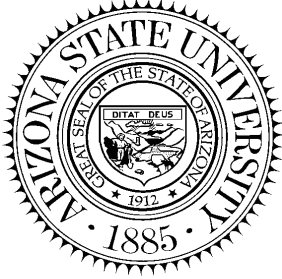


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Arizona State University

2005–2006 Graduate Catalog

All colleges, schools, divisions, and departments establish certain academic requirements that must be met before a degree is granted. Advisors, directors, department chairs, and deans are available to help the student understand these requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, if requirements for graduation have not been satisfied, the degree is not granted. For this reason, it is important for all students to acquaint themselves with all regulations, to be informed throughout their college careers, and to be responsible for completing requirements. Courses, programs, and requirements described in the catalog may be suspended, deleted, restricted, supplemented, or changed in any other manner, at any time, at the sole discretion of the university and the Arizona Board of Regents. The catalog does not establish a contractual relationship but summarizes the total requirements the student must currently meet before qualifying for a faculty recommendation to the Arizona Board of Regents to award a degree.

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President Michael M. Crow

Tim Trumble photo

Dear Current and Prospective ASU Students:

It is my privilege to welcome you to Arizona State University and to introduce you to the 2005–2006 *Graduate Catalog*. Within these pages you will find confirmation of our status as a Research Extensive university on the verge of becoming one of the top public metropolitan universities in the country.

ASU consistently attracts talented students and faculty from varied backgrounds who share our commitment to the higher standard of education, research, innovation, community service, and cultural diversity. The depth and breadth of ASU graduate degree programs will give you a true sense of our commitment to quality in teaching and research and of our trajectory in building the New American University.

I am tremendously excited to welcome you to ASU as a member of our vigorous academic community.

Sincerely,

A handwritten signature in black ink that reads "Michael Crow". The signature is written in a cursive, flowing style.

Michael M. Crow
President

Contents

To search by

Course	7
Degree	10
Unit	18

President's Message	3
Course Prefix Index	7
ASU Graduate Degrees	10
Concurrent and Dual Degrees	16
ASU Graduate Certificates	17
Academic Organization	18
Division of Graduate Studies Calendar	21
Frequently Asked Questions	25
General Information	26
Mission	26
Organization	26
Equal Opportunity and Affirmative Action	26
Intergroup Relations Center	27
History of Arizona State University	27
University Campuses and Sites	29
ASU Campus Locations Map	29
University Libraries and Collections	31
Performing and Fine Arts Facilities	32
Computing Facilities and Services	33
Alumni Association	35
Learning and Teaching Excellence	35
Research Centers	36
College of Architecture and Environmental Design	36
W. P. Carey School of Business	37
East Campus	38
College of Education	38
Ira A. Fulton School of Engineering	39
The Katherine K. Herberger College of Fine Arts	40
College of Law	40
College of Liberal Arts and Sciences	40
College of Public Programs	45
Vice President for Research and Economic Affairs	46
Fees, Deposits, and Other Charges	48
2005–2006 General University Per Semester Tuition	49
Financing Graduate Studies	54
Classification of Courses	55
Key to Course Listings	55
Graduate Policies and Procedures	58
Graduate Degrees and Majors	58

Admission to the Division of Graduate Studies	58
Division of Graduate Studies Procedures	60
Division of Graduate Studies Degree Requirements	61
Academic Integrity	65
Misconduct in Scholarly Research and Creative Activities	65
Assistantships and Associateships	65
Student Records	66
Policies and Procedures of the Graduate Council Appeals Board	66
Master's Degrees	67
Doctoral Degrees	68
Division of Graduate Studies	72
Graduate Programs	72
Research	73
Graduate Student Support Services	74
Intercollegiate Interdisciplinary Graduate Programs	76
Arts, Media, and Engineering	76
Creative Writing	76
Exercise Science	78
Geographic Information Science	79
Materials Science	79
Science and Engineering of Materials	80
Statistics	83
Transportation Systems	84
Morrison School of Agribusiness and Resource Management	85
Agribusiness	86
College of Architecture and Environmental Design	90
Architecture	93
Building Design	96
Design	100
Environmental Design and Planning	103
Urban and Environmental Planning	106
W. P. Carey School of Business	109
Accountancy and Information Systems	111
Business Administration (Tempe Campus)	113
School of Accountancy	115
Department of Finance	115
Department of Information Systems	116
Department of Management	116
Department of Marketing	118
Department of Supply Chain Management	119
Economics	120
Health Industry Leadership	123
Health Sector Management	123

Information Management.....	125	College of Law	234
Taxation.....	126	College of Liberal Arts and Sciences	241
East College	127	African and African Diaspora Studies.....	245
Applied Biological Sciences.....	127	Anthropology	246
Applied Psychology.....	130	Asian Studies.....	250
Education (East Campus).....	131	Atmospheric Science.....	250
Elementary Education (East Campus).....	133	Audiology.....	251
Exercise and Wellness.....	134	Chemistry	251
Multimedia Writing and Technical Communication....	135	Communication (Master’s).....	254
Nutrition.....	136	Communication (Doctoral)	256
College of Education	139	Communication Disorders.....	259
Division of Curriculum and Instruction.....	146	Computational Biosciences.....	262
Master’s and Doctoral Programs.....	147	English.....	263
Interdisciplinary Doctoral Program	152	Family and Human Development.....	270
Special Education (Tempe Campus).....	153	Family Science	271
Division of Educational Leadership and		Geography	273
Policy Studies.....	155	Geological Sciences	276
Educational Administration and Supervision.....	155	History.....	280
Educational Leadership and Policy Studies		Humanities	285
(Doctoral Program)	157	Justice Studies (Master’s).....	285
Higher and Postsecondary Education	158	Justice Studies (Doctoral).....	287
Institutional Research.....	160	Kinesiology	289
Social and Philosophical Foundations of		Languages and Literatures	291
Education	160	Liberal Studies.....	296
Division of Psychology in Education	161	Life Sciences	296
Counseling	161	Biology	297
Counseling Psychology.....	162	Microbiology	300
Counselor Education.....	163	Molecular and Cellular Biology.....	301
Educational Psychology.....	163	Plant Biology.....	302
Educational Technology.....	165	Linguistics	304
Ira A. Fulton School of Engineering	167	Mathematics	304
Aerospace Engineering.....	170	Medieval and Renaissance Studies.....	309
Bioengineering.....	171	Natural Science	309
Chemical Engineering.....	174	Philosophy.....	310
Civil and Environmental Engineering.....	177	Physics.....	312
Computer Science.....	180	Political Science	318
Construction.....	185	Psychology	322
Electrical Engineering.....	187	Religious Studies.....	324
Engineering.....	192	Scholarly Publishing	326
Engineering Science.....	193	Sociology.....	326
Industrial Engineering.....	195	Speech and Hearing Science	328
Materials Engineering.....	198	Teaching English as a Second Language	330
Mechanical Engineering	200	Women and Gender Studies	330
The Katherine K. Herberger College of		College of Nursing.....	331
Fine Arts	204	College of Public Programs.....	338
Art	206	Nonprofit Leadership and Management.....	339
Dance	214	Public Administration (Master’s)	340
Fine Arts.....	217	Public Administration (Doctoral).....	343
Music.....	217	Recreation.....	344
Public Art.....	224	Social Work (Tempe Campus).....	346
Theatre	224	College of Technology and	
Walter Cronkite School of Journalism		Applied Sciences	353
and Mass Communication	231	Computing Studies	354
Mass Communication	231	Technology	358

CONTENTS

Department of Aeronautical Management Technology	359	Communication Studies	487
Department of Electronics and Computer Engineering Technology	361	Criminal Justice	489
Department of Information and Management Technology	364	Gerontology	491
Department of Mechanical and Manufacturing Engineering Technology	369	Social Work (West Campus)	492
International Programs	372	School of Global Management and Leadership	495
Summer Sessions	373	Business Administration (West Campus).....	495
President's and Regents' Professors	374	Accountancy	497
Administrative Personnel	376	College of Teacher Education and Leadership	499
<hr/>		Education	499
Downtown Phoenix Campus	380	Teacher Certification	502
<hr/>		Map.....	506
East Campus	381	Directory	507
Map	385	Faculty and Academic Professionals	509
Directory	386	Administrative Personnel.....	516
Faculty and Academic Professionals.....	387	<hr/>	
Administrative Personnel	392	School of Extended Education	517
<hr/>		Schedule Options	517
Tempe Campus.....	393	Distance Learning	517
Directory	394	Degree Programs.....	519
Faculty and Academic Professionals.....	400	Off-Campus Locations	519
Administrative Personnel	469	Certificates	519
<hr/>		Continuing Education	520
West Campus.....	474	Lectures.....	521
Graduate Studies at West Campus.....	477	Downtown Partnerships	521
New College of Interdisciplinary Arts and Sciences.....	485	Locations.....	521
Interdisciplinary Studies	485	Downtown Center at ASU Map	522
College of Human Services.....	487	Faculty and Academic Professionals	523
Communication and Human Relations.....	487	Administrative Personnel	524
		Directory	524
		<hr/>	
		Accreditation and Affiliation	525
		Index	531
		Building Abbreviations.....	549
		Tempe Campus Map	inside back cover

Course Prefix Index

The course descriptions in this catalog refer to East campus, Tempe campus, and West campus graduate courses. For undergraduate course descriptions, see the *General Catalog* or *West Campus Catalog*.

AAD	Architectural Administration and Management	98	BUS	Business	119, 497
ABS	Applied Biological Sciences	129	CBS	Computational Biosciences	262
ACC	Accountancy	111, 497	CCS	Chicana and Chicano Studies	<i>General Catalog</i>
ACO	Applied Computing	<i>West Campus Catalog</i>	CDE	Child Development	270
ADE	Architectural Design and Technology Studios	98	CED	Counselor Education	162
AES	Aerospace Studies	<i>General Catalog</i>	CEE	Civil and Environmental Engineering	178
AET	Aeronautical Engineering Technology	370	CET	Computer Engineering Technology	362
AFH	African and African American Studies Humanities	<i>General Catalog</i>	CFA	College of Fine Arts	217
AFR	African and African American Studies	245	CHE	Chemical Engineering	176
AFS	African and African American Studies Social Science	<i>General Catalog</i>	CHI	Chinese	293
AGB	Agribusiness	87	CHM	Chemistry	252
AIS	American Indian Studies	<i>General Catalog</i>	CHP	Community Health Practice	334
AME	Arts, Media, and Engineering	76	CIS	Computer Information Systems	125, 497
AMS	American Studies	<i>West Campus Catalog</i>	CLS	Clinical Laboratory Sciences/Medical Technology	<i>General Catalog</i>
AMT	Aeronautical Management Technology	360	COB	School of Business	<i>General Catalog</i>
ANP	Environmental Analysis and Programming	99	COE	College of Education	146
APA	Asian Pacific American Studies	<i>General Catalog</i>	COE	College of Education Core	502
APH	Architectural Philosophy and History	99	COM	Communication Studies	488
APM	Applied Mathematics	<i>General Catalog</i>	COM	Hugh Downs School of Human Communication	255
ARA	Art Auxiliary	209	CON	Construction	186
ARB	Arabic	<i>General Catalog</i>	CPP	College of Public Programs	<i>General Catalog</i>
ARE	Art Education	209	CPY	Counseling Psychology	162
ARP	Architecture Professional Studies	99	CRJ	Criminal Justice	490
ARS	Art History	209	CSE	Computer Science and Engineering	182
ART	Art	211	CSH	Chicana and Chicano Studies Humanities	<i>General Catalog</i>
ASB	Anthropology (Social and Behavioral)	247	CSS	Chicana and Chicano Studies Social Science	<i>General Catalog</i>
ASC	Applied Science Core	<i>General Catalog</i>	CST	Computing Studies	356
ASE	Analysis and Systems	170	DAH	Dance History	215
ASM	Anthropology (Science and Mathematics)	249	DAN	Dance	215
AST	Astronomy	315	DCI	Curriculum and Instruction	148
ATE	Architectural Technology	99	DSC	Design	102
AVC	Architectural Communication	100	EAC	Early Childhood East	131
BCH	Biochemistry	252	ECD	Early Childhood Education	149, 503
BCS	Serbo-Croatian	<i>General Catalog</i>	ECE	Engineering Core	170
BIO	Biology	298	ECN	Economics	121, 497
BIS	Bachelor of Interdisciplinary Studies	<i>General Catalog</i>	EDA	Educational Administration and Supervision	155, 503
BLE	Bilingual Education	147, 502	EDB	Elementary Education Program	57
BME	Bioengineering	173	EDC	Education East	131
BUA	Business Administration	<i>General Catalog</i>	EDP	Educational Psychology	164, 504
BUE	Business Education	148			

COURSE PREFIX INDEX

EDT	Educational Technology.....	166, 504	IED	Indian Education	150
EED	Elementary Education.....	149, 504	IEE	Industrial Engineering.....	196
EEE	Electrical Engineering.....	188	IMC	Information and Management Core	368
EET	Electronics Engineering Technology	362	IMD	Instructional Media	132
ELL	English as a Second Language.....	132	IND	Industrial Design	<i>General Catalog</i>
ENG	English	265	INT	Interior Design.....	<i>General Catalog</i>
EPA	Education Policy Analysis	156	IPO	International Programs Overseas	57
EPD	Environmental Design and Planning.....	105	ISM	Information Systems Management.....	<i>West Campus Catalog</i>
ETC	Engineering Technology Core	<i>General Catalog</i>	ITA	Italian.....	<i>General Catalog</i>
ETH	Ethnic Studies	<i>West Campus Catalog</i>	ITM	Industrial Technology Management.....	368
ETM	Environmental Technology Management	366	JAC	Joint Admission Continuous Enrollment.....	57
EXW	Exercise and Wellness.....	134	JMC	Journalism and Mass Communication	232
FAS	Family Studies	271	JPN	Japanese.....	294
FIN	Finance	115, 497	JUS	Justice Studies	286
FLA	Foreign Languages.....	293	KIN	Kinesiology	289
FMS	Film and Media Studies	<i>General Catalog</i>	KOR	Korean	<i>General Catalog</i>
FRD	Family and Human Development	<i>General Catalog</i>	LAT	Latin	<i>General Catalog</i>
FRE	French	293	LAW	Law.....	237
FSA	Fire Service Administration	368	LES	Legal and Ethical Studies.....	119, 497
FSM	Fire Service Management	368	LIA	Liberal Arts and Sciences.....	<i>General Catalog</i>
GCU	Cultural Geography.....	274	LIN	Linguistics	269
GER	German.....	294	LIS	Library Science	150
GIT	Graphic Information Technology.....	367	LSC	Life Sciences	<i>West Campus Catalog</i>
GLB	Global Business	<i>West Campus Catalog</i>	LTE	Learning and Teaching Excellence.....	35
GLG	Geological Sciences.....	278	MAE	Mechanical and Aerospace Engineering	201
GPH	Physical Geography	275	MAK	Macedonian.....	<i>General Catalog</i>
GRA	Graphic Design	<i>General Catalog</i>	MAS	Master of Arts in Interdisciplinary Studies	486
GRD	Division of Graduate Studies	74	MAT	Mathematics	305
GRK	Ancient Greek	<i>General Catalog</i>	MBB	Molecular Biosciences/Biotechnology.....	302
GRN	Gerontology	492	MCB	Molecular and Cellular Biology.....	302
GTD	Global Technology and Development.....	367	MCE	Multicultural Education.....	<i>General Catalog</i>
HCR	Health Care Related.....	<i>General Catalog</i>	MCO	Mass Communication.....	233
HEB	Hebrew	<i>General Catalog</i>	MET	Mechanical and Manufacturing Engineering Technology	370
HED	Higher and Postsecondary Education	159	MGT	Management	117, 497
HES	Health Science	<i>General Catalog</i>	MHL	Music History/Literature	221
HHS	Human Health Studies	<i>General Catalog</i>	MIC	Microbiology	300
HIS	History.....	<i>West Campus Catalog</i>	MIS	Military Science	<i>General Catalog</i>
HON	Honors.....	<i>General Catalog</i>	MKT	Marketing	118, 498
HPS	History and Philosophy of Science	<i>General Catalog</i>	MLS	Master of Liberal Studies	296
HRM	Human Resources Management.....	<i>West Campus Catalog</i>	MSE	Materials Science and Engineering.....	199
HSM	Health Sector Management.....	124	MTC	Music Theory and Composition.....	221
HST	History.....	283	MTE	Mathematics Education.....	308
HUD	Housing and Urban Development....	<i>General Catalog</i>	MUE	Music Education.....	222
HUM	Humanities	285	MUP	Music Performance	222
IAP	Interdisciplinary Arts and Performance	<i>West Campus Catalog</i>	MUS	Music	<i>General Catalog</i>
IAS	Integrative Studies.....	<i>West Campus Catalog</i>	NLM	Nonprofit Leadership and Management	339
IBS	International Business Studies	<i>General Catalog</i>	NOR	Norwegian	<i>General Catalog</i>
IDN	Indonesian	<i>General Catalog</i>	NTR	Nutrition	137

COURSE PREFIX INDEX

NUR	Nursing	334	SED	Secondary Education	151, 505
OPM	Operations and Production Management	498	SEM	Science and Engineering of Materials	82
PAF	Public Affairs	341	SET	Security Engineering Technology	359
PGM	Professional Golf Management	89	SGS	School of Global Studies	<i>General Catalog</i>
PGS	Psychology (Social and Behavioral)	322	SHS	Speech and Hearing Science	259
PHI	Philosophy	312	SLV	Slavic	<i>General Catalog</i>
PHS	Physical Sciences	316	SOC	Sociology	327, 486
PHY	Physics	316	SPA	Spanish	295
PLA	Landscape Architecture	107	SPC	Special Education East	133
PLB	Plant Biology	303	SPE	Special Education	153, 505
POL	Political Science	<i>West Campus Catalog</i>	SPF	Social and Philosophical Foundations	160
POR	Portuguese	<i>General Catalog</i>	STE	Society, Values, and Technology	<i>General Catalog</i>
POS	Political Science	320	STP	Statistics and Probability	308
PPE	Physical Education East	132	SWE	Swedish	<i>General Catalog</i>
PSY	Psychology (Science and Mathematics)	130, 322	SWG	Social Work (Graduate Program)	350, 494
PUB	Scholarly Publishing	326	SWU	Social Work (Undergraduate Program)	352
PUP	Urban and Environmental Planning	107	THA	Thai	<i>General Catalog</i>
QBA	Quantitative Business Analysis	119, 122, 498	THE	Theatre	227
RDG	Reading Education	151, 505	THP	Theatre Performance and Production	228
REA	Real Estate	119	TRC	Transportation Systems Certificate	84
REC	Recreation Management and Tourism	345	TWC	Multimedia Writing and Technical Communication	135
REL	Religious Studies	325	UET	Microelectronics Engineering Technology	363
ROM	Romanian	<i>General Catalog</i>	UNI	Academic Success at the University	<i>General Catalog</i>
RUS	Russian	295	VTN	Vietnamese	<i>General Catalog</i>
SBS	Social and Behavioral Sciences	<i>West Campus Catalog</i>	WAC	Writing Across the Curriculum	<i>General Catalog</i>
SCA	Scandinavian	<i>General Catalog</i>	WSH	Women's Studies Humanities	<i>General Catalog</i>
SCM	Supply Chain Management	119	WST	Women's Studies	330
SDE	Secondary Education East	133	X--	Cohort Management	56

ASU Graduate Degrees

Graduate degrees, majors, and concentrations offered by the East, Tempe, and West campuses and through the School of Extended Education are shown in the “[ASU Graduate Degrees](#)” table, on this page, organized by the name of the major. The table, which points to the primary page where more information can be found, includes only officially approved concentrations; other informal areas of study may be available. See also the “[Concurrent and Dual Degrees](#)” table, page 16.

ASU offers these graduate degrees, abbreviated in the table below and elsewhere in the catalog:

Master of Accountancy and Information Systems (MAIS)
 Master of Advanced Study (MAS)
 Master of Architecture (MArch)
 Master of Arts (MA)
 Master of Business Administration (MBA)
 Master of Computer Science (MCS)
 Master of Computing Studies (MCST)
 Master of Counseling (MC)
 Master of Education (MEd)
 Master of Engineering (MEng)
 Master of Fine Arts (MFA)
 Master of Laws (LLM)
 Master of Legal Studies (MLS)

Master of Liberal Studies (MLSt)
 Master of Health Sector Management (MHSM)
 Master of Mass Communication (MMC)
 Master of Music (MM)
 Master of Natural Science (MNS)
 Master of Physical Education (MPE)
 Master of Public Administration (MPA)
 Master of Public Health (MPH)
 Master of Science (MS)
 Master of Science in Design (MSD)
 Master of Science in Engineering (MSE)
 Master of Science in Technology (MSTech)
 Master of Social Work (MSW)
 Master of Taxation (MTax)
 Master of Teaching English as a Second Language (MTESL)
 Master of Urban and Environmental Planning (MUEP)
 Professional Science Master’s (PSM)
 Doctor of Audiology (AuD)
 Doctor of Education (EdD)
 Doctor of Musical Arts (DMA)
 Doctor of Nursing Science (DNS)
 Doctor of Philosophy (PhD)
 Juris Doctor (JD)

ASU Graduate Degrees

Major	Degree	Concentration ¹	Campus	Page
Accountancy and Information Systems	MAIS	—	Tempe	111
Aerospace Engineering	MS, MSE, PhD	—	Tempe	170
Agribusiness	MS	Optional: agribusiness management and marketing or food quality assurance ¹	East	86
Anthropology	MA	Archaeology, bioarchaeology, linguistics, museum studies, physical anthropology, or social-cultural anthropology	Tempe	246
	PhD	Archaeology, physical anthropology, or social-cultural anthropology	Tempe	246
Applied Biological Sciences	MS	GIS/remote sensing, natural resource management, or range ecology	East	128
Applied Psychology	MS	—	East	130
Architecture	MArch	—	Tempe	93
Art	MA	Art education or art history	Tempe	207
	MFA	Ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood	Tempe	207

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU Graduate Degrees (continued)

Major	Degree	Concentration ¹	Campus	Page
Asian Languages and Civilizations—Chinese/Japanese	MA	—	Tempe	291
Audiology	AuD	—	Tempe	251
Bioengineering	MS, PhD	—	Tempe	171
Biology	MS, PhD	Optional: ecology ¹	Tempe	297
Biotechnology and Genomics	LLM	—	Tempe	234
Building Design	MS	Design knowledge and computing, energy performance and climate-responsive architecture, or facilities development and management	Tempe	96
Business Administration	MBA	—	Tempe ²	113
	PhD	Accountancy, computer information systems, finance, health services research, ³ management, marketing, or supply chain management	West Tempe	495 114
Chemical Engineering	MS, MSE, PhD	—	Tempe	174
Chemistry	MS, PhD	Analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, or solid-state chemistry	Tempe	252
Civil and Environmental Engineering	MS, MSE, PhD	—	Tempe	177
Communication	MA	—	Tempe	254
	PhD	Communicative development, intercultural communication, or organizational communication	Tempe	256
Communication Disorders	MS	—	Tempe	259
Communication Studies	MA	—	West	487
Composition	MM	Optional: interdisciplinary digital media and performance ¹	Tempe	218
Computational Biosciences	PSM	—	Tempe	262
Computer Science	MCS	—	Tempe	180
	MS, PhD	Optional: arts, media, and engineering ¹	Tempe	180
Computing Studies	MCST	—	East	354
Construction	MS	Optional: construction science, facilities, or management ¹	Tempe	185
Counseling	MC	—	Tempe	161
Counseling Psychology	PhD	—	Tempe	162
Counselor Education	MEd	—	Tempe	163
Creative Writing	MFA	—	Tempe	262
Criminal Justice	MA	—	West	475
Curriculum and Instruction	MA	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Tempe	146

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU GRADUATE DEGREES

ASU Graduate Degrees (continued)

Major	Degree	Concentration ¹	Campus	Page
Curriculum and Instruction (continued)	MEd	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, science education, secondary education, or social studies education	Tempe ²	146
		English as a second language, instructional media in K-12 schools, or professional studies	East	146
	EdD	Bilingual education, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Tempe	147
		Art education, curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, language and literacy, mathematics education, physical education, science education, or special education	Tempe	152
		Exercise and wellness education	East	152
Dance	MFA	Optional: interdisciplinary digital media and performance ¹	Tempe	214
Design	MSD	Graphic design, industrial design, or interior design	Tempe	100
Economics	MS, PhD	—	Tempe	121
Educational Administration and Supervision	MEd	—	Tempe ²	155
	EdD	—	West	502
	EdD	—	Tempe	155
Educational Leadership and Policy Studies	PhD	—	Tempe	157
Educational Psychology	MA, MEd	—	Tempe	163
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Tempe	164
Educational Technology	MEd, PhD	—	Tempe	165
Electrical Engineering	MS, PhD	Optional: arts, media, and engineering ¹	Tempe	188
	MSE	—	Tempe ²	188
Elementary Education	MEd	Optional: bilingual education, educational technology, ESL education, or reading ¹	West	500
Engineering	MEng	—	Tempe ²	192
Engineering Science	MS	—	Tempe	193
	MSE	Executive embedded systems	Tempe ²	193
	PhD	Materials science and engineering	Tempe	193
English	MA	Comparative literature, English linguistics, literature and language, or rhetoric and composition	Tempe	263
	PhD	Literature or rhetoric/composition and linguistics	Tempe	264
Environmental Design and Planning	PhD	Design; history, theory, and criticism; or planning	Tempe	104
Exercise and Wellness	MS	—	East	134
Exercise Science	PhD	Biomechanics, motor behavior/sport psychology, or physiology of exercise	Tempe	269

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU Graduate Degrees (continued)

Major	Degree	Concentration ¹	Campus	Page
Family and Human Development	MS	Optional: family studies ¹	Tempe	270
Family Science	PhD	Optional: marriage and family therapy ¹	Tempe	271
French	MA	Comparative literature, linguistics, or literature	Tempe	272
Geographic Information Systems	MAS	—	Tempe	272
Geography	MA, PhD	—	Tempe	273
Geological Sciences	MS, PhD	—	Tempe	277
German	MA	Comparative literature, language and culture, or literature	Tempe	280
Health Sector Management	MHSM	—	Tempe ²	123
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Tempe	158
History	MA	Asian history, British history, European history, Latin American history, public history, U.S. history, or U.S. Western history	Tempe	280
	PhD	Asian history, British history, European history, Latin American history, or U.S. history	Tempe	281
History and Theory of Art ⁴	PhD	—	Tempe	208
Humanities ³	MA	—	Tempe	285
Industrial Engineering	MS, MSE, PhD	—	Tempe	195
Information Management	MS	—	Tempe	125
Interdisciplinary Studies	MA	Optional: gerontology ¹	West	485
Justice Studies	MS	—	Tempe	285
	PhD	Optional: criminal and juvenile justice; dispute resolution; law, justice, and minority populations; law, policy, and evaluation; or women, law, and justice ¹	Tempe	287
Kinesiology	MS	—	Tempe	289
Law	JD	—	Tempe	234
Legal Studies	MLS	—	Tempe	234
Liberal Studies	MLSt	—	Tempe	296
Mass Communication	MMC	—	Tempe	231
Materials Engineering	MS, MSE	—	Tempe	198
Materials Science	MS	—	Tempe	304
Mathematics	MA	—	Tempe	304
	PhD	Optional: Computational biosciences ¹	Tempe	304
Mechanical Engineering	MS, MSE, PhD	—	Tempe	200
Microbiology	MS, PhD	—	Tempe	300
Molecular and Cellular Biology	MS	—	Tempe	301
	PhD	Optional: Computational biosciences ¹	Tempe	301

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU GRADUATE DEGREES

ASU Graduate Degrees (continued)

Major	Degree	Concentration ¹	Campus	Page
Music	MA	Ethnomusicology, music history and literature, or music theory	Tempe	218
	DMA	Conducting, interdisciplinary digital media and performance, music composition, music education, or performance	Tempe	219
Music Education	MM	Choral music, general music, instrumental music, or jazz studies	Tempe	219
Music Therapy	MM	—	Tempe	219
Natural Science	MNS	Biology, chemistry, geological sciences, mathematics, microbiology, physics, and/or plant biology	Tempe	309
Nursing	MS	Adult health nursing, community health nursing, family health nursing, nursing administration, ³ parent-child nursing, psychiatric/mental health nursing, or women's health	Tempe ²	333
	DNS	—	Tempe	334
Nutrition	MS	—	East	136
Performance	MM	Music theatre/opera musical direction, music theatre/opera performance, performance, performance pedagogy, or piano accompanying	Tempe	219
Philosophy	MA, PhD	—	Tempe	310
Physical Education	MPE	—	East	289
Physics	MS, PhD	—	Tempe	313
Plant Biology	MS, PhD	Optional: ecology or photosynthesis ¹	Tempe	302
	PhD	—	East	302
Political Science	MA, PhD	American politics, comparative politics, international relations, or political theory	Tempe	319
Psychology	PhD	Behavioral neuroscience, clinical psychology, cognitive/behavioral systems, developmental psychology, quantitative research methods, or social psychology	Tempe	322
Public Administration	MPA	Optional: nonprofit administration ¹	Tempe ²	340
	PhD	—	Tempe	343
Public Health ³	MPH	Community health practice or health administration and policy	Tempe	—
Recreation	MS	—	Tempe	344
Religious Studies	MA, PhD	—	Tempe	324
Science and Engineering of Materials	PhD	High-resolution nanostructure analysis or solid-state device materials design	Tempe	326
Secondary Education	MEd	Optional: educational technology ¹	West	501
Social and Philosophical Foundations of Education	MA	—	Tempe	160
Social Work	MSW	Advanced direct practice or planning, administration, and community practice	Te.5mpe ²	346
	PhD	Advanced generalist practice	West	492
Sociology	PhD	—	Tempe	349
	MA, PhD	—	Tempe	326

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU Graduate Degrees (continued)

Major	Degree	Concentration ¹	Campus	Page
Spanish	MA	Comparative literature, language and culture, linguistics, or literature	Tempe	328
	PhD	Cultural studies or literature	Tempe	328
Special Education	MA	—	Tempe	153
	MEd	Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled Infants and young children	Tempe	153
			West	501
Speech and Hearing Science	PhD	Developmental neurolinguistic disorders, neuroauditory processes, or neurogerontologic communication disorders	Tempe	328
Statistics	MS	—	Tempe	83
Taxation	MTax	—	Tempe	126
Teaching English as a Second Language	MTESL	—	Tempe	330
Technology	MSTech	Aeronautical engineering technology, aviation management and human factors, computer systems, electronic systems engineering technology, environmental technology management, fire service administration, global technology and development, information technology, instrumentation and measurement technology, management of technology, manufacturing engineering technology, mechanical engineering technology, microelectronics engineering technology, or security engineering technology	East ²	358
Theatre	MA	—	Tempe	224
	MFA	Directing, interdisciplinary digital media, performance, performance design, or theatre for youth	Tempe	225
	PhD	Optional: theatre and performance of the Americas or theatre for youth ¹	Tempe	226
Tribal Policy, Law, and Government	LLM	—	Tempe	235
Urban and Environmental Planning	MUEP	—	Tempe	106

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is also offered through the School of Extended Education.

³ Applications are not being accepted at this time.

⁴ This major is jointly offered with the University of Arizona.

ASU GRADUATE DEGREES

Concurrent and Dual Degrees

Degrees	Administered By
JD/MBA	College of Law/W. P. Carey School of Business
JD/MHSM	College of Law/School of Health Management and Policy
JD/MS in Economics*	College of Law/Department of Economics
JD/PhD in Justice Studies	College of Law/School of Justice and Social Inquiry
MA in Anthropology/MS in Justice Studies	Department of Anthropology/School of Justice and Social Inquiry
MAIS/MBA	W. P. Carey School of Business
MArch/MBA	School of Architecture and Landscape Architecture/W. P. Carey School of Business
MBA/MHSM	W. P. Carey School of Business
MBA/MS in Economics*	W. P. Carey School of Business
MBA/MS in Information Management	W. P. Carey School of Business
MBA/MTax	W. P. Carey School of Business
MBA/Master of International Management	W. P. Carey School of Business/Carlos III University of Madrid (Spain); Graduate School of Business Administration (Peru); Graduate School of Commerce (France); Monterrey Institute for Technical and Superior Studies, Mexico State Campus (Mexico); and Thunderbird, the Garvin School of International Management
MS in Nursing/MPH*	College of Nursing/University of Arizona College of Public Health
MSE in Industrial Engineering/Master of International Management of Technology	Department of Industrial Engineering/Thunderbird, the Garvin School of International Management

* Applications for this program are not being accepted at this time.

ASU Graduate Certificates

Students may pursue some certificate programs along with a major and other certificate programs independently. Graduate certificates constitute graduate work; postbaccalaureate certificates are distinct from graduate certificates

and are an extension of the undergraduate curriculum. See the “[ASU Graduate Certificates](#)” table below. For information on undergraduate and postbaccalaureate certificates, see the *General Catalog* and *West Campus Catalog*.

ASU Graduate Certificates

Certificate	Administered By	Campus	Page
African and African Diaspora Studies, Graduate Certificate in	African and African American Studies Program	Tempe	245
Asian Studies, Graduate Certificate in ¹	Center for Asian Studies	Tempe	250
Atmospheric Science, Graduate Certificate in	College of Liberal Arts and Sciences and Ira A. Fulton School of Engineering	Tempe	250
Geographic Information Science, Interdisciplinary Certificate in	College of Liberal Arts and Sciences and the Division of Graduate Studies	Tempe	272
Gerontology, Certificate in ²	Gerontology Program	West	492
Health Industry Leadership Graduate Certificate	W. P. Carey School of Business	Tempe	123
Indian Law Certificate	College of Law	Tempe	235
Institutional Research, Graduate Certificate in	College of Education	Tempe	160
Law, Science, and Technology, Certificate in	College of Law	Tempe	234
Linguistics, Graduate Certificate in	Committee on Linguistics	Tempe	304
Medieval Studies Certificate	Arizona Center for Medieval and Renaissance Studies (ACMRS)	Tempe	309
Museum Studies Certificate	Department of Anthropology	Tempe	246
Nonprofit Leadership and Management Certificate	College of Public Programs	Tempe	339
Nurse Education in Academic and Practice Settings, Graduate Certificate in	College of Nursing	Tempe	334
Post-Bachelor’s Artist Diploma	School of Music	Tempe	221
Public Art, Graduate Certificate in	Katherine K. Herberger College of Fine Arts	Tempe	224
Renaissance Studies Certificate	ACMRS	Tempe	309
Scholarly Publishing Certificate	Department of History	Tempe	326
Statistics, Certificate in	Committee on Statistics and the Division of Graduate Studies	Tempe	126
Transportation Systems, Interdisciplinary Graduate Certificate in ¹	Committee on the Interdisciplinary Graduate Certificate in Transportation Systems and the Division of Graduate Studies	Tempe	106

¹ This program is also offered through the School of Extended Education.

² This university-wide certificate program is administered by the West campus.

Academic Organization

ASU is in the process of becoming one university organized around colleges and schools rather than campuses. The units shown have faculty members who offer courses

toward academic credit. To determine the campus where a college or school is located, refer to the “ASU Academic Organization” table below.

ASU Academic Organization

Unit	Campus	Page
Barrett Honors College ¹	All	—
College of Architecture and Environmental Design	Tempe	90
School of Architecture and Landscape Architecture		93
School of Design		100
School of Planning		103
College of Education	Tempe	139
Division of Curriculum and Instruction		146
Division of Educational Leadership and Policy Studies		155
Division of Psychology in Education		161
College of Human Services	West	487
Department of Communication Studies		487
Department of Criminal Justice and Criminology ²		—
Department of Recreation and Tourism Management ²		—
Department of Social Work		492
Gerontology Program (university-wide program)		491
Nursing (Tempe campus program) ²		—
College of Law	Tempe	234
College of Liberal Arts and Sciences	Tempe	241
African and African American Studies Program		245
American Indian Studies Program ¹		—
Asian Pacific American Studies Program ¹		—
Department of Aerospace Studies ¹		—
Department of Anthropology		246
Department of Chemistry and Biochemistry		251
Department of Chicana and Chicano Studies ¹		—
Department of English		263
Department of Family and Human Development		270
Department of Geography		273
Department of Geological Sciences		276
Department of History		280
Department of Kinesiology		289
Department of Languages and Literatures		291
Department of Mathematics and Statistics		304
Department of Military Science ¹		—
Department of Philosophy		310
Department of Physics and Astronomy		312
Department of Political Science		318
Department of Psychology		322
Department of Religious Studies		324
Department of Sociology		326
Department of Speech and Hearing Science		328

¹ See the *General Catalog*.

² See the *West Campus Catalog*.

³ Plans are for this unit to move to the Downtown Phoenix campus.

ASU Academic Organization

Unit	Campus	Page
College of Liberal Arts and Sciences (continued)	Tempe	241
Hugh Downs School of Human Communication		254
School of Human Evolution and Social Change		—
School of Justice and Social Inquiry		285
School of Life Sciences		296
Women and Gender Studies Program		330
College of Nursing ³	Tempe	331
College of Public Programs ³	Tempe	338
School of Community Resources and Development ³		344
School of Public Affairs ³		340
School of Social Work ³		346
College of Teacher Education and Leadership	West	499
Department of Elementary Education		499
Department of Graduate Studies and Professional Development		477
Department of Secondary Education		499
Department of Special Education		499
College of Technology and Applied Sciences	East	353
Department of Aeronautical Management Technology		358
Department of Electronics and Computer Engineering Technology		358
Department of Engineering		358
Department of Information and Management Technology		358
Department of Mechanical and Manufacturing Engineering Technology		358
Division of Computing Studies		358
Division of Graduate Studies	Tempe	72
Science and Engineering of Materials		80
Transportation Systems		84
East College	East	127
Department of Applied Biological Sciences		127
Department of Exercise and Wellness		134
Department of Nutrition		136
Faculty of Applied Psychology		130
Faculty of Business Administration ¹		—
Faculty of Education		133
Faculty of Human Health Studies ¹		—
Faculty of Multimedia Writing and Technical Communication		135
Ira A. Fulton School of Engineering	Tempe	167
Del E. Webb School of Construction		185
Department of Chemical and Materials Engineering		174
Department of Civil and Environmental Engineering		177
Department of Computer Science and Engineering		180
Department of Electrical Engineering		187
Department of Industrial Engineering		195
Department of Mechanical and Aerospace Engineering		200
Harrington Department of Bioengineering		171
Katherine K. Herberger College of Fine Arts	Tempe	204
Department of Dance		214
Department of Theatre		224
School of Art		206
School of Music		217
Morrison School of Agribusiness and Resource Management	East	85

¹ See the *General Catalog*.

² See the *West Campus Catalog*.

³ Plans are for this unit to move to the Downtown Phoenix campus.

ACADEMIC ORGANIZATION

ASU Academic Organization

Unit	Campus	Page
New College of Interdisciplinary Arts and Sciences	West	485
Department of Integrated Natural Sciences ²		—
Department of Integrative Studies ²		—
Department of Interdisciplinary Arts and Performance ²		—
Department of Language, Cultures, and History ²		—
Department of Social and Behavioral Sciences ²		—
Ethnic Studies Program ²		—
Interdisciplinary Studies Graduate Program		485
Religious Studies Program ²		—
Women's Studies Program ²		—
School of Global Management and Leadership	West	495
Department of Accounting and Information Systems Management		497
Department of Economics, Finance, Marketing, and Quantitative Business Analysis ²		—
Department of Management ²		—
University College¹	All	—
Academic Success at the University ¹		—
School of Extended Education		517
School of Interdisciplinary Studies ¹		—
Writing Across the Curriculum ¹		—
W. P. Carey School of Business	Tempe	109
Department of Economics		120
Department of Finance		115
Department of Information Systems		116
Department of Management		116
Department of Marketing		118
Department of Supply Chain Management		119
School of Accountancy		115
School of Health Management and Policy		123
Walter Cronkite School of Journalism and Mass Communication³	Tempe	231

¹ See the *General Catalog*.

² See the *West Campus Catalog*.

³ Plans are for this unit to move to the Downtown Phoenix campus.

Division of Graduate Studies Calendar

March 2005

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2005

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2005

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2005

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2005

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2005

Check the *Summer Sessions Bulletin* and the Division of Graduate Studies Web site, www.asu.edu/graduate for details and to confirm these dates.

Mon., Mar. 21–
Wed., June 1

Registration and drop/add for first five-week session and eight-week session

Mon., Mar. 21–
Wed., July 6

Registration and drop/add for second five-week session

Tues., May 3

Final tuition payment deadline for all summer sessions (For students who register on or after the deadline, fees are due daily.)

Mon., May 30

Memorial Day holiday

Tues., May 31

Instruction begins for first five-week session and eight-week session

Fri., June 17

Course withdrawal deadline for first five-week session and eight-week session

Fri., July 1

August graduation filing deadline

Fri., July 1

Complete withdrawal deadline for first five-week session

Fri., July 1

First five-week session ends

Mon., July 4

Classes are excused for Independence Day holiday

Tues., July 5

Instruction begins for second five-week session

Fri., July 22

Complete withdrawal deadline for eight-week session

Fri., July 22

Course withdrawal deadline for second five-week session

Fri., July 22

Eight-week session ends

Fri., July 29

Last day to hold oral examination in defense of a thesis or dissertation

Wed., Aug. 3

Last day to obtain signature of the dean of Graduate Studies for thesis or dissertation approval (due by 2 P.M.)

Thurs., Aug. 4

Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 P.M.)

Fri., Aug. 5

Complete withdrawal deadline for second five-week session

Fri., Aug. 5

Second five-week session ends

2005

Fall Semester

Check the *Schedule of Classes* and the Division of Graduate Studies Web site, www.asu.edu/graduate for details and to confirm these dates.

Thurs., Mar. 24–

Preregistration

Fri., Apr. 1

Drop/add

Mon., Apr. 18–
Sun., Aug. 28

Registration

Wed., Apr. 20–
Sun., Aug. 28

Mon., Aug. 1

Early Teaching Assistant Orientation (8:15 A.M.–12:30 P.M.)

Tues., Aug. 2

Final tuition payment deadline for fall 2005 (For students who register on or after the deadline, fees are due daily.)

DIVISION OF GRADUATE STUDIES CALENDAR

August 2005

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2005

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2005

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2005

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2005

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2006

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mon., Aug. 15– Tues., Aug. 16	New Teaching Assistant Orientation (8:15 A.M.– 12:30 P.M.)
Tues., Aug. 16	International Student Fall Orientation and activities
Tues., Aug. 16– Sat., Aug. 20	Residence halls open (Check-in date varies by community/last name. Refer to the Residential Life schedule.)
Wed., Aug. 17	New graduate student reception (5–7 P.M.)
Thurs., Aug. 18	New Faculty and Academic Professional Orientation and Reception
Mon., Aug. 22	Instruction begins
Mon., Sept. 5	Classes are excused for Labor Day holiday
Tues., Sept. 27	Thesis/Dissertation Workshop, Tempe campus
Thurs., Sept. 29	Thesis/Dissertation Workshop, East campus
Mon., Oct. 17	December graduation filing deadline
Sun., Oct. 30	Course withdrawal deadline
Fri., Nov. 11	Classes are excused for Veterans Day holiday
Tues., Nov. 22	Deadline for submission of Doctoral Participation Form to reserve seat at commencement
Tues., Nov. 22	Last day to hold oral examination in defense of a thesis or dissertation
Thurs., Nov. 24– Fri., Nov. 25	Classes are excused for Thanksgiving recess
Fri., Dec. 2	Last day to obtain signature of the dean of Graduate Studies for thesis or dissertation approval
Tues., Dec. 6	Complete withdrawal deadline
Tues., Dec. 6	Instruction ends
Wed., Dec. 7	Reading day
Thurs., Dec. 8– Wed., Dec. 14	Final examinations
Fri., Dec. 9	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 P.M.)
Thurs., Dec. 15	Commencement
Fri., Dec. 16	Residence halls close for semester break
Sat., Dec. 17	Midyear recess begins
2005	Winter Session
	Call 480/727-9900 to confirm dates for Winter Session.
Mon., Oct. 3	Winter Session registration begins
Wed., Dec. 28	Winter Session instruction begins
Mon., Jan. 2, 2006	Winter Session classes are excused for New Year's Day holiday
Fri., Jan. 13, 2006	Winter Session instruction ends

DIVISION OF GRADUATE STUDIES CALENDAR

February 2006

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2006

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2006

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2006

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2006

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2006

Check the *Schedule of Classes* and the Division of Graduate Studies Web site, www.asu.edu/graduate for details and to confirm these dates.

Mon., Oct. 24–
Tues., Nov. 1, 2005

Mon., Nov. 14, 2005–
Sun., Jan. 22, 2006

Wed., Nov. 16, 2005–
Sun., Jan. 22, 2006

Tues., Dec. 13, 2005

Mon., Jan. 9–
Tues., Jan. 10

Tues., Jan. 10

Wed., Jan. 11

Mon., Jan. 16

Tues., Jan. 17

Tues., Feb. 7

Thurs., Feb. 9

Sun., Mar. 12–
Sun., Mar. 19

Fri., Mar. 31

Sun., Apr. 2

Fri., Apr. 21

Fri., Apr. 21

Fri., Apr. 28

Tues., May 2

Tues., May 2

Wed., May 3

Thurs., May 4–

Wed., May 10

Fri., May 5

Thurs., May 11

Fri., May 12

Spring Semester

Preregistration

Drop/add

Registration

Final tuition payment deadline for spring 2006 (For students who register on or after the deadline, fees are due daily.)

New Teaching Assistant Orientation (8:15 A.M.–12:30 P.M.)

International Student Spring Orientation and activities

Residence halls open

Classes are excused for Martin Luther King Jr. Day holiday

Instruction begins

Thesis/Dissertation Workshop, Tempe campus

Thesis/Dissertation Workshop, East campus

Classes are excused for spring recess; semester midpoint

May graduation filing deadline

Course withdrawal deadline

Deadline for submission of Doctoral Participation Form to reserve seat at commencement

Last day to hold oral examination in defense of a thesis or dissertation

Last day to obtain signature of the dean of Graduate Studies for thesis and dissertation approval

Complete withdrawal deadline

Instruction ends

Reading day

Final examinations

Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 P.M.)

Commencement

Residence halls close

DIVISION OF GRADUATE STUDIES CALENDAR

March 2006

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2006

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2006

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2006

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2006

Summer Sessions

Check the *Summer Sessions Bulletin* and the Division of Graduate Studies Web site, www.asu.edu/graduate for details and to confirm these dates.

Mon., Mar. 20– Wed., May 31	Registration and drop/add for first five-week session and eight-week session
Mon., Mar. 20– Wed., July 5	Registration and drop/add for second five-week session
Tues., May 2	Final tuition payment deadline for all summer sessions (For students who register on or after the deadline, fees are due daily.)
Mon., May 29	Memorial Day holiday
Tues., May 30	Instruction begins for first five-week session and eight-week session
Fri., June 16	Course withdrawal deadline for first five-week session and eight-week session
Fri., June 30	Complete withdrawal deadline for first five-week session
Fri., June 30	First five-week session ends
Mon., July 3	August graduation filing deadline
Wed., July 5	Instruction begins for second five-week session
Fri., July 21	Complete withdrawal deadline for eight-week session
Fri., July 21	Course withdrawal deadline for second five-week session
Fri., July 21	Eight-week session ends
Fri., July 28	Last day to hold oral examination in defense of a thesis or dissertation
Wed., Aug. 2	Last day to obtain signature of the dean of Graduate Studies for thesis and dissertation approval (due by 2 P.M.)
Thurs., Aug. 3	Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 P.M.)
Fri., Aug. 4	Complete withdrawal deadline for second five-week session
Fri., Aug. 4	Second five-week session ends

Frequently Asked Questions

Admission Information? Requests for applications should be directed to Graduate Admissions at 480/965-6113 or grad-q@asu.edu. For more information, access www.asu.edu/graduate/admissions on the Web.

Advising? The Division of Graduate Studies Advising/Referral Office is open to prospective and admitted graduate students. However, students admitted to a degree program should first seek advising within their programs.

Application Fee Waiver? ASU does not waive, defer, or refund the fee. A decision cannot be made on your application until the \$50 application processing fee is paid.

Campus Map? See the “Tempe Campus” map, on the inside back cover; “East Campus” map, page 385; “West Campus” map, page 506; and the “Downtown Center at ASU” map, page 522. The Division of Graduate Studies (Wilson Hall, center lobby) also distributes maps of the campus and parking facilities.

Corresponding with ASU? Address letters to Department or Office Name, Arizona State University, Tempe, AZ 85287. For information regarding the progress of your file during the admission process, access the interactive Web site at www.asu.edu/interactive using your ASURITE UserID and password. If you have not activated your ASURITE UserID, do so at www.asu.edu/asurite using your ASURITE UserID and activation code included in your application acknowledgement letter. If you wish to contact your department, you can find departmental contact information at www.asu.edu/graduate; click on “Graduate Studies.”

Degree Programs and Departments? For specific information about faculty, programs, application requirements, and deadlines, contact the academic unit directly, by mail or by phone.

Employment on Campus? The Student Employment Office, 480/965-5186, maintains and posts up-to-date employment information for jobs on campus.

Financial Assistance? Loans? Scholarships?

First. Your best source of information is the academic unit to which you are applying, where you can receive information, guidance, and application forms for scholarships, assistantships, and fellowships specific to that program. Most units set early deadlines and require special forms or procedures.

Second. Information about loans, scholarships, grants, work-study, and employment opportunities is available through the Student Financial Assistance Office, Student Services Building, 480/965-3355. For more information, access www.asu.edu/graduate/financial on the Web.

Third. At a college or public library, ask a librarian for publications to help you find scholarships and fellowships.

Fourth. If you now attend school, ask your advisor for guidance in finding information on financial assistance in your discipline.

Financial Guarantee? International applicants must provide explicit verification from their banks that funds equal to the amount specified on the Financial Guarantee Form are available to them. (A general assurance of good credit is not accepted.) For more information, access www.asu.edu/graduate/admissions on the Web.

Housing?

On Campus. Graduate Student Housing is available on the Tempe campus. For more information, call Residential Life at 480/965-3515, or access the Web site at www.asu.edu/reslife. University housing is available for married students or families only at East campus. For more information, access www.asu.edu/reslife on the Web.

Off Campus. Information is available from the ASASU Tenants/Commuter Students Association, 480/965-4216. Local newspapers advertise many rentals.

I-20/IAP-66 Forms? ASU issues visa forms permitting attendance at ASU only. ASU issues the I-20 or IAP-66 only after admitting the student to a graduate degree program and receiving an acceptable Financial Guarantee Form.

Immunization? Students born after December 31, 1956, must receive a measles immunization or offer proof of measles immunity. For more information, call 480/965-8177, send e-mail to measles@asu.edu, or access www.asu.edu/health on the Web.

International Student Association? Call the International Student Office, 480/965-7451, after arriving on campus. For more information, access www.asu.edu/studentlife/iso on the Web.

Letters of Recommendation? Send these letters to the director of graduate study in the academic unit to which you are applying.

Phone Numbers? See the “Tempe Campus Directory,” page 394, and other directories noted on that page. Call the campus operator Monday through Friday, 8 A.M. to 5 P.M., at 480/965-9011.

