College of Health Solutions

Arizona State University

Auditory and Language Neuroscience, MS

Student Handbook

2024-2025 Catalog

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ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Inclusive Excellence at the College of Health Solutions

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service, and clinical practice.

Commitments to Inclusive Excellence

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups and will not tolerate discriminatory or harmful actions.

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Introduction

Welcome

A warm welcome to the College of Health Solutions at Arizona State University (ASU) and to the master's degree program in Auditory and Language Neuroscience! You have chosen an outstanding institution, program, and environment. This is the place for pioneers, visionaries, and doers. This is where innovation takes place daily. The College of Health Solutions at Arizona State University is the home of the Auditory and Language Neuroscience MS Program. Becoming an expert in the neuroscience of hearing and communicating will open many doors for you, whether you envision a future in academia, industry, healthcare, or technology.

This handbook will provide you with the basic information needed throughout the course of study and assist you in navigating through the ALN MS degree program. The Handbook is the main source of information regarding policies, regulations, and academic requirements necessary to complete the ALN MS degree. It is not an exhaustive collection of all policies of ASU; you should also review the ASU Graduate Policies and Procedures, which is the final source regarding University policies on graduate programs. You are responsible for being informed about all academic requirements of the graduate program. Additional questions and concerns may arise that are not formally addressed in these sources. Your graduate support coordinator will be a valuable asset as you progress through the program. You are urged to maintain close contact with your graduate support coordinator and to seek additional information as the need arises. Academic faculty members also are available for advice, guidance, and consultation regarding all academic requirements, policies, and procedures.

We look forward to working with you on your journey.

Sincerely,
Xin Luo, PhD
Program Director

Vision and mission

To educate graduate students in the scientific fields of auditory and language neuroscience; to train these students to contribute to the community by generating neuroscience research of public value.

Program overview

The Auditory and Language Neuroscience (ALN MS) program will provide you with intensive training in neuroscience approaches as they relate to auditory and language processing and human communication. The training covers both basic knowledge and applied research techniques. You will complete two lab rotations and conduct research projects to gain expertise in neuropsychology, neurophysiology, neuroimaging, biological signal processing and/or psychoacoustic approaches to speech, language and hearing research. ASU has a strong cohort of faculty members who focus on innovative approaches to the neuroscience of speech, language and hearing. You will be supported by a committee consisting of faculty members who will be selected based on your interests as you work on your thesis or applied project. We welcome students with a wide range of training backgrounds (e.g., psychology, speech and hearing science, neuroscience, bioengineering) who are interested in auditory and language neuroscience. Graduates of this program will be highly competitive for careers in academic research, clinical research, and technology settings, as well as for more advanced doctoral programs in neuroscience, communication sciences and disorders, psychology, bioengineering, and related fields.

Perhaps you are planning on pursuing PhD training in neuroscience in the area of auditory or language functions. ASU offers this advanced training, and the ALN MS training serves as an ideal pathway.

Program contacts

Program director: Xin Luo, xinluo@asu.edu

Graduate support coordinator: Molly Gonzalez, chsgrad@asu.edu

Program faculty: see Appendix A

Admission

Admission to the Auditory and Language Neuroscience, MS is available for Fall and Spring terms. Deadlines to apply can be found here. Applications will be reviewed by the admissions committee only once all materials have been received. Submissions received after the priority deadlines will be reviewed on a space-available basis. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

Quick Facts:

- Location: Tempe campus
- Start terms: Fall, Spring
- Time to completion: 2 years

Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. For more information, visit the admissions website.

Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

Undergraduate or graduate degrees – bachelor's or master's degree, in any field, from a regionally accredited college or university; a previous bachelor's or master's degree in neuroscience, speech and hearing science, biology, linguistics, psychology, or related field is preferred.

Letter of intent – include the following: why you would like to pursue a master's degree in auditory and language neuroscience, specific experiences that have prepared you to be successful in the program, what you ultimately want to do after completing your degree, and potential research mentors with whom you are interested in working; limit of 500 words

References – Contact information of three references is required. References will be contacted via email to respond to a series of questions about the applicant and may submit an optional letter of recommendation. References should be instructors, research mentors or clinical supervisors who can speak to the applicant's aptitude for research and master's-level coursework.

