

# SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS



FACULTY OF HEALTH  
FACULTY OF GRADUATE STUDIES

## **STUDENT HANDBOOK 2021–2022** *A Reference Guide for Students*

*Revised 12/2021*

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# 1. Introduction

The SCSD Student Handbook contains a compilation of useful and important information that you will need to know as a student enrolled in a program at the School of Communication Sciences and Disorders (SCSD). Most of the information described in the handbook pertains to regulations and services. These regulations and services have four sources: the University, the Faculty of Health, the Faculty of Graduate Studies, and the School itself.

Because it is a part of Dalhousie University, the School must abide by regulations that apply to the University as a whole. Examples include policies on academic integrity, accommodation, and student conduct (see [University Regulations on the Academic Calendar website of the 2021–2022 Faculty of Graduate Studies Calendar](#)). SCSD students are also entitled to services available to the Dalhousie student community, such as assistance from the [Writing Centre](#) and [Student Health and Wellness](#).

SCSD is part of the Faculty of Health, along with the Schools of Health Administration, Nursing, Physiotherapy, Social Work, Occupational Therapy, Health and Human Performance, Health Science, the College of Pharmacy, and the Clinical Vision Science program. Some policies and procedures pertaining to programs at SCSD originate with the Faculty of Health; a primary example is [interprofessional education](#).

Because SCSD offers a graduate degree, its academic programs are subject to the rules and regulations for all graduate programs as outlined in the Faculty of Graduate Studies (FGS) calendar. It is the responsibility of all graduate students to be familiar with these regulations. [The FGS Calendar is available on their website](#).

Specific information that is especially pertinent to SCSD students has been extracted or adapted from appropriate websites and/or booklets and is provided in this handbook.

The School also has its own regulations and services that apply specifically to SCSD students, our programs, materials and equipment, and facility. These regulations and services are provided in this handbook and noted as specific to the SCSD.

The SCSD Student Handbook also contains information about financial aid that has been compiled from a variety of sources and provides a list of relevant professional associations that students are encouraged to join.

## 2. School of Communication Sciences and Disorders Code of Conduct

The following document, developed by SCSD faculty, describes important principles of professional behaviour. We expect that all members of the School (faculty, students, and staff) will abide by these principles to the best of their abilities. Adherence to these principles promotes a collegial and cooperative atmosphere at the School and fosters development of high standards of professional behaviour. Professionalism is an essential characteristic of a good practitioner of speech-language pathology or audiology.

### FUNDAMENTALS OF PROFESSIONALISM<sup>1</sup>

#### Altruism

Altruism is the essence of professionalism and asks that the best interest of others, including patients/clients, colleagues, classmates, instructors, mentors and trainees be placed before self-interest.

**For example:**

- *A professor stays after their normal hours of work to help a student who is having difficulty with a course.*
- *A student gives up a practicum spot to another student in need of a local placement.*
- *A clinician exerts considerable effort to seek out relevant referrals for a patient moving to a new city.*

#### Accountability

Professionals are accountable to their patients/clients, colleagues, classmates, instructors, society as a whole, and to their profession for adhering to ethical principles.

**For example:**

- *Professors describe and follow explicit policies and procedures for student evaluation.*
- *Professors come prepared to scheduled meetings with students and vice versa.*
- *Students give appropriate attribution for individual effort made to team projects.*
- *Clinicians send out reports to appropriate agencies in a timely fashion.*
- *We (professors, clinicians, students) do not accept major gifts from people known in a work context.*
- *We take responsibility for mistakes we make without seeking to place the blame elsewhere.*

#### Excellence and a Personal Commitment to Life-Long Learning

Professionals make a conscientious effort to exceed expectations and commit to life-long learning. This commitment to excellence should begin on the first day of graduate school and be maintained throughout one's professional life.

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<sup>1</sup> Adapted from:

Purkerson Hammer, D., "Professional Attitudes and Behaviours: The 'A's and B's' of Professionalism," Am. J. Pharm. Educ., 64, 455-464 (2000).

"Project Professionalism" – ABIM Committee on Evaluation of Clinical Competence and Communications Programs, Fifth printing 1999 (c) American Board of Internal Medicine, Walnut Street, Suite 170, Philadelphia, Pennsylvania, 19106-3699.

The "Dean's Advisory Group on Professionalism," The University of Kansas School of Medicine, July 2000.  
The American Board of Pediatrics, "Professionalism," [abp.org](http://abp.org), July 2000.

**For example:**

- *Students ask questions in class and seek information when they don't understand.*
- *Professors revise class assignments by updating them and responding to student feedback.*
- *Clinicians regularly attend continuing education conferences, workshops, or seminars.*
- *We (professors, clinicians, students) seek out information beyond that required for performance of an assigned task and recognize that learning may be acquired in many ways (through personal communication, observation, reading, etc.).*

## Duty

Duty involves the free acceptance of a commitment to service. It entails being available and responsive when needed for the betterment of clients/patients (both as individuals and collectively), and of the professions. It also includes participation in professional organizations, community programs and committees.

**For example:**

- *Clinicians and/or professors serve as professional consultants to self-help groups for people with communication disorders.*
- *We (clinicians, professors, students) join relevant professional associations (e.g., Speech-Language and Audiology Canada—SAC, Canadian Academy of Audiology—CAA).*
- *We become involved in community programs or activities.*

## Honour & Integrity

Professionals maintain a consistent regard for the highest standards of behaviour. Such behaviour involves being fair and truthful, keeping one's word and meeting commitments. It also requires that we recognize possible conflicts of interest and avoid relationships that supersede the best interest of the professions.

**For example:**

- *We (clinicians, professors, students) communicate in a constructive way about difficulties encountered and do not incite anger and dissatisfaction behind the scenes.*
- *We are open, honest, and direct, recognizing that honour and integrity in interpersonal relations goes beyond mere civility.*

## Respect for Others

Professionals demonstrate respect for others including (but not limited to) patients/clients and their families, colleagues, classmates, instructors, staff members and other professionals. Adherence to this principle is the essence of humanism and is central to cooperation.

**For example:**

- *We (students, professors, clinicians) attempt to understand the other person's perspective, especially when their stated views differ from our own.*
- *We come to class and meetings on time.*
- *We maintain confidentiality about professional matters.*
- *We show respect for cultural diversity.*
- *We follow appropriate channels when seeking help.*

## 2.1. COMMITMENT TO PROFESSIONALISM

### Punctuality

Students should be punctual. If a student cannot avoid arriving late, they should enter quietly and sit in the rear of the classroom. Students should return to class in a timely manner after breaks. Students should complete projects according to the schedule established by the instructor and meet all deadlines.

### Preparation

Students should make a deliberate effort to complete all readings and tasks in anticipation of class. Students should follow-up on any missing notes or class assignments with classmates/instructor.

### Active learning

Students should be active learners by seeking knowledge, asking questions, searching for information, and taking responsibility for their own education.

### Respectful behaviour

Students should show respectful behaviour toward other students as well as faculty, staff, clients, and their families. Students should not use cellular phones or laptops during class for personal use (e.g., using social media, checking email, working on other assignments, etc.). Students should be sensitive to the use of non-verbal communication (gestures, facial expressions, etc.). Students should show respect for an individual's language, culture, disability, or individual differences.

### Class attendance

Students are expected to attend all classes, labs, and meetings as outlined on the SCSD timetable or within course syllabi. Students should not miss class to prepare for exams or other projects. Students should adhere to the university and SCSD calendars. Students should ensure that vacations or other absences do not conflict with these calendars.

### Ethics

Students should behave in an ethical manner and act in the best interest of others. Students must follow the Speech-Language and Audiology Canada Code of Ethics:

- [sac-oac.ca/professional-resources/resource-library/code-ethics](http://sac-oac.ca/professional-resources/resource-library/code-ethics) [links to SAC Code of Ethics – PDF 234kb]

### Dress code

Students will dress appropriately and uphold all dress codes set both by their practicum sites and in-school clinics.

### Care of school property and study space

Students will clean-up after themselves and work cooperatively to maintain order and cleanliness.