Release of Information to Friends? Staff members can give personal information to only the applicant. If you want us to release information to another person, you must authorize us to do so. Send a letter to Graduate Admissions naming the person who may represent you. Sign the letter with your name as it appears on your application form.

Teacher Certification? Students who select nondegree and degree graduate programs at ASU are eligible for Arizona teacher’s certification. Call the Office of Student Services, College of Education, at 480/965-5555.

TOEFL Scores? See “English Language Requirement,” page 59.

Transcripts? See “Transcripts,” page 49.

General Information

Arizona State University has emerged as a leading national and international research and teaching institution. Located in the Phoenix metropolitan area, this rapidly growing, multicampus public research university offers programs from the baccalaureate through the doctorate for approximately 58,156 full-time and part-time students through ASU at the Tempe campus; the West campus in northwest Phoenix; a major educational center in downtown Phoenix; the East campus, located at the Williams campus (formerly Williams Air Force Base) in southeast Mesa; and other instructional, research, and public service sites throughout Maricopa County. See the “[Fall 2004 Enrollment](#)” table below.

Fall 2004 Enrollment

Type	Students
Total	58,156
East campus	3,983
Tempe campus	49,171
West campus	7,348
National Merit Scholars (incoming freshmen)	162

MISSION

Arizona State University’s goal is to become a world-class university in a multicampus setting. Its mission is to provide outstanding programs in instruction, research, and creative activity, to promote and support economic development, and to provide service appropriate for the nation, the state of Arizona, and the state’s major metropolitan area. To fulfill its mission, ASU places special emphasis on the core disciplines and offers a full range of degree programs—baccalaureate through doctorate, recognizing that it must offer quality programs at all degree levels in a broad range of fundamental fields of inquiry. ASU will continue to dedicate itself to superior instruction; to excellent student performance; to original research, creative endeavor, and scholarly achievement; and to outstanding public service and economic development activities. As a result of this dedication, ASU was named to Research Extensive (formerly Research I) status in 1994, recognizing ASU as a premier research institution.

ORGANIZATION

Arizona State University is part of a university system governed by the Arizona Board of Regents, a body with perpetual succession under the constitution and laws of Arizona. The board consists of eight citizens appointed by the governor of the state for terms of eight years, and two students; the elected governor and state superintendent of public instruction are members *ex officio*.

The regents select and appoint the president of the university, who is the liaison between the Arizona Board of

Regents and the institution. The president is aided in the administrative work of the institution by the provosts, vice presidents, deans, directors, department chairs, faculty, and other officers. Refer to “[Administrative Personnel](#),” page 376.

The academic units develop and implement the teaching, research, and service programs of the university, aided by the university libraries, museums, and other services.

The faculty and students of the university play an important role in educational policy, with an Academic Senate, joint university committees and boards, and the Associated Students serving the needs of a large institution.

ACADEMIC ACCREDITATION AND AFFILIATION

See “[Accreditation and Affiliation](#),” page 525.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

It is the policy of ASU to provide equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, special disabled veteran, other protected veteran, or Vietnam-era veteran status. Equal employment opportunity includes but is not limited to recruitment, hiring, promotion, termination, compensation, benefits, transfers, university-sponsored training, education, tuition assistance, and social and recreational programs.

ASU is committed to taking affirmative action in increasing opportunities at all levels of employment and to increasing participation in programs and activities by all faculty, staff, and students. Affirmative action is directed toward minority persons, women, special disabled veterans, other protected veterans, Vietnam-era veterans, and persons with disabilities.

University Policy Prohibiting Discriminatory Harassment

Harassment Prohibited. Subject to the limiting provisions of “Freedom of Speech and Academic Freedom” specified below, it is a violation of university policy for any university employee or student to subject any person to harassment on university property or at a university-sponsored activity.

Harassment Defined. Actions constitute harassment if (1) they substantially interfere with another’s educational or employment opportunities, peaceful enjoyment of residence, or physical security, and (2) they are taken with a general intent to engage in the actions and with the knowledge that the actions are likely to substantially interfere with a protected interest identified above. Such intent and knowledge may be inferred from all the circumstances.

Freedom of Speech and Academic Freedom. Neither this nor any other university policy is violated by actions that amount to expression protected by the state or federal constitutions or by related principles of academic freedom. This limitation is further described in the ASU First Amendment Guidelines, the current version of which supplements this policy and is available in the Office of General Counsel.

Relationship to the Work of the Campus Environment Team. If harassment is discriminatory, it falls within the education, monitoring, reporting, and referral functions of the Campus Environment Team. Harassment is discriminatory if taken with the purpose or effect of differentiating on the basis of another person's race, sex, gender identity, color, national origin, religion, age, sexual orientation, disability, or Vietnam-era veteran status.

Student Antiretaliation Statement

Students have the right to be free from retaliation. Threats or other forms of intimidation or retribution against a student who files a complaint or grievance, requests an administrative remedy, participates in an investigation, appears as a witness at an administrative hearing, or opposes an unlawful act, discriminatory practice or policy, are prohibited. Individuals making such threats are subject to university disciplinary procedures. Students with complaints of retaliation should utilize the procedures available under the *Arizona Board of Regents Student Code of Conduct*, the Graduate Student Grievance Procedure, the Student Employee Grievance Procedure, the Sexual Harassment Policy, non-discrimination policies, or other available administrative procedures as appropriate. For assistance with procedures, students should contact the dean of the particular college if the circumstances relate to a course or academic evaluation, or the dean of students for all other circumstances.

INTERGROUP RELATIONS CENTER

The first-of-its-kind, student-founded Intergroup Relations Center (IRC) enhances the university's primary directives of teaching and learning through the application of social justice approaches to diversity, intergroup relations programming, and scholarship in partnership with campus and external communities.

Through structured interaction programs for faculty, staff, and students—including intergroup dialogues, retreats, institutes, and educational and training workshops—the center promotes diversity as one of the university's greatest assets. The educational work of the center encompasses gender, race, age, ethnicity, sexual orientation, disability status, nationality, adult re-entry, and other salient social identities found at ASU.

The center offers student programs that complement courses. For example, the Voices of Discovery intergroup dialogue program brings together small groups of students from different backgrounds for honest, reflective dialogue guided by trained facilitators. Additional programs include weekend retreats on diversity in the professions and on service leadership, and research and practicum internships on diversity and social justice issues.

For faculty and staff, the center offers initiatives addressing issues of diversity in the workplace and the classroom.

These include the annual Faculty Diversity Conference which explores research, pedagogy, and curriculum resources for instructors, and the Diversity Summit Series which provides opportunities to talk and work with nationally and internationally recognized scholars, master teachers, and policy experts.

IRC participates in and offers involvement opportunities with national research. These include program and publication initiatives on intergroup dialogues, anti-bias education, women of color in academia, and diverse democracy outcomes.

For more information regarding diversity resources and ways to get involved, visit the Intergroup Relations Center in SSV 278, call 480/965-1574, or access the IRC Web site at www.asu.edu/provost/intergroup.

HISTORY OF ARIZONA STATE UNIVERSITY

On February 26, 1885, House Bill 164, "An Act to Establish a Normal School in the Territory of Arizona," was introduced in the 13th Legislative Assembly of Arizona Territory by John Samuel Armstrong. The bill, strongly supported by Charles Trumbull Hayden of Tempe, passed the House on March 6 and the Council on March 11 and was signed by Governor F.A. Tritle on March 12, 1885, thereby founding the institution known today as Arizona State University. Under the supervision of Principal Hiram Bradford Farmer, instruction was instituted on February 8, 1886, when 33 students met in a single room on land donated by George and Martha Wilson of Tempe.

The institution began with the broad obligation to provide "instruction of persons...in the art of teaching and in all the various branches that pertain to good common school education; also, to give instruction in the mechanical arts and in husbandry and agricultural chemistry, the fundamental law of the United States, and in what regards the rights and duties of citizens."

With the growth of the state, especially the surrounding Phoenix metropolitan area, the school has carried forward this charter, accompanied by successive changes in scope, name, and governance.

The Early Years. For the first 14 years, the school was governed by six principals. At the turn of the century and with another new name, Normal School of Arizona, President Arthur John Matthews brought a 30-year tenure of progress to the school.

He assisted in changing the school to an all-college student status; the Normal School had enlisted high school students who had no other secondary educational facilities in Arizona. He embarked on a building schedule that included the state's first dormitories. Of the 18 buildings constructed while Matthews was president, six are still in use. His legacy of an "evergreen campus," with the importing of many shrubs and trees and the planting of Palm Walk, continues to this day; the Tempe campus is a nationally recognized arboretum.

Matthews also saw to it that the Normal School was accredited outside the state. His service on national education organization boards was conducive to this recognition. The school remained a teacher's college in fact and theory

GENERAL INFORMATION

during Matthews' tenure, although the struggle to attain status as a university was ongoing.

An extraordinary event occurred March 20, 1911, when former President Theodore Roosevelt visited the Tempe school and spoke from the steps of Old Main. He had dedicated the Roosevelt Dam the day before and was impressed with Arizona. He noted that construction of the dam would benefit central Arizona's growth and that of the Normal School. It would be another year before the territory became a state.

During the Great Depression, Ralph W. Swetman was hired as president for a three-year term. This was a time of uncertainty for educational institutions. Although enrollment increased due to the depression, many faculty were terminated and faculty salaries were cut. The North Central Association became the accrediting agency for Arizona State Teachers College.

The Gammage Years. In 1933, Grady Gammage, then president of Arizona State Teachers College at Flagstaff, became president of Arizona State Teachers College at Tempe, a tenure that would last for nearly 28 years.

The Graduate Division was created in 1937, and the first master's program was established the same year.

On March 8, 1945, the three state institutions of higher learning came under the authority of one Arizona Board of Regents, which oversees ASU today.

The phenomenal growth of the college began after the end of World War II. Dr. Gammage had foreseen that the G.I. Bill of Rights would flood campuses everywhere with returning veterans. Many of the veterans who had received military training in Arizona had fallen in love with the state and vowed to return after the war. The numbers within one year were staggering: in the fall semester of 1945, 553 students were enrolled; over the weekend semester break in January 1946, enrollment increased 110 percent to 1,163 students. Successive semesters saw continuing increased enrollment.

Like his predecessor, Dr. Gammage oversaw the construction of a number of buildings. His greatest dream, that of a great auditorium, came to fruition after his death. He laid the groundwork for it with Frank Lloyd Wright, who designed what is now the university's hallmark building, Grady Gammage Memorial Auditorium, built in 1964.

Years of Growth and Stature. During the 1960s, with the presidency of Dr. G. Homer Durham, Arizona State University began its academic rise with the establishment of several new colleges (the College of Fine Arts, the College of Law, the College of Nursing, and the School of Social Work) and the reorganization of what became the College of Liberal Arts and Sciences and the College of Engineering and Applied Sciences. Perhaps most important, the university gained the authority to award the Doctor of Philosophy and other doctoral degrees.

The next three presidents—Harry K. Newburn, 1969–71, John W. Schwada, 1971–81, and J. Russell Nelson, 1981–89—and Interim President Richard Peck, 1989, led the university to increased academic stature, expansion of the campuses, and rising enrollment.

Under the leadership of Dr. Lattie F. Coor, from 1990 to June 2002, ASU grew to serve the Valley of the Sun through

multiple campuses and extended education sites. His commitment to diversity, quality in undergraduate education, research, and economic development underscored the university's significant gains in each of these areas over his 12-year tenure. Part of Dr. Coor's legacy to the university was a successful fund-raising campaign. Through private donations, primarily from the local community, more than \$500 million was invested in targeted areas that significantly impact the future of ASU. Among the campaign's achievements were the naming and endowing of the Barrett Honors College, the Katherine K. Herberger College of Fine Arts, and the Morrison School of Agribusiness and Resource Management at the East campus; the creation of many new endowed faculty positions; and hundreds of new scholarships and fellowships.

A New Vision. ASU entered a new era on July 1, 2002, when Michael M. Crow joined the university as its 16th president. At his inauguration, President Crow highlighted his vision for transforming ASU into a New American University—one that is open and inclusive; that embraces its cultural, socioeconomic, and physical setting; and that promotes use-inspired research. As the only research university serving the entire metropolitan Phoenix area, ASU is in a unique position to evolve together with the city into one of the great intellectual institutions in the world.

A strong foundation already is in place to move Dr. Crow's vision forward. ASU admitted its largest and highest-quality freshman class ever in fall 2003 and has developed nationally recognized programs in a number of fields, including accounting, astrobiology, design science, creative writing, music, ecology and evolutionary biology, electron microscopy, nanotechnology, psychology, solid-state science, and supply chain management.

In addition, ASU has embarked on its most aggressive capital building effort in more than a decade. The university is adding one million square feet of world-class, grade A research infrastructure, with the first building—Phase I of the Biodesign Institute at Arizona State University—was completed in October 2004. ASU will take a leading role in biomedicine and biotechnology, designing new therapies, new vaccines, new diagnostic devices, and better delivery methods.

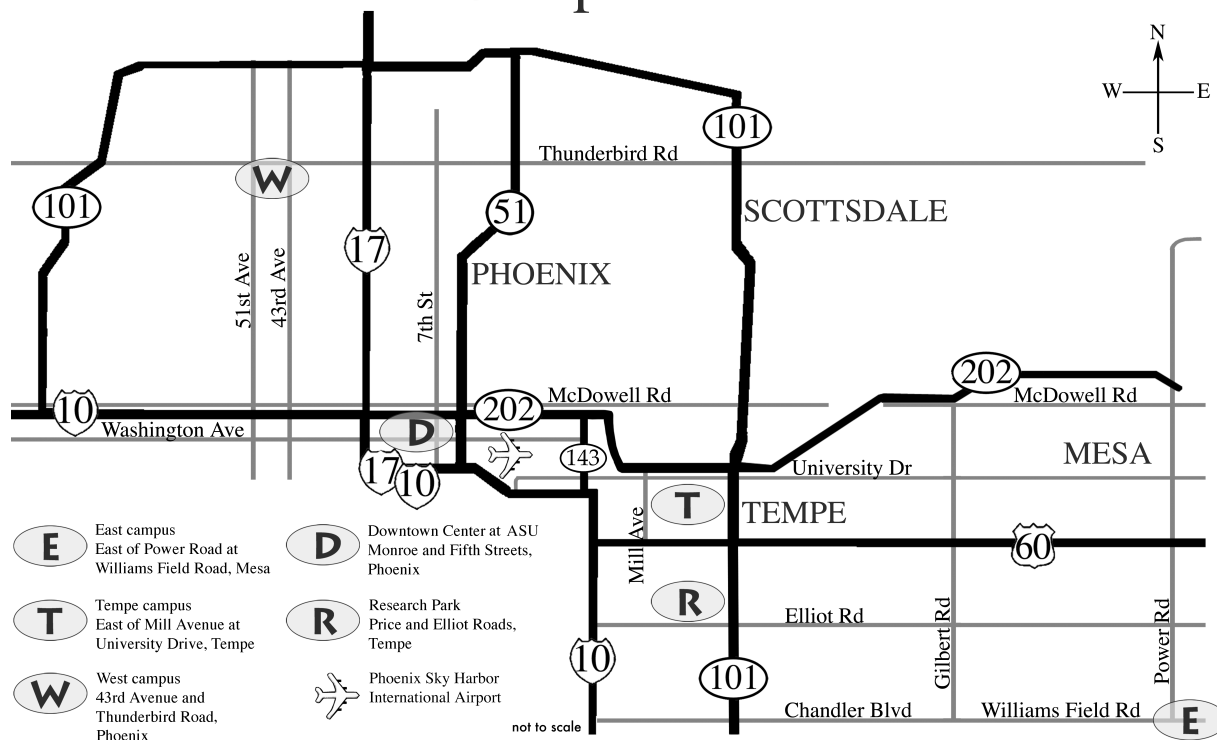
In addition, the university has undertaken a significant realignment initiative known as "One University in Many Places," which adopts a college/school-centric model for restructuring ASU across four distinct full-service campuses Valley-wide.

Research Extensive Status. ASU was named to Research Extensive (formerly Research I) status by the Carnegie Foundation for the Advancement of Teaching in early 1994. Nationally, 88 universities have been granted this status, indicating successful garnering of support for research projects and educating future scientists.

Athletics

The original nickname for the Normal School of Arizona athletic teams was the Owls. Athletics other than Sunday hikes and lawn tennis were not part of the early curriculum.

ASU Campus Locations



During President Matthews' tenure, some team competition began. The Tempe Bulldogs saw some interesting and rough competition with the University of Arizona Wildcats. In the 1940s, the college's teams became the Sun Devils.

In 1979, the university joined the Pacific-10 Conference. In 1987, ASU became the first Arizona football team to play in the Rose Bowl, defeating the University of Michigan Wolverines 22–15. ASU made its second appearance in 1997 against Ohio State.

In 2003, ASU finished 10th nationally in the Sears Directors' Cup, which recognizes the top athletic programs in the country. Ten teams finished in the top 20 nationally with five teams posting top 10 finishes. Wrestling finished fifth; men's golf, sixth; baseball, seventh; gymnastics, ninth; and women's swimming/diving, 10th.

Division of Graduate Studies

Graduate education at ASU began with the creation of the Graduate Division in 1937 and the establishment of the first master's program the same year. For the first 20 years, graduate education focused exclusively on professional programs in education. During the 1950s as the campus grew and broadened its mission, a number of new degree programs appeared, significantly enhancing the role of graduate studies on the campus. By the early 1960s, graduate programs were established in many disciplines; humanities, social science, and science fields were well represented, as were professional programs in business, engineering, fine arts, and public administration. With this expansion of the

mission of the campus came new facilities and the development of a wider range of research interests and activities.

Major changes in the nature and role of graduate education came in the early 1960s when the first PhD programs were established in chemistry, education, engineering, English, physics, and psychology. The research focus of campus programs grew at a rapid pace. Master's programs matured as doctoral programs were added. From the late 1960s to the present, campus facilities for instruction, research, and advanced study significantly expanded to support university programs with the construction of new laboratories, classroom structures, and two large libraries—including a new main library and a separate science and engineering library.

UNIVERSITY CAMPUSES AND SITES

ASU comprises the East campus, Tempe campus, West campus, Downtown Phoenix campus, the ASU Research Park, and various other entities and facilities. See the "[ASU Campus Locations](#)" map, on this page.

Downtown Phoenix Campus. See "[Downtown Phoenix Campus](#)," page 380.

East Campus. The polytechnic campus of the university, the East campus opened in 1996 and serves more than 3,500 undergraduate and graduate students. Located in the East Valley, the 600-acre campus offers many of the features of a small residential college in a suburban area while providing

GENERAL INFORMATION

access to the resources of the Tempe campus and the amenities of the metropolitan Phoenix area.

The East campus offers a variety of bachelor's and master's degrees, certificate programs, and, through partnerships with programs at the Tempe campus, select doctoral degrees. Sharing the campus with the East campus are two community colleges, an elementary school, a regional airport, a golf course, and several corporate research facilities. A partnership with Chandler-Gilbert Community College provides lower-division general education, general interest, and major prerequisite courses to East campus students and transfers the credits seamlessly to ASU.

Fully mediated classrooms and specialized educational facilities such as the Microelectronics Teaching Factory, the Graphic Information Technology Facility, and the flight program's Altitude Chamber offer unique teaching-learning opportunities for East campus students.

On-campus housing for married students and families in addition to traditional residence halls for single students are available at East campus. The Freshman Year Experience residence halls at East campus offer a specialized community that integrates a variety of academic resources into residential life.

A shuttle service provides transportation between the East campus and the Tempe campus. The campus, located at Power and Williams Field Roads in Mesa, is easily accessible via major interstate routes. For more information, see "East Campus," page 381.

Tempe Campus. The Tempe campus is located near the heart of metropolitan Phoenix in the city of Tempe (population 159,615). Nearby are the municipalities that make up the fast-growing Valley of the Sun: Chandler, Gilbert, Glendale, Mesa, Scottsdale, and other communities.

The Tempe campus comprises more than 700 acres and offers outstanding physical facilities to support the university's educational programs. The campus is characterized by broad pedestrian malls laid out in an easy-to-follow grid plan, spacious lawns, and subtropical landscaping.

West Campus. The West campus of ASU, located in northwest Phoenix, is a vital component of ASU. The campus serves more than 7,300 students, offering a highly personalized, student-centered education. It offers an interdisciplinary education for undergraduates, as well as an array of professional programs grounded in the liberal arts. The West campus offers 30 bachelor's degree programs, nine master's degrees, and eight professional certificates.

West campus's colleges and schools are a force in the creation and communication of knowledge through its interdisciplinary teaching, research, and outreach programs. West campus faculty are active scholars engaged in a wide variety of research to enhance the community, build new knowledge, and expand the frontiers of science. Research activities are diverse, including quality-of-life issues in the metropolitan region, applied leadership challenges for public and private organizations, and enhanced teacher education. Students benefit from the unique blend of interactive, classroom-based learning communities, community- and field-based learning experiences, and faculty-student research partnerships that address important societal issues.

The West campus commitment to integrated learning extends to Las Casas, an apartment-style, living-learning-based housing facility. Las Casas features faculty and academic advisors who live in the residence, faculty mentors, courses taught on site at the community center, and student affinity groups focusing on topics such as global awareness, leadership, and the arts.

As a full-service campus, West campus includes a child development center, student health center, bookstore, fitness center, credit union, computer center, food service facilities, theater, and meeting rooms. The campus offers valuable resources for the community, including fine arts and cultural programs, consulting for public and private organizations, workshops, and special events.

The campus is located in northwest Phoenix between 43rd and 51st Avenues on West Thunderbird Road, easily accessed from Interstate 17 and Loop 101.

For more information, see "West Campus," page 474. For complete information and course listings, see the *West Campus Catalog*.

Downtown Center at ASU. The Downtown Center at ASU is located in central Phoenix at 502 E. Monroe. The center offers a variety of daytime and evening courses and degree programs of interest to employees in private businesses and government agencies and to individuals seeking personal growth and enrichment. These offerings are scheduled at a variety of convenient times and offered through various modes of delivery. Professional continuing education, certificate programs, and lecture series are also available. Access to ASU library information and resources, ASU computing resources, and the Internet is available through the center's computer lab.

ASU Research Park. The mission of the ASU Research Park is to enhance Arizona's high-value research-based economic development and to build the university's capacity to educate and advance knowledge. To this end, the Research Park serves to attract new corporate and regional headquarters and research and development firms to Arizona—headquarters and firms that broaden the base for potential research, interact with graduate students, consult with university faculty, cosponsor seminars on research topics, and provide employment opportunities for ASU graduates.

The Research Park has numerous major tenants, including ASML, Avnet Technology Solutions, Bright Horizons Family Solutions, Edward Jones, Iridium Satellite, the ASU Macro Technology Works, Philips Semiconductors, and many others. The Research Park contains more than 1.6 million square feet of developed space on 324 acres.

For more information, access the Web site at researchpark.asu.edu.

Camp Tontozona. Located in the famed Mogollon Rim country near Kohl's Ranch, northeast of Payson, this continuing education facility serves the needs of academic departments conducting teaching and research in mountain terrain. The camp is also available to faculty, staff, graduate students, and alumni for family use. For more information, call 480/965-6851.

Deer Valley Rock Art Center. Deer Valley Rock Art Center, located two miles west of the Black Canyon Freeway on Deer Valley Road, is operated by the ASU Department of Anthropology in consultation with the Hopi, Yavapai, and Gila River Indian tribes. It includes more than 1,500 petroglyphs that cover the eastern slope of Hedgpeth Hills. For more information, call 623/582-8007.

The Arboretum. The Arboretum at Arizona State University is the entire 722-acre Tempe campus. The Arboretum is home to a flourishing oasis of plants from around the world. This virtual outdoor classroom includes more than 300 species of trees and other woody ornamental and herbaceous plants from diverse geographic regions as well as the Sonoran Desert. The Arboretum contains one of the best collections of palms and conifers in the desert Southwest and a growing collection of native Southwestern plants. The Arboretum's date palm collection has received international recognition by the American Association of Botanical Gardens and Arboreta North American Plant Collection Consortium.

The Arboretum's collection began with Arthur J. Matthews. By the time Matthews' 30-year presidency was finished, nearly 1,500 trees of 57 species and more than 5,700 feet of hedges were planted. One of his most enduring landscape projects was the planting of Mexican Fan Palms along Palm Walk in 1916, which extends from University Drive south to the Student Recreation Complex. Today the Arboretum has expanded its collection to include nearly 4,000 trees of 164 species/varieties.

The Arboretum is open to the public free of charge 365 days a year from dawn to dusk. Walking tours of the various collections and points of interest are designated by signage denoting those areas. Many of the plants in the collection throughout campus are marked with identification plaques.

U.S. Passport Acceptance Office. Located in the International Programs Office, TMPCT 198, this office serves the public Monday through Friday from 9 A.M. to 4 P.M. For more information, call 480/965-0877, or access the Department of State Web site at travel.state.gov.

UNIVERSITY LIBRARIES AND COLLECTIONS

Tempe Campus Libraries

Collectively, the ASU University Libraries (www.asu.edu/lib) is one of the premier research libraries in the country. University Libraries consists of Hayden Library, the Architecture and Environmental Design Library, the Music Library, and the Noble Science and Engineering Library. All the libraries promote academic success by connecting students and faculty to a wide range of information resources available in the library and/or accessible via the Internet.

The nationally ranked collections comprise nearly 4 million volumes, more than 34,000 periodical and serial subscriptions, thousands of sound recordings and videos, and hundreds of thousands of government documents and maps. ASU is a member of the Association of Research Libraries and the Center for Research Libraries.

The library's Web site (www.asu.edu/lib/find) serves as a gateway to the library's catalog, hundreds of scholarly data-

bases, thousands of electronic books and journals, and RefWorks, a citation management tool. Computing workstations with Internet access are available for use in all library facilities. Wireless networks in each library allow for laptop connectivity to library and campus resources. Borrowing privileges and access to collections vary from unit to unit. Orientation tours are scheduled throughout the year, and library staff are available for consultation on resources and services. In addition to in-house assistance, the ASU University Libraries provides students with 24/7 research assistance through an online "Ask a Librarian" live chat service (www.asu.edu/lib/help).

For telephone numbers, see "Libraries," page 397. For more information, access the Web site at www.asu.edu/lib.

Charles Trumbull Hayden Library. The Charles Trumbull Hayden Library, designed by Weaver and Drover in 1966, houses the largest multidisciplinary collection at ASU. In addition to the open stack areas, separate collections and service areas include Access for Disability Accommodations; Circulation; Periodicals/Videos/Microforms; Government Documents Services; Interlibrary Loan and Document Delivery Services; Library Information, Systems, and Technology (L.I.S.T.); Reference; Reserve; and seven archival repositories available at the Luhrs Reading Room; see "Archives and Special Collections," page 32. For more information about Hayden Library, access the Web site at www.asu.edu/lib/hayden.

Architecture and Environmental Design Library.

Located on the first floor of the College of Architecture and Environmental Design/North building, this library's main collection focuses on architecture, design, graphic design, interior design, landscape architecture, and planning. The library's Special Collections and Archives, Architectural Drawings Collection, and Materials Resource Center provide additional opportunities for specialized research. For more information, access the Web site at www.asu.edu/lib/arch.

Music Library. A large collection of music scores, recordings, books, music reference materials, and listening facilities for individuals and groups is located on the third floor of the Music Building, West Wing. For more information, access the Web site at www.asu.edu/lib/music.

Daniel E. Noble Science and Engineering Library. The Daniel E. Noble Science and Engineering Library houses the Map Collection; and books, journals, and microforms in the sciences, engineering, and nursing. For more information, access the Web site at www.asu.edu/lib/noble.

College of Law Library

The John J. Ross-William C. Blakley Law Library is located on McAllister Avenue. See "Law Building and Law Library," page 234, for more information.

Fletcher Library

The holdings of the Fletcher Library at West campus include more than 331,000 volumes, 9,600 videos, and 15,000 slides. For more information and to take a virtual tour of the library, access the Web site at library.west.asu.edu.

GENERAL INFORMATION

University Collections

Arizona Historical Foundation. Under a cooperative agreement with ASU, the Arizona Historical Foundation houses a library of several thousand volumes, manuscript collections, maps, and photographs, and a large collection of audiovisual materials. Housed in the Charles Trumbull Hayden Library, the collection's focus is on the history of Arizona and the Southwest. For more information, access the Web site at www.ahfweb.org.

Archives and Special Collections. ASU Libraries offers eight archival repositories and collections of special published materials: Arizona Collection, University Archives, Special Collections, Child Drama Collection, Benedict Visual Literacy Collection, Labriola National American Data Center, Chicano Research Collection, and the Archives and Special Collections of the Architecture and Environmental Design Library. All of these repositories preserve and make accessible manuscript and archival collections, photographs, videotapes, books, periodicals, and other materials of rarity or special significance. ASU also serves as the host for the Arizona Historical Foundation, a non-profit organization that also offers fine archival collections and services. Thousands of archival materials have been digitized and are available through the Web sites associated with each repository. Reference assistance and traditional or digital duplication services are offered at four reference service points, and some materials are made available through on-campus, online, and traveling exhibits. The Luhrs Reading Room offers evening and weekend service hours during the fall and spring semesters.

PERFORMING AND FINE ARTS FACILITIES

ASU Art Museum. The ASU Art Museum serves students and scholars within and beyond the university and as a cultural resource for the Phoenix metropolitan area. The museum serves the global public through traveling exhibitions, publications that contextualize art in the larger issues of society, and its Web site.

Exhibitions, education programs, and publications are interdisciplinary and designed to engage viewers with art that is relevant to their lives. New technologies in the content of art and in the approaches to reaching new audiences are eagerly and openly adopted.

Collections and exhibitions focus on contemporary art, particularly new media and new methods of presentation; art by Latin American artists; art from the Southwest; prints, both historic and contemporary; and crafts, emphasizing ceramics. In 2002, the Ceramics Research Center was opened, presenting exhibitions and giving access to research in ceramics. The museum was founded by a gift of historic American paintings, which are on continuous display, including works by Gilbert Stuart, Albert Pinkham Ryder, Winslow Homer, Georgia O'Keeffe, and Romare Bearden. The contemporary art holdings include works by Nam June Paik, Lorna Simpson, Vernon Fisher, Sue Coe, and Enrique Chagoya. Ceramics, with a focus in 20th-century examples, include Peter Voulkos, Ken Price, Lucie Rie, and Robert Arneson. Exhibitions and collections are housed in galleries

and study rooms within the international award-winning Nelson Fine Arts Center.

Educational programs include artist residencies and dialogues with classes, a student docent program, internships, research assistantships, lectures and symposia, in-gallery materials, community video projects with children, and school and public tours. For information on upcoming exhibitions and programs, call 480/965-2787.

Computing Commons Gallery. Located on the ground floor of ASU's high-traffic, centrally located Computing Commons, the gallery extends the arts to a diverse community. This Institute for Studies in the Arts' (ISA) exhibition space has highly adaptable power and lighting options and more than 30 Ethernet connections to facilitate work with a focus on art and technology.

Dance Multimedia Learning Center. The Department of Dance Multimedia Learning Center is a facility designed to promote and encourage the use of media and computer technology in dance education and performance at ASU.

Dance Studio Theatre. The Dance Studio Theatre is a 300-seat performance space that is the mainstage performance site for the 12 formal and informal concerts produced annually by the Department of Dance. The theatre is designed with both interactive and telematic capabilities. The facility uses video-based motion sensing and enables dancers to interact with sound, lighting, images, and video in performance. High-speed Internet connectivity enables this space to connect with other telematic spaces for dual, multisite, and Web performances.

Digital Arts Ranch. The Institute for Studies in the Arts' (ISA) Digital Arts Ranch includes a black box theatre. The theatre features a matrix of video, audio and movement sensors, controllable projection screens, surround sound capable of Dolby 5.1 and DTS reproduction, shops for design and fabrication using a variety of materials, including wood, aluminum, brass, steel and plastic, and a CAD unit. The theatre space serves as the ISA's principal venue for arts and technology performance events.

Galleria. The Galleria features work by ASU faculty, staff, and local artists. Exhibits rotate monthly. Located in downtown Phoenix in the Downtown Center at ASU, the Galleria participates in the monthly and annual art tours—First Friday and Art Detour—sponsored by a local arts group, ArtLink, Inc. For information on exhibitions, call 480/965-3046.

Gallery of Design. Housed in the College of Architecture and Environmental Design, the Gallery of Design is used to display student work, semester end final critiques, shows exhibiting faculty work, an annual alumni show, and special exhibits. Exhibits tend to focus on architecture, design, and planning and landscape design. It is open Monday through Friday from 8 A.M. to 5 P.M., except when the university is closed.

Paul V. Galvin Playhouse. Built to stage the largest productions of the ASU Theatre, the Paul V. Galvin Playhouse is a 496-seat proscenium-stage theatre set at the east end of the Nelson Fine Arts Center. The Department of Theatre's

annual season of 12 to 15 plays also includes productions in the Lyceum and Prism theatres and the Nelson Fine Arts Center Studios.

Grady Gammage Memorial Auditorium. A versatile center for the performing arts designed by Frank Lloyd Wright and named for the late ASU President Grady Gammage, Grady Gammage Memorial Auditorium seats 3,000 and has won wide acclaim for its design and acoustics. In addition to the great hall and related facilities—including the Aeolian-Skinner organ contributed by Hugh W. and Barbara V. Long—the building contains classrooms and workshops for the Katherine K. Herberger College of Fine Arts.

The Intelligent Stage. The Intelligent Stage is a research environment and performance space at the Institute for Studies in the Arts (ISA). It is dedicated to the expansion of studies in interactive performance technologies. Current research includes 3-D motion capturing and 2-D sensing technologies, body sensors for real-time control of digital media, and multisite performances through the use of shared data and streaming digital media. The Intelligent Stage serves as the Interdisciplinary Research Environment for Motion Analysis, which includes faculty from 12 departments across campus.

Katzin Concert Hall. Located in the new music building expansion, the Katzin Concert Hall seats 350 people. Primarily used for solo and chamber music recitals, the hall houses a nine-foot Hamburg concert Steinway piano. The acoustics are enhanced by the maple-paneled stage and the multifaceted walls and ceiling.

Louise Lincoln Kerr Cultural Center. Located in Scottsdale, the Louise Lincoln Kerr Cultural Center offers cultural events, especially in the performing arts, to the community.

Lyceum Theatre. A 164-seat proscenium theatre, the Lyceum Theatre is a venue for faculty productions and a laboratory for the work of student playwrights, directors, and actors in the Department of Theatre.

J. Russell and Bonita Nelson Fine Arts Center. Designed by Albuquerque architect Antoine Predock, the J. Russell and Bonita Nelson Fine Arts Center is a spectacular, 119,000-square-foot, village-like aggregate of buildings that includes five galleries of the ASU Art Museum, the Paul V. Galvin Playhouse, the University Dance Laboratory, seven specialized theatre and dance studios, a video studio, and a variety of scenic outdoor features, including courtyards, fountains, pools, and a 50-by-100-foot projection wall designed for outdoor video.

Northlight Gallery. The Northlight Gallery is dedicated to museum-quality exhibitions of historical and contemporary photography. Located in Matthews Hall, it is open during the academic year.

Organ Hall. Located in the Music Building, the Organ Hall houses the Fritts Organ. This tracker-action pipe organ is designed to capture the qualities of baroque European organs. The hall is designed to complement the organ with a barrel-vaulted ceiling and wooden benches to seat 166 persons.

Prism Theatre. The Prism Theatre is an alternative black-box space devoted to student productions.

Recital Hall. Located on the fifth floor of the Music Building, the Recital Hall is an intimate 125-seat facility that opens onto a rooftop courtyard.

Evelyn K. Smith Music Theatre. As part of the music complex, the Evelyn K. Smith Music Theatre, modeled after the Wagnerian Theatre in Bayreuth, Germany, rises five stories and seats an audience of 500. This theatre is the home of many operatic and musical productions.

Step Gallery. Located in the Tempe Center, the Step Gallery is dedicated to exhibitions by undergraduate students.

Sundome Center for the Performing Arts. As America's largest single-level theatre, the Sundome Center for the Performing Arts in Sun City West has 7,169 seats. The theatre is equipped with sophisticated, state-of-the-art lighting systems, and a single-span roof affords each seat a clear view. As one of Arizona's premier entertainment venues, the Sundome provides an array of top entertainment from Las Vegas-style concerts to classical ballets to celebrity lectures.

Television Station KAET. KAET, Channel 8, is the university's PBS station. Studios of the award-winning station are located in the Stauffer Communication Arts Building. To operate 24 hours a day, KAET employs more than 50 ASU students and interns. To learn more about KAET-TV, access its Web site at www.kaet.asu.edu, or call 480/965-8888.

University Dance Laboratory. A flexible performance space within the Nelson Fine Arts Center, the University Dance Laboratory is designed specifically for experimental dance productions. Along with the Dance Studio Theatre in the Physical Education Building East, the University Dance Laboratory is used by the Department of Dance for experimental performances.

Harry Wood Gallery. Housed in the Art Building (ART 120), the Harry Wood Gallery provides temporary exhibitions of the visual arts during the academic year. Works by undergraduate and graduate students, as well as the general public, are showcased.

Gallery 100. The art gallery is located on the Tempe campus opposite the ASU Bookstore in ECA 100. The exhibition space features art work in a variety of media created by graduating seniors in the School of Art.

COMPUTING FACILITIES AND SERVICES

Computers are fundamental tools for learning, instruction, and research in every college and department at ASU. The Information Technology (IT) department provides a variety of computing equipment and services available for use by students, faculty, and staff. IT also provides a wide variety of applications, including those required for development, research, and other learning needs. University-wide productivity software and knowledge-sharing resources are accessible through a high-speed campus network and from off campus via the Internet.

A wide range of university information is available online at www.asu.edu, the official ASU Web site. Prospective and

GENERAL INFORMATION

current students can find details regarding undergraduate and graduate degree programs, financial assistance, housing, and student activities. The ASU Web site is also the gateway to many online services, including

1. finding and registering for classes;
2. viewing online grade reports;
3. checking e-mail, accessing courses online, utilizing Web-based university services, and reading customizable content via myASU (my.asu.edu);
4. creating personal and course Web pages;
5. viewing campus event calendars;
6. searching the student-faculty-staff directory;
7. browsing general and graduate catalogs; and
8. obtaining information about ASU athletics.

IT provides several service centers, described below, for the ASU academic community.

Computing Commons. The Computing Commons building (CPCOM) provides a “technology hub” that draws together students, faculty, and staff from all disciplines on campus in an environment conducive to maximum creative interaction. The building and its facilities have drawn national recognition and acclaim as a model for the support of instruction and research in a technology-based environment. The Computing Commons houses a 254-workstation computing site, seven computer classrooms, one instructor mediated classroom, two Classroom Support Centers, the Customer Assistance Center, the ASU Computer Store, and the Computing Commons Gallery which is described under Performing and Fine Arts Facilities (see “**Computing Commons Gallery**,” page 32).

Classroom Support. Classroom Support provides the campus community with a variety of tools and services to help faculty, staff, and students integrate technology into the educational process at ASU. Support services for university classrooms include technical assistance, instructor training, equipment installation and maintenance; multimedia equipment loans for classroom instruction and faculty-sponsored student projects; equipment and classroom demonstrations of new and current technologies; and hands-on orientation. For more information, access the Web site at www.asu.edu/classroomsupport.

Computing Sites. In addition to the Computing Commons Atrium, there are four additional Information Technology computing sites located on the Tempe campus, available for ASU faculty, staff, and students with an ASURITE UserID. Site configurations and hours of operation vary; current information is available on the Web at www.asu.edu/it/tempe/sites.

Computer Accounts. Computer Accounts, located on the second floor of the Computing Commons in room 202, assists users with account access issues (including lost passwords), disk space quotas, accounts for non-ASURITE services (including mainframe computer access), and other account-related services. Most computing services are accessible through the standard ASURITE UserID and password, available online at www.asu.edu/asurite. Additional

information about Computer Accounts is available on the Web at www.asu.edu/it/tempe/cac.

Customer Assistance Center. The Customer Assistance Center, located on the second floor of the Computing Commons in room 202, offers a library of reference manuals and other information concerning computing systems and software. Self-paced training is available for various software applications running under the Windows or Unix operating systems. The Customer Assistance Center also distributes some site-licensed software, including computer security software. “Print on demand” help documents are available on the Web at www.asu.edu/it/quicklook. Additional information about the Customer Assistance Center is available on the Web at www.asu.edu/cacenter.

Digital Media and Instructional Technologies. Digital Media and Instructional Technologies (DMIT) is a development center for the effective use of technology in the design and delivery of instruction. Staffed with faculty, researchers, and students skilled in the areas of system design, graphics, interactive software, Web-based instructional design and delivery, and digital video production, this innovation-driven group enables faculty to maximize the impact of their instruction through the use of technology. From this perspective, DMIT fosters technological innovation by serving as a research and development unit, a production group, and a training facility.

DMIT collaborates with faculty in the coordination of cross-disciplinary research and production projects relating to the integration of technology with education. Through partnerships with ASU faculty and researchers, other educational institutions, as well as public and private community entities, grant-writing teams are assembled to leverage support not otherwise available to a single academic unit or faculty member. Central to effective support services is the establishment of a partnership among the various support units within the university. DMIT coordinates the efforts of these groups—which include the School of Extended Education, University Libraries, the Disability Resource Center for Academic Access and Achievement, and the Office for Research and Sponsored Projects Administration—to provide faculty with a wide array of instruction support services.

DMIT offers consultation and workshops tailored toward enhancing the instructional use of technology by the university teaching community. Sessions range from an introduction to technology in education through advanced and customized approaches for instructors in specific programs.

For more information about DMIT, access the Web site at dmit.asu.edu.

DMIT Instruction Support Lab. The Instruction Support (IS) Lab provides an environment in which faculty may seek and receive one-on-one, guided, or independent support for course development and delivery. Expert staff work closely with faculty to refine and develop their skills and confidence in the design and delivery of instruction through a variety of technology-supported means, both synchronous and asynchronous. Located in CPCOM 213, the IS Lab provides faculty, university professionals, and graduate students with a unique opportunity to integrate technology

with instruction. The IS Lab sponsors workshops and demonstrations and serves as a dynamic clearinghouse of information and referrals for effective integration of technology with education. For more information about IS Lab resources, support, and workshops, access the Web site at dmit.asu.edu/islab.

Downtown Center at ASU Computer Labs. The Downtown Center at ASU offers two state-of-the-art computer labs. These facilities feature Pentium IV-class computers with the latest versions of software, high-speed laser printers, a color flatbed scanner, and a ceiling-mounted video projection system. The labs are located in central Phoenix. The center is a unique educational, applied-research, and community-service facility designed to address the multifaceted urban opportunities of the central Phoenix community. For more information, call 480/965-3046, or access the Web site at www.asu.edu/xed/computerlab.

Help Desk/Consulting. The IT Help Desk provides ASU students, faculty, and staff with centralized systems information and first-level assistance in resolving computing problems. The IT Help Desk assists with AFS filespace and permissions for Web sites; communication, e-mail, and virus protection software; file recovery from floppy disks; and computing and equipment problem referral. Services are available by telephone at 480/965-6500, and by walk-in at the Customer Assistance Center, CPCOM 202. For more information, access the Web site at www.asu.edu/it/tempe/cac.

ALUMNI ASSOCIATION

Founded in 1894, the Alumni Association is a volunteer organization committed to serve and unite alumni for the purpose of advancing the interests of ASU and its alumni. The association, located in MAIN 200, provides a variety of services for ASU alumni, as well as a series of events scheduled around the country.

With more than 250,000 alumni living in the United States and throughout the world, the association plays an important role as the university's primary support organization. Comprising more than 42 groups, the campus, college, club, and chapter organizations (4Cs) of the association provide opportunities for all alumni to stay involved with the part of ASU that interests them most.

Members of the Board of Directors are elected each spring. For more information about the association or its board of directors, call 1-800-ALUMNUS or 480/965-ALUM (2586), or access the Web site at www.asu.edu/alumni.

LEARNING AND TEACHING EXCELLENCE

The Center for Learning and Teaching Excellence is dedicated to enhancing teaching and learning possibilities at ASU. To support this mission, the center provides a variety of training, support, and professional development programs for faculty, academic professionals, graduate students who have teaching responsibilities, and academic departments throughout the university. The center's resources and services specifically focus on advancing improvements in student learning, especially the manner in which teachers promote and foster that learning.

Some of the center's goals are

1. assisting faculty, programs, and departments to assess and develop instructional approaches;
2. providing workshops designed to enhance specific instructional practices for all who teach;
3. serving as a clearinghouse of information about activities, events, resources, and projects that may enhance teaching and learning;
4. developing synergistic relationships with existing campus units;
5. providing instructional assistance to new faculty on campus;
6. encouraging reflective use of instructional technologies; and
7. collaborating with other campus units to secure grant moneys for new course development, exploration of innovative teaching methods, and/or research in effective instruction.

For more information, call 480/965-9401.

LEARNING AND TEACHING EXCELLENCE (LTE)

LTE 598 Special Topics. (1-4)

selected semesters

Topics may include the following:

- Diversity in the Classroom: Prospects and Challenges. (1)
- Improving Teaching Through Assessment. (1)
- Strategies for Effective Lecturing. (1)
- Strategies for Promoting Active Learning. (1)
- Teaching with Technology. (1)
- Teaching with Writing. (1)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

RESEARCH CENTERS, INSTITUTES, AND LABORATORIES

See "Research Centers," page 36.

Research Centers

College of Architecture and Environmental Design	36
W. P. Carey School of Business	37
East Campus	38
College of Education	38
Ira A. Fulton School of Engineering	39
The Katherine K. Herberger College of Fine Arts	40
College of Law	40
College of Liberal Arts and Sciences	40
College of Public Programs	45
Vice President for Research and Economic Affairs	46

Research centers, institutes, and laboratories serve the university’s mission in research. They are overseen by eight of the colleges, the Office of the Vice President for Research and Economic Affairs, and the East campus provost.

Center for Research on Education in Science, Mathematics, Engineering, and Technology

The Center for Research on Education in Science, Mathematics, Engineering, and Technology (CRESMET)—an alliance of the ASU College of Education, the Ira A. Fulton School of Engineering, and the College of Liberal Arts and Sciences—was initiated in 1999, growing out of what was previously the Center for Innovation in Engineering Education. The mission of the center is to bring together individuals, programs, and organizations interested in improving K–20 science, mathematics, engineering, and technology education to research, develop, and assess educational theories, curricula, courses, and administrative policies that impact science, mathematics, engineering, and technology education. The center also encourages and supports wide-scale sharing and implementation of effective approaches to producing a more scientifically and technologically literate populace and more capable science, mathematics, engineering, and technology majors.

Research. CRESMET pursues research and development that demonstrates coherent, consistent, and conceptually powerful mathematics, science, engineering, and technology education from kindergarten through college (K–20).

Partnering. CRESMET supports collaborations across the traditional boundaries of university, community, business, and local education agencies.

Sharing. CRESMET establishes communication avenues for intellectual and material products proven effective in supporting powerful learning in science, mathematics, engineering, and technology fields.

For more information, visit CRESMET in ECG 303, call 480/727-8884, or access the CRESMET Web site at cresmet.asu.edu.

Institute for Studies in the Arts

The Institute for Studies in the Arts (ISA) is an interdisciplinary research center within the Katherine K. Herberger College of Fine Arts (HCFA) at ASU. Its infrastructure has been developed especially to facilitate interdisciplinary digital arts. In 2003, the ISA initiated the Arts, Media, and Engineering (AME) program, a joint initiative of the Herberger College of Fine Arts and the Ira A. Fulton School of Engineering. The goal of AME is transdisciplinary research and education applied to the integrated development of experiential media. To achieve this complex goal, AME combines knowledge and resources from 14 disciplines across ASU and has established a shared curriculum among nine departments.

ISA facilities include Digital Arts Ranch—a black-box theater with a matrix of video, audio, and movement sensors; controllable projection screens; surround sound capabilities; shops for design and fabrication; a CAD unit; and the Intelligent Stage—a research environment and performance space dedicated to the expansion of studies in interactive performance technologies, including 3-D motion capturing and 2-D sensing technologies; a state-of-the-art Audio Lab and Digital Imaging Lab; the Technology Development Studio—dedicated to the development of software and hardware for experiential media and arts interfaces—and the Computing Commons Gallery, a highly adaptable exhibition space for works with a focus on art and technology.

For more information, call 480/965-9438, or access the Web sites at isa.asu.edu or ame.asu.edu.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Herberger Center for Design Research

The Herberger Center for Design Research (HCDR) has recently changed in name and mission. Previously known as the Herberger Center for Design Excellence, the center’s mission will focus on promoting and funding design research. To fulfill this mission, HCDR will support new enterprises, including InnovationSpace, an interdisciplinary laboratory where students and faculty form partnerships with inventors, researchers, and businesses to create consumer-driven product concepts that improve society and the environment. InnovationSpace is a partnership among the College of Architecture and Environmental Design, the Ira A. Fulton School of Engineering, and the W. P. Carey

School of Business. For more information, call 480/965-6367, or access the Web site at innovationspace.asu.edu. HCDR will also seek new partnerships to share resources and knowledge within the ASU community, with local businesses and educational institutions, and nationally and internationally with other universities and businesses.

HCDR also supports the Joint Urban Design Program (JUDP), based at the ASU Downtown Phoenix campus. The JUDP is a community outreach program that facilitates interaction among college faculty, students, and the broader community and promotes design as a way to further dialogue and to address urban issues. The JUDP conducts intensive workshops (community-based charrettes) that help neighborhoods, groups, and other city stakeholders focus on and respond to critical needs. For more information, call the JUDP at 480/727-5146, or access the Web site at www.asu.edu/caed/JUDP/html/JUDPHome.htm.

For more information about College of Architecture and Environmental Design research centers, call 480/965-6693, or access the Web site at www.asu.edu/caed.

W. P. CAREY SCHOOL OF BUSINESS

Bank One Economic Outlook Center

The Bank One Economic Outlook Center (EOC), established in 1985, specializes in economic forecasts for Arizona and the Western states. The center publishes the *Bank One Arizona Blue Chip Economic Forecast* (monthly), *Greater Phoenix Blue Chip Economic Forecast* (quarterly), *Western Blue Chip Economic Forecast* (10 issues per year), and *Blue Chip Job Growth Update* (monthly), an update of current job growth in the United States. The center also publishes *Mexico Consensus Economic Forecast* (quarterly), which forecasts and provides historical data on the Mexican economy.

For more information, call 480/965-5543, access the EOC Web site at wpcarey.asu.edu/seid/eoc, or write

BANK ONE ECONOMIC OUTLOOK CENTER
PO BOX 874011
TEMPE AZ 85287-4011

Center for the Advancement of Small Business

The Center for the Advancement of Small Business (CASB) is a 21st-century leader in business education, practice, and research providing high-quality, relevant programs, and information services focused on small business since 1994. The center enables students and existing small and medium-size businesses to participate, contribute, and compete in the global economy.

The center provides students from all disciplines with programs and resources that prepare them for leadership positions in small and medium-size businesses, and aids small and medium-size businesses in the continuous improvement of human resources and business practices. CASB also engages in applied research on entrepreneurship and the emerging changes and trends in small business.

