



SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS

STUDENT HANDBOOK

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Introduction

The School of Communication Sciences and Disorders (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 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 (FGS), and the School itself.

Because it is part of Dalhousie University, the School must abide by regulations that apply to the University. Examples include policies on academic integrity, accommodations, and student conduct. SCSD students are also entitled to services available to the Dalhousie student community, such as assistance from the writing centre and health and wellness services.

The 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, the College of Pharmacy, the Clinical Vision Science program, and the Dalhousie/QEII School of Health Sciences. Some policies and procedures pertaining to programs at the SCSD originate with the Faculty of Health. A primary example is interprofessional health education.

Because the SCSD offers graduate degrees, 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.

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.

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 our 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

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.

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).
- 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.

Commitment to Professionalism

Attendance and Punctuality: Students should be punctual and in attendance in classes and required program activities (refer to Student Attendance Policy below). 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.

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](#).

Dress Code: Students will dress appropriately and uphold any 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.

Communications

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 used for communication with students about academic and administrative matters. Each student is expected to check their 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 the School would like to keep in touch with you now as well as after graduation in case we hear about employment opportunities for speech-language pathologists or audiologists.

At SCSD we all rely heavily on email communication. Faculty and staff send out important information and reminders on a regular basis. It is essential that you check your Dalhousie email address frequently.

Although forwarding your Dalhousie email address to any one of the following services: Google Mail, Outlook Mail, or Yahoo Mail, etc. may be convenient for you, it can cause our outbound emails to be delayed in reaching you and may also be deemed a confidentiality breach. We strongly suggest that you refrain from auto forwarding.

Brightspace

All practicum-related documents, IPHE and Colloquium forms are to be submitted through Brightspace. These documents will not be accepted via email.

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 all official SCSD student email addresses. This will facilitate contact pertaining to Student Society activities throughout the year. SCSD staff will not forward any student-to-student notices via email.

Any student who does not wish to have their official Dalhousie email address provided to the Student Society should inform personnel at the SCSD 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.

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](#).

In addition to this, students are also responsible for informing personnel at the SCSD Reception Desk of any changes to their addresses and/or phone numbers.

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 and/or University. Students have the option of saying yes or no to having their photograph(s) used for School or University 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.

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.

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 6:00 am via the main [Dalhousie website \(dal.ca\)](#), Dalhousie's X feed, radio announcements (and their own storm-related websites), and on the central switchboard message system (902-494-2211).

Dal SAFE

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

The [DalSAFE](#) mobile app helps the university distribute Campus Alerts for significant campus closures, major campus hazards and other urgent events.

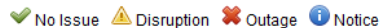
- [Download the DalSAFE app](#) for notifications about safety/security on campus and access to services including mobile blue light (to contact Dal Security in the event of a serious incident), Tiger Patrol information, campus maps/parking and more.
- Look for DalSAFE Campus Alerts in your dal.ca email, 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.

If you have questions about the DalSAFE system, email dalsafe@dal.ca.

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.

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).

Student Attendance Policy

To maximize learning and to prepare students for the professional environment, physical attendance and punctuality is required in all classes and required activities (e.g., labs, observations, practicum). Attendance will be noted in each class. If a student experiences a health or other extenuating circumstance that affects their ability to attend or be punctual for class(es), they should notify their course instructor(s) by sending a professional email as far in advance as possible. Virtual attendance may be arranged in exceptional circumstances but will depend on class content and is not guaranteed. Virtual class attendance is not considered a substitute for physical attendance and is considered as a missed class.

If a student is absent or late for two classes in any one course, a meeting with the SCSD Graduate Coordinator will be arranged to discuss how to maximize support of the student in order to successfully meet program requirements. If a student is absent or late for more than two classes in any one course, a meeting with the SCSD Graduate Coordinator, Director, and Academic Coordinator of Clinical Education will be arranged to discuss the student's readiness for practicum.