## 3. Policies and Procedures

### 3.1. CONTACT INFORMATION/EMAIL/DAL NEWS

#### 3.1.1. Dalhousie 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 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 his or her official email address frequently in order to stay current with Dalhousie communications.

Your Dalhousie Email address will remain active all through your time as a Dalhousie student, and even as an alumnus. However, if you should leave the program then your email will become inactive. After completing the program, you may contact Information Technology Services (ITS) to turn-off your email address, but we would like to keep in touch with you now and then after graduation to invite you to special events sponsored by the School.

To discover additional information and features about your Dalhousie Email address, please visit [Information Technology Services \(ITS\)](#). This site features instructions to configure Dalhousie Email to be delivered to your mobile device(s) (e.g., iPhone, Android, iPad, or Tablet).

#### 3.1.1.1. Email Circulation, Distribution and Auto-forwarding to Personal Email

We all rely heavily on communicating by email with each other while the School is open and classes are in session or even after hours and on weekend and holidays. Faculty and staff do send out numerous reminders and other pieces of information to students on a regular basis to your official Dalhousie email address. We do strongly encourage you to check your Dalhousie email address regularly.

Although forwarding your Dalhousie email address to another email service (e.g., Google Mail) may be convenient for you, it creates multiple opportunities for messages to get lost. **In addition, it may also be a confidentiality breach as senders will assume that their email to you is secure with Dalhousie's email system. We strongly suggest that you refrain from auto-forwarding.**

Although we will send out reminders via email, here are some suggestions to help keep track of deadlines or milestones that can occur during the academic year:

- Download Microsoft Outlook, or a reliable email app for your smartphone or tablet device (you can download Office apps from office.com using your Dalhousie login credentials).
- Use a day timer, weekly agenda, or electronic calendar such as Outlook.
- Set reminders in your phone or tablet calendar.
- Record deadlines *immediately* after receiving information.

#### 3.1.2. SCSD Student Society Email Communication

At the start of each year, the President and Vice President of the SCSD Student Society will be provided with a document containing all official Dalhousie email addresses for students in the program. This will facilitate contact related to Student Society activities throughout the year. The Secretary/Receptionist will not forward any email from students to other students.

Any student who does not wish to have their official Dalhousie email address provided to the Student Society should inform personnel at the Reception Desk at the start of each academic year.



Program-related or official communications will be sent to students via email by SCSD faculty and/or staff. Messages will also come from the Secretary/Receptionist. It is a good idea to add that email [scsd@dal.ca](mailto:scsd@dal.ca) to your electronic address book to ensure that it is not marked as spam.

### **3.1.3. Mailing Address and Phone Numbers**

If a student's local or permanent address should change while enrolled in the program, it is the student's responsibility to ensure the information is changed using Dalhousie University Online: [dalonline.dal.ca](http://dalonline.dal.ca).

### **3.1.4. Photo Consent Form**

Over your time at Dalhousie, SCSD students may be featured in School, Faculty, or University-wide publications (photos, videos, sound clips) promoting the School, Faculty, or University. Students have the option of saying yes or no to having their photograph(s) used for such use by completing a consent form distributed to you soon after arriving at the start of each program. There is no obligation to students by giving consent and there is no penalty to students who choose to opt out.

### **3.1.5. Today@Dal**

It is strongly recommended that all SCSD students subscribe to Today@Dal. This is a daily, electronic information service of the Communications & Marketing Department and University Computing and Information Services delivered to subscribers each morning. To subscribe to Today@Dal, please visit [www.dal.ca/news/today.html](http://www.dal.ca/news/today.html) site, and complete the subscription box—Today@Dal by email on the right hand side of the screen.

### **3.1.6. Storm Day Closures**

On stormy days, the safety and convenience of students, faculty, staff, and visitors, as well as the continued operation of our programs is of the utmost importance. The university aims to have a closure decision communicated by 6:00am via the main Dalhousie website ([dal.ca](http://dal.ca)), Dalhousie's Twitter feed, [text alerts](#), radio announcements (and their own storm-related websites), and on DalSAFE (below).

### **3.1.7. Dal SAFE**

DalSAFE is Dalhousie's integrated safety messaging system—a common platform for safety and security information.

Now, DalSAFE also helps the university distribute Campus Alerts (formerly Dal Alerts) for significant campus closures, major campus hazards, and other urgent events.

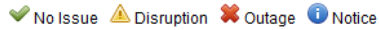
- Download the DalSAFE app for notifications about safety/security on campus and access to services including mobile blue light (to contact Dal Security in the event of a serious incident), Tiger Patrol information, campus maps/parking and more.  
**Visit** [dal.ca/dept/dalsafe/download.html](http://dal.ca/dept/dalsafe/download.html)
- Look for DalSAFE Campus Alerts in your dal.ca email, on the dal.ca website, on Dal's social media feeds and as push notifications from the DalSafe mobile app.
- You can also receive DalSAFE Campus Alerts via SMS text message—sign up to subscribe. (If you were a DalAlert subscriber previously, you need to re-subscribe).  
**Visit** [dal.ca/dept/dalsafe/subscribe.html](http://dal.ca/dept/dalsafe/subscribe.html)

If you have questions about the DalSAFE system, email [dalsafe@dal.ca](mailto:dalsafe@dal.ca).

### 3.1.8. Dalhousie Information Technology Services (ITS)

To check the status of any Dalhousie University Information Technology Service (ITS) that could be showing up as unavailable or inaccessible, please visit [status.dal.ca/services.php](https://status.dal.ca/services.php).

Please note the image below identifying the current status of an ITS-based service:



For all other information or to report a problem, please contact the ITS Service Desk (902-494-3834).

## 3.2. CLASS ATTENDANCE

Attendance at classes, labs, and practica is mandatory except for legitimate reasons. Absences for illness or bereavement are considered legitimate. If, because of illness or bereavement, you are unable to attend a class or lab, it is your professional responsibility to notify your advisor and/or the professor responsible for the class or lab you will miss as soon as possible.

## 3.3. TIME MANAGEMENT

### ***Allocate Adequate Time for School Each Week***

Appropriate time management is important for success within the audiology and speech-language pathology programs. With respect to coursework, a good guideline is to allocate at least two hours outside of class for every hour in class to complete the associated work (e.g., readings, assignments, group work). This is only an average. Some courses may require more or less time and some students may require more or less time to complete course tasks. Accordingly, 35 to 55 hours each week are required for course work.

Students are strongly encouraged to prioritize as much time as possible for course work when pursuing paid employment (including teaching and research assistantships) and extracurricular activities. Therefore, it is typically recommended that students not work more than 10 hours per week outside of their studies—this includes teaching and research assistantships as well as extracurricular activities.

### ***Seek Out Support Services***

Dalhousie University and the School of Communication Sciences and Disorders provide a number of services including the advising system and academic support services. These are outlined in Section 5 of the Student Handbook. Although you do need to take responsibility for your learning, this does not mean you must do everything on your own. Students that demonstrate independence are able to assess when they can benefit from support services and know how to find and ask for help. You are encouraged to become your own best advocate by learning about the different services that are available and to make good use of them.

### ***Time Management Self-Assessment***

You will receive a syllabus detailing important contact information, due dates, and course expectations in each course in the first week of class. Keep this outline handy for easy reference as it is your responsibility to keep track of weekly readings, due dates, and upcoming evaluations. It is helpful to note due dates on a calendar and use a day planner to organize activities throughout the semester.

### ***Scheduling***

Although the School makes every attempt to organize the academic/clinical schedule, changes may have to be made due to unforeseen circumstances such as University and/or building closures. Make-up classes may be scheduled at later dates so that course material can be covered before the end of semester and this may require some flexibility on the part of students during weekdays. Although less common, make-up classes can also be scheduled in evenings especially if closures occur at the end of the semester.

### 3.4. COURSE SYLLABI/RECORDS RETENTION

At the beginning of every term, a course syllabus will be distributed to every student for each class taken. Syllabi will include dates and times of class meetings, course objectives, required texts, supplementary readings, a general overview of the course, dates of examinations, and additional assignments, if any. Except in extenuating circumstances, professors are expected to adhere to all information set out in the course syllabus.

