptional circumstances remains with the Director, Residence Operations, in conjunction with the Director, Residence Life or their designates.
- All residence students, new and returning, who have received notification of their room assignment, must pay a \$500 deposit to confirm their acceptance. The deposit is due within the time frame specified by the Residence Office.
- \$250 of the \$500 deposit is refundable if cancellation is received prior to August 1. No refunds are made after August 1.
- The \$50 residence application fee and \$500 deposit can be paid by credit card (Mastercard, Visa, Amex) by visiting <http://www.dal.ca/admissions.html>. For more payment options, please visit www.dal.ca/admissions.html.
- No residence room will be held based on post-dated or "insufficient fund" cheques.
- Deposits or fees cannot be deducted from scholarships, fellowships, or similar awards.
- Residence agreements are for eight-month terms (September – April). Please note, residences close during the December break.

A. Residence Term

The residence term commences the Sunday prior to Labour Day and ends on the last day of the examination period in the College of Arts and Science in April. Students must vacate the residence 24 hours after their last exam and residences are closed over the December break.

If required, an additional fee is payable by all residents who are registered in a Faculty where the academic session commences before or continues after the session of the College of Arts and Science. Special arrangements are to be made with the appropriate Residence Life Manager for accommodation for periods prior to or following the session as defined above.

B. Payment of Residence Fees

Payment may be made in full at registration or in two instalments. The first instalment must be paid in full by September 20, 2014. Interest is assessed weekly at a rate as set by the University and will be charged on all accounts outstanding after September 20, 2014 and on any second instalment outstanding after January 17, 2015. The student will not be permitted to register for another session until all accounts are paid in full. A student whose account is delinquent for more than 30 days will be denied university privileges including access to transcripts. The student will be reinstated upon payment of the fees outstanding, the arrears interest, and a \$50 reinstatement fee. For additional information regarding outstanding or delinquent accounts, please see II. Fees, Section K.

All residence fees can be paid at the Student Accounts Office, the Student Service Centre (Sexton Campus), or online at <http://www.dal.ca/admissions.html>.

Students should make an appointment as soon as possible with the Assistant Manager of Student Accounts if they are having financial difficulties.

C. Residence Communications

All residences are wired for high-speed Internet/wireless, local telephone service and cable TV access.* The cost is included in residence fees. Check out the website at <http://www.dal.ca/rescomm>.

*These services are subject to change.

Awards

PLEASE NOTE: The contents of this awards section are subject to change without notice.

The University reserves the right to publicize the recipients of merit awards.

I. Faculty of Dentistry

A. Scholarships in Dentistry

PLEASE NOTE: The University's scholarships described hereunder are credited to students' fee accounts automatically. If this should result in an overpayment of fees, the amount in excess will be rebated to the students by the Student Accounts Office about mid-November.

1. Entrance Scholarships

Students in the DDS program are considered for scholarships by either of two committees. The Dental Admissions Committee assesses entering students for entrance scholarships. Scholarship applications are not required for entrance scholarship consideration. A supplementary application, however, will be required of those candidates whom the Committee will consider for the McGuigan Scholarship and the Colgate Palmolive Dr. Gordon Nikiforyk Dentistry Admissions Scholarship, which have a financial need component. The Academic Awards Committee considers continuing students for in-course scholarships which are tenable upon entering Second, Third or Fourth Year. No special application is required.

Faculty of Dentistry Gifts and Memorial Scholarship Fund

This scholarship will be awarded to the student entering the first year of Dentistry with the highest scholastic standing.

Dalhousie Entrance Dental Scholarship

A scholarship will be awarded to a student entering the first year of Dentistry who, in the opinion of the Faculty, merits this scholarship.

Colgate-Palmolive Dr. Gordon Nikiforyk Dentistry Admission Scholarship

Awarded to a student with superior academic achievement entering the first year of Dentistry at Dalhousie University and who has demonstrated financial need.

The Dr. James P. McGuigan Memorial Scholarship

This fund was established in 1983 to provide an annual entrance scholarship to an academically accomplished student who is a resident of the Atlantic provinces and who shows evidence of actual financial need. A supplementary financial application will be sent by the Dental Admissions Committee to those who are to be given further consideration.

2. In-Course Scholarships

Dalhousie University Dental Scholarships

A scholarship will be awarded to the student entering the second year of Dentistry who attained the highest scholastic standing in the first year of Dentistry at Dalhousie, provided that his/her grade point average was not less than 3.0 with no subject below a grade of "C". A scholarship will be awarded to the student entering the third year of Dentistry who attained the highest scholastic standing in the second year of Dentistry at Dalhousie, provided that his/her grade point average was not less than 3.0 with no subject below a grade of "C".

The Brayton-Gaum Endodontic Scholarship

An endowment has been established to fund the Gaum-Brayton Endodontic Scholarship to be awarded to the student in third year, who has demonstrated the greatest proficiency in endodontics, provided that an overall grade point average of 3.0 has been achieved that year. The scholarship is tenable in fourth year.

The Dr. Noel H. Andrews Memorial Scholarship

An endowment has been established to fund the Dr. Noel H. Andrews Memorial Scholarship to be awarded to the student in third year, who has demonstrated outstanding performance and interest in Periodontics, and displays exceptional patient management skills, provided that an overall grade point average of 3.0 has been achieved in that year, with no mark less than a "C" throughout their studies at the Faculty of Dentistry. The scholarship is tenable in the fourth year.

The Dr. J. D. McLean Scholarship

An endowment has been established to fund the J. D. McLean Scholarship for student(s) in any year of dental study at Dalhousie provided that his/her grade point average is not less than 3.0, no subject below a grade of "C" and who, in the opinion of the Academic Awards Committee, merits the scholarship.

The Dr. Terry Ingham Memorial Scholarship and Auxiliary Fund

This fund was established to honour a very special and unique member of the Dalhousie Faculty of Dentistry: Dr. Terry Ingham. A scholarship may be awarded annually to a deserving dental student(s) based on academic performance and financial need and who exemplifies those strong ethical and humanitarian principles demonstrated by Dr. Ingham during his lifetime.

The Dr. I. K. Lubetsky Scholarship

An endowment has been established to fund the I. K. Lubetsky Scholarship for the student in third year who has demonstrated the greatest proficiency in the practice of Clinical Oral Surgery, provided an overall grade point average of 3.0 has been achieved consecutively. The scholarship is tenable in the fourth year.

The Dr. Bill MacInnis Scholarship

An endowment has been established to be known as the Dr. Bill MacInnis Scholarship, to be awarded to a member of the graduating class who, in the opinion of his/her classmates and instructors, has demonstrated a strong commitment to the ethical practice of dentistry; recognizing an individual who has inspired trust, confidence, optimism and enthusiasm in his or her dental colleagues by combining outstanding qualities of skill and personal character.

Dr. Don Stephenson Memorial Scholarship

This scholarship has been established in memory of Dr. Don Stephenson and is to be awarded to a student(s) entering fourth year, who has achieved academic excellence over the last three years of study and who demonstrated outstanding abilities to treat his/her patient family.

Dr. Kathleen Stack-McColough Scholarship in Dentistry

This scholarship is to be presented to a female student, based on academic standing, who is entering the fourth year of the Doctor of Dental Surgery program at the Faculty of Dentistry.

The Harley G. Kushel Scholarship

This scholarship recognizes the two students with the highest academic standing entering into second, third and fourth year of the Doctor of Dental Surgery program.

B. Prizes and Medals in Dentistry

Graduate Program in Oral and Maxillofacial Surgery

John P. Laba Memorial Research Award

This award is provided through a fund established in memory of John P. Laba by family, friends, patients and colleagues, and may be given annually. The recipient is to be the dentist accepted in the Graduate Program in Oral and Maxillofacial Surgery, and is intended exclusively for the presentation, dissemination and/or publication of research related to Oral and Maxillofacial Surgery. For further information, please contact the Department of Oral and Maxillofacial Surgery.

Doctor of Dental Surgery Program

Students who are repeating an academic year will be ineligible for prizes and awards in that academic year.

In order to be eligible for academic awards whose sole criterion is the academic achievement in the overall curriculum for a given year of a program, normally the student must have completed 80 percent of the scheduled tests/examinations at the time such tests/examinations are scheduled and completed by the class. That is, the student must not have received a formal rescheduling of 20 percent or more of that years' tests/examinations for any reason.

In order to be eligible for an academic award whose sole criterion is a student's achievement in a single course, the student must have completed all major course requirements as scheduled in the course outline. Normally, a student will not be eligible for an academic award in a course in which the student received a formal rescheduling of test(s)/examination(s) worth 15 per cent or more towards the final course grade.

1. Fourth Year Students

Dr. D. S. Precious University Medal in Dentistry

This Medal in Dentistry will be awarded to the graduating student who has met the requirements for Graduation with Distinction and who in the opinion of the Faculty merits this award.

The American Academy of Craniofacial Pain Award

A one year subscription to the Journal of Craniomandibular Practice. The TMD Diary, the Journal of the AACP and a one year membership in the AACP will be awarded to the senior student who has shown an interest in learning about craniofacial pain, has asked significant questions, has scored high grades in related courses, and has shown clinical diagnostic skills.

The American Association of Endodontists Prize

For exceptional ability in Endodontics, the Association sponsors an annual prize consisting of a one year subscription to Oral Surgery, Oral Medicine and Oral Pathology, and a one year Student Membership in the American Association of Endodontists.

The American Academy of Oral Medicine Prize

This prize, given for the greatest proficiency in Oral Medicine, Pathology and Radiology, consists of a certificate, one year membership and subscription.

The American Academy of Pediatric Dentistry Predoctoral Student Award

A membership in the Society and a one year subscription to the AAPD Journal of Dentistry for Children constitute the annual prize which the Society sponsors to recognize an outstanding student in dentistry for children.

American College of Dentists Outstanding Student Leader Award

The award is given to a senior dental student with a record of strong scholastic achievement and obvious ethical and compassionate patient care and who has demonstrated strong leadership as evidenced by direct involvement in student government and similar leadership endeavours.

CDA Student Leadership Award

Awarded to the graduating student who over the four years of his/her program has shown outstanding qualities of leadership and character, and who may be expected to become a leader in the dental profession, the dental community, and society.

The Canadian Academy of Periodontology Prize

This book/cash prize is awarded to the student who has demonstrated the greatest proficiency in Periodontics.

Dr. Mary Foley Memorial Prize

A cash prize is awarded to the student who has shown the most professional and compassionate treatment of his/her patient family.

HANAU Best of The Best Prosthodontic Award

Awarded to a graduating student in the Doctor of Dental Surgery program at Dalhousie University who excels in the study and clinical application of prosthodontics.

The Quintessence Award

A one year subscription to the Quintessence Journal is awarded to the student with the greatest proficiency in Restorative Dentistry.

The Quintessence Award

A one year subscription to the Quintessence Journal is awarded for excellence in Clinical Achievement in Periodontics.

Quintessence Award for Research Achievement

A one year subscription to the Quintessence Journal is awarded to the student who has demonstrated exceptional interest and research abilities during his/her four years of dental studies.

Sunstar Canada Inc, Graduation Program Award

A cash and product award is given to a graduating student in the Doctor of Dental Surgery program who has demonstrated interest and high achievement in Public Health and outreach programs.

The Dr. Frank Woodbury Memorial Prize

This book/cash prize is awarded to the student who has attained the highest academic standing.

The Dr. Frank Woodbury Memorial Prize

This book/cash prize is awarded to the student who has attained the second highest academic standing.

The Dr. Frank Woodbury Memorial Prize

A book/cash prize is awarded to the student demonstrating the greatest proficiency in Comprehensive Care.

The Dr. William W. Woodbury Memorial Prize

A cash prize is awarded for exceptional ability in Orthodontics on the third and fourth year aggregate and on demonstrated interest in the specialty of Orthodontics.

3M ESPE Canada Student Clinical Award

A certificate and cash prize is awarded to the student who has demonstrated excellence and superior aptitude in the use of conservative restorative materials in the final year of the clinical undergraduate program.

2. Fourth and Third Year Students

Dr. Gerry Barrett/DAPEI Legacy Fund

The award will be given to a Prince Edward Island student entering the third or fourth year of the Doctor of Dental Surgery program or equivalent program at Dalhousie University, and who has a combination of achieving high marks and of being actively involved in volunteer activities at the Dental School student organization or similar.

The Prince Edward Island Dental Association Prize

Each year the Association sponsors a prize for the student who has demonstrated the greatest proficiency and interest in Hospital Dentistry. The prize is paid externally.

3. Third Year Students

Atlantic Orthodontic Society Prize

The Society sponsors a book/cash prize to be awarded to the student who has shown the greatest proficiency in theoretical orthodontics.

The Dr. J. Stanley Bagnall Memorial Prize

This prize, in the form of books, is awarded to the student who has achieved the highest academic standing in all subjects.

The Dr. W. H. H. Beckwith Prize

This book prize is awarded to the student who has achieved the greatest proficiency in Clinical Operative Dentistry.

CDA/Dentistry Student Clinician Award

The Best Table Clinic Presentation Winner receives an expenses paid trip to the national convention of the Canadian Dental Association where the student will present his/her table clinic in a national competition, with entries from all Canadian Faculties of Dentistry.

Dr. Sheridan Cyrus Award

Presented to a student entering fourth year who exhibits exemplary practice management, that includes patient care, communication with patients, colleagues, faculty, staff and fellow students. This student should also demonstrate student leadership and community involvement.

Dr. Bruce N. Fergusson Prize

This cash prize is given to the Best Table Clinic Presentation and is donated by the Halifax County Dental Society.

The Dr. Bruce N. Fergusson Memorial Award

This award is made possible through a fund provided by family, friends, and colleagues, and may be awarded annually. The recipient will be a student entering the fourth year of Dental Studies who has demonstrated exceptional leadership, character, scholarship, and personal qualities during his/her first three years of Dental Study.

Hallmark Dental Table Clinic Prize

A cash prize awarded to first, second, third, and fourth place winners of Dentistry Table Clinics.

Henry Shein Ash Arcona

A cash prize for first, second, and third place winners for Dentistry Table Clinics.