Students are strongly encouraged to contact [Dalhousie's Student Accessibility Centre](#) if they anticipate that health or other protected characteristic will affect class attendance.

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 allow as much time as possible for course work when pursuing paid employment (including teaching and research assistantships) and extracurricular activities.

Seek out Support Services

Dalhousie University and SCSD provide several services including the advising system and [academic support services](#). Although you do need to take responsibility for your learning, this does not mean you must do everything on your own. Independent students can 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

In each course students will receive a syllabus detailing important contact information, due dates, and course expectations. 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 follow the academic/clinical schedule established at the start of each term, 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 the semester and this may require some flexibility on the part of students. Make-up classes may need to be scheduled during evening hours especially if closures occur at the end of the semester.

Course Syllabi/Records Retention

At the beginning of every term, a course syllabus will be distributed for each class taken. Syllabi will include dates and times of class meetings, course objectives, required texts, supplementary readings, dates of examinations and assignments. Except in significant 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 guarantee to maintain an archive of syllabi from previous academic years and clinical placement records for individual students for a period of seven years only. Therefore, students (and graduates) are strongly advised to retain their own copies of course syllabi and clinical placement records.

Grading Policies

SCSD Grading System

In accordance with Faculty of Graduate Studies (FGS) 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. This conversion system differs from the one used generally in FGS but has been approved for use at SCSD:

<u>Numerical Grade (%)</u>	<u>Letter Grade</u>
95-100	A+
90-94	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
<70	Fail

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 significant extenuating circumstances, such as (but not limited to) student or faculty illness. 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 Faculty of Graduate Studies (FGS) regulations.

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.

It is an FGS policy that a failing grade in a course leads to automatic program dismissal ([see section 7.7 of FGS Regulations](#)):

A dismissed student is able to apply for reinstatement and the process is described [in section 5.4 and 5.5 of the FGS Regulations](#). Reinstatement decisions in SCSD are made by a committee and involve a careful consideration of whether it’s likely a student will be successful. For example, reinstatement is more likely if the reason for course failure can be attributed to a temporary problem, if academic difficulties are limited to a single course, and if the student can make a strong case for being successful if they are reinstated.

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 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.

Academic Integrity, Intellectual Honesty, Plagiarism, and Fraud

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. Adherence to the values of academic integrity and related policies is a requirement of being part of Dal’s academic community. For additional information, please see:

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

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.”

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.

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

All course instructors are required to report a suspected offence. [The full process followed in the Faculty of Health is outlined here](#).

Where can you turn for help?

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

- [Academic Integrity](#)
 - Links 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.

Student Grievance and Appeal Procedures

Informal Resolution of Grievance

A student may appeal to the School when there has been an irregularity or unfairness regarding any academic or clinical matter; for example, regarding grades, clinical evaluation, academic or clinical standards, or other regulations and policies of the School. Often these differences 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.

When the Grievance is with an Individual: A student is encouraged to go 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, 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, they may initiate a formal appeal.

When the Grievance is with School Policy: The student is encouraged to discuss grievances regarding School policies with their student 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. The student representative may then take the matter up with the Graduate Coordinator or the Director of the School. They 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 full 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, they may initiate a formal appeal.

Formal Student Appeal Procedure

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 if their concerns cannot be resolved informally. [The full appeal process followed in the Faculty of Health is outlined here.](#)

Dalhousie's Sexualized Violence Policy

[Dalhousie's Sexualized Violence Policy](#) is a comprehensive policy that outlines the official process in supporting disclosures and reports of sexualized violence.

Suspension or Dismissal From a Program on the Grounds of Professional Unsuitability

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 of a member of a health profession may be grounds for suspension or dismissal.](#)

Student Evaluations and Comments on Instruction

Student Learning Experience Questionnaires (SLEQ) are an important part of assessing the quality of education an institution provides. SLEQs 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. 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 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.