Resume or curriculum vitae – indicate academic/research/professional activities

Writing sample (optional) – if you already published some literature, please upload samples of your work (examples: honors thesis, conference abstracts, articles, chapters, etc.)

Provisional acceptance guidelines

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

Pre-admission credit policy

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted. Certain types of graduate credits cannot be transferred to ASU (see the Graduate College Policy Manual). Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

A maximum of 6 graduate credits from another accredited institution may be used toward ALN MS requirements, pending program approval.

Accelerated program (4+1)

The College of Health Solutions offers an accelerated master program designed to enable highly qualified undergraduate students to earn a Bachelor of Science in Speech and Hearing Science and a Master of Science in Auditory and Language Neuroscience in five years. Undergraduates interested in this program should connect with their advisor regarding the program in the first semester of their junior year. For more information about the accelerated master’s program and how to apply, please visit the Accelerated Master Programs page.

Accelerated master programs may use a maximum of 12 pre-admission credits which may include up to a maximum of 12 hours shared between the bachelor’s degree and master’s degree. Students in accelerated programs should contact their academic advisor to ensure proper sharing of credit hours.

Once admitted to an accelerated master program, students are considered to be undergraduates until all requirements for the bachelor’s degree have been fulfilled. To maintain satisfactory progress as an undergraduate student in this program, students must maintain a 3.0 or higher cumulative ASU GPA and a 3.0 or higher GPA in completed graduate coursework. Students who do not maintain satisfactory academic progress may be put on probation in the program and/or dismissed from the accelerated master program. Students who are removed from an accelerated master program may finish the undergraduate portion and apply to graduate programs outside of the accelerated program, but may not share coursework between the two degrees.

Tuition and assistance

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general Tuition and Fees Schedule, or calculate a more specific estimate of charges using the ASU Tuition Estimator. Information on residency requirements can be found at Residency for Tuition Purposes.

The Auditory and Language Neuroscience, MS has a program fee of $500 per semester. This fee covers access to and use of high-tech equipment and supplies including MRI and EEG instrumentation.

Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions scholarships
- Graduate College fellowships
- Traditional financial aid (loans and grants).

For more information and assistance, visit the Financial Aid website.

Travel assistance

Financial assistance for travel related to conferences, workshops, or training related to a student's graduate program is available through several resources.

- Graduate College travel awards
- Graduate and Professional Student Association travel grants
- College of Health Solutions student conference support

Assistantships

Hourly Graduate Student Assistant (GSA) positions may be available within research labs. If you are interested in a research hourly position, contact faculty directly to inquire about availability of these positions in their lab. It is strongly suggested that you email faculty that you would be interested in working with, explaining what skills and/or interests you have that would make you a good candidate for a position in their laboratory, and include a CV or resume.

In some cases for exceptional students, there may be Research Assistant (RA) positions available. These positions are rare for MS students, but to inquire about possible RA positions, please contact faculty directly - it is strongly suggested that you contact faculty who have a laboratory for which you have experience and/or skills that would contribute; include a CV or resume in your email. All RAs employed at 25 percent time (10 hours/week) or more are considered to be residents for tuition purposes. Moreover, those employed between 25-49 percent time receive a 50% reduction in resident tuition. Those employed at 50 percent time receive a full waiver of resident tuition and health insurance benefits. The specific duties of RAs will vary depending on faculty and laboratory needs each semester.

Curriculum and graduation requirements

Program requirements

The Auditory and Language Neuroscience, MS is comprised of 31 credits, including a thesis or applied project.

Required Core (6 credits)

- EXW 501 Research Statistics (3) or PSY 530 Intermed Statistics (3) or STP 530 Applied Regression Analysis (3)
- SHS 542 Applied Research Methods in Auditory and Language Neuroscience (3)

Restricted Electives (12 credits)

- See Plan of Study for options

Research (6 credits)

- SHS 592 Research (6)

Other Requirement (1 credit)

- SHS 590 Topic: Research Integrity and Conduct in ALN (1)

Culminating Experience (6 credits)

- SHS 593 Applied Project (6), or
- SHS 599 Thesis (6)

Note: A minimum grade of B- or better is required in all courses.

No 400-level coursework may be used toward the requirements of this program.