Patterson Dental Table Clinic Prize (Dentistry)

A cash prize awarded to first, second, third, and fourth place winners of the Dentistry Table Clinics.

United Dental Learning Centre Table Clinic Award

A cash prize is given for the Best Table Clinic Presentation.

United Dental Learning Centre Table Clinic Awards

Cash prizes are awarded for second and third best table clinic presentations.

The Dr. F. A. Godsoe Prize

The New Brunswick Dental Society sponsors this cash prize which is awarded to the student who has demonstrated the greatest proficiency in Foundation Sciences in Clinical Practice.

The Halifax County Dental Society Prize

Cash prizes are awarded for the second and third best table clinic presentation.

The International College of Dentists (Canadian a: Section) Award

The College sponsors a cash award to the student who best combines scholastic achievement, general character and participation in extracurricular activities during the third year.

United Dental Laboratory Prize

A book prize is awarded for greatest proficiency in Clinical Removable Prosthodontics.

Nova Scotia Dental Association Prizes

The Association sponsors a book prize for the student with the second highest standing in all subjects.

Dr. James P. Craft Prize

A cash award is given to the student who makes the fourth best presentation in Table Clinic.

Third Year Comprehensive Patient Care III Prize

For the greatest proficiency in Clinical Comprehensive Patient Care III in the third year, a prize is awarded in the form of either cash or books.

Elsevier Science Prize

A gift certificate is awarded for the most significant improvement in third year.

The Dr. D. E. Williams Prize

This book prize is awarded for the greatest proficiency in Clinical Pediatric Dentistry.

4. Second Year Students**The Atlantic Society of Periodontology**

A Periodontics textbook or atlas is awarded for the greatest proficiency in Periodontics.

The Charles Bell Memorial Prize

This prize is awarded to the student who has attained the highest academic standing in all subjects.

The Charles Bell Memorial Prize

This prize is awarded to the student who has attained the second highest academic standing in all subjects.

Dr. David Manuel Memorial Prize

This book prize is awarded for the greatest proficiency in removable prosthodontics.

The Dr. David Manuel Memorial Prize

This book prize is awarded to the student who has attained the greatest proficiency in Patient Care II.

The Louis Nief Award

Cash prize awarded to the student in Patient Care II who has demonstrated the greatest proficiency in dental anaesthesia.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has attained the greatest proficiency in Cariology II.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has demonstrated the greatest proficiency in Growth and Development II.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has demonstrated the greatest proficiency in Pharmacology.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for greatest proficiency in Dental Biomaterials.

5. Qualifying Program Year One Students**Dr. Harold Brogan Award**

Presented to a student entering the final year of the Qualifying Program who demonstrates superior clinical skill development and compassion for patients and who has a good academic standing.

6. First Year Students**The Charles Bell Memorial Prize**

This prize is awarded to the student who has attained the highest academic standing in all subjects.

The Charles Bell Memorial Prize

This prize is awarded to the student who has attained the second highest academic standing in all subjects.

The Dr. John W. Dobson Memorial Prize

This book or cash prize is awarded to the student who has demonstrated the greatest proficiency in Periodontics.

The Dr. F. A. Godsoe Prize

The New Brunswick Dental Society sponsors this cash prize, which is awarded to the New Brunswick student who has demonstrated the greatest proficiency in Patient Care I.

The Dr. F. A. Godsoe Prize

The New Brunswick Dental Society sponsors a cash prize, which is awarded to the New Brunswick student who has demonstrated the greatest proficiency in Cariology I.

The Leonard Goldfarb Prize

This book prize is awarded to the student who has demonstrated the greatest proficiency in Infectious Diseases.

Newfoundland/Labrador Dental Association Award

The Association sponsors an award for the student who is a Newfoundland resident; who is a graduate from a Newfoundland School, College, or University; in the first year Doctor of Dental Surgery; has the highest grade point average amongst the eligible applicants; and is a student in good standing. The recipient will receive \$100 and a plaque announcing the award.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has demonstrated the greatest proficiency in Anatomy.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has demonstrated the greatest proficiency in Histology.

Nova Scotia Dental Association Prize

The Association sponsors a book prize for the student who has demonstrated the greatest proficiency in Occlusion and Neuromuscular Function I.

Elsevier Science Prize

Sponsors a gift certificate for the greatest proficiency in Biochemistry.

C. Bursaries in Dentistry

This subsection should be read with reference to the general bursary portion of the Financial Aid section.

Aurum Ceramic Dental Laboratories Bursary

An annual bursary to a full-time dentistry student entering third or fourth year who is in need of financial assistance.

The Sidney D. Campbell Memorial Bursary

This bursary will be awarded annually out of the income generated by this fund. The award will go to the third year dental student who has demonstrated financial need and who, by scholarship and character, appears deserving of this assistance.

The Elias Bursary

This endowment has been established to provide an annual bursary to a qualifying dental student beyond first year. Academic achievement of 70% is also required. This bursary will be of particular interest to a married student.

The Glengarry Bursary

A bursary may be awarded annually from a donation from the Glengarry Foundation. The bursary is to be given to a Dentistry student who has demonstrated financial need and satisfactory academic progress. Preference will be given to a resident of Nova Scotia.

The Dr. I. K. Lubetsky Memorial Bursary

Friends and colleagues of the late Dr. I. K. Lubetsky established an endowment to provide a bursary to a qualifying second year dental student who has demonstrated financial need and who by scholarship and character appears deserving of this assistance.

The Dr. D. Brendan MacNeil Bursary

The family of the late Dr. Donald Brendan MacNeil established an endowment at the University to provide an annual memorial bursary to a fourth year student in the School of Dentistry.

Arrabelle MacKenzie McCallum Bursary

Under the Will of the late Emelyn L. MacKenzie the University has been given a bequest for the purpose of funding a bursary to one or more students. The recipient must be a bona fide resident of and domiciled in, the County of Victoria (as defined by the boundaries then extant in AD 1900), Nova Scotia. Character and need are the main criteria.

The Dr. F. L. Miller Memorial Bursary

The Fredericton Dental Society in 1979 endowed funds in memory of this distinguished graduate of Dalhousie who contributed so much to the community. A bursary from the annual income of the fund is to be awarded to a second year dental student who has demonstrated financial need. Preference will be given to, but will not be strictly be limited to, a New Brunswick student.

The Sunstar Bursary

This bursary is presented to a Dentistry student who has completed the first year, is considered a good student, and is in financial need.

II. School of Dental Hygiene

A. Scholarships in Dental Hygiene

1. Entrance Scholarship

Colgate-Palmolive Dental Hygiene Admission Scholarship

Awarded to a student with superior academic achievement entering the first year of Dental Hygiene at Dalhousie University and who has demonstrated financial need.

In-Course Scholarships in Dental Hygiene

Dalhousie University Scholarships

Continuing students in the Dental Hygiene program are eligible for in-course scholarships.

The Dr. Jane Pickersgill Memorial Scholarship

Awarded to the second year dental hygiene student with the highest GPA, who participated in the Grenfell clinical experience. Scholarship amount \$150. Awarded by the Newfoundland Dental Hygiene Association.

B. Prizes and Awards

Students in the Dental Hygiene program must complete at least 80% of the full course load in that academic year to be eligible for prizes and awards.

1. Second Year Dental Hygiene Students

Nova Scotia Dental Hygienists Association Prize

A cash prize is awarded for the highest academic standing in all subjects.

Newfoundland Dental Hygienists Association Prize

A cash prize is awarded for the second highest academic standing in all subjects.

Columbia Dentoform Prize

For demonstrating the greatest proficiency in patient management and patient education, a Columbia Dentoform Model is awarded to the successful student.

United Dental Learning Centre Table Clinic Prize

A cash prize is given for the best table clinic presentation.

Dental Hygiene Student Society

Sponsors cash award for the best table clinic presentation.

Hallmark Table Clinic Prize

A cash prize awarded to first, second, third, and fourth place winners of Dental Hygiene Table Clinics.

Nova Scotia Dental Hygienists' Association Prize

The association sponsors cash awards for the second and third best Table Clinic presentations, respectively (or half of these amounts in the case of two students working together).

Patterson Dental Table Clinics Prize (Dental Hygiene)

A cash prize awarded to first, second, third and fourth place winners of Dental Hygiene Table Clinics.

Sunstar Canada Inc. Dental Hygiene Graduation Program Award

A cash award given to a graduating student in the School of Dental Hygiene who demonstrated interest in patient education and proficiency in patient management.

United Dental Learning Centre Table Clinic Prizes

Cash prizes are awarded for second and third best table clinic presentations.

Anne Rafuse Memorial Prize

There is a cash prize for the greatest academic and social contribution to the course.

Alice Hartlen Memorial Prize

There is a cash award for the student demonstrating the greatest proficiency and creativity in community health.

Halifax County Dental Society Prize

There is a cash award for the student demonstrating the greatest proficiency in Clinical Dental Hygiene.

Andrea Brennan Memorial Award

A cash award is given to the student chosen as Valedictorian.

2. First Year Dental Hygiene

Keating-Bekkers Award in Dental Hygiene

A cash prize to recognize a Dental Hygiene student who shows exceptional promise, outstanding attributes, and interest in the profession of Dental Hygiene.

Katie Lubetzki Memorial Prize

A cash prize is awarded for the highest academic standing in all subjects.

Prince Edward Island and New Brunswick Dental Hygienist Association Prize

A cash award is available to the student who achieves the second highest academic standing in all subjects.

Newfoundland/Labrador Dental Association Award

The Association sponsors an award for the student who is a Newfoundland resident; who is a graduate from a Newfoundland School, College, or University; in the first year of dental hygiene; has the highest grade point average amongst the eligible applicants; and is a student in good standing. The recipient will receive \$100 and a plaque announcing the award.

Nova Scotia Dental Association Prize

A cash award is awarded to the student who demonstrates the greatest proficiency in Pre-Clinical Dental Hygiene.

Lisa Van Alphen Memorial Award

A cash award is presented in recognition of sound standing and professional excellence, in tribute to a person of integrity and sincerity.

C. Bursaries Open to Students in Dental Hygiene

Students who are requesting consideration for any of the following funds are to apply to the “Undergraduate Bursary Program” form. The application can be found through DalOnline.

University Bursaries

The university has a number of funds from which bursaries may be awarded to undergraduates, including Dental Hygiene students. Please check program dates at moneymatters.dal.ca.

Kate MacDonald Bursary

The income from this fund will be used to provide a bursary to a first year Dental Hygiene student who has demonstrated financial need. Deadline October 15.

The Sunstar Bursary

This bursary is presented to a Dental Hygiene student who has completed the first year, is considered a good student, and is in financial need.

The Jennifer Wright Memorial Bursary

The income from this fund may be awarded annually to a second year Dental Hygiene student who has demonstrated financial need. Deadline October 15.

III. Schulich School of Law

A. Scholarships in Law

Several entrance scholarships are available to students with superior academic qualifications. Application for the pure scholarships is not required, except for those of the Law Foundation of Nova Scotia, the Arthur Allister MacBain Memorial Scholarship, and the Godsoe Scholarship (see entries below).

Please note that it is University policy to credit scholarships automatically to fees. If this should result in an overpayment of fees, the portion in excess will be rebated to the students. Students must enroll at Schulich School of Law in order to receive a scholarship.

1. Entrance Scholarships (Deadline for application: November 30)

The Francis Hugh Bell Entrance Scholarship in Law

The purpose of the fund is to provide an annual scholarship to a student entering the first year of the program leading to the Juris Doctor degree (JD) at Dalhousie University. The fund was established to honour the memory of Francis Hugh Bell through a bequest from his daughter, Barbara Bell.

Blake, Cassels & Graydon Entrance Scholarship

The Toronto law firm of Blake, Cassels and Graydon sponsors an annual award for a first year student (or two students) who has shown both academic proficiency and financial need.

The Law Foundation of Nova Scotia Scholarships

The Foundation sponsors five scholarships, each in the amount of \$16,000, which are open to exceptionally capable students who are applying to the first year of the Juris Doctor degree at Dalhousie. Scholarships are renewable in each subsequent year if the recipient maintains an “A” average or places within the top 15 students in the class. An application is required, available from the Admissions Office, Schulich School of Law, Dalhousie University, Halifax, NS B3H 4R2.

The J. Gerald Godsoe Scholarships

Established in memory of Gerry Godsoe, a Dalhousie law alumnus who contributed greatly to public policy issues in Canada, these scholarships are awarded to scholars accepted to the JD program at the Schulich School of Law who have demonstrated a particular interest in Canadian public policy issues. The scholarships are in the amount of \$10,000, and are renewable if the student maintains a superior academic average in law school. An application is required, available from the Admissions Office, Schulich School of Law, Dalhousie University, Halifax, NS B3H 4R2.

The Alistair Fraser Scholarships in Law

A generous bequest from the Estate of the Honourable Alistair Fraser endowed a fund to provide several \$1,000 scholarships to the Schulich School of Law, Dalhousie University.

The Arthur Allister MacBain Memorial Scholarship

The Arthur Allister MacBain Memorial Scholarship was established by John H. MacBain, in memory of his father, Arthur Allister MacBain (LLB Dalhousie, 1951). This \$20,000 renewable scholarship is awarded annually to a student entering first year at the Schulich School of Law who has achieved academic excellence and has demonstrated significant involvement in extracurricular and community activities. An application is required, available from the Admissions Office, Schulich School of Law, Dalhousie University, Halifax, NS B3H 4R2.

Miller Thomson LLP National Entrance Scholarship

Established in 2003, the Miller Thomson LLP National Entrance Scholarship is awarded to a first year student who has a high academic achievement, has financial need and is involved with their community as well as extracurricular activities.

Arthur F. Miller Scholarship in Law

The Arthur F. Miller Scholarship in Law was established by Arthur F. Miller, in memory of his mother, Jean F. Miller. This entrance scholarship is awarded annually to a student entering first year at the Schulich School of Law who has demonstrated academic achievement and financial need and is a graduate from a high school in Labrador. If no students from this area are eligible, graduates from other high schools in Newfoundland, then the Atlantic Provinces, will be eligible.