SCSD Extracurricular Education Policy – Student Attendance at Colloquia

All SCSD students are expected to attend a minimum of two colloquia per academic term. A colloquium is defined as an educational session that is at least 45 minutes in duration and deals with a professionally-related topic. Such sessions are plentiful on the Dalhousie campus and in affiliated hospitals and agencies. The SCSD 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](#). Completed forms must be submitted via Brightspace at the end of the winter term in first and second year, and at the end of the fall term of third year.

Student Support Services

Student Advocacy and Inclusion Advisors

The Student Advocacy and Inclusion Advisors serve as advocates and guides and can act as a liaison for students undergoing sensitive issues. 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.

SCSD Advisor System

Each student enrolled at the School is assigned a faculty member as an advisor. Faculty members are assigned students on a random basis. It is expected that the advisor will be helpful to the student in any matter related to their 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.

Students should consider their advisor as an advocate, and their personal link with the School and other faculty. Students should meet with their advisors whenever they feel it is appropriate. Students are encouraged to meet with their advisor if they are having difficulties adjusting to the program or meeting program requirements.

A written summary of the student-advisor meeting may be completed, 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.

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 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 neutral party external to the School. The name of the Dalhousie faculty member outside of SCSD serving as the current Ombudsperson can be obtained from the SCSD Director.

SCSD Graduate Coordinator

The SCSD Director and/or Graduate Coordinator are available to meet with students who have issues related to their program. They meet monthly with the President and Vice-President of the Student Society to discuss issues of mutual interest. By keeping lines of communication between faculty and students open and encouraging direct and respectful discussion of problems or potential problems, we aim to maintain a healthy and positive atmosphere.

Supports for Students from Diverse Backgrounds

The SCSD is committed to supporting students from diverse linguistic or cultural backgrounds and historically underrepresented and underserved students. These include Indigenous peoples (Mi'kmaq), members of racialized minority groups (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 professor you trust. They can direct you to resources, and/or help you develop specific strategies to address any challenges or concerns you have.
- Access university resources. The Dalhousie Student Services office has a [list of available supports](#) you might find useful. Of particular interest may be the Black Student Advising Centre, the

Human Rights and Equity Services, the Indigenous Student Centre, the 2SLGBTQIA+ 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 can audio record their lectures. The [Writing Centre](#) can assist you to improve your writing skills. In addition, [English workshops are available](#) in the College of Continuing Education.

Academic Supports

Writing Skills: [The Writing Centre](#) provides free 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.

Study Skills/Tutoring: [The Bissett Student Success Centre](#) offers personal coaching/tutoring as well as free workshops 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.

Accessibility: [The Student Accessibility Centre](#) works collaboratively with students, faculty, and staff to create an inclusive educational environment for students by providing:

- One-on-one advising to facilitate access to academic courses/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 services that are available to students:

- [Accommodations](#)
- [Exams](#)
- [Financial Assistance](#)
- [ABLE @ Dal Orientation](#)

Student Health and Wellness

Dalhousie provides health and wellness services to its students via the [Student Health and Wellness Centre](#). The Centre aims to promote and enhance health and well-being by providing students with certified quality primary and mental health care services:

- Medical services
- Counselling, including same-day and ongoing
- Social work
- Peer support
- Health promotion expertise

SCSD Materials, Equipment, and Facilities

Equipment Sign-Out

A variety of audio-visual equipment is available for short-term use by students for academic/clinical purposes, including audio & video recorders, AV adaptors, microphones, headsets, speakers, otoscopes, audiometers, and iPads.

To reserve or sign-out equipment, students must go to the SCSD Reception Desk. Equipment will be loaned as availability permits, usually for a maximum period of 24 hours.

Students who sign out equipment are responsible for its proper care and maintenance. Students are responsible for any damage that occurs to the School's equipment. All pieces of equipment should be returned to the Reception Desk in the exact condition in which they were signed out. 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.

Test Material Sign-Out

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.

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.