Students should be aware that they may be asked to provide course syllabi and clinical placement records for career opportunities (particularly for jobs outside Canada) long after they have graduated. Students should also be aware that the School will maintain an archive of syllabi from previous academic years and clinical placement records for individual students for at least seven years. However, there is no guarantee after that. Therefore, students (and graduates) are strongly advised to retain their own copies of course syllabi and clinical placement records.

### 3.5. GRADING POLICIES

#### 3.5.1. SCSD Grading System

In accordance with Faculty of Graduate Studies regulations, students must achieve a minimum grade of “B–” in all classes. Any lower grade will be recorded as a failure.

All SCSD instructors use the following system for converting numerical grades to letter grades. However, please note that some instructors will assign letter grades only (that is, numerical grades will not be used). This conversion system differs from the one used generally in the Faculty of Graduate Studies and was approved for use at the School of Communication Sciences and Disorders by the Faculty of Graduate Studies.

Numerical Grade	Letter Grade
95–100	A+
90–94	A
85–89	A–
80–84	B+
75–79	B
70–74	B–
< 70	Fail

#### 3.5.2. Incomplete Classes

A student who does not complete all course requirements for a particular class during the term in which the course is offered will receive a failing grade. Missed deadlines, unless previous arrangements have been made with the instructor, also constitute grounds for a failing grade. However, a grade of “Incomplete” (INC) may be issued if a portion of the course requirements cannot be completed due to extenuating circumstances, such as (but not limited to) student or faculty illness, or death or severe illness in the family.

If a grade of “Incomplete” is granted, the student is expected to complete the remaining course requirements as stipulated by the instructor within four weeks of the last day of classes in the term in which the incomplete is issued, as per FGS regulations.

#### 3.5.3. Failing a Course or Practicum

Faculty of Graduate Studies (FGS) regulations stipulate that graduate students must achieve a minimum or passing grade of “B–” in all classes required as part of their degree program. A failure

in either a course or a clinical practicum leads to an automatic dismissal from the program (see [FGS Academic Calendar, section 5](#)).

If a student receives a failing grade (*i.e.*, below 70% in a course or F in practicum), there are two options available to students: First, they can apply to be immediately reinstated (*i.e.*, within 1-year following dismissal) if they can present a case for why the failure represents an exceptional circumstance. Secondly, they can reapply to the program for readmission following a one-year hiatus from the receipt of a failing grade.

#### **3.5.4. School Policy on loss and tragedy**

A student is entitled to a leave in the event of a loss or tragedy involving a family member or close non-relative. Requests for leave should be made to the Graduate Coordinator and will not be unreasonably denied. Students should be aware, however, that an extended leave may have long-term consequences for academic performance.

If a leave impacts a student's ability to complete assignments, tests, or exams then accommodations may need to be discussed. These can include but are not limited to extensions or deferrals. Accommodations are granted at the discretion of the instructor whose course work is impacted.

Should the need for a leave or accommodations under this policy arise, students are strongly encouraged to contact their academic advisor as soon as is reasonably possible. The academic advisor can assist the student in communicating with instructors and supervisors if needed and help the student consider accommodations that may be necessary.

### **3.6. ACADEMIC INTEGRITY, INTELLECTUAL HONESTY, PLAGIARISM, AND FRAUD**

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University. For additional information, please visit:

- [University Regulations](#); and
- [Plagiarism and Cheating](#)

#### **3.6.1. What does academic integrity mean?**

Academic integrity means being honest in the fulfillment of your academic responsibilities, thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others.

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

Please visit the [Intellectual Honesty section](#) of the 2021–2022 FGS Calendar.

#### **3.6.2. How can you achieve academic integrity?**

- Make sure you understand Dalhousie's policies on academic integrity.
- Give appropriate credit to the sources used in your assignments, 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.
- Do not download the work of another from the Internet and submit it as your own.
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor.
- Do not write an examination or test for someone else.

- Do not falsify data or lab results.

[These examples should be considered only as a guide and not an exhaustive list]

### 3.6.3. What will happen if an allegation of an academic offence is made against you?

All course instructors are required to report a suspected offence.

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.
- The AIO decides whether to proceed with the allegation and you will be notified of the process.
- If the case proceeds, you will receive a Pending grade until the matter is resolved.
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the university and can include a notation on your transcript, failure of the assignment, or failure of the course. All penalties are academic in nature.

You can find more information on the Faculty's [Academic Integrity Website](#).

### 3.6.4. Where can you turn for help?

If you are ever unsure about ANYTHING, contact the course instructor.

- [Academic Integrity](#): link to policies, definitions, online tutorials, tips on citing and paraphrasing.
- [Writing Centre](#): assistance with proofreading, writing styles, citations.
- [Dalhousie Libraries](#): workshops, online tutorials, citation guides, Assignment Calculator, RefWorks.
- [Dalhousie Student Advocacy Service](#): assists students with academic appeals and student discipline procedures.
- [Senate Office](#): list of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee.

## 3.7. SCSD STUDENT GRIEVANCE AND APPEAL PROCEDURES

### 3.7.1. Informal Resolution of Grievance

#### 3.7.1.1. Introduction

A student may appeal to the School when she or he feels that there has been an irregularity or unfairness regarding any academic or clinical matter; for example, with regard to grades, clinical evaluation, academic or clinical standards, or other regulations and policies of the School. Often, however, differences between the student and the School can be resolved informally without the need for a formal appeal. The following describes informal procedures for resolving potential conflicts between the students and the School or any of its faculty members or clinical educators.

#### 3.7.1.2. When the Grievance is with an Individual

A student is encouraged to go directly to the faculty member or clinical educator with whom they have a grievance and request that there be a reassessment of the matter. This should be done within 15 days of the alleged unfairness or irregularity.

If the student believes it is not in their best interest to go directly to that person, the student may seek advice from their advisor, a clinical coordinator (in the case of a practicum related issue), the student ombudsperson (see below), the Graduate Coordinator or the Director of the School.

Ultimately, in most cases such advice should lead to direct communication with the faculty member or clinical educator with whom the student has a grievance.

It is expected that in most cases the matter can be resolved at this level. However, if the student is dissatisfied with the outcome, s/he may initiate a formal appeal.

### **3.7.1.3. When the Grievance is with School Policy**

The student is encouraged to discuss grievances regarding School policies with their class representative and, through that person, to present the issue to other students for discussion. In this way, a student can determine whether, as a group, the students can suggest a change in policy which would be agreeable to all. Then the student or student representative should take the matter up with the Director of the School. The Director may be able to resolve the issue or may choose to consult with the entire faculty of the School. In the latter case, the student who initiated the issue and/or the student representative might be invited to present the students' arguments in a faculty meeting.

It is expected that in most cases this informal procedure will result in acceptable decisions for both students and faculty. However, if the student is dissatisfied with the outcome, she or he may initiate a formal appeal.

## **3.7.2. Formal Student Appeal Procedure**

### **3.7.2.1. Introduction**

It is the School's responsibility to enforce all academic regulations, course and clinical practicum requirements, graduation requirements, etc. Students who are not satisfied with decisions relating to these regulations may appeal these decisions. The following procedures have been developed to assist in the orderly, fair, and expeditious resolution of all student appeals.

### **3.7.2.2. Procedures**

If the student's concerns cannot be resolved informally, a student may appeal a decision in writing to the Chair of the Faculty of Health Student Appeals Committee within **30 calendar days** of the Decision being sent to the student. Please see the [Faculty of Health committee membership information page](#) for contact information as well as policies and procedures. To appeal the decision, the student must deliver to the Chair of the Student Appeals Committee a Notice of Appeal. Please see [Faculty of Health Student Appeals Terms and References](#) for information on procedures and process.

## **3.7.3. Reassessment of Final Grade**

If you have questions or concerns about a final grade, you are encouraged to discuss them with your instructor. If the matter cannot be resolved informally, you can begin a formal reassessment process by filling out a [Request for a Reassessment of a Final Grade](#). Make sure that you clearly identify the specific component you wish to have reassessed and the grounds for your request. Your completed request form can be submitted to the Registrar's Office at [registrar@dal.ca](mailto:registrar@dal.ca) with a fee of \$50, which is refundable if the grade is changed.