The Honourable John C. Crosbie Weldon Tradition Scholarship in Law

The Scholarship will be presented to one or more students showing scholastic merit and selfless public service. Successful candidates will have demonstrated leadership and high levels of community involvement and will have demonstrated a measure of “selfless public service” as per the Weldon Tradition. Where funds are available and criteria met, renewable scholarships will be offered for student(s) over the course of their study. Recipient must be a resident of Newfoundland and Labrador.

Schulich Entrance Scholarships

In 2009 philanthropist Seymour Schulich generously donated \$20 million to Dalhousie Law School in recognition of the excellence of the education offered at the institution since 1883. In recognition of Mr. Schulich’s support, Dalhousie Law School was renamed the Schulich School of Law. Students are the major beneficiaries of the donation. The greatest portion of the Schulich gift is dedicated to new scholarships, including 12 annual entrance scholarships valued at \$12,000 - \$15,000. Students must apply and be accepted to the JD program at Dalhousie University. The selection committee will evaluate each applicant on two of the following criteria: academic excellence, community involvement/public service, and financial need. Students must indicate in their application the two criteria that they wish to be considered, and supply the requested documentation relevant to those criteria on the Schulich School of Law Scholarship Application Form. Deadline: November 30th.

Blake, Cassels & Graydon LLP, Blakes Scholar

The scholarship at Dalhousie is part of a national scholarship program which the law firm of Blake, Cassels & Graydon LLP has initiated at law schools across Canada. One second year student is eligible to be a “Blakes Scholar” in an academic year. The scholarship will be awarded to a second year student who has demonstrated academic excellence in the first year of his or her law studies. To be eligible, a student has obtained an academic standing in the top 10% of the first year law school class. Financial need, membership in an historically disadvantaged group as delineated by the Nova Scotia Human Rights Act, involvement in the community, extracurricular activities at Dalhousie, and the existence of multiple responsibilities and/or limited support, may also be considered in the selection of the Blakes Scholar. The scholarship is renewable in third year, provided that the recipient has an academic standing in the top 20% of the second year class.

Frank M. Covert Scholarship

Established in 1988, this scholarship is named after the late Frank M. Covert. Mr. Covert practised with the firm of Stewart MacKeen and Covert (now Stewart McKelvey). Monies for the scholarship(s) have been made available by individuals and companies who had an association with Mr. Covert and by his law firm and his estate. This scholarship is awarded to a student (or two students) in second year at Schulich School of Law. It is open to students who have achieved a

high academic performance in first year. This is defined by the terms of the scholarship as being in the 'top ten' students in the first year class. The award is to be made 'largely, but not exclusively, on the basis of academic performance.' Extracurricular performance, bearing, speaking skills and such other factors deemed relevant by the committee may also be considered. The committee may deem it relevant to consider the extent to which a candidate possesses exceptional qualities exhibited or esteemed by Frank Covert. Financial need or the holding of other scholarships are not to be taken into account. The scholarship is renewable in third year provided that the recipient has maintained an "A" average in his or her second year.

2. Graduate Scholarships in Law

Graduate students are eligible for scholarships available to all students registered in the Faculty of Graduate Studies at the University, and for the Sir James Dunn Post-Graduate Scholarship available in the Schulich School of Law.

The Roy A. Jodrey Scholarship in Law

The will of the late Roy A. Jodrey established a fund, the income of which is to be awarded as an annual scholarship, for post-graduate study at Schulich School of Law to a student deemed by the School to be outstanding.

Law Foundation of Nova Scotia Graduate Millennium Scholarship

The Law Foundation of Nova Scotia established the Graduate Millennium Scholarship in the year 2000.

The Ronald St. John Macdonald Memorial Scholarship

The fund was established to provide a scholarship for an LLM or PhD student working in the area of international and/or international human rights law.

Schulich Scholarships in Law

The fund provides annual scholarships to LLM and PhD students.

Fielding Sherwood Memorial Fund

The fund provides a bursary which is to be awarded to an LLM or PhD student whose work concerns the environment, or relates in some way to fisheries or ocean research studies. The intent is that the bursary be directed toward travel or research. The student will be selected by the Associate Dean Graduate Studies, on the advice of the Graduate Studies Committee. The annual amount is to be determined by him/her. One award may be made annually. The fund will be self-perpetuating.

The George C. Thompson Fellowship in Law

Mr. George C. Thompson established a fund to provide a graduate fellowship for a student enrolled in the Master of Laws program at Dalhousie. The fellowship should preferably be awarded to an LLB or JD graduate from Dalhousie with preference given to students who combine scholarly achievement and athletic involvement throughout the candidate's university career.

The H. A. J. Wedderburn Scholarship in Law

The fund provides an annual scholarship to a Black Nova Scotian enrolled in a graduate program (LLM or PhD) in the Schulich School of Law, Dalhousie University.

B. Prizes and Medals

1. Third Year Students

Robert E. Bamford Memorial Award

The friends, colleagues and classmates of the late Robert E. Bamford, a graduate of the Class of 1975, have established this memorial prize in his honour. Robert Bamford was formerly the treasurer and president of the Dalhousie Law Students' Society and, at the time of his death, was a doctoral student in law at the University of Edinburgh. The prize is awarded to the third year student who best combines academic excellence with a commitment to the Law School community.

The Eunice W. Beeson Memorial Prize

This prize is to be awarded at the discretion of the Faculty to the qualifying woman student in the Law School who seems worthy on the basis of her academic performance in the School, qualities of personality and character, and financial need. The prize was established by Mrs. Mary Beeson Mobley and friends in memory of Miss Eunice W. Beeson, the first professional Librarian in the Law School, Sir James Dunn Law Librarian and Associate Professor, 1959-66.

Thomas Burchell Memorial Good Citizenship Prize in Law

The purpose of this prize is to honour the life and work of the late Thomas Burchell. This prize is to be awarded at the spring convocation and will be awarded to a graduating student who is voted by the graduating class as most supportive of fellow students during the course of their education.

The Edna Chambers Class of 1977 Judicial Remedies Prize

Established by the Class of 1977 to honour the memory of Edna Chambers, and awarded to a third year student who has achieved the highest standing in the Judicial Remedies class.

Graduating Class of 2008 Book Prize

The Graduating Class of 2008 is sponsoring a book prize to be awarded to the graduating student who best exemplifies the camaraderie at Dal Law (making their fellow students smile just from being in their presence). The book to be awarded is the current edition of the Black's Law Dictionary in hard cover.

The A. William Cox Memorial Award

The family and friends of the late A. William Cox, a graduate of the Class of 1949, established this memorial prize in his honour. This annual prize is awarded to a graduating student who is from Atlantic Canada, has demonstrated scholastic merit and financial need and who has registered for, or participated in, the Dalhousie Legal Aid Clinical program or who has demonstrated a high level of community commitment and service.

Dawn Russell Community Commitment Award (Discretionary Award)

This annual award recognizes and encourages student commitment to legal careers in public service. It is awarded to graduating students who have taken an interest in public service throughout Law School and who have demonstrated an intention to pursue a career path devoted to public service.

The Donald Marshall Jr. Memorial Award

This annual award commemorates Donald Marshall Junior's contributions to challenging and reforming aspects of the Canadian Criminal Justice System and to the recognition of Aboriginal Treaty Rights. The award recipient will be a graduating student who has a proven commitment to raising awareness and working for social justice and criminal law reform with respect to Aboriginal peoples.

Muriel Duckworth Award

Awarded annually to a woman or women in the graduating class who best exemplifies the qualities of Muriel Duckworth by raising consciousness of women's issues and feminism in the legal community. The successful candidate shall be chosen by the Discretionary Awards Committee along with the Professor teaching Women and the Law, and a representative chosen by the Schulich School of Law Association of Women and the Law.

G. O. Forsyth Prize (Discretionary Award)

This prize is awarded to the student whom the Faculty deems to be the most deserving in the sense of combining the qualities of scholarship, character and need.

William Johnston Grant, QC Memorial Award (Discretionary Award)

Awarded annually to a graduating law student who has demonstrated financial need, demonstrated a contribution to both academic and extracurricular life at Schulich School of Law, and has achieved a good and healthy balance between academic and social pursuits. Patterson Palmer LLP sponsors this award in honour of Mr. Grant, one of the firm's founding members.

Health Law Institute Prize

This prize is awarded annually to the third year law student graduating in the Health Law Specialization Program having the highest grade point average in health law courses counted toward the specialization.

The Honourable W.A. Henry Prize

Awarded to the graduating student who has achieved the highest standing in Constitutional Law subjects chosen by the School.

Jenkins Marzban Logan LLP Award in Law

Awarded to a third year student who has completed (or is enrolled) in the Construction Law course and who has the highest overall standing in the course.

David M. Jones Memorial Award

Awarded to a third year student whose character has been a source of inspiration and optimism to his or her classmates and the Law School community.

Robert W. Kerr Labour Law Prize

Awarded to the graduating student who has achieved the highest standing in the Labour Law subject - Collective Agreement.

The Leonard A. Kitz, QC Prize

A book prize, valued at \$250, donated by Leonard A. Kitz, QC, will be awarded annually for skill in oral legal argument, in moot courts or as otherwise determined by the faculty.

LexisNexis Canada Prize in Environmental Law

A book prize, valued at \$250, will be awarded to the JD student who attains the highest mark in Environmental Law I.

Ernest MacArthur Memorial Award in Law

Awarded to a third year student who has completed (or is enrolled) in the Dalhousie Legal Aid Clinical Law Program and who has the highest overall standing in the graduating class among clinic students.

The Sarah MacWalker MacKenzie Clinical Law Award

The Dalhousie Legal Aid Service established a prize, awarded at the discretion of the Director and staff, in recognition of the contributions and exemplary service of Sarah MacKenzie. The prize is open to a third year student who has successfully completed the Clinical Law Program at Dalhousie Legal Aid and who has made an outstanding contribution toward the DLAS goals of education, service, community development and law reform.

Elizabeth May Award for Environmental Service

Awarded annually to a student in the graduating class who has been involved in promoting environmental awareness in the law school and broader community. Elizabeth May is an environmentalist, writer, activist, lawyer and graduate of Schulich School of Law (1983). Elizabeth May has exemplified a long and inspiring commitment to environmentalism and this award recognizes students who are also making a significant contribution to environmental issues and environmental law. The successful candidate shall be chosen by the Discretionary Awards Committee along with Professors from the Law School's Marine & Environmental Law Institute (MELAW).

Arthur R. Moreira, QC Memorial Prize

Awarded to the third year student who has demonstrated excellence in Equity and Trusts.

NSBS Presidents' Leadership Award

Awarded to a student who intends to article in Nova Scotia and who has exemplified consistent leadership qualities.

The William D. Outhit Prize in Administrative Law

Awarded to the graduating student who has attained the highest standing in Administrative Law.

The A. S. Pattillo Prize for Advocacy

The Toronto firm of Blake, Cassels and Graydon LLP sponsor this prize in memory of Mr. Arthur Pattillo, a renowned advocate. The prize is to be shared by the winners of the annual Smith Shield Moot Court competition.

Judge Fran Potts Award (Discretionary Award)

Awarded to a graduating student who has achieved academic excellence and who has shown a commitment to the overall spirit of Dalhousie as well as a contribution to the Law School.

Francois-Michael Proulx Memorial Prize

Awarded to the visiting civil law student who has made a significant contribution in enriching the life of the Schulich School of Law.

The Horace E. Read Award

Awarded to a third year student who has made the greatest overall contribution to scholarship and student life.

The Henry B. Rhude Memorial Prize

In 1985 the law firm of Stewart, MacKeen and Covert (now Stewart McKelvey) set up this prize which is to be awarded to a student who attains the highest mark in Secured Transactions.

The George Isaac Smith Memorial Award

An award of \$500 is available to the student in any year of Law who has shown academic excellence by attaining a high scholastic average, and who has demonstrated in the opinion of Faculty the most promise of achieving exemplary standards of professional and public service.

R. A. Smith Advocacy Prize

An annual prize of \$500 will be awarded to the graduating student who has achieved the highest standing in the combination of Civil Procedure, Civil Trial Practice and Insurance Law.

University Medal in Law

This medal may be awarded on graduation to the student who has achieved the highest cumulative average of those attaining First Class distinction in the studies of third year, and who has achieved a very high standard of excellence. (Please note that eligibility will be determined solely on the basis of law courses.)

2. Second or Third Year Students**Robert Batt Memorial Award**

Friends and associates of the late Robert John Batt (Class of 1936) have established a fund which provides a prize to the student who achieves excellent standing in the subject area of Constitutional Law.

Bennett Jones LLP Prize in Intellectual Property II

The law firm of Bennett Jones LLP sponsors an annual prize of \$500 to the student who has attained the highest standing in Intellectual Property Law II.

Bereskin and Parr Prize

Awarded to the student who achieves the highest mark in the Intellectual Property Law course.

The Blake, Cassels and Graydon LLP Prize

The law firm of Blake, Cassels and Graydon LLP sponsors an annual prize of \$500 to the student who has attained the highest standing in Business Associations.

Canadian Energy Law Foundation Prize

A prize in the amount of \$2,500 to be awarded to the student who has demonstrated outstanding performance in the Oil and Gas Law course.

The Lorne O. Clarke Prize in Dispute Resolution

The Nova Scotia Barristers' Society, the Canadian Bar Association, the Judiciary of Nova Scotia and Schulich School of Law established this prize to honour the distinguished career of Lorne O. Clarke, former Chief Justice of Nova Scotia. This prize will be awarded to the student who achieves the highest standing in Alternative Dispute Resolution.

Cox & Palmer Corporate Taxation Prize

The law firm of Cox & Palmer sponsors a prize in the amount of \$500 to the student achieving the highest mark in Taxation of Corporations.

Davies, Ward, Phillips & Vineberg LLP Prize

A prize of \$1,000 donated by the Toronto law firm of Davies, Ward & Vineberg LLP is to be awarded to the second or third year student who has achieved the highest combined mark in Business Associations, Commercial Law and Taxation I.