Lab rotations

Two lab rotations must be completed during the first year in the program; one in the Fall term for 3 credits of SHS 592 and one in the Spring term for 3 credits of SHS 592. During the application process, students must indicate preferences for faculty members with whom they would like to complete these rotations. However, lab rotation assignments are selected based on a variety of factors, including faculty availability, lab and project personnel needs, and student interest. Note that each assigned lab rotation must be completed in a different lab / with a different faculty supervisor who will assign a grade based on performance. At the beginning of each lab rotation, the faculty supervisor will review with student the general plan and expected outcomes for the lab rotation. Students may be assigned specific tasks and activities, readings, and training tutorials. Students are required to attend any lab meetings or other meetings noted by the faculty supervisor. There may also be opportunities to participate in presentations at local or regional meetings. Please note that as a 3-credit research course, each SHS 592 lab rotation will involve an average of 9 hours per week. The exact number of hours per week will vary depending on current research activities.

Prior the first week of each semester's lab rotation, students are required to communicate with the faculty mentor for the lab rotation to complete the Lab Rotation Agreement form (Appendix B). Students are required to email the completed form, signed by both the student and the faculty mentor, to the program

director and graduate support coordinator no later than the end of the first week of classes of that semester.

If there is interest in continuing a lab rotation project beyond the duration of one semester lab rotation, students consult with the lab rotation faculty supervisor about the possibility of continuing to volunteer in their lab, or enrolling in additional research credits with that faculty member. A limit of 6 additional credits of SHS 592 may be used toward the elective requirement.

Culminating experience

Students must complete either a thesis or an applied project for a total of 6 credits. The decisions regarding topic and thesis or applied project should be made by the end of the first year. Generally, a thesis should be chosen if the student is interested in applying for research-focused doctorate-level programs (e.g. PhD) or medical degree (e.g. MD), while an applied project may be more suitable if the student intends to find a position in industry or a clinical degree after this program.

Students can indicate a preference for faculty members to work with toward the thesis or applied project early on, but are required to identify a faculty member who agrees to serve as a mentor by the end of the first year. Through the first two terms of coursework and lab rotations, students will interact with numerous faculty members as an opportunity to identify a faculty mentor. Email or arranging a meeting either via Zoom or in-person is the typical way to contact a potential faculty mentor. The faculty mentor will help form the research topic, decide whether to complete a thesis or an applied project, and form the 3-member committee. Students who need assistance with identifying a faculty mentor can contact the program director for recommendations and help in finding an appropriate faculty mentor.

Once a faculty member has agreed to mentor a student through a thesis or applied project, the student must work with the faculty mentor to complete the Culminating Experience Agreement form (Appendix C). The completed form, with signatures from both the student and the faculty mentor, must be emailed to the program director no later than May 15th for Fall start students and no later than December 15th for Spring start students.

The thesis will be defended or the applied project will be presented in April of your second year in the program for Fall start students and November of the third year for Spring start students. Students must submit a final draft of the thesis or applied project to their committee no later than two weeks prior to the defense or presentation date. More information about the defense for thesis students can be found here. In the intervening time, the student and their committee will set specific goals for each semester and evaluate student progress at least twice per semester. Students are encouraged, but not required, to publish their work!

ASU has several Writing Centers where students can get help with various aspects of writing, for instance organizing the information, integrating and citing sources, and even finding places to write. Information on these Writing Centers can be found here.

Thesis Requirements

The thesis is graded on a satisfactory/fail basis. The student's 3-member committee, which consists of their faculty mentor and 2 additional members, is responsible for determining the final grade based on student performance. ASU has specific requirements for graduate theses. Details regarding formatting, style guides, revisions, and the submission process can be found here. For information about how to format your thesis, check this online manual. Students must formally schedule the defense through the Interactive Plan of Study (iPOS). The student's faculty mentor will be responsible for entering thesis

defense results in the iPOS for review by the Graduate College. For more information about the defense, including the 10-working day calendar please visit this site. It is the student's responsibility to follow all dates and deadlines set by the Graduate College.

Applied Project Requirements

Students who choose to pursue an applied project must formulate one or more research questions, design and carry out an experiment, analyze the results, and describe the project in a written document. The applied project is graded on a letter grade basis. Students completing an applied project will need to present their project to the student's 3-member committee. The faculty mentor will assist the student in determining the additional 2 committee members and be responsible for determining the final grade based on student performance.

Application to graduate

Students should apply for graduation during the semester of planned graduation and must apply no later than the deadline specified for that term. Students must have an approved iPOS on file before applying for graduation.