Please see the [Academic Support website](#) for more information.

### **3.8. SUSPENSION OR DISMISSAL FROM A PROGRAM ON THE GROUNDS OF PROFESSIONAL UNSUITABILITY – FACULTY OF HEALTH**

The Faculty of Health, acting through its Committee on Studies at the school/college and faculty levels, and in consultation with directors and the dean, may suspend or terminate a student from a program if the student is judged to be unsuitable for the profession in which they are studying. Because of the nature of the study and practice of the various health professions, which places caregivers in a position of special trust, certain impairments or some types of conduct unbecoming a member of a health profession may be grounds for suspension or dismissal. For more information, please see [Suspension or Dismissal from a Program on the Grounds of Professional Unsuitability](#) of the 2021–2022 FGS Calendar.

### **3.9. STUDENT EVALUATIONS AND COMMENTS ON INSTRUCTIONAL POLICY**

Student Ratings of Instruction (SRIs) are an important part of assessing the quality of education an institution provides. SRIs are administered by the Centre for Learning and Teaching (CLT). Students may complete the evaluations any time in the last two weeks of class once access to the site is provided. Students may be asked by the instructor to complete the forms in class or they may access the site at any time during the access period to complete the forms on their own time. An email will be sent through the Dalhousie email system containing a link to the BLUE system on the first date of access to BLUE. After the initial invitation, up to three reminders will be sent to non-respondents. Students may complete the evaluation online up until midnight of the last day of class.

Summary results are made available to instructors only after they have submitted final marks for the course in which they are being rated. All ratings and comments are confidential and no names are associated with the signed comments in the summary results. Numerical ratings as well as unsigned and signed qualitative comments are provided to the instructor. Numerical ratings and only signed qualitative comments are provided to the director (i.e., the director does not receive unsigned comments). In addition, only numerical ratings and signed comments are used for tenure and promotion purposes.

### **3.10. SCSD EXTRACURRICULAR EDUCATION POLICY – STUDENT ATTENDANCE AT COLLOQUIA**

All SCSD students are expected to attend a minimum of two colloquia per academic term. The purpose of colloquia is to encourage students to be life-long learners and so they can hear about new research in the professions.

A colloquium is defined as an educational session that is at least 45 minutes in duration and deals with professionally-related topics. Such sessions are plentiful on the Dalhousie campus and in affiliated hospitals and agencies. The School will also host at least one colloquium each term. By the end of their programs, students are expected to have attended a minimum of 10 colloquia (four in the first year, four in the second year, and two in the third year).

Students who are unsure whether an event external to the SCSD would be considered a colloquium should contact the Chair of the Colloquium Committee. The name of the current Colloquium Committee Chair can be obtained from the SCSD administrative staff.

Conferences (e.g., SAC, ASHA, CAA, and AAA) can be credited towards the extracurricular education total; however, each conference counts as one colloquium only.

All students will complete the Colloquium Attendance Tracking form: go to [dal.ca/faculty/health/scsd/current-students.html](http://dal.ca/faculty/health/scsd/current-students.html), and click on Colloquium Tracking (*the PDF form will download*). Completed forms must be submitted to the Administrative Secretary at the end of the winter term in first and second year, and at the end of the fall term of third year.



## 4. Student Support Services

### 4.1. STUDENT ADVOCACY AND INCLUSION ADVISORS

The Student Advocacy and Inclusion Advisors serve as advocates and guides and can serve as a liaison for students undergoing sensitive issues within the School. They serve as supports for students undergoing sensitive issues, especially for students who are survivors of sexual violence or otherwise and marginalized communities. They are certified in diversity and inclusion training and have training in at least one of mental-health first aid, harm reduction, suicide first aid, or other appropriate certifications through an accredited or recognized organization.

This position is elected every year by the Student Society. Please contact your class representatives to learn the names of your Student Advocacy and Inclusion Advisors.

### 4.2. SCSD ADVISOR SYSTEM

Each student enrolled at the School is assigned an advisor. All faculty members participate as advisors and are assigned students on a random basis. It is expected that the advisor will be helpful to the student in any matter related to his/her participation in the program. The Student-Faculty Advisor list will be provided to first year students during orientation week. The student will retain the same faculty advisor for the duration of the program unless their advisor is on sabbatical leave. In this instance, students will be assigned to a new advisor. All students are encouraged to meet with their advisors whenever they feel it is appropriate.

Students should consider their advisor as an advocate and their personal link with the School and other faculty. Students are encouraged to consult with their advisor whenever they are having difficulties adjusting to the program or meeting program requirements.

A written summary of the session may be recorded if the student and advisor believe such a record would serve a purpose. In this case, the student will be given a copy of the summary. See Appendix A for the form that should be used.

### 4.3. SCSD STUDENT OMBUDSPERSON

The SCSD Ombudsperson is intended to serve as a neutral party providing information and assistance to students who have questions and/or complaints pertaining to the SCSD and/or the program in which they are enrolled, or concerns that affect their performance in the program. The Ombudsperson shall receive, examine, and channel complaints from students to the appropriate parties and work towards resolution of problems in an expeditious manner. The Office of the Ombudsperson is not meant to replace established channels of assistance, but may be used if a student needs assistance in identifying appropriate channels or would prefer to discuss a problem with a third party.

The Ombudsperson for the School of Communication Sciences and Disorders is a faculty member of the School of Health Administration which is located on the same floor as SCSD on the other side of the elevators. The ombudsperson this year is [Jeanna Parsons Leigh](#).

### 4.4. SCSD GRADUATE COORDINATOR

The Graduate Coordinator is also available to meet with students who have issues or problems related to their program.



## 4.5. STUDENTS FROM DIVERSE BACKGROUNDS

The School of Communication Sciences and Disorders is committed to supporting students from diverse linguistic or cultural backgrounds and historically underrepresented and underserved students. These include Indigenous peoples (especially Mi'kmaq), members of racialized minority groups (especially historic African Nova Scotians), persons with disabilities, persons belonging to sexual orientation and/or gender identity (SOGI) minority groups, and religious minorities. Should you experience any difficulties, please consider the following options:

- Ask your academic advisor and/or a course professor you trust. They can direct you to resources, and/or help you develop specific strategies to address any challenges or concerns you may have.
- Access university resources. The Dalhousie Student Services office has a list of available supports you might find useful ([dal.ca/current\\_students.html](https://dal.ca/current_students.html)). Of particular interest may be the Black Student Advising Centre, the Human Rights and Equity Services, the Indigenous Student Centre, the LGBTQ2SIA+ Collaborative, the Office of the Ombudsperson, the Student Health and Wellness Centre, or Dalhousie Interfaith Services.
- *If English is not your first language*, a number of options are available. Ask peers to share notes or proofread your papers. Ask professors if you could record their lectures. The Writing Centre ([dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://dal.ca/campus_life/academic-support/writing-and-study-skills.html)) can assist you to improve your writing skills. Free English workshops are available in the Faculty of Open Learning & Career Development <https://www.dal.ca/faculty/open/programareas/englishstudies.html>. A **French and English** glossary of speech-language pathology and audiology terms is available at the Reception Desk.

### 4.5.1. Equitable Admission Policy

The school will give special consideration to applicants from the following historically underrepresented and underserved groups: Indigenous peoples (especially Mi'kmaq) and members of racialized minority groups (especially historic African Nova Scotians). Accordingly, students who belong to one of these groups are invited to self-declare at the time of their application. Candidates who do so will be considered individually according to the school's requirements.

## 4.6. ACADEMIC SUPPORT

Dalhousie University offers a variety of academic support services to students. For a full description of these services, please consult the following website: [dal.ca/campus\\_life/academic-support.html](https://dal.ca/campus_life/academic-support.html). A brief overview of some of these services is provided below.

### 4.6.1. Writing Support

The Writing Centre ([dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://dal.ca/campus_life/academic-support/writing-and-study-skills.html)) provides a free service to students who want to improve their writing skills. They offer support in all subjects—from academic assignments to dissertations—for both undergraduate and graduate students. They meet with students individually to discuss their work and also offer events and seminars. They are not a proofreading or editing service—their goal is to teach students to write independently.