The Robert T. Donald Memorial Prize

Former students, colleagues and friends of the late Robert T. Donald, a teacher at the Law School and Dean from 1969 until his death in 1971, established an endowment fund. A portion of the net annual income is expended as a prize to the student who has achieved the highest standing in Corporate Transactions.

Robert T. Donald Prize in Insurance

The Carswell Company and colleagues of the late Dean Donald have established a fund to provide for an annual prize to recognize the achievement of that student who has attained the highest mark in Insurance.

The Milton and Carole Ehrlich Prize

Awarded in memory of the late Richard Weiner who was actively involved with the United Nations, this prize is given to recognize the student who has achieved the highest standing in Law of the Sea subjects.

The Roman Elster Innovation Award in Intellectual Property

Awarded in memory of the late Roman Elster, a self-made and successful businessman. This prize is given to a second or third year law student who has an interest in intellectual property and who intends to leverage that interest in a creative way to stimulate new business opportunities. Student must have completed an intellectual property course and received marks in the highest 25% of that class, first preference will be given to students enrolled in the joint JD/MBA program.

The Edward Charles Foley Prize

Awarded to the student who is enrolled in the MELP certificate program who has obtained a weighted average of not less than “B” and has demonstrated a commitment to public/community service in the environmental or related area.

G. O. Forsyth Essay Prize

Awarded to the student who submits the best essay on a legal topic, to be selected by the School.

The H. Carl Goldenberg, QC, Prize

An annual prize of \$100 is given to the student with the highest standing in Public Law subjects designated by the School.

Gowlings Law and Technology Prize

The law firm of Gowlings, Toronto sponsors a prize in the amount of \$500 to the student achieving the highest mark in Law and Technology.

Clinton Havey Law of Succession Prize

The family of Clinton Havey (LLB 1947) sponsors an annual prize to be awarded to the student who has demonstrated academic excellence in the area of Law of Succession.

The J. S. D. Tory Writing Awards

The fund was established by the law firm of Tory, Tory, DesLauriers & Binnington in memory of the late J. S. D. Tory, to provide annually one or more awards to full-time students in the Schulich School of Law to reward legal writing excellence, to encourage legal scholarship, and to provide the recipients with the financial ability to do additional research and writing on an outstanding piece of written work.

Donald A. Kerr Memorial Prize

The Eastern Admiralty Law Association sponsors an annual prize to be awarded to the student who has achieved high standing in the subject area of Maritime Law.

Stuart Clarke Lane Memorial Prize

The Class of 1940 established an endowment fund in memory of their classmate. In 1978 the fund was supplemented by a generous bequest from the Estate of Pauline H. Lane in memory of her son. This annual prize is awarded to the student who has achieved the highest mark in Administrative Law.

Professor Ronald St. John Macdonald Prize in Public International Law

An endowment was established by the distinguished former Dean of Law to provide an annual prize awarded to the student who attains the highest mark in Public International Law.

The McInnes Cooper Commercial Law Prize

This prize of \$500 is sponsored annually by the law firm of McInnes Cooper and is awarded to the student who achieves the highest mark in Commercial Law.

The McInnes Cooper Internet Media Law Prize

This prize of \$300 is sponsored by the law firm of McInnes Cooper and is awarded to the student who achieves the highest grade in Internet and Media Law.

The McInnes Cooper Labour Law Group Prize

This prize of \$500 is sponsored annually by the law firm of McInnes Cooper and is awarded to the student who achieves the highest mark in Labour Law.

The McInnes Cooper Trade Law Seminar Prize

A prize of \$500 to be awarded to the student with the highest mark in International Trade Law.

The R. Graham Murray Prize

The Class of 1954 established an endowment in honour of Professor R. Graham Murray, QC, a distinguished teacher at the Law School. The prize is awarded to a deserving student in a subject to be designated by the Faculty.

Osgoode Society Book Prize in Legal History

Awarded annually to a student having demonstrated superior ability in legal history through the writing of a major paper.

Osler, Hoskin and Harcourt LLP Prize

This prize of \$500 is sponsored annually by the Toronto firm of Osler, Hoskin and Harcourt LLP and is awarded to the student who achieves the highest mark in Securities Regulations.

Justice Ronald N. Pugsley Trial Advocacy Award

The fund was established by the family of Justice Ronald N. Pugsley to honour his distinguished career, and will provide an annual prize for a second or third year student or students at Schulich School of Law who has (have) achieved excellence in trial court or appellate court advocacy in a competitive trial or moot court competition.

The Elkanah Rafuse Prize in Admiralty Law

An endowment was established in memory of the late Elkanah Rafuse of Halifax to provide an annual prize to the student who achieves the highest standing in Maritime Law and Practice.

The Horace E. Read Legislation Prize

The establishment of a fund in memory of the late Dean Horace Read provides an annual prize to the student who attains the highest mark in Legislation.

The Rozovsky Health Law and Policy Paper Prize

This annual prize is to be awarded to a student at the Schulich School of Law who writes the best research paper on a health law and policy topic in the course of an academic year. It includes a \$500 award. The award is to honour the visionary role that Lorne and Fay Rozovsky played in founding Dalhousie's Health Law Institute and establishing research paper based courses in health law at the law school, as well as their life-long contributions to research and scholarship in health law and policy in Canada and abroad. To qualify for consideration for the prize, the paper must be nominated by a professor, and must be written for a course which qualifies for the Health Law and Policy Specialization Certificate. This includes papers written in non-health law courses which were approved in counting towards the Certificate.

Professor Robert A. Samek Memorial Prize

The establishment of a memorial fund by family, relatives and friends of the late Professor Robert A. Samek makes possible a book prize for the student who achieves the highest mark in General Jurisprudence.

The Wanda Szubielski Prize in Law

A prize awarded to the second or third year student with the highest mark in the area of Civil Procedure, Dental/Medical Malpractice and/or Personal Injury and Insurance Law.

W. A. Tomblin Memorial Prize

A prize awarded to the second or third year student with the highest mark in Bankruptcy.

3. Second Year Students***The Honourable Richard B. Hanson Prize***

Established by Mrs. R. B. Hanson, this endowment provides for an annual prize to the student who achieves the highest mark in Constitutional Law. The prize is in memory of a distinguished graduate of Dalhousie, lawyer and public servant.

Robert B. MacLellan Memorial Prize in Business Law

This award was established in memory of Robert B. MacLellan and is awarded to a student who has registered to complete the Business Law specialization; has completed 10 of the 23 credits required (seven of which must be in courses which are mandatory for the specialization) and has attained the highest grade point average in second year law among those students registered in the specialization.

Mr. Justice Vincent C. MacDonald Prize

A prize will be awarded to the student who, in the opinion of faculty, has shown the most satisfactory progress during second year and who has attained at least second-class standing.

4. First or Second Year Students***The John V. O'Dea Prize***

A prize of \$150 is to be awarded annually to a student who was admitted as a special status or a mature applicant. The prize is to be awarded after the student has completed either first or second year on the combined basis of good academic standing and contribution to the Schulich School of Law.

5. First Year Students***The Craig Bauer Memorial Law Prize***

Awarded to a first year Schulich School of Law student who achieves high standing in first year Tort Law and who best exemplifies the traits that made Craig

Bauer a special person, specifically, outstanding academic achievement and excellence in intramural sports.

Borden Ladner Gervais Professional Excellence Award

The law firm of Borden Ladner Gervais awards an annual prize in the amount of \$2,500 to a first year student who has achieved academic excellence and has displayed qualities that reflect the Borden Ladner Gervais core values, which include integrity, excellence, teamwork and commitment. If more than one qualified student applies, it is possible that two smaller awards will be made in some years.

BOYNECLARKE LLP Prize

The law firm of BOYNECLARKE LLP awards a prize annually in the amount of \$1,000 to the first year student from Nova Scotia who has demonstrated excellence through a combination of academic achievement, participation and contribution to the law school and the broader community.

The Class of 1958 Prize

An endowment fund, the gift of the Law Class of 1958, provides a prize which is to be awarded to the student who achieves the highest mark in Contracts.

Fasken Martineau DuMoulin Prize

Awarded to the student from Ontario who achieves the highest standing in first year.

G. O. Forsyth Essay Prize

Awarded to the student who submits the best essay on a legal topic in Legal Research and Writing (Assignments 2/3).

The W. Donald Goodfellow, QC, Prize

This Calgary lawyer, a graduate of the Law School, sponsors an annual prize of \$200 to be awarded to the student who achieves the second highest standing among those in the first year class.

The Honourable Angus L. Macdonald Prize

This prize is awarded to the student who has attained the highest mark in the course Tort Law and Damage Compensation.

McMillan LLP Prize

The sum of \$800 is awarded to the student who has demonstrated academic excellence in Contracts, Torts and Property and has demonstrated leadership in extracurricular activities.

The W. S. O'Hara Prize in Criminal Law

A prize from the income of a fund established in memory of W. S. O'Hara is to be awarded to the student who has attained the highest academic standing in Criminal Law.

The Clyde W. Sperry Prize

A prize from the income of a fund established in memory of Clyde W. Sperry is to be awarded to the student who has attained the highest mark in the course Property in its Historical Context.

C. Bursaries and Scholarships

This subsection should be read with reference to the general bursary portion of the Financial Aid section.

Mary Bailey Memorial Bursary

To be awarded annually to a law student in financial need, who has demonstrated an interest in Family Law.

The Est. Ethelind A. Bligh Scholarship

A scholarship will be awarded to the student of the first year who, having made a high scholastic average, in the opinion of the Faculty shows the most promise of achieving high standards of professional and public service.

Canadian Bar Association (NS Branch) Scholarship

Through its more than 32,000 members the Canadian Bar Association is one of the Country's most prestigious and rapidly growing national professional associations. The objectives of the Association are to promote the administration of justice, encourage a high standard of legal education and training; uphold the honour of the profession; advance the science of jurisprudence; and foster harmonious relations and co-operation among law societies, and bench, and members of the Association. An annual scholarship of \$1,000 will be awarded on completion of second year to the student who has shown academic excellence by attaining a high scholastic average and who demonstrates, in the opinion of the

faculty, the most promise of achieving the objects of the Association described above.

Cape Breton Barristers' Society Scholarship

Beginning in 1965 the Cape Breton Barristers' Society instituted an annual scholarship which is to be awarded, at the discretion of the Dean, to a student (or two students) from Cape Breton County, on a combined basis of academic performance and financial need.

Dugald Christie Memorial Bursary in Law

This bursary was established by colleagues and friends in memory of Dugald Christie, a graduate of the class of 1966. His life work was championing the rights of the impoverished and those without access to legal counsel. The recipient of this award will be registered (or participated) in the Dalhousie Legal Aid Program, has demonstrated financial need; has satisfactory academic standing and demonstrated a commitment to community service.

Class of 1958 Gift to the Dalhousie University Schulich School of Law (Bursary)

This bursary was established by the Class of 1958, Schulich School of Law. The recipient will be regular full-time law student of any year who demonstrates financial need.

Class of 1996 Bursary

This bursary was established by the Class of 1996, Schulich School of Law. The recipient will be regular full-time law student of any year who demonstrates financial need and has satisfactory academic standing.

The Law Class of 2000

The Law Class of 2000 committed monies to Dalhousie University to establish the above named fund at the university. The fund is to provide bursaries to law students who need financial support. This award will go to a student who is in any year of study, has demonstrated financial need and has demonstrated a commitment to the Schulich School of Law, campus, or local communities.

The Mary C. Cleyle Bursary

The family, friends, colleagues and classmates of the late Mary C. Cleyle, a graduate of the class of 1972, established in 1976 a bursary fund in her memory. The accrued annual interest of the fund is used as a bursary to assist students in their second or third year of studies who are in need of financial assistance.

The Athena Bell Colpitts Scholarship

This scholarship was established in June 2003 to provide an endowment for an annual scholarship program for worthy Indigenous Black, Aboriginal, and Inuit law students. The award will go to students in any year of study who demonstrate financial need and are either Indigenous Black; or Aboriginal; or Inuit.

The Community Spirit Fund in Law

This fund was established by Dalhousie Law alumni John Cuthbertson and Rhonda Wishart and will provide an annual bursary or scholarship to a Law student who has demonstrated a history of volunteerism and community responsibility, an enthusiasm for pro bono opportunities, successful academic achievement and demonstrated financial need.

The D. S. and F. L. Coombes Bursary Awards

This Bursary Fund was established in 2004 by the Estate of Douglas Coombes. Douglas Coombes graduated from Dalhousie University in 1936 with a Bachelor of Commerce degree. After serving as a Flight Lieutenant in the RCAF from 1942 to 1946, he worked with the Royal Bank of Canada. Prior to his retirement, Douglas Coombes was a Vice President at the RBC. The income from the trust created is to be used to assist a deserving student or students in the final year of studies in each of the faculties of law and medicine and is to be distributed such that the award shall alternate from year to year between men and women students. Exercising the discretion given to it, the Law School has determined that: financial need is to be the basis of determining the recipients of the Coombes Bursary, more than one award will normally be made annually, and the criteria for determining financial need will be the same as that provided for in the General Bursary Application process.

The R. T. Donald Memorial Bursary

An endowment fund was established to provide bursaries (and a prize) in memory of the late Robert T. Donald, a former dean of the Law School. Bursaries are available to students in any year who have demonstrated financial need.

The J. Gordon Fogo Bursary

This bursary was established in 1979 by James G. Fogo, as a memorial to his father James Gordon Fogo. The fund will be used to provide financial assistance to one or more Law student(s) who have demonstrated financial need while pursuing his/her Law Degree (JD).

The Edward C. Foley Memorial Scholarship

This scholarship is in memory of the late Edward (Ted) C. Foley (LLB 1980). While at law school, Mr. Foley was particularly interested in marine, international and environmental law and was President of the John E. Read International Society. He was also active in provincial politics and in Amnesty International. The scholarship is to be awarded, on recommendation of the Dean, to a second or third year student who has completed at least two courses in the international, marine and environmental areas, and who has achieved an overall average of more than "B". Consideration will also be given to the personal qualities of the candidate including leadership roles assumed at law school and community involvement. This scholarship was established by donations from friends of Mr. Foley, from both inside and outside the Law School.

Professor Arthur L. Foote, QC, Memorial Bursary

This bursary honours the memory of Arthur L. Foote, QC, one of the great professors of the Law School. His commitment to academic excellence and to the interests of the socially disadvantaged was matched only by his deep concern for students and their personal or academic problems. Awarded to students who show demonstrated financial need and satisfactory academic standing, the successful candidate should exhibit, if possible, characteristics exemplified by Professor Foote, including curiosity, sensitivity, generosity, sense of humour and be hard-working, people-oriented and have high academic standards. Preference will be given to a first year student who is a resident of Pictou County.

The George O. Forsyth Bursary

Awarded to student(s) deemed by the school to be deserving in the sense of combining the qualities of scholarship, character, and economic need.

The Elloriant, Donald and Hugh Fraser Memorial Scholarship

The Fraser family has established a fund in memory of their parents, to provide an annual award to an undergraduate law student in any year of study who has been a resident anywhere in Yarmouth County for at least seven years prior to the receipt of the award. The recipient will be the student who, in the opinion of the School, is the most capable student and resident in that county.

The Constance R. Glube Bursary

The Constance R. Glube Bursary Fund will assist law students at Dalhousie. The Fund was established by the Nova Scotia Barristers' Society and Schulich School of Law out of the proceeds from a symposium held in honour of Justice Constance R. Glube, former Chief Justice of Nova Scotia, to honour her distinguished career. The award will go to an Atlantic Canadian, second or third year law student who has demonstrated financial need, high academic achievement, and leadership in the advancement of women in the legal profession.

The John Wilfred Godfrey Scholarship

Established by Joan Godfrey Mackenzie in memory of her father, a former lecturer at Dalhousie Law School and member of the Nova Scotia Bar, to reward merit as well as assist need.

The Donald G. Grant Bursary Fund

This fund was established through a bequest from Donald G. Grant (BA 1930, LLB 1932) in memory of Dr. Sidney Earle Smith, Dean of the Law School from 1929-34 to support an annual bursary for a second or third year student enrolled full time in the JD program at Dalhousie University. Donald Gordon Grant graduated from Dalhousie with a Bachelor of Arts in 1930 and Bachelor of Laws in 1932. While at Dalhousie, he was active in student affairs, played varsity hockey and was a member of the intercollegiate debating team. He practiced law in Halifax before joining the Canadian army where he served in the Judge Advocate General Branch. He joined the Nova Scotia Trust Company becoming General Manager and later President and CEO, a position he held until his retirement in 1971.

Reg Hamm Memorial Bursary

An endowment fund was established to provide an annual bursary in memory of Reginald Hamm, the warm-hearted and dedicated custodian of the Weldon Law Building. The bursary is open to students in second and third year who have demonstrated financial need.

John L. Harris, QC Scholarship in Law

Established by the estate of Norma Joan Coleman in memory of John L. Harris, QC. The scholarship will be awarded to students in second and third year who, in the opinion of faculty, has or have demonstrated financial need and academic achievement.

The David M. Jones Memorial Bursary

Awarded on the basis of financial need and satisfactory academic standing, to a student who exemplifies the character of David Jones while he was at the Law School.

The Anderson & Clarence Lockerby Scholarship

This endowed award is in memory of Clarence Lockerby and his uncle, Anderson Lockerby, who perished in World War I. This award will provide funds for a first year law student who has proven academic excellence and financial need.

The James A. MacDonald Award

This endowed award is in memory of James Alexander MacDonald, a graduate of Dalhousie Law School. This award will go to a student who is in any year, has a satisfactory academic record and has demonstrated financial need.

The MacIntosh Bursaries

The fund is established by A. J. MacIntosh in memory of his parents Mr. Ross MacIntosh and Mrs. Katherine MacIntosh. It is to be used to assist students who are experiencing financial difficulty. The principal criterion for any award shall be the needs of the student, rather than the achievement of academic excellence. Preference will be given to any candidate who has demonstrated a significant interest in public affairs.

Emelyn L. MacKenzie Bursary

The University was given a generous bequest under the Will of the late Emelyn L. MacKenzie to benefit students in Arts and Science, Dentistry and Law equally. Applicants are to be bona fide residents of Victoria County, Cape Breton (as defined by the boundaries then extant in AD 1900). Financial need and character are the main criteria.

The R. Graham Murray Bursary

In commemoration of their 25th anniversary the Law Class of 1954 established an endowment in honour of Professor R. Graham Murray, QC, a distinguished teacher in the Schulich School of Law. A portion of the annual income is awarded as a prize to a deserving student and the remainder is allocated as financial assistance to students who have shown financial need.

The Nova Scotia Barristers' Society

Given in honour of the Law School's 100th birthday, the Nova Scotia Barristers' Society bursary is awarded to those students in financial need.

Prince Edward Island Law Foundation Scholarship

The Prince Edward Island Law Foundation in 1985 donated the sum of \$20,000 to establish an endowment from which the annual income will provide a major scholarship. This scholarship is tenable by a student who is entering second or third year of study in law, who is ordinarily a resident of Prince Edward Island, is in financial need, and has achieved a good academic record in the Law School.

The Jack and Barbara Prince Bursary

This bursary fund was set up in 1977 by Jack and Barbara Prince of Halifax. The income of this fund is awarded annually by the Law School to a needy student, normally resident in the Province of Nova Scotia who has been accepted into the first year of the JD program. The bursary may be renewable, depending on the financial position of the holder of the award. Preference in awarding the bursary will be given to black students.

Frances Stanfield Robertson Bursary

This bursary is awarded to a mature female student in second or third year of Law School, who has achieved a satisfactory academic standing and engaged in extracurricular activities at Law School.

The George W. W. Ross Memorial Scholarship

This endowed scholarship, established in memory of the late George W. W. Ross by his family, is awarded annually by the Schulich School of Law to a law student entering second year who has placed in the top third of his or her class and who, in the opinion of the Faculty, is deserving of financial assistance.

Schulich Scholarships - For Students in their Second or Third year of study

In 2009 philanthropist Seymour Schulich generously donated \$20 million to Dalhousie Law School in recognition of the excellence of the education offered at the institution since 1883. In recognition of Mr. Schulich's support, Dalhousie Law School was renamed the Schulich School of Law. Students are major beneficiaries of the donation. The greatest portion of the Schulich gift is dedicated to new scholarships, including 24 annual scholarships averaging \$12,000 each. Students will be asked to apply annually in the fall. Each applicant will be evaluated on two of the following criteria: academic merit, financial need, and community service/entrepreneurial talent. Students must indicate in their application the two criteria for which they wish to be considered, and supply the requested documentation relevant to those criteria on the Schulich School of Law Scholarship Application Form.

The James Spurr Environmental Law Bursary

James Spurr, an alumnus of Dalhousie University, donated \$25,000 to establish a bursary in his name at the Schulich School of Law. The bursary is to provide one or more annual bursaries to undergraduate law students whose focus is in the area of environmental law. The award may go to a second or third year student who demonstrates financial need.

The Torey Family Scholarship Fund

The fund was established through a bequest from Donald C. Torey (LLB 1955) in recognition of the role Dalhousie University played in the lives of members of his family. Mr. Torey's half sisters Helen Wood (BME 1933) and Pauline Hillis (BA 1928, BEd 1961) were also Dalhousie alum. The fund will provide one or more annual scholarships to students enrolled in the Juris Doctor (JD) program at Dalhousie University who have achieved and maintained a high level of academic achievement. First priority will be given to qualified students from Nova Scotia (or from the other Atlantic Provinces). The amount of the scholarship will be limited to the amount of the recipient's tuition.

The Gordon S. and Mary C. Walker Memorial Bursary

An endowment fund was established to provide financial assistance from the net annual income to one or more students. The fund is a gift from the Estates of Gordon S. and Mary C. Walker. The late Mr. Walker was the owner of Walker Financial Company, the last privately owned bank in Canada, situated in Port Hawkesbury, NS.

The Grace Wambolt Scholarship

This award is open to a person born in Nova Scotia to assist one or more students in any year of law at Dalhousie. The assessment criteria consist of academic performance and financial need. A winner may be reconsidered in subsequent years of the law program. Where two students qualify equally and one is a woman, preference is to be given to the woman. The fund was established in 1978 by Grace Wambolt, the fifth woman to have graduated from the Schulich School of Law at Dalhousie University. She was the first woman to have been elected to the Council of the Nova Scotia Barristers' Society and the first woman to be awarded a certificate for 50 years of active service at the Bar of Nova Scotia.

The Prudence Watson Memorial Bursary in Law

The Prudence Watson Memorial Bursary was established by Blake, Cassels & Graydon LLP in Toronto to honour the contribution and memory of Prudence Watson, who was an exceptional lawyer and person. The award will go to a mature law student who has demonstrated financial need and academic achievement.

The William and Frances Wickwire Bursary in Law

An endowment fund was established to provide financial assistance from the net annual income to one or more students. The fund is a gift from the Estates of William and Frances Wickwire.

John A. Wilmot Bursary in Law

The bursary, established by John A. Wilmot, is to provide one or more annual bursaries to full-time undergraduate law students who demonstrate financial need.

IV. Faculty of Medicine

A. Scholarships

The Medical Admissions Committee is responsible for the selection of entering scholars. The prescribed application form will be made available by the Admissions and Student Affairs Office, to all accepted applicants. The Scholarships and Awards Committee of the Faculty of Medicine is responsible for the selection of in-course scholars. Applications are made available to students in early August each year.

B. Entrance Scholarships and Bursaries

A variety of scholarships and bursaries are offered to all students who have been offered a place in Medicine. There are varying residence requirements. While selection depends primarily upon scholastic ability, the Admissions Committee may go beyond this in making bursary awards. The deadline to submit entrance scholarship applications will be posted on the Admissions website by the end of June each year.

The awards are made in early October, subject to the acceptance of the applicant by the University for admission to the first year of the medical class in the year of award, and her/his registration as a student at the regular date in August.

1. Scholarships/Bursaries Limited to or Preference Given to Residents of the Three Maritime Provinces

The A. R. Mearle Smith Bursary

A bursary or bursaries to be presented to a student(s) who has or have graduated from Bathurst High School who, having completed the first year in the Faculty of Medicine, is or are enrolled on a full-time basis in the second or a subsequent year in the Faculty.

Dr. R. M. Pendrigh Scholarship

The income from an endowment to be awarded to the student from New Brunswick who, in the opinion of the University, has demonstrated need and merit with preference given to students who reside in West Saint John, New Brunswick.

James A. Wardrope Entrance Scholarship

This scholarship was endowed by the late Dr. M. J. Wardrope in memory of his son. The scholarship is to be awarded to a student of high standing entering the first year of Medicine at Dalhousie University.

The Dr. A. Gaum Bursary

This bursary, in memory of Dr. A. Gaum of Sydney, Cape Breton is to be awarded to an entering medical student who has demonstrated financial need, with preference to be given to residents of Cape Breton.

Harvey and Violet Smith Memorial Bursary

To support one or more undergraduate medical student enrolled in the Doctor of Medicine (MD) program. The recipient will be selected based on financial need and satisfactory academic standing.

Jogindar Majhail Memorial Bursary

A bursary to provide financial assistance to a first year medical student who has demonstrated financial need and satisfactory academic standing. This bursary will be renewable as long as the recipient continues to meet those criteria through four consecutive years of his/her MD degree.

Dr. J. J. Carroll Scholarships

In memory of Dr. J. J. Carroll, the earnings from the fund will be used annually to provide entrance scholarship(s) to students enrolled in the Faculty of Medicine at Dalhousie University. These scholarships will be renewable at the same rate for years two and three of study in the MD program provided that the recipient(s) maintains satisfactory academic standing. Preference will be given to applicants who are residents of Eastern Nova Scotia.

The Alan Tarshis and Nancy Goodman Scholarship in Medicine

A scholarship for an entering student who has demonstrated all-round excellence in both academic and non-academic pursuits and demonstrates financial need.

Leslie Ann Campbell Entrance Scholarship

This memorial award will be given annually to a resident of Nova Scotia. The recipient will have demonstrated satisfactory academic standing and financial need. The award will be renewable for years two through four of the academic program, provided the recipient maintains satisfactory academic standing and demonstrates continued financial need. While this award is being held on a continuing basis, it will not be available as an entrance scholarship.

Krishan Parkash Gopal Memorial Bursary

A bursary to provide financial assistance to a first year medical student who has demonstrated financial need and satisfactory academic standing. This bursary will be renewable as long as the recipient continues to meet those criteria through four consecutive years of his/her MD degree.

Dr. John Quinlan Memorial Bursary

This fund has been established in memory of Dr. John J. Quinlan and is to be awarded to a student(s) from the Maritime Provinces entering Dalhousie University Medical School. The recipient(s) will have demonstrated financial need and satisfactory academic standing. The recipient may retain the bursary in year two of the program leading to the degree of Doctor of Medicine.

The Barbara L. Blauvelt Entrance Bursary

This bursary, in honour of Barbara L. Blauvelt, a 45 year employee of Dalhousie, is to be awarded to a student from the Maritime provinces in financial need. The award is to go to the student who is not in the top 25% of the applicants accepted into the program.

Dalhousie University Entrance Scholarships

Limited funding is also available annually for disbursement by the Committee to deserving students.

Hannah and Thomas Casey Memorial Bursary

A bursary to support one or more annual bursaries for students enrolled in the Doctor of Medicine (MD) Program. They must demonstrate financial need and first priority will be given to students from Glace Bay and other areas of Industrial Cape Breton.

Benny & Shana Epstein Bursary for Medical School Students

To benefit worthy medical students, who exhibit financial need and who might not otherwise have the resources to attend Dalhousie University's Medical School. The bursaries are for students from Cape Breton, with a preference given to students from New Waterford, NS.

Max & Etta Epstein Memorial Bursary

To provide one or more bursaries for full-time undergraduate medical students who demonstrate financial need and satisfactory academic standing.

Stewart E. Allen Bursary in Medicine

The purpose of the Stewart E. Allen Bursary in Medicine is to provide financial support in the form of renewable bursaries to students entering the Undergraduate Program in Medicine at Dalhousie University. The Fund has been established by Mr. Stewart E. Allen to demonstrate the importance he places on higher education and to help deserving students who are qualified to enter medical school to overcome financial obstacles related to that pursuit. The intention of the fund is to provide sufficient funding to cover the approximate cost of tuition and mandatory fees.