Plan of study

To graduate in a timely manner, students should follow a recommended plan of study. Deviation from a plan of study should be discussed with the graduate support coordinator and program director. Failure to follow a plan of study may result in delayed graduation.

Plan of Study, Fall Start

Term/ Session	Course	Credits
Year 1 - Fall	SHS 542 Applied Research Methods in Auditory & Language Neuroscience	3
	SHS 590 Research Integrity and Conduct in ALN	1
	SHS 592 Research	3
	Statistics course or Elective	3
Year 1 - Spring	SHS 592 Research	3
	Statistics course or Elective	3
	Elective	3
Year 2 - Fall	SHS 593 Applied Project or SHS 599 Thesis	3
	Elective	3
	Elective to maintain full-time status (optional)	3
Year 2 - Spring	SHS 593 Applied Project or SHS 599 Thesis	3
	Elective	3
	Elective to maintain full-time status (optional)	3

Plan of Study, Spring Start

Term/ Session	Course	Credits
Year 1 - Spring	SHS 592 Research	3
	Statistics course or Elective	3
	Elective	3
Year 2 - Fall	SHS 542 Applied Research Methods in Auditory & Language Neuroscience	3

	SHS 590 Research Integrity and Conduct in ALN	1
	SHS 592 Research	3
	Statistics course or Elective	3
Year 2 - Spring	SHS 593 Applied Project or SHS 599 Thesis	3
	Elective	3
	Elective to maintain full-time status (optional)	3
Year 3 - Fall	SHS 593 Applied Project or SHS 599 Thesis	3
	Elective	3
	Elective to maintain full-time status (optional)	3

Part-time status

Students who wish to pursue the program at a part-time status must contact the program director and graduate support coordinator for approval and to create an individualized plan of study. For an approved part-time plan of study, students must complete required core and elective courses either prior or concurrently with the SHS 592 Research lab rotations and the subsequent SHS 599 Thesis or SHS 593 Applied Project. A part-time plan of study will be reviewed and approved on an individual, case-by-case basis.

Elective offering schedule

Course	Term
BME/ NEU 556 Human Systems Neuroscience (3)	Spring
BME 561 Clinical Neuroscience (3)	Fall
BMI 515 Applied Biostatistics in Medicine & Informatics (3)	Spring
BMI 591 Topic: Image Analytics & Informatics (3)	Spring
PSY 535 Cognitive Processes (3)	Fall
PSY 598 Topic: Cognition, Action, & Perception (1)	Spring
PSY 598 Topic: SAMBA Science of Art, Music & Brain Activity (2)	Fall, Spring
SHS 513 Auditory Neuroscience (3)	Spring
SHS 543 Functional Neuroimaging of Language & Related Processes (3)	Fall (every other year)
SHS 544 Introduction to Genetics: Implications for Health, Disease & Society (3)	Spring
SHS 567 Neural Bases of Communication Disorders (2)	Fall
SHS 576 Neuromotor Speech Disorders (3)	Spring
SHS 577 Current Assessment, Intervention and Research in Autism (2)	Fall
SHS 598 Topic: Health Neuroscience (3)	Fall
SHS 598 Topic: Electroencephalography Design & Analysis (3)	Spring
SHS 598 Topic: Speech & Audio Processing & Perception (3)	Fall

Note: Courses may have enrollment requirements or require instructor consent. Scheduling subject to change. See the Class Search and/or contact the instructor for more information.

Students are encouraged to choose electives that best fit their training needs and future goals. If students are interested in taking a course not listed above to fulfill elective credit hours, a petition must be submitted to the program director for consideration. The petition can be submitted to the program director via email. The email must include the course information and the student's justification for why the course should be considered to count toward program requirements. Students may be asked to provide a syllabus of the course.

Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The student must submit their iPOS in the first semester of the program. Students are encouraged to review the iPOS at the end of each semester to ensure the courses listed on the iPOS match the student's transcript and that the courses meet the plan of study course requirements. More information on iPOS can be found here.

Faculty advisor/chair: faculty mentor (applied project) or faculty mentor and committee (thesis)

Change of coursework: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

Specializations and certifications

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state to state, we recommend that you visit the ASU licensure website to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

Additionally, students in the ALN MS program are expected to:

1. Earn no more than one unsatisfactory final grade during their entire program (i.e., grades below B- in a course, or a W/E [withdraw while failing]).
2. Receive no more than one incomplete in a given semester.

3. Pass thesis or applied project requirements.

These standards may be updated at the discretion of the program. In such instances, an updated summary of expectations will be posted to the program's Canvas site.

GPA and grades

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated on in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade (incomplete) or "X" grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found here.

The Auditory and Language Neuroscience, MS program requires that courses must be completed with a B- or better in order to be included on the iPOS.

Incomplete grade requests

An incomplete grade request may be considered by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. Once the work is completed, faculty must request a change on the grade roster to post the grade. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an incomplete is awarded will not replace the "I" on the student's transcript. Students must complete the incomplete request form and submit it to their instructor for review and processing.

Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

Students who fail to meet requirements or timeline needed to demonstrate satisfactory improvement will be recommended for dismissal from the program. Notice will be provided by the program and will include procedures for appeal.

Students may be dismissed from the Auditory and Language Neuroscience, MS program for the following reasons:

- Following two instances of unsatisfactory academic performance, regardless of the semester in which the poor performance occurred.
- A single violation of academic integrity.
- Seriously compromising the relations of the program with the public.
- Breaches of ethical judgment or professional responsibility.
- Serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.

Time to completion limit

All work toward a master's degree must be completed within six consecutive years. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed within three years of the semester and year of admission to the program. The six-year period begins with the term of admission to the program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Appeal and grievance processes

Grade appeal

For grade disputes during a class, students must first contact the instructor of the course. Concerns that are not able to be resolved with the instructor should be brought to the program director.

The process to appeal a final course grade may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found here.

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found here). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.

   a. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
   b. Letters received after the 10 business-day interval will not be reviewed, and the dismissal will be final.
   c. The program committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the program director within 10 business days of receipt of the student's letter.
2. The program director will then notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision.
3. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the dean of the College of Health Solutions. The dean will have 20 calendar days to make a final decision.
4. If at any stage, a timely appeal is not submitted by the student, the program director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the ASU Student Code of Conduct, the ABOR Code of Conduct, the Computer, Internet, and Electronic Communications Policy, the ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

Academic integrity

The ASU Student Academic Integrity Policy lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at https://catalog.asu.edu/policies/chs.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The Office of Student Rights and Responsibilities reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following established procedures.

College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the Graduate College and Office of the University Provost. In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

Continuous enrollment policy

Students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way using university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. More information on this policy can be found here.

Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found here.

Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the Academic Calendar.

Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy ACD 401 make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response website.

Student support resources

Academic program support

Admitted students will gain access to the program Canvas site before starting the program. Canvas houses program resources and allows for timely announcements and opportunities to be communicated to students.

Prior to orientation, students will be notified via email of the classes to be taken during the first Fall term. Refer to the Registration policies section for information on enrollment, withdrawal, and deadlines. During orientation week, students will attend an information session regarding and overview of the program, the sequence of classes, and the thesis and applied project options. Students will meet with the program director and graduate support coordinator as well as Speech and Hearing Science faculty during orientation week. Additionally, students will receive guidance on meeting with their assigned research lab rotation faculty member prior to starting their first lab rotation. Attendance at orientation is required.

Graduate students in the College of Health solutions may access the CHS website for information on college policies and resources and advising information.

Students are encouraged to explore related student organizations such as:

- Student Academy of Audiology, Advisors Erica Williams and Mollie Harding
- National Student Speech-Language-Hearing Association, Advisor Myra Schatzki
- Graduate and Professional Student Association

Students are also encouraged to consider attending local conferences such as:

- ASU College of Health Solutions Student Research Symposium (April)
- ASU Institute for Social Science Research Graduate Student Poster Contest (April & November)
- ASU-BNI (Barrow Neurological Institute) Graduate Neuroscience Symposium (January/February)
- Arizona Speech-Language-Hearing Association's Annual Convention (April)
- Arizona Alzheimer's Consortium Annual Scientific Conference (September)
- Annual Scientific and Technology Conference of the American Auditory Society (February)

University resources

- Graduate College
- Office of the University Provost

Academic and career support

- ASU Libraries
- Graduate Writing Center
- Career and Professional Development Services
- Graduate and Professional Student Association
- Student Clubs and Organizations

Business and finance services

- Financial Aid and Scholarship Services (financial aid)
- Billing and Student Finances (tuition, fees, and payments)

- Parking and Transit Services (permits, shuttles, public transit)
- Sun Devil Card Services (ID cards)
- Enterprise Technology (technology assistance)
- Sun Devil Dining (meal plans, M&G, hours)

Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

Disability accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability (SSM 701-02). Students with disabilities who require accommodations must register with the Student Accessibility and Inclusive Learning Services and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy (SSM 701-10) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: https://fitness.asu.edu

For information about health insurance and appointments with care providers, please see the ASU Health Services website: https://eoss.asu.edu/health

International students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: https://issc.asu.edu/

Veterans and military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: https://veterans.asu.edu/

Appendix

A: Program faculty

Not an exhaustive list

Tamiko Azuma, PhD, Associate Professor (profile) Ph.D. Psychology, Arizona State University. Language, particularly semantic, processing, and memory impairments underlying communication disorders in normal aging, stroke, Alzheimer's disease, and Parkinson's disease.

Scott Beeman, PhD, Assistant Professor (profile) (School of Biological and Health Systems Engineering). Ph.D. Biomedical Engineering, Arizona State University. Bioimaging, cellular, molecular and metabolic imaging, biophysics, bioengineering.

Viridiana Benitez, PhD, Assistant Professor (profile) (Department of Psychology). Ph.D. Developmental Psychology, Indiana University. Bilingualism, cognitive and linguistic development, cognitive science, developmental psychology, learning and memory.

Visar Berisha, PhD, Professor (profile) Ph.D. Electrical Engineering, Arizona State University. Human auditory cognition, computational psychoacoustics, automatic phoneme recognition, artificial bandwidth extension of speech and audio, human and machine learning.

B. Blair Braden, PhD, Associate Professor (profile) Ph.D. Psychology, Behavioral Neuroscience, Arizona State University. Cognitive and brain aging in autism spectrum disorders.

Gene Brewer, PhD, Associate Professor (profile) (Department of Psychology). Ph.D. Psychology, University of Georgia. Learning and memory, attention, neuroimaging, cortical electrophysiology.

Matt Buman, PhD, Professor (profile) Ph.D. Applied Physiology & Kinesiology, University of Florida. Health information technology, healthy lifestyles, human activity analysis, movement, physical activity, sleep disorders, veterans.

Ayoub Daliri, PhD, Assistant Professor (profile) Speech and Hearing Sciences, University of Washington. Computational cognitive neuroscience; speech production; sensorimotor integration; stuttering.

Stephen Foldes, PhD, Assistant Professor (profile) (Barrow Neurological Institute). Ph.D. Biomedical Engineering, Case Western Reserve University. Neuroimaging, neural dysfunction, therapeutic neuroplasticity.

Shelley Gray, PhD, Professor (profile) Ph.D. Speech and Hearing Sciences, University of Arizona. Development of early literacy, reading, and working memory in children and adolescents and the development and testing of assessments and curricula to improve children's learning and academic success.

Bradley Greger, PhD, Associate Professor (profile) (School of Biological and Health Systems Engineering). Ph.D. Neuroscience, Washington University in St. Louis. Bioengineering, Brain, Neuroscience, Data Analysis, Machine Learning, Neural Electrophysiology, Neural Engineering, Neural Prosthetics, Neuromodulation, Neurophysiology.

Claire Honeycutt, PhD, Associate Professor (profile) (School of Biological and Health Systems Engineering). Ph.D. Biomedical Engineering, Georgia Institute of Technology and Emory School of Medicine. Neural Control of Movement, Aging, Gait and Balance, Clinical Neurorehabilitation.

Vikram Kodibagkar, PhD, Professor (profile) (School of Biological and Health Systems Engineering). Ph.D. Physics, Washington University in St. Louis. Cellular and molecular imaging of cancer, multimodality probe and reporter molecule development, MR oximetry, and magnetic resonance physics/technique development.

Julie Liss, PhD, Professor (profile) Ph.D. Normal Aspects of Speech and Hearing, University of Wisconsin-Madison. Production and perception of dysarthric speech; the way that listeners perceive impaired speech; and what factors aid in improving communication between people with motor speech disorders and those around them.

Xin Luo, PhD, Associate Professor (profile) Ph.D. Electrical Engineering and Information Science, University of Science and Technology of China. Basic mechanisms of pitch perception in both acoustic and electric hearing, novel sound processing and aural-rehab strategies that enhance speech and music perception for cochlear implant users.

Samuel McClure, PhD, Professor (profile) (Department of Psychology). Ph.D. Neuroscience, Baylor College of Medicine. Cognitive neuroscience, brain systems of decision processes

Edward Ofori, PhD, Assistant Professor (profile) Ph.D. Kinesiology, University of Illinois. Biomechanics, Alzheimer's Disease, Parkinson's Disease, sensorimotor abilities

Beate Peter, PhD, CCC-SLP, Associate Professor (profile) Ph.D. Speech and Hearing Sciences, University of Washington. Molecular and statistical genetics; genetic etiologies of speech sound disorders; cortical electrophysiology; biomarkers of speech, language, and reading disorders; early intervention.

Dan Peterson, PhD, Associate Professor (profile) Ph.D. Movement Science, Washington University in St. Louis. Gait and balance, motor control and learning, Parkinson's disease, rehabilitation.

Shannon Ringenbach, PhD, Associate Professor (profile) Ph.D. Motor Control, Purdue University. Assisted Cycle Therapy (ACT) and its effects on motor, cognitive, physical and mental health in a variety of neurological populations (e.g., Down syndrome, ADHD, ASD, Stroke, etc.).

Corianne Rogalsky, PhD, Associate Professor (profile) Ph.D. Psychology, University of California, Irvine. Neuroscience of language, cognition and music; aphasia, functional and structural neuroimaging.

Sydney Schaefer, PhD, Associate Professor (profile) (School of Biological and Health Systems Engineering). Ph.D. Kinesiology (Motor Control), Pennsylvania State University. Improving neurorehabilitation in older adults by studying how aging and cognitive impairment affect motor skill learning, and exploring the interactions between different memory systems in the context of dementia.

Nancy Scherer, PhD, Professor (profile) Ph.D. Speech and Hearing Sciences, University of Washington. Assessment of speech and language development of children with cleft lip and palate and other craniofacial conditions, early intervention for children with cleft lip and/or palate.

YiYuan Tang, PhD, Professor (profile) Ph.D. Cognitive Neuroscience, Dalian University of Technology. Cognitive, affective, cultural, developmental, performance and health neuroscience and psychology, health sciences, data science, prevention and intervention science.

Neelima Wagley, PhD, Assistant Professor (profile) Ph.D. Speech and Hearing Science, University of Michigan. Neural correlates of language comprehension in monolingual and bilingual children and how individual differences in linguistic skills and home language environment support children's reading outcomes.

Yi Zhou, PhD, Associate Professor (profile) Ph.D. Auditory Neuroscience, Boston University. Auditory Neuroscience, study of the central auditory nervous system, especially auditory cortex.

B: Lab rotation agreement

College of Health Solutions
Arizona State University

Auditory Language Neuroscience

Lab Rotation Agreement

Instructions:

1. Student and supervising faculty meet to review expectations and fill out form.
2. Submit an electronic copy of the signed form (e.g., scan or a clear picture of the form) to Dr. Xin Luo (xinluo@asu.edu) and chsgrad@asu.edu by the end of the first full week of the semester.

Please type information

Student: _____
Supervising Faculty: _____
Semester and Year: _____

The student's responsibilities in this lab rotation (specify the activities, meetings, products, etc. that are expected of the student):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student signature: Date:

Faculty signature: Date:

C: Culminating experience agreement

College of Health Solutions
Arizona State University

Auditory Language Neuroscience
Culminating Experience Agreement

Instructions:

1. Once you have found a faculty mentor, meet to review the requirements and expectations of your selected culminating experience. Refer to the program handbook for guidance.
2. Submit an electronic copy of the signed form (e.g., scan or a clear picture of the form) to Dr. Xin Luo (xinluo@asu.edu) and chsgrad@asu.edu by the indicated deadline:
    a. Fall start students: May 15th, directly following your second term
    b. Spring start students: December 15th, directly following your second term

Student Name:	Faculty Name (Director):
☐ Thesis	☐ Applied Project
General description of the thesis or applied project:	
Expectations:	
Other requirements:	
Student signature:	Date:
Faculty signature:	Date: