

tions are fully incorporated into the parent universities, both administratively and academically.

Reflecting the linguistic profile of the country, most universities are English-speaking. Of the seven independent French-speaking institutions, four are in Quebec; Nova Scotia, New Brunswick and Ontario each have one. In addition, two Ontario universities are bilingual, offering instruction in both English and French. Others conduct classes in one language only, but permit students to submit term papers, examinations and theses in either language. As well, there are a number of French affiliates of English and bilingual institutions.

The vast majority of universities receive heavy financial support from the federal and provincial governments. The largest share — about 61% — comes from the provincial governments. Direct federal funding, which is mainly for research, makes up another 10.5%; private donations, 5.5%; tuition fees, 11.0%; and other sources, about 12.0%. These figures, however, hold at the national level only. For individual institutions, the extent of government funding ranges from a minimal proportion of income at small, church-affiliated institutions to over 90% of the budget of some universities.

The institutional structure of the universities is established by provincial legislative act. The traditional form of university government is a two-tier system: a board of governors and an academic senate. By statute, corporate power usually resides in the board of governors, which makes final policy decisions. The board exercises formal control over matters such as finance and the physical plant. The majority of board members are private citizens drawn from the business and professional communities, who are appointed for short terms. Participation on boards by academic administrators has increased in recent years, and faculty and students have been admitted.

The senate is the university's senior academic body. Although it is subject to the authority of the board of governors, the senate is responsible for academic policy, covering matters such as admission requirements, approval of courses and programs, qualifications for degrees, and academic planning.

Admission. Every university, and in some instances each faculty, sets its own admission standards. Nonetheless, institutions in the same province generally maintain similar requirements, particularly for undergraduate arts and science programs. In all the provinces

except Ontario and Quebec, prospective university students must complete 12 years of elementary-secondary school.

Most Ontario universities require completion of 13 grades, although some make provision to admit limited numbers with 12 years of school, and a few offer a preliminary (qualifying) year of study that students may take instead of Grade 13.

Quebec students must generally obtain a *diplôme d'études collégiales* (DEC) granted after two years of pre-university study at a *collège d'enseignement général et professionnel* (CEGEP). Entry to a CEGEP is after 11 years of elementary-secondary education.

High school graduation alone does not guarantee acceptance into a university program; specific courses and marks are generally required for entry to each faculty. For applicants who do not meet these criteria but are able to undertake university instruction, most institutions allow for the admission of "mature students" — people aged 21 and over who have been out of school for several years.

Programs. Basically, universities confer two types of qualification — degrees and diplomas/certificates — at two levels: undergraduate and graduate. Degrees are offered by most universities at three levels: bachelor's (BA or BSc) and first professional, master's (MA or MSc), and doctorate (PhD).

Students in bachelor's and first professional degree programs and those in programs leading to diplomas or certificates are known as undergraduates. Bachelor's degrees require a minimum of three years of full-time study after secondary completion. A distinction may be made between general (pass) and honours degrees, the latter of which are more specialized and may involve an additional year.

Criteria for admission to graduate studies vary in different universities. A bachelor's degree at the honours level is usually necessary for acceptance into a master's program. Entrants to doctoral studies must have a master's degree in the same field and high achievement at the master's level. Professional degrees are granted in disciplines where the normal first degree is not a bachelor's, for example, Doctor of Medicine (MD).

Programs culminating in diplomas have never been a major feature of Canadian universities. Those that are available tend to be in professional areas such as health science, education, agriculture and business.

Each university provides a varied range of courses, but no single institution can offer all