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

Mail, Lab Equipment 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 the right upon entering the School and require a key. The key will be signed out to students at the beginning of their first academic year at SCSD and must be returned the day after Research Project Presentations in their third year. Mailbox keys are signed out from the SCSD Receptionist and are subject to a \$20 replacement fee if lost.

Lab Equipment: There are several pieces of audio-visual equipment available to students in the Fluency and Voice Sciences Lab. Use of this lab is limited and students should check with the Reception Desk to gain access.

Wireless Internet Access: Students can [connect their devices/laptops to Dal's WIFI](#) using their NetID credentials on the eduroam network.

Photocopying, Printing, and Scanning

All SCSD students have access to the School's photocopier. Faculty and staff will have priority when using this equipment. The photocopier room is located behind the SCSD reception area in Room 2C03. Directions for scanning documents are posted next to the photocopier.

SCSD Reception will offer printing for students under certain circumstances such as TA, marker or grant - related documents, or colour printing for practicum related items. Printing of student assignments, course notes, or other documents of a personal nature should be done at the library or through students' personal printers.

Building Information

Sir Charles Tupper Medical Building: The Tupper Building is home to the Kellogg Health Sciences Library, the Faculty of Medicine, and many of Dalhousie's medical research laboratories. SCSD and the School of Health Administration are located on the second floor.

If you are 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. Once you become a 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	Monday – Thursday 7:30am to 9:00pm	Monday – Friday 8:00am to 5:00 pm
	Friday 7:30am to 5:00pm	Saturday & Sunday 12:00pm to 4:00pm
	Saturday & Sunday 12:00pm to 4:00pm	
Tupper Elevators	Monday – Friday 7:30 am to 5:00 pm	Monday – Friday 8:00 am to 5:00 pm
	Saturday & Sunday Closed	Saturday & Sunday Closed
Tupper Link	Monday – Friday 7:30 am to 9:00 pm	Monday – Friday 7:30 am to 9:00 pm
	Saturday & Sunday Closed	Saturday & Sunday Closed

Students must exit the building before 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.

SCSD Access: The SCSD reception, offices, labs, and clinic rooms are located on the second floor (2C01). There are no classrooms located inside the School. The School is open for regular office hours from Monday to Friday, 8:30am to 4:00pm.

Outside of regular working hours, weekends, and holidays, students must use their Dalcards to enter the School from either the main elevators, the east and west stairwells, or the rear door coming from the Tupper Link.

Dalcards: Students are strongly encouraged to make sure their Dalcards are working within the first week of the term. Lost Dalcards should be reported to the Dalcards Office, located on first floor of Howe Hall, 6230 Coburg Rd. **Replacement cards must be re-registered with the Building Services Manager to ensure that the card functions and features are working properly.** Please note: Students should not hole-punch their Dalcards as it may affect the functionality of the card.

Bicycles: 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 - contact the Tupper Building Services Manager for access. Under no circumstances should bicycles be secured to anything other than the racks provided.

Parking: There is no designated parking for student vehicles. [Street parking is available for a fee](#) which is paid using the street-side kiosks or the HotSpot app.

Transit: Most major routes for Halifax Transit are a short walk from the Tupper Building with stops on University Ave, Robie St, Spring Garden Rd, and South Park St. Visit the [Halifax Transit website](#) for updates to routes and schedules.

Use of School Laboratories and Instrumentation

SCSD encourages student participation in the ongoing clinical and 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 by the faculty member in charge of each of the laboratories.

Smoke-Free/Scent-Free Policy

[Smoking is not permitted in Dalhousie University buildings or on university property.](#) This includes cigarettes, vapes and cannabis. Those wishing to smoke are asked to leave university property to do so.

To provide a safe and inclusive environment that supports teaching and learning, Dalhousie asks students, employees and visitors to refrain from wearing scented products while at the university. Many of our students and employees experience debilitating respiratory reactions when exposed to scented personal care products. The [scent-free policy](#) is part of a broader effort to reasonably limit exposure to all chemicals in our buildings.