### 4.6.2. Study Skills/Tutoring

Personal coaching/tutoring as well as free workshops are available to help students improve their skills in a variety of areas. These include (but are not limited to): critical reading, taking exams, learning styles, time management, and working as a team. These services are located in Bissett Student Success Centre – Room 426 on the 4<sup>th</sup> Floor of the Dal Student Union Building located at 6136 University Avenue. Their phone number is 902-494-3077 and email address is [sfs@dal.ca](mailto:sfs@dal.ca).

For further information Study Skills/Tutoring resources, please visit [dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://dal.ca/campus_life/academic-support/study-skills-and-tutoring.html).

### 4.6.3. Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

The Centre can support students in a number of ways:

- One-on-one advising to facilitate access to academic courses and programs, facilities, services, and activities;
- Identify classroom, exam and other accommodations to reduce barriers to student learning;
- Advocate on behalf of, and alongside students to support their transition into and throughout their academic program;
- Assist students in accessing disability-related funding;
- Connect students with on- and off-campus resources to enhance their success.

Through these supports listed above, there are four areas that they are available to students:

- Accommodations ([dal.ca/campus\\_life/academic-support/accessibility/accommodations-.html](https://dal.ca/campus_life/academic-support/accessibility/accommodations-.html))
- Exams ([dal.ca/campus\\_life/academic-support/accessibility/exams.html](https://dal.ca/campus_life/academic-support/accessibility/exams.html))
- Financial Assistance ([dal.ca/campus\\_life/academic-support/accessibility/financial-assistance.html](https://dal.ca/campus_life/academic-support/accessibility/financial-assistance.html))
- ABLE @ Dal Orientation ([dal.ca/campus\\_life/academic-support/accessibility/Transitions.html](https://dal.ca/campus_life/academic-support/accessibility/Transitions.html))

In addition to these areas, students can access the Policy, Forms & Resources around Student Accessibility, and there is an information resource for Faculty and Staff. For Dalhousie Students based out of the Studley and Carleton Campuses, the Student Accessibility Centre is located in the Killiam Library Atrium in Room G28 (before you get to the Second Cup) and can also be contacted by phone 902-494-2836 or email [access@dal.ca](mailto:access@dal.ca).

## 4.7. STUDENT HEALTH AND WELLNESS

Dalhousie provides a number of health and wellness services to its students for its four campuses (Studley, Sexton, and Carleton Campuses in Halifax; the Agriculture Campus in Truro). For detailed information about those services, please consult the following website: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html).

SCSD Students are serviced through the Student Health & Wellness Centre located at LeMarchant Place (1246 LeMarchant Street), 2<sup>nd</sup> floor. For an appointment, call 902-494-2171.

Services provided Student Health and Wellness include:

- Student Health & Wellness Centre
- Sexual Health Services
- LGBTQ2SIA+ Services
- Learning Disability Services
- Multi-faith Services
- Peer Support
- International Student Health
- Drug and Alcohol Aid Services
- Athletics & Recreation Services

Dalhousie Student Health & Wellness Centre offers free, confidential assistance by professionally trained counsellors and registered psychologists.

Dalhousie Counselling and Psychological Services is also located in LeMarchant Place (1246 LeMarchant Street), 2<sup>nd</sup> floor. Appointments can be made in person or by calling 902-494-2081. For general inquiries please contact [recepops@dal.ca](mailto:recepops@dal.ca).

## 5. SCSD Materials, Equipment, and Facilities

### 5.1. EQUIPMENT SIGN-OUT

A variety of audio-visual equipment is available for short-term use by students for academic/clinical purposes. The items available include:

- Tape Recorders (microphones also available)
- Digital Recorders (accessories also available)
- Video Cameras (large and small tripods also available)
- Headsets (with built-in microphones)
- External Speakers
- Stopwatches
- Otoscopes
- Audiometers
- VHS Tape Adaptors
- iPads (Tablets)
- iPods
- Kindles (e-Readers)

To reserve or sign out equipment, students must go to the Reception Desk. Equipment will be signed out as availability permits and all equipment is signed out for a **maximum period of 24 hours**. *However, at times during any of the terms, there may be some flexibility due to the nature of the assignments.*

Students who sign out equipment are responsible for its proper care and maintenance. All students are responsible for any damage that occurs to the School's equipment. All equipment should be returned to the Reception Desk in the exact condition in which they were signed out. All cords must be wrapped neatly and inventory checked before items are returned. If a piece of equipment malfunctions, report this immediately to the administrative staff. Please refrain from trying to trouble-shoot on your own.

Students are not to pass or lend any equipment to other students. The items must be returned to the Reception Desk and signed out by other students, as necessary.

### 5.2. TEST MATERIALS AND RESERVE READINGS SIGN-OUT

For a complete list of the tests available for sign-out please see one of three grey folders located in a magazine rack in the Student Lounge. These folders must remain in this room at all times. All tests are available for sign-out from the Reception Desk and can be signed out for a **maximum period of 24 hours**. *However, at times during any of the terms, there may be some flexibility due to the nature of the assignments.*

Students who sign out test materials are responsible for their proper care. All students are responsible for any damage that occurs to the School's test material. All items of each test should be returned to the Reception Desk in the exact condition in which they were signed out. Inventory must be checked before items are returned.

Students are not to pass or lend any test materials to other students. The tests must be returned to the Reception Desk and signed out by other students as necessary.

### 5.3. KEY SIGN-OUT

School keys are available for short-term sign out by students and can be obtained from the Reception Desk. Please note that there are a limited number of keys available.

Some keys can be signed out for a maximum period of 24 hours (e.g., teaching labs – to complete lab assignments, etc.). Keys for research labs will not be signed out to students until the administrative staff have received authorization from the respective faculty member. *Please refer to 5.7 - Use of School Laboratories and Instrumentation.*

If keys are lost, students will be asked to pay a \$20.00 replacement fee.

#### **5.4. MAIL, FLUENCY & VOICE SCIENCES LAB, AND WIRELESS ACCESS**

**Personal mail:** The SCSD Reception Desk will not sign for personal packages for students.

**Student mail:** Each student has a mailbox while they are SCSD students. The mailboxes are located immediately to your right upon entering the School and require a key. The key will be signed out to you at the beginning of your first academic year with us and must be returned the day after Research Project Presentations in your third year. Your mailbox key can be signed out from the SCSD Receptionist and if it becomes lost while you are an SCSD student, there is a \$20 replacement fee.

**Wireless Internet Access:** Students can connect their mobile devices and laptop computers to the Dal network either using the Dal-WPA2 or eduroam wireless networks. For instructions on connecting to these networks, please visit [wireless.dal.ca](http://wireless.dal.ca).

#### **5.5. PHOTOCOPYING, PRINTING, AND SCANNING**

All SCSD students have access to the School's photocopier. Photocopy access codes will be assigned to each student when they begin their program. **FACULTY AND STAFF WILL HAVE PRIORITY WHEN USING THIS EQUIPMENT.** The photocopier room is located behind the SCSD reception area in Room 2C03.

Photocopy access codes also allow students to print using the Student Computer in the Student Lounge (Room 2B10). Instructions can be found at the computer workstation. Access codes must be entered at the time of submitting a print request. Once submitted, the printed pages will be printed from the photocopier. Students must pick up their print jobs immediately so that the photocopier tray remains clear.

Directions for scanning documents are posted next to the photocopier.

#### **5.6. BUILDING INFORMATION**

##### **5.6.1. Sir Charles Tupper Medical Building**

The Tupper Medical Building opened in 1967 as a legacy project of the Canadian Centennial and is home to part of the Kellogg Health Sciences Library, and essentially all of Dalhousie's medical research and as well as the Faculty of Medicine. After the opening of the Collaborative Health Education Building (CHEB) in 2015, the second floor of the Health Sciences Library was transferred to second floor of that location making room for us as well as the School of Health Administration (2A01) located at the opposite end of the elevator lobby on the second floor.