For more information, visit CASB in BAC 101, call 480/965-3962, access the CASB Web site at wpcarey.asu.edu/seid/casb, or write

CENTER FOR THE ADVANCEMENT OF SMALL
BUSINESS
PO BOX 874406
TEMPE AZ 85287-4406

Center for Advancing Business Through Information Technology

The Center for Advancing Business through Information Technology (CABIT) focuses on research and educational innovations in technology and business that have been accomplished since 2002. CABIT explores how technological innovations are transforming business operations and provides a forum for interactions between the academic and the practitioner communities. The aim is to leverage the internationally recognized expertise of the ASU faculty, to be in active partnership with industry, and to address current issues related to the technological impact on business.

One of the primary goals of CABIT is to encourage interdisciplinary research within the School of Business. Business faculty members then share their findings with colleagues throughout ASU who have a common interest regarding the impact of technology on business.

The creation of CABIT is an outgrowth of a decade of significant investment in the development of innovative business management programs and the recruitment of technology-savvy faculty. As a result, significant curriculum enhancements have been integrated into the MBA and undergraduate programs. For more information, call 480/965-2280, access the CABIT Web site at wpcarey.asu.edu/seid/cabit, or write

CENTER FOR ADVANCING BUSINESS THROUGH
INFORMATION TECHNOLOGY
PO BOX 873606
TEMPE AZ 85287-3606

CAPS Research

CAPS: Center for Strategic Supply Research was established in November 1986 by a national affiliation agreement between the ASU W. P. Carey School of Business and the Institute for Supply Management. It is the first and only program of its kind in the nation and is located in the ASU Research Park, about eight miles south of the Tempe campus. CAPS Research conducts in-depth research into the problems facing the purchasing profession today and, through its studies, seeks to improve purchasing effectiveness and efficiency and the overall state of purchasing readiness.

For more information, call 480/752-2277, access the Web site at www.capsresearch.org, or write

CAPS RESEARCH
ASU RESEARCH PARK
2055 E CENTENNIAL CIRCLE
PO BOX 22160
TEMPE AZ 85285-2160

Center for Business Research

The Center for Business Research (CBR) has been a consistent source of information on the Arizona and metropolitan Phoenix economies since 1951. Both the business community and the public have access to the economic indicators produced by the ongoing projects of the center,

RESEARCH CENTERS

including quarterly net migration estimates for Arizona and Maricopa County. CBR also conducts projects under the sponsorship of private and public agencies. Recent examples include the economic impact of the Fiesta Bowl, a study of seasonal migration to Arizona, and an analysis of the Arizona Lottery. A monthly publication of the center, *AZB/Arizona Business*, plays a major role in disseminating to the public the economic information compiled by the research centers of the Seidman Institute. CBR staff are available to respond to inquiries and provide available data.

For more information, call 480/965-3961, access the CBR Web site at wpcarey.asu.edu/seid/cbr, or write

CENTER FOR BUSINESS RESEARCH
PO BOX 874011
TEMPE AZ 85287-4011

Center for Services Leadership

Since 1985 the Center for Services Leadership (CSL) has been a leading university-based hub devoted to the study of services marketing and management. The CSL addresses how any company can improve internal service processes and use service and customer satisfaction as a competitive advantage. The center encourages firms to share the best ideas and practices for adaptation across industries. Though grounded in marketing, the center's work is cross-functional, integrating concepts and techniques from marketing, operations, human resources, and management.

The center's areas of expertise include customer retention and loyalty; service quality; service delivery; professional services such as healthcare, accounting, and consulting; customer satisfaction; services strategy; service culture; and service recovery. A leader in the business and academic communities, the center's work advances the knowledge base in the field and provides applicable frameworks, concepts, and tools.

The center offers its partner firms topflight executive education in services through the annual "Activating Your Firm's Service Culture" symposium, the annual "Services Marketing and Management" institute program, and the annual "Information Technology Services Marketing" course and provides customized executive education programs and research projects tailored to and conducted for charter member firms.

For more information, visit the CSL in BAC 440, call 480/965-6201, or write

CENTER FOR SERVICES LEADERSHIP
PO BOX 874106
TEMPE AZ 85287-4106

L. William Seidman Research Institute

The mission of the L. William Seidman Research Institute is to encourage and support applied business research by serving as a public access point to the W. P. Carey School of Business. Specific goals include transferring new knowledge to the public; supporting faculty and student research; encouraging the development of educational programs grounded in business research; and conducting high-quality, applied business research.

The institute encourages research activity by providing research support services to the faculty, staff, and students

of the college. These services include facilitating grant preparation and assistance in grant administration. The institute's research centers act as the focal point for involving faculty and students in applied research on important issues identified by the business community.

The institute also serves an important role in the broader educational mission of the W. P. Carey School of Business by disseminating the findings of research conducted by the faculty, students, and research center staff, as well as the results of business research from other sources around the world. This is accomplished through a variety of mechanisms: newsletters and research reports; seminars and conferences; Internet Web pages; media interviews and press releases; and by responding to inquiries from businesses, public officials, and the community. For more information, call 480/965-5362, access the institute's Web site at wpcarey.asu.edu/seid, or write

L. WILLIAM SEIDMAN RESEARCH INSTITUTE
PO BOX 874011
TEMPE AZ 85287-4011

Institute for Manufacturing Enterprise Systems

See "Institute for Manufacturing Enterprise Systems," page 40, for information about this joint venture of the Ira A. Fulton School of Engineering and the W. P. Carey School of Business.

EAST CAMPUS

Arizona Real Estate Center

The Arizona Real Estate Center (AREC), established in 1980, serves a multifunction research and educational role to foster better understanding of the real estate sector of the Arizona economy. Housing, commercial real estate, and construction activity data for Arizona and Maricopa County are collected by the center and are utilized for a variety of ongoing projects, including the calculation of affordability indexes and the computation of housing appreciation figures for the metropolitan Phoenix area.

For more information, call 480/727-1688, access the AREC Web site at east.asu.edu/arec, or write

ARIZONA REAL ESTATE CENTER
7001 E WILLIAMS FIELD ROAD
SUTON 301C
MESA AZ 85212-6032

Sustainable Technologies, Agribusiness, and Resources Center

The focus of the Sustainable Technologies, Agribusiness, and Resources (STAR) Center is to bring together multidisciplinary researchers whose mission is to study sustainable processes and systems, whether natural or human designed, that will be efficient and less consumptive and will promote conservation of the earth. For more information, call 480/727-1249, or access the STAR Center Web site at www.east.asu.edu/research/star.

COLLEGE OF EDUCATION

Center for Indian Education

The Center for Indian Education is an interdisciplinary research and service center established in 1959. It promotes

studies in American Indian policy and administration that contribute to scholarship and effective practices in education, professional training, and tribal capacity building. It is structured to foster relations between the university and sovereign tribes and to provide training and technical assistance for community programs. The center publishes the *Journal of American Indian Education* and sponsors workshops and colloquia that bring together scholars and tribal community leaders.

The center provides leadership through a group of American Indian faculty and is organized on the basis of scholarly expertise of the faculty. In addition to College of Education faculty, responsibilities are shared by faculty from the School of Social Work, the School of Justice and Social Inquiry, the College of Liberal Arts and Sciences, and the College of Law. Areas currently studied include administrative leadership, policy analysis, bilingual education, health and welfare policy, justice studies, and program development in professional studies.

For more information, visit the center in ED 402, call 480/965-6292, or access the center's Web site at coe.asu.edu/cie.

CRESMET

See “Center for Research on Education in Science, Mathematics, Engineering, and Technology,” page 36.

Education Policy Studies Laboratory

Located within the College of Education, the Education Policy Studies Laboratory (EPSL) conducts and coordinates original research in areas such as student performance standards, assessment, commercialism in schools, curriculum, and language policy issues. EPSL disseminates its analyses and reports to policy makers, educators, media, and the public. It provides high-quality research through three specialized units—the Commercialism in Education Research Unit, the Education Policy Research Unit, and the Language Policy Research Unit, an initiative—the Arizona Education Policy Initiative; and an online peer-reviewed, academic journal—the Education Policy Analysis Archives.

For more information, visit EDB L1-01, call 480/965-1886, or access the laboratory's Web site at www.asu.edu/educ/epsl.

Southwest Center for Education Equity and Language Diversity

The Southwest Center for Education Equity and Language Diversity conducts, supports, and promotes research, scholarship, and innovative practice in language education designed for minority students in public schools. The center gives priority to scholarship and field-based work relating to educational equity and the systematic usage of heritage languages and cultures. The aim is to integrate these resources into the educational experience of all children and youth.

The center's scope of work is driven by a need to merge several related topics into one articulated conversation: biculturalism; promoting the role of public education to strengthen communities; and enabling binational collaboration among educators. The long-term vision is to help develop a new pedagogy tailored to the needs of the bicultural region the center serves. The integration of these themes shapes the scope of work for the center in the following areas:

1. Within the broad scope of educational policy research, the center focuses on scholarly inquiry that contributes to informed and enlightened discourse on language policy for schools and society, especially on the harmonious coexistence of English, the national language, and Spanish, the second most used language in our society.
2. Life in the American Southwest is bicultural and increasingly binational. In this Pan-American context, bilingualism will gain in importance. Equally important will be the collective ability of residents on both sides of the border to work harmoniously in pursuit of a common destiny that will be ever more intertwined. Schools must help children and youth develop skills and predispositions to face this challenge.
3. Mexico and the United States are becoming more interdependent. In this context, Mexican educators should have opportunities to contribute to improving education for Mexican immigrant children in U.S. schools. To enable this, schools must create pilot projects and an infrastructure for collaboration among institutions and individuals on both sides of the U.S.-Mexico border.

For more information, visit the center in ED 440, call 480/965-7134, or access the center's Web site at www.asu.edu/educ/sceed.

IRA A. FULTON SCHOOL OF ENGINEERING

Biodesign Institute at Arizona State University

This institute has a collaborative relationship with the Ira A. Fulton School of Engineering. For more information, see “Biodesign Institute at Arizona State University,” page 46.

Center for Low Power Electronic Research

The Center for Low Power Electronic Research is a collaborative effort of the University of Arizona and ASU to address fundamental, industry-relevant research problems in the design of ultra-low power microelectronic systems. The center is formed under the State/Industry/University Cooperative Research initiative of the National Science Foundation (NSF). The NSF and the State of Arizona recognize that Arizona has the key ingredients to become a leader in this technology, such as the world's leading companies involved in the manufacture of portable computing and communication systems. The center technical areas of focus include

1. basic materials, alternative materials, and their fabrication;
2. device design optimization;
3. design of digital, analog, and hybrid low power circuits; and
4. power-based physical design for single- and multi-chip VLSI systems.

For more information, visit the center in ENGR 115, call 480/965-8654, or access the Engineering Research Services Web site at www.eas.asu.edu/~ers.

RESEARCH CENTERS

CRESMET

See “Center for Research on Education in Science, Mathematics, Engineering, and Technology,” page 36.

Center for Solid State Electronics Research

The Center for Solid State Electronics Research (CSSER) focuses on research in the areas of epitaxial semiconductor crystal growth, device characterization and modeling, defect behavior in semiconductor material characterization, environmentally benign and other novel processing, fine line lithography, surface analysis, and transport. Major programs address semiconductor device modeling, transport theory, optoelectronics, ferroelectrics, semiconductor processing, microwave devices, and ultra-submicron and nano-structured devices. New thrust areas include molecular electronics and MEMS.

For more information, visit CSSER in ENGR 115, call 480/965-3708, or access the CSSER Web site at ceaspub.eas.asu.edu/csser.

Institute for Manufacturing Enterprise Systems

The Institute for Manufacturing Enterprise Systems (IMES) is a joint venture of the W. P. Carey School of Business and the Ira A. Fulton School of Engineering, established to enhance manufacturing research and industrial collaboration at the interface between the two colleges. The institute’s mission is to establish ASU as an international leader in the creation and dissemination of new knowledge in the area of global manufacturing for the new economy. It particularly focuses on how manufacturing impacts Arizona. Research thrust areas include virtual manufacturing, enterprise systems, knowledge management, and software in the system solution.

For more information, visit the institute in GWC 402, call 480/965-3709, or access the Engineering Research Services Web site at www.eas.asu.edu/~ers.

Institute for Studies in the Arts

The Ira A. Fulton School of Engineering has a collaborative relationship with this institute. For more information, see “Institute for Studies in the Arts,” page 36.

Ira A. Fulton Research Institute

For information on this new institute, access the Ira A. Fulton School of Engineering Web site at fulton.asu.edu/fulton.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

Ceramics Research Center

The Ceramics Research Center was established in 2002 as part of the ASU Art Museum and features selections from the more than 3,000 ceramics works in the collection. Works are shown in open storage, in a gallery with changing exhibitions, and in the Susan Harnly Peterson Ceramics Archive. The center offers opportunities for hands-on study and enjoyment of one of the outstanding ceramics collections in the country. For more information, call 480/727-8170, or access the museum’s Web site at asuartmuseum.asu.edu.

Institute for Studies in the Arts

The Katherine K. Herberger College of Fine Arts has a collaborative relationship with this institute. For more information, see “Institute for Studies in the Arts,” page 36.

COLLEGE OF LAW

Center for the Study of Law, Science, and Technology

Located in the College of Law, the Center for the Study of Law, Science, and Technology conducts research, edits *Jurimetrics: The Journal of Law, Science and Technology* in cooperation with the American Bar Association Section on Science and Technology, and sponsors seminars, workshops, and conferences. Through these activities, the center seeks to contribute to the formulation and improvement of law and public policy affecting science and technology and to the wise application of science and technology in the legal system. Current areas of research include communications and telecommunications law, computer-related law, forensic science and statistics, legal issues and biotechnology, law and medicine, law and social science, genomics, privacy, intellectual property, and bioethics.

For more information, visit the center in LAW 229A, or call 480/965-6606.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Arizona Center for Medieval and Renaissance Studies

The Arizona Center for Medieval and Renaissance Studies (ACMRS) is a research unit serving affiliate scholars from ASU, Northern Arizona University, and the University of Arizona. It represents a variety of disciplines, including history, literature, philosophy, religion, language, music, art, and science. ACMRS enriches academic offerings in medieval and renaissance studies by sponsoring one or two visiting professors each year. Graduate research assistantships are also available through the center.

Significant opportunities for the study of the Middle Ages and the Renaissance exist at ASU. Hayden Library has an extensive microfilm collection and many rare books in medieval and renaissance studies. ACMRS also sponsors a lecture series each semester covering a variety of topics.

Other programs include an annual conference, a public symposium, a summer study abroad program at the University of Cambridge (United Kingdom), and student exchange programs with the University of Copenhagen (Denmark) and the University of Kalmar (Sweden).

Since 1996, ACMRS has published *Medieval and Renaissance Texts and Studies*, a major series of editions, translations, and reference works. In collaboration with the University of Massachusetts at Dartmouth and the University of Kansas, ACMRS sponsors and coedits *Mediterranean Studies*, an annual interdisciplinary journal publishing articles on all aspects of the Mediterranean region. ACMRS also sponsors a book series titled *Arizona Studies in the Middle Ages and the Renaissance*, published by Brepols (Belgium).

ACMRS also partners with the Renaissance Society of America and the University of Toronto in *Iter*, a massive, retrospective, online medieval and renaissance bibliography covering all languages and disciplines, and is the official site

of the Medieval Academy of America's online data project offering information on medieval centers, programs, committees, and regional associations in North America.

For more information, visit ACMRS in COOR 4429, call 480/965-5900, or access the ACMRS Web site at www.asu.edu/clas/acmrs.

Cancer Research Institute

Significant advances in the treatment of human cancer and other serious medical problems depend upon scientists well trained in organic chemistry, biochemistry, and biology. The Cancer Research Institute provides graduate students with the specialized training necessary for research in the discovery and development of effective anticancer drugs. Among various activities, laboratory personnel are pursuing a unique program concerned with isolation, structural identification, and synthesis of naturally occurring anticancer agents from marine animals, plants, and marine microorganisms.

For more information, visit the institute in CRI 209, or call 480/965-3351.

Center for Asian Studies

The mission of the Center for Asian Studies is to promote and support the study of Asia at ASU, in the Phoenix metropolitan area, and in the greater community through a wide variety of outreach activities, including teacher training, curriculum development, public symposia, film series, and exhibitions.

The program in Southeast Asian Studies is administered as a sister program to the Center for Asian Studies. Founded in 1966, the center today is the focal point of one of the most extensive Asian studies programs in the United States. The center encourages ASU faculty research by offering travel grants funded by an endowment from the late A. T. Steele. The center also arranges lectures by ASU graduate students, providing them a forum for sharing their research findings with the ASU community. In addition, the center helps bring guest lecturers to ASU from across the nation and around the world. Past speakers have included Oe Kenzaburo, winner of the 1994 Nobel Prize in Literature, astrophysicist Fang Lizhi of the University of Arizona, Donald Gregg, former ambassador to Korea and current president of the Korea Society in New York, and John W. Dower, Pulitzer-prize winning historian and professor at MIT.

The center offers one of the most comprehensive and rigorous undergraduate certificate programs at ASU. Requiring language skills in Chinese, Japanese, Indonesian, Korean, Lao, Thai, or Vietnamese. The Asian Studies Certificate Program also encourages students to gain area-specific knowledge of Asia by taking courses in anthropology, art, geography, history, humanities, literature, politics, and religion. Currently more than 200 undergraduate courses on China, Japan, Korea, South Asia and Southeast Asia are taught each year in 12 separate departments in three colleges.

The Graduate Certificate in Asian Studies provides students with official transcript recognition of specialization in Asian Studies related to their major area of study. The certificate is offered in two tracks: East Asia (China, Japan, Korea) and Southeast Asia (Indonesia, Laos, Thailand, and

Vietnam). This certificate is open to any student pursuing an MA or PhD degree in any school or division of the university.

The center and program publish two scholarly *Monograph Series*, one specializing in Southeast Asian Studies. The Program for Southeast Asian Studies also publishes the newsletter, *Suvannabhumi*, with an international readership.

The center's Study Abroad Committee works closely with the Tempe campus International Programs Office to advise and assist with study-abroad and exchange programs. Currently, ASU students have opportunities for studying in China, Japan, Korea, Taiwan, Hong Kong, India, Vietnam, Thailand, and Singapore.

The center has 70 affiliated ASU faculty members, all with expertise in Asia as a result of research, teaching, or other professional experiences related to the region, and with appointments in numerous departments and several colleges at ASU. The center maintains a directory of these affiliates, detailing teaching and research interests as well as publications.

For more information, call the center for Asian Studies at 480/965-7184, or access the Web site at www.asu.edu/asian.

For more information about the Program for Southeast Asian Studies, call 480/965-4232, or access the Web site at www.asu.edu/clas/pseas.

Center for Biology and Society

The Center for Biology and Society promotes research on the conceptual foundations of the biosciences and their interactions with society through the exploration of bioethics, biology and law, history and philosophy of science, sociology of science, and environmental history, ethics, and policy. The center brings together dispersed research and outreach activities relating to the interactions of the life sciences and society. Major sources of research funding come from the Greenwall Foundation and the National Science Foundation; and collaborators include the Flinn Foundation and Mayo Clinic in Scottsdale. Core faculty members hold many ASU and external awards and honors, including designation as regents' professor and other named, endowed professorships as well as MacArthur, Guggenheim, and National Humanities Center fellowships.

The center provides small grants to support independent student projects through the Biology and Society Unusual Student Project Award endowment and sponsors travel programs for students to attend national meetings. Students involved in the Biology and Society Program are among the top students at ASU. Graduates of the program have received Rhodes, Marshall, Truman, Goldwater, Udall, Fulbright, Flinn, and Soros national scholarships. Among the program's alumni are biologists, medical and law school students, a published poet, and others pursuing careers in health and environmental policy, ethics and academe.

Major research and outreach programs include

1. *History and Philosophy of Science*: Conceptual foundations of science; study of knowledge and evidence, including epistemology; decision theory; environmental history.
2. *Bioethics, environmental ethics, values and society*: Biotechnology and social values, professional conduct of science, intersections with law and justice.

RESEARCH CENTERS

3. *(Bio)policy and Law*: Biopolicy, politics and economics as the impact bioscience; ethical and legal implications of biosciences; social contexts of science, explored through the social sciences.
4. *Communicating Science*: staging illness and theater and science; science and medical journalism.

For more information, visit the center in LSC 284, call 480/965-8927, or access the Web site at sols.asu.edu/biosoc.

Center for Meteorite Studies

The nation's largest university collection of extraterrestrial materials is available for research in the Center for Meteorite Studies. Teaching and research on meteorites, meteorite craters, and related areas of space and planetary science are accomplished through the regular academic units in cooperation with the center.

For more information, visit the center in PS C151, or call 480/965-6511.

Center for Solid State Science

The Center for Solid State Science is a research unit within the College of Liberal Arts and Sciences.

The membership comprises faculty and academic professional researchers and research support personnel, most of whom hold simultaneous appointments in affiliated academic units. The Center for Solid State Science is the ASU focal point for interdisciplinary research on the properties and structure of condensed phases of matter at the interfaces between solid-state chemistry and physics, earth and planetary science, and materials science and engineering. It also supports interdisciplinary approaches to science and engineering educational outreach activities.

The center provides an administrative home for large, multidisciplinary, block-funded research projects. These include the NSF-supported Materials Research Science and Engineering Center (MRSEC) and the Interactive Nano-Visualization for Science and Engineering Education (IN-VSEE) project. To support these activities, members of the center operate modern and sophisticated research facilities and organize regular research colloquia and symposia.

Principal topical areas of research in the center include studies of structure and reactivity of surfaces and interfaces, electronic materials, advanced ceramics and glasses, synthesis of new materials, high-pressure research, development of techniques in high-resolution electron microscopy and micro-structural and chemical analysis, development of visualization techniques at different scales of magnification for science education, and community outreach.

The research facilities of the center include the Center for High Resolution Electron Microscopy (CHREM) and the Goldwater Materials Science Laboratories (GMSL).

CHREM. The center operates several ultra high-resolution and ultra high-vacuum electron microscopes and supports microscopy methods and instrumentation development, including holography, position- and time-resolved nano-spectroscopy, and energy-filtered imaging and diffraction. The center provides high-resolution capability for a large external group from other universities and industry. These facilities include

1. the Materials Facility (MF), which provides a wide range of synthesis and processing capabilities for preparation of specimen materials. MF also provides thermal analysis for study of solid-state reactions and Auger and x-ray photoelectron spectroscopy for analysis of surface compositions and electronic structure of surfaces;
2. the Materials Science Electron Microscopy Laboratory (MSEML), which provides state-of-the-art electron microscopes for analysis of microstructures, including imaging and diffraction, and high spatial resolution chemical analysis using energy dispersive x-ray and electron-energy-loss micro-spectroscopy;
3. the Ion Beam Analysis of Materials (IBeAM) facility, which provides compositional and structural determination of the surface and near-surface regions (0–2 mm) of solids by ion beam analysis where elemental composition and depth distribution information are needed. Channeling experiments are used to determine crystal perfection and site occupancy;
4. the Secondary Ion Mass Spectrometry (SIMS) laboratory, which provides depth profile and point composition analysis with very high chemical sensitivity, on the order of one part per billion, including isotopic analysis for many materials. SIMS is also used as a chemical microscope, to image elemental distributions on specimen surfaces;
5. the Scanning Probe Microscopy Laboratory (SPM), which provides facilities for nanoscale viewing of solid surfaces using scanning tunneling microscopy (STM), atomic force microscopy (AFM), and related techniques. The SPM laboratory serves as a focus for undergraduate research training programs and educational and outreach activities;
6. the Facility for High Pressure Research, which provides facilities for synthesis of new materials and for geochemistry/geophysics studies at up to 25 Gpa (250,000 atmospheres) and temperatures greater than 2000° C. These facilities are complemented by diamond anvil cells capable of in situ studies at up to one million atmospheres. This laboratory provides a focus for core research projects within the MRSEC;
7. the Goldwater Materials Visualization Facility (GMVF), which consists of a battery of linked workstations for remote operation of instruments and data collection, capture of images in real time, and advanced computing and simulation of materials. The GMVF is used in research and in undergraduate and graduate education, as well as in educational and community outreach; and
8. other specialized laboratories under development, which include high-resolution x-ray diffraction for thin film characterization, optical spectroscopy, and nuclear magnetic resonance spectroscopy for solid-state studies and research on materials under extreme conditions.

These facilities provide the primary teaching and research resources used by students in the Science and Engineering of Materials interdisciplinary PhD program and the undergraduate option for materials synthesis and processing. The facilities are also used extensively by students in disciplinary programs from affiliated departments.

For more information, visit the center in PS A213, call 480/965-4544, or access the Web site at www.asu.edu/clas/csss/csss.

Center for the Study of Early Events in Photosynthesis

The ASU Center for the Study of Early Events in Photosynthesis was established in 1988 as part of a joint grant program of the Department of Energy, the National Science Foundation, and the Department of Agriculture. Since 1995, it has been funded by the Office of the Vice President for Research and Economic Affairs and the College of Liberal Arts and Sciences. The center consists of about 90 students, postdoctoral associates, and research scientists led by 15 faculty members in the Department of Chemistry and Biochemistry and the School of Life Sciences. These research groups share a common goal: understanding the process of photosynthesis, which is responsible for producing all of our food and filling the vast majority of our energy and fiber needs. The impetus for development of the center was the premise that photosynthesis is a complex problem that will only yield to an investigation using a wide variety of approaches and techniques. Thus, the center serves as an infrastructure supporting individual ASU scientists and fostering multidisciplinary cooperative research projects.

The ultimate objective of the research is the elucidation of the basic principles governing the biochemical and biophysical processes of photosynthetic energy storage. This goal is being realized via investigation of the early events of photosynthesis, including light absorption and excitation transfer in photosynthetic antennas; the mechanism of primary photochemistry in plant and bacterial systems; secondary electron transfer processes; structure and assembly of photosynthetic antennas, reaction centers, and electron transfer proteins; pigment-protein interactions; artificial and biomimetic photosynthetic solar energy conversion systems; and mechanisms of biological electron transfer reactions.

The center is equipped with state-of-the-art instrumentation that allows students to do frontier research in a broad range of disciplines. Equipment includes a variety of pulsed lasers for measurements with time resolution ranging from sub-picoseconds to seconds, a 500 MHz NMR instrument, an EPR spectrometer, a protein x-ray facility, spectrophotometers, fluorometer, a protein sequencer, and an amino acid analyzer.

The center sponsors a weekly Photosynthesis Seminar Series and brings in visiting scientists from around the world to carry out collaborative research. Undergraduate, graduate, and postdoctoral training programs in the Department of Chemistry and Biochemistry and within the Plant Biology curriculum are central components of the center's activities.

For more information, visit the center in PS D207, or call 480/965-1963.

Center for the Study of Religion and Conflict

The Center for the Study of Religion and Conflict promotes research and education on the nature, causes, and consequences of religious conflicts around the world with the goal of contributing imaginative strategies to their containment or resolution. Committed to a transdisciplinary, problem-solving approach, the center sponsors a broad range of programs and activities that stimulate inquiry and enhance knowledge among students, faculty, policy-makers, religious leaders, and the general public, locally, nationally, and internationally.

The center's signature programs include interdisciplinary faculty seminars and working groups, faculty and graduate student colloquia, research conferences and seed grants, undergraduate fellowships, and public lectures. Through these research and education initiatives, the center seeks to enhance empirical knowledge of particular cases, analytical and theoretical insights that contribute to broader, comparative understanding, and normative reflection that leads to wiser, more effective responses and interventions.

Major research interests include the following:

1. *Conflicts at the borders of religion and the secular.* Descriptive, analytic and normative investigations of the role of religion in public life in a global context; constructions of the religion-secular boundary as a focal point for comparative studies of conflicts within and among nation-states.
2. *Religion and conflict: Disrupting violence.* Empirical and normative studies of the role of religion in fueling conflict, its potential to disrupt violence, and the applicability of group conflict and conflict resolution research to religious conflict.

For more information, visit the center in ECA 385, or call 480/965-7187, or access the center's Web site at www.asu.edu/csrc.

CRESMET

See "Center for Research on Education in Science, Mathematics, Engineering, and Technology," page 36.

Exercise and Sport Research Institute

The Exercise and Sport Research Institute (ESRI) is an interdisciplinary research unit located in the Department of Kinesiology and serves, in part, as a research facility for the interdisciplinary doctoral program in exercise science. Faculty and graduate students within ESRI investigate a wide range of topics concerning physical activity, including different age cohorts, levels of health, levels of ability and fitness, levels and types of training, and physical and emotional stresses, nutrition, and genetic backgrounds. Where applicable, these aspects are studied using an interdisciplinary approach. ESRI is affiliated with a number of clinical and research institutions in the Phoenix area.

ESRI houses numerous specialized research laboratories. *Biomechanics* applies the laws of mechanics to the study of human movement. Current research examines kinematic and kinetic determinants of locomotion patterns in walking, running, cycling, and swimming; neuromusculoskeletal modeling and computer simulation of locomotion in clinical and sport applications; ergonomics; and mechanisms underlying upper extremity repetitive strain injuries. *Exercise*

RESEARCH CENTERS

physiology is the study of physiologic systems (cardiovascular, respiratory, muscular, endocrine, metabolic) under conditions of stress, particularly exercise stress. Both acute exercise responses and chronic adaptations resulting from exercise training are considered in relation to health and performance and are investigated in several specialized labs. The *Exercise Biochemistry Lab* examines subcellular systems involved in the provision and regulation of energy transfer during exercise. The *Exercise Endocrinology Lab* studies interrelationships of exercise and training with stress, hormones, neurotransmitters, and the immune system. Research in the *Motor Control Lab* investigates how movement is regulated and controlled via the nervous system in normal and pathological populations. Special emphases include motor deficits attributed to basal ganglia dysfunction and upper extremity coordination, particularly finger and hand posture, in reaching and prehensile movements. *Motor development* studies how human movement is generated and evolves throughout the lifespan. Current research focuses on learning and development of bimanual coordination. Timing and coordination of perceptual-motor skills are measured in normal developing children, persons with Down syndrome, and adults to investigate cerebral asymmetries and specificity of learning. The *Sport and Exercise Psychology Lab* examines the relationship between psychological constructs and physical activity and the influence of participation in physical activity on psychological phenomena. Current research is designed to examine the influence of physical activity, fitness, and particular sport practices on psychophysiological mechanisms and cognitive functioning; the effect of psychological skills for performance enhancement; motivational aspects of physical activity across the lifespan; and the effects of exercise on mental health.

For more information, visit ESRI in PEBE 159, or call 480/965-7906.

Hispanic Research Center

The Hispanic Research Center (HRC) is a university-wide interdisciplinary unit, dedicated to research and creative activities. Administered through the College of Liberal Arts and Sciences, the HRC performs basic and applied research on a broad range of topics related to Hispanic populations, disseminates research findings to the academic community and the public, engages in creative activities and makes them available generally, and provides public service in areas of importance to Hispanics.

Faculty, staff, and advanced graduate students organize into working groups to develop a broad range of specific projects and lines of inquiry within the general categories of Hispanic entrepreneurship, science and technology, information and data compilation and dissemination, the Hispanic polity, and the arts. Ongoing activities of the HRC, primarily funded by external grants, include the Arizona Hispanic Business Survey, the *Bilingual Review Press*, the Community Art and Research Outreach (CARO), Chicana and Chicano Space: Art Education Web site, Digital Divide Solutions Project, Project 1000, and the Western Alliance to Expand Student Opportunities.

CARO sponsors creative activities and research in collaboration with community-based organizations and ASU faculty.

For more information, visit the HRC in CFS 104, call 480/965-3990, or access the HRC Web site at www.asu.edu/clas/hrc.

Institute of Human Origins

The Institute of Human Origins (IHO), founded in 1981 by Donald Johanson, became part of the College of Liberal Arts and Sciences in 1997. IHO is a multidisciplinary research organization dedicated to the recovery and analysis of the fossil evidence for human evolution. IHO's scientists carry out field research at sites in Africa, the Middle East, and Asia. IHO houses the largest collection of *Australopithecus afarensis* casts (including "Lucy," a 3.2 million-year-old human ancestor) in the world as well as an extensive collection of other fossil hominid casts. IHO's library contains more than 3,000 volumes, numerous journals, videotapes, audiotapes, and slides related to human evolution and fossil sites. IHO produces periodic newsletters, offers lecture series, conducts tours and workshops, and supports numerous informal science education outreach projects.

For more information, visit IHO in SS 103, call 480/727-6580, or access the IHO Web site at www.asu.edu/clas/ihoh.

Joan and David Lincoln Center for Applied Ethics

The Joan and David Lincoln Center for Applied Ethics is a university-wide center for applied ethics that is administratively housed in the College of Liberal Arts and Sciences. Its mission is

1. to develop and coordinate a strong focus on theoretical and applied ethics across intellectual disciplines and professional programs within the university,
2. to support teaching and creative research and programming in ethics, especially as applied to a variety of professional fields and careers,
3. to foster collaborative ethics programming that involves the center and its Lincoln Professors and community organization in addressing major ethical challenges that confront individuals, public policy makers, and local, state, national, and international institutions.

For more information, visit the Center in AG 355, call 480/727-7691, or access the Web site at www.asu.edu/clas/lincolncenter.

Latin American Studies Center

Arizona maintains an ever-growing interest in Latin America that draws upon an extensive experience of historical and geographical ties. The Latin American Studies Center is the focal point for these interests at ASU. Through its program, the center serves the university community and maintains strong ties with various Latin American organizations in the state and the nation. Principal activities are coordinating Latin American studies at the undergraduate and graduate levels; sponsoring student exchange programs; organizing events featuring Latin American arts and culture, numerous seminars, and research conferences; publishing a

wide range of professional materials; and undertaking and facilitating research about the region.

The center administers student exchange programs with the Catholic University of Bolivia and three Mexican universities—the Autonomous University of Guadalajara, the Autonomous University of Nuevo Leon, and the University of Sonora. Each spring several ASU students are selected to attend courses at the Latin American universities while Bolivian and Mexican students attend ASU. The center also has an exchange agreement with the Pontific Catholic University of Ecuador for faculty and students as well as summer programs in Quito, Ecuador, and Ensenada, Mexico.

The center is a member of the American Modern Language Association, Consortium of U.S. Research Programs for Mexico, Consortium for Latin American Studies Association, Pacific Coast Council on Latin American Studies, Rocky Mountain Council for Latin American Studies, Consortium of Latin American Studies Programs, and Conference on Latin American History.

The center directly encourages research, not only through its research conferences, but also through close coordination with the Latin American collection of Hayden Library and networking with Latin American universities.

For more information, visit the center in COOR 4450, or call 480/965-5127.

Russian and East European Studies Center

The ASU Russian and East European Studies Center (REESC) functions within the College of Liberal Arts and Sciences. REESC administers research, training, and outreach programs involving the lands and people of Eastern Europe and Eurasia. More than two dozen ASU faculty from five colleges and University Libraries collaborate in center programming. REESC also works with other postsecondary educational institutions, government agencies, local high schools, and private corporations in coordinating programs of research, study, travel, and exchange relating to Russia, Eastern Europe, and Eurasia. The center is an institutional member of the American Association for the Advancement of Slavic Studies (AAASS). ASU is also a member of the International Research and Exchanges Board (IREX), which administers United States academic exchanges with Russia and Eastern Europe.

The Critical Languages Institute (CLI) offers intensive summer language instruction in the less commonly taught languages of Eastern Europe and Eurasia. Summer practicums and study abroad programs offer students opportunities to take classes and conduct research overseas. REESC/CLI faculty mentor students for competitive national fellowships, including Fulbright and the National Security Education Program.

For more information, call REESC at 480/965-4188 or CLI at 480/965-7706, or access their Web sites at www.asu.edu/clas/reesc and www.asu.edu/clas/reesc/cli.

Virginia G. Piper Center for Creative Writing

The Virginia G. Piper Center for Creative Writing at ASU was created in the fall of 2003. The center's goal is to elevate the university's creative writing program to international prominence while enriching the intellectual and artistic life of Arizona and the entire southwest.

The historic ASU President's House, located at Palm Walk and Tyler Mall on the Tempe campus, will serve as the permanent campus home for the center.

Other programs funded by the center include

1. an international writer's exchange program;
2. funding of an endowed chair that will be used to attract high profile, distinguished authors to campus for extended residencies, authors who will work closely with ASU faculty and students; and
3. creation of the Piper Creative Scholars Program, designed to support ASU faculty and others in the pursuit of research, writing, and other creative activities.

For more information, access the center's Web site at www.asu.edu/pipercenter.

COLLEGE OF PUBLIC PROGRAMS

Center for Nonprofit Leadership and Management

The Center for Nonprofit Leadership and Management (CNLM) promotes the understanding and improved practice of nonprofit organizations. The center coordinates a nonprofit sector research program, facilitates educational offerings in nonprofit studies, serves as a convener on topical issues, and provides selected technical assistance and information services. The center facilitates relationships among students, faculty, and community organizations across a range of research and outreach activities. In addition, the center convenes leaders and managers from the nonprofit, business, and government sectors on topical issues pertinent to building nonprofit capacity in the region. The center supports the activities of three complementary nonprofit leadership and management education programs: the ASU American Humanities Program (undergraduate certificate), a postbaccalaureate program (graduate certificate in Nonprofit Leadership and Management), and a noncredit program (through the Nonprofit Management Institute). For more information, call 480/965-0607, or access the Web site at www.asu.edu/copp/nonprofit.

Center for Urban Inquiry

The mission of the Center for Urban Inquiry (CUI) is threefold: critical social science research, community engagement, and innovative education. The research agenda prioritizes the scrutiny of economic and social privilege and disadvantage. Specific research requests from policymakers, nonprofit and government agencies, and citizen groups are also considered. This includes a rapid response community research initiative established to provide intensive feedback to community research requests that must be completed within a limited time frame, as well as long-term process and outcome evaluations of programs and policies in the private and public sectors. CUI also facilitates collaborative research efforts among faculty, research professionals, and students. Such research includes an examination of the individual and collective costs of poverty in the Southwest and the design of comprehensive research to explore the extent and nature of racial profiling among agents of social control.

CUI's direct community involvement ranges from the local to the global. This includes support of neighborhood groups advocating for homeowners and renters within the

RESEARCH CENTERS

context of urban development and displacement, the creation of a hospital-based community partnership to combat youth violence, and participation in United Nations summits on sustainable development and indigenous peoples' rights. The center serves the university and community through innovative educational endeavors, including a distance-learning college program for incarcerated women, in-depth research training for graduate and undergraduate students, and courses in service learning, community action research, and international urban issues. CUI also serves as the administrative and programmatic home for the needs-based Nina Mason Pulliam Legacy Scholars Program for nontraditional students.

For more information, call 480/965-9216, access the center's Web site at www.asu.edu/copp/urban, or write

CENTER FOR URBAN INQUIRY
ARIZONA STATE UNIVERSITY
PO BOX 874603
TEMPE AZ 85287-4603

Morrison Institute for Public Policy

Morrison Institute for Public Policy conducts research which informs, advises, and assists Arizonans. As part of the School of Public Affairs (College of Public Programs), the institute serves as a bridge between the university and the community. Through a variety of publications and forums, Morrison Institute shares research results with, and provides services to, public officials, private sector leaders, and community members who shape public policy. A nonpartisan advisory board of leading Arizona business people, scholars, public officials, and public policy experts assist the institute with its work. Morrison Institute was established in 1982 through a grant from Marvin and June Morrison of Gilbert, Arizona and is supported by private and public funds and contract research. The institute conducts research on a broad range of topics, including areas such as education, urban growth, workforce development, economic development, arts and culture, quality of life, and science and technology.

For more information, call 480/965-4525, access the institute's Web site at www.asu.edu/copp/morrison, or write

MORRISON INSTITUTE FOR PUBLIC POLICY
ARIZONA STATE UNIVERSITY
PO BOX 874405
TEMPE AZ 85287-4405

VICE PRESIDENT FOR RESEARCH AND ECONOMIC AFFAIRS

Biodesign Institute at Arizona State University

The Biodesign Institute at Arizona State University was established by ASU to provide an intellectual and physical environment for large-scale interdisciplinary and collaborative research. The vision for the institute is to make it the benchmark for excellence in use-inspired research focused on the intentional manipulation of biological systems. The institute is becoming a catalyst for innovation, facilitating the multidisciplinary investigations in basic science and engineering that are required to design critical biotechnology solutions in the 21st century.

The hallmark of the Biodesign Institute is a physical and intellectual environment that leverages communication, collaboration, integration, and a research agenda that emphasizes the application of discoveries to commercial uses and societal benefits. The research programs are clustered into four focus areas of increasing contemporary importance:

1. biologics and therapeutics,
2. nano-biosystems and devices,
3. neural interface engineering, and
4. integrative tools for genomics and informatics.

The institute's output is measurable in terms of highly trained professionals, pioneering discoveries, new technologies, new practices, and new businesses—all of which can drive statewide economic development. The institute is becoming a hub for biodesign research in central Arizona, building collaborative networks among scientists and clinical researchers from leading industries and institutions. The Biodesign Institute is anchored in a Tempe campus research complex. For more information, access the institute's Web site at www.biodesign.org.

Institute for Computing and Information Science and Engineering

The Institute for Computing and Information Science and Engineering (InCISE) fosters interdisciplinary research, education, and entrepreneurship in computing. A collection of basic research activities within the Department of Computer Science and Engineering (CSE) forms the inner core of InCISE, while the activities to which CSE contributes form the outer core of the institute. The three core research groups of InCISE are the Center for Cognitive Ubiquitous Computing, the Intelligent Information Integration core area, and the Information Assurance core area. InCISE also collaborates with five affiliated research groups: the Consortium for Embedded and Internetworking Technologies; the Partnership for Research in Stereo Modeling; the Arts, Media and Engineering Research Center; the Center for Advancing Business through Information Technology; and the Software Factory.

In addition, InCISE serves as the focal point for a host of researchers from various disciplines who want to get connected to the computing and information community at ASU. These domains include cognitive sciences, health sciences, social sciences, earth sciences, space sciences, biosciences, disability studies, and linguistics.

International Institute for Sustainability

Established originally in 1974 as the Center for Environmental Studies, the primary mission of this institute is to facilitate collaborations among faculty researchers and to aid decision making about environmental issues. Through its collaborations, both with ASU faculty and partners from government, business, and the educational community, the institute advances the identification of key local and global environmental issues and collects reliable information to be used by scholars, policy makers, and the general public. For more information, access the institute's Web site at ces.asu.edu.

The institute is also home to the Central Arizona–Phoenix Long-Term Ecological Research (CAP LTER) project, one

of only two urban sites in the NSF-funded LTER network. The CAP LTER project focuses on an arid-land ecosystem profoundly influenced, even defined, by the presence and activities of humans, and involves more than 50 associated faculty from biology, ecology, engineering, geography, geology, sociology, urban planning, and anthropology. For more information, access the CAP LTER Web site at caplter.asu.edu.

The institute administers an NSF-funded Integrative Graduate Education and Research Training (IGERT) grant to develop a multidisciplinary program in urban ecology. The program's research component engages students in wide-ranging and multidisciplinary investigations into the ecology of cities, with the CAP LTER project providing the research infrastructure. For more information, access the IGERT Web site at ces.asu.edu/igert.

The institute also facilitates applied environmental research projects undertaken by the Southwest Center for Environmental Research and Policy (SCERP), a consortium of five U.S. and four Mexican universities. SCERP develops a research agenda for the study of air and water quality, hazardous waste problems, environmental health issues, and growth management questions in the border region. For more information, access the Web site at www.scerp.org.

For more information, visit the institute in TMPCT 151, call 480/965-2975, or access the institute's Web site at ces.asu.edu.

Southwest Interdisciplinary Research Center

The mission of the Southwest Interdisciplinary Research Center (SIRC) is to develop a research infrastructure for conducting multidisciplinary, community-based social work research on family and youth drug use prevention and services. SIRC is funded through a five-year National Institutes

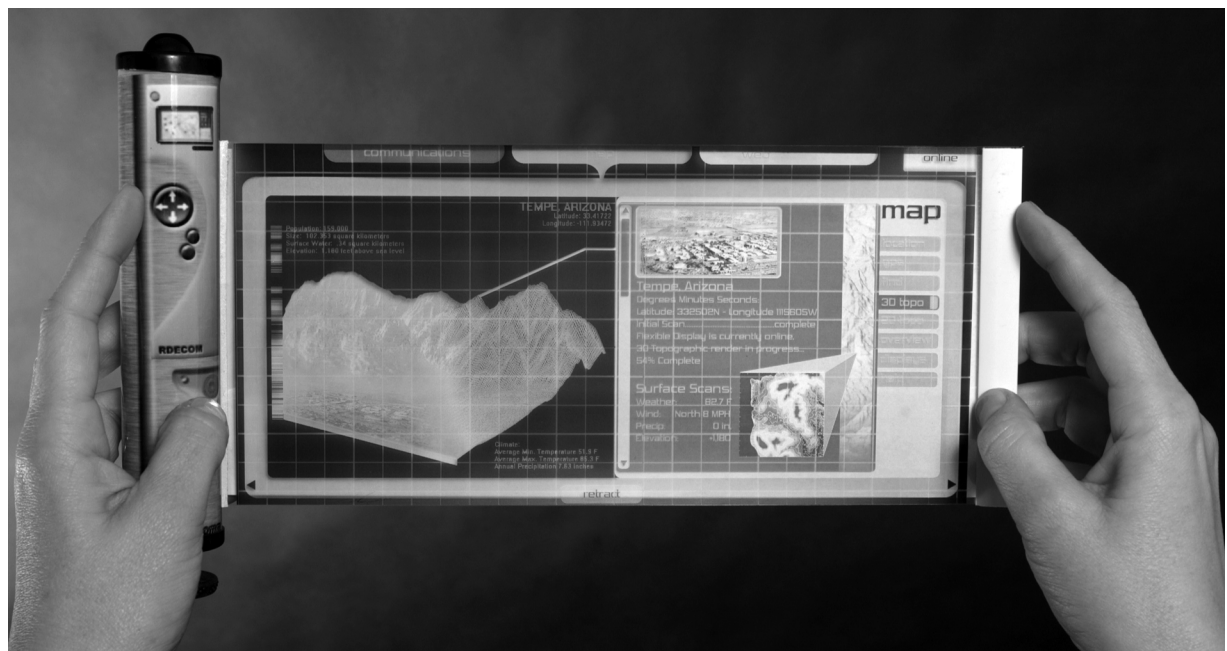
of Health/National Institute on Drug Abuse research development grant. Interdisciplinary teams composed of faculty from the Schools of Social Work and Justice Studies; the Departments of Psychology and Sociology; and the College of Education, plus community-based partnerships, collaborate on state-of-the-art research projects. A Community Advisory Board, representing 22 community and government agencies, provides a forum for current research and identification of areas in need of study.

Stardust Center for Affordable Homes and the Family

The Stardust Center for Affordable Homes and the Family is a university-wide transdisciplinary center that assists the affordable housing development community of Arizona to produce and manage service-enriched housing in a manner that improves the social stability of neighborhoods, the economic productivity of families, and the educational performance of children, while enhancing the quality of the built and natural environments.

The center provides research, services, and education to increase the quantity and quality of affordable homes produced for Arizona's families. This is accomplished by the center's staff in collaboration with ASU faculty, visiting scholars, expert practitioners, members of the broader community, and contributors to the present system for producing and servicing affordable housing and residents in Arizona. The focus of the center's engagement is the affordable housing system, that is, the public and private individuals and groups who develop and manage affordable homes and communities and who provide services to the families who live in them.

For more information, call the center at 480/727-5456, or access the center's Web site at www.asu.edu/stardust.



These revolutionary computer devices that can be rolled up are produced at the Flexible Display Center, which opened at the ASU Research Park in February 2005.

Skip Derra photo

Fees, Deposits, and Other Charges

The Arizona Board of Regents reserves the right to change fees and charges without notice. The latest *Schedule of Classes* usually includes up-to-date amounts. The following fees apply to credit and noncredit (audit) registrations.

DEFINITIONS

Resident tuition refers to the charge assessed to all resident students who register for classes at ASU. *Nonresident tuition* refers to the charge assessed to nonresident students, as established in Arizona Board of Regents' Policy 4-102.

ACADEMIC YEAR TUITION

The resident and nonresident tuition for fall and spring semesters is shown in the “2005–2006 General University Per Semester Tuition” table, page 49. The amounts listed are per semester hour each academic term. For more information on classification for fee status, see “Residency Classification Policies and Procedures,” page 52.

Resident students registered for seven or more hours or nonresident students registered for 12 or more hours are considered full-time for tuition payment purposes. See “Enrollment Verification Guidelines,” page 61.

Note: The rate for one hour is charged if the student is registered for only a zero-hour class.

Program Fees. Certain graduate and undergraduate programs assess an additional program fee. These fees differ according to college and/or program. Contact the program advisor for details on these fees, or access tuition and fees schedules on the Web at www.asu.edu/sbs.

Summer Sessions Fees. For summer sessions fees information, see the *Summer Sessions Bulletin*. The fees are per credit hour for credit or audit. See also “Summer Sessions,” page 373.

Tuition Installment Plan

The tuition installment plan offers students an option to divide fall and spring semester tuition payments over several months. Students may enroll in the tuition installment plan and reserve their classes over the phone using SunDial, on the Internet through ASU Interactive, in person, and by mail. Students must reenroll in the plan each semester.

All students are eligible to enroll in the plan after they register for classes, with the exception of students owing past-due charges. Enrollment in the plan is an available option through the end of the first week of classes. If students receiving financial aid choose to enroll in the plan, all tuition charges are paid by financial aid and any remaining financial aid is refunded to the student. Students with financial aid continue to have the option to hold their classes at no extra cost rather than enrolling in the plan.

Upon enrollment in the plan, tuition is billed in three installments on the Student Account Receivable System. For example, for the fall semester, the first billing statement is

mailed in early August, with tuition due on August 25, September 25, and October 25.

Students are charged a per semester administrative fee to cover costs associated with enrollment in the plan. The fee is billed on the Student Account Receivable System and is due at the same time as the first installment. The fee is non-refundable, even if students withdraw from classes. The per semester enrollment fee is \$75.

Once a student enrolls in the plan for a given semester, he or she is not withdrawn from classes during the current semester. Students must withdraw from classes if they decide not to attend. If students enrolled in the plan do not make scheduled payments, the students are prohibited from registering for classes in future semesters and are blocked from receiving university services, such as transcripts. Former students with outstanding tuition charges are referred to an outside collection agency.

OTHER FEES, DEPOSITS, AND CHARGES

Class Fees and Deposits. Certain university classes require payment of fees or deposits for materials, breakage, and rentals. These fees and deposits are listed in the *Schedule of Classes* for each semester.

Student Recreation Complex Fee. All students (except university employees) must pay a mandatory Student Recreation Complex fee. Students enrolled for seven or more hours are charged \$25 per semester. Students registered for fewer than seven hours pay \$12 per semester, and summer students pay \$12 per session. See the latest *Schedule of Classes* for more information.