2. Scholarships/Bursaries Open to All Entering Students

The Stewart E. Allen Bursary in Medicine

To provide one or more renewable bursaries for students entering full-time study in the undergraduate medical program at Dalhousie University. Students who apply for admission to the undergraduate program in medicine may also apply for this bursary. The fund has been established by Mr. Stewart E. Allen to demonstrate the importance he places on higher education and to help deserving students who are qualified to enter medical school to overcome financial obstacles related to that pursuit. The intention of the fund is to provide sufficient funding to cover the approximate cost of tuition and mandatory fees.

Etta and Frederick Ross Memorial Bursary

A fund has been established by Dr. James F. Ross in memory of his parents, the income of which is to be used to enable a deserving student to attend the Faculty of Medicine at Dalhousie University.

Dalhousie Medical Alumni Association Entrance Scholarship

This scholarship, established by the Dalhousie Medical Alumni Association, is to be awarded to an entering student on the basis of all-round excellence both academic and non-academic.

Florence Fear Davies, R. N. Memorial Scholarship

To provide an annual scholarship in the faculty of Medicine for a first year medical student, with preference given to a female student. Applications for extension of this award beyond the first year may be considered if the student has maintained satisfactory academic standing and has shown qualities of dedication and compassion. The scholarship may be renewed if the student has maintained satisfactory academic standing and may be in financial need.

Joseph Fear Memorial Scholarship

To provide an annual scholarship in the Faculty of Medicine for a first year medical student. The Scholarship may be renewed if the student has maintained satisfactory academic standing and has shown qualities of dedication and compassion and may be in financial need.

Dr. E. James Gordon Scholarship

This fund, in memory of Dr. E. James Gordon who graduated from Dalhousie in 1941, will be used annually to provide an entrance scholarship to a student enrolled in the Faculty of Medicine. The recipient will have demonstrated all-round excellence in both academic and non-academic factors.

Halifax Medical Society Entrance Scholarship

Through the generosity and support of the physicians in the Halifax Medical Society, an entrance scholarship was established to recognize academic excellence, extracurricular activities, leadership and personal qualities. Need will also be one of the elements that may be considered along with the qualities of excellence.

Ian and Ann MacKenzie Medical School Bursary

Ian MacKenzie was a general surgeon who became a professor of Surgery at Dalhousie in 1957 and his wife, Ann MacKenzie was a registered nurse. The fund will be used to support one or more undergraduate medical student(s) enrolled in the medical program. The recipient(s) will be chosen based on financial need and satisfactory academic standing.

Dr. Surya Master Bursary in Medicine

To provide financial support in the form of a bursary to students in the undergraduate program in Medicine at Dalhousie University, demonstrating financial need coming from rural backgrounds. The recipient(s) must have satisfactory academic standing. Preference will be given to New Brunswick students.

Dr. R. C. Robb Memorial Scholarship

This fund is to be used annually to provide a scholarship for a student entering the program leading to the Doctor of Medicine degree. The recipient will have demonstrated high academic standing.

Karen B. Sheehan Scholarship

To provide one or more scholarships annually for deserving medical students enrolled in the Doctor of Medicine program

C. Medals, Prizes and In-Course Scholarships

Bessie S. Stewart Scholarship

A scholarship to a student attending Dalhousie Medical School who intends to become a medical missionary and who in the opinion of the Faculty of Medicine shows the attributes of human concern and academic ability.

Ernest Albert Mills Bursary

A bursary to be awarded to a student who is a resident of Annapolis County, Nova Scotia and who demonstrated financial need and satisfactory academic progress.

Dr. John M. Embil Award for Excellence in Clinical Infectious Diseases

This award will be given to medical students in their final year of medical school at the time of graduation and presented during annual convocation season. The award is established to stimulate and encourage interest and excellence in Clinical Infectious Diseases and to recognize the commitment and enthusiasm of an undergraduate medical student in this field.

The Beth Gourley Travel Award for Research Excellence

This fund will support one or two travel awards to graduate students or postdoctoral fellows in the Department of Biochemistry and Molecular Biology. The award can be used towards the cost of registration, transportation, accommodation, and food, in accordance with department criteria. Consideration will also be given to the need for travel support and provides opportunities for conference travel. In exceptional circumstances, a research associate could be considered for an award. The award is given annually. The recipient will have demonstrated research excellence, intellectual curiosity, originality and rigor, and will show promise to become an independent researcher. Furthermore, the recipient should be a good communicator both in oral setting and written work, and should value cooperation and collegial interaction. The award has been established by John and Catherine Lazier in memory of John's aunt, Beth Gourley (1915-2010), biochemist, friend and mentor to many, and world traveler.

James A. Phillis, MD Memorial Scholarship

To benefit a student from an under-represented minority enrolled in the Dalhousie medical program. The recipient will demonstrate high academic merit and financial need.

Dr. T. Jock Murray Resident Award in Global Health

To provide an annual prize to a resident at Dalhousie Medical School who demonstrated an ongoing commitment and leadership in global health. The recipient must be a resident at medical school and submit one nomination letter and resume.

Dr. C. B. Stewart Gold Medal in Medicine

This medal is awarded annually, on graduation, to the student standing highest in the regular medical class who has reached the high standard set by the Faculty for that purpose.

MD with Distinction

This honour is awarded to students who have, on graduation, reached a high standard set by the Faculty for that purpose.

The A. B. Wiswell Scholarship

This scholarship, established by the late Dr. A. B. Wiswell of Halifax, is to be awarded to a student completing the first year of the regular medical class. Character and financial need are to be considered, but the standing of the candidate in his class is the primary consideration.

Dr. Clara Olding Prize

This prize, the interest of an endowment, given by the late Dr. A. M. Hebb, of Dartmouth, as a memorial to his wife, is awarded annually to the graduating student achieving the highest standing in the clinical years, character and previous scholarship being taken into consideration.

Dr. John F. Black Prize

This prize, from the income of a bequest by the late Dr. John B. Black, a former Professor of Surgery, is awarded at the completion of the fourth year to the student who reaches the highest standing in Surgery.

Kidney Foundation of Canada, Dr. Allan D. Cohen Memorial Prize in Nephrology

Awarded annually to the member of the graduating class who has shown the greatest aptitude in clinical nephrology during his or her medical education.

The Dr. Mark J. Cohen Prize in Ophthalmology

The recipient shall be selected based on the student who, in the opinion of the Division of Ophthalmology, shows the most promise to be an outstanding clinician. The Recipient shall be the highest ranked student pursuing Ophthalmology, as per the criteria of the resident selection committee that interviews Ophthalmology applicants.

Andrew James Cowie, MD Memorial Medal

This medal, founded by the late Miss Florence J. Cowie in memory of her father, is awarded each year to the member of the fourth year class having the highest standing in Obstetrics, provided his/her standing in other subjects is sufficiently high to justify an award.

The Dr. J. Donald Hatcher Award

Through funds donated in honour of Dr. J. Donald Hatcher on his retirement as Dean of the Faculty of Medicine, an endowment fund has been established to finance an annual award to the final year undergraduate medical student, who at graduation is considered to have carried out the most meritorious and significant research project during the undergraduate program including summer electives.

Dr. Richard B. Goldbloom Award in Paediatrics

The award consisting of a medal and a monetary prize is to be given annually to the graduating medical student "who shows the most outstanding combination and balance of scientific medical knowledge, clinical skill and sensitivity to the social and emotional needs of children and their families".

Hunter Humanities Award

This award is to be awarded to a senior student who has successfully completed all the requirements for the degree of Doctor of Medicine, and has made an outstanding contribution in the area of medical humanities, and demonstrated the humanistic qualities of caring and compassion in his/her care of patients.

The Dr. Juan A. Embil Award for Excellence in Infectious Diseases Research

This prize is awarded to the graduating student who has completed the best research project in infectious diseases during his/her four years of medicine. The goal of the prize is to stimulate and encourage interest and excellence in infectious diseases and medical research.

The Dr. Lourdes I. Embil Award for Cardiovascular Research

Awarded to a graduating student who has completed the best research project in cardiovascular diseases during his/her years in the MD program.

Dr. J. C. Wickwire Award

This award, established by Dr. J. C. Wickwire, is to be awarded to the graduating student who has displayed high competence in Patient Contact over the four year course.

Poulenc Prize

A prize, given by Poulenc Limited, will be awarded to the graduating student standing highest in the final examination in Psychiatry in the fourth year.

Dr. Robert C. Dickson Prize

A prize is awarded to the student at the completion of fourth year who has had the highest standing in all examinations in medicine in second, third and fourth years.

The Dr. N. N. Isa Achievement Award

Awarded to the graduating student who excels during his/her core rotation in the Department of Obstetrics and Gynecology at the Saint John, New Brunswick location.

Dr. John W. Merritt Prize

A prize given by Mrs. Merritt in memory of her husband, Dr. John W. Merritt, Associate Professor of Surgery. This prize is offered to the student standing highest in Surgery throughout the four years in medicine.

The Dr. Morris Jacobson Prize

Awarded to a graduating student who has demonstrated a strong aptitude and interest in rural Family Medicine.

The Dr. R. O. Jones Prize in Psychiatry

This prize in memory of Dr. R. O. Jones is to be awarded to the new graduate who has achieved the highest grade in Psychiatry for the four years in medical school.

Dr. Leo Horowitz Prize in Diagnostic Radiology

A prize, established by Dr. Leo Horowitz, is to be presented at graduation to the fourth year student judged by the Department of Radiology, to have shown the greatest interest and greatest degree of inclination towards the study of Radiology.

Dr. W. H. Hattie Prize in Medicine

A prize presented in memory of the late Dr. Hattie, will be awarded at the completion of fourth year to the student who achieves the highest standing in Medicine.

Dr. Frank G. Mack Prize in Urology

An annual prize presented in memory of the late Frank G. Mack, Professor of Urology (1922-1950). The prize is to be awarded by the Department of Urology to the fourth year student achieving excellence in Urology.

Dr. Lawrence Max Green Memorial Award

This award to be presented to the student who, during his/her clerkship in obstetrics and gynecology, has best displayed the characteristics of compassion and clinical competence. Selection of this student is the responsibility of the Department of Obstetrics and Gynecology.

Dr. S. G. Burke Fullerton Award

An award to be given to the graduating medical student who shows the greatest promise in Family Medicine.

Dr. Harold Ross McKean Award in Ophthalmology

This prize, in memory of Dr. Harold Ross McKean, is to be awarded annually to a fourth year medical student, who has demonstrated the highest skills in Ophthalmology Clerkship.

Dr. Ram Singari Boodoosingh Memorial Prize

An annual book prize awarded to a graduating medical student who with clinical skill and a sense of humour, most brings art to the practice of medicine.

Dr. Robert F. Scharf Award in Emergency Medicine

Awarded annually to a graduating student who had demonstrated an outstanding combination of clinical ability, motivation and professionalism in Emergency Medicine throughout the undergraduate curriculum.

Dr. Michael Brothers Memorial Prize in Neuroscience

An annual prize to a student graduating from the Dalhousie Medical School who has demonstrated an aptitude in the Neurosciences.

Albert A. Schwartz Prize in Orthopedics

An annual prize awarded to a graduating medical student who has demonstrated aptitude and excellence in Orthopedics.

The Emerson Amos Moffitt Research Prize for Undergraduate Research in Anaesthesia

Awarded to a graduating student who has completed a research project in Anaesthesia which was considered meritorious by the Executive Council of Dalhousie University Department of Anaesthesia.

Esther Strug Memorial Scholarship

Established by Morris Strug, in memory of his wife, Esther Strug to support an annual scholarship for a student entering third or fourth year of the Doctor of Medicine (MD) Program.

Guggisberg Memorial Bursary in Medicine

To provide named bursaries to encourage MicMac and/or Maliseet students to study medicine. Awards will be made on the basis of the CANDO principle: Character, Ability, Need, Determination, Others, concern for.

Dr. Oswald Avery Award in Medicine

This award has been established to honour the accomplishments of Dr. Avery by supporting an annual prize to a resident, medical student or graduate student who is judged to have produced an outstanding paper related to genetics research.

Dr. I. M. Szuler Award for Excellence in Undergraduate Internal Medicine

This award, in memory of Dr. Irene Szuler, is to be given to a fourth year student, who during their third year of clerkship in Internal Medicine during their MTU rotation best demonstrates personal and academic qualities exemplified by Dr. Szuler.

Dr. Leonard, Kay and Simon Levine Scholarship

To provide a scholarship for a fourth year medical student pursuing studies in Family Medicine based on academic excellence.

Dr. E. R. Ross Prize in Pediatric Surgery

Dr. Edwin Ross was a professor Emeritus in the Department of Surgery. During his 70 year affiliation with Dalhousie, Dr. Ross was instrumental in initiating Dalhousie's continuing medical education program and played a pivotal role in planning the IWK Children's Hospital. He was the Surgeon-in-Chief of the Halifax Children's Hospital from 1957-1962. This prize recognizes a medical student or resident who illustrates an aptitude and/or interest in pediatric surgical care.

McNee Prize in Anatomy and Neurobiology

To provide an annual award to a graduate student requiring financial assistance with his/her research studies in the Department of Anatomy and Neurobiology. This recipient is to be chosen on the basis of academic excellence and financial need.

D. University Prizes**William Isaac MacDougall Scholarship Fund**

Under the Will of the late Andrena Frances MacDougall, a fund was set up to provide "scholarships in the Medical School of the University." Further particulars of the terms and conditions of this award may be obtained from the Dean.

Charles E. Frosst Scholarship

This award, contributed by Charles E. Frosst and Company of Montreal, is awarded annually at the completion of the third year to a student entering the fourth year who has shown general proficiency throughout the class.

Dr. Joan Crosby Scholarship

A scholarship, established by a group of parents in honour of Dr. Joan Crosby for her exceptional dedication to the care of children. It is awarded to two deserving medical students in the third year of study.

The Dr. Harry Poulos Prize

This prize is to be awarded to the second year student in the Faculty of Medicine who has the highest standing in Psychiatry.

The R. S. Smith Medical Scholarships

By Deed of Gift and subsequent generous bequests, Dr. James Ross Smith and his wife, Eliza Cochran Smith, established an endowment as a memorial to their son, Ross Stewart Smith. A portion of the fund's annual income is to be expended in the form of general scholarships to students in the MD program upon such conditions as the Faculty of Medicine, from time to time, may prescribe.

Harold Barnett Prize

Dr. Harold Barnett graduated from the Faculty of Medicine at Dalhousie University in 1983. A scholarship will be awarded annually to the student who has attained the highest standing in the Physiology component of the Metabolism and Function unit.

Arthur F. Icton Memorial Scholarship

This scholarship, in memory of Arthur F. Icton, is to be awarded to a student in the Faculty of Medicine who is competing in the athletic program at the varsity level. The scholarship will be renewed for a subsequent year should the recipient continue to qualify under its terms.

Philips Award in Family Medicine

To support a medical doctor (MD) from the Dalhousie Faculty of Medicine in his/her residency, who plans to pursue a career in rural Family Medicine and exhibits financial need. First priority will be given to applicants from Prince Edward Island, but if no one meets the criteria, other residents pursuing a career in Family Medicine and exhibiting financial need will be considered.

Dr. Mabel E. Goudge Prize

The prize, established by the late Dr. Mabel E. Goudge, is to be awarded to the top female medical student in each year.

Dr. Carl K. Pearlman Prize in Urology

An annual award presented to the student in the fourth year judged by the Department of Urology as having the greatest aptitude and interest in Urology.

Morris and Sarah Gold Award

This award is to be presented to an undergraduate medical student who most distinguishes himself in the field of medical literature.

The L. B. MacPherson Memorial Award

This prize in Medical Biochemistry is awarded to an undergraduate medical student who has shown the greatest competency in the Biochemistry component of the undergraduate medical curriculum.

The Annie Hamilton Scholarship

In honour of the first female graduate in medicine and Master of Surgery in Nova Scotia (MD 1894), this fund provides an annual scholarship to a second year medical student.

Dr. J. V. Graham Prize

A prize, the income of a bequest by the late Dr. J. V. Graham, will be awarded to a student at the end of the second year who has attained high standing in the first and second year Anatomy course.

Dr. Forest W. Fyfe Scholarship

Awarded annually to a student entering the second year of studies leading to the MD degree who has achieved an excellent standard of performance in first year Anatomy.

Dr. Kenneth Hall Memorial Psychiatry Prize

An annual prize to honour the memory of Dr. Kenneth Hall. The prize will be awarded to the third year medical student with the highest mark in Psychiatry.

Professor John Cameron Prize in Anatomy

This prize is the interest on an endowment given by the late Dr. John Cameron, former Professor of Anatomy. It is awarded to the student who attains the highest marks in Anatomy.

Roberta Bond Nichols Memorial Prize

This prize represents the interest in a fund initiated by the Nova Scotia Branch of the Federation of Medical Women of Canada as a memorial to Dr. Roberta Bond Nichols, and is awarded annually to the female medical student who achieved the highest standing in Anatomy.

Dr. Donald S. Robb Memorial Award

Awarded annually to a student who has completed the third year of study leading to the MD degree and has demonstrated excellence in patient contact and satisfactory academic progress.

Dr. Graham Gwyn Memorial Prize in Neurology

This prize, in memory of Dr. Graham Gwyn, a distinguished Professor, and Head of the Department of Anatomy, is to be awarded to the student in fourth year who expresses interest and achieves excellence in neurology. The recipient must be recommended by the clinicians involved in teaching and supervising said student.

Dalhousie Medical Students' Society Prize

Four prizes of books are awarded annually to students of the second, and fourth years in Medicine upon application to the Dalhousie Medical Students' Society. Financial need, academic standing, and activity in student affairs are considered.

The Dr. I. Roy Gold Endowment for Medical Journalism

Established by Mrs. Babs Gold, widow of the late Dr. I. Roy Gold (MD 1938), this fund provides an annual stipend to the student who serves as Editor of the Dalhousie Medical Journal. Dr. Gold was the founder and first editor of the journal, established in 1936.

The Max Forman Research Prize

This prize awarded by the Dalhousie Medical Research Foundation recognizes excellence in medical research with the aim of promoting and encouraging its pursuit in the Faculty of Medicine, Dalhousie University. The Max Forman Research Fund honours the memory of Mr. Forman, a successful Halifax businessman and philanthropist who cared about the community in which he lived. The Max Forman (Junior) Prize, awarded every other year, is open to all junior investigators including graduate and PhD students, residents and fellows. For further information, visit the Foundation's web site at www.dmr.ca or contact the office at 494-3502, 5850 College St., Ste 1-A1.

Cynthia Davis Fund in the Medical Humanities

In honour of Mrs. Cynthia Fuller Davis, an award given to a medical student who is chosen as the best writer. It is to encourage and reward writing which illuminates the human condition in the areas of mental, physical or spiritual health or disease.

Dr. James S. Hammerling Prize in Otolaryngology

The award will be given to the successful medical student who engages in innovative research or participates in an important, innovative project related to Otolaryngology during the summer between the second and third year of medical school.

The George K. Mattar Medical Research Fund

To honour George K. Matter, to provide a research prize to be awarded each fall to the medical student producing the best research paper during the course of the preceding summer.

E. Bursaries

It is necessary to apply for these awards. Information may be obtained at the Office of the Dean of Medicine or at the Finance Office. Please refer also to the general financial section of this calendar. Bursaries are awarded in January.

Dr. B. E. W. Barnhill Bursary

To benefit medical students who might not otherwise have the resources to attend Dalhousie University's Medical School.

Ann Marie and Patrick Chiasson Family Medicine School Bursary

This fund will support one or more undergraduate medical student enrolled in the Doctor of Medicine (MD) program at Dalhousie University. The recipient(s) will be chosen based on financial need and academic standing.

Dr. George Dimitriadis Memorial Bursary

This bursary, in memory of Dr. George Dimitriadis is awarded to assist any and all medical students who are in financial need and are engaged in the study of medicine. Dr. George Dimitriadis was born in Athens, Greece and attended the University of Athens, and became a medical doctor. He met and married the love of his life Areti. They lived in Liverpool, England for five years before moving to Halifax, Canada, where he practiced medicine and gave back to his community for 37 years. Dr. Dimitriadis moved to Calgary, to be closer to his daughter, Olga and grandchildren. While in Calgary, he established his own medical clinic, committed to providing great medical assistance and giving back to others and the medical field.

Flax Family Fund

75% of this fund will support a bursary to benefit worthy undergraduate medical students. Preference will be given to active Medical Humanities Students. The remaining 25% will support activities directly connected to activities in the Medical Humanities Program.

Dr. Richard Goldbloom Medical Scholarship

Awarded annually to a first year medical student who demonstrates financial need.

James McKeen/Bradley Willett Bursary

This fund will support one or more undergraduate medical student enrolled in the medical program. The recipient(s) will be chosen based on financial need and satisfactory academic standing.

Dr. Thomas and Mrs. Wanda Roy Bursary

To support one or more undergraduate medical students enrolled in the medical program. The recipient will be chosen based on financial need and satisfactory academic standing.

Dr. Franklin H. Sim Medical Bursary

This bursary will support one or more undergraduate medical student enrolled in the Medical program who exhibit financial need and who might not otherwise have the resources attend Dalhousie University's Medical School. The recipient(s) will be chosen based on financial need and satisfactory academic standing.

The IODE John Stewart Chapter Bursary

A bursary awarded to a Nova Scotia student who at the completion of the second year shows proper academic standing and need of financial assistance.

J. Randolph Murchison Memorial Bursary

A bursary donated in memory of the late J. Randolph Murchison of Prince Edward Island is to be given to a needy medical student from Prince Edward Island.

The Dr. Walter Templeman Bursary

The income from this endowment is to be awarded to a needy medical student.

The Barbara Blauvelt Bursary in Cardiovascular Studies

This bursary, in honour of Barbara L. Blauvelt, a 45 year employee of Dalhousie, is to be awarded to a fourth year medical student who has excelled in Cardiovascular studies. The applicant must supply a one-page summary expressing his/her interest in the cardiovascular system and two references.

Dr. and Mrs. Edward Murray MacDonald Bursary

This bursary, in memory of Dr. and Mrs. Edward Murray MacDonald, is awarded to a first year medical student who is a resident of Cape Breton. The student must demonstrate financial need.

The Dr. Hector J. Pothier Bursary

A bursary donated in memory of the late Dr. Hector J. Pothier of Beaver River, Nova Scotia, is to be given to a needy student in medicine who has expressed an interest in spending time as a family physician in a rural community.

The Charles J.W. Hinman Memorial Bursary

A bursary which was established to assist an undergraduate medical student of any year in the Faculty of Medicine who demonstrates satisfactory academic progress and who provides to the Faculty clear evidence of the need for financial assistance.

The Dr. Elizabeth Catherine Weld Memorial Bursaries

A bursary or bursaries awarded each year to medical students of any year with preference to be given, but not restricted to, minorities and those in need.

Order of the Eastern Star, Halifax Chapter 7 - Medical Student Bursary

A bursary to be awarded to medical student in financial need.

Marion E. and Frank A. Seaman Bursary

This bursary, in memory of the late Marion E. and Frank A. Seaman, is to be awarded to a student who has completed the first year of medicine. The primary considerations are to be need and scholastic standing.

Georgina M. Odell Bursary Award

This award, in memory of Georgina M. Odell, is to be awarded to a needy medical student(s) by the Financial Aid Committee of the Faculty of Medicine. In the event that all the income is not disbursed in any one year, the same may be accumulated that year or from year to year to be paid out as bursaries in subsequent years if required for that period.

The MD Class of 1971 Memorial Bursary Fund

Established in memory of deceased classmates, this fund provides an annual bursary to a medical student in good standing who demonstrates financial need.

Class of 1973 Silver Anniversary Fund

To commemorate the 25th Anniversary of the MD class of 1973 by establishing a fund which will support an annual bursary for one or more students enrolled in year one or two of the Doctor of Medicine degree program. The student(s) selected will have demonstrated financial need and satisfactory academic standing.

Dr. Philip A. Cole Bursary Fund

In honour of Dr. Philip A Cole (MD 1945) to assist undergraduate students in the Faculty of Medicine who are in financial aid, and have demonstrated solid academic ability.

Dr. Rosemary Gill Memorial Bursary

A bursary in memory of Dr. Rosemary Gill, to provide financial assistance to students enrolled in the Faculty of Medicine who have demonstrated financial need.

C. E. Kinley Lectureship Fund

To honour Dr. Kinley, a bursary will be awarded annually to support a student who is Native Canadian or is of African Canadian descent, or if no such recipients in any given year, a qualified and deserving student.

Dr. and Mrs. S. T. Laufer Bursary Fund

To support one or more annual bursaries for students enrolled in the Doctor of Medicine (MD) Program, based on financial need and satisfactory academic standing.

Dr. David Gaum Memorial Bursary

A bursary honouring Dr. David Gaum to provide financial assistance to a medical student in his/her four years who has demonstrated financial need while pursuing his/her Medical Doctorate (MD) Degree.

Patrick Madore Memorial Student Fund

To support a renewable bursary for undergraduate medical students for the duration of the program.

The D. S. & F. L. Coombes Award in Medicine

To provide financial assistance to one or more Medical students in his/her final year who has demonstrated financial need while pursuing his/her Medical Doctorate (MD). The award will alternate annually between male and female recipients.

Feng Chi and Yu Chuan Yoh Bursary in Medicine

An annual bursary to be awarded to a student enrolled within the Faculty of Medicine, based on financial need.

Dr. Ian and Marjorie MacDonald Bursary in Medicine

A bursary established by Dr. Margaret Casey in memory of her parents, Dr. Ian and Mrs. Marjorie MacDonald to support one or more bursaries to students enrolled in the Doctor of Medicine Degree Program.

International Health Electives Bursary

Established by the Medical Class of 1972, to support one annual bursary for students enrolled in the Doctor of Medicine (MD) Program.

\$50 for Life Student Medical Bursary

To provide financial support for undergraduate medical students in any year of study.

David L. MacIntosh Bursary

To provide on or more bursaries to first and second year undergraduate medical students enrolled in full-time studies in the Doctor of Medicine (MD) Program.

Dr. Chester B. Stewart Memorial Bursary Fund

To provide one or more annual bursaries for students enrolled in the Doctor of Medicine (MD) Program.

Alpha Eta of Phi Rho Sigma Bursary in Medicine

To support two annual bursaries for students enrolled in the Doctor of Medicine (MD) Program at Dalhousie University. The fund was established by the alumni of the Alpha Eta of Phi Rho Sigma and Honorary Members Society as a tribute to the role this medical society played in the lives of generations of medical students at Dalhousie University.

Dr. Wanita Lopeter Memorial Bursary

To honour the memory of Dr. Wanita Lopeter by providing one or more annual bursaries to a second year medical student at Dalhousie University demonstrating leadership.

Irwin J. Nudelman, MD, Medical Bursary

To support a first year medical student enrolled in the Doctor of Medicine degree program at Dalhousie University. The recipient will be chosen solely on financial need.

George and Rusina Loh Medical Bursary

To support one or more undergraduate students enrolled in the Doctor of Medicine (MD) Program at Dalhousie University who exhibit financial need.

Dr. Richard and Lynne Winter Bursary

To support an annual bursary for a deserving student enrolled in the Dalhousie Medical New Brunswick Program in memory of Lynne (Lordly) Winter. Dr. Richard Winter graduated from Dalhousie Medical School in 1958. He interned at the Saint John General Hospital in 1957-58. He was a resident at the Victoria General Hospital in Halifax from 1960-63. After obtaining his FRCS(C) in 1964, he practiced Ob/Gyn at the Royal Alexandra Hospital in Edmonton, Alberta. He was an Ob/Gyn Clinical Professor at the University of Alberta from 1964-1994 and Chief of Ob/Gyn at the Royal Alexandra Hospital from 1983-1991. Mrs. Lynne Winter was a graduate of the Victoria General Hospital School of Nursing in 1956.

Amgen Canada Dalhousie Medicine New Brunswick Award

To support students in the DMNB Medical Education Program located on the UNBSJ Campus. Students can apply for one of three scholarships, awarded as first, second and third place awards, for scholarly activity in their student elective experiences or individual initiatives in first or second year (\$3,000, \$1,500 and \$500) based on a maximum 500 word abstract submission.

Dr. James F. Jodrey Memorial Bursary

Directed funds to be used to benefit medical students with demonstrated financial need.

Dr. Anne Linder Hammerling Prize in Obstetrics

To provide an annual prize to one or more students enrolled in the Post-Grad Medicine Program with a specialization in Obs/Gyn. The recipient chosen will closely reflect the personal and professional qualities of Dr. Anne Linder Hammerling: tolerance, compassion and open-mindedness in point of view and committed to women's issues of health, education or social welfare. The recipient must have demonstrated her commitment to these qualities by her participation in a project or activity which embodies these values and issues.

F. Financial Aid

The John George and Emily MacDougall Bursaries

Under the terms of the will of the late Doctor John George MacDougall, formerly a senior surgeon of the Faculty of Medicine and at the Victoria General Hospital, a perpetual trust fund was established, the income from which is to be used for "such deserving persons who being undergraduates of the Medical School of Dalhousie are most entitled to assistance on the grounds of worth and necessity."

Dr. Annie Anderson Gilchrist Dickson Bursary Fund

This bursary is in memory of Dr. Annie A.G. Dickson, a graduate of Dalhousie University who was prominent in public health work. It is to be awarded annually to a third year female medical student at Dalhousie University who has demonstrated financial need. If, in any given year, there are no female applicants the bursary may be awarded to a third year male medical student.

G. Faculty of Medicine Student Assistance Program

Medical students may apply for a bursary through the Financial Aid Program. Application forms and guidelines are available through the Finance Office in the Office of the Dean of Medicine.

Bursary awards are usually issued in January of each year. A second round of applications may be accepted in January for awards in March if funding is available.

H. Loan Funds

Maude Abbott Memorial Scholarship Loan Fund

Information regarding these loans, to female medical students, may be obtained from: The Secretariat, Federation of Medical Women of Canada, CMA House, 1867 Alta Vista Drive, PO Box 9502, Ottawa, Ontario, K1G 3U2

I. Postgraduate Fellowships & Scholarships

Dalhousie Medical Research Foundation Fellowships

Fellowships are available to medical graduates or graduates of recognized PhD programs to undertake postgraduate training at Dalhousie in basic or clinical science for a period of one to three years. The level of support will be determined by the Medical Research Council of Canada's scale of pay for MDs, based on the number of years of postgraduate training. Preference will be given to candidates who have potential to contribute to academic medicine in the Maritime provinces of Canada.

Fellowship competitions are generally held in April each year but deadlines will vary. To obtain a current schedule of competitions, terms of reference and applications visit the Foundation's homepage at www.dmrfo.org or contact the Dalhousie Medical Research Foundation, Sir Charles Tupper Medical Building, College Street, Halifax, NS B3H 4R2 or by calling (902) 494-3502.

Killam/Ross Stewart Smith Fellowships/Scholarships

Applications and regulations for the following three awards can be obtained from the Admissions Office, c/o Ms. Christine Silver Smith, Room C-23, Lower Level, Clinical Research Centre, 5849 University Avenue, Halifax, NS B3H 4R2 telephone (902) 494-1885. The deadline for submission of these applications for consideration by the Scholarships and Awards Committee is November 30th.

Killam Postgraduate Medical Scholarships

These scholarships were established by the late Mrs. Izaak Walton Killam. They are awarded to postgraduate students in the third, fourth, or fifth year of training in a clinical department of the Faculty of Medicine, Dalhousie University or elsewhere. Selection by the Faculty Awards Committee is based on the recommendation of the department head that the candidate is likely to contribute to the advancement of learning or to win distinction in his/her specialty and could be recommended for appointment to the faculty of a medical school on completion of training.

The Ross Stewart Smith Memorial Fellowship in Medical Research

This Fellowship, being a portion of the income from a generous bequest to Dalhousie University, was established by Dr. James Ross Smith and his wife, the late Mrs. Eliza Cochran Smith, as a memorial to their son, Ross Stewart Smith, who died while attending Dalhousie. It is open to students of exceptional ability following graduation from the Faculty of Medicine, Dalhousie University. The research may be in clinical medicine or in the basic medical sciences.

Family Medicine Fellowship

A one year Fellowship position is available with the Department of Family Medicine for an individual completing Family Medicine residency training at Dalhousie University. The position must be initiated and designed by the incumbent to meet his/her particular requirements. Five 1/2 days per week clinical with approximately \$40,000-45,000 per year. The remaining five 1/2 days/week could be used for work in an area of special interest, i.e. Women's Health, Sports Medicine, etc. The individual must have C.C.F.P. and a full license to practice in Nova Scotia. If interested, or for further inquiries, please contact: Residency Training Coordinator (902) 473-4749

Dr. B. L. Jewett Memorial Prize

The recipient will be the post graduate resident judged to have presented the best clinical or basic science research paper on a topic related to head and neck surgery at the annual Dalhousie Residents' Research Day Competition. Eligibility would include (but not be restricted to) residents in Otolaryngology, Ophthalmology, Plastic Surgery, General Surgery, Neurosurgery, Oral Surgery, and Surgical Oncology. The selection of the recipient will be made by the judges who review and evaluate the presentations. The amount of this prize is \$500.

Transfusion Medicine Fellowship

The aim of the Transfusion Medicine Fellowship is to make available one or two years of support for physicians in Canada to acquire training in Transfusion Medicine through exposure to the work carried out in the Red Cross Blood Centres. It is intended that successful candidates will have some commitment to transfusion medicine in their future career plans. The Fellowship offers a stipend based on the current level of housestaff salaries appropriate to the level of training provided for in the provincial scale of the province in which the Fellowship is awarded, as well as a first year research and travel allowance of \$10,000. The number of awards will be no more than two in any year. Candidates must be in the final year of preparation for certifying examinations by the Royal College of Physicians and Surgeons, or should be newly qualified in a specialty of the Royal College. Priority will be given to those with interest and experience in the areas of infectious diseases, epidemiology, public health and blood utilization. Applications are available from Medicine Research Services, Room, C-202, CRC Building, (902) 494-1887 (carla.ross@dal.ca).

J. Research Fellowships

Foundation Fellows

These fellowships are available to medical graduates or graduates of recognized PhD programs to undertake postgraduate training at Dalhousie in basic and clinical science for a period of two to three years. Support will also be extended to postdoctoral fellows already at Dalhousie when such support would advance research in the Faculty of Medicine and the research programs of a faculty member. Preference will be given to candidates who have potential to contribute to academic medicine in the Maritime provinces of Canada. The level of support will be determined by the number of years of training following graduation based on MRC scales for fellowships (for PhDs) or on resident scales of pay for MDs. Deadline for receipt of applications is May 1 and October 1 or as funds and circumstances permit.

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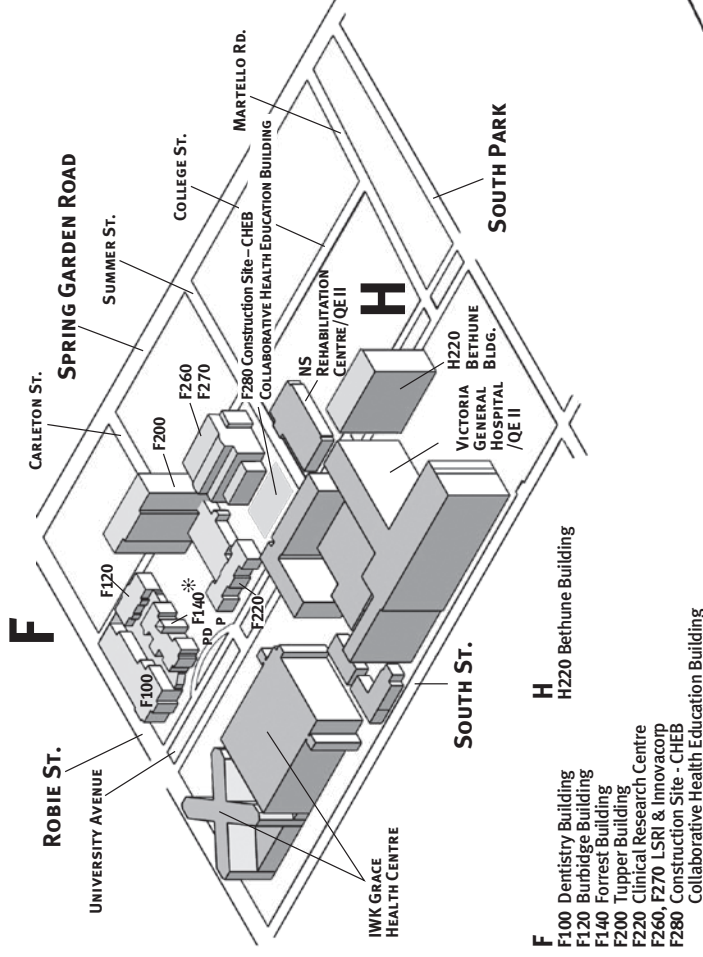
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STUDLEY CAMPUS



DALHOUSIE UNIVERSITY CAMPUS

CARLETON CAMPUS



OFF-CAMPUS

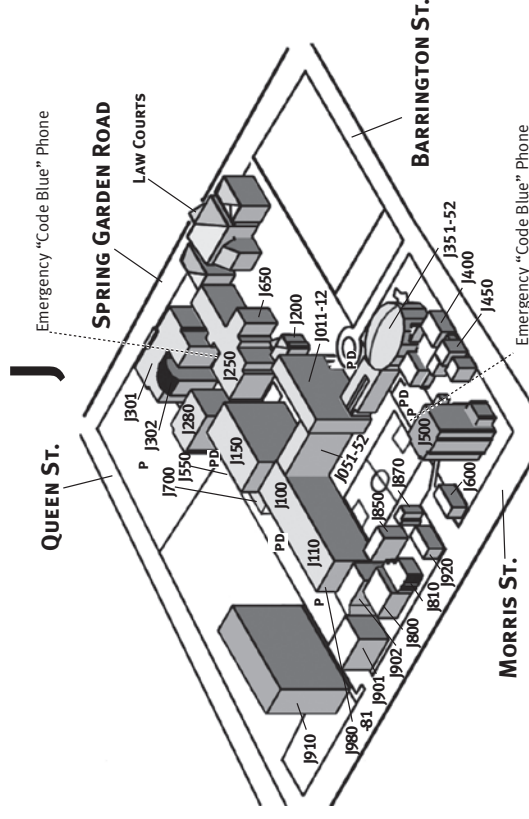
- Z012** City Centre Atlantic – 5523 Spring Garden Road
Costume Studies
AHPRC
- F170** 5161 George St., Suite 700
School of Health Administration
Legal Aid Services
- H130** Dalhousie Legal Aid Building – 2209 Gottingen St.
- J950** Thompson Building
Human Communications Disorder
Learning Resource Centre

Note: maps are not drawn to the same scale

SEXTON CAMPUS

Many Sexton Campus buildings are labelled both by name and letter (which appears in brackets in the listings where appropriate).

- J011-12** Ira MacLab Building (A)
- J051-52** B Building
- J100** Electrical Engineering (C)
- J110** H.R. Theakston Building (C3)
- J150** A.L. MacDonald Building (D)
- J200** Sexton House (E)
- J250** Chemical Engineering (F)
- J280** G.H. Murray Building (G)
- J301-02** Ralph M. Medjuck Bldg. (Architecture and Planning) (H)
- J351-52** F.H. Sexton Memorial Gymnasium
- J400** Hart House, Engineering Mathematics (K)
- J450** Moren House (L)
- J500** M.M. O'Brien Hall (M)
- J550** N Building
- J600** Graduate Student Residence (O)
- J650** A.E. Cameron Building (P)
- J700** Bernard N. Cain Building (Q)
- J800** R1 Building
- J810** R2 Building
- J850** Dust Explosion Lab (T)
- J870** Metallurgy Research Lab (U)
- J901-02** Industrial Engineering, Dean of Engineering
- J910** Gerard Hall
- J920** Morris 5247
- J980** Electrical and Computer Engineering Mobile



DALHOUSIE UNIVERSITY CAMPUS

AGRICULTURAL CAMPUS

- | | | |
|------------------------------------|---|-------------------------------------|
| 1. Day Care Services | 18. Humanities House | 33. Physical Plant Shops |
| 2. Athletic Field | 19. Turf Research Building | 34. Hancock Veterinary Building |
| 3. Langille Athletic Centre | 20. Greenhouse | 35. Haley Institute |
| 4. Cox Institute | 21. Boulden Building | 36. Central Heating Plant/IT Centre |
| 5. Banting Building | 22. Machinery Shed | 37. Rock Garden |
| 6. Agricultural Engineering Annex | 23. Farm Fields | 38. Dairy Building |
| 7. Crop Development Institute | 24. Sheep Barn | 39. Cumming Hall |
| 8. Alumni Gardens | 25. Manure Storage Facility | 40. Jenkins Hall |
| 9. MacRae Library | 26. Beef Barn | 41. Trueman House |
| 10. Centennial Amphitheatre | 27. Canadian Centre for Fur Animal Research | 42. Chapman House |
| 11. DeWolfe House | 28. Ruminant Animal Centre | 43. Fraser House |
| 12. International House | 29. Chute Animal Nutrition Centre | 44. Cobequid Trail |
| 13. Collins Horticultural Building | 30. Atlantic Poultry Research Centre | 45. Chef's Garden |
| 14. Women's Institute of NS | 31. Pesticide/Herbicide Storage | 46. Baron's Pride Horse Stable |
| 15. Harlow Institute | 32. Storage | 47. Cox Greenhouses |
| 16. Rural Research Centre | | |
| 17. Orchard | | |