As you may be new to the Tupper Building, you will be required to register a four-digit PIN with your Dalc card through the Dalc card website in order to access the main entrance from College Street or the doors on the tower (Tupper Building) end of the Tupper Link. A card swipe allows you to enter the Tupper Link from the CHEB Pedway, and only allows you to re-enter the CHEB Pedway if you have access to the CHEB with your Dalc card.

Once you become an SCSD Student, the Administrative Manager will inform Tupper Building Services, and they will assign you access to the Tupper Building and the School. You will need your Dalc card to access the **Tupper Building** at the following times:

Location	Fall & Winter Hours (September to April)	Spring & Summer Hours (May to August)
Tupper Building	<b>Monday – Thursday</b> 7:30am to 9:00pm <b>Friday</b> 7:30am to 5:00pm <b>Saturday &amp; Sunday</b> 12:00pm to 4:00pm	<b>Monday – Friday</b> 8:00am to 5:00 pm <b>Saturday &amp; Sunday</b> 12:00pm to 4:00pm
Tupper Elevators	<b>Monday – Friday</b> 7:30 am to 5:00 pm <b>Saturday &amp; Sunday</b> Closed	<b>Monday – Friday</b> 8:00 am to 5:00 pm <b>Saturday &amp; Sunday</b> Closed
Tupper Link	<b>Monday – Friday</b> 7:30 am to 9:00 pm <b>Saturday &amp; Sunday</b> Closed	<b>Monday – Friday</b> 7:30 am to 9:00 pm <b>Saturday &amp; Sunday</b> Closed

Students must exit the building prior to midnight every night. The freight elevators immediately outside the School's doors are for the transporting of freight and lab materials and not for everyday use by people.

### 5.6.2. School Access

The School is normally open for regular office hours from Monday to Friday, 8:00am to 4:30pm from just before Labour Day in September to the end of the Winter Term (early April). Beginning during the Winter Term exam period until the end of August, office hours are 8:30am to 4:30pm, Monday to Friday.

The SCSD administrative offices, labs, and treatment rooms are located on the second floor (2C01). Faculty offices are located along the north and east ends of the building with the Adult and Child Treatment Rooms, Observation Room, and Child Language labs in the middle, with the Adult Language labs and Audiology Labs along the south end of building leading into the Tupper Link. There are no classrooms located inside the School.

Occasionally some classes, orientation sessions, and colloquia will take place in the Multipurpose Room (2B08), which you will see when you immediately come off the elevators. We share this space with the School of Health Administration (SHA), located at 2A01.

The Student Lounge (2B10) area is located next door to the Multipurpose Room and contains a small kitchen, a Windows desktop computer for printing, and a seating area. **There are no lockers for our students.** The lounge is shared between both SCSD and SHA students.

Outside the normal working hours, weekends, and holidays, students must use their Dalcard to enter the School from either the main elevators, the east and west stair wells, or from the rear door coming from the Tupper Link (that is for SCSD students only).

All students are strongly encouraged to make sure their Dalcards are working before getting too far into the term. Any student who loses their Dalcard should ensure lost Dalcards are reported to and replaced by the Dalcard Office. The Dalcard office is located on first floor Howe Hall, 6230 Coburg Road and all replacement cards must be re-registered with the Building Services Manager to ensure that card functions and features are working properly. Card privileges may not carry forward automatically upon renewal to a new card. **Please note: Students should not hole-punch their**

**Dalcard as it will no longer allow access to buildings.** For information on the uses of your Dalcard, please refer to the following website: [dal.ca/campus\\_life/Dalcard.html](http://dal.ca/campus_life/Dalcard.html)

The front doors to the Tupper Building are locked during the Christmas Holidays (from 12pm Noon Christmas Eve to New Year's Day), Munro Day (first Friday in February), Heritage Day (third Monday in February), and other public holidays, except for Easter Monday (where Dalhousie is open).

For those students biking to school, bicycles can be secured to the racks located in the Tupper Court (the open area facing University Avenue) or the racks along College Street in front of the Tupper Building. Indoor bicycle parking is also available in the basement of the Collaborative Health Education Building — contact the Library Manager of Financial & Physical Resources for access (Janice.Slaunwhite@Dal.Ca). **Under no circumstances should bicycles be secured to anything else other than the racks provided.**

If you have your own vehicle, there is no designated student parking. Public parking is located on the streets around the Tupper Building, but you will have to compete with others from the community at large to secure a spot. Pay stations are located along the street or you can pay for parking using the [HotSpot app](#). The best way to get to the School is by using [Halifax Transit](#).

Most major routes for Halifax Transit are no more than a block away from the Tupper Building and major stops are on University Avenue, Robie Street, Spring Garden Road, and South Park Street, and we are a ten-minute walk from the Dalhousie Student Union Building. Visit the Halifax Transit website ([halifax.ca/transportation/halifax-transit](http://halifax.ca/transportation/halifax-transit)) for updates to routes and schedules as they are updated four times a year (August, November, February, and May).

### 5.6.3. Emergencies

Due to the size and complexity of our campus, often first responders cannot find the location they need to respond to. In the event of an emergency, please immediately contact Dalhousie Security at 902-494-4109 (or via the mobile bluelight feature of the DALSAFE mobile app). Dalhousie Security will contact emergency services, and will bringing them directly to your location on campus.

- If first aid is required, once Dalhousie Security has been notified you can contact 911 to have them help you with required first aid steps.
- In the event of a fire, please pull the closest fire alarm pull station and exit the facility. Once safely outside, contact Dalhousie Security to inform them of the location and nature of the fire.

### 5.6.4. Emergency/Fire Evacuation Procedures (Tupper Building)

Listed below are the rules to follow if the Tupper building needs to be evacuated:

1. When alarm bells ring (and in some locations in the School, alarm bells with flashing lights) everyone is to vacate.
2. The SCSD Fire Warden (identified by a red Fire Warden ball-cap, lanyard, and safety vest) will inform people to evacuate the building.
3. The muster point is the grass area near Dentistry/Nursing (not on the edge of the Tupper Court).
4. Fire Wardens are not expected to enter locked offices.
5. A book will be in the foyer to mark all clear level 2 east (SCSD) or level 2 west (SHA).
6. Do not attempt to re-enter the building until you are directed to do so by an appropriate authority.

If you are unable to exit the building using the stairs and the elevators are not viable for exit, please inform the Fire Warden and then go the Student Lounge (2B10). The SCSD Fire Warden will then



inform the Chief Fire Warden the status of the evacuation, the location of any individuals who require additional assistance, and any other relevant information.

Your SCSD Fire Warden is the Receptionist and Website Manager.

If the alarm occurs during a test or exam, please remain separated from your classmates once you have exited the facility, and do not communicate with each other. Additional updates will be made by course instructors, once clearance to re-entry is made, should this occur.

### **5.6.5. Emergency/Fire Evacuation Procedures (Collaborative Health Education Building and Dentistry)**

If you have a class in the Collaborative Health Education Building (CHEB), regardless of the floor or room you are in, please follow this procedure when the building is being evacuated:

1. Proceed safely out either the Summer Street or University Avenue Doors of the CHEB, to the Tupper Link doors from the CHEB and exit the Tupper Link.
2. The muster point for all SCSD students in the CHEB is the same as the for Tupper Building, which is the grass area near Dentistry/Nursing (not on the edge of Tupper Court).
3. A Fire Warden in the CHEB is identified by a red Fire Warden ball-cap, lanyard, and safety vest.
4. Do not attempt to re-enter the building until you are directed to do so by an appropriate authority.

If you have someone in your area with mobility challenges who can't walk down the stairs, or if you are unable to do so yourself, please go to the stairwell and ensure stairwell doors are not propped open (as they are fireproofed doors). You may want to assign a buddy. Buddies are not required to stay with the person as that is a personal choice but, upon exiting the building, they should inform a Fire Warden about the location of anyone left behind.