Financial Aid Trust Fee. All students must pay a financial aid trust fee. Students enrolled for seven or more hours are charged no more than 1 percent of the current tuition. The fee for students enrolled six or fewer hours is half that charged students enrolled for seven or more hours. The total summer sessions fee does not exceed the amount for a student enrolled for seven or more hours. Fees collected from students are matched by the State of Arizona and used to create the Arizona Student Financial Aid Trust Fund, from which Financial Aid Trust grants are awarded under the established Student Financial Assistance office's aid eligibility criteria.

Arizona Students' Association (ASA) Fee. The ASA is a nonprofit lobbying organization that represents Arizona's public university students to the Arizona Board of Regents, State Legislature, and U.S. Congress. In 1997, students at the state universities voted to change the mechanism for funding the ASA. A \$1 fee is charged to each student every semester. Any refunds for this fee are provided through the ASA Central Office.

Late Registration. The fee assessed for registrations on or after the first day of each session is \$50. A separate fee of

2005–2006 General University Per Semester Tuition

Hours	General Undergraduate Tuition ¹				Postbaccalaureate and Graduate Tuition ¹		
	Resident ²		Nonresident ² at Any Campus		Resident	Nonresident at Any Campus	
	Tempe Campus	East or West Campus	Continuing Student	New or Readmitted Student	All Campuses	Continuing Student	New or Readmitted Student
1	\$ 225	\$ 221	\$ 580	\$ 625	\$ 286	\$ 610	\$ 655
2	450	442	1,160	1,250	572	1,220	1,310
3	675	663	1,740	1,875	858	1,830	1,965
4	900	884	2,320	2,500	1,144	2,440	2,620
5	1,125	1,105	2,900	3,125	1,430	3,050	3,275
6	1,350	1,326	3,480	3,750	1,716	3,660	3,930
7	2,156	2,126	4,060	4,375	2,733	4,270	4,585
8	2,156	2,126	4,640	5,000	2,733	4,880	5,240
9	2,156	2,126	5,220	5,625	2,733	5,490	5,895
10	2,156	2,126	5,800	6,250	2,733	6,100	6,550
11	2,156	2,126	6,380	6,875	2,733	6,710	7,205
12 or more	2,156	2,126	6,959	7,500	2,733	7,324	7,865

¹ Tuition is subject to change. In addition to tuition, students are charged other fees (e.g., the Student Recreation Complex fee, financial aid trust fee, special class fees, and program fees). Access tuition and fee schedules on the Web at www.asu.edu/sbs.

² Full-time resident undergraduate tuition is \$1 less in the spring semester.

\$35 is assessed on registration payments received after the fee payment deadline but processed before the class enrollment purge.

Admission Application. The nonrefundable fee for graduate applications is \$25 for residents and \$50 for nonresidents.

Transcripts. The fee for an official transcript is \$10 per copy. “Rush” transcripts (requested to be printed and picked up on the same day) will cost \$10 in addition to the total cost of the transcripts ordered. Special delivery requests via Federal Express or U.S. Express Mail, instead of regular mail, will cost \$19.50 per delivery address within the United States, in addition to the cost of the transcript(s). Special express deliveries to addresses outside the United States are available via international Federal Express or International Express Mail; these cost \$38. Express costs are in addition to the cost of the transcripts. For delivery details, students should contact the Registrar’s Office. Fees are subject to change without notice.

Unofficial transcripts may be requested in person at the University Registrar’s Office, by mail, or by fax at 480/965-2295 if a signed release is provided. There is no charge for an unofficial transcript. Also, students may view and print their own unofficial transcripts via the Web using ASU Interactive at www.asu.edu/interactive.

Copies of Education Records Other Than ASU Transcripts. For fewer than six pages, there is no charge. For six to 10 pages, the total charge is \$2. For 11 to 15 pages, the total charge is \$3. Copies of additional pages cost \$1 for every five pages copied.

Comprehensive Examination. This fee is paid by all students seeking to establish credit by examination and is \$50 per semester hour.

Private Music Instruction. Any applicable music instruction fees are billed with tuition and fees. Fees are listed in the *Schedule of Classes* for each semester.

Musical Instrument Rental Charge. The charge for use of university-owned musical instruments is \$25 per semester. Consult the School of Music for specific information.

Binding and Microfilm Fees. The binding fee for a thesis or dissertation is \$17 per copy. This fee is subject to change. Additional charges may be required depending on the size and nature of the document. The dissertation microfilming fee is \$55 and is subject to change.

Sun Card/ID Card. The fee is \$25.

Parking Decals. A parking decal must be purchased, in person or by using the SunDial touch-tone telephone system, 480/350-1500, for motor vehicles parked on campus except in areas where metered parking or visitor lots are available. Photo identification is required. Decals are sold on a first-come, first-served basis. For more decal sales information, call 480/965-6124, or visit the Web site at www.asu.edu/dps/pts.

Each vehicle registered at ASU Parking and Transit Services must comply with Arizona emission standards (A.R.S. § 15-1627G) during the entire registration period. The fee for this emission inspection is \$27 per vehicle.

Everyone is encouraged to support travel reduction measures by carpooling, bicycling, walking, or using mass transit or the university shuttle bus whenever possible.

Parking Violations. Due to a high demand for parking, regulations are strictly enforced. Fines range from \$10 to \$100. Appeals to parking citations may be filed within 14 calendar days to Parking and Transit Services and, after payment, may be further appealed to the Parking Citation Appeals

FEES, DEPOSITS, AND OTHER CHARGES

Board. Unpaid parking citations are delinquent financial obligations subject to certain provisions; see “**Delinquent Financial Obligations**,” page 51. The vehicle of any person owing three or more unpaid parking citations or \$100 in unpaid parking citations is subject to impoundment. An \$85 minimum fee is assessed if impoundment is required. For more information, call 480/965-4527.

Returned Checks. Checks returned by a bank are assessed a \$15 service charge with repayment needed within five business days of notification. A second \$12 service charge is made if the returned check is not repaid within this five-day period. Repayment of a returned check must be in cash.

ASU may have arrangements with its bank to redeposit automatically for a second time checks for which there are insufficient funds. No service charge is assessed by ASU until a check is returned to ASU; however, the payer may be assessed a service charge by the payer’s financial institution.

Students paying fees with a check that is subsequently not honored by a financial institution are subject to involuntary withdrawal from the university if repayment is not made. All students involuntarily withdrawn are charged according to the standard refund schedule as of the involuntary withdrawal date, as determined by the university.

Campus Housing. The cost of Tempe campus housing varies. In 2004–2005 the typical cost for undergraduate

students was \$3,600 per academic year. Meal plans are purchased separately.

TRANSPORTATION

To reduce air pollution and traffic congestion, students are encouraged to travel to and from campus by means other than automobile and to reduce transportation needs through careful class scheduling. Nearby on-campus parking is limited and tightly controlled.

Alternative transportation modes are used by thousands of ASU students. ASU is served by a regional transit service; monthly and reduced-fare semester passes are available on campus. In addition, an inexpensive express shuttle runs between the Tempe campus and the West campus in northwest Phoenix; another shuttle runs among the Tempe campus, Mesa Community College, and the East campus in Mesa; and a Free Local Area Shuttle (FLASH) is available around the periphery of the Tempe campus. A free Neighborhood FLASH also is available for the Tempe campus community connecting the Escalante and University Heights neighborhoods with the Riverside/Sunset and Lindon Park neighborhoods through downtown Tempe and the Tempe campus.

Bicycle ridership at ASU is estimated to be more than 15,000 students daily. Ample racks in many locations enable the parking and securing of bicycles. Bicycle use is restricted only in those areas of campus where pedestrian traffic is sufficiently heavy to make such use a hazard. The Bike Co-op Repair Service provides assistance with bicycle maintenance.

For more information on commute alternatives, call the Travel Reduction Office at 480/965-1072.

PAYMENT METHODS AND DEADLINES

SunDial and ASU Interactive. The SunDial telephone system at 480/350-1500, and ASU Interactive, on the Web at www.asu.edu/interactive, are the preferred methods for accessing tuition services. Students may enroll in the tuition installment plan, hold classes with financial aid, and make fee payments via the Web. For more information, refer to the *Schedule of Classes* or the Student Business Services Web site at www.asu.edu/sbs.

Credit Cards. See the *Schedule of Classes* or the Student Business Services Web site at www.asu.edu/sbs for information about paying by credit card.

Checks. Checks payable for the exact amount of charges and without a restrictive endorsement are generally acceptable, except for students on check-use suspension due to a previously returned check.

Third-Party Sponsor Billing. ASU bills qualified third-party sponsors for tuition, books, and supplies upon submission of a guarantee of payment. Qualifying sponsors must have offices in the United States and can be, among others, approved corporations, vocational rehabilitation offices, government agencies, and international embassies. A per student sponsored tuition fee of \$35 is assessed each semester. Students are responsible for all tuition, fees, and late charges not paid by the third-party sponsor.



The annual ASU Cares program is one of many community service projects that students, staff, and faculty participate in throughout the year.

Tim Trumble photo

Veterans Deferred Payment. The Veterans Readjustment Assistance Act allows veterans to apply for deferred payment of fees, books, materials, and supplies required for courses. To assist eligible students, a Veterans Deferment Request Form may be issued deferring payment during their first semester of benefits. Visit the Veterans Services section at SSV 148, or call 480/965-7723 for information on meeting the requirements. ASU may deny this privilege if the student has had previous delinquent obligations.

Payment Deadlines. Fees must be paid by the deadline dates and times indicated or the registration is voided. A fee payment deadline is printed on all Schedule/Billing Statements, which may be obtained at the University Registrar’s Record Information counter at the Tempe campus, Records and Registration at the West campus, Registration Services at the East campus, or via the Web at www.asu.edu/interactive, and in the *Schedule of Classes*.

REFUNDS

Academic Year Resident and Nonresident Tuition. Students withdrawing from school or individual classes receive a refund as described in the “[Fall and Spring Withdrawal Refunds](#)” table, on this page.

The university provides a prorated refund for first-time students receiving financial aid; therefore, the refund schedule is the minimum amount refundable to these students.

Withdrawal occurs on the calendar day that withdrawal is requested, either in person at a registrar site or by phone using SunDial. Students withdrawing for medical or other extenuating circumstances must contact their college for refunds that may be available under such circumstances.

Fall and Spring Withdrawal Refunds

Withdrawal Date	Refund
Before first day of the semester	100%*
One through seven calendar days	80%
Eight through 14 calendar days	60%
15 through 21 calendar days	40%
22 through 28 calendar days	20%
After the 28th calendar day	No refund

* A \$35 processing fee is subtracted per session.

Summer Sessions Fees. Students withdrawing from any summer session or individual classes receive a refund as described in the “[Summer Sessions Withdrawal Refunds](#)” table, on this page. Refunds are based on the session days and not the class meeting dates for any particular class.

Summer Sessions Withdrawal Refunds

Withdrawal Date	Refund
Before first day of session	100%*
First and second days of session	80%
Third day of session	60%
Fourth day of session	40%
Fifth day of session	20%
After fifth day of session	No refund

* A \$35 processing fee is subtracted per session.

Class Fees and Deposits. After the first week of classes, refunds, if any, are determined only by the department or school offering the course. Refund determination is based on withdrawal date, type of activity, and costs already assessed by the department or school.

Private Music Instruction. If a student must drop a music course because of illness or other emergency beyond the student’s control, not more than half of the instruction charge may be refunded, as determined by the School of Music.

Late Registration. This fee is not refundable.

Student Recreation Complex Fee. This fee is refundable only upon complete withdrawal, in percentage increments per the refund schedule. Upon withdrawal, access to the SRC is terminated.

Financial Aid Trust Fee. This fee is not refundable.

Official Transcripts. Overpayments by mail of \$5 or less are refunded only by specific request.

Graduation Fee. Overpayments by mail of \$5 or less are refunded only by specific request.

Residence Halls. Refunds to students departing from Tempe campus residence halls before the end of the academic year are computed as prescribed by the Residential Life License Agreement that students sign when they apply for residence hall accommodations. Students should refer to the Residential Life Schedule of Charges and Deadlines for specific information on refunds.

Other University Charges. Other university charges are normally not refundable, except for individual circumstances.

Payment of Refunds. Refunds require student identification and are made payable only to the student for the net amounts due the university. When the last day of a refund period falls on a weekend or holiday, a withdrawal form must be submitted to one of the registrar sites during operating hours on the workday preceding the weekend or holiday. Refunds are normally paid by check, payable to the student, and mailed to the student’s local address, or by direct deposit to the student’s bank account.

Parking Decal Refunds. Prorated refunds are available through the last business day in April.

Forfeiture of Refunds. Refunds are subject to forfeiture unless obtained within 90 days of the last class day of the semester for which the fees were originally paid.

DELINQUENT FINANCIAL OBLIGATIONS

Arizona Board of Regents’ Policy 4-103B, which applies to ASU, states the following:

1. Each university shall establish procedures to collect outstanding obligations owed by students and former students.

FEES, DEPOSITS, AND OTHER CHARGES

2. Each university shall maintain a system to record all delinquent financial obligations owed to that university by students and former students.
3. Students with delinquent obligations shall not be allowed to register for classes, purchase parking decals, receive cash refunds, or obtain transcripts, diplomas, or certificates of program completion. The university may allow students to register for classes, obtain transcripts, diplomas, or certificates of program completion if the delinquent obligation is \$25 or less.
4. Unpaid obligations shall remain a matter of record until students and former students satisfy their financial obligations or until satisfactory arrangements for repayment are made with the university.
5. The university may write off delinquent financial obligations of students according to accepted accounting principles and after appropriate collection efforts. No such write-off shall operate to relieve the student of liability for the obligation nor shall such write-off entitle the student to release of any transcripts, diplomas, certificates of program completion, or to register for further university classes until such obligation is actually paid.
6. Each university shall include this policy in its bulletin or catalog.

A late charge of \$15 is assessed for balances due the university between \$20 and \$100 not paid within 30 days of the initial due date. Three additional \$15 late charges are assessed at 60, 90, and 120 days past due. Following the same late charge assessment schedule (of 30, 60, 90, and 120 days past due), the fee for past due balances between \$100 and \$1,000 is \$25 and for past due balances in excess of \$1,000 is \$50.

RESIDENCY CLASSIFICATION POLICIES AND PROCEDURES

The Arizona Board of Regents is required by law to establish uniform guidelines and criteria for classifying students' residency to determine those students who must pay nonresident tuition. The following is a summary of the general guidelines used to determine residency for tuition purposes. All of the evidence is weighed under the presumption that a nonresident student's presence in Arizona is primarily for the purpose of education and not to establish domicile and that decisions of an individual about the intent to establish domicile are generally made after the completion of an education and not before.

To obtain resident status for tuition purposes, independent students must establish their residence in Arizona at least one year before the last day of regular registration for the semester in which they propose to attend ASU. Arizona residence is generally established when individuals are physically present in the state with the intention of making Arizona their permanent home.

Mere physical presence in Arizona for one year does not automatically establish residency for tuition purposes. Adult students and emancipated minors must combine physical

presence in Arizona for one year with objective evidence of their intent to make Arizona their permanent home. If these steps are delayed, the one-year period is extended until both presence and intent have been demonstrated for one full year. In addition to physical presence and intent, the student must demonstrate financial independence for the two tax years immediately preceding the request for resident classification. The student must demonstrate objective evidence of self-support and that he or she was not claimed as an income tax deduction by his or her parents or any other individual for two years. An adult student is defined as being at least 18 years of age at the beginning of the domicile year. For a complete definition of an emancipated minor, refer to the Arizona Board of Regents' residency classification policies, available in the Residency Classification section, SSV 146.

No person is considered to have gained or lost resident status merely by attending an out-of-state educational institution.

Aliens. Students who are aliens are subject to the same requirements for resident status as are U.S. citizens. In establishing domicile, aliens must not hold a visa that prohibits establishing domicile in Arizona.

Refugees. Refugees may qualify as resident students by virtue of having been granted refugee status in accordance with all applicable laws of the United States and having met all other requirements for residence in Arizona.

Exceptions to the General Residency Rule

Students may be eligible for resident status for tuition purposes if they can meet one of the following criteria on or before the last day of regular registration.

Legal Dependents. If a student and his or her parents are domiciled in Arizona and have not met the one-year residency requirement but the parents are entitled to claim the student as a dependent for federal and state tax purposes, the student may be eligible for resident status for tuition purposes.

Transferred Employees. If students are domiciled in Arizona and have not met the one-year residency requirement but are employees or spouses of employees who have been transferred to Arizona by their employers for employment purposes, the students may be eligible for resident status for tuition purposes.

Members of the Military. If students are not domiciled in Arizona but are members of the U.S. Armed Forces stationed in Arizona or are the spouses or dependent children of a member (as defined in A.R.S. § 43-1001), the students may be eligible for resident status for tuition purposes. If military service is concluded while enrolled, students do not lose resident status while they are continuously enrolled in a degree program. If individuals are domiciled in Arizona immediately before becoming members of the U.S. Armed Forces, they do not lose resident status because of their absence while on active duty with the military as long as they maintain Arizona affiliations and file Arizona state tax.

A student who is a member of an Arizona National Guard or Arizona Reserve unit may be eligible for resident status

for tuition purposes. A student may also be eligible if he or she has been honorably discharged from the armed forces of the United States, has declared Arizona as his or her legal residence one year before discharge, and has taken the other appropriate actions, including filing an Arizona income tax return. A student who is the spouse or dependent of a member of the armed forces who has claimed Arizona as his or her legal residence and filed Arizona income tax for one year before enrollment may be eligible for resident status for tuition purposes.

Teachers and Classroom Aides. If a student is under contract to teach on a full-time basis or is employed as a full-time noncertified classroom aide at a school within a school district, the student is eligible to pay resident tuition only for courses necessary to complete the requirements for certification by the State Board of Education.

Native Americans. Students who are members of a Native American tribe whose reservation lies both in Arizona and an adjacent state and who are residents of that reservation may be eligible for resident status for tuition purposes.

Procedures for Establishing Resident Status

All students are responsible for obtaining residency classification for tuition purposes before registering and paying their fees. This procedure requires students to complete and file an Arizona residency information form. This form is required of all new and returning students as part of the admission or readmission process. Students classified as nonresidents who believe they may qualify for resident

status must file a petition with the Residency Classification section. This petition must be filed by the last day of regular registration. A student seeking resident status must also file supporting documentation necessary to provide a basis for residency classification (source[s] of support, driver’s license, voter’s registration, vehicle registration, etc.). Students whose residency petitions are in process at the fee payment deadline are responsible for paying nonresident tuition. However, an appropriate refund is issued if resident status is later granted for that semester.

Any student found to have made a false or misleading statement concerning resident status is subject to dismissal from the university.

Failure to file a timely written petition for reclassification of resident status for tuition purposes constitutes a waiver of the student’s right to apply for the given semester. Petition deadlines are published each semester in the *Schedule of Classes*. Extensions to the deadlines are not permitted.

Residency classification is an extremely complex issue. The information presented here is a summary and does not address each individual’s situation; therefore, students are encouraged to make a personal visit to the Residency Classification section to discuss their individual circumstances as soon as possible. Guidelines for determination of residency for tuition purposes are subject to review and change without notice. For more information, call the Residency Classification section at 480/965-7712, or access the Web site at www.asu.edu/registrar/residency.



The final 2004 Presidential Debate was held in Gammage Auditorium on October 13. The event focused national media attention on ASU, including this taping of MSNBC’s *Hardball with Chris Matthews*.

Tim Trumble photo

Financing Graduate Studies

Financial assistance for graduate study consists of scholarships, fellowships, assistantships, student loans, and work-study. Assistance can come from the university, private sources, and/or the federal government. The Division of Graduate Studies Financial Support Office provides information and assistance to graduate and professional students. Students can also access the Web site for more information at www.asu.edu/graduate/financial.

Research and teaching assistants are considered to be residents for tuition purposes. In addition to their stipend, they receive a reduction in resident tuition and, if they are employed 20 hours a week, health insurance. See “Assistantships and Associateships,” page 65.

FELLOWSHIPS AND AWARDS

ASU offers several university-sponsored awards and fellowships for which both the Division of Graduate Studies and the academic units conduct nominations and selections. To be considered for any of these award programs, students must apply directly to their academic department.

Division of Graduate Studies Awards for Tuition

A small number of full and partial tuition fellowships are available on a competitive basis. Applicants should contact their academic units for more information.

Information on merit and need-based fellowships and awards, both externally funded and internal to ASU, may be found at www.asu.edu/graduate/financial.

FINANCIAL AID

To be considered for federal aid, applicants must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA each year. The FAFSA is available at www.fafsa.ed.gov. Graduate students may be eligible for Federal Perkins Loans and/or William D. Ford Direct Student Loans. For more information, access the Web site at www.asu.edu/fa, or call the Student Financial Assistance Office at 480/965-3355.

HIGHER EDUCATION TAX INCENTIVES

The Taxpayer Relief Act of 1997 provides assistance (Lifetime Learning Tax Credit) to graduate and professional students in meeting college expenses. For more information,

access the U.S. Department of Education Web site at www.ed.gov.

TAXABILITY OF FINANCIAL AID PROGRAMS

Scholarships, grants, fellowships, and stipends are taxable income to the recipient, except for the portion of these funds used for tuition and other university fees, or books, supplies, and equipment required for the courses being taken. Special tax regulations also apply to nonresident alien students and may require withholding of taxes at the time of aid disbursements to these individuals. Information on the taxability of fellowships can be obtained from the following Internal Revenue Service (IRS) publications and forms: *Publication 4—Student’s Guide to Federal Income Tax*; *Publication 519—U.S. Tax Guide for Aliens*; *Publication 520—Scholarships and Fellowships*; *Form 1040EZ and Instructions—Income Tax Return for Single and Joint Filers With No Dependents*; and *Form 1040NR and Instructions—U.S. Nonresident Alien Income Tax Return*.

These publications and forms can be obtained from the IRS at its toll-free number, 1-800-829-FORM (3676), and can also be accessed online at www.irs.gov.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

Limited assistance is available to international students who hold an F1 (student visa) or J1 (student exchange visa). This assistance consists of private fellowships, alternative loans from banks and private lenders, on-campus hourly employment, and any assistance from the student’s home country. Students should contact their academic department about teaching or research assistantships. More information on fellowships available to international students may be found on the Web at www.asu.edu/graduate/financial.

ONLINE SERVICES

Students can access personal information regarding financial aid by using ASU Interactive at www.asu.edu/interactive or the SunDial phone system at 480/350-1500. Students can check on (1) documents still needed to complete the financial aid file—which can be printed from the Student Financial Assistance Web site at www.asu.edu/fa—and (2) award information.

Classification of Courses

COURSE INFORMATION

Information about all lower- and upper-division courses offered at the East and Tempe campuses appears in the *General Catalog*, available on the Web at www.asu.edu/aad/catalogs. Course information at this Web site is more current than in the printed catalog.

Graduate-level courses offered at all campuses are described in this catalog.

Classes scheduled for the current or upcoming fall or spring semester are listed in the *Schedule of Classes*. Classes scheduled for the summer sessions are listed in the *Summer Sessions Bulletin*. Class schedules are available on the Web at www.asu.edu/registrar/schedule.

COURSE LISTINGS

See “**Course Prefix Index**,” page 7, for the location within the catalog of all ASU courses by prefix. See the “**Key to Course Listings**” diagram, on this page, for help in understanding listings.

Campus Code. Campus codes are used in the *General Catalog* only for course prefixes used by more than one campus. Campus codes are used for all courses offered at the East campus (E), Tempe campus (M), and West campus (W) in the *Schedule of Classes* and the *Summer Sessions Bulletin*. (Tempe campus was formerly known as ASU Main.)

Semester Offered. In the *General Catalog* and *Graduate Catalog*, the semester offered shows when the academic unit plans to offer the course. Refer to the *Schedule of Classes* and the *Summer Sessions Bulletin* in print or on the Web for the actual course offerings.

Prerequisites and Corequisites. Some requirements, known as prerequisites, must be met *before* registering for a course. Other requirements, called corequisites, must be met

while taking a course. A student registering for a course should be able to show that prerequisites have been met and that corequisites will be met as stated in the catalog or *Schedule of Classes* or must otherwise satisfy the instructor that equivalent preparation has been completed.

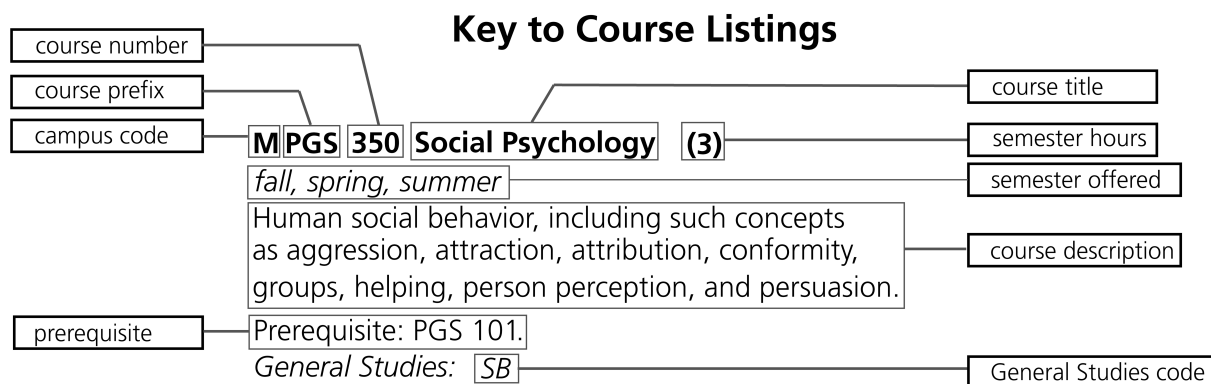
General Studies Code. The General Studies requirement does not apply to graduate students.

COURSE NUMBERING SYSTEM

Lower-Division Courses. Lower-division courses, numbered from 100 to 299, are designed primarily for freshmen and sophomores. Certain classes are closed to freshmen who lack the designated prerequisites or whose majors are outside the unit offering the course. This information is available in the *General Catalog*, in the *Schedule of Classes*, or from the student’s academic advisor.

Upper-Division Courses. Upper-division courses, numbered from 300 to 499, are designed primarily for juniors and seniors. Prerequisites and other restrictions should be noted before registration. Courses at the 400 level apply to graduate degree requirements for some graduate programs when approved by the Division of Graduate Studies. See “**Reserving of Course Credit by Undergraduates**,” page 63.

Graduate-Level Courses. Graduate-level courses, numbered from 500 to 799, are designed primarily for graduate students. However, an upper-division undergraduate student may enroll in these courses with the approval of the student’s advisor, the course instructor, the department chair, and the dean of the college in which the course is offered. If the course does not meet an undergraduate graduation requirement, it may be eligible for use in a future graduate program on the same basis as work taken by a nondegree graduate student.



Michael Martin graphic

CLASSIFICATION OF COURSES

Omnibus Courses

Omnibus numbers are used for courses offered on an experimental or tutorial basis or for courses in which the content is new or periodically changes. Academic units use their prefixes with omnibus course numbers. The general nature of the work required for a particular omnibus course is consistent from unit to unit, but subject matter varies. Omnibus courses are often offered for a variable number of semester hours. See the appropriate academic unit in the *General Catalog* or major in this catalog for omnibus courses.

Within the catalogs and *Schedules of Classes*, abbreviations are frequently used with a colon to introduce specific omnibus course topics (e.g., IBS 494 ST: Regional Business Environment of Southeast Asia). See the “**Omnibus Course Abbreviations**” table below.

Omnibus Course Abbreviations

Abbreviation	Title	Number
AP	Applied Project	593, 693, 793
CW	Conference and Workshop	594
FW	Field Work	583, 683, 783
P	Practicum	580, 680, 780
PS	Pro-Seminar	498
R	Research	592, 692, 792
RC	Reading and Conference	590, 690, 790
RM	Research Methods	500, 600, 700
S	Seminar	591, 691, 791
ST	Special Topics	194, 294, 394, 494, 598

OMNIBUS UNDERGRADUATE COURSES

194, 294, 394, 494 Special Topics. (1–4)

Covers topics of immediate or special interest to a faculty member and students.

484 Internship. (1–12)

Structured practical experience following a contract or plan, supervised by faculty and practitioners.

498 Pro-Seminar. (1–7)

Small-group study and research for advanced students within their majors. Major status in the department or instructor approval is required.

499 Individualized Instruction. (1–3)

Provides an opportunity for original study or investigation in the major or field of specialization on an individual and more autonomous basis. Neither a substitute for a catalog course nor a means of taking a catalog course on an individual basis. Requires application well in advance of regular registration with the student's advisor, the advisor's signature, and approval by both the instructor with whom the student will work and the chair of the department offering the course. This course may be taken only by outstanding senior students who have completed at least one semester in residence and who have a cumulative GPA of 3.00 or higher in the major or field of specialization. A special class fee may be required.

OMNIBUS GRADUATE COURSES

500, 600, 700 Research Methods. (1–12)

Course on research methods in a specific discipline.

580, 680, 780 Practicum. (1–12)

Structured practical experience in a professional program, supervised by a practitioner and/or faculty member with whom the student works closely.

583, 683, 783 Field Work. (1–12)

Structured, supervised field experience in a field science or other discipline requiring experience in field techniques.

584, 684, 784 Internship. (1–12)

Structured practical experience following a contract or plan, supervised by faculty and practitioners.

590, 690, 790 Reading and Conference. (1–12)

Independent study in which a student meets regularly with a faculty member to discuss assignments. Course may include such assignments as intensive reading in a specialized area, writing a synthesis of literature on a specified topic, or writing a literature review of a topic.

591, 691, 791 Seminar. (1–12)

A small class emphasizing discussion, presentations by students, and written research papers.

592, 692, 792 Research. (1–12)

Independent study in which a student, under supervision of a faculty member, conducts research that is expected to lead to a specific project such as a thesis or dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript.

593, 693, 793 Applied Project. (1–12)

Preparation of a supervised applied project that is a graduation requirement in some professional majors.

594 Conference and Workshop. (1–12)

Topical instruction, usually in compressed format, leading to academic credit. Often offered off campus to groups of professionals.

595, 695, 795 Continuing Registration. (1)

Used in situations where registration is necessary but where credit is not needed. Replaces arbitrary enrollment in reading and conference, research, thesis, dissertation, etc. Used by students when taking comprehensive examinations, defending theses or dissertations, or fulfilling the continuous enrollment requirement in doctoral programs. Credit is not awarded, and no grade is assigned.

598 Special Topics. (1–4)

Topical courses not offered in regular course rotation—e.g., new courses not in the catalog, courses by visiting faculty, courses on timely topics, highly specialized courses responding to unique student demand.

599 Thesis. (1–12)

Supervised research focused on preparation of thesis, including literature review, research, data collection and analysis, and writing.

792 Research. (1–15)

Independent study in which a student, under the supervision of a faculty member, conducts research that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript.

799 Dissertation. (1–15)

Supervised research focused on preparation of dissertation, including literature review, research, data collection and analysis, and writing.

The preceding courses are described in announcements of the Division of Graduate Studies and are also available in the respective departments. Under special circumstances, arrangements may be made at the dean's request, through the approval of the executive vice president and provost of the university, to increase the standard semester hours of credit.

Visiting Student Program. The numbers 597, 697, and 797 in the LAW prefix have been reserved for the Visiting Student Program in the College of Law.

SPECIALIZED PREFIXES

Cohort Management. Various prefixes that start with an “X” are used for registration purposes. These courses are

used by Campus Match in the University College; Learning Communities in the College of Liberal Arts and Sciences; EnGAGE in the Ira. A. Fulton School of Engineering; and other cohort management groups.

Elementary Education Program. Some elementary education methodology courses use the prefix EDB for purposes of registration. These courses are reserved for students admitted to professional programs. EDB courses are converted to permanent ASU education courses (with other prefixes) following the drop-add period, as determined by the registrar's calendar.

International Programs Overseas. Courses with the prefix IPO numbered 495 and 595 are reserved for International Programs study abroad and exchange programs. For most programs, participating students register for 18 semester hours. After completion, undergraduate students receive credit for the study completed, with a minimum of 12

semester hours and a maximum of 18 semester hours; graduate students receive credit with a minimum of six semester hours and a maximum of 12 semester hours.

IPO courses numbered 495 and 595 are converted to ASU credit for recording courses taken abroad.

IPO courses numbered 494 and 598 may be taken for one semester hour. Students register for these courses under the title "Study Abroad." At the conclusion of the program and following the transfer of overseas courses to students' ASU records, a grade of "Y" is entered for the course.

For some special international programs, students register and receive credit for fewer semester hours.

Joint Admission Continuous Enrollment. Courses with the JAC prefix are used to track students admitted to ASU who are concurrently or solely enrolled in courses offered by a community college.



The atrium area in the new Biodesign Institute Building fosters the open exchange of ideas among researchers working on collaborative projects.

Barb Backes photo

Graduate Policies and Procedures

GRADUATE DEGREES AND MAJORS

The Division of Graduate Studies at ASU provides students with opportunities to study beyond the bachelor's degree. The division enrolls students in programs leading to both professional and research-oriented advanced degrees. The MA, MS, and PhD degrees are awarded to students completing programs that culminate in research and creative endeavors. The PhD degree is the highest university award, conferred on candidates who have proven their ability as scholars and original researchers.

Professional graduate programs emphasize training that leads to professional practice. In these degree programs, students develop a mastery of a comprehensive body of knowledge and the ability to organize and carry out significant investigations in their professional field. Professional degrees usually are named Master of (Professional Field) and Doctor of (Professional Field), although some Master of Arts and Master of Science degree programs have professional tracks. The professional doctoral degree is the highest university award to candidates completing academic preparation for professional practice. The following professional degrees are offered:

- Master of Accountancy and Information Systems (MAIS)
- Master of Advanced Study (MAS)
- Master of Architecture (MArch)
- Master of Business Administration (MBA)
- Master of Computer Science (MCS)
- Master of Computing Studies (MCST)
- Master of Counseling (MC)
- Master of Education (MEd)
- Master of Engineering (MEng)
- Master of Fine Arts (MFA)
- Master of Health Sector Management (MHSM)
- Master of Liberal Studies (MLSt)
- Master of Mass Communication (MMC)
- Master of Music (MM)
- Master of Natural Science (MNS)
- Master of Physical Education (MPE)
- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- Master of Science in Design (MSD)
- Master of Science in Engineering (MSE)
- Master of Science in Technology (MSTech)
- Master of Social Work (MSW)
- Master of Taxation (MTax)
- Master of Teaching English as a Second Language (MTESL)
- Master of Urban and Environmental Planning (MUEP)
- Professional Science Master's (PSM)
- Doctor of Audiology (AuD)
- Doctor of Education (EdD)
- Doctor of Musical Arts (DMA)
- Doctor of Nursing Science (DNS)

Faculty members offering a specific graduate degree program may be members of a single academic unit (such as a department, school, or college), or they may form an interdisciplinary committee consisting of faculty from various academic units. The Division of Graduate Studies awards degrees upon the recommendation of the faculty offering the graduate degree programs.

Interdisciplinary Study

See "Interdisciplinary Study," page 73.

ADMISSION TO THE DIVISION OF GRADUATE STUDIES

Eligibility

Anyone who holds a bachelor's (or equivalent) or graduate degree from a college or university of recognized standing is eligible to apply for admission to the Division of Graduate Studies. Remedies for undergraduate deficiencies may be assigned by academic units if the undergraduate degree is based on credits not accepted by ASU, such as life experience or noncredit workshops and seminars.

Division of Graduate Studies Requirements

Generally, an applicant must have a GPA of 3.00 (scale is 4.00 = A), or the equivalent, in the last two years of work leading to the bachelor's degree. A student who enters a graduate degree program is expected to have undergraduate educational experiences, including general education studies, that are similar to those required for the baccalaureate degree at ASU.

Requirements of the Academic Unit

Academic units, departments, or colleges, may have admission requirements in addition to those of the Division of Graduate Studies. Many graduate programs require scores from a national admissions test such as the Graduate Record Examination, Graduate Management Admission Test, or the Miller Analogies Test. Some programs require a portfolio, letters of recommendation, or a statement of goals. Applicants should contact the academic unit regarding specific requirements.

Submission of an Application

For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions. Students are encouraged to apply via the Web. If students cannot access the Internet, they may call the Division of Graduate Studies at 480/965-6113 or send e-mail to grad-q@asu.edu.

Application Fee

Each application for entry to ASU graduate programs must be accompanied by a nonrefundable application fee. The fee is \$50 to apply for admission to a degree program or for undeclared postbaccalaureate status. For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions.

International Applicants

Applicants who will attend the university while holding F-1 or J-1 visas must meet the requirements of U.S. immigration regulations in addition to the requirements of the Division of Graduate Studies and the academic units to which they apply.

Applicants from outside the United States are also required to submit additional materials and should follow the procedures described in the *Application for Graduate Admission* booklet or on the Web at www.asu.edu/graduate/admissions. International applicants should read this information carefully to become familiar with all requirements, consulting it often for instructions to follow regarding the submission of materials. This catalog provides essential information about ASU and its graduate programs.

As required by the U.S. government, international applicants must also verify that they have the financial resources to cover their expenses during graduate study at ASU. The Financial Guarantee form is available through the Division of Graduate Studies Web site at www.asu.edu/graduate/admissions. The I-20 or the DS-2019 (documents needed to obtain a student visa) are issued only after the completed, properly verified Financial Guarantee form and supporting documents have arrived. International students may enroll at ASU only if they have been admitted to a degree program, a certificate program, or the postbaccalaureate teacher education program. They must meet all appropriate immigration standards and requirements.

Applications are processed when they are received. However, international applicants should submit all materials in December or January in order to begin study the following fall semester and in August or September in order to begin study the following spring semester. An application fee of \$50 (in U.S. funds) must accompany each application.

All F-1 or J-1 visa students must have insurance coverage against illness and accident before being permitted to register. Insurance must be maintained throughout the student's enrollment in the university and may be obtained at the time of registration.

Upon arrival on campus, students must report to an advisor in the International Student Office.

English Language Requirement. Applicants who are from a country whose native language is not English must provide evidence of English proficiency as indicated by acceptable scores on the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS), as follows:

1. The minimum TOEFL requirement for entry into any graduate program is 550 (paper-based) or 213 (computer-based).
2. The minimum IELTS requirement for entry into any graduate program is an overall band score of 6.5 with no individual band score below 6.0.
3. Individual academic units may have higher TOEFL or IELTS requirements for their various programs. Consult the department Web sites and this catalog for more information.

The following exceptions apply to the English proficiency requirement:

1. Applicants who have earned a bachelor's degree or higher from a regionally accredited university in the United States are exempt from the English proficiency requirement. This study must have been done within the United States.
2. Applicants who have completed a minimum of 12 semester hours of graduate level study at a regionally accredited college or university in the United States with a GPA of 3.00 or higher are exempt from the English proficiency requirement.
3. Applicants who have completed at least 90 semester credit hours (or equivalent) with a cumulative grade point average of 3.00 or higher (on a 4.00 scale) at a regionally accredited institution in the United States are exempt from the English proficiency requirement.
4. Applicants who have completed the American English and Culture Program Advanced 2 Level are exempt from the English proficiency requirement.

All international applicants who are from a country whose native language is not English and who wish to apply for teaching assistantships must pass an examination that certifies their skill in speaking English—either the Test of Spoken English (TSE), which may be taken in the student's home country, or the Speaking Proficiency English Assessment Kit (SPEAK) test, which is administered at ASU. Some degree programs also require TSE or SPEAK scores of applicants whose native language is not English. For specific information about TSE requirements, contact the head of the academic unit.

Additional Information

The Division of Graduate Studies does not have deadlines. Applications are processed as they are received. However, many academic units have specific and early deadlines; many units review applications only once a year, usually in January or February for fall admission. Applicants are urged to contact the academic units regarding deadlines.

Academic units, which must indicate their willingness to admit applicants, frequently set higher standards than those established by the Division of Graduate Studies. Many qualified applicants are denied because of limits on the number of students admitted each year.

Notice of Admission Decisions

Only the dean of graduate studies can make formal offers of admission. The Division of Graduate Studies notifies all applicants in writing of the admission decision.

All academic credentials and supporting materials received by the university in connection with an application for admission become the property of ASU. If the applicant does not enroll in the university within one year, the admission documents may be destroyed.

Applicants are admitted into the university for the semester indicated on their admission letter and initiate their program by registering for courses. Courses taken before the semester of admission are considered credit completed before enrollment in the degree program. For more information, see "[Transfer Credit](#)," page 63.

GRADUATE POLICIES AND PROCEDURES

Admission Classifications

Regular Admission. Applicants who fulfill all requirements for admission and are academically acceptable to both the academic unit and the Division of Graduate Studies are granted regular admission.

Regular Admission with Deficiencies. A student whose grades and test scores are at an acceptable level but who does not have the undergraduate background expected by the academic unit and the university may be required to complete courses to remedy deficiencies. Deficiency courses must be completed before the student is awarded a graduate degree. Deficiency courses may not be applied toward the minimum hours required for the degree program.

Provisional Admission. A student who does not meet minimum academic standards but has counterbalancing evidence to suggest the potential for success may be admitted on a provisional basis. Provisional admission provides an academic unit with more evidence on which to base its decision. Normally the academic unit reviews the student's status following completion of 12 semester hours of approved graduate study. At that time, the academic unit recommends to the Division of Graduate Studies a change in status to either regular admission or withdrawal from the program. When students have completed their provisional requirements, they should check with their advisors to make sure that the change of status has been recommended. A provisional student may also be assigned deficiencies.

Postbaccalaureate Nondegree Admission. A student not immediately intending to earn a degree may enroll as a postbaccalaureate nondegree student. The application process is streamlined and does not require submission of transcripts or test scores. For postbaccalaureate nondegree admission information and procedures, access the Web site at www.asu.edu/graduate/admissions. A maximum of nine hours taken at ASU while in this category may be applied toward a master's degree if appropriate for the student's program of study.

The six-year maximum time limit applies to nondegree semester hours appearing on a master's program of study. Also, because of limited class size and resources, certain academic units may limit the enrollment of nondegree students.

Recognition of a Degree

Recognition of a degree is acknowledgment that the program leading to the degree is equivalent to a program offered by ASU or is an acceptable program for the proposed graduate major at ASU. A student who enters a graduate degree program at ASU is expected to have undergraduate educational experiences, including general education studies, that are appropriate for the program

Definition of a Unit of Credit

The Arizona Board of Regents has defined (May 26, 1979) a unit of credit for the institutions under its jurisdiction. A minimum of 45 hours of work by each student is required for each unit of credit. An hour of work is the equivalent of 50 minutes of class time (often called a "contact hour") or 60 minutes of independent study work. For

lecture-discussion courses, this requirement equates to at least 15 contact hours and a minimum of 30 hours of work outside of the classroom for each unit of credit. Even though the values of 15 and 30 may vary for different modes of instruction, the minimum total of 45 hours of work for each unit of credit is a constant. Since the unit of credit as defined by the Arizona Board of Regents is the cornerstone of academic degree programs at ASU, degrees granted by other institutions that are recognized by ASU should be based on a similar unit of credit.

DIVISION OF GRADUATE STUDIES PROCEDURES

Change in Graduate Degree Program

A change from one graduate degree program to another requires a new application to the Division of Graduate Studies. The usual admission procedures are followed. For details on matters relating to the application fee, see "Application Fee," page 58.

Readmission to the Division of Graduate Studies

Any graduate student who has not been in attendance at the university for one semester must submit an application for readmission to the Division of Graduate Studies. The application should be submitted at least one month before the beginning of the semester in which the student plans to reenter. For details on readmission and other matters relating to the application fee, access the Web site at www.asu.edu/graduate/admissions.

Determination of Catalog Requirements

The *Graduate Catalog* is published annually. Requirements for an academic unit or college, campus, or the university as a whole may change and are often upgraded.

A student graduates under the curriculum, course requirements, and regulations for graduation in effect at the time of admission to a graduate degree program at ASU. A student may also choose to graduate under any subsequent catalog but may use only one catalog.

Some changes in policies and procedures affect all students regardless of the catalog used by the student. These policies and procedures may appear in the catalog or in other university publications.

Registration

Graduate students, like all university students, register during the intervals indicated in the *Schedule of Classes* issued by the University Registrar's Office. Details regarding registration and course drop-add procedures are also provided in the *Schedule of Classes*. Day and evening graduate classes, offered on or off campus during the two regular semesters and the summer sessions, are considered part of the regular program. SunDial, the ASU touch-tone telephone system for registration and fee payment, and the online registration system, accessed at any registrar site, ease the enrollment process.

Audit Enrollment

Graduate students may register as auditors in one or more courses with the approval of the supervisory committee chair and the consent of the instructor involved. The student must be registered properly and pay the fees for the course. An audited course is counted in the student's maximum

course load. It does not count for students who must take a minimum number of credits, e.g., teaching assistants or students receiving financial assistance. The mark of “X” is recorded for completion of an audited course, unless the instructor determines that the student’s participation or attendance has been inadequate, in which case a “W” may be recorded.

Withdrawal Policies and Procedures

Withdrawal from the University. To withdraw from *all* classes after having paid registration fees, a student must submit a request to withdraw using ASU Interactive, SunDial, or submit a signed request to any registrar location. The ASU Interactive and SunDial complete withdrawal option is available through the semester transaction deadline. A student may withdraw from all courses with marks of “W” through the semester transaction deadline. See the *Schedule of Classes* or the *Summer Sessions Bulletin* for dates of the complete withdrawal periods.

Instructor-Initiated Drop. An instructor may drop a student for nonattendance during the second week of classes in fall or spring semesters or the first four days of each summer session. Instructor-initiated drops for nonattendance are signed by the dean or dean’s designee. The college notifies students by mail. The student must contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

Instructor-Initiated Withdrawal. An instructor may withdraw a student from a course with a mark of “W” or a grade of “E” (0.00) only if the student’s continued presence in the course is disruptive to the instructor’s ability to conduct the course. A student may appeal an instructor-initiated withdrawal within 10 days of being withdrawn to the standards committee of the college in which the course is offered. The decision of the committee is final.

Course Withdrawal. A student may withdraw with a grade of “W” from one or more classes beginning with the second week of classes through the tenth week of classes for the fall and spring semesters. For summer session classes, a student may withdraw with a grade of “W” from one or more classes from the seventh day of classes through the third week of the session. To withdraw from all classes a student must request a complete withdrawal.

Complete Withdrawal. A student may withdraw with a grade of “W” from all classes after the semester transaction deadline, or on the last day of classes.

Medical Withdrawal. Normally, a medical withdrawal request is made in cases where serious illness or injury prevents a student from completing course work or when other arrangements with the instructor are not possible. Consideration is usually given for complete withdrawal. An application for less than a complete withdrawal must be well documented to justify the selective nature of the medical withdrawal request. This policy applies both to cases involving physical health problems and those involving mental or emotional difficulties.

To receive permission for a medical withdrawal from courses, a student must present a Request for Documented

Medical Withdrawal form and proper documentation (usually a letter from a physician) of the medical condition to the medical withdrawal designee of the college of the student’s major. For complete procedural information, contact the appropriate medical withdrawal designee.

Course Load

The course load is determined by the supervisory committee but is not to exceed 15 semester hours of credit during each of the two semesters. Refer to the latest *Summer Sessions Bulletin* for course load limits for five-week and eight-week sessions. An audited course is counted in the student’s maximum load.

All teaching and research assistants and associates must enroll for a minimum of six semester hours during each semester (fall and spring) of their appointment. The six hours cannot include audit enrollment. Enrollment in continuing registration (595, 695, or 795) does not fulfill the six-hour requirement. A half-time (50 percent) teaching and research assistant or associate working 20 clock hours per week may not register for more than 12 semester hours of course work each semester; a third-time (33 percent) assistant or associate for more than 13 semester hours; and a quarter-time (25 percent) assistant or associate for more than 15 semester hours.

All graduate students doing research; working on theses or dissertations; taking comprehensive, foreign language or final examinations; or using university facilities or faculty time must be registered for a minimum of one semester hour of credit (not audit) that appears on the program of study or is an appropriate graduate-level course, such as 595, 695, or 795 Continuing Registration.

All doctoral students are expected to fulfill academic residence requirements. Contact the offices of individual degree programs for information on specific residency requirements.

Enrollment Verification Guidelines. The registrar is responsible for verifying enrollment according to the general guidelines. See the [“Enrollment Verification Guidelines for Graduate Students” table, page 62.](#)

DIVISION OF GRADUATE STUDIES DEGREE REQUIREMENTS

Graduate Advising

The Division of Graduate Studies’ Referral Office offers general information about policies, procedures, requirements, and support services. Students with regular admission status should contact their academic unit for degree program advising and program of study planning.

Grading

The [“Grades” table, page 62](#), defines grades and gives their values.

Ordinarily the instructor of a course has full discretion in selecting which grades to use and report from the available grading options.

A grade of “P” (pass) in a 400-level course may not appear on a program of study. (The grade is not used at the graduate level.) Grades on transfer work or ASU law credit are not included in computing GPAs.

GRADUATE POLICIES AND PROCEDURES

Enrollment Verification Guidelines for Graduate Students

	Full Time	Half Time	Less Than Half Time
Regular semester			
Graduate	9 or more hours	5–8 hours	4 or fewer hours
Graduate assistant*	6 or more hours	—	—
Five-week summer session			
Graduate	3 or more hours	2 hours	1 hour
Graduate assistant*	2 or more hours	1 hour	—
Eight-week summer session			
Graduate	5 or more hours	3–4 hours	2 or fewer hours

* For enrollment verification purposes, “graduate assistant” is a generic term that includes teaching assistants, research assistants, teaching associates, and research associates.

Grades

Grade	Definition	Value
A+	—	4.33 ¹
A	Excellent	4.00
A-	—	3.67
B+	—	3.33
B	Good	3.00
B-	—	2.67
C+	—	2.33
C	Passing	2.00
D	No graduate credit	1.00
E	Failure	0.00
I	Incomplete	—
NR	No report	—
W	Withdrawal	—
X	Audit	—
Y	Satisfactory	—
Z	Course in progress ²	—

¹ Although the scale includes a grade of A+ with a value of 4.33, the cumulative GPA is capped at 4.00.

² This grade is usually given pending completion of courses.

Grades of “D” (1.00) and “E” (0.00) cannot be used to meet the requirements for a graduate degree, although they are used to compute GPAs. A student receiving a grade of “D” (1.00) or “E” (0.00) must repeat the course in a regularly scheduled (not an independent study) class if it is to be included in the program of study. However, both the “D” (1.00) or “E” (0.00) and the new grade are used to compute GPAs.

Graduate course work (500-, 600-, and 700-level courses) reported as an “I” (incomplete) must be completed within one calendar year. At the time the “I” grade is given, the student must complete a “Request for Grade of Incomplete” form. The form serves as a record of the “I” grade and the work required to complete it. When the student has completed the work, the instructor initiates a “Change of Grade” authorization.

If the work specified on the form is not completed within one calendar year, the “I” grade (500-, 600-, and 700-level courses) becomes part of the student’s permanent transcript, and the student is not allowed to complete the course work as specified on the “Incomplete” form. The student may, however, repeat the course after the “I” has become permanent, by reregistering, paying fees, and fulfilling all course requirements. The grade for the repeated course appears on the transcript but does not replace the permanent “I.”

A grade of “W” is given whenever a student officially withdraws.