Safety Tips and Protocol Procedures in the SCSD and Tupper Building

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 2nd 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.

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 to 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.

The SCSD Fire Warden is the School Receptionist.

Collaborative Health Education Building: 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 St or University Ave 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 grassy 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.

Dentistry Building: 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 muster area. If you are on the College St end of the Dentistry Building, gather on the sidewalk of College St. If you are on the University Ave end of the Dentistry Building, gather along the sidewalk of University Ave.
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.

Student Awards and Financial Aid

General Information

The [Student Awards and Financial Aid Team](#) at Dalhousie can assist with student loans, bursaries and financial aid advising.

Although we have listed some sources of support below, we strongly encourage students to do their own searches for funding opportunities. It is not possible for us to provide information on all possible funding sources.

Funding Available Through the Faculty of Graduate Studies

The [Faculty of Graduate Studies' \(FGS\) website provides information about scholarships and bursaries](#), including those for diverse scholars. Some funding opportunities only allow students in the thesis track stream of our program to apply.

Funding Available Through the Faculty of Health

[Scholarships supporting Indigenous and African Nova Scotian students 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.

Funding Available Through the School of Communication Sciences and Disorders

The George and Lenore Mencher Scholarship: Awarded annually by Hearing and Speech NS, this \$1,000 scholarship is granted during the final term of the program to a third-year student who demonstrates significant humanitarian and leadership qualities within the community, as well as academic achievement. The applicant must be enrolled in the second year of the graduate program in the School

of Communication Sciences and Disorders at Dalhousie University. Students will be notified of the application deadline and process.

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. Because all international placements must be approved by the SCSD faculty, interested students do not need to apply for this award.

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.

Provincial Scholarships

Funded by the NS Department of Health & Wellness and distributed by Research Nova Scotia, [the Scotia Scholars Award](#) provides financial support to research trainees with exceptional potential who are engaged in a health research project at participating Nova Scotia institutions.

[Réseau Santé offers scholarships](#) of \$1,000 to \$1,500 for francophone postsecondary students enrolled in health sciences programs in Nova Scotia.

QEII Foundation Diversity in Health Care Bursaries

The [QEII Foundation Diversity in Health Care Bursary](#) supports students who identify as African Nova Scotian/Black, Indigenous, Racialized, Immigrant, 2SLGBTQIA+, experiencing physical, cognitive or learning limitations that impact activities of daily living – or have intersectionality of these identities.

Financial Support for Students with Disabilities

- The [Dalhousie Student Union offers bursaries](#) of up to \$1000 each year.
- The [Canada Student Grant for Services and Equipment – Students with Disabilities](#) is offered by the federal government of Canada to provide education-related services and equipment for students with disabilities. Students should apply at the same time as applying for student aid with their province or territory.
- The [Nova Scotia provincial government also offers funding](#) for students with disabilities.
- The [National Educational Association of Disabled Students \(NEADS\)](#) has a [Disability Awards website](#) that offers information on scholarships specifically for students with disabilities.

Note that [the Dalhousie Student Union extended health plan](#) also offers useful coverage.

Other Funding Sources

- [Speech-Language and Audiology Canada \(SAC\) Scholarship Programs.](#)
- [Canadian Hard of Hearing Association – Newfoundland & Labrador Audiology Scholarship.](#)

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, and premium rates for professional liability and other insurance.

Below are some professional associations that you may consider joining;

[Speech-Language and Audiology Canada \(SAC\)](#)

[Nova Scotia Regulator of Audiology and Speech-Language Pathology](#)

[Canadian Academy of Audiology \(CAA\)](#)

Appendix A – SCSD Advising/Counselling Record Sheet

Student's Name:

Date:

Advisor:

Year of Study:

Observer (if any):

Purpose of Meeting:

Discussion:

Action to be taken:

Next meeting if applicable:

Student Signature

Advisor Signature

Copies to:

1) Student

2) Student's File (via Director)

3) 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