If you have a class in the Dentistry Building, please follow this procedure when the building is being evacuated:

1. Proceed safely to the nearest emergency exit and head to the mustering area. If you are on the College Street end of the Dentistry Building, gather on the sidewalk of College Street. If you are on the University Avenue end of the Dentistry Building, gather along the sidewalk of University Avenue.
2. Please keep the driveways clear to the Dentistry Building as firetrucks will need the driveways to access the building.
3. A Fire Warden in the Dentistry Building is identified by a red Fire Warden ball-cap, lanyard, and safety vest.
4. Do not attempt to re-enter the building until you are directed to do so by an appropriate authority.

If you are unable to exit the building via the stairs, please make sure you remain in your location. You may want to assign a buddy. Buddies are not required to stay with the person as that is a personal choice but, upon exiting the building, they should inform a Fire Warden about the location of anyone left behind.

The chief warden in the Dentistry building is: Tammy Chouinard.

## **5.7. USE OF SCHOOL LABORATORIES AND INSTRUMENTATION**

In principle, the faculty encourages student participation in the ongoing clinical/research programs at the School. However, the unauthorized use of clinical/research laboratory space and instrumentation by students is not permitted. The use of any of the laboratory facilities within the School requires prior



authorization and the appropriate level of supervision by the faculty member in charge of each of the laboratories. Many of the School's laboratories should be reserved when completing course assignments. Sign-out sheets are posted outside these spaces, or reservation are made through using an electronic calendar. New students will be added to the start of the year.

## **5.8. SMOKE-FREE/SCENT-FREE POLICY**

To protect people from involuntary exposure to tobacco smoke, Dalhousie has declared the university entirely smoke-free. Smoking is not permitted in university buildings, including residences, or on university property. Those wishing to smoke are asked to leave university property to do so.

The university has also acted to support its many students and employees who report that they are harmed when they are exposed to scents that 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 that 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](mailto:Safety.Office@dal.ca) or consult the websites [dal.ca/scentfree](http://dal.ca/scentfree) and [dal.ca/smokefree](http://dal.ca/smokefree).

## **5.9. SCSD AT THE TUPPER – SAFETY TIPS AND PROTOCOL PROCEDURES**

In an effort to promote a safe and secure environment for students:

- Always be aware of the people around you.
- Trust your intuition.
- If you do not recognize an individual wandering around on the 2<sup>nd</sup> floor, never assume they have a right to be there. Asking simple questions such as, “*May I help you,*” or “*Who are you here to see?*” can discourage the dishonest without intimidating the legitimate visitor.
- Never leave valuables unattended.
- If you are the last to leave a common room or lab, always ensure the door(s) is closed and locked and firmly latched when you leave. This will ensure no unauthorized entry.

## 6. Information About Financial Aid for Students

### 6.1. GENERAL INFORMATION

There is information regarding Canadian sources of scholarships and financial aid with Fast Web Canada at: <http://fastweb.com/>.

### 6.2. NOVA SCOTIA STUDENT LOAN INFORMATION

Information pertaining to student loans and other related money matters can be found through the Registrar's Office website at: [dal.ca/admissions/money\\_matters.html](http://dal.ca/admissions/money_matters.html).

### 6.3. SCHOLARSHIPS/SUPPORT AVAILABLE THROUGH DALHOUSIE AND THE FACULTY OF GRADUATE STUDIES

- a. The Registrar's Office administers the university's scholarship, bursary, and temporary loan program and can give you advice about dealing with the various provincial student aid programs. Visit Room 133 of the Henry Hicks Academic Administration Building to have your student loan document signed or for information, referrals, and appointments. Office hours are 10:00AM – 4:00PM, phone: 902-494-2416, email: [awards@dal.ca](mailto:awards@dal.ca).
- b. The Faculty of Graduate Studies, located in Room 314 of the Henry Hicks Academic Administration Building, is an additional source of scholarship and bursary information. Specific details can be found on the Faculty Graduate Studies (FGS) website at [dal.ca/faculty/gradstudies/funding.html](http://dal.ca/faculty/gradstudies/funding.html).
- c. Information on the Faculty of Graduate Studies (FGS) bursaries can be found at: [dal.ca/faculty/gradstudies/funding/bursaries/fgs.html](http://dal.ca/faculty/gradstudies/funding/bursaries/fgs.html). Faculty of Graduate Studies (FGS) Emergency Bursary awards are meant to help students overcome temporary financial emergencies such as medical costs or other unforeseen expenses. In exceptional circumstances, an FGS bursary may be awarded for a chronic shortfall in the student's annual budget, and then only for students beyond their first year of graduate study at Dalhousie University who do not receive full scholarship as defined by FGS for Master's or PhD programs. The Faculty of Graduate Studies Emergency Bursary applications are considered monthly by the FGS Graduate Bursary Committee. Awards are normally for a maximum of \$1,000, but lower amounts may be awarded. Normally students cannot receive more than one bursary award in an academic year.
- d. Dalhousie University recognizes the need for creating opportunities for diversity within the classrooms and labs of our own campus, and beyond. With this in mind, the Faculty of Graduate Studies has established the Nova Scotia Black and First Nations Graduate Entrance Scholarships.
- e. For more information on available funding opportunities for international practicum placements/learning experiences, including eligibility criteria and application process, please see: [https://www.dal.ca/campus\\_life/ile/financial-support.html](https://www.dal.ca/campus_life/ile/financial-support.html)

For more information on the Nova Scotia Black and First Nations Graduate Entrance Scholarships and the James Robinson Johnston Graduate Entrance Scholarship for African Canadians, visit: [dal.ca/faculty/gradstudies/funding/scholarships/jrj.html](http://dal.ca/faculty/gradstudies/funding/scholarships/jrj.html)

## 6.4. SCHOLARSHIPS/SUPPORT AVAILABLE THROUGH THE FACULTY OF HEALTH

Scholarships in support of Indigenous and African Nova Scotian students who are accepted in the study of Health, Dentistry and Medicine have been established through the support of several donors including the Johnson Scholarship Foundation, Mrs. Heather Smallman and the Estate of Anita Garbarino Girard.

For more information on the Johnson Pathway Scholarship, visit:

<https://medicine.dal.ca/departments/core-units/global-health/diversity/JohnsonPathwayScholarshipForm.html>

## 6.5. SCHOLARSHIPS/SUPPORT AVAILABLE THROUGH THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

- a. The George and Lenore Mencher Scholarship (\$1,000) is awarded annually to a third-year student. The Board of Directors of the Nova Scotia Hearing and Speech Centres established a \$1,000 yearly scholarship to honour George and Lenore Mencher. The purpose of this scholarship is to assist an exceptional student during the clinical externship program in the final term of graduate studies. The scholarship will be awarded to one student based on service and leadership in community and school activities and on academic achievement. The applicant must be a graduate student enrolled in the second year of the graduate program in the School of Communication Sciences and Disorders at Dalhousie University and must demonstrate significant humanitarian and leadership qualities. Students will be notified of the application deadline and process.
- b. Mencher Family Award. Third year students completing an externship placement in an international setting will be considered for the Mencher Family Award. The annual value of the award depends on the interest generated by the endowment fund but is estimated to be approximately \$500 at current interest rates. Because all international placements must be approved by the SCSD faculty, interested students do not need to apply for this award.
- c. Student Travel Assistance. Students who will be presenting their research at a scholarly conference in their final year of the program may apply for travel assistance to the Committee on Studies at the SCSD. The research must have been conducted at the SCSD as part of either a research project or thesis. Typically, a maximum of \$500 will be awarded each academic year and may be divided across several students. Individuals can receive this funding only once during their program of study. Please see Appendix B in this handbook for the application form.
- d. The School has bursaries available for students in practicum placements (i.e., third-year externship). Students who are in a rural placement that is not their hometown and who demonstrate financial need will be eligible. One bursary of \$1,000 will be available for an audiology student and up to two additional bursaries of \$1,000 each will be available for speech-language pathology students. Applications are to be submitted to the Chair of the Committee on Studies in your third year. Please monitor your email for deadlines. Note that financial support for international learning experiences may also be available through a University bursary. Please see the following link: [https://www.dal.ca/campus\\_life/ile/financial-support.html](https://www.dal.ca/campus_life/ile/financial-support.html) .

## 6.6. CANADA GRADUATE SCHOLARSHIPS

The federal government provides funding for scholarships at the master's level through its three granting agencies: the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC). The scholarship program – the Canada Graduate Scholarships – Master's (CGS M) Program – is administered jointly by the three agencies with the selection process and post-award administration carried out by universities under the guidance of the three agencies.

To be eligible, students must be a Canadian citizen or permanent resident, enrolled in or accepted to an eligible graduate program and have completed between zero and 12 months of full-time studies in that program. For our programs, students must be enrolled in or accepted to the thesis stream to be eligible to apply for a CGS M.

The application deadline is December 1. Students submit their application to the Faculty of Graduate Studies via the Research Portal.

For more information about these awards, students should visit [nersc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM\\_eng.asp](https://nersc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp)

## 6.7. PROVINCIAL SCHOLARSHIPS

- a. Scotia Scholars Award – Master's. The Scotia Scholars Award – Master's is available under the Scotia Scholars Program of Research Nova Scotia. The Scotia Scholars Master's Award provides financial support to research trainees with exceptional potential who are engaged in health research at participating Nova Scotia institutions. Funding at the master level is \$10,000 per year and can be held for 12 months when awarded in the first year. Students must be in their first year of the thesis stream. For more information about eligibility and the application process, please visit the ResearchNS website at: <https://researchns.ca/>
- b. Nova Scotia Graduate Scholarship. The Nova Scotia Graduate Scholarship is open to graduate students at Nova Scotia universities to support innovative research that will advance Nova Scotia priorities, one of which is health and wellness. Funding at the master level is \$10,000 per year and may be held for a maximum of two years. Students must be enrolled in a program with a thesis component. Applications are completed by the departments and not by the individual student. For more information please visit: [dal.ca/faculty/gradstudies/funding/scholarships/nsgrad.html](https://dal.ca/faculty/gradstudies/funding/scholarships/nsgrad.html).

## 6.8. QEII FOUNDATION DIVERSITY IN HEALTH CARE BURSARIES

This purpose of this bursary is to assist students who identify as African Nova Scotian/Black, Indigenous, Person of Colour, immigrant, 2SLGBTQIA+, and/or having a disability, in their pursuit of post-secondary education in a health-related profession with a longer term goal of having a more diverse and inclusive workforce that better reflects our communities. The bursary is administered by the QEII Foundation.

Awards are minimum \$1,000 bursaries.

Please visit: <https://qe2foundation.ca/qeii-health-sciences-centre-staff/grants-health-centre-staff-physicians/diversity-health-care-bursaries-funded-qeii-foundation>

## 6.9. OTHER POSSIBLE SOURCES

- a. Speech-Language and Audiology Canada (SAC) Scholarship Programs

SAC have made some changes to their program for 2021-2022:

- SAC offers two scholarship cycles to address course requirements for Canadian speech-language pathology and audiology programs and to improve our support for student associates.

- SAC has three scholarships: The Isabel Richard Scholarships —worth \$1,000 each — which are awarded annually to three SAC student associates.

In total, SAC will award **\$36,000** in scholarships to 28 deserving student associates.

[Please go to the SAC website for deadlines.](#)

The Beach Family Scholarships, which focus on supporting students in their placements and with professional development, will be open for applications later this year. These scholarships will be awarded in spring 2022.

To learn more about these changes, or to apply for an SAC scholarship, please visit [sac-oac.ca/students/scholarships](http://sac.oac.ca/students/scholarships).

- Canadian Hard of Hearing Association – Newfoundland & Labrador Audiology Scholarship. This scholarship is established to provide financial assistance and academic recognition, annually, to a person from Newfoundland and Labrador who is a full-time student pursuing a post-secondary degree in audiology at a recognized Canadian university. One thousand dollars (\$1,000) for two terms, for a total of \$2,000, will be awarded to one student during the academic year of study. The deadline to apply is June 30 of each year. Please visit their website: [chha-nl.ca/programs/children-and-youth/scholarships/](http://chha-nl.ca/programs/children-and-youth/scholarships/).
- Canadian Stuttering Association Award: This award is open to people who stutter who are enrolled in a program at an accredited postsecondary institution in Canada. Recipients must be citizens or permanent residents of Canada. The award offers financial support of \$500 which can be used toward tuition or books. Please visit their website: <https://stutter.ca/articles/news-items/568-financial-award-for-students-who-stutter.html>
- The Sertoma Foundation of Canada: Each year, the Sertoma Foundation of Canada provides a minimum of six \$1,000 scholarships to students who meet the criteria of students who are either enrolling or returning into a full-time post-secondary program at College or University in a Speech & Hearing Program. Application forms can be obtained from either the School or from a local club. There are five clubs in Canada, and they are listed below:

Club Name	Address	Meeting Day	Meeting Time	Website	Email
Windsor Sertoma Club	Lumberjack Restaurant 475 Tecumseh E Windsor, ON N8X 2R7	2nd & 4th Tuesday	7:00 p.m.		
Riverside Sertoma Club	8405 Cedarview Street Windsor, ON N8S 1W7				
Chatham Sertoma Club	Satellite Restaurant 145 King St W Chatham, ON N7M 1E4	2nd & 4th Monday	7:00 p.m.		<a href="mailto:chathamlaserto@gmail.com">chathamlaserto@gmail.com</a>
Thamesville Sertoma Club	Thamesville, ON N0P 2K0	Every other Wednesday	7:30 p.m.	<a href="https://www.facebook.com/ThamesvilleSertoma/?ref=page_internal">https://www.facebook.com/ThamesvilleSertoma/?ref=page_internal</a>	<a href="mailto:craymer9141@gmail.com">craymer9141@gmail.com</a>
Kitchener-Waterloo Sertoma Club	120 Ottawa Street North Kitchener, ON N2H 3K5	Saturday	1:00 p.m.	<a href="http://kwsertoma.ca/">http://kwsertoma.ca/</a>	

## 7. Professional Associations

Students can benefit from joining professional associations. Benefits include being part of an association that provides a voice for your future profession, the opportunity to engage in professional development and networking, and receiving newsletters and/or professional research journals. Financial benefits may include access to discount fees, scholarship programs, as well as premium rates for professional liability and other insurance.

Following is a list of some of the professional associations that you may consider joining, along with website addresses for requesting membership information and applications.

Speech-Language and Audiology Canada (SAC) – [sac-oac.ca](http://sac-oac.ca)

Canadian Academy of Audiology (CAA) – [canadianaudiology.ca](http://canadianaudiology.ca)

## Appendix A – SCSD Advising/Counselling Record Sheet

Student's Name:

Date:

Banner ID: **B00**

Advisor:

Year of Study:

Observer (if any):

Purpose of Meeting:

Discussion:

Action to be taken:

Next meeting if applicable:



Student Signature



Faculty Signature

Copies to:

- 1) Student
- 2) Student's File (via Director)
- 3) Office Use:
- 4) Other: \_\_\_\_\_

## Appendix B – SCSD Student Travel Assistance Application

Students who will be presenting their research at a scholarly conference in their final year of the program may apply for travel assistance. The research must have been conducted at SCSD as part of either a research project or thesis. Typically, a maximum of \$500 will be awarded each academic year and the assistance may be distributed to more than one student. Individuals can receive this funding only once during their program of study.

Student's name: \_\_\_\_\_

Name of Conference: \_\_\_\_\_

Location: \_\_\_\_\_

Dates: \_\_\_\_\_

Estimated costs:

Conference fees:	_____	\$
Airfare:	_____	\$
Accommodation:	_____	\$
Other travel funding received or promised:	_____	\$

I have submitted an application to present at the above conference (attach application or acceptance letter if received), and I intend to attend the conference\*.



\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

OR

I intend to submit an application to present at the above conference and to attend the conference if my paper is accepted.\*



\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\* The Committee on Studies (COS) considers it unethical to submit an application to a conference if one does not seriously intend to attend. Students must have a "back-up" in the event that their application for travel assistance is unsuccessful (e.g., other source of funding or their supervisor agrees to present the student's paper).

\_\_\_\_\_  
Faculty Supervisor's Comments: (Faculty submits application to COS)



\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date