Repeating ASU Courses. Graduate students (degree or nondegree) may retake any course at any level at ASU, but all grades remain on the student transcript as well as in GPA calculations.

University Policy for Student Appeal Procedures on Grades

Informal. The following steps, beginning with step A, must be followed by any student seeking to appeal a grade. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university. University policy protects students filing grievances and those who are witnesses from retaliation. Students who believe they are victims of retaliation should immediately contact the dean of the college in which the course is offered.

- A. The aggrieved student must first follow the informal procedure of conferring with the instructor, stating the evidence (if any) and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure utilized, and show how the grade in question was determined. If the instructor is a graduate assistant and this interview does not resolve the difficulty, the student may then go to the faculty member in charge of the course (regular faculty member or director of the course sequence) with the problem.
- B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to

handle the problem. Step B applies only in departmentalized colleges.

- C. If these discussions are not adequate to settle the matter to the complainant's satisfaction, the student may then confer with the dean of the college concerned (or the dean-designate), who will review the case. If unresolved, the dean or designate may refer the case to the college academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

Formal. The following procedure takes place after steps A, B, and C (or A and C) have been completed.

- D. Each college has on file in the office of the dean (and in each department of the college) the procedures and composition of the undergraduate or graduate academic grievance hearing committee for student grievances. Each college committee shall operate under grievance procedures as stated, which satisfy due process requirements. The committee shall always meet with the student and the instructor in an attempt to resolve the differences. At the conclusion of the hearing, the committee shall send its recommendations to the dean.
- E. Final action in each case is taken by the dean after full consideration of the committee's recommendation. Grade changes, if any are recommended, may be made by the dean. The dean shall inform the student, instructor, department chair (if any), the registrar, and the grievance committee of any action taken.

Scholarship

To be eligible for a degree in the Division of Graduate Studies, a student must achieve two GPAs of "B" (3.00) or higher. The first GPA is based on all courses numbered 500 or higher that appear on the transcript. (Courses noted as deficiencies in the original letter of admission are not included.) The second GPA is based on all courses that appear on the program of study.

Graduate students (degree or nondegree) may retake any course at any level at ASU, but all grades remain on the student transcript as well as in GPA calculations.

Academic excellence is expected of students doing graduate work. Upon recommendation from the head of the academic unit, the dean of graduate studies can withdraw a student who is not progressing satisfactorily.

The designation of honors (such as *cum laude*) is reserved for undergraduates. The Division of Graduate Studies does not use these academic distinctions.

Graduate Credit Courses

Courses at the 500, 600, and 700 levels are graduate credit courses. Courses at the 400 level apply to graduate degree requirements when appearing on an approved program of study. However, 400-level courses are not graduate courses by definition and cannot be certified as such for purposes of employment or transferring to other institutions.

Reserving of Course Credit by Undergraduates. Seniors at ASU within 12 semester hours of graduation may enroll in a 400-level or graduate-level course and reserve the credit for possible use in a future graduate program. The course cannot be used to meet a baccalaureate graduation require-

ment, however. Before registration in the class, the student must submit a Division of Graduate Studies Petition form requesting credit reservation; the form must be signed by the student's advisor, the head of the academic unit offering the class, and the dean of graduate studies.

Permission to reserve a course does not guarantee that the student is admitted to a graduate degree program or that the course may be used toward graduate degree requirements. A maximum of nine hours of credit may be reserved, and only courses with a grade of "B" (3.00) or higher are applicable. Reserved credit earned before admission to a graduate degree program is classified as nondegree credit. The maximum course load for a student enrolled in a reserved course is 15 semester hours during a regular semester and six hours during a summer session.

Transfer Credit. Transfer of credit is the acceptance of credit from another institution for inclusion in a program of study leading to a degree awarded by ASU.

Under most circumstances, transfer credit may not be applied toward the minimum degree requirements for an ASU degree if they have been counted toward the minimum requirements for a previously-awarded degree.

At the individual academic unit's discretion, the number of hours transferred from other institutions may not exceed 20 percent of the total minimum semester hours required for a master's degree unless stated otherwise for a specific degree program. At the academic unit's discretion, up to 12 hours of credit taken at another institution and not counted toward a previous degree may be counted toward the minimum semester hours required for a specific ASU doctoral degree program.

Transfer credit taken before admission to a graduate degree program at ASU is nondegree credit. Nondegree credit taken at ASU combined with nondegree credit taken at another institution may not exceed nine semester hours on the master's program of study. The nine-hour limit does not apply to doctoral programs.

The date (month/day/year) on the dean of graduate studies' letter of admission is the actual date of admission. If the student is enrolled in courses on the admission date, those courses—if applicable—may be considered part of a program of study. Courses taken the semester before this date are nondegree hours.

Certain types of graduate credits cannot be transferred to ASU, including the following:

1. credits awarded by postsecondary institutions in the United States that lack candidate status or accreditation by a regional accrediting association;
2. credits awarded by postsecondary institutions for life experience;
3. credits awarded by postsecondary institutions for courses taken at noncollegiate institutions (e.g., government agencies, corporations, and industrial firms);
4. credits awarded by postsecondary institutions for noncredit courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education programs; and
5. credits given for extension courses.

GRADUATE POLICIES AND PROCEDURES

Acceptable academic credits earned at other institutions that are based on a unit of credit different from the ones prescribed by the Arizona Board of Regents are subject to conversion before being transferred to ASU.

Transfer credits must be acceptable toward graduate degrees at the institution where the courses were completed. Only resident graduate courses (at the institution where the courses were completed) with an “A” (4.00) or “B” (3.00) grade may be transferred. A course with the grade of pass, credit, or satisfactory may not be transferred.

Official transcripts of any transfer credit to be used on a program of study must be sent directly to the Graduate Admissions Office from the Office of the Registrar at the institution where the credit was earned.

Graduate Supervisory Committees

When the program of study is filed, upon the recommendation of the head of the academic unit, the dean of graduate studies appoints a graduate student’s supervisory committee, consisting of a chair and other resident faculty members. The number of members serving on this committee depends on the degree program. Generally, graduate supervisory committees must consist of a minimum of three individuals.

Academic professionals (e.g., research scientists, research engineers), nontenure-track faculty (e.g., adjunct professors, research professors), and individuals granted affiliated faculty status through established university procedures may serve as cochairs or members of thesis and dissertation committees upon approval by the Division of Graduate Studies. Individuals who are recommended by an academic unit as eligible to serve as a cochair must meet the criteria established by the academic unit and be approved by the Division of Graduate Studies.

Qualified individuals outside the university, upon the recommendation of the head of the academic unit and approval of the Division of Graduate Studies, may serve as members of thesis and dissertation committees; however, such individuals generally may not serve as chairs or cochairs (unless they have affiliated faculty status). With the approval of the academic unit and the dean of graduate studies, former ASU faculty with students completing their degrees may continue to serve as cochairs. At least half of the committee must be faculty from ASU.

Foreign Language Requirements

A graduate degree program may require proficiency in a foreign language. If a foreign language is required, students must demonstrate at least a reading knowledge in the area of study required by the supervisory committee and consistent with the requirements for the graduate degree program.

Students who are required to demonstrate proficiency in a foreign language must pass a foreign language examination specific to their particular graduate program. The examinations are administered three times each year by the Department of Languages and Literatures, which certifies language competency. The chair of the student’s supervisory committee is responsible for providing the Department of Languages and Literatures with materials from which the examination is then prepared. The chair should submit or recommend relevant books or journals of approximately 200 pages in length in the desired foreign language.

A student may petition the Division of Graduate Studies for a re-examination but must pass the examination in no more than three attempts.

Theses and Dissertations

The master’s thesis or equivalent is an introduction to research writing. All doctoral degree candidates must submit a dissertation, with the exception of the Doctor of Musical Arts degree in Music (with a concentration in conducting or performance), which requires three recitals and a research paper. The PhD dissertation should be a valuable educational experience that demonstrates the candidate’s mastery of research methods, theory, and tools of the discipline. It should demonstrate the candidate’s ability to address a major intellectual problem and to propose meaningful questions and hypotheses. The dissertation should be a contribution to knowledge that is worthy of publication by an established press as a book or monograph or as one or more articles in a reputable journal.

For format, the Division of Graduate Studies must review the final copy of the master’s thesis, doctoral dissertation, and other final documents that are required to be placed in the library. Copies of the *Format Manual* are available in the Division of Graduate Studies and at www.asu.edu/graduate/formatmanual on the Web. The student is required to submit a complete copy of the thesis or dissertation for format review at least 10 working days (two weeks if there are no holidays during the time period) before the proposed date of the oral defense. Doctoral students are encouraged to submit a completed Survey of Earned Doctorates Awarded in the United States, conducted by the National Research Council.

Graduate students and their supervisory committee chairs jointly select a style guide or journal format representative of the field of study. The Division of Graduate Studies allows certain flexibility in the format of the manuscript, but Division of Graduate Studies and library guidelines must be followed.

The student must submit two final copies of a thesis or dissertation to the ASU Bookstore for binding. The student is responsible for the binding fees. Bound copies are placed in the Hayden Library and Archives. Doctoral students must submit one copy of the title page, approval page, and abstract (which must not exceed 350 words); the original signature of the doctoral student must appear on the University Microfilms International (UMI) Dissertation Agreement Form. The student is responsible for the UMI microfilming fee, which covers the expense of having the document sent to UMI, where it is microfilmed and catalogued. Information on the dissertation later appears in *Dissertation Abstracts International*.

Application for Graduation

Students should apply for graduation with the Graduation section of the University Registrar’s Office no later than the date specified in the “[Division of Graduate Studies Calendar](#),” page 21. All fees are payable at that time. Students applying for graduation after the deadline listed in the calendar are required to pay a late fee. When a student applies for graduation, the student is officially notified of any requirements he or she has not yet completed.

Students are requested to complete a questionnaire that serves as a graduate student exit survey.

Students who do not complete all degree requirements by their anticipated graduation date are required to pay a refiling fee.

Summer Sessions

Work taken during summer sessions carries the same scholastic recognition as that taken during a regular semester. A complete schedule of offerings is available in the *Summer Sessions Bulletin*, which may be obtained from the Office of Summer Sessions.

Dates and Deadlines

The “[Division of Graduate Studies Calendar](#),” page 21, lists deadlines for the submission of theses and dissertations to the Division of Graduate Studies, the last day to apply for graduation, the last day to hold an oral defense of a thesis or dissertation, and the last day to submit theses and dissertations to the ASU Bookstore for binding. This information is also available on the Web at www.asu.edu/graduate/generalinfo/GradDdlns. Published dates are subject to change.

Student Responsibility

Graduate students are responsible for knowing and observing all procedures and requirements of the Division of Graduate Studies as defined in this catalog, the *Schedule of Classes*, and the *Format Manual*. Each student should also be informed about the requirements of his or her degree program and any special requirements within the academic unit.

ACADEMIC INTEGRITY

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges.

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.

The university academic integrity policy is available in the Office of Student Life, or access the Web site at www.asu.edu/studentlife/judicial/integrity.html.

MISCONDUCT IN SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

Students are expected to maintain the highest standards of integrity and truthfulness in scholarly research and creative activities. Misconduct in scholarly research and creative activities includes, but is not limited to, fabrication, falsification or misrepresentation of data, and plagiarism. Misconduct by any student may result in suspension or expulsion from the university and other sanctions as specified by the individual colleges. Policies on misconduct are available in the Office of the Vice President for Research and Economic Affairs and on the Web at www.asu.edu/aad/manuals/rsp/rsp210.html.

ASSISTANTSHIPS AND ASSOCIATESHIPS

Application Procedure. Since it is necessary for all applicants to be admitted to degree programs before awards are made, students should apply for admission through the Graduate Admissions Office at the same time they apply for financial assistance.

Teaching and Research Assistantships and Associateships. Appointments as teaching or research assistants and associates (TAs and RAs) are available in most academic units offering graduate work to students admitted with regular status. Students who have completed a master’s degree or the equivalent may be considered for graduate associateships when available.

Note: All teaching and research assistants and associates must enroll for a minimum of six semester hours of appropriate credit during each semester of their appointment. The six hours cannot include audit enrollment. A half-time (50 percent) teaching and research assistant or associate working 20 clock hours per week may not register for more than 12 hours of course work each semester; a third-time (33 percent) assistant or associate for more than 13 hours; and a quarter-time (25 percent) assistant or associate for more than 15 hours.

During the summer sessions, teaching or research assistants and associates employed 25 percent time may enroll for a maximum of six semester hours during a five-week session or nine hours during the eight-week session; those employed 50 percent time may enroll for a maximum of five hours during a five-week session or seven hours during the eight-week session; and those employed 100 percent time may enroll for a maximum of three hours during a five-week session or four hours during the eight-week session.

Teaching and research assistants and associates are treated as residents for tuition purposes. To be eligible, TAs and RAs must be 25 percent FTE or more and their first working day must occur before the end of the first five days of instruction during the semester in question. TAs and RAs also receive partial resident tuition waivers/remission, and TAs/RAs at 50 percent FTE are eligible for university-provided student health insurance.

A number of academic units administer assistantships and associateships under research programs sponsored and supported by government, industry, and foundations. Inquiries concerning requirements and deadlines, as well as applications, should be sent to the head of the appropriate academic unit.

Assistantships, Associateships, and Commercial Services. All graduate students who are hired for class/course support or who hold assistantships or associateships *for a specific course*—including teaching assistants and research assistants—may not take or provide notes for *that* course to commercial notetaking services or students. An exception may be made by the course instructor(s) on a case-by-case basis as an authorized support service for a disabled student. This policy covers all commercial activities (e.g., notetaking and paid review sessions) that might be associated with a course for which the assistant or associate has assigned responsibilities.

GRADUATE POLICIES AND PROCEDURES

STUDENT RECORDS

Family Educational Rights and Privacy Act of 1974

This act, known as the Buckley Amendment, sets forth the requirements governing the protection of the privacy of the educational records of students who are or have been in attendance at ASU.

Definitions

Eligible Student. For the purpose of this act, an *eligible student* is defined as any individual formally admitted to and enrolled at ASU or the parents of a *dependent* eligible student. Dependency is defined by Section 152 of the Internal Revenue Code of 1954.

Record. Any information or data recorded in any medium, including, but not limited to, handwriting, print, tapes, film, microfilm, microfiche, and electronic means.

Types of Information

Educational Record. The educational record refers to those records that are directly related to a student and are maintained by an educational institution. Two types of educational records are subject to the provisions of this act, (1) *directory information* and (2) *personally identifiable information*. The term does not include those records specifically excluded by Section 99.3 of the Privacy Act.

Directory Information. *Directory information* includes the following student information: name, local and permanent address, local telephone number, date and place of birth, citizenship, resident status, academic level, major field of study, college of enrollment, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Personally Identifiable Information. *Personally identifiable information* includes the name of a student, the student's parent or other family member(s), a personal identifier such as the student's ASU ID or Social Security number, a list of personal characteristics, or other information that would make the student's identity easily traceable and any information, including directory information, that the student has indicated not to be released.

Records Hold

The Office of the Registrar enforces a financial records hold or administrative hold on the records of a student when an outstanding financial obligation or disciplinary action has been reported.

When a financial hold is placed on the record, the following results may occur:

1. No official transcript is issued.
2. Registration privileges are suspended.
3. Other student services are revoked.

When an *administrative* hold is placed on the record, the following results may occur:

1. Registration privileges are suspended.
2. Other student services may be revoked.

The hold remains effective until removed by the initiating office. It is the student's responsibility to clear the conditions causing the hold.

Access to Records

Students may inspect and review their educational records. Some form of photo identification must be displayed before access to educational records is allowed.

Directory information may be released to anyone without consent of the student, unless the student indicates otherwise. Students may request that this information not be released by completing a form in the Office of the Registrar. Request to withhold this information will exclude the student from being listed in the annual *Directory*.

All other educational records that contain *personally identifiable information* may not be released without the written consent of the student.

Students may grant access to parents or agencies by completing a form in the Office of the Registrar.

Location of Policy and Records

The Custodian of Educational Records at ASU is the Office of the Registrar. Copies of this policy are available in the following offices: the Reserve Section of Hayden Library and the Noble Science and Engineering Library, the Office of the Registrar, the Offices of Undergraduate and Graduate Admissions, and the Student Life Office. The Office of the Registrar also maintains a directory that lists all educational records maintained on students by ASU.

POLICIES AND PROCEDURES OF THE GRADUATE COUNCIL APPEALS BOARD

The Graduate Council Appeals Board (GCAB) acts as the appeals body for graduate students seeking redress on academic decisions regarding their graduate programs. Before initiating an appeal, the graduate student should fully utilize all other appeal and review processes available in the student's program, department, or college. The student should also discuss the situation with the associate dean of graduate studies to explore resolution of the matter at the unit or college level before filing an appeal.

The GCAB reviews written appeals of graduate students concerning

1. retention in graduate programs (with the limitations described below);
2. procedural matters in graduate student programs (e.g., procedures related to programs of study, theses, dissertations, and preliminary or comprehensive exams); and
3. other academic issues that are not covered by other university policies or processes.

The GCAB does not review appeals of course grades, allegations of academic dishonesty or scientific misconduct, matters relating to employment or assistantships, allegations of discrimination, or appeals for which the graduate student has not fully utilized all other appeal and review procedures in the academic unit and academic college. The GCAB normally does not review the application of department or program policies regarding adequate academic progress and objective performance or progress measures. Students

should be aware of the involvement of other appropriate units:

1. Grade appeals are subject to review by the dean of the academic college.
2. Allegations of academic dishonesty are subject to review under the ASU Student Academic Integrity Policy.
3. Allegations of scientific misconduct are subject to review under ASU policy RSP 210 (“Misconduct in Research”) in the *Research and Sponsored Projects Policy and Procedures Manual*.
4. Allegations of discrimination should be directed to the ASU Office of Equal Opportunity/Affirmative Action.

The *Guidelines for Graduate Appeals* describing further the GCAB appeal procedures, process, and jurisdiction are available from the Division of Graduate Studies and on the Web at asu.edu/graduate/current/studentappeals.htm.

Master’s Degrees

Faculty at ASU offer programs leading to the Master of Arts (MA) degree, the Master of Science (MS) degree, and various professional master’s degrees. The MA and MS programs serve primarily as an introduction to research; the professional master’s programs are intended primarily as a preparation for a career in professional practice.

Admission to all Master’s Degree Programs. Students wishing to enroll in a master’s program at ASU are admitted according to the procedure described under “[Admission to the Division of Graduate Studies](#),” page 58. Since graduate work presupposes adequate preparation in a selected field at the undergraduate level, deficiencies are specified at the time of admission by the academic unit involved.

Credit Requirements. A minimum of 30 semester hours of graduate work approved by a student’s supervisory committee and the Division of Graduate Studies is required. More than 30 semester hours are required in certain programs.

Supervisory Committee. The supervisory committee is responsible for the guidance and direction of the student’s graduate program. The committee is composed of a minimum of three members, including a chair, for students writing a thesis or equivalent.

Program of Study. After regular status has been granted, it is in the student’s best interest to have an official program of study filed with the Division of Graduate Studies at the earliest possible date. When the program of study is filed, a supervisory committee is appointed by the dean of graduate studies upon the recommendation of the head of the academic unit (verified by the signature on the program of study). Changes in the planned program may be made by the student’s supervisory committee, with the approval of the head of the academic unit and the dean of graduate studies. Forms for the submission of the program of study are available in the Division of Graduate Studies, in the Graduation section of the Office of the Registrar (located in the Student Services Building), or on the Web at www.asu.edu/reg-

[istrar/forms/pos.html](#). A student is not eligible to apply for the comprehensive or final examination until a program of study has been approved.

College of Law Credit. The Division of Graduate Studies accepts a numerical grade of 70 or above for courses taken in the College of Law at ASU as part of an approved program of study for a master’s degree program. These grades are not used in the two GPAs calculated for graduation: the courses on the program of study and all courses numbered 500 and above.

A maximum of six semester hours taken in the College of Law may be included in a 30-hour program of study for a master’s degree. For a 36- to 45-hour program, the number of hours is limited to a maximum of nine semester hours of course work in the College of Law.

Foreign Language Requirements. A graduate degree program may have a foreign language requirement. For certification of proficiency, see “[Foreign Language Requirements](#),” page 64.

Comprehensive Examination. A comprehensive examination, written, oral, or both, administered by the academic unit, is required in all professional master’s programs that do not have a thesis or equivalent requirement. A comprehensive examination is optional in other programs. Students are not eligible to apply for the comprehensives or for the oral defense of the thesis or equivalent until they have been regularly admitted, have filed an approved program of study and removed any deficiencies. Students are required to register for at least one semester hour of credit that appears on the program of study or one hour of appropriate graduate-level credit (such as 595, 695, and 795 Continuing Registration) during the semester or summer session in which they take their comprehensive examinations. Failure in the comprehensive examination is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of graduate studies approves, a reexamination. Only one reexamination is permitted. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination.

Thesis or Equivalent Requirements. To satisfy the research requirement for most MA or MS degrees, a student is expected to present a thesis or equivalent, which is defended in an oral examination. Some professional master’s programs may also require a thesis, research project, performance, or exhibition. The requirement varies with each major.

Credit taken to fulfill the thesis or equivalent enrollment requirement must appear on the program of study.

A student writing a thesis must include on the program of study a minimum of six semester hours devoted to the research and writing of the thesis. Of these six hours, at least one hour must be 599 Thesis. The remaining five hours may be any combination of 592 Research and 599 Thesis, with no more than six total 599 Thesis hours being used. Additional 592 Research credits may be included on the program of study at the discretion of the supervisory committee.

GRADUATE POLICIES AND PROCEDURES

A thesis or equivalent should be of high quality, giving evidence that the program provided an introduction to research. Format evaluation of the thesis or equivalent, described under “[Theses and Dissertations](#),” page 64, must be obtained before the date of the oral defense. The final approved copy is bound and placed in Hayden Library. Copies of the *Format Manual* are available in the Division of Graduate Studies or on the Web site at www.asu.edu/graduate/formatmanual.

The final copy of the thesis or equivalent must be reviewed by the student’s supervisory committee and submitted to the Division of Graduate Studies for format evaluation at least 10 working days before the defense date. The examination is conducted by the supervisory committee. Applications for the examination are available at the Division of Graduate Studies or on the Web at www.asu.edu/graduate/forms.

Each student must be enrolled for at least one semester hour of credit that appears on the program of study or one hour of appropriate graduate-level credit (such as 595, 695, or 795 Continuing Registration) during the semester (including summer session) in which the student defends the thesis or equivalent.

Open Thesis Defenses. Master’s thesis defenses are open to all members of the university community. The oral defense engages the supervisory committee and the candidate in a critical, analytical discussion of the research and findings of the study as well as a review of the relation of the thesis to the major field. The presentation of a thesis defense in an open forum fosters a broader awareness of the state of graduate research at the university, promotes a wider scholarly dialogue among disciplines, and recognizes publicly the scholarly contributions of thesis candidates. Announcements are posted in prominent places in the student’s department. The supervisory committee may conduct the final part of its questioning in closed session. Committee deliberations and final vote are conducted in closed session.

In general, it is expected that oral defenses will be held on an ASU campus during regular business hours in order to facilitate student, faculty, and public accessibility. When there are sound educational reasons for holding a defense under different circumstances, contact the Division of Graduate Studies for approval before scheduling the defense.

Graduation. The student is eligible for graduation when all course work is successfully completed, the Division of Graduate Studies scholarship requirements have been met, any required comprehensive examinations have been passed, and the thesis or equivalent, if applicable, has been approved by the supervisory committee and accepted by the head of the academic unit and the dean of graduate studies. The thesis must be submitted to the ASU bookstore for binding. See “[Application for Graduation](#),” page 64.

Maximum Time Limit. Unless stated otherwise for a specific degree program, all work offered toward a master’s degree must be completed within six consecutive years. The six years begin with the first course included on a student’s approved program of study. For example, if the first course listed was taken fall semester 1999, the student must complete all requirements by August 2005. The six-year maxi-

imum time limit applies to nondegree transferred semester hours appearing on a program of study. (See “[College of Law Credit](#),” page 67.)

Withdrawal Policy. See “[Withdrawal from the University](#),” page 61.

Programs Leading to Two Master’s Degrees. A student may pursue concurrent master’s degrees provided that a maximum of one-sixth of the minimum total semester hours required for the completion of both degrees is common to the two programs of study. The total number of hours common to both degree programs may vary from this maximum value only when the Graduate Council has formally approved coordinated degree programs.

In all cases, these guidelines must be followed:

1. course work common to both programs must constitute a well-planned and meaningful part of each of the programs;
2. the course work common to both programs may not include 599 Thesis or 592 Research credits leading to the thesis or equivalent in either degree;
3. graduate credit transferred from another institution may be applied toward only one degree program;
4. when the two degree programs are pursued at the same time, they must have the approval of the heads of both academic units involved; and
5. concurrent enrollment in a doctoral program and master’s degree program may not have common hours appear on both programs of study.

Doctoral Degrees

Faculty at ASU offer programs leading to the Doctor of Philosophy (PhD) degree and various professional doctoral degrees.

DOCTORAL DISSERTATIONS

The doctoral dissertation is based on a substantial and sustained research project and constitutes a significant contribution to knowledge in the student’s discipline. Accordingly, it is presumed that the results should be published in scholarly journals, books, or other appropriate forms, either before or following completion of the doctoral degree. The research on which the dissertation is based should have been conducted during the time of the student’s doctoral studies at ASU, under guidance of ASU faculty, and in accord with Division of Graduate Studies policies and procedures.

The pedagogical function of the dissertation is twofold. On the one hand, students learn to conduct a major, independent research project and to present the results, all under the guidance of an experienced doctoral mentor. On the other hand, the dissertation is a demonstration of the student’s ability to conduct a major research project at the highest level of professional competence. The research experience culminates in a final oral exam, commonly known as the “dissertation defense.” At ASU, defenses are public; students and faculty from the candidate’s unit are especially encouraged to attend. In the successful dissertation defense, doctoral study culminates in a public

affirmation of the student's scholarly competence and of his or her new status in the community of scholars.

The doctoral student must submit two final copies of the dissertation or research paper (research papers are for certain DMA concentrations only) to the ASU Bookstore for binding. The student is responsible for the binding fees. Bound copies are placed in Hayden Library and Archives. See "Theses and Dissertations," page 64, for more information.

Open Dissertation Defenses

Doctoral dissertation defenses are open to all members of the university community. The oral defense engages the supervisory committee and the candidate in a critical, analytical discussion of the research and findings of the study as well as a review of the relation of the dissertation to the specialized field in which it lies. The presentation of dissertation defenses in an open forum fosters a broader awareness of the state of graduate research at the university, promotes a wider scholarly dialogue among disciplines, and recognizes publicly the scholarly contributions of doctoral candidates. Announcements are posted in prominent places in the student's department. Members of the university community are invited to dissertation defenses through announcements published in *ASU Insight*, the university's weekly news bulletin. If circumstances warrant, the supervisory committee may conduct the final part of its questioning in closed session. Committee deliberations and the final vote are conducted in closed session.

In general, it is expected that oral defenses will be held on an ASU campus during regular business hours in order to facilitate student, faculty, and public accessibility. When there are sound educational reasons for holding a defense under different circumstances, contact the Division of Graduate Studies for approval before scheduling the defense.

Coauthored Work in Doctoral Dissertations

The Graduate Council recognizes the necessity of collaborative research by graduate students with their mentors and with other graduate students. These efforts often result in coauthored works, such as journal articles and presentations at meetings. When data or information contained in coauthored works or the actual coauthored works themselves appear in a doctoral dissertation, the graduate author should obtain necessary permission from involved parties (such as written consent from coauthors and the journal that holds the copyright), credit the sources and inspiration of the research, and properly acknowledge the coauthors. For more information, see the *Research and Sponsored Projects Policies and Procedures Manual*—RSP 106 at www.asu.edu/aad/manuals/rsp/rsp106.html.

Course Work After Admission to Doctoral Program

A student with an appropriate master's degree must complete at ASU a minimum of 54 to 60 semester hours of approved graduate work, including 24 hours of dissertation and research (or recital for Music majors), after admission to the doctoral degree program. A student without an appropriate master's degree usually must complete 84 to 90 semester hours of work at ASU.

Research and Dissertation Credits on Programs of Study

The doctoral program of study generally consists of appropriate graduate course work and 24 hours of 792 Research and 799 Dissertation. No more than 24 hours of 799 Dissertation may be included on the doctoral program of study.

College of Law Credit

The Division of Graduate Studies accepts a numerical grade of 70 or above for courses taken in the College of Law at ASU as part of an approved program of study for a doctoral degree program, if the ASU law courses are deemed appropriate. These grades are not used in the two GPAs calculated for graduation, i.e., the courses on the program of study and all courses numbered 500 and above.

Withdrawal Policy

See "Withdrawal Policies and Procedures," page 61.

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy degree is granted upon evidence of excellence in research and the demonstration of independent, creative scholarship culminating in a dissertation.

Admission. See "Admission to the Division of Graduate Studies," page 58, for general requirements. Graduate students may apply for admission to the PhD program by filing an application with the Graduate Admissions Office.

Program Committee. Upon the recommendation of the head of the academic unit, the dean of graduate studies appoints the program committee, consisting of a chair and at least two other members. The program committee advises the student in planning the program of study. The recommendation for the program committee is reviewed simultaneously with the program of study.

Comprehensive Examination Committee. PhD comprehensive examinations are administered by a committee consisting of three to five members, depending on the requirements of the academic unit.

Dissertation Committee. Upon the recommendation of the head of the academic unit, the dean of graduate studies appoints the student's dissertation committee, consisting of a chair and at least two other members. This committee must approve the subject and title of the dissertation. The members of the dissertation committee have the necessary knowledge and skills to advise the student during the formulation of the research topic and during the completion of the research and the dissertation. The chair of the program committee may serve as the chair of the dissertation committee. In some cases, the same members serve on both committees. However, the two different committees may have memberships with overlapping functions.

If the head of the academic unit recommends changes in membership for either committee after the committee has been appointed, the student must submit a change of committee form to the Division of Graduate Studies and receive the approval of the dean of graduate studies.

GRADUATE POLICIES AND PROCEDURES

Program of Study. The program of study should be submitted as early as possible and must have the approval of the student's supervisory committee, head of the academic unit, and the dean of graduate studies. The program of study is reviewed simultaneously with the recommendation for the program committee. In general, PhD degree students should expect to devote to the program of study the equivalent of at least three academic years (84 semester hours) beyond the bachelor's degree. A minimum of 84 semester hours is required; 24 of these hours must be a combination of 792 Research and 799 Dissertation. Of the 84 semester hours, at least 30 hours (which may include research credit) of the approved PhD program and 24 research and dissertation hours must be completed *after admission* to a PhD program at ASU. A maximum of 24 dissertation hours is permitted on the program of study.

Students may not apply credit hours earned for a doctoral degree previously awarded at ASU or another institution toward their current ASU doctoral degree. However, at the individual academic unit's discretion, students may apply up to 30 semester hours from a previously awarded master's degree toward their doctoral program of study.

Continuous Enrollment. Once admitted to a PhD degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled. Continuous enrollment promotes steady progress toward the completion of the degree and an ongoing relationship between the student and faculty offering the program. If additional credit is not required toward the PhD degree, the student may enroll for 595, 695, or 795 Continuing Registration. Continuing Registration does not carry credit; no grade is given. If a program of study must be interrupted for one semester, the student may apply for leave status. However, this leave status cannot exceed one semester.

A student on leave is not required to pay fees, but is not permitted to place any demands on university faculty or use any university facilities. A student who interrupts a program without obtaining leave status may be removed automatically by the Division of Graduate Studies, under the assumption that the student has decided to discontinue the program. A student removed by the Division of Graduate Studies for this reason may reapply for admission; the application is considered along with all other new applications to the degree program.

An application for leave status, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of graduate studies. This request must be filed and approved before the last day of the semester of anticipated absence.

Residency. In general, PhD degree students should expect to devote to their program of study the equivalent of at least three academic years (84 semester hours) beyond the bachelor's degree. At least two consecutive semesters subsequent to admission to the PhD program must be spent in full-time residence at ASU. At least 30 hours of the approved PhD program in which they are enrolled, in addition to the 24 semester hours of research and dissertation credit, must be completed after admission to the PhD program at ASU.

These courses must appear on an approved program of study.

It is expected that, during the period spent in residence, full time (nine semester hours minimum or six semester hours for research assistants or teaching assistants) is devoted to graduate studies. This period is designed to provide an opportunity for students to avail themselves of university resources and to interact fully with faculty and fellow graduate students. This time represents total involvement in the academic major of the program in which they are enrolled.

Foreign Language Requirements. Language requirements are determined by the academic unit concerned. For information concerning certification of proficiency, see "Foreign Language Requirements," page 64.

Comprehensive Examinations. When students have essentially completed the course work in an approved program of study, they should request permission to take the comprehensive examinations. Foreign language requirements, if applicable, must be fulfilled before taking the comprehensive examinations. Students are required to register for at least one semester hour of credit that appears on the program of study or one hour of appropriate graduate-level credit (such as 595, 695, or 795 Continuing Registration) during the semester or summer session in which they take their comprehensive examinations. These written and oral examinations are designed to test the student's mastery of the field of specialization. PhD comprehensive examinations are administered by a committee consisting of three to five members, depending on the requirements of the academic unit. Failure in the comprehensive examinations is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of graduate studies approves, a reexamination. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Only one reexamination is permitted.

Candidacy. PhD students achieve candidacy status in a letter from the dean of graduate studies upon

1. passing the foreign language examination, if applicable;
2. passing the comprehensive examinations; and
3. successfully defending the dissertation prospectus.

Students must enroll for a minimum of 12 semester hours of 792 Research and 799 Dissertation credit (combined) in subsequent semesters, following the semester in which they are advanced to candidacy.

Note: The 12 semester hours come *after* advancing to candidacy.

Research and Dissertation Requirements. Each candidate must register for a combined total of 24 semester hours of credit for 792 Research and 799 Dissertation. No more than 24 hours of 799 Dissertation may be included on the 84-hour program of study. Courses or semester hours taken beyond the listed requirements should not be included on the program of study. Format evaluation of the dissertation,

described under “[Theses and Dissertations](#),” page 64, must be obtained before the date of the oral defense. Copies of the *Format Manual* are available in the Division of Graduate Studies and on the Web at www.asu.edu/graduate/format-manual.

Final Examination. The final oral examination in defense of the dissertation is mandatory and must be held on the Tempe campus. The oral defense is scheduled by the supervisory committee with the approval of the dean of graduate studies.

In general, it is expected that oral defenses will be held on an ASU campus during regular business hours in order to facilitate student, faculty, and public accessibility. When there are sound educational reasons for holding a defense under different circumstances, contact the Division of Graduate Studies for approval before scheduling the defense.

Graduation. The student is eligible for graduation when the Division of Graduate Studies scholarship requirements have been met, the final oral examination has been passed, and the dissertation has been approved by the supervisory committee and accepted by the head of the academic unit and the dean of graduate studies. Dissertations must be submitted to the ASU bookstore for binding. See “[Application for Graduation](#),” page 64.

Maximum Time Limit. The candidate must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examinations. Any exception must be approved by the supervisory committee and the dean of graduate studies and ordinarily involves repetition of the comprehensive examinations.



Representatives of the first class in the MBA Shanghai program participated in the May 12 commencement ceremony in Tempe. The full class celebrated its graduation June 4 in Shanghai, China.

Tim Trumble photo

Division of Graduate Studies

www.asu.edu/graduate

Maria T. Allison, PhD, Vice Provost
and Dean of Graduate Studies

The ASU Division of Graduate Studies offers programs to meet the educational needs of those who already hold baccalaureate and master's degrees. While many students prepare for careers in research, the professions, and the arts, others study for personal enrichment. Both part-time and full-time students are enrolled in a wide range of master's and doctoral degree programs encompassing hundreds of concentrations and specialties. Other students explore new areas of interest or prepare for career advancements apart from formal degree programs.

The size, strength, and diversity of the graduate community reflect the university's commitment to high-quality education. As a major center for graduate education, ASU supports cultural and intellectual activity as well as research in a broad range of arts, sciences, and professional disciplines; in addition, the university conducts research addressing the social, cultural, and economic growth and development of Arizona and the Southwest.

One distinctive project that magnifies the Division of Graduate Studies' dedication to graduate students is the Preparing Future Faculty program, which is designed to educate students about faculty roles and prepare doctoral students specifically for faculty positions in colleges and universities across the nation.

This past year, a large number of ASU graduate students were awarded prestigious fellowships and scholarships funded by the National Science Foundation, NASA, the Ford Foundation, Fulbright, and other public agencies and private foundations.

Funded programs, together with more than 30 research centers and institutes, provide assistantships and training for many graduate students; further, the centers coordinate conferences, colloquia, and special seminars to heighten the learning experience. The Office of the Vice President for Research and Economic Affairs provides seed money to enable ASU faculty and students to work at the frontiers of knowledge. Such activities continually encourage the creative embrace of change and experimentation.

ASU provides numerous choices in student life, for personal enrichment as well as cultural interaction. Many internationally known speakers present lectures here, bringing together faculty, graduate students, and the community to engage in stimulating dialogue.

Intellectual Environment. More than 11,000 students from all 50 states and more than 100 nations are enrolled in graduate study at the university. Such size and diversity contribute to a cosmopolitan setting that is ideal for intellectual discourse and stimulation. As a balance to this large grouping of students, individual graduate programs conduct small colloquia and seminars where students and faculty discuss

their work in an intimate, intellectual environment supportive of student development. The result is a spirited, lively atmosphere in which students and faculty members get to know each other through collaborative research and intellectual exchange.

GRADUATE PROGRAMS

Degree Programs

Although graduate degree programs differ in many ways, they all share two important characteristics. First, in comparison to baccalaureate programs, they demand a deeper and broader understanding of a body of knowledge in a recognized discipline or profession. Second, especially in doctoral programs, graduate students prepare to make original contributions to their fields through research and other creative activities of a high order. ASU offers several types and levels of postbaccalaureate degrees. For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions.

Master's and Doctoral Work. Many students pursue a master's degree to satisfy their own quest for learning. In some disciplines, such as dance or architecture, the master's degree is frequently the terminal or final degree. In other fields, students enter master's programs as a step toward more advanced work, such as doctoral studies, that prepares students for a lifetime of intellectual inquiry and creativity or for the application of knowledge to professional practice.

Research Degrees. Students at ASU may pursue research-oriented or practice-oriented degrees. Research-oriented degree programs—including the Master of Arts (MA), Master of Science (MS), and Doctor of Philosophy (PhD)—prepare students for careers in research and scholarship in governmental, business, and industrial organizations or in university or college teaching. Students in these programs develop the ability to evaluate existing knowledge critically and to extend it into fresh areas of inquiry and scholarship.

Professional Degrees. The professional or practice-oriented degree programs have slightly different names and distinct academic missions. The names of the degrees are commonly tied to the academic unit offering the program, for example, Master of Business Administration (MBA), Master of Music (MM), Master of Social Work (MSW), and Doctor of Education (EdD). With the objective of preparing students for professional practice, such programs require rigorous preparation in the fundamental literature and scholarship of the field. Some degrees require demonstrated expertise through an internship, an exhibition (art), a performance, or a recital (music). Examples of ASU fields in

which academic units offer professional programs include architecture and design, business, education, engineering, health services administration, law, nursing, public administration, and social work.

Nondegree Postbaccalaureate Study

Many students enter postbaccalaureate studies without intending to obtain a new degree but rather to enhance personal or professional knowledge. These students may want to advance in their present career, acquire the background to make a career change, or make up academic deficiencies before entering a degree program. All postbaccalaureate students, degree or nondegree, enjoy the benefits of cultural and intellectual activities at the university, such as colloquia, seminars, and conferences focusing on the latest scholarship in the field. By consulting with appropriate academic units, students can learn which courses are suitable to their needs.

For admission information and procedures, access the Web site at www.asu.edu/graduate/admissions.

Graduate Studies and the University Environment

The Division of Graduate Studies spans the university in supervising graduate studies. Since more than 1,600 ASU faculty members teach graduate students in more than 100 instructional units, the Division of Graduate Studies works closely with the university's colleges and academic units. In most cases, graduate instruction is offered by units that also provide related undergraduate programs.

Interdisciplinary Study

Although most graduate programs are offered by academic units, diverse interdisciplinary programs cross academic disciplines. Many majors are in fields that are still emerging as recognized academic disciplines and, therefore, do not customarily form the academic basis for departments. Other fields of study are inherently interdisciplinary and do not fit well with conventional disciplines around which departments are formed. Curricula reflect intrinsically broad disciplinary affinities, and faculty are drawn from more than one academic unit.

Examples of interdisciplinary programs include

1. Atmospheric Science (certificate);
2. Communication (PhD);
3. Creative Writing (MFA);
4. Curriculum and Instruction (PhD);
5. Environmental Design and Planning (PhD);
6. Exercise Science (PhD);
7. Geographic Information Science (certificate);
8. Gerontology (certificate);
9. History and Theory of Art (PhD), jointly offered with the University of Arizona and administered by the School of Art;
10. Humanities (MA);
11. Materials Science (MS);
12. Science and Engineering of Materials (PhD);
13. Statistics (MS and certificate); and
14. Transportation Systems (certificate).

Each of these programs uses resources and faculty from several disciplines. The programs promote cooperative research and instruction among faculty who share common interests but are housed in different academic units and allow students to pursue degrees that are intellectually coherent but bring together diverse strengths of the university.

RESEARCH

ASU continues to advance as a major research institution. The Office of the Vice President for Research and Economic Affairs provides leadership in obtaining external funding and in coordinating and administering sponsored projects. Many graduate students receive financial support and gain first-hand experience as they participate with faculty members in carrying out these research projects.

Much of this work is associated with campus research centers that help to develop proposals, coordinate activities, and bring together in colloquia and conferences students and faculty with common intellectual interests. Such centers include the Center for Solid State Science, the Institute for Manufacturing Enterprise Systems, the Institute of Human Origins, the Hispanic Research Center, the Joan and David Lincoln Center for Applied Ethics, and the Prevention Intervention Research Center. For more information, see ["Research Centers," page 36](#).

Research Facilities

ASU lends support to research in diverse ways, including providing extensive facilities for research and instructional programs. State-of-the-art facilities include an architecture building, a fine arts complex, the Goldwater Center for Science and Engineering, an addition to the Life Sciences Center, and the Computing Commons. The Engineering Research Center, built as part of the Engineering Excellence Program, houses advanced facilities such as the Molecular Beam Epitaxy laboratory and a clean room for microelectronic device fabrication. Among other facilities supporting research on campus are the Institute for Studies in the Arts, in the Katherine K. Herberger College of Fine Arts; the Facility for High Resolution Electron Microscopy, in the College of Liberal Arts and Sciences; and the Southwest Archaeological Collection, in the Department of Anthropology.

Library System. The ASU library system is a major research facility (see ["University Libraries and Collections," page 31](#)). It contains more than 3 million volumes of books and approximately 6.6 million pieces of microforms and subscribes to more than 36,000 serials. Among the nation's research libraries, it is in the top quarter in annual volume acquisition. It is especially strong in amassing current monographs and serials to support graduate programs. Some of the most important research collections include manuscripts and rare photographs on Arizona and Southwest topics and an excellent collection of social science materials on Southwestern and border studies topics, including materials on northwestern Mexico. In the humanities, the Hayden Library has an outstanding collection of literary works and literary criticism from small and major presses in American and English literature. The Child Drama Collection is also outstanding. A growing rare book and

DIVISION OF GRADUATE STUDIES

manuscript collection supports the research interests of academic units. The Arthur Young Tax Library emphasizes accounting and law. The Noble Science and Engineering Library is a designated U.S. Patent Depository and, as such, is one of fewer than 30 U.S. academic libraries to receive copies of all new patents. The entire collection of U.S. patents in microfilm is housed in the Noble Library.

The libraries contain extensive U.S. and Arizona government documents and selected international documents.

The Music Library contains scores and sound recordings.

The Architecture and Environmental Design Library houses a nationally recognized set of materials on solar energy and research collections on the work of Frank Lloyd Wright and Paolo Soleri as well as other Arizona architects.

The libraries offer excellent support to researchers interested in electronic information sources. The online library system incorporates the usual catalog to ASU library holdings as well as several other important electronic reference databases and gateways. Bibliographic information on the library holdings can be accessed from any location in the world via a modem-equipped microcomputer.

The library system belongs to the Center for Research Libraries, permitting access to the center's vast collections of materials for extended loan periods.

GRADUATE STUDENT SUPPORT SERVICES

Providing academic and professional development support to graduate students is an important part of the Division of Graduate Studies mission. Services include referral, individual mentoring for disadvantaged students, financial assistance, orientation sessions, workshops, career seminars, and research conferences. Division of Graduate Studies Student Programs/Services maintains a variety of programs specifically for graduate students (degree and nondegree). For more information, access the Division of Graduate Studies Web site at www.asu.edu/graduate.

Division of Graduate Studies Financial Support Office.

The Division of Graduate Studies Financial Support Office assists graduate students applying for external fellowships. The office processes tuition waivers/remission and health insurance benefits for research and teaching assistants, tuition fellowships for students who are not research or teaching assistants, travel grants, and other financial support in partnership with academic units.

For assistance with loans, access the Web site at www.asu.edu/fa, or visit Student Financial Assistance in SSV 216A.

Advising and Career/Professional Development. Many graduate students have questions and concerns about which degree to pursue; how to combine their student roles with parenting, partnering, and worker roles; and what to do with their degrees upon graduation. The Division of Graduate Studies provides the following resources.

Advising. The Division of Graduate Studies' Advising/Referral Office offers general information about policies, procedures, requirements, and support services. Students with regular admission status should contact their academic unit for degree program advising and program of study planning.

Preparing Future Faculty. Preparing Future Faculty (PFF) is a program coordinated by the Division of Graduate Studies for doctoral students who are seeking careers in the professorate. Originally a national initiative under the Council of Graduate Schools and the Association of American Colleges and Universities, PFF encourages fresh thinking and planning in faculty preparation, identifies strategies to improve the quality of teaching and learning, and orients doctoral students to different types of higher education institutions.

Preparing Future Professionals. The Preparing Future Professionals (PFP) program, administered by the Division of Graduate Studies, assists doctoral students interested in pursuing nonacademic professions. PFP parallels the well-established and successful PFF program. Through a series of activities, PFP familiarizes doctoral students with various nonacademic career tracks to develop skills to successfully pursue a wide range of career opportunities.

Strategies for Success. The Strategies for Success series of professional development workshops is broken into three categories: teaching and instruction, career development, and enriching the graduate experience. These workshops are open to all registered graduate students.

Division of Graduate Studies. Courses with the prefix GRD numbered 791 are reserved for doctoral students participating in the PFF program. PFF students are required to take one semester hour for each of the semesters they are enrolled in the program. Students enroll for the first-year exploratory phase. Those accepted into the second-year participatory phase enroll for one semester hour each semester.

DIVISION OF GRADUATE STUDIES (GRD)

GRD 598 Special Topics. (1–4)

fall and spring

Topics may include the following:

- Transdisciplinary Research: Theories, Methods and Applications. (1)
Prerequisite: instructor approval.

GRD 791 Seminar. (1–12)

fall and spring

Topics may include the following:

- Preparing Future Faculty: Orientation. (1)
- Preparing Future Faculty: Participation. (1)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Diversity Programs. Diversity Programs are designed to increase the number of graduate students from groups underrepresented in certain professions and fields of study.

UGEM. The Division of Graduate Studies UGEM (Underrepresented Graduate Enrichment Match) program is designed to assist academic units in the recruitment and retention of excellent first-year graduate students from underrepresented groups. UGEM provides academic and financial support through assistantships. For more information, contact specific academic units.

The Social and Academic Mentor (SAM) Program. The SAM program is designed to recruit top graduate students from domestic, international, and underrepresented populations. Academic units submit nominations to the Division of Graduate Studies for a first-year student (mentee) and peer mentor match. The mentor, two or more years advanced in

the program, promotes the mentee's social and academic integration into graduate school by using a structured approach. The mentor receives hourly compensation.

Orientations. Before each fall semester, the Division of Graduate Studies hosts an orientation/reception for new graduate students. An online orientation is available on the Division of Graduate Studies' Web site at www.asu.edu/graduate.

All new teaching assistants (TAs) are required by the university and the Arizona Board of Regents to attend the TA Orientation conducted by the Division of Graduate Studies. Additional professional development forums are held during the academic year and TAs are encouraged to participate.

Workshops for Undergraduate Students Considering Graduate Education. The Division of Graduate Studies holds workshops to address issues that students contemplating graduate study should consider. The purpose of graduate study, the choices among research and professional degrees, the selection of schools to apply to, and the types and sources of financial support are among the topics discussed.

Student Organizations. The Graduate and Professional Student Association (GPSA) is part of the Associated Students of Arizona State University (ASASU), the student government for the university. The GPSA represents graduate student interests within ASASU and the Office of Student Life. It assists the Division of Graduate Studies in planning orientations, the Graduate and Professional Student Appreciation Week, and other student-related activities. This office, with the Division of Graduate Studies, also funds small research grants to support graduate students' thesis and dissertation projects. In addition to the GPSA, many other special interest organizations are available for graduate students, such as the Latino(a) Graduate Student Association, American Indian Graduate Student Association, Black Graduate Student Association, and Graduate Women's Association.

Student Academic Services. The Division of Graduate Studies provides assistance to graduate students through its Student Academic Services (SAS) department in accordance with the policies and procedures set forth in this catalog. SAS offers services such as the processing of the graduate program of study, petitions, comprehensive exam results, foreign language exam results, candidacy letters, and committee changes and approvals. This office also prepares and sends defense paperwork, announces doctoral defenses in *Insight*, and works closely with the Office of University Ceremonies to coordinate commencement for doctoral students. SAS sponsors workshops for graduate

students on graduate policies, deadlines, and an introduction to the thesis and dissertation review process. For more information, see "[Format Advising](#)," on this page. Graduate students may meet with a SAS specialist by appointment or on a walk-in basis.

For questions regarding the program of study, graduate policies and procedures, or graduation deadlines, visit SAS in Wilson Hall, center lobby, or access the Web site at www.asu.edu/graduate/current/sas.htm.

Format Advising. The thesis, dissertation, or equivalent is the culmination of an important stage of graduate studies. By researching and writing this final work, graduate students are able to demonstrate acquired skills essential to a discipline. The Division of Graduate Studies publishes a *Format Manual* as a guide in preparing the master's or doctoral document. The *Format Manual* and forms pertaining to procedures for completing all graduation requirements are available in the Division of Graduate Studies lobby in Wilson Hall or on the Web at www.asu.edu/graduate/format.

Publications Program. The Division of Graduate Studies publishes a number of brochures, fliers, and other items pertaining to academic program offerings, procedures, student financial assistance, and related topics and events in graduate education. For more information, call 480/965-3521.

ASU Graduate Councils

The mission of the Division of Graduate Studies is to promote and support—in partnership with schools, departments, colleges, and campuses—the integrity, quality, and vitality of ASU graduate programs, including master's degrees, professional degrees, and doctoral degrees. The Graduate Councils (East, Tempe, and West campus councils) consist of faculty from each campus who review and make recommendations regarding the quality and nature of programs, policies, and standards related to graduate education. The councils serve in an advisory capacity to the vice provost and dean of Graduate Studies. In addition to the faculty leadership of each campus, the dean and associate deans of the Division of Graduate Studies serve in ex-officio capacities to enhance and foster cross-campus collaboration and communication. For more information, access the Web site at www.asu.edu/graduate/gradcouncil.

Offices of the Division of Graduate Studies

The general offices of the division, including those of the dean, admissions, advising, financial assistance, and graduate academic services and programs, are located on the first floor of Wilson Hall. Division offices are open Monday through Friday, from 8 A.M. to 5 P.M. For more information, call the Division of Graduate Studies at 480/965-3521, or access the Web site at www.asu.edu/graduate.

Intercollegiate Interdisciplinary Graduate Programs

Many graduate programs have an interdisciplinary dimension. The programs in this section are administered by the Division of Graduate Studies and/or by more than one other college. Refer to the college sections for other interdisciplinary programs. For more information, see “[Interdisciplinary Study](#),” page 73.

Arts, Media, and Engineering

ame.asu.edu
480/965-9253

ARTS, MEDIA, AND ENGINEERING (AME)

AME 592 Research. (1–12)
selected semesters

AME 593 Applied Project. (1–12)
selected semesters

AME 598 Special Topics. (1–4)
selected semesters

Topics may include the following:

- Animation for Experiential Systems. (3)
- Audio Sensing and Analysis. (3)
- Computation and Communication of Experiences. (3)
- Creativity in Time, Space, and the Multimedia Universe. (3)
- Discourse on Global Cinema. (3)
- Image Understanding. (3)
Credit is allowed for only AME 598 or EEE 598.
- Interdisciplinary Digital Media and Computational Arts. (3)
- Motion Capture and Analysis. (3)
- Multimedia Systems. (3)
Credit is allowed for only AME 598 or CSE 591.
- Multimodal Biofeedback. (3)
- Multimodal Interfaces. (3)
- Multimodal Pattern Analysis. (3)
- Music and Media Performance Ensemble. (3)
- Signal Processing for the Arts. (3)
- Theory and Application of Interactive Technologies in the Arts. (3)

AME 599 Thesis. (1–12)
selected semesters

AME 790 Reading and Conference. (1–6)
selected semesters

AME 792 Research. (1–15)
selected semesters

AME 799 Dissertation. (1–15)
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Creative Writing

Interdisciplinary Master’s Program

www.asu.edu/clas/english/creativewriting

480/965-3528

LL 307C

Melissa Pritchard, Director, Executive Committee

English

Regents’ Professors: Carlson, Dubie, Ríos
Professors: Boyer, Goldberg, Hogue, Rhodes
Associate Professors: McNally, Pritchard, Savard
Senior Lecturer: Cook

Theatre

Professors: Bedard, Knapp
Associate Professors: Edwards, Reyes
Assistant Professor: Sterling

Faculty of the Creative Writing Committee offer an interdisciplinary Master of Fine Arts degree in Creative Writing. The program is offered jointly by the Department of English in the College of Liberal Arts and Sciences and the Department of Theatre in the Katherine K. Herberger College of Fine Arts.

MASTER OF FINE ARTS

One of the unique features of this interdisciplinary program is that, because it utilizes faculty research, creative activity, and teaching interests of two academic units, a student may tailor a course of study to fit individual needs, talents, and goals. The Department of English administers the program and reviews the applications for admission. In the English Department, the studio/academic program requires poets and prose writers to divide work equally between writing workshops and literature courses. This flexible curriculum allows candidates time to study with several gifted writers and scholars in a stimulating atmosphere, time to get quality advice on writing, and time to explore and develop their talents. In the Department of Theatre, the studio/academic program emphasizes the collaborative process of playwriting. Working with actors and directors, playwrights’ workshops include informal readings, staged readings, and workshop production of students’ plays.

Admission. In addition to meeting the general requirements of the Division of Graduate Studies, applicants must have an undergraduate major in English or Theatre, with a GPA of 3.00 or above. Applicants who do not have an undergraduate major in English or Theatre may be admitted provisionally, on the condition that they make up deficiencies in course work. Deficiencies in undergraduate preparation may be removed while pursuing the MFA degree; courses taken to remove deficiencies may not be counted toward the degree. Applicants must also submit the following:

1. an acceptable score on the Miller Analogies Test or the Graduate Record Examination (GRE);
2. three letters of recommendation;
3. a professional résumé; and
4. a statement of career goals, including the designation of an area of specialization (options include fiction, poetry, and playwriting) and a manuscript sample of one of the following: 30 pages of drama; 20 pages of poetry; 30 pages of prose fiction or creative nonfiction; or 40 total pages of work in two of these literary forms.

Selection Procedures. Completed application forms should be sent directly to the Division of Graduate Studies. All other materials and manuscripts, including the teaching assistant application form, should be submitted to the Department of English by February 1. The Creative Writing Committee reviews the materials and manuscripts and makes recommendations for admission by March 15. Guidelines for admission recommendations used by the committee include the following: applicant's academic record and capabilities for successful graduate study; talent and promise demonstrated in the manuscript sample; strength of letters of recommendation; quality of applicant's undergraduate background; and compatibility of the applicant's career goals with the purpose of the degree program.

Program of Study. In poetry and fiction, the program of study requires a minimum of 48 semester hours of graduate credit approved by the student's supervisory committee, the director of the Creative Writing Committee, and the dean of graduate studies. Of these, 24 semester hours must be creative writing courses and must include nine semester hours of ENG 580, and nine semester hours of any combination of ENG 562, 563, 594, 598, 662, 663, and 664. The course 594 Conference and Workshop may be taken twice to varied offerings. The literature component of 24 semester hours must include ENG 591, 665, and two ENG courses in literature selected by the student's supervisory committee or the director of the creative writing committee such as ENG 667. In playwriting, the program of study requires a minimum of 60 semester hours of graduate credit approved by the student's supervisory committee, the director of the Creative Writing Committee, and the dean of graduate studies. The program of study must include the following: THP 519 (six semester hours), 560 (15 semester hours), 561 (three semester hours), 598 (three semester hours), and 693 (nine semester hours). The literature component of 30 semester hours must include THE 500, 504, 505, 520, and 521.

Credit Before Admission. Subject to the recommendation of the supervisory committee, students with a completed MA or PhD degree in English or Theatre may have up to 15 semester hours of literature credit applied to the MFA program of study. A maximum of nine semester hours taken before admission and not as part of a completed degree at ASU and/or another institution may be used to fulfill degree requirements. All course work for the degree must be completed within the six-year time limit.

Comprehensive Examinations. A final written comprehensive examination is required and is scheduled once each semester and once during the summer. Upon completion of course work, the student is required to take the written examination. Official application is made through the Division of Graduate Studies. The student is also required to notify the Creative Writing Committee of intent to take the examination at least 30 days in advance. A student is not eligible to apply for the written examination until a program of study has been filed. If the candidate fails the examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Permission for reexamination must be obtained from the student's supervisory committee, the director of the Creative Writing Committee, and the dean of graduate studies. Only one reexamination is permitted. Students are examined in the following areas:

1. 20th-century American writers: modern period;
2. 20th-century writers: contemporary period; and
3. 20th-century critical theory.

Playwrights are examined in the following areas: (1) European and American drama and (2) dramatic theory and criticism. The examination is constructed and graded by members of the Creative Writing Examination Committee.

Practicum and Performance Requirements. ENG 580 Practicum or THP 693 Applied Project is required of all students in the program. For nine semester hours of credit, the student creates a book-length volume of poetry, short stories, novel, drama, translation, or creative nonfiction (except literary criticism). This project must be approved in advance by the student's supervisory committee on the basis of sample pages and a summary of the proposal. The supervisory committee must evaluate and approve the final project. As the last requirement for the degree, the candidate must read or perform from the practicum or applied project before students and members of the faculty.

RESEARCH AND SCHOLARLY ACTIVITY

Research and scholarly endeavors inform the creative work of the faculty, which includes publication of poetry, fiction, and drama; collaborative production with musicians, fine printers, and visual artists. Special research courses are offered on contemporary perspectives emphasizing such topics as "Magical Realism," "The Long Poem," "Pedagogy Forum for Creative Writers," "The Literature of Obsession," "Sexing the Modern," "Internship for Community Outreach," "Death and Transfiguration," "Poetry as Witness," and "Latino and Latina Theatre."

INTERCOLLEGIATE INTERDISCIPLINARY GRADUATE PROGRAMS

Research and creative activity is enhanced by vigorous faculty and student involvement in producing a national literary magazine, *Hayden's Ferry Review*, an ASU student publication. Creative writing faculty and graduate students participate in public outreach programs, including workshops at ASU for adults and high school students in rural and metropolitan areas of the region. Public lectures and readings by faculty members, original play productions and reader's theatre, and a regular series of public readings, lectures and conferences featuring writers of national renown provide a forum for exchange among artist, audience, scholar, and student. Recent conferences, with support from the National Endowment for the Arts and other agencies, have brought together writers, editors, and publishers, focusing attention on issues in publishing creative work.

COURSES

For courses, see "English (ENG)," page 265, "Theatre (THE)," page 227, and "Theatre Performance and Production (THP)," page 228.

Exercise Science

Interdisciplinary Doctoral Program

asu.edu/clas/espe

480/965-7906

PEBW M201

Daniel Landers, Interim Chair, Department of Kinesiology

Bioengineering

Professor: He

Associate Professor: Sweeney

Kinesiology

Regents' Professor: Landers

Professors: Matt, Stelmach

Associate Professors: Hinrichs, Santello, Willis

Assistant Professors: Dounskaia, Ringenbach

Life Sciences

Professor: Harrison

Psychology

Professors: Karoly, Linder

Associate Professor: McBeath

Assistant Professors: E. Amazeen, P. Amazeen

Psychology in Education

Regents' Professor: Glass

The Committee on Exercise Science offers an interdisciplinary graduate program leading to the PhD degree in Exercise Science. The committee sets guidelines and supervises programs of study. One of the unique features of this interdisciplinary program is that, because it uses faculty research and teaching interests from a number of academic units, a student may tailor a course of study to fit individual

needs and goals. The committee is composed of members from the various academic units listed above. Courses, however, are not limited to these academic units. Concentrations are available in biomechanics, motor behavior, physiology of exercise, and sport psychology.

DOCTOR OF PHILOSOPHY

The PhD degree in Exercise Science is an individualized interdisciplinary program that integrates graduate courses from a variety of academic units to provide a sound foundation for research leading to a dissertation. Topics for these dissertations come from one of four research areas: biomechanics, motor behavior, physiology of exercise, and sport psychology.

Admission. In addition to meeting Division of Graduate Studies requirements, students must submit a letter designating a potential area of interest, the name of a potential mentor (from the list of faculty), and a statement of career goals to the director of the Committee on Exercise Science. Graduate Record Examination (GRE) scores (verbal, quantitative, and the writing score), a professional résumé, and three letters of recommendation must also be submitted. All applicants whose native language is not English must submit a Test of English as a Foreign Language score. Preference is given to applicants already holding a master's degree, although exceptional students possessing only a baccalaureate degree may apply. Admission decisions are based on the compatibility of the applicant's career goals with the purpose of the degree program, previous academic training and performance, GRE scores, recommendations, and match of research interests with those of available mentors. To be considered for research or teaching assistantships, all application materials should be received before December 1.

Program of Study. The program of study consists of a minimum of 54 semester hours of graduate work beyond the master's degree (84 hours of graduate credit for applicants holding only the baccalaureate degree). Of the 84 semester hours, at least 30 hours (which may include research credit) of the approved PhD program, and 24 research and dissertation hours must be completed after admission to a PhD program at ASU. An individual program of study is selected in consultation with the student's supervisory committee. The program of study reflects the interdisciplinary nature of the degree program. Students are expected to have fulfilled a majority of the foundational course work before admission. Prerequisites that have not been completed must be taken as remedial work in addition to the program of study.

Foreign Language Requirements. None.

Comprehensive Examinations. Upon completion of course work and before commencing dissertation research, the student is given written and oral examinations. After the student has passed the comprehensive examinations, a dissertation committee is appointed by the dean of graduate studies. After the dissertation committee has approved the dissertation prospectus, the student is eligible to apply for admission to candidacy.

Dissertation Requirements. The dissertation must consist of a fully documented written analysis of a problem that extends the knowledge and/or theoretical framework of the field. The research should demonstrate the student's creativity and competence for independent research.

Final Examination. A final oral examination in defense of the dissertation is required. The candidate must take the final oral examination within five years after passing the comprehensive examinations. Any exception must be approved by the supervisory committee, the director of the Committee on Exercise Science, and the dean of graduate studies and ordinarily involves repetition of the comprehensive examinations.

COURSES

For courses, refer to the course listings under the following majors: Anthropology, Bioengineering, Biology, Chemical Engineering, Chemistry, Educational Psychology, Family and Human Development, Kinesiology, and Psychology. A limited number of applicable courses are also available through other departments.

Geographic Information Science

Interdisciplinary Certificate Program

www.asu.edu/giscert

480/727-7360

LSE 218

480/727-1288

QUAD 2 114

John M. Briggs, Director, Executive Committee

William H. Miller, Director, Executive Committee

Geography

Associate Professor: Wentz

Life Sciences

Professors: Briggs, Klopatek

Planning and Landscape Architecture

Associate Professor: Guhathakurta

Under the auspices of the Division of Graduate Studies, the interdisciplinary certificate program in Geographic Information Science (GIS) is administered by an executive committee. The objective of this program is to enable existing ASU graduate students and GIS professionals with advanced degrees to learn how to apply GIS concepts and technology for the purposes of spatial analysis.

A minimum of 16 semester hours consisting of three required and two elective courses (three semester hours each) plus a capstone seminar (one semester hour) is required to complete the GIS Certificate. For a full description of the program course work, access the GIS Web site at www.asu.edu/giscert.

Current graduate students receive priority admission to the certificate program. Students qualify for admission to the certificate program by maintaining good standing in a cooperating department and completing an application specific to the GIS Certificate. Practicing professionals who already hold a graduate degree furnish proof of an advanced degree by a formal transcript and enroll as nondegree graduate students through the Division of Graduate Studies. Prospective students must complete prerequisites listed for the level one required course, or pass a proficiency test.

Materials Science

Interdisciplinary Master's Program

www.asu.edu/graduate/SEM

480/965-2460

PS A323

James B. Adams, Codirector

William T. Petuskey, Codirector

Chemical and Materials Engineering

Professors: Adams, Alford, Dey, Krause, Mahajan, Newman, Picraux

Chemistry and Biochemistry

Regents' Professor: Buseck
Professors: Kouvetakis, Petuskey
Assistant Professor: Matyushov

Electrical Engineering

Regents' Professor: Ferry
Professors: Goodnick, Kozicki, Schroder, Thornton, Zhang

Mechanical and Aerospace Engineering

Professor: Sieradzki

Physics and Astronomy

Regents' Professor: Smith
Professors: Bennett, Ponce, Rez, Sankey, Tsong, Venables
Associate Professors: Culbertson, Drucker, Herbots, Marzke

Solid State Science

Regents' Professor: Smith
Professor: Carpenter
Senior Research Scientists: Crozier, McCartney, McKelvy
Associate Research Scientist: Sharma

The Science and Engineering of Materials Program offers an interdisciplinary master's degree in Materials Science. The members of the faculty are from several academic and research units in the College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering: the Departments of Chemical and Materials Engineering, Chemistry and Biochemistry, Electrical Engineering, Mechanical and Aerospace Engineering, and Physics and Astronomy, and the Center for Solid State Science.

INTERCOLLEGIATE INTERDISCIPLINARY GRADUATE PROGRAMS

MATERIALS SCIENCE—MS

The MS degree in Materials Science is an interdisciplinary program of study that integrates courses offered by several academic departments and faculty representing various disciplines to provide a sound foundation for research leading to a thesis. Emphasis is placed on application of the core fundamentals for investigation of the relationships between syntheses, microstructure, physical and chemical properties, and the performance of solids in current technological applications.

Admission. All applications for graduate study are processed by the ASU Division of Graduate Studies. An online application is on the Web at www.asu.edu/graduate. Applicants must satisfy Division of Graduate Studies requirements, which include

1. application;
2. application fee of \$45;
3. official transcripts;
4. official TOEFL for international students (minimum of 600 for admission to the SEM Program); and
5. TSE for students who wish to be considered for a teaching assistantship.

Students must also satisfy the requirements of the program:

1. GRE (verbal, quantitative, and analytical);
2. résumé;
3. statement of purpose; and
4. three letters of recommendation.

All application materials must be received by the program (postmarked) by February 15 for the fall semester and October 15 for the spring semester.

Program of Study. The master's degree is structured around a comprehensive set of courses contained in the participating disciplines. Because of the multidisciplinary emphasis of the program, a balance is sought of courses that are taught with engineering and science objectives. The program consists of 33 semester hours beyond the bachelor's degree. A minimum of 24 semester hours are split evenly between four core courses (12 semester hours) and four elective courses (12 semester hours). The remaining semester hours are devoted to seminar, research, and thesis (three semester hours each).

Interdisciplinary Course Hours

CHM 471 Solid-State Chemistry	3
CHM 541 Advanced Thermodynamics	3
or MSE 530 Materials Thermodynamics and Kinetics (3)	
PHY 481 Materials Physics I.....	3
SEM 500 Research Methods.....	3
SEM 591 Seminar	3
Total	15

Foreign Language Requirements. None.

Thesis Requirements. The thesis, which is the final and most important product of the student's effort in this pro-

gram, must report original research in the field and demonstrate the student's ability to conduct creative, independent research. Each candidate must register for three semester hours of research and three semester hours of thesis.

Final Examination. The final examination in defense of the thesis is conducted by the student's thesis committee and other faculty members appointed by the dean of graduate studies.

COURSES

For courses, see "Science and Engineering of Materials (SEM)," page 82.

Science and Engineering of Materials

Interdisciplinary Doctoral Program

www.asu.edu/graduate/SEM

480/965-2460

PS A323

James B. Adams, Codirector

William T. Petuskey, Codirector

Chemical and Materials Engineering

Professors: Adams, Alford, Dey, Krause, Mahajan, Newman, Picraux

Chemistry and Biochemistry

Regents' Professor: Buseck
Professors: Kouvetakis, Petuskey
Assistant Professor: Matyushov

Electrical Engineering

Regents' Professor: Ferry
Professors: Goodnick, Kozicki, Schroder, Thornton, Zhang

Mechanical and Aerospace Engineering

Professor: Sieradzki

Physics and Astronomy

Regents' Professor: Smith
Professors: Bennett, Ponce, Rez, Sankey, Tsong, Venables
Associate Professors: Culbertson, Drucker, Herbots, Marzke

Solid State Science

Regents' Professor: Smith
Professor: Carpenter
Senior Research Scientists: Crozier, McCartney, McKelvy
Associate Research Scientist: Sharma

The Committee on the Science and Engineering of Materials offers an interdisciplinary graduate program leading to the PhD degree in Science and Engineering of Materials, with concentrations in high-resolution nanostructure analysis and solid-state device materials design. The members of the faculty composing the program are from several

academic research units in the College of Liberal Arts and Sciences and the Ira A. Fulton School of Engineering: the Center for Solid State Science, the Departments of Chemical and Materials Engineering, Chemistry and Biochemistry, Electrical Engineering, Mechanical and Aerospace Engineering, and Physics and Astronomy.

DOCTOR OF PHILOSOPHY

The PhD degree in the Science and Engineering of Materials is an interdisciplinary program of study that integrates courses offered by faculty representing various disciplines, along with courses in mathematics, to provide a sound foundation for research leading to a dissertation. Emphasis is placed upon applications of the core fundamentals for investigation of the relationships between microstructure and properties and performance of solids, and the dependence of microstructure on processing.

Admission. Admission to the SEM Program is a two-step process. First, all prospective students must satisfy the general admission requirements of the Division of Graduate Studies. International students must submit a Test of English as a Foreign Language (TOEFL) score. The minimum TOEFL score required by the SEM Program is 600. Second, students must satisfy the requirements of the SEM Program. These requirements are a GRE passing score (verbal, quantitative, analytical), a professional résumé, a statement of purpose, and three letters of recommendation. International students who wish to be considered for teaching assistantships must provide the program with a Test of Spoken English (TSE) score. Application materials must be received by the SEM Program Office by the following established deadlines: for fall, documents must be received (postmarked) by February 1; for spring, by October 1.

Program of Study. The program consists of a minimum 84 semester hours beyond the bachelor's degree, at least 24 of which are research and dissertation credit. Programs of study for individual students are defined during discussions between the student and the faculty supervisory committee. At least 30 semester hours of the approved program of study, including the core, exclusive of research and dissertation, must be completed after admission to the PhD program at ASU.

A minimum of 10 graduate-level courses beyond the bachelor's degree is required.

The curriculum includes core courses that define the essential course work for all students, involving 21 semester hours of selected courses in materials, chemistry, and physics. Students who previously have taken courses fulfilling some of the core requirements may select electives.

Interdisciplinary Core Courses

CHM 471 Solid-State Chemistry	3
or CHM 453 Inorganic Chemistry (3)	
CHM 541 Advanced Thermodynamics	3
CHM 545 Quantum Chemistry	3
or EEE 434 Quantum Mechanics for Engineers (3)	
or PHY 571 Quantum Physics (3)	
PHY 511 Materials Physics I.....	3
or PHY 512 Materials Physics II (3)	
SEM 500 RM: Introduction to Physical Materials.....	3
SEM 591 Seminar	3

Students may choose one of the following concentrations in their program of study: (1) high-resolution nanostructure analysis or (2) solid-state device materials design. Or students may tailor a program of study in the science and engineering of materials to meet their professional and academic needs. Students achieve the desired concentration by completing three or more of the courses in the appropriate concentration group of courses. The courses in these concentrations are a part of the elective portion of the degree course requirements.

High-Resolution Nanostructure Analysis. The courses composing the high-resolution nanostructure analysis concentration are the most comprehensive education in the theory and application of transmission electron microscopy in the U.S. This group of courses is highly interdisciplinary. Because of the strict and important correspondence between the properties of materials and their nanostructure, transmission electron microscopy plays a central role in modern materials science, far beyond its role in other fields of natural science and engineering. Nanostructure analysis comprises one-third of the field of materials research and is often the critical knowledge necessary to understand the behavior of materials. The development and applications of high-resolution nanostructure analysis methods is one of the university's strongest materials research and education specialties and is an important part of the SEM program. Required courses are as follows:

SEM 552 Electron Microscopy I.....	3
SEM 553 Electron Microscopy Laboratory I.....	3
SEM 554 Electron Microscopy II	3
SEM 555 Electron Microscopy Laboratory II	3
Total	12

Solid-State Device Materials Design. The courses specified for the solid-state device materials design concentration are materials applications and characterization courses that introduce SEM students to the culture of device engineering. Students apply their knowledge of basic materials science to contemporary problems of the solid-state electronics industry. Required courses are as follows:

EEE 435 Microelectronics	3
EEE 436 Fundamentals of Solid-State Devices	3
EEE 536 Semiconductor Characterization	3
IEE 572 Design of Engineering Experiments	3
MSE 598 ST: Growth and Processing of Semiconductors.....	3
Total	15

Foreign Language Requirements. None.

Comprehensive Examination. Near completion of course work and no later than three years after admission to the program, the student is given a comprehensive examination with oral and written components. The written component is a test that examines the student's knowledge in the core course subjects. The examination is administered by the Curriculum and Examination Committee. The oral component requires the presentation of a research proposition to the student's faculty supervisory committee. The student must define a research problem of current relevance to the materials science field. The problem may be experimental, theoretical, or a combination of both. The presentation

INTERCOLLEGIATE INTERDISCIPLINARY GRADUATE PROGRAMS

should be based on the study of literature and discussions with members of the supervisory committee and materials researchers. The student defines the problem, describes its significance in the field, proposes a method of investigation leading to a solution of the problem, and defends the problem and proposed solution before the faculty supervisory committee. The proposed problem may be from any area of materials research but it may not be part of the student's dissertation topic. The student must prepare and deliver to the members of the supervisory committee the written proposal describing the research proposition not less than seven business days before the scheduled examination date. The comprehensive exams may be taken no more than twice upon formal application to, and under conditions specified by, the student's faculty committee, the director of the supervisory program, and the dean of graduate studies. Upon successful completion of this examination, the student is advanced to candidacy for the degree by the Division of Graduate Studies.

Dissertation Requirements. The dissertation, which is the final and most important product of the student's effort in this program, must report original research in the field and demonstrate the student's ability to conduct creative, independent research. Each candidate must register for 24 semester hours of research and dissertation as part of the degree requirements; specifically, 12 semester hours of SEM 792 Research and 12 semester hours of SEM 799 Dissertation. Dissertation credits should be taken in the semester(s) following the student's advancement to candidacy.

After the student passes the comprehensive examinations, and every semester up to the time the student defends the dissertation, the student must submit a one-page report on the dissertation proposal to his or her dissertation committee at the end of the semester.

Final Examination. The final oral examination in defense of the dissertation is conducted by the student's dissertation committee and others appointed by the dean of graduate studies.

SCIENCE AND ENGINEERING OF MATERIALS (SEM)

SEM 500 Research Methods. (1–12)

selected semesters

Topics may include the following:

- Introduction to Physical Materials. (3)

SEM 552 Electron Microscopy I. (3)

fall

Kinematical and dynamical electron diffraction and microscopy. Defect structure and composition using STEM imaging, x-ray and electron-energy-loss spectroscopy. Cross-listed as MSE 552/PHY 552. Credit is allowed for only MSE 552 or PHY 552 or SEM 552. Prerequisite: instructor approval.

SEM 553 Electron Microscopy Laboratory I. (3)

fall

Lab support for SEM 552. Cross-listed as MSE 553/PHY 553. Credit is allowed for only MSE 553 or PHY 553 or SEM 553. Pre- or corequisite: MSE 552 or PHY 552 or SEM 552.

SEM 554 Electron Microscopy II. (3)

spring

Determination of structure and composition of materials using high-resolution imaging, convergent-beam diffraction, and electron holography. Novel developments and applications. Cross-listed as MSE 554/PHY 554. Credit is allowed for only MSE 554 or PHY 554 or SEM 554. Prerequisite: instructor approval.

SEM 555 Electron Microscopy Laboratory II. (3)

spring

Lab support for SEM 554. Cross-listed as MSE 555/PHY 555. Credit is allowed for only MSE 555 or PHY 555 or SEM 555. Pre- or corequisite: MSE 554 or PHY 554 or SEM 554.

SEM 591 Seminar. (1)

fall and spring

Emphasizes discussion, student presentations, and written research papers.

SEM 592 Research. (1–12)

fall, spring, summer

SEM 594 Vacuum System Science and Engineering. (3)

spring

Vacuum concepts, equipment, and systems are studied to give an operational knowledge of modern vacuum technology. Equal emphasis is placed on theoretical and practical instruction. Class time is equally distributed between lecture and laboratory sessions. Lab sessions consist of exercises and tours to provide hands-on experience with and a working perspective of the vacuum techniques and systems principally used in industry, academia, and government laboratories. Undergraduates take two written exams; graduate students take two written exams and complete a vacuum system design project. Prerequisite: college algebra.

SEM 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Phase Transformations in Solids. (3)

SEM 599 Thesis. (1–12)

fall, spring, summer

SEM 700 Research Methods. (1–6)

selected semesters

SEM 790 Reading and Conference. (1–6)

selected semesters

Independent study in which a student meets regularly with a faculty member to discuss assignments (such as intensive reading in a specialized area, writing synthesis of literature on a specified topic, writing literature review of a topic).

SEM 791 Seminar. (1)

selected semesters

SEM 792 Research. (1–12)

fall, spring, summer

SEM 799 Dissertation. (1–12)

fall, spring, summer

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Statistics

Interdisciplinary Master's and Certificate Programs

www.asu.edu/graduate/statistics

480/965-5003

PS A744

Dennis L. Young, Codirector, Executive Committee
Douglas C. Montgomery, Codirector, Executive Committee

Economics

Professors: Burdick, Mayer

Health Administration and Policy

Associate Professors: Reiser, Wilson

Industrial Engineering

Professors: Hubele, Montgomery, Runger

Assistant Professor: Kulahci

Information Systems

Professor: St. Louis

Mathematics and Statistics

Professors: Lohr, Young

Associate Professor: Prewitt

Assistant Professors: Chen, Majumdar

Supply Chain Management

Associate Professor: Brooks

The Committee on Statistics offers a program leading to a graduate Certificate in Statistics and the MS degree in Statistics. The program is interdisciplinary in that it draws upon faculty research and teaching interests from various academic units so that programs of study can be tailored to reflect individual needs and goals. The committee, which sets program requirements and supervises programs of study, is composed of faculty from departments in the Ira A. Fulton School of Engineering, the College of Liberal Arts and Sciences, and the W. P. Carey School of Business.

MASTER OF SCIENCE

The program for the MS degree in Statistics provides preparation for either a research-oriented or a practice-oriented career. Requirements specific to this program ensure balanced attention to the theoretical and applied aspects of the discipline of statistics. (See “[Master’s Degrees](#),” [page 67](#), for general requirements.) Flexibility in the program reflects the fact that statistical analysis is one of the most widely used tools of modern scientific reasoning.

Admission. Applicants must satisfy the general requirements for admission to the Division of Graduate Studies (see “[Admission to the Division of Graduate Studies](#),” [page 58](#)) and must, in addition, have three letters of academic recommendation submitted to the admissions subcommittee of the Committee on Statistics. Although most applicants earn the bachelor’s degree in a quantitative area

(such as statistics, quantitative business analysis, mathematics, engineering, or computer science), this is not required for admission to the program.

Applicants should have completed the following courses (equivalents at ASU are given in parentheses): calculus (MAT 270, 271, and 272), advanced calculus (MAT 371), linear algebra (MAT 342), computer programming (CSE 100), and introductory applied statistics (QBA 221 or STP 420). The submission of Graduate Record Examination test scores is strongly recommended, but not necessary.

Supervisory Committee. Upon entering the program, the student should contact the program director for assistance in selecting a three-member supervisory committee. (Typically, the student progress subcommittee of the Committee on Statistics serves as the student’s initial supervisory committee.) The faculty member who directs the student’s work on the thesis or applied project must be a member of the Committee on Statistics and serves as the chair of the student’s final supervisory committee.

Program of Study. The student’s program of study must contain at least 30 semester hours of credit, none of which may be from the prerequisites and at least 18 of which must be at or above the 500 level. The program must include the nine semester hours from three required theory courses: probability (STP 421), mathematical statistics (STP 427), and theory of statistical linear models (STP 526). The program must also include either three semester hours of applied project (IEE 593, QBA 593, or STP 593) or six semester hours of thesis (IEE 599, QBA 599, or STP 599).

The remaining 15 or 18 semester hours may come from elective courses chosen by the student with the approval of supervising faculty. A maximum of six semester hours may be chosen from a related field on which statistics relies (such as computer science) or in which statistics is an essential tool (e.g., biostatistics, quality control).

The required theory courses are fundamental to the education of statisticians and are necessary for more advanced graduate study. The elective courses allow the student to emphasize a particular area of statistical inference, culminating in an applied project report or a thesis on a topic in that area. The student has considerable flexibility in selecting an area of specialty. Possible areas of specialty include, among others, mathematical statistics, biostatistics, applied data analysis, design of experiments, statistical modeling, time series analysis, statistical process control, variance components analysis, statistical computing, and survey research. Sample programs of study for such areas of specialty may be obtained from the director of the program.

Foreign Language Requirements. None.

Comprehensive Examination. None.

Thesis Requirements. Either an applied project or a thesis is required. The content of the applied project report or thesis must, in its final form, be suitable for submission to an academic journal or conference proceedings. The thesis must conform to Division of Graduate Studies format requirements.

Final Examination. An oral examination in defense of the applied project or thesis is required.

INTERCOLLEGIATE INTERDISCIPLINARY GRADUATE PROGRAMS

Certificate in Statistics. This certificate provides statistical training to graduate students and professionals. The certificate requires 15 semester hours of course work selected from approved ASU graduate-level courses. To enroll, the applicant must have a bachelor's degree, an introductory applied statistics course, and one semester of calculus and is also required to have some computer literacy with knowledge of a programming language, a spreadsheet program, or a statistical software program. For more information, access the Web site at www.asu.edu/graduate/statistics.

RESEARCH ACTIVITY

Research interests of committee members include non-parametric regression, variance components, generalized linear models; multivariate analysis, latent structure models, categorical data analysis; biostatistics, biomedical research; time series analysis and forecasting, econometrics, statistical process control, statistical decision support systems; statistical computing, statistical graphics; panel data analysis, complex sampling designs; decision-theoretic methods, risk assessment, robust statistical methods; design of experiments; process optimization; and response surface methodology.

COURSES

For courses, see "Industrial Engineering (IEE)," page 196, "Quantitative Business Analysis (QBA)," page 122, and "Statistics and Probability (STP)," page 308.

Transportation Systems

Interdisciplinary Certificate Program

www.asu.edu/caed/transportation

480/965-6395

ARCH 119

Mary Kihl, Director

Aeronautical Management Technology (East campus)

Professor: Gesell

Associate Professor: Karp

Civil and Environmental Engineering

Professor: Mamlouk

Assistant Professor: Owusu-Antwi

Geography

Associate Professor: Kuby

Planning

Professors: Kihl, Pijawka

Associate Professor: Guhathakurta

Under the auspices of the Division of Graduate Studies, an advisory committee administers the Graduate Interdisciplinary Certificate in Transportation Systems program. The objective of this program is to enable existing graduate students and transportation professionals to examine transpor-

tation-related issues from a variety of perspectives and in the context of different travel modes.

The certificate program requires a minimum of 15 semester hours of course work. To qualify, the student must complete an interdisciplinary issues pro-seminar class (three semester hours) and a capstone research paper that explores a transportation problem from a multidisciplinary perspective (three semester hours). A thesis in the area of transportation may substitute for the capstone paper. Students selecting the thesis option must take an additional elective course.

Core Courses

TRC 591 Seminar	3
TRC 593 Applied Project	3

Elective Courses. Nine semester hours of elective course work is also required. Students should choose three classes from the following approved transportation-related courses.

AMT 521 Air Transportation Regulation	3
AMT 525 Airport Planning and Design	3
AMT 527 Airline Management Strategies.....	3
AMT 598 Special Topics	3
CEE 475 Highway Geometric Design.....	3
CEE 512 Pavement Performance and Management.....	3
CEE 515 Properties of Concrete.....	3
CEE 573 Traffic Engineering	3
CEE 598 Special Topics	3
GCU 442 Geographical Analysis of Transportation.....	3
GCU 444 Geographic Studies in Urban Transportation.....	3
GCU 591 Seminar	3
GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization.....	3
GPH 494 Special Topics	3
GPH 598 Special Topics	3
PAF 505 Public Policy Analysis	3
PAF 591 Seminar	3
PUP 510 Citizen Participation.....	3
PUP 544 Urban Land Use Planning.....	3
PUP 598 Special Topics	3
PUP 642 Land Economics.....	3

Master's degree candidates in good standing in participating departments may apply. Current practicing professionals who already hold a graduate degree or who have at least three years of postbaccalaureate professional transportation experience may also apply. Applications are reviewed by the advisory committee, made up of representatives of participating departments. Enrollment in all classes outside the major requires permission of the instructor. For more information, contact the program director, 480/965-6395.

TRANSPORTATION SYSTEMS CERTIFICATE (TRC)

TRC 591 Seminar. (1-12)

fall and spring

Topics may include the following:

- Transportation Systems Pro-Seminar. (3)

TRC 593 Applied Project. (1-12)

fall and spring

Topics may include the following:

- Transportation, Advanced Research. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Morrison School of Agribusiness and Resource Management

www.east.asu.edu/msabr

Raymond A. Marquardt, PhD, Dean

PURPOSE

Located at East campus, the Morrison School of Agribusiness and Resource Management (MSABR) is committed to guiding students toward developing an integrated view of agribusiness, food systems, and environmental challenges that confront the world in the 21st century. Globalization, population growth, and new technologies require a sophisticated view toward the production, processing, storage, distribution, and marketing of food and fiber products. Prudent management of natural resources, to ensure that humanity's negative impact on the environment is mitigated, is becoming more and more important.

The Morrison School offers cutting-edge programs enabling students to learn effective and responsible methods of agribusiness and environmental resource management. Strong relationships with industry and regulatory bodies afford students numerous opportunities to integrate theory and practice. This applied orientation traditionally makes MSABR students highly marketable upon graduation. MSABR programs are accessible to full- and part-time students, with many courses taught both daytime and evenings. The faculty is committed to excellence in teaching, research and service, and strives to create a well-rounded experience for students. The broad and diverse range of faculty research and teaching enables students to individualize their programs of study to fit their own particular career goals.

ORGANIZATION

The Morrison School offers the Master of Science degree in Agribusiness. The MS in Agribusiness degree is supported by faculty with backgrounds in agricultural economics, applied business, food science, rural development, international trade, and a variety of experiences in industry and organizations. Many faculty work closely with agribusiness and business-related firms and in international projects, giving real world relevance to their research.

GRADUATE PROGRAMS

The MS in Agribusiness degree has concentrations in (1) agribusiness management and marketing and (2) food quality assurance. The degree is designed to prepare students from a variety of backgrounds with a set of critical and analytical business skills while recognizing the unique demands of the agribusiness sector. Graduates are well prepared for successful administrative or managerial careers with either government or private-sector organizations. Students are able to select either a research-oriented program, which leads to the completion of an organized thesis, or a program consisting of course work only (nonthesis option).

All students can develop an area of specialization and apply their skills to a real world agribusiness problem through an integrative, capstone course experience. Both the thesis and nonthesis options require the completion of a common set of core courses. For more information, access the Web site at www.east.asu.edu/msabr.

ADMISSION REQUIREMENTS

Application to the graduate program in Agribusiness requires further supporting materials pertaining solely to the degree. See "Agribusiness," page 86.

The Morrison School of Agribusiness and Resource Management awards assistantships to selected candidates. These support ongoing research and teaching activities. The awards are made on the basis of availability and according to the needs of the faculty and interests of the students. Scholarships are also available on a competitive basis for qualified candidates.

SPECIAL PROGRAMS

Peace Corps Master's International Program. The Morrison School has an agreement with the United States Peace Corps that makes combining graduate studies with Peace Corps service very appealing. Participants can receive up to six semester hours of credit for their independent field work while serving in the Peace Corps. Graduate course work precedes departure to foreign countries. Interested individuals must complete separate applications to ASU and the Peace Corps, and prepare plans of study with their faculty committees regarding studies in the field.

FACILITIES

In addition to the computing resources available to all students at the East campus, the Morrison School has laboratories dedicated to consumer behavior, finance, food safety and science, and marketing research. Laboratories are available to students for specific classes and related graduate thesis research.

ADVISING

Advising of graduate students is normally handled by graduate faculty members. Once admitted, a student can request a temporary faculty advisor in a potential area of concentration in order to prepare a program of study. Students are encouraged to begin discussions with faculty members early in their studies so that course work can be geared toward supporting their academic progress. All students, whether in a thesis or nonthesis option, must file a program of study.

Agribusiness

Master's Program

www.east.asu.edu/msabr

480/727-1585

WANNER 101

Raymond A. Marquardt, Dean

Professors: Daneke, Edwards, Kagan, Marquardt, Seperich, Shultz, Thor

Associate Professors: Patterson, Raccach, Richards, Schmitz

Assistant Professors: Eaves, Hughner, Manfredo

Senior Lecturer: Lindley

MASTER OF SCIENCE

The Morrison School of Agribusiness and Resource Management (MSABR), at the East campus, offers the MS degree in Agribusiness with a choice of two concentrations: (1) agribusiness management and marketing and (2) food quality assurance. In general, this degree is designed to prepare students from a variety of backgrounds with a set of critical and analytical business skills while recognizing the unique demands of the agribusiness and resource management sectors. Graduates are well prepared for successful administrative or managerial careers with either government or private-sector organizations in either field. Students are able to select either a research-oriented program, which leads to the completion of a supervised thesis, or a program consisting of course work only (nonthesis option). The nonthesis option allows students to develop an area of specialization and apply these skills to a real-world agribusiness problem through an integrative, capstone course experience. Both the thesis and nonthesis options require the completion of a common set of core courses and successful completion of an MSABR standard comprehensive exam following the first year of course work.

Admission. Applicants to the program are expected to meet the minimum requirements for admission to the Division of Graduate Studies. In addition, scores from the Graduate Record Examination, Miller Analogies Test, or Graduate Management Admission Test are required. Applications must include a vita and statement of purpose; letters of recommendation are suggested. The statement of purpose must offer evidence of the applicant's basic skills in economics, accounting, statistics, and computer use, as well as some experience or knowledge in an area related to agribusiness. Applicants not meeting this last requirement may be considered for admission with deficiencies. The application deadline for admission in the fall semester is April 15. Applications received after that date and before November

15 are considered for admission in the spring semester. Applicants are strongly encouraged to apply by mid-February to increase their chances for official university funding.

Thesis Option. Students interested in pursuing a research-related career, or an in-depth study of a particular agribusiness issue to improve employment prospects, may choose the thesis option. These students are advised to begin discussions with faculty members early in their studies so that course work and potential employment can be geared toward supporting thesis research. Six of the 36 semester hours in the program are dedicated to the research time required to complete a thesis.

Nonthesis Option. The nonthesis MS degree in Agribusiness option provides an opportunity for students who wish to pursue a professional career that is not specifically research-oriented to obtain a rigorous and comprehensive graduate degree. The nonthesis option allows for the selection of six semester hours of electives to be taken in a specific area of emphasis. In lieu of a thesis, a nonthesis option student completes a case-oriented capstone course, which allows the student an opportunity to pursue a course-based project that integrates all of the core business skills acquired during the course work sequence.

Program of Study. All MS candidates must complete a minimum of 36 hours of approved graduate-level course work, excluding courses taken to address deficiencies. Of these 36 hours, 21 must be taken to satisfy core requirements in basic business, statistics, and computer proficiency. For students selecting the nonthesis option, fulfilling the requirements for an area of emphasis consists of the successful completion of six hours of elective courses from within that area chosen from graduate agribusiness courses. The specific courses are determined by the student and his or her academic advisor. Thesis students are required to complete three semester hours of research and three hours of writing in addition to six hours of general 500-level agribusiness electives.

It is suggested that students take a coherent sequence of courses such as those indicated below, but considerable flexibility is possible based on individual backgrounds and interests.

Thesis and Nonthesis MS in Agribusiness

Semester I

AGB 511 Advanced Agribusiness Management	3
AGB 560 Advanced Agribusiness Management Systems	3
AGB 570 Managerial Economics for Agribusiness.....	3
Total.....	9

Semester II

AGB 528 Advanced Agribusiness Marketing.....	3
AGB 532 Advanced Agribusiness Finance.....	3
AGB 561 Agribusiness Research Methods	3
Total.....	9

Semester III

Nonthesis Option	
AGB 589 Agribusiness Capstone	3
500-level AGB emphasis electives	6
Total.....	9

Thesis Option	
AGB 589 Agribusiness Capstone.....	3
500-level AGB electives.....	6
Total	9

Semester IV

Nonthesis Option	
500-level AGB emphasis or other electives	9
Total	9

Thesis Option	
AGB 592 Research.....	6
AGB 599 Thesis	3
Total	9

Total hours in program.....36

Foreign Language Requirements. None.

Peace Corps’ Master’s International Program. MSABR has an agreement with the United States Peace Corps that makes combining graduate studies with Peace Corps service even more appealing. Participants can receive up to six hours of credit for their independent field work while in Peace Corps service. Graduate course work precedes departure to foreign countries. Interested individuals make separate application to ASU and the Peace Corps, and prepare plans of study with their faculty committees regarding studies in the field.

RESEARCH ACTIVITY

Faculty are engaged in a number of research projects of global, national, regional, or state importance. Scholarship in service to community is the hallmark of a state-supported university and is evident in the Morrison School of Agribusiness and Resource Management. A few examples of this scholarship are “The National Food and Agriculture Policy Project”; a project involved with “Retail Contracting and Growers’ Prices in Fresh Fruit”; investigations in “Emerging Markets of the Balkans and Black Sea Region”; as well as “Curriculum for a Bachelor of Science Degree in Food Management.”

AGRIBUSINESS (AGB)

- AGB 410 Agribusiness Management II. (3)**
spring
Principles of human resource management in agribusiness firms. Prerequisite: AGB 310.
- AGB 411 Agricultural Cooperatives. (3)**
spring
Organization, operation, and management of agricultural cooperatives.
- AGB 414 Agribusiness Analysis. (3)**
fall and spring
Analysis of agribusiness firm decisions in the ecological, economic, social, and political environments. Special emphasis on ethical issues surrounding food production and consumption.
- AGB 420 Food Marketing. (3)**
spring
Food processing, packaging, distribution, market research, new food research and development, and social implications. Prerequisite: AGB 320.
- AGB 422 Consumer Behavior. (3)**
fall
Applies behavioral concepts in analyzing consumer food purchases and their implications for marketing strategies. Fee. Prerequisite: completion of Agribusiness core (or its equivalent).

- AGB 424 Sales and Merchandising in Agribusiness. (3)**
summer
Principles and techniques of selling and merchandising in the agricultural and food industries.
- AGB 425 Agricultural Marketing Channels. (3)**
fall
Operational stages of agricultural commodities in normal distribution systems and implementation of marketing strategies. Prerequisite: AGB 320.
- AGB 429 Marketing Research. (3)**
fall
Examines the marketing research process and its role in facilitating agribusiness decisions. Emphasizes problem identification, survey design, and data analysis. Fee. Prerequisite: completion of Agribusiness core (or its equivalent).
- AGB 431 Intermediate Agribusiness Financial Management. (3)**
spring
Comprehensive treatment of topics in financial management of agribusiness: capital structure, dividend policy, asset valuation, mergers and acquisitions, risk management. Prerequisites: AGB 332, 333.
- AGB 433 Intermediate Agribusiness Financial Markets. (3)**
spring
Role and function of agribusiness in U.S. financial system. Topics include rural banking, farm credit system, monetary policy, and federal reserve. Prerequisite: completion of Agribusiness core (or its equivalent).
- AGB 434 Agricultural Risk Management and Insurance. (3)**
fall
Strategies to manage agricultural price and business risk: derivatives, insurance, self-insurance, and public policy. Prerequisite: completion of Agribusiness core (or its equivalent).
- AGB 435 Agricultural Commodities. (3)**
fall and spring
Trading on futures markets. Emphasis on the hedging practices with grains and meats. Fee. Prerequisite: AGB 320.
- AGB 436 Entrepreneurship and Financial Management of E-commerce. (3)**
fall
Uses lectures, case studies, and business plans to highlight challenges of starting and running a small business. Lecture, seminar, case studies, computer labs.
- AGB 440 Food Safety. (3)**
spring
Control, prevention, and prediction of microbial and chemical food-borne diseases. Prerequisite: AGB 442 or instructor approval.
- AGB 441 Food Chemistry. (3)**
spring
Biochemical and chemical interactions that occur in raw and processed foods. Prerequisites: CHM 115, 231.
- AGB 442 Food and Industrial Microbiology. (4)**
selected semesters
Food- and industrial-related microorganisms; deterioration and preservation of industrial commodities. Lecture, lab. Prerequisite: a course in microbiology with lecture and lab.
- AGB 443 Food and Industrial Fermentations. (3)**
spring
Management, manipulation, and metabolic activities of industrial microbial cultures and their processes. Prerequisite: AGB 442 or instructor approval.
- AGB 445 Food Retailing. (3)**
fall
Food retail management. Discusses trends, problems, and functions of food retail managers within various retail institutions. Lecture, case studies.
- AGB 450 International Agricultural Development. (3)**
fall
Transition of developing countries from subsistence to modern agriculture. Emphasis placed on implications for U.S. agribusiness working abroad.
- AGB 451 Management Science. (3)**
fall
Focus on the construction, solution, and interpretation of quantitative models used for management decision making in agribusiness firms. Prerequisites: AGB 320, 360; ECN 112; MAT 117.

MORRISON SCHOOL OF AGRIBUSINESS AND RESOURCE MANAGEMENT

AGB 452 International Agricultural Policy. (3)

fall

Use of international trade theory to analyze the effects of government policies, trade agreements, and exchange rates on agribusiness. Prerequisite: ECN 112.

AGB 454 International Trade. (3)

spring

International practices in trading of agribusiness, technology, and resource products and services.

AGB 455 Resource Management. (3)

spring

Explores differences between societal and individual valuations of natural resources and considers public policy versus market-based solutions to environmental concerns. Prerequisite: ECN 112.

AGB 457 Resource Policy and Sustainability. (3)

fall

Considers the evolution of policy design, focusing on how resource and environmental concerns have affected agricultural development and trade policies. Prerequisite: ECN 112.

AGB 460 Agribusiness Management Systems. (3)

spring

Development and use of decision support systems for agribusiness management and marketing.

AGB 463 Electronic Commerce Applications. (3)

fall

Overview of electronic commerce technology with introduction to basics of design, control, operation, organization, and emerging issues. Pre- or corequisite: AGB 460 (or its equivalent).

AGB 465 Organic Farming Technologies. (3)

fall and spring

Organic farming methods, including certification, soil fertility, planting, integrated pest management, irrigation, cover crops, rotations, and marketing farm products.

AGB 470 Comparative Nutrition. (3)

selected semesters

Effects of nutrition on animal systems and metabolic functions. Prerequisite: CHM 231.

AGB 471 Diseases of Domestic Animals. (3)

spring

Discusses animal welfare, mechanisms of disease development, causes and classification of diseases, disease resistance, and common zoonoses. Prerequisite: BIO 188.

AGB 473 Animal Physiology I. (3)

selected semesters

Control and function of the nervous, muscular, cardiovascular, respiratory, and renal systems of domestic animals. Prerequisites: BIO 188; CHM 113.

AGB 479 Veterinary Practices. (3)

fall and spring

Observation of and participation in veterinary medicine and surgery supervised by local veterinarians. Prerequisite: advanced preveterinary student.

AGB 480 Agribusiness Policy and Government Regulations. (3)

spring

Development and implementation of government food, drug, pesticide, and farm policies and regulations that affect the management of agribusiness.

AGB 481 Applied Microeconomics. (3)

fall and spring

Emphasizes application of the theory of the firm, theory of exchange, and consumer theory.

AGB 484 Internship. (1–12)

fall and spring

AGB 500 Research Methods. (1–12)

selected semesters

AGB 501 Master's Thesis Preparation. (1)

fall and spring

Step-by-step guidelines to major elements of a master's thesis along with practical guidelines for conducting research.

AGB 511 Advanced Agribusiness Management. (3)

spring

Analyzes organization behavior, change, and resource requirements within agribusiness systems.

AGB 512 Food Industry Management. (3)

spring

Operations and management of food-processing factories, food distribution centers, and retail food-handling firms.

AGB 513 Advanced Cooperatives. (3)

fall

Advanced study of cooperatives and other nongovernmental organizations (NGO) focusing on management and proposal preparation for international agencies.

AGB 514 Advanced Agribusiness Analysis I. (3)

spring

Vertical integration and differentiation in food and agricultural industries. Prerequisite: AGB 528.

AGB 515 Agribusiness Coordination. (3)

spring

Organizational alternatives for agribusiness with emphasis on cooperatives and trading companies. Prerequisite: AGB 528.

AGB 528 Advanced Agribusiness Marketing. (3)

fall

Theory and analysis of marketing farm commodities, risks, and the effect of future trading on cash prices.

AGB 529 Advanced Agribusiness Marketing Channels. (3)

spring

Analyzes agribusiness market channel systems. Formulation of marketing strategies.

AGB 532 Advanced Agribusiness Finance. (3)

fall

Financial management of agribusiness firms; agribusiness financial analysis, investment analysis, agricultural risk management, and introduction to agricultural financial intermediaries. Prerequisites: both computer literacy and a course in finance or only instructor approval.

AGB 535 Commodity Analysis. (3)

fall

Analysis of commodity markets.

AGB 536 Small Business Finance, Entrepreneurship, and E-commerce. (3)

fall

Uses lectures, case studies, and business plans to highlight challenges of starting and running a small business. Lecture, seminar, case studies, computer labs.

AGB 540 Advanced Food Science. (3)

selected semesters

Chemical and physical nature of processed foods. Emphasizes food product development.

AGB 550 International Agricultural Development. (3)

fall

Transition of developing countries from subsistence to modern agriculture. Emphasis placed on implications for U.S. agribusiness working abroad.

AGB 551 Agribusiness in Developing Countries. (3)

spring

Factors influencing successful development of agribusiness enterprises in developing countries, including poverty, access to capital and technology, and trade opportunities.

AGB 552 International Agricultural Policy. (3)

fall

Uses international trade theory to analyze the effects of government policies, trade agreements, and exchange rates on agribusiness.

AGB 554 Advanced International Trade. (3)

fall

Advanced international practices in trading of agribusiness, technology, and resource products and services.

AGB 557 Resource Policy and Sustainability. (3)

fall

Considers the evolution of policy design, focusing on how resource and environmental concerns have affected agricultural development and trade policies.

AGB 558 Advanced Bioremediation. (3)

spring

Management and policy issues related to bioremediation of mineral tailing and animal waste and replacement of chemical control with biological methods. Lecture, case studies.

AGB 560 Advanced Agribusiness Management Systems. (3)

selected semesters

Development and use of decision support systems for agribusiness management decision making.

AGB 561 Agribusiness Research Methods. (3)

fall

Uses model building, hypothesis testing, and empirical analysis in solving agribusiness problems.

AGB 570 Managerial Economics for Agribusiness. (3)

fall

Concepts in micro- and macroeconomics applied to agribusiness management environments: price formation, market structure, information economics, fiscal and monetary policy. Prerequisites: introductory micro- and macroeconomics.

AGB 580 Practicum. (1–12)

selected semesters

AGB 581 Advanced Agribusiness Policy. (3)

fall

Policy-making history, structure, and process.

AGB 583 Field Work. (1–12)

selected semesters

AGB 584 Internship. (1–12)

selected semesters

AGB 587 Resource Policy and Sustainability. (3)

fall

Considers the evolution of policy design, focusing on how resource and environmental concerns have affected agricultural development and trade policies.

AGB 589 Agribusiness Capstone. (3)

fall and spring

Strategic management of organizations focusing on developing value-creating strategies in dynamic environments. Pre- or corequisites: AGB 511, 528, 532, 560, 561, 570.

AGB 590 Reading and Conference. (1–12)

selected semesters

AGB 591 Seminar. (1–12)

selected semesters

AGB 592 Research. (1–12)

selected semesters

AGB 593 Applied Project. (1–12)

selected semesters

AGB 594 Conference and Workshop. (1–12)

selected semesters

AGB 595 Continuing Registration. (1)

selected semesters

AGB 598 Special Topics. (1–4)

selected semesters

AGB 599 Thesis. (1–12)

selected semesters

AGB 600 Research Methods. (1–12)

selected semesters

AGB 690 Reading and Conference. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

PROFESSIONAL GOLF MANAGEMENT (PGM)

PGM 463 Golf and Sports Turf Management. (3)

fall

Selection, establishment, and maintenance of turf grasses bred specifically for golf and sports facilities. Cross-listed as ABS 463. Credit is allowed for only ABS 463 or PGM 463. Integrated lecture/lab.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)



Maintenance of fairways and greens is taught in the classroom and on the course.

Tim Trumble photo

College of Architecture and Environmental Design

www.asu.edu/caed

Wellington Reiter, MArch, Dean

PURPOSE

The college provides graduate education for professional, research, and academic careers in architecture, design, landscape architecture, and environmental and urban planning. Students in the master's programs benefit from small classes, seminars, and studios, from close, individual contact and faculty mentorship, and from an interdisciplinary curriculum. Students and faculty make full use of the Phoenix metropolitan area and the Sonoran region as research bases, and they also profit from strong interaction with the professional communities. The faculty have earned national reputations in energy-efficient design, computer-assisted design, corporate interior design, design for special populations, urban design, and environmental policy. Programs of study, including internship and trainee opportunities, give graduates the best possible start on academic, research, and professional careers.

ORGANIZATION

The college has three academic units: the School of Architecture and Landscape Architecture, the School of Design, and the School of Planning. The units and their faculty have strong ties with programs and faculty in business, computer science, construction, engineering, fine arts, geography, biological sciences, environmental resources, and public affairs.

GRADUATE PROGRAMS

The PhD degree program in Environmental Design and Planning is a collegewide interdisciplinary degree offered by faculty representing the different disciplines that make up the Schools of Architecture and Landscape Architecture, Design, and Planning. Faculty from the Department of Applied Biological Sciences at the East campus also participate in offering this degree. Three areas of concentration are available: design; planning; and history, theory, and criticism.

Faculty in the College of Architecture and Environmental Design offer four master's degree programs through the Division of Graduate Studies: a professional program leading to the National Architectural Accrediting Board (NAAB)-accredited Master of Architecture degree (the two-year as well as three-plus-year programs); a research and applications MS degree in Building Design with concentrations in design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management; the Master of Science in Design degree with concentrations in graphic design, indus-

trial design, and interior design; and a professional graduate program leading to the PAB-accredited Master of Urban and Environmental Planning degree.

See the "College of Architecture and Environmental Design Graduate Degrees and Majors" table, page 91.

ADMISSION REQUIREMENTS

Applicants to each of the five graduate degree programs must meet Division of Graduate Studies admission requirements, in addition to requirements of the academic unit offering the program. For application requirements and deadlines of the Division of Graduate Studies, see "Admission to the Division of Graduate Studies," page 58. For application requirements and deadlines of each program, refer to the specific program section.

Doctor of Philosophy Degree in Environmental Design and Planning. Applicants to the PhD program must have completed a master's degree in architecture, environmental resources, graphic design, industrial design, interior design, landscape architecture, or planning, or must be able to demonstrate equivalent standing. The degree is structured as a 54-semester-hour post-master's program, and not as an 84-semester-hour postbaccalaureate program. The following test scores are required: Graduate Record Examination (GRE) scores and Test of English as a Foreign Language (TOEFL) score of at least 600 (250 for the computer-based version) from applicants whose native language is not English. International applicants who are interested in receiving funding as Teaching Associates (TAs) must also submit a Test of Spoken English (TSE) score of at least 50.

Master of Architecture Degree. Admission as a graduate student to the Master of Architecture program is a two-part process and is granted only with the approval of both the Division of Graduate Studies and the School of Architecture and Landscape Architecture.

Regular admission to the Master of Architecture program is open to applicants who have completed a four-year Bachelor of Science degree with a major in Architectural Studies or similar preprofessional degree in Architecture. The degree must be granted by an institution with an NAAB-accredited degree program in Architecture.

Admission to the three-plus-year Master of Architecture program has similar two-part application procedures. This is an NAAB-accredited program designed for applicants with bachelor's degrees in fields unrelated to architecture. The program begins with a 10-week summer program followed by three academic years.

College of Architecture and Environmental Design Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Architecture	MArch	—	School of Architecture and Landscape Architecture
Building Design	MS	Design knowledge and computing, energy performance and climate-responsive architecture, or facilities development and management	School of Architecture and Landscape Architecture
Design	MSD	Graphic design, industrial design, or interior design	School of Design
Environmental Design and Planning ²	PhD	Design; history, theory, and criticism; or planning	College of Architecture and Environmental Design
Urban and Environmental Planning	MUEP	—	School of Planning

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² Doctoral courses for these interdisciplinary programs administered by the Tempe campus are also offered at the East campus.

Master of Science Degree in Building Design. Admission as a graduate student to the Master of Science degree in Building Design program is a two-part process and is granted only with the approval of both the ASU Division of Graduate Studies and the School of Architecture and Landscape Architecture.

Students with a previous NAAB-accredited professional degree in Architecture who wish to pursue advanced study and research should apply to the Master of Science degree in Building Design program.

Master of Urban and Environmental Planning Degree. Applicants must hold a baccalaureate degree. International applicants whose native language is not English must submit a TOEFL score.

Master of Science in Design Degree. Applicants must hold a baccalaureate degree in graphic design, industrial design, interior design, or a related design discipline. International applicants whose native language is not English must achieve a TOEFL score of 550 or above on the paper-based test or 213 or higher on the computer-based test.

SPECIAL PROGRAMS

A concurrent Master of Architecture/Master of Business Administration degree program is available. The School of Architecture and Landscape Architecture offers a foreign study abroad program. Also, a selective summer internship program places highly qualified students in nationally known American firms.

The Master of Urban and Environmental Planning program has special ties with the professional planning community and offers students considerable interaction with practitioners in the field, as well as experience in local planning offices and agencies.

All of the master's programs are interdisciplinary in focus and require or strongly recommend course work in other programs, departments, and colleges. Each program works with affiliated and associated faculty from other units within the college. Also, faculty from such areas as geography, engineering, public affairs, business, transportation, environmental studies, and fine arts collaborate with the faculty and graduate students of the college.

COLLEGE FACILITIES

With the opening of the award-winning expansion to the Architecture building in spring of 1989, the college consolidated its facilities into a single complex and more than doubled the space available for instruction, research, and service activities. Expanded facilities include the library, the shop, studios, faculty and administrative offices, and research facilities. Research and special project rooms include a high-bay research laboratory, community outreach and design research studios, and a materials resource center, as well as a solar instrumentation laboratory and a rooftop outdoor solar and day lighting testing area. The college is especially proud of its computer facilities and the faculty-graduate student computer research laboratory. There is a local area network that ties together faculty, studio, and library resources. Emphasis is on mini- and microcomputer modeling, simulation, and design applications (see "[Computing Facilities and Services](#)," page 33). Teaching and research activities are also supported by a media center with photography and video services and a slide and media library. Individual studio work space is available to graduate students, and the expansion features extensive jury, review, and display space.

The newly renovated Gallery of Design is one of eight university galleries and museums. It provides premium space for traveling exhibitions and exhibitions of student and faculty work.

Housed in the College of Architecture and Environmental Design/North building, the college's Design Library has a spacious and welcoming interior, with cherry wood furnishings. A branch of the University Libraries, the Architecture and Environmental Design (AED) Library provides access to books, periodicals, reference materials, and product catalogs. The collection includes approximately 35,000 volumes. There are also 150 current periodical subscriptions available. ASU Libraries provide access to numerous online databases, including the *Avery Index to Architectural Periodicals*.

Rare and unusual materials related to architecture and environmental design reside in the Special Collections area. Notable among these are the extensive collections of books and ephemera on Paolo Soleri and Frank Lloyd Wright.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

The rapidly growing Archival Drawings Collection is also part of the AED Library's Special Collections area. Included are the archival drawings and papers of several noteworthy architects, including Alfred N. Beadle, William P. Bruder, Blaine Drake, Albert Chase McArthur, Victor Olgyay, Paul Schweikher, Calvin Straub, Marcus Whiffen, and Martin Ray Young, Jr. The Archival Drawings Collection also contains documentation of the company town of Litchfield Park, the Rio Salado Project, the Phoenix Civic Plaza design competition, and the Metropolitan Canal Alliance.

ADVISING

Architecture. Students should consult the school's Web site at asu.edu/caed/sala/index.htm for general information about the programs and admission procedures. In addition, a graduate coordinator is available for professional advising. For more information, call 480/965-3536, or send e-mail to arch.grad@asu.edu. For information about the undergraduate program and for undergraduate advising, send e-mail to caed.advising@asu.edu.

Design. Preadmission information, advising, and continued support are provided by the director of the school and the graduate program coordinator. General information can be found on the school's Web site at www.asu.edu/caed/SOD. For additional information, call 480/965-4135, or send e-mail to designmsd@asu.edu.

Planning. Students should consult the school's Web site at www.asu.edu/caed/sop/index.htm for general information about the program and admission procedures. The school's student coordinator provides admission information, gen-

eral program information, and general advising. The school's director and MUEP program coordinator provide professional advising and continued support. For more information, call 480/965-7167, or access the school's Web site at www.asu.edu/caed.

ACCREDITATION

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The NAAB (www.naab.org), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes two types of degrees: the Bachelor of Architecture and the Master of Architecture. (A program may be granted a five-year, three-year, or two-year term of accreditation, depending on its degree of conformance with established educational standards.)

Master's degree programs may consist of a preprofessional undergraduate degree and a professional graduate degree, which, when earned sequentially, compose an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The Master of Architecture program at ASU is fully accredited by the NAAB. The Master of Architecture requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related preprofessional bachelor's degree. This professional degree is structured to educate those who aspire to registration/licensure as architects.



The College of Architecture and Environmental Design/North building

Tim Trumble photo

The School of Architecture and Landscape Architecture is a full member of the Association of Collegiate Schools of Architecture and the Architectural Research Centers Consortium.

The School of Planning is a full member of the Association of Collegiate Schools of Planning.

The Master of Urban and Environmental Planning and the Bachelor of Science in Planning programs are both accredited by the Planning Accreditation Board.

Architecture

Master's Program

asu.edu/caed/sala/index.htm

480/965-3536

AED 162

Max Underwood, Interim Director

Professors: Brooks, Bryan, Hoffman, McCoy, Meunier, Ozel, Reiter, Rotondi, Underhill, Underwood

Associate Professors: Ellin, Fish Ewan, Hartman, Loope, Petrucci, Spellman, Van Duzer, Zygas

Assistant Professors: Burnette, Ewan, Hejduk, Innes, Kobayashi, Lerum, Vekstein

The faculty in the School of Architecture and Landscape Architecture offer a professional program leading to the Master of Architecture degree and a research-based postprofessional graduate program leading to the MS degree in Building Design. See “[Master of Science in Building Design](#),” page 96, for information on this degree program.

The faculty in the school also participate in offering a PhD in Environmental Design and Planning. See “[Environmental Design and Planning](#),” page 103, for information on this degree program.

MASTER OF ARCHITECTURE

The Master of Architecture is the accredited professional degree program at ASU. There are two typical programs of study available: (1) a two-year program for applicants who have completed the four-year Bachelor of Science in Design (with a major in Architectural Studies) at ASU or an equivalent degree from another school that offers an accredited professional degree in architecture, and (2) a three-plus-year program for applicants with an undergraduate degree in a discipline or field other than architecture. Both programs promote broad areas of knowledge, professional skill, and a social awareness that the architect must command if architecture is to enhance contemporary life and remain an enduring and valid expression of society.

The program represents an attempt to develop the knowledge and skills necessary for graduates to achieve future

leadership roles in the professional practice of architecture and related environmental design fields.

It is the intention of the faculty that the programs also

1. ensure a basic level of educational experience sufficient to enter the practice of architecture after successfully completing state licensing requirements and examination,
2. encourage the student to develop proficiencies in specific areas compatible with individual interests and university instructional capabilities,
3. provide a breadth of understanding that will encourage and motivate the student to continue learning throughout a professional career, and
4. develop opportunities that combine instruction and research directed toward adding value to the built environment.

Elective foci currently offered in the program include energy-conscious design, computer applications, urban design, architectural history and theory, and architectural administration and management.

In the first year of the two-year program, graduate design studio projects focus on advanced comprehensive problems that require integration of the full range of knowledge and skills from students' undergraduate education. In the second year, students select design studios and undertake final design projects that complement their areas of interest. Courses in technology, history and theory, and architectural management are structured alongside the studio sequence.

The three-plus-year program begins with an intensive 10-week summer session introducing architecture and design fundamentals and continues with a preparatory year of architectural history, technology, and design. The final two years are similar to the two-year program described above. Students without work experience in architecture must also complete a summer internship between the first and second years.

Application Requirements. An applicant to the MARCH program must hold a baccalaureate or graduate degree from a college or university recognized by ASU and must meet the minimum GPA requirements as established by the Division of Graduate Studies.

In addition, all applicants are required to submit for review a design portfolio, GRE scores, a statement of intent, and letters of reference. Applicants are accepted on a space-available basis only. Students may be admitted to the two-year program *with deficiencies* if their previous course work is not equivalent to the ASU undergraduate requirements and standards.

Students intending to apply for admission to the professional program in architecture at the *graduate level* should apply to the program well in advance of the application deadline.

International applicants whose native language is not English must submit the official GRE scores as well as the TOEFL (with a minimum score of 600, or 250 for the computer-based exam).

Application Procedures. Applicants must submit separate application materials to the Division of Graduate Studies and the School of Architecture and Landscape Architecture.

School of Architecture and Landscape Architecture. In addition to the Division of Graduate Studies admission requirements, applicants must file all of the following admission materials with

MASTER OF ARCHITECTURE ADMISSIONS
COMMITTEE
SCHOOL OF ARCHITECTURE AND LANDSCAPE
ARCHITECTURE
ARIZONA STATE UNIVERSITY
PO BOX 871605
TEMPE AZ 85287-1605

1. *Statement of Intent.* A personal narrative (maximum 600 words or two pages typed) indicating the applicant's interest, previous academic and practical background, and personal and professional educational objectives must be submitted.
2. *Letters of Recommendation.* A minimum of three letters of recommendation in support of the applicant must be mailed directly to the Graduate Admissions Committee, School of Architecture and Landscape Architecture. The references should be from professionals or educators familiar with the applicant's experience and capability for graduate work. The letter of recommendation form can be downloaded from the Master of Architecture Web site at asu.edu/caed/sala/index.htm.
3. *Portfolio.* Candidates applying for the two-year Master of Architecture program are required to submit a portfolio. The portfolio must be no larger than 8.5" x 11" (image size). The admissions committee is interested in the quality of work submitted in the portfolio, and applicants are advised not to lavish expense on special or unusual packaging. Slides, original drawings, and loose (unbound) materials should not be submitted. The portfolio should include at least five projects with a range of complexity and with concise, explanatory statements for each project. Include the dates of execution; course, professor, or firm; objective or program summary; and most importantly, a brief self-analysis of the results. When any work is not completely original, the relevant sources must be given. When work is of a team nature, the applicant's role and contribution to the project should be clearly indicated. Applicants who have professional experience and wish to submit examples of professional work may do so. Of particular interest are projects in which the applicant has played a principal role in design. The portfolio is returned after final admission procedures, provided the applicant encloses a self-addressed return mailer with sufficient prepaid postage or if the applicant appears in person to claim the materials within one year of submission. Unclaimed portfolios are retained for one year only. The School of Architecture and Landscape Architecture assumes

no liability for materials lost or damaged during shipment or handling.

4. *Creative Work.* Candidates applying for the three-plus-year Master of Architecture program must also provide a portfolio of work as described in paragraph three above. It is recognized that candidates to this program may not have work related to architecture. Therefore, the portfolio should include other forms of creative work such as drawings, designs, paintings, photography, writing, craft, and construction. The work presented may be from vocational, avocational, or academic sources.

Because of space limitations, not all qualified applicants can be accommodated and the admission process is necessarily selective.

Students should indicate for which program of study they are applying. Those with a four-year degree equivalent to the BSD in Architectural Studies should apply for the two-year program. Those with an undergraduate degree that is not part of an accredited program in architecture should apply for the three-plus-year program. Students who are uncertain about which program suits them should contact the senior academic advisor for determination of appropriate application. Applicants are required to write their names in a clear and consistent manner on all materials submitted, preferably in the "family name, first name" format (e.g. Smith, John).

Students with a previous professional degree in architecture (five or six years) who wish to pursue advanced study in climate responsive architecture, building energy performance, computer-aided design, energy simulation and analysis, and facilities development and management should apply to the Master of Science in Building Design program. See "[Master of Science in Building Design](#)," page 96.

Application Deadline. Priority consideration is given to completed applications received on or before December 31. Students are not admitted to the two-year Master of Architecture program at any time other than the beginning of the fall semester. Students are not admitted to the three-plus-year Master of Architecture program at any time other than the beginning of the first summer session. The school does not allow deferrals.

Personal Interview. A personal interview is not required. However, a candidate wishing to visit the school is welcome and should make arrangements by contacting the graduate coordinator in the School of Architecture and Landscape Architecture.

Requirements for the Two-Year Program. The two-year graduate program requires a minimum of 56 semester hours of approved courses and electives and a comprehensive examination. For most students, this program involves an average of 14 semester hours per semester. An internship may be offered as an elective to be taken in the summer before the final year of study. The internship is an honors program individually arranged and approved by the Master of Architecture Committee.

Students who can adequately demonstrate competence through experience or previous academic course work for

any of the specific requirements outlined below are encouraged to petition the graduate coordinator for a course substitution.

Typical Program of Study

First Year

Fall

ADE 521 Advanced Architectural Studio I.....	5
APH 505 Foundation Theory Seminar.....	3
ATE 553 Building Systems III.....	3
ATE 563 Building Structures III.....	3
Total	14

Spring

ADE 522 Advanced Architectural Studio II	5
APH 515 Current Issues and Topics	3
ATE 556 Building Development	3
CAED Professional elective.....	3
Total	14

Second Year

Fall

AAD 551 Architectural Management I.....	3
ADE 621 Advanced Architectural Studio III.....	5
CAED Professional elective.....	6
Total	14

Spring

AAD 552 Architectural Management II.....	3
ADE 622 Advanced Architectural Studio IV.....	5
Approved elective	3
CAED Professional elective.....	3
Total	14

Master of Architecture total	56
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Requirements for the Three-Plus-Year Program. The three-plus-year graduate program requires a minimum of 99 semester hours of approved courses and electives and a comprehensive examination. For most students, this program involves 12 semester hours in the first summer and 14 to 15 semester hours in each of the subsequent six semesters. A summer internship is required after the first full year of study. A second internship may be offered as an elective to be taken in the summer before the final year of study. The second internship is an honors program individually arranged and approved by the Master of Architecture Committee.

Students who can adequately demonstrate competence through experience or previous academic course work for any of the specific requirements outlined below are encouraged to petition the graduate coordinator for a course substitution.

Typical Program of Study

First Year

Summer

ADE 510 Foundation Architectural Studio.....	6
APH 200 Introduction to Architecture.....	3
APH 509 Foundation Seminar.....	3
Total	12

Fall

ADE 511 Core Architectural Studio I.....	6
APH 313 History of Architecture I.....	3
ATE 361 Building Structures I.....	3
ATE 451 Building Systems I.....	3
Total	15

Spring

ADE 512 Core Architectural Studio II.....	6
APH 314 History of Western Architecture II.....	3
ATE 452 Building Systems II.....	3
ATE 462 Building Structures II.....	3
Total	15

Summer

ARP 584 Clinical Internship.....	1
Total	1

Second Year

Fall

ADE 521 Advanced Architectural Studio I.....	5
APH 505 Foundation Theory Seminar.....	3
ATE 553 Building Systems III.....	3
ATE 563 Building Structures III.....	3
Total	14

Spring

ADE 522 Advanced Architectural Studio II	5
APH 515 Current Issues and Topics	3
ATE 556 Building Development	3
CAED Professional elective*.....	3
Total	14

Third Year

Fall

AAD 551 Architectural Management I.....	3
ADE 621 Advanced Architectural Studio III.....	5
CAED Professional electives*	6
Total	14

Spring

AAD 552 Architectural Management II.....	3
ADE 622 Advanced Architectural Studio IV.....	5
Approved elective	3
CAED Professional elective*.....	3
Total	14

Total hours in program.....	99
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* At least one professional elective must be a CAD course or be taken in the area of computers, if the student cannot demonstrate CAD skills.

Comprehensive Examination. The faculty require that all students pass an oral comprehensive examination based, in part, on a defense of their final design project in ADE 622. Each student is required to undertake an independent design project in ADE 622, based on an approved proposal completed the previous semester in ANP 681. Examiners typically include members of the Architecture faculty and may include distinguished practitioners not on the faculty.

MArch/MBA Concurrent Degree Program. A Master of Architecture/Master of Business Administration concurrent

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

degree program is offered through cooperative arrangement between the faculty of the School of Architecture and Landscape Architecture and the W. P. Carey School of Business. It is intended for students who wish to obtain comprehensive business knowledge to complement their design education. Through this program, adequately prepared students can obtain both degrees in approximately three years of study if pursuing the two-year MArch program and four and a half years if pursuing the three-plus-year program.

The dual degree program requires a minimum of 92 graduate semester hours to complete. Students must begin the program in the School of Architecture and Landscape Architecture and finish in the W. P. Carey School of Business and must follow admission requirements for each program.

Admission to the MArch program does not guarantee admission to the MBA program. In addition, a student needs to complete the degree requirements for the MArch before beginning study in the MBA program.

MASTER OF SCIENCE IN BUILDING DESIGN

The Master of Science in Building Design program is dedicated to the development of new knowledge useful to the arts and sciences of building design, and the integration of that knowledge into the building design process.

The Master of Science degree is an advanced post-professional degree for applicants who have completed an accredited professional degree program in architecture (a five-year B.Arch. or six-year MArch degree). The MS in Building Science is not accredited, and therefore it is not intended to serve as a first professional degree in architecture. The program is structured to educate a new generation of scholars and practitioners who will bring appropriate technology and management techniques to the building and rebuilding of humane and supportable environments. Students who are interested in pursuing further academic studies are encouraged to apply to the interdisciplinary PhD program in Environmental Design and Planning offered by the college after completion of the MS program.

Concentrations are available in design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management. The program provides advanced study at the post-professional level for architects. The goal of the program is to develop knowledge useful to the arts and sciences of building design and the integration of that knowledge into the design process. Within this context, the program emphasizes: (1) the ecological importance of energy-conscious design and construction, as well as the high social value placed on buildings in which natural forces and systems are utilized rather than suppressed, and (2) the development of research, information systems, and management processes suited to the planning and design of complex buildings in urban settings.

The curriculum for each concentration includes a research methods core, required courses, and in some cases, additional elective course work as approved and directed by the supervisory committee. Typically a student needs at least four semesters of course work and work on their thesis to successfully complete this degree program.

It is recommended that applicants have at least one year of professional employment or comparable field/research experience in building design in addition to their academic experiences.

Application Requirements. An applicant to the MS in Building Design program must hold a previous NAAB (National Architectural Accrediting Board) accredited professional degree in architecture from a college or university recognized by ASU and must meet the minimum GPA requirements as established by the Division of Graduate Studies.

In addition, all applicants are required to submit for review a design portfolio, GRE scores, a statement of intent, and letters of reference. Applicants are accepted on a space-available basis only. Students intending to apply for admission to the post-professional program in architecture at the graduate level should apply to the program well in advance of the application deadline.

International applicants whose native language is not English must submit the official GRE scores as well as the TOEFL (with a minimum score of 600, or 250 for the computer-based exam). International students should apply to the program at least one year before the date they plan to begin study.

Application Procedures. Applicants must submit separate application materials to the Division of Graduate Studies and the School of Architecture and Landscape Architecture.

Application Deadline. Priority consideration is given to completed applications received on or before December 31. Applications for admission received after December 31 are considered only for remaining vacancies and "alternate" placement.

School of Architecture. In addition to the Division of Graduate Studies admission requirements, applicants must file all of the following admission materials with

MASTER OF SCIENCE IN BUILDING DESIGN
ADMISSIONS COMMITTEE
SCHOOL OF ARCHITECTURE AND LANDSCAPE
ARCHITECTURE
ARIZONA STATE UNIVERSITY
PO BOX 871605
TEMPE AZ 85287-1605

Statement of Intent. A personal narrative (maximum 600 words or two pages typed) indicating the applicant's interest, previous academic and practical background, and personal and professional educational objectives must be submitted.

Letters of Recommendation. A minimum of three letters of recommendation in support of the applicant must be mailed directly to the Master of Science in Building Design Admissions Committee, School of Architecture and Landscape Architecture. The references should be from professionals or educators familiar with the applicant's experience and capability for graduate work. The letter of recommendation form can be downloaded from the School of Architecture and Landscape Architecture Web site at asu.edu/caed/sala/index.htm.

Portfolio. Applicants must submit a portfolio documenting projects, papers, creative endeavors, and, if appropriate, work experience (maximum size 9" x 12").

The portfolio is returned after final admission procedures, *provided* the applicant encloses a self-addressed return mailer with sufficient prepaid postage, or if the applicant appears in person to claim the materials within one year of submission. Unclaimed portfolios are retained for only one year. The School of Architecture and Landscape Architecture assumes no liability for lost or damaged materials. Applicants are required to write their names in a clear and consistent manner on all materials submitted, preferably in the "family name, first name" format (e.g., Smith, John).

Research/Teaching Statement. Students wishing to be considered for teaching or research assistantships must submit the *application for graduate assistant* form with their application materials. International students who wish to be considered for a teaching assistantship and whose native language is not English are required to pass the Test of Spoken English administered by the American English and Culture Program at ASU.

Program of Study. The program requires a minimum of 30 semester hours of approved course work at the advanced level, including six hours of thesis credit.

The MS degree in Building Design is based on concepts of research and decision making emphasized by the College of Architecture and Environmental Design.

Students admitted to the program are required to take a research methods core, certain courses in their area of concentration, additional elective course work as approved and directed by the supervisory committee, and write and defend a thesis. While the minimum requirement is 30 semester hours, most students require at least four semesters of course work and work on their thesis to successfully complete this degree program.

The concentrations include the following: design knowledge and computing, energy performance and climate-responsive architecture, and facilities development and management.

The *design knowledge and computing* concentration addresses computer-aided design methods and techniques and their application to problem-solving issues in the built environment. The goal of the program is to provide a fundamental understanding of computational issues and methods in architectural design and to explore critically the application and potential of these techniques in practice. Topics studied include computer graphics and geometric modeling, simulation and analysis, Web development and programming, knowledge-based and object-oriented systems, databases, and comprehensive computer-aided design and information management systems.

Design Knowledge and Computing Concentration

Research/thesis.....	11
Area of concentration requirements.....	13
Approved electives.....	6
Total minimum semester hours required.....	30

In climate-responsive architecture, a student applies the principles of "bioclimatic" building design in a studio setting to maximize the use of renewable energy resources in

particular locations and building programs. In analysis of building energy performance, a student applies physical and economic analysis, computer simulation, and/or measurement as tools in determining component or whole-building performance relative to energy, climate, and cost-efficiency.

The *energy performance and climate-responsive architecture* concentration educates students to become experts in energy-efficient design and technology. The program is concerned with the relationships between climate and site, thermal and visual comfort, and energy demand and consumption.

Energy Performance and Climate-Responsive Architecture Concentration

Research/thesis.....	6
Area of concentration requirements.....	24
Total minimum semester hours required.....	30

The *facilities development and management* concentration is concerned with decision-making processes in building (real estate) development and firm management. The goal of the program is the advancement of knowledge in managerial theory, knowledge structures, risk/benefit analysis, marketplace dynamics, and their relationship to building development, and firm management. This concentration addresses the following topics: spatial decision models, building development models and processes, financing and the economic return of facilities, market structure, market strategy, pricing, costs, design automation, group decision making, team building, architectural programming, post-occupancy evaluation, value-based design, and financial management models. The program benefits from ties to various professional groups concerned with real estate development and facilities management, as well as interdisciplinary ties to the W. P. Carey School of Business and the Del E. Webb School of Construction.

The facilities development and management core course requirements (six semester hours) consist of courses taken in the architectural administration and management sequence of the program, which have the AAD prefix.

Facilities Development and Management Concentration

Research/thesis.....	12
Area of concentration requirements.....	6
Approved electives.....	12
Total minimum semester hours required.....	30

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required. Each candidate devotes research effort of six semester hours of thesis/research credit in preparation of a thesis. The thesis must conform to school policies and meet Division of Graduate Studies format requirements.

Final Examination. A final oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

Faculty in the School of Architecture and Landscape Architecture are engaged in a wide variety of research, scholarship, and creative activity. Faculty research includes issues of history and theory, computing and design

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

knowledge, building tectonics, urban design, design theory, and climate-responsive design, simulation and technology. For more information on the current research interests of the faculty, access the school's Web site at asu.edu/caed/sala/index.htm.

ARCHITECTURE COURSES

Courses offered by the faculty of the School of Architecture and Landscape Architecture are categorized in the following instructional areas.

Architectural Administration and Management (AAD). AAD courses investigate the organization and managerial aspects of contemporary architectural practice. These studies examine the overall processes relative to management coordination, administration procedures, ethics, legal constraints, and the financial controls and measures of contemporary architectural practice.

Architectural Design and Technology Studios (ADE). ADE encourages synthesis of the knowledge and understanding the student has gained from previous and parallel course work, and from other sources, toward the comprehensive design of architectural projects. The laboratories integrate the needs, limitations, and determinants of design problems while applying analytical methods and technical skills in seeking and comparing alternative solutions for assigned problems.

Environmental Analysis and Programming (ANP). ANP develops capabilities to analyze and program environmental and human factors as preconditions for architectural design. These studies are concerned with the existing and emerging methods used by the profession to evaluate and analyze. A variety of courses on computer utilization is included in this area.

Architectural Philosophy and History (APH). APH develops an understanding of architecture as both a determinant and a consequence of humankind's culture, technology, needs, and behavior in the past and present. These studies are concerned with the rationale for the methods and results of design and construction.

Architecture Professional Studies (ARP). ARP provides students with residency and off-campus opportunities and educational experience in group and individual studies relative to specific student interests and faculty expertise.

The program also offers several opportunities to study abroad. In addition, various required and optional field trips are undertaken in course work. (Supplemental fees are assessed for these offerings.)

Architectural Technology (ATE). ATE develops knowledge of the technical determinants, resources, and processes of architecture. These studies are concerned primarily with the science and technology of design and construction, including materials, structural systems, construction systems, environmental control systems, active and passive solar systems, and acoustics and lighting.

ARCHITECTURAL ADMINISTRATION AND MANAGEMENT (AAD)

AAD 494 Special Topics. (1–4)
selected semesters

AAD 551 Architectural Management I. (3)

fall
Design delivery, coordination of construction documents, cost estimating, bidding and negotiations, construction observation, and post construction services. Lecture, discussion, case studies. Prerequisite: graduate-level standing. Corequisites: ADE 621; ANP 681.

AAD 552 Architectural Management II. (3)

spring
Organizational, human performance, and market influences on architecture firms and projects. Readings, case studies, and analysis of managerial problems and solutions. Lecture, discussion. Prerequisite with a grade of "C" (2.00) or higher: AAD 551. Corequisite: ADE 622.

AAD 555 Architect as Developer. (3)

once a year
Development building, real estate, construction funding, land acquisition, and the sources for capital. Prerequisite: instructor approval.

AAD 598 Special Topics. (1–4)

selected semesters

AAD 599 Thesis. (1–12)

fall or spring
Fee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "**Omnibus Courses**," page 56.

ARCHITECTURAL DESIGN AND TECHNOLOGY STUDIOS (ADE)

ADE 510 Foundation Architectural Studio. (6)

summer
Fundamentals of architectural design, methodology, visualization, and representation. Lecture, studio, field trips. Fee. Prerequisite: admission to Master of Architecture degree program. Corequisite: APH 509.

ADE 511 Core Architectural Studio I. (6)

fall
Applies design fundamentals in architectural problems, including construction, technology, programmatic and environmental determinants. Lecture, studio, field trips. Fee. Prerequisite with a grade of "C" (2.00) or higher: ADE 510.

ADE 512 Core Architectural Studio II. (6)

spring
Applies architectural design fundamentals to increasingly complex problems, including specific sites and activities. Lecture, studio, field trips. Fee. Prerequisite with a grade of "C" (2.00) or higher: ADE 511.

ADE 521 Advanced Architectural Studio I. (5)

fall
Design problems emphasizing theory, aesthetics, and tectonics as influences on architectural form. Lecture, studio, field trips. Fee. Prerequisite: admission to Master of Architecture degree program. Corequisite: APH 505.

ADE 522 Advanced Architectural Studio II. (5)

spring
Design problems emphasizing the comprehensive integration of building systems and technologies as influences on architectural form. Lecture, studio, field trips. Fee. Prerequisite with a grade of "C" (2.00) or higher: ADE 521. Corequisites: APH 515; ATE 556.

ADE 621 Advanced Architectural Studio III. (5)

fall
Design problems emphasizing the urban context, planning issues, and urban design theory as influences on architectural form. Lecture, studio, field trips. Fee. Prerequisite with a grade of "C" (2.00) or higher: ADE 522. Corequisite: AAD 551.

ADE 622 Advanced Architectural Studio IV. (5)

spring
Individual, student-initiated project reflecting a culminating synthesis of architectural ideas. Studio. Fee. Prerequisite with a grade of "C" (2.00) or higher: ADE 621. Corequisite: AAD 552.

ADE 661 Bioclimatic Design Studio. (6)

once a year
Sustainable architectural and site synthesis at a variety of scales emphasizing bioclimatic criteria and the use of passive and low-energy systems. Prerequisite: admission to graduate program.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "**Omnibus Courses**," page 56.

ENVIRONMENTAL ANALYSIS AND PROGRAMMING (ANP)

ANP 494 Special Topics. (1–4)

fall, spring, summer

ANP 500 Research Methods. (1–12)

fall

Fee. Prerequisite: admission to graduate program. Corequisite: ANP 561.

ANP 530 Computer Graphics in Architecture. (3)

spring

Fundamentals of computer graphics programming in architecture, including graphics hardware, device-independent packages, 2- and 3-D transformations, and data structures. 2 hours lecture, 3 hours lab. Prerequisite: instructor approval. Corequisite: ANP 563.

ANP 561 Architectural Information Processing Systems. (3)

fall

Applies information processing systems to architectural problems. Analyzes computing tools with respect to assumptions and theories. Lecture, lab. Prerequisite: admission to graduate program. Corequisite: ANP 500.

ANP 563 Methods in Architectural Design Computation. (3)

spring

Concepts and models for research in computer-aided architectural design with an emphasis on computational methods and a system framework. Discussion, lab. Prerequisite: ANP 500 or instructor approval. Corequisite: ANP 530.

ANP 590 RC: Computer Programming and Architecture. (1–12)

fall

ANP 598 Special Topics. (1–4)

fall or spring

ANP 599 Thesis. (1–12)

fall or spring

Fee.

ANP 681 Project Development. (3)

fall

Defines and elaborates on major ideas for implementation in ADE 622 in relation to contemporary theory and practice. Seminar.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

ARCHITECTURAL PHILOSOPHY AND HISTORY (APH)

APH 494 Special Topics. (1–4)

once a year

APH 505 Foundation Theory Seminar. (3)

fall

Foundation of conceptual architectural inquiry, stressing the reciprocal and interdependent relationship between design and theory. Lecture, seminar. Corequisite: ADE 521.

APH 509 Foundation Seminar. (3)

summer

Historical, technical, theoretical, environmental, and professional issues in architecture. Lecture, seminar, field trips. Corequisite: ADE 510.

APH 511 Energy Environment Theory. (3)

fall

Solar and other energy sources in designed and natural environments; architectural, urban, and regional implications of strategies using other renewable resources.

APH 515 Current Issues and Topics. (3)

spring

Critical examination of current architectural issues, topics, and discourse. Prerequisite with a grade of "C" (2.00) or higher: APH 505. Corequisites: ADE 522; ATE 556.

APH 581 Contemporary Urban Design. (3)

spring

Explores contemporary city and urban design issues related to contemporary cities. Seminar, lecture, discussion.

APH 598 Special Topics. (1–4)

fall or spring

APH 683 Critical Regionalism. (3)

spring

Critical inquiry in cultural grounding; the definition of place in architectural theory and practice. Lecture, field studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

ARCHITECTURE PROFESSIONAL STUDIES (ARP)

ARP 584 Clinical Internship. (1)

fall

Structured practical experience following a contract or plan, supervised by faculty and practitioners. Prerequisite: admission to graduate program.

ARP 684 Professional Internship. (2–6)

fall

Field experience in an architectural firm specializing in an area directly related to the student's advanced study. Integrates theory and state-of-the-art practices. Credit/no credit. Prerequisite: admission to graduate program.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

ARCHITECTURAL TECHNOLOGY (ATE)

ATE 494 Special Topics. (1–4)

selected semesters

ATE 521 Building Environmental Science. (3)

fall

Scientific principles relating to comfort and environmental control. Heat and moisture transfer. Solar/natural energies for heating, cooling, and lighting. Lecture, lab. Prerequisite: admission to graduate program.

ATE 550 Passive Heating and Cooling. (3)

fall

Theory, analysis, and application of passive and low-energy systems in order to maximize comfort and minimize energy consumption in buildings. Lecture, lab. Prerequisite: admission to graduate program.

ATE 553 Building Systems III. (3)

fall

Design and integration of building systems, including mechanical, electrical, plumbing, security, communications, fire protection, and transportation. Prerequisite: admission to Master of Architecture program.

ATE 556 Building Development. (3)

spring

Comprehensive design development through the understanding and integration of building materials and systems. Lecture, seminar. Prerequisite: admission to graduate program. Corequisites: ADE 522; APH 515.

ATE 557 Construction Documents. (3)

selected semesters

Production of architectural working drawings; legal status, organization, layout, site survey plans, sections, elevations, details, schedules, and coordination. Lecture, lab. Prerequisite: admission to upper division or graduate program.

ATE 560 Building Energy Analysis. (3)

selected semesters

Computer simulation of building thermal behavior. Software review. Detailed study of selected simulation models using case study projects. Lab. Prerequisite: ANP 475.

ATE 562 Experimental Evaluation. (3)

fall

Instrumentation, measurement and computational techniques for analysis of building components, and assessment of thermal and luminous performance. Fee.

ATE 563 Building Structures III. (3)

fall

Analysis, design, and detailing of steel buildings and frames. Lateral analysis of small rigid and braced frame systems. Lecture, lab. Prerequisites: ATE 462 (or its equivalent); admission to graduate program.

ATE 564 Advanced Structures: Concrete. (3)

selected semesters

Analysis, design, and detailing of concrete systems, considering continuity, multistory frames and shear walls, and lateral analysis. Computer application. Prerequisite: ATE 563 or instructor approval.

ATE 582 Environmental Control Systems. (3)

spring

Heating, ventilation, and air-conditioning systems. Loads, psychrometrics, refrigeration cycle, air/water distribution, controls, energy performance standards, and utility rates. 2 hours lecture, 3 hours lab, field trips. Prerequisite: ATE 451 or 521.

ATE 599 Thesis. (1–12)

fall or spring

Fee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

ARCHITECTURAL COMMUNICATION (AVC)

AVC 494 Special Topics. (1–4)

once a year

AVC 598 Special Topics. (1–4)

fall or spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Building Design

See “[Master of Science in Building Design](#),” page 96.

Design

Master’s Program

www.asu.edu/caed/SOD

480/965-4135

AED 154

Dr. Jacques Giard, Director

Professors: Brandt, Giard

Associate Professors: Bernardi, Cutler, Johnson, McDermott, Patel, Sanft, Witt

Assistant Professors: Bender, Boradkar, Brungart, Herring, McCoy, Schoenhoff, Shin, Thibeau Catsis

Clinical Associate Professor: Weed

The faculty in the School of Design, College of Architecture and Environmental Design, offer a postprofessional research degree program leading to the Master of Science in Design degree with concentrations in graphic design, industrial design, and interior design. Course offerings focus on such areas as facilities planning and management in design; human factors in design; methodology, theory, and criticism in design; and visual communication design.

The faculty in the school also participate in offering the PhD in Environmental Design and Planning program. See “[Environmental Design and Planning](#),” page 103, for information on this interdisciplinary, collegewide PhD degree program.

Program Goals

The Master of Science in Design (MSD) degree prepares students for leadership positions in industry, research, and teaching. The program has four goals:

1. to provide graduate education for students who have a baccalaureate degree in Graphic Design, Industrial Design, Interior Design, or a related design discipline;
2. to provide the opportunity for the development of specialized research and design skills to support the graphic design, industrial design, and interior design professions;
3. to provide the opportunity for professionals to gain the necessary research and design skills for academic careers; and
4. to develop critical skills which enable the graduates to contribute to the literature of design through articles, essays, books, and participation in conferences.

RESEARCH ACTIVITY

Research is an integral component of the MSD program. Research interests of the School of Design faculty include design history, theory, and criticism; ambient environment; human factors and ergonomics; human behavior in the work environment; gender issues in design; leadership; cultural analysis; design methodologies and pedagogies; decision making and creativity; user-centered business and design innovation; ethnography in design; interactive learning experiences; and technology in education. For more information about School of Design faculty research, access the school’s Web site at www.asu.edu/caed/sod.

CONCENTRATIONS

The Master of Science in Design (MSD) degree has three concentrations: graphic design, industrial design, and interior design.

Graphic Design Concentration

The graphic design concentration is for individuals interested in advanced studies in visual language, history, theory, criticism, methodology, design processes, and technology. This program develops an understanding of contemporary graphic design issues through specialized research and design skills.

Industrial Design Concentration

The industrial design concentration is for individuals interested in advanced studies in human factors, history, theory, criticism and methodology, design processes, and technology. This program develops an understanding of contemporary industrial design issues through specialized research and design skills. It also prepares the graduate student for a career in industrial design education.

Interior Design Concentration

The interior design concentration is for individuals interested in advanced studies in facilities planning and management, or history, theory, criticism and methodology. This program develops an understanding of contemporary interior design issues through specialized research and design skills. It also prepares the graduate student for a career in interior design education.

Areas of Study

The Master of Science in Design degree program offers four areas of study.

Methodology, Theory, and Criticism in Design. Courses in this area of study address: selected design methodologies that stimulate creativity; methodologies for critical analysis; methodologies that lead to development of or application of theories and philosophies; the historical origins of theories and philosophies that form the basis of contemporary design; the implication of theory in design knowledge and its discourse; strategies for recognizing and interpreting emerging design issues and trends; the evolution of the literature of design criticism; definition of design criticism; the qualifications of design critics' application of theories or philosophies in making judgments; and qualities constituting effective critical writing. Applications include design research, design education, design marketing and production decision, and design criticism.

Facilities Planning and Management in Design. This area of study focuses on the coordination of the work place, equipment, and visual (graphic) environment with the people and organizational structure of the institution. The intent is to combine programming and management practices with current professional and technical expertise to provide humane and effective work environments. Facility-related responsibilities to support this concentration cluster into eight functional units: programming; facilities analysis; space management; interior planning and design; human factors; interior codes; public welfare and safety; and interior installation.

Human Factors in Design. This area of study identifies the problems, establishes the strategies, and develops the design solutions needed for issues surrounding the human/product interface. The human/product interface focus applies systems (such as interactive design) and environments (such as museum and exhibition design). Special emphasis is placed on the relationship between human and test performance factors. Emphases include qualities of function; methods of forming organizational relationships; factors of environmental control systems (acoustics and illumination, way-finding, etc.); and human factors in graphic, product, and interior design. Subject matter also includes the design of equipment, machines, and spaces; ergonomics and forms of ergonomic documentation; and analysis of relationships between spaces, objects, and people as simulated through computer animation, imaging, and traditional modeling techniques.

Visual Communication Design. This area of study emphasizes the production and analysis of visual language systems

in context. Students study the effects of visual media in society and investigate ways of employing that media to communicate information with increasing sophistication. Critical to this process is the development of ideas and approaches independent of commercial and technological trends. Research and applied projects require innovative thinking, writing, and form giving that consciously integrate knowledge of aesthetics, perception, human factors, and technology. Other areas of study, particularly those within the arts and social sciences, often inform research and applied projects. The teaching content of this area is tailored to the needs of the individual applicant; however, students may be invited to work with faculty on current research projects.

Admission Requirements. Applicants must hold a baccalaureate degree in Graphic Design, Industrial Design, Interior Design, or a related design discipline to participate in this degree program. In addition to completing the general requirements for admission to the Division of Graduate Studies, applicants must also submit the following materials to

SCHOOL OF DESIGN
COLLEGE OF ARCHITECTURE AND
ENVIRONMENTAL DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 872105
TEMPE AZ 85287-2105

1. An unofficial copy of all transcripts (A 3.00 or higher baccalaureate GPA is required for application).
2. An unofficial copy of TOEFL score (A minimum TOEFL score of 550 on paper-based test or 213 on computer-based test is required of international students whose native language is not English).
3. A mandatory statement of intent form (available at www.asu.edu/caed/SOD/design/PROGRAMS/Forms.htm), on which the applicant
 - a. specifies an intended concentration: graphic design, industrial design, or interior design.
 - b. specifies an area of study: facilities planning and management in design; human factors in design; methodology, theory, and criticism in design; or visual communication design.
 - c. discusses a proposed research topic. What will be the research focus? Why is this research important to the applicant, the design community, and the general population?
 - d. specifies his or her proposed mentor for intended research. Faculty biographies can be found on the Web site at www.asu.edu/caed/SOD.
 - e. discusses personal academic background and professional experience that has prepared the applicant for or will support proposed research topic.
4. Three letters of recommendation from persons qualified to comment on the applicant's potential in the selected concentration.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

5. An application for Graduate Research/Teaching Assistantship from applicants wishing to be considered for teaching or research assistantships (international students who wish to be considered for a teaching assistantship are required to pass the Test of Spoken English or the SPEAK test administered by the American English and Culture Program at ASU).
6. An 8.5" x 11" portfolio documenting research and imaginative projects that support the intended concentration.
7. A current résumé or curriculum vitae.

The portfolio is returned after final admission procedures, provided sufficient prepaid postage is enclosed, or if the materials are claimed in person within one year of submission. Unclaimed portfolios are retained for only one year. The School of Design assumes no liability for lost or damaged materials.

Admission to the MSD program is selective. The School of Design does not defer admission.

Application Deadlines. All application materials must be received on or before January 15 for fall semester consideration. The School of Design does not admit students in the spring.



The College of Architecture and Environmental Design offers five graduate degree programs.

Tim Trumble photo

Applications for assistantships and scholarships are considered at the same time.

Selection Procedures. The School of Design faculty evaluate the applications and supporting materials and recommend to the Division of Graduate Studies whether the applicant should be granted admission or if admission should be denied. The School of Design informs successful applicants of the procedures for enrollment.

Program of Study. The MSD program of study consists of 36 semester hours of course work at the 500-level or above with the following distribution:

DSC 580 Practicum: Methods of Teaching Design	3
Approved courses in the concentration/area of study	9–15
Approved electives outside the school	6–12
Approved research methods courses	6–9
Thesis or Applied Project	6
Total minimum semester hours required	36

Foreign Language Requirements. None.

Practicum. All students in the program must enroll in a three-hour teaching practicum (DSC 580) that focuses on the problems and issues surrounding studio, lecture, and seminar instruction. Emphasis is on the techniques of criticism and individual and group studio teaching.

Thesis or Applied Project. For students choosing the thesis option, six semester hours of DSC 599 Thesis apply toward the thesis. Guidelines in the *Format Manual* must be followed. For students choosing the applied project option, six hours of DSC 593 Applied Project apply.

Final Examination. A final examination in defense of the thesis or applied project is required for all students in the MSD program.

Web Addresses

Information about the program in Design, and the College of Architecture and Environmental Design in general, may be found on the Web site at asu.edu/caed. E-mail inquiries or requests should be sent to designmsd@asu.edu.

Facilities

The College of Architecture and Environmental Design maintains a high-bay research facility, a transdisciplinary product development laboratory (InnovationSpace), an extensive shop facility, a human factors laboratory, as well as a state-of-the-art material resource center. The college's Research and Service Foundation provides facilities for basic research and community service activities in energy technology, design, and planning.

DESIGN (DSC)

DSC 440 Finding Purpose. (3)

fall and spring

Career orientation in the creative professions, including value clarification, decision making, lifestyle planning, goal setting, and expression of individual talents.

DSC 500 Research Methods. (1–12)

selected semesters

Selection of research problems, analysis of literature, individual investigations, preparing reports, proposal and grant writing. Fee.

DSC 501 Qualitative Research in Design. (3)

spring

Theory and application of qualitative research. Emphasizes using ethnography to identify and specify innovative concepts and strategies. Prerequisites: graduate standing or instructor approval.

DSC 520 Contemporary Design Issues. (3)

selected semesters

Projected applications in design production, planning, and decision-making processes. Lecture, seminar. Prerequisites: INT 310 and 311 (or their equivalents).

DSC 525 Design Methodologies. (3)

fall

Practical exercises and studies in problem-solving strategies; problem definition and supporting theory for the designer. Lecture, seminar, lab. Fee. Prerequisite: senior or graduate standing.

DSC 526 Visiting Designers. (3)

fall

Series of workshops (three per semester) in which students work closely with professionals and scholars in design and related disciplines. Discussion, field trips, 2 full days of workshop, half-day open critique, public lecture. Prerequisite: graduate standing or instructor approval.

DSC 527 Contemporary Design Theory. (3)

spring

Aesthetic, political, economic, and social theories that have shaped modern design; theory as the basis for design philosophies. Lecture, seminar. Prerequisite: DSC 525 (or its equivalent).

DSC 529 Design Criticism. (3)

fall

Critical methods applied to design as material culture and human expression; evaluation of achievement versus intention. Lecture, seminar. Prerequisite: DSC 527 (or its equivalent).

DSC 544 Human Factors Systems and Documentation. (3)

fall

Advanced topics associated with theory and methods of human factors in design. Individual projects stressing problem organization, evaluation, and documentation. Lecture, seminar, lab. Prerequisite: DSC 344 (or its equivalent).

DSC 558 Daylighting. (3)

selected semesters

Daylighting as a design determinant; concepts, techniques, methodology, experiments, and case studies. Lecture, studio. Prerequisite: senior or graduate standing.

DSC 561 Methods in Visual Communication I. (3)

fall

Introduction to methodology in visual communication. Studio. Prerequisite: graduate standing or instructor approval.

DSC 563 Thesis Document Design. (3)

spring

Emphasizes the construction of the final thesis document as a visual communication object and/or medium. Studio. Prerequisite: graduate standing or instructor approval.

DSC 580 Practicum: Methods of Teaching Design. (3)

selected semesters

Background and development of design education theories. Concepts of studio teaching methods. Comprehensive student project development and evaluation methods. Prerequisite: graduate standing.

DSC 581 Internship in Teaching Design. (3)

fall

Develop assignments, conduct critiques, structure dialogue, make presentations, and assist in the instruction of studio and lecture courses. Studio. Prerequisite: graduate standing or instructor approval.

DSC 592 Research. (1–12)

selected semesters

DSC 593 Applied Project. (1–12)

selected semesters

Fee.

DSC 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Facilities Planning I
- Facilities Planning II
- Fee.
- Internship in Teaching Design
- Methods in Visual Communication I
- Methods in Visual Communication II
- Thesis Document Design
- Visiting Designers

DSC 599 Thesis. (1–12)

selected semesters

Fee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Environmental Design and Planning

Interdisciplinary Doctoral Program

www.asu.edu/caed/PHD

480/965-4620

ARCH 137

K. David Pijawka, Director, Executive Committee

Applied Biological Sciences (East campus)

Professors: Brady, Brock, Mushkatel

Associate Professors: Green, Miller, Whysong

Architecture and Landscape Architecture

Professors: Bryan, Ozel

Associate Professors: Cook, Ellin, Zygas

Assistant Professors: Hejduk, Kobayashi, Lerum

Design

Professors: Brandt, Giard

Assistant Professors: Bender, McCoy, Thibeau Catsis

Planning

Professors: Dandekar, Kihl, Lai, Pijawka

Associate Professors: Cameron, Crewe, Guhathakurta, Kim, Yabes

The Executive Committee on Environmental Design and Planning offers a collegewide interdisciplinary program leading to the PhD degree in Environmental Design and Planning. Three areas of concentration are available: design; history, theory, and criticism; and planning. The faculty of the Schools of Architecture and Landscape Architecture, Design, and Planning participate in offering the degree. Faculty from disciplines outside of the College of Architecture and Environmental Design may participate in offering the program if appropriate to the interdisciplinary nature of the student's research interest.

For more information, access the program Web site at www.asu.edu/caed/PHD, or send e-mail to caed.phd@asu.edu.

DOCTOR OF PHILOSOPHY

The PhD degree in Environmental Design and Planning is an individualized collegewide interdisciplinary degree that integrates graduate courses and faculty research expertise from a variety of academic areas: architecture, building design, environmental planning, environmental resources, graphic design, industrial design, and interior design. The program is at the cutting edge of creating new knowledge in environmental design and planning. It complements interdisciplinary research in other disciplines within the university. Broad in scope, the program involves multidisciplinary research interests at both micro- and macroscale levels of design and planning. The program provides research experience for students wishing to pursue careers in academe and in industry as members of interdisciplinary design and planning teams on environmental and energy issues, as well as for those wishing to teach in the architecture, design, or planning fields.

Areas of Concentration

The PhD degree in Environmental Design and Planning offers concentrations in the following areas based on the research and teaching expertise of participating faculty.

Design. Design—microscale issues in the designed environment—includes the study of architecture, building science, graphic design, industrial design, interior design, and landscape architecture. Research fields include acoustics, affordable housing, climate-responsive building, computer-aided design, energy modeling, exhibit design, facilities planning and management, fire protection, human factors in design, industrialized housing, landscape architecture, lighting, passive solar energy and conservation, and site planning and wayfinding.

History, Theory, and Criticism. History, theory, and criticism—cultural and theoretical issues in the history of the environment—includes the study of architecture, environmental planning, industrial design, interior design, landscape architecture, and urbanism. Research fields include study of the arts and crafts movement, contemporary criticism and analysis, design theories and methods, history of architecture and design, history of building science, history of city planning, and landscape theory and criticism.

Planning. Planning—macroscale issues in the planned environment—includes the study of environmental resource management, landscape architecture, planning, and urban design. Research fields include contemporary urban design, economic development, environmental assessment, environmental planning, ethics in planning, housing and urban development, international development planning, landscape ecology, legal aspects of planning, planning for ethnically diverse populations, the protection of environmentally sensitive areas, public participation, social dimensions of planning, urban design policy, urban planning, and urban and regional development.

Admission Requirements. Students are admitted to the PhD program only upon completion of a master's degree in architecture, environmental resources, design, landscape architecture, or planning or upon the demonstration of equivalent standing.

In addition to meeting Division of Graduate Studies admission requirements, applicants must submit the following items to

PHD PROGRAM IN ENVIRONMENTAL DESIGN
AND PLANNING
COLLEGE OF ARCHITECTURE AND
ENVIRONMENTAL DESIGN
ARIZONA STATE UNIVERSITY
PO BOX 871905
TEMPE AZ 85287-1905

1. a minimum of three letters of reference;
2. a sample of written work and any other evidence relevant to admission to the program;
3. a statement of purpose (summarizing career objectives, the reasons for pursuing a doctoral education, an indication of the proposed area of concentration, and a potential mentor in the College of Architecture and Environmental Design); and
4. Graduate Record Examination (GRE) scores.

A Test of English as a Foreign Language score of at least 600 is required of all applicants whose native language is not English. International applicants who are interested in receiving funding as Teaching Associates (TAs), must also submit a Test of Spoken English (TSE) score of at least 50.

Submitted materials are returned after final admission procedures, provided sufficient prepaid postage is enclosed, or if the materials are claimed in person within one year of submission. Unclaimed materials are retained for only one year. The PhD program assumes no liability for lost or damaged materials.

Application Deadlines. All application materials should be received on or before December 31 for fall semester admissions. Applications for associateships and scholarships are considered at the same time.

Selection Procedures. The PhD Executive Committee evaluates the applications and supporting materials and recommends to the Division of Graduate Studies whether the applicant should be granted admission or if admission should be denied. Admission decisions are based on the compatibility of the applicant's career goals with the purpose of the degree program and research interests of faculty, previous academic training and performance, GRE scores, reference letters, and the ability of the potential mentor to devote time to the student.

Program of Study. The degree is structured as a 54-semester-hour post-master's program, not as an 84-semester-hour postbaccalaureate program. Students must be thoroughly familiar with design and planning and are expected to demonstrate a high level of academic maturity before being admitted to the program.

Of the 54 semester hours, 24 must be research and dissertation credit. At least 30 semester hours of the remainder, exclusive of dissertation and research hours, must be completed after admission to the PhD program at ASU. No transfer credits are allowed to fulfill the 54-semester-hour minimum requirement for the program.

The student is required to take 15 semester hours in the area of concentration and a minimum of nine semester hours of specialized course work outside the area of concentration; a minimum of six semester hours in current research and research methods is required.

Each student entering the PhD program is required to submit a program of study during the first year. The director of the PhD program appoints a committee made up of a minimum of three faculty members from the areas of concentration. This committee includes a prospective mentor and is responsible for approving the student's program of study and monitoring the student's progress in the program.

Preliminary Candidate Evaluation. Before the end of the first academic semester of course work, the student's mentor and the program director conduct a preliminary evaluation of the student. The evaluation is based on the student's program check sheet, a progress evaluation by the mentor, and an informal meeting with the program director. It is directed at the student's selected area of concentration at the time of their admission to the program.

Performance on the preliminary candidate evaluation serves as a guide to the student's program committee as the committee members counsel the student and formulate a program of study.

Academic Standard and Evaluation. Each student in the program receives an annual evaluation. Students submit, to their mentor and the program director, a two-page summation of the academic year. The summation must include proposed research, including progress toward dissertation; a list of goals accomplished during the past academic year; and projected goals for the upcoming academic year. In addition, students present their summation to the CAED core faculty.

Students must meet the minimum Division of Graduate Studies requirements, but program standards may exceed these requirements. For example, students are expected to

1. have all grades in graduate courses 3.00 GPA or higher,
2. have made sufficient progress in their research projects,
3. have attended or presented papers at seminars/meetings,
4. have accomplished their goals from the previous year, and
5. set realistic goals for the upcoming academic year.

Foreign Language Requirements. None.

Comprehensive Examinations. Upon completion of course work in the PhD program of study and before admission to candidacy and the start of dissertation research, the student must take a written examination on his or her knowledge of the chosen area of concentration and interdisciplinary knowledge, including the ability to communicate across disciplines. The student's program committee conducts an oral examination following the review of the written examination.

Dissertation Requirements. The dissertation must consist of a fully documented written analysis of a problem that is

original in nature and extends the knowledge and/or theoretical framework of the field. The research must demonstrate the student's creativity and competence in independent research.

Final Examination. A final oral examination in defense of the dissertation is required. A candidate must pass the final examination within five years after completing the comprehensive examination.

Research Activity. Research topics within the PhD program in Environmental Design and Planning may change during the course of research, either by expanding or narrowing the focus of the topic. For more information about student and faculty research, access the Web site at www.asu.edu/caed/PHD.

Environmental Design and Planning

In addition to the EPD 700-level courses, refer to the course listing under the following majors for courses that are available to support the collegewide interdisciplinary degree program in Environmental Design and Planning: architecture, building design, environmental planning, environmental resources, industrial design, interior design, and landscape architecture.

ENVIRONMENTAL DESIGN AND PLANNING (EPD)

EPD 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Arts and Crafts Movement in Design
- Computational Models in Environmental Design
- Ecological Assessment and Evaluation
- Elderly Housing Issues in the U.S. Southwest
- Human Comfort
- Integral Urbanism
- Issues in Environment and Behavior Studies
- Issues in Industrial Design
- Issues in Sustainable Design
- New Evaluation Methods for the Built Environment
- Philosophy of Environmental Design Research

EPD 700 Interdisciplinary Research Methods. (3)

spring

Introduces the philosophy and methodology of interdisciplinary research in environmental design and planning. Seminar. Fee.

EPD 710 Current Research in Design. (3)

fall

Review and critical evaluation of contemporary literature and method in architecture, building science, interior design, industrial design, and landscape architecture. Seminar. Fee.

EPD 712 Current Research in Planning. (3)

fall

Review and critical evaluation of contemporary literature and method in environmental planning, landscape ecology, urban design, and urban and regional planning. Seminar. Fee.

EPD 714 Current Research in History, Theory, and Criticism. (3)

fall

Review and critical evaluation of contemporary literature and method in the theory and history of architecture, design, and planning. Seminar. Fee.

EPD 792 Research. (1–12)

selected semesters

EPD 799 Dissertation. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Transportation Systems

Interdisciplinary Certificate Program

See "Transportation Systems," page 84.

Urban and Environmental Planning

Master's Program

www.asu.edu/caed

480/965-7167

AED 158

Hemalata Dandekar, Director, School of Planning

Professors: Dandekar, Kihl, Lai, Pijawka

Associate Professors: Cameron, Crewe, Guhathakurta, Kim, Yabes

Assistant Professors: Balsas, Lara-Valencia

Professor of Practice: Tiger

The mission of the School of Planning is to advance knowledge and skills for the planning and design of healthy, aesthetically rewarding, equitable, and sustainable communities. The School of Planning offers a 47-semester-hour, accredited, professional, Master of Urban and Environmental Planning (MUEP) degree. The school also participates in an interdisciplinary collegewide program leading to the PhD degree in Environmental Design and Planning.

MASTER OF URBAN AND ENVIRONMENTAL PLANNING

The Master of Urban and Environmental Planning (MUEP) is an interdisciplinary, professional degree designed to prepare students for leadership roles in planning within both the public and private sectors and from local to international organizations. The MUEP degree is accredited by the Planning Accreditation Board. The curriculum includes a common core of required courses that provides linkage between knowledge and practice, and fundamental theories and skills. The two specializations offered are *community and urban development* and *environmental planning*. The community and urban development specialization provides students with knowledge and skills in areas such as housing, economic and community development, public policy analysis, transportation, land use planning, urban design, and historic preservation. The environmental planning specialization provides students with knowledge and skills in such areas as sustainable design, environmental resources, growth management, environmental policy anal-

ysis, open space design, and conservation. Specializations provide connections between the School of Planning and the other disciplines in the College of Architecture and Environmental Design and the university. Students have a unique opportunity to integrate urban and environmental aspects of planning in rapidly developing metropolitan areas in the demographic and climatic context of the southwest region of the United States.

Students must take one of the three following options to obtain an integrative experience in research and planning: capstone studio, professional project, or thesis. Practical experience in planning may also be obtained through an optional internship program. In addition to the core faculty, the program is enriched by the participation of faculty from other ASU academic units as well as leading planning practitioners from the Phoenix area.

Admission Requirements and Procedures. To be considered for the program, the applicant must fulfill all admission requirements of the Division of Graduate Studies, in addition to meeting admission requirements of the School of Planning. The following materials are required by the School of Planning and should be submitted to

DIVISION OF GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 871003
TEMPE AZ 85287-1003

1. a statement of intent (maximum 600 words) explaining (a) the applicant's interest in planning; (b) the applicant's academic background, and if appropriate, preparation for the selected area of specialty: community and urban development, or environmental planning (these may include written samples or a portfolio, but are not required); and (c) the applicant's educational objectives;
2. test scores: TOEFL scores from international students whose native language is not English;
3. three letters of recommendation from references who are qualified to comment on the applicant's potential in the selected area of study; and
4. a résumé.

International students who wish to be considered for a teaching assistantship and whose first language is not English are required to pass the TSE administered by the American English and Culture Center at ASU.

Application Deadlines. Since most financial aid packages are granted for the fall semester, applicants are strongly encouraged to submit their materials on or before March 15 to the Division of Graduate Studies. For spring enrollment, application materials are due on October 15. However, applicants who submit their materials after the semester deadline are considered on a rolling basis according to space availability.

Selection Procedures and Notifications. School faculty evaluate the applications and supporting materials and recommend to the Division of Graduate Studies if the applicant should be granted regular or provisional admission or if admission should be denied. If admission is provisional, the

Division of Graduate Studies specifies in its letter of admission the provisions to be met to gain regular status.

Program of Study. An approved program of study is 47 semester hours or 50 with an optional internship. The program has the typical distribution as follows:

Required core courses, including either the capstone studio, thesis, or professional project.....	23
Specialization courses.....	24
Optional internship.....	3
Total	50
Total without internship	47

Students must take required core courses and select an area of specialization. Students must also select a capstone studio, professional project, or a thesis option. All students are expected to have taken at least one course in statistics. Inquiries about the MUEP program should be directed to the School of Planning.

Foreign Language Requirements. None.

Thesis Requirements. A capstone studio, thesis, or professional project is required.

Final Examination. A comprehensive oral examination administered by the supervisory committee and based on the student's thesis or professional project is required of all students electing the thesis or professional project option.

RESEARCH ACTIVITY

Scholarly activities of the School of Planning include community development, environmental planning, housing and urban policy, international research, historical research and preservation, transportation, planning theory and education, and urban-environmental modeling.

For more information about the school's research activities, access the Web site at asu.edu/caed/sop/index.htm.

LANDSCAPE ARCHITECTURE (PLA)

PLA 411 Landscape Architecture Theory and Criticism. (3)
spring
Critically analyzes landscape architecture theories and projects to evaluate validity of design and contribution to society. Prerequisites: PLA 310, 361, 362, 420, 461.

PLA 461 Landscape Architecture V. (4)
fall
Landscape ecological planning: collection and application of ecological data relevant to planning and design at landscape scale. Studio. Fee. Prerequisite: PLA 362.

PLA 485 International Field Studies in Planning. (1–12)
summer
Organized field study of planning in specified international locations. May be repeated for credit with school approval. Study abroad, field trip. Cross-listed as PUP 485. Credit is allowed for only PLA 485 or PUP 485.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

URBAN AND ENVIRONMENTAL PLANNING (PUP)

PUP 412 History of the City. (3)
fall
The city from its ancient origins to the present day. Emphasizes European and American cities during the last five centuries. Cross-listed as APH 414. Credit is allowed for only APH 414 or PUP 412. Prerequisite: College of Architecture and Environmental Design junior standing.

PUP 420 Theory of Urban Design. (3)
spring
Analyzes the visual and cultural aspects of urban design. Theories and techniques applied to selected study models. Prerequisite: junior standing.

PUP 433 Zoning Ordinances, Subdivision Regulations, and Building Codes. (3)
fall and spring
Analyzes zoning ordinances, subdivision regulations, building codes, and other planning implementation techniques relative to local development. Prerequisite: upper-division BSP, HUD, or Environmental Planning major.

PUP 434 Urban Land Economics. (3)
spring
Interaction between space and economic behavior. Examines the use and value of land through economic theories. Prerequisite: admission to upper division or instructor approval.

PUP 436 City Structure and Planning. (3)
spring
Political structure and organization of government as it relates to planning. Prerequisites: PUP 301; junior standing.

PUP 442 Environmental Planning. (3)
fall
Environmental planning problems, including floodplains, water quality and quantity, solid and hazardous waste, air quality, landslides, and noise. Field trips. Prerequisites: PUP 301; junior standing.

PUP 444 Preservation Planning. (3)
spring
History, theory, and principles of historic preservation. Emphasizes legal framework and methods practiced. Prerequisite: junior standing.

PUP 445 Women and Environments. (3)
fall
Examines the role women play in shaping the built environment; ways built/natural forms affect women's lives. Focuses on contemporary U.S. examples. Prerequisite: junior standing.

PUP 452 Ethics and Theory in Planning. (3)
fall
Ethics and theory of professional planning practice in urban and regional communities. Prerequisite: admission to upper division or instructor approval.

PUP 485 International Field Studies in Planning. (1–12)
summer
Organized field study of planning in specified international locations. May be repeated for credit with school approval. Study abroad, field trip. Cross-listed as PLA 485. Credit is allowed for only PLA 485 or PUP 485.

PUP 498 Pro-Seminar. (1–7)
fall
Topics may include the following:
• Senior Pro-Seminar. (1)

PUP 501 The Idea of Planning. (3)
fall
Comprehensive review of planning profession within a political, governmental, multicultural, and gender framework.

PUP 510 Citizen Participation. (3)
spring
Theory and practice of citizen participation in planning. Examines and critiques participation techniques and roles of planners. Prerequisite: upper-division BSP, HUD, or Master of Urban and Environmental Design major.

PUP 520 Planning Theories and Processes. (3)
fall
Reviews past and current theoretical developments related to social change perspectives, the role and ethics of planners. Prerequisite: instructor approval.

PUP 524 Planning Methods I. (3)
fall
Methods for urban planning research. Emphasizes research design, demographic analysis, forecasting, and survey research. Pre- or corequisite: PUP 501.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

PUP 525 Urban Housing Analysis. (3)

fall

Nature, dimensions, and problems of urban housing, government policy environment, and underlying economics of the housing market.

PUP 531 Planning and Development Control Law. (3)

spring

Case studies on police power, eminent domain, zoning, subdivision controls, exclusion, preservation, urban redevelopment, and aesthetic and design regulation.

PUP 532 Advanced Urban Planning Law. (3)

spring

Advanced study on selected issues in planning law, such as urban design controls, exclusionary practices, compensable regulation, and tax policy. Prerequisite: PUP 432 or instructor approval.

PUP 542 Environmental Administration and Planning. (3)

spring

Environmental administration of policies and their relationship to environmental planning practices. Prerequisite: PUP 442.

PUP 544 Urban Land Use Planning. (3)

spring

Theory and methods of urban land use planning, including the rational planning process, comprehensive, functional, and neighborhood plans. Pre- or corequisite: PUP 501 or instructor approval.

PUP 546 Urban Design Policy. (3)

selected semesters

Advanced study of local, state, and federal urban design policy. Prerequisite: PLA 420 or PUP 420.

PUP 561 Urban Design Studio. (4)

selected semesters

Current urban form and urban landscape design problems within the Phoenix-centered region. Studio.

PUP 572 Planning Studio I: Data Inventory and Analysis. (4)

fall

Comprehensive planning workshop dealing with real community problems. Focuses on the data gathering and analysis steps of the planning process. Fee. Prerequisite: Master of Environmental Planning major or instructor approval.

PUP 574 Planning Studio II: Options and Implementation. (4)

spring

Comprehensive planning workshop dealing with real community problems. Focuses on the development of options, plan making, and plan implementation. Studio. Fee. Prerequisite: PUP 572 or instructor approval.

PUP 575 Environmental Impact Assessment. (3)

spring

Criteria and methods for compliance with environmental laws; develops skills and techniques needed to prepare environmental impact statements/assessments.

PUP 576 GIS Studio. (3)

spring

GIS as a tool to address large, multifaceted planning problems. Prerequisites: a combination of GPH 373 (or 598) and PAF 591 and PUP 322 or only instructor approval.

PUP 580 Practicum. (1–12)

fall, spring, summer

Topics may include the following:

- Capstone Studio/Workshop. (5)
Comprehensive planning workshop dealing with real community problems. Focuses on integrative real-world planning applications culminating in a professional report.

PUP 584 Internship. (3)

fall, spring, summer session 1

Internship under the supervision of practitioners in the Phoenix area or other locales. Credit/no credit.

PUP 591 Seminar. (1–12)

fall and spring

Topics may include the following:

- Transportation Systems Pro-Seminar

PUP 593 Applied Project. (1–12)

fall, spring, summer

Topics may include the following:

- Professional Project. (5)
Applies advanced planning techniques and methodology to a specific, real-world planning issue, with a specified client.

PUP 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Transportation Planning and the Environment

PUP 599 Thesis. (5)

fall, spring, summer

Creative, scholarly work developed from independent inquiry involving a substantial body of original research. Fee.

PUP 622 Planning Methods II: Quantitative Planning Analysis. (3)

spring

Methods and models used as the basic quantitative techniques of urban, regional, and environmental planning and policy analysis. Prerequisites: PUP 524; a course in statistics; instructor approval.

PUP 642 Land Economics. (3)

fall

Land use and locational impact of economic activity and the urban real property market. Prerequisite: instructor approval.

PUP 644 Public Sector Planning. (3)

spring

Urban fiscal problems and public goods provision in state and local governments. Prerequisites: a course in microeconomics; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.



Patio courtyard in the College of Architecture and Environmental Design/North building

Tim Trumble photo

W. P. Carey School of Business

wpcarey.asu.edu

Robert E. Mittelstaedt Jr., MBA, Dean

PURPOSE

The W. P. Carey School of Business is a professional school that pursues excellence in instruction and research. The pursuit of excellence in programs of instruction implies that the school admits only students who are especially well qualified for the study of business and who will, upon graduation, compete successfully for highly desirable positions, both nationally and internationally.

The mission of the W. P. Carey School of Business is to expand the knowledge of business and to educate men and women for managerial leadership through research activities and professional educational programs that address issues of importance to future managers in a world characterized by racial, cultural, and gender diversity in the work force; demands for continuous improvements in quality; growing technological sophistication; and globalized markets.

The W. P. Carey School of Business is a comprehensive research school of business that selects and retains faculty based on their ability to use their teaching and research skills to fulfill its mission.

The W. P. Carey School of Business—through its research support, its Seidman Institute programs and centers, and its doctoral programs—develops knowledge that is important to managers and the management of organizations. It endorses joint research projects that are not only supported by business but include managers as partners in the research objectives, processes, and outcomes.

The W. P. Carey School of Business anticipates that its mission will lead to research and professional degree programs that will result in its being recognized among the top schools of business in the U.S. Strategies to achieve its mission include an emphasis on the MBA degree: increasing its quality such that it is competitive with the best 25 programs found at other large public schools of business and developing a curriculum that incorporates the knowledge, skills, and abilities identified in the mission of the school.

Strategies relative to the doctoral program also include raising admission standards, increasing stipends, and assuring that students possess the teaching and research skills necessary for placement at peer schools of business. Consistent with the mission, an additional strategy is to improve the retention and graduation rates of minority students through programs at the MBA and doctoral levels. Finally, the school will, through its Seidman Institute, increase the level of funded research by adding support services to facilitate grant preparation and by clarifying the mission of research centers as liaisons between faculty and businesses.

ORGANIZATION

The school's eight academic units and several centers serve more than 1,400 graduate students enrolled in eight graduate degree programs. Academic units contributing to graduate offerings include the School of Accountancy, the School of Health Management and Policy, and the Departments of Economics, Finance, Information Systems, Management, Marketing, and Supply Chain Management. The Seidman Institute serves as the school's focal point for applied research, and several centers are organized in conjunction with the Seidman Institute: the Arizona Real Estate Center, the Bank One Economic Outlook Center, CAPS Research, the Center for Business Research, the Center for Services Leadership, the Center for Advancement of Small Business, and the Center for Advancing Business through Information Technology. For more information, see "[L. William Seidman Research Institute](#)," page 38.

GRADUATE PROGRAMS

The MBA program is the premier professional degree in the W. P. Carey School of Business. The school offers the traditional full-time program, an executive MBA program, an evening program for working managers, a program for technology professionals, and an online program. The faculty also offer the PhD degree in Economics and in Business Administration, with concentrations in accountancy, computer information systems, finance, health services research, management, marketing, and supply chain management. Other master's offerings include the Master of Accountancy and Information Systems, Master of Health Sector Management, and MS degrees in Economics and in Information Management, an interdisciplinary program leading to an MS degree in Statistics, and the Master of Taxation.

See the "[W. P. Carey School of Business Graduate Degrees and Majors](#)" table, page 110.

ADMISSION REQUIREMENTS

Applicants to all degree programs must meet the minimum Division of Graduate Studies academic requirements. Admission is highly competitive and selective. Acceptance is based on the applicant's previous college record, all relevant data provided with the application, and scores from the Graduate Management Admission Test or the Graduate Record Examination (GRE). (GRE scores are required for the Economics programs only.) Certain degree programs require applicants to submit a statement of purpose and letters of recommendation. In addition, the Test of English as a Foreign Language is required of international applicants whose native language is not English.

W. P. Carey School of Business Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Accountancy and Information Systems	MAIS	—	School of Accountancy
Business Administration	MBA PhD	— Accountancy, computer information systems, finance, health services research, ² management, marketing, or supply chain management	W. P. Carey School of Business W. P. Carey School of Business
Economics	MS, PhD	—	Department of Economics
Health Sector Management	MHSM	—	School of Health Management and Policy
Information Management	MS	—	Department of Information Systems
Public Health ²	MPH	Community health practice or health administration and policy	School of Health Management and Policy
Statistics ³	MS	—	Committee on Statistics
Taxation	MTax	—	School of Accountancy

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² Applications are not being accepted at this time.

³ This program is administered by the Division of Graduate Studies.

SPECIAL ACADEMIC PROGRAMS

Concurrent and Dual Degree Programs. The W. P. Carey School of Business offers dual degree programs with Thunderbird, the Garvin School of International Management; the Graduate School of Commerce in Toulouse, France; Carlos III University of Madrid; Monterrey Institute for Technical and Superior Studies in Mexico City; and the Graduate School of Business Administration in Peru. (These schools offer the Master of International Management.) Call 480/965-3332 for more information.

The school also offers the following concurrent degrees:

1. Master of Science (MS) in Economics/Juris Doctor (JD);
2. MBA/JD;
3. MBA/Master of Accountancy and Information Systems;
4. MBA/Master of Architecture;
5. MBA/MS in Information Management;
6. MBA/Master of Health Sector Management (MHSM);
7. MBA/MS in Economics;
8. MBA/Master of Taxation; and
9. MHSM/JD.

Separate applications are required for each degree, and each application is reviewed independently. Students should apply simultaneously to both of the concurrent degree programs. The MBA/JD is best completed by attending one year in the law school, then attending the MBA program after the first or second year, and finally returning to the law school to complete the third year. Students are not admitted to the law school after the third year.

ACADEMIC STANDARDS AND POLICIES

All graduate students in the W. P. Carey School of Business are required to maintain a cumulative GPA of 3.00. See individual graduate degree programs for specific requirements on satisfactory academic progress, probation, and disqualification.

Information sessions are held weekly throughout the year in the MBA Program Office, BA 160. To inquire about information sessions, send e-mail to wpcareymba.infosession@asu.edu. MBA brochures may be obtained at the office; call 480/965-3332.

SCHOOL FACILITIES

The W. P. Carey School of Business offers one of the most modern and sophisticated environments available for professional graduate study. The school facilities provide attractive and comfortable classrooms, computer systems, study areas, a television studio, modern auditoriums, and a graduate student resource suite. Both mainframe interactive and networked microcomputer facilities, in addition to wireless capabilities, are available to graduate students throughout the two business buildings. See “[Computing Facilities and Services](#),” page 33.

ACCREDITATION

The W. P. Carey School of Business and its School of Accountancy are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. AACSB International is the recognized accrediting agency in the field of business education. The School of Health Management and Policy is accredited by the Accrediting Commission on Education for Health Services Administration.

Accountancy and Information Systems

Master's Program

wpcarey.asu.edu/acc

480/965-3631

BA 223

James R. Boatsman, Director

Professors: J.R. Boatsman, Christian, Gupta, Johnson, Kaplan, Pany, Pei, Reckers, Schultz

Associate Professors: Golen, Hwang, Regier, Whitecotton

Assistant Professors: Comprix, Lee, O'Donnell, Petersen, Robinson, Rowe, Weiss

Senior Lecturers: Geiger, Goldman, Maccracken

Lecturers: J.L. Boatsman, Levendowski, Munshi, Wigal

The objective of the MAIS program is to provide specialized preparation for careers in professional accounting, corporate accounting and finance, management consulting, and information systems. This program is also designed to meet the 150-hour requirement for earning the CPA certification.

MASTER OF ACCOUNTANCY AND INFORMATION SYSTEMS

Admission. Applicants must submit scores from the Graduate Management Admissions Test (GMAT) exam. All applicants are also required to submit the supplemental application materials required by the school. International applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE) exams. Preference in admission is given to those with degrees in accounting and business, although other exceptional candidates are considered. Complete application instructions may be obtained from the school's Web site at wpcarey.asu.edu/acc.

Prerequisites. Applicants must complete program prerequisites. Refer to the School of Accountancy Web site for a current listing of required course prerequisites for the program.

Program of Study. The Master of Accountancy and Information Systems program consists of a minimum of 30 semester hours and is continually updated. In this program students acquire core knowledge and a set of professional skills from course work drawn from financial and managerial accounting, auditing, taxation, and information systems. These core courses, recommended by the AICPA as "a fundamental part of any graduate-level accounting curriculum," build on a base level of such knowledge and skills that students are presumed to have acquired from an undergraduate degree. Additionally, students select a sequence of courses

that allow a greater focus in either information systems or traditional accounting. Completion of the program should result in students possessing an expanded understanding of the strategic role of accounting in business organizations and society, professional responsibilities, and the ethical standards of the accounting profession.

Access the school's Web site for a current program of study.

Course Load. Students are limited to 12 hours per trimester.

Foreign Language Requirements. None.

Thesis Requirements. None.

Final Examination. A final comprehensive, written examination is required of all candidates.

RESEARCH ACTIVITY

For current information about research activity, access the School of Accountancy Web site at wpcarey.asu.edu/acc.

ACCOUNTANCY (ACC)

For more ACC courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M ACC 502 Financial Accounting. (2–4)

once a year

Financial accounting concepts and procedures for external reporting.

Prerequisite: MBA degree program student.

M ACC 503 Managerial Accounting. (2–4)

once a year

Managerial accounting concepts and procedures for internal reporting.

Prerequisite: MBA degree program student.

M ACC 511 Taxes and Business Strategy. (1–4)

once a year

Economic implications of selected management decisions involving application of federal income tax laws. Recognition of tax hazards and tax savings. Prerequisite: ACC 502 (or its equivalent).

M ACC 515 Professional Practice Seminar. (1–4)

selected semesters

History, structure, environment, regulation, and emerging issues of the accounting profession.

M ACC 521 Tax Research. (1–4)

once a year

Tax research source materials and techniques. Application to business and investment decisions. Prerequisite: ACC 430.

M ACC 533 Application Solutions in the Connected Economy. (1–4)

once a year

Analyzes software solutions and evaluation methods. Emphasizes current topics such as enterprise modeling, ERP software, and inter-organizational solutions. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M ACC 541 Strategic Innovations in Information and Cost Management. (1–4)

once a year

Strategic cost management emphasizing contemporary topics, including activity-based costing and strategic uses of information technology systems. Cooperative learning, lecture. Prerequisite: ACC 503 or MS in Information Management degree program student or MAIS degree program student.

M ACC 567 Financial Models in Accounting Systems. (1–4)

selected semesters

Development and application of financial models by accountants. Analysis of decision support systems as financial modeling environments. Prerequisite: ACC 330.

W. P. CAREY SCHOOL OF BUSINESS

M ACC 571 Taxation of Corporations and Shareholders. (1–4)

once a year

Tax aspects of the formation, operation, reorganization, and liquidation of corporations and the impact on shareholders. Pre- or corequisite: ACC 521.

M ACC 573 Taxation of Pass-Through Entities. (1–4)

once a year

Tax aspects of the definition, formation, operation, liquidation, and termination of a partnership. Emphasizes tax planning. Pre- or corequisite: ACC 521.

M ACC 575 Family Tax Planning and Wealth Transfer Taxation. (1–4)

once a year

Tax treatment of wealth transfers at death and during lifetime, with emphasis on tax planning. Pre- or corequisite: ACC 521.

M ACC 577 Taxation of Real Estate Transactions. (3)

selected semesters

Income tax aspects of acquisition, operation, and disposal of real estate; syndications; installment sales; exchanges; dealer-investor issues; alternative financing; and planning. Prerequisite: ACC 521 or instructor approval.

M ACC 582 Information Security of Interorganizational Systems. (1–4)

selected semesters

Function and responsibility of the information security officer. Advanced topics in security methods and technology. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M ACC 585 Performance Measurement of Emerging Business Models. (1–4)

once a year

Applies quantitative techniques to accounting problems. Prerequisite: ACC 503 or MS in Information Management degree program student or MAIS degree program student.

M ACC 586 Shareholder Value Creation and Financial Statement Analysis. (1–4)

once a year

Develops skills necessary to exploit financial reporting information in a business environment and appreciation of reporting issues faced by management.

M ACC 587 Business Process Integrity Controls. (1–4)

once a year

Design and evaluation of computer-based accounting information system. Development of computer-based business models for planning and control. Prerequisite: MAIS degree program student.

M ACC 591 Seminar on Selected ACC Topics. (1–12)

selected semesters

Topics may include the following:

- Computer Security
once a year
- Data Warehouse and Data Mining
once a year
- Electronic Commerce
once a year
- Enterprise Modeling
once a year
- Financial and Managerial Accounting
selected semesters
- Strategic Cost Management and e-Business
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.



Edward C. Prescott, the W. P. Carey School of Business Chair of Economics, was awarded the 2004 Nobel Prize in Economics.

Tim Trumble photo

Business Administration

Master's and Doctoral Programs

School of Accountancy

wpcarey.asu.edu/acc

480/965-3631

BA 223

Department of Finance

wpcarey.asu.edu/fin

480/965-3131

BAC 519

Department of Information Systems

wpcarey.asu.edu/is

480/965-3252

BA 223

Department of Management

wpcarey.asu.edu/mgt

480/965-3431

BA 323

Department of Marketing

wpcarey.asu.edu/mkt

480/965-3621

BAC 460

Department of Supply Chain Management

wpcarey.asu.edu/scm

480/965-6044

BA 446

James R. Boatsman, Director
School of Accountancy

Professors: J.R. Boatsman, Christian, Gupta, Johnson, Kaplan, Pany, Pei, Reckers, Schultz

Associate Professors: Golen, Hwang, Regier, Whitecotton

Assistant Professors: Comprix, Lee, O'Donnell, Petersen, Robinson, Rowe, Weiss

Senior Lecturers: Geiger, Goldman, Maccracken

Lecturers: J.L. Boatsman, Wigal

Jeffrey Coles, Chair,
Department of Finance

Professors: Booth, Coles, Hertzler, Kaufman, Sushka

Associate Professors: Cesta, Gallinger, Hoffmeister

Assistant Professors: Deli, Juergens, Martin, Nardari

Robert D. St. Louis, Chair
Department of Information Systems

Professors: Goul, Roy, St. Louis, Steinbart, Vinze

Associate Professors: David, Iyer, Keim, Kulkarni, O'Leary

Assistant Professors: Chen, Corral, Demirkan, Ravindran, Roussinov, Santanam, Shao

Senior Lecturers: Birney, Hayes, Shrednick

Lecturer: McCarthy

Department of Management

Regents' Professor: Gomez-Mejia

Professors: Ashforth, Cannella, Cardy, Hershauer, Hom, Hoskisson, Keim, Kinicki, Mittelstaedt, Roberson, Tsui

Associate Professors: Boyd, Hillman, Keats, Keller, Moorhead, Olivas, Van Hook

Assistant Professor: Corley, Koka, Lee

Lecturers: Beer, Davila

Michael P. Mokwa, Chair,
Department of Marketing

Professors: Bitner, Bolton, Brown, Hutt, Jackson, Kumar, Lastovicka, Mokwa, Nowlis, L. Ostrom, Reingen, Walker, Ward

Associate Professors: Blasko, A. Ostrom, Sinha, Stephens

Joseph R. Carter, Chair,
Department of Supply Chain Management

Professors: J. Carter, P. Carter, Choi, Dooley, Ellram, Guntermann, Jennings, Kirkwood, Pearson, V. Smith-Daniels

Associate Professors: Brooks, Callarman, Davis, Keefer, Lock, Maltz, Rangtusanatham, Siferd, D. Smith-Daniels, Verdini

The faculty in the W. P. Carey School of Business offer a PhD degree in Business Administration and a Master of Business Administration (MBA) degree offered in full-time, evening, executive, and online programs.

Other professional master's degrees offered through the school of business are described in this catalog under their respective degree program headings.

MASTER OF BUSINESS ADMINISTRATION

The central theme of the program is to build and strengthen capabilities in knowledge and analysis of the functional areas of business, basic skills, and managerial abilities. Knowledge involves textbook and case materials. Basic skills include computing, writing and critical thinking, presentation and speaking, team and group work, interpersonal relations, and time management. There is a strong team emphasis throughout the ASU curriculum.

The MBA program is supported by each of the eight academic units within the school of business.

Admission. See “Admission to the Division of Graduate Studies,” page 58. All students applying to graduate business administration programs (except those applying to the MS degree in Economics) are required to take the GMAT. The TOEFL is required of all international applicants whose native language is not English or who are not graduates of an institution located in the United States. The TSE is not required for admission to the MBA program. However, it may be required for a dual degree program. For more information on testing, call 609/921-9000, fax 609/734-5410, access the Web site at www.ets.org/toefl, send e-mail to etsinfo@ets.org, or write

EDUCATIONAL TESTING SERVICE
ROSEDALE RD
PRINCETON NJ 08541-6103

Students applying to the MBA program are required to have at least two years of full-time work experience and should submit an essay for the degree program addressing commitment, goals, qualifications, and reasons for interest in the program. Applicants are to provide letters of recommendation commenting on the student’s motivation, commitment, achievements, work experience, and opportunity for success in the program. In addition to the above data, students are to communicate their interest for either the full-time, evening, executive, or online program. Applications are to be completed online.

Registration. Registration in courses numbered 502 and above is limited to students who have been admitted to a graduate degree program, have the approval of the MBA program office, and have the prerequisites of calculus and computer literacy.

Structure of the MBA Program. MBA courses are open only to students admitted to the MBA program.

Program Requirements. While there are no business course prerequisites, applicants must have computer proficiency and expertise in using a spreadsheet package, a word processing package, a presentation software package, an e-mail package, and an Internet browser. Potential students must also demonstrate strong quantitative ability. This is accomplished through an above average performance (65th percentile or above) on the GMAT quantitative section or a college math course in calculus or advanced statistics.

At least 48 hours are required to complete the evening, executive, and online programs. The full-time program has additional requirements that vary by area of study. Students are admitted to the fall semester only and, generally, enter and graduate as a class in two years.

The core courses are designed to provide a foundation in business knowledge and skills and must be taken in the prescribed sequence.

Elective courses build upon the business core and focus on the further development of an area of study.

The school of business does not accept credits earned while students are in nondegree status; moreover, graduate business courses are not open to nondegree students.

Foreign Language Requirements. None.

Thesis Requirements. None.

Comprehensive Examination. All students must successfully complete the comprehensive requirement established by the school of business and Division of Graduate Studies for the MBA degree. The comprehensive examination is integrated with MGT 589 Strategic Management. Students passing this course with a grade of “A” (4.00) or “B” (3.00) satisfy the comprehensive examination requirement.

Concurrent and Dual Degree Programs. See “Concurrent and Dual Degree Programs,” page 110.

DOCTOR OF PHILOSOPHY

The PhD degree in Business Administration prepares candidates for scholarly careers at leading educational institutions and for positions in business and government organizations where advanced research and analytical capabilities are required. Major emphasis is placed upon the development of expertise in a chosen subject area, a disciplined and inquiring mind, competence in research methodology, and skill in effectively communicating advanced business concepts.

Students are encouraged to work closely with the faculty from the beginning of their programs. A ratio of resident doctoral students to faculty of less than one to one ensures that faculty may serve effectively as mentors for doctoral students.

Admission. A completed application for admission to the PhD in Business Administration degree program includes

1. application for admission to the Division of Graduate Studies,
2. official undergraduate and postgraduate transcripts,
3. Graduate Management Admission Test score,
4. applicant’s letter of personal career objectives and rationale for pursuing the PhD program,
5. three letters of recommendation,
6. applicant’s employment history,
7. Test of Spoken English score for applicants whose native language is not English, and
8. Test of English as a Foreign Language score for applicants whose native language is not English and who have not completed a degree from a U.S. college or university.

Admission is granted for fall semesters only. The deadline for receipt of all required application materials is February 1.

Areas of Concentration. The PhD student may choose from among six areas of concentration: accountancy, computer information systems, finance, management, marketing, and supply chain management.

The accountancy specialization area includes financial accounting, managerial accounting, tax policy, auditing, and information systems. See “Concentration in Accountancy,” page 115.

Research activities in information management encompass areas of theory and application in computer information systems. See “Concentration in Computer Information Systems,” page 116.

Research interests of the finance faculty offering the finance concentration focus on corporate finance, investments, financial markets, banking, and entrepreneurial finance.

The management concentration requires three core courses: organizational theory, organizational behavior, and research methodology. In addition to these core courses, students choose one of two specialty tracks: strategic management or human resource management. See “**Concentration in Management,**” page 116.

Research conducted by the marketing faculty offering the marketing concentration is focused in several areas: advertising, buyer behavior, distribution channels, services marketing, and other dimensions of marketing, including sales management, industrial marketing, and public-policy implications of marketing.

The faculty in the Department of Supply Chain Management offer the supply chain management concentration and are actively involved in the input-conversion-output process.

Program of Study. See “**Doctor of Philosophy,**” page 69, for general requirements. The PhD degree program requires mathematical competence through linear algebra and calculus and computer skills. The basic program curriculum includes graduate study in economics, behavioral sciences, and quantitative/statistical analysis. The advanced program is composed of course work in the respective area of concentration and supporting course work that best prepares students for conducting scholarly work in their areas of interest.

Comprehensive Examinations. A written comprehensive examination, designed to ascertain the candidate’s knowledge and orientation in the respective field of study and fitness to proceed to the completion of a dissertation, is required at the end of course work. An additional written comprehensive examination on a candidate’s supporting course work is a departmental option. An oral examination after completion of the written examination is also a departmental option.

Dissertation Requirements. The candidate must present an acceptable dissertation based on original investigation. The dissertation must represent a significant contribution to knowledge, be written in a scholarly manner, and demonstrate the ability of the candidate to do independent research of high quality.

Final Examination. A final oral examination in defense of the dissertation is required. The examination covers the subject matter of the dissertation and the field most nearly corresponding with that of the dissertation.

School of Accountancy

DOCTOR OF PHILOSOPHY

Concentration in Accountancy

The objective of the PhD degree in Business Administration with a concentration in accountancy is to prepare scholars to conduct high-quality research. Graduates teach in the fields of financial and managerial accounting, auditing, information systems, and taxation. This program allows stu-

dents to develop the capability to review, analyze, conduct, and publish research through a series of research seminars and theory-building and statistical course work that supplement and complement students’ abilities and desires. In addition, PhD students participate in ongoing research projects in conjunction with faculty members in the School of Accountancy.

Admission. A completed application for admission to the PhD in Business Administration degree program must be submitted by the deadline of February 1. Admission is granted for the fall semester only. For more information, access the school of business Web site at wpcarey.asu.edu/grad/phd/phd_ba_concentrations.cfm.

Program of Study. See “**Doctor of Philosophy,**” page 69, for general requirements. The PhD degree program requires mathematical competence and computer skills. The program of study includes graduate study in economics, behavioral sciences, and quantitative/statistical analysis. A minimum of 30 semester hours of doctoral course work and 24 semester hours of dissertation and/or research are required to be taken at the Tempe campus.

Comprehensive Examinations. A written comprehensive examination is required once all course work has been completed. An oral examination after completion of the written examination is also a departmental option. Specific questions can be directed to the Accountancy faculty advisor.

Dissertation. The candidate must present an acceptable dissertation based on original investigation. The dissertation must represent a significant contribution to knowledge, be written in a scholarly manner, and demonstrate the ability of the candidate to do independent research of high quality. The final oral examination in defense of the dissertation is mandatory and must be held on the Tempe campus.

Department of Finance

FINANCE (FIN)

For more FIN courses, see “*Course Prefix Index,*” or access www.asu.edu/aad/catalogs/courses. The campus designation—*E (East), M (Tempe), or W (West)*—may affect how courses may be used to fulfill requirements.

M FIN 502 Managerial Finance. (2–4)

once a year

Financial decision making, including net present value, interest rates, risk and return, efficient capital markets, capital budgeting, and financial forecasting. Lecture, cases, discussion. Prerequisites: ACC 502; ECN 502; QBA 502.

M FIN 521 Investment Management. (1–4)

once a year

Valuation of equities and fixed income securities. Trading strategies and portfolio management. Performance evaluation. Trading mechanisms and market organization. Lecture, cases, discussion. Prerequisite: FIN 502.

M FIN 527 Derivatives and Risk Management. (1–4)

once a year

Characteristics and pricing of forwards, futures, swaps, options. Applications of instruments for hedging strategies, corporate risk management, and capital budgeting. Lecture, cases, discussion. Prerequisite: FIN 502.

W. P. CAREY SCHOOL OF BUSINESS

M FIN 531 Financial Markets and Intermediaries. (1–4)

once a year

Short-term and long-term fixed-income securities and their marketplaces, tools for bond portfolio and interest rate risk management. Lecture, cases, discussion. Prerequisites: FIN 521, 527.

M FIN 551 Applied Fundamental Analysis. (1–4)

once a year

Analyzes financial documents to determine quality of earnings. Forensic financial analysis to diagnose financial health and sustainable growth. Lecture, cases, discussion. Prerequisite: FIN 502.

M FIN 556 International Financial Management. (1–4)

once a year

Behavior of exchange rates, interest rates, inflation rates. Analyzes corporate exposure to exchange rate risk and hedging strategies. Multicurrency capital budgeting. Lecture, cases, discussion. Prerequisites: FIN 521, 527.

M FIN 561 Strategic Financial Management. (1–4)

once a year

Capstone case-oriented course in strategic applications of corporate finance. Acquisition, allocation, and management of funds within the business enterprise. Cases, discussion. Prerequisites: FIN 531, 551, 556.

M FIN 581 Advanced Valuation Methods. (1–4)

once a year

Analyzes practical aspects of valuing the enterprise using economic value added, free cash flow, and other financial techniques. Lecture, cases, discussion. Prerequisite: FIN 502.

M FIN 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Managerial Finance

M FIN 594 Entrepreneurial Finance. (1–4)

once a year

Applies financial economic principles to solve problems associated with incubating and new ventures. Planning, understanding financial needs, structuring contracts. Lecture, cases, discussion. Prerequisite: FIN 502.

M FIN 781 Theory of Finance. (3)

once a year

Fundamental tools of financial economics; asset pricing, arbitrage, option pricing, capital structure, dividend policy, asymmetric information, and transaction-cost economics. Prerequisites: FIN 502, 521, 531.

M FIN 791 Doctoral Seminar in Finance. (1–12)

once a year

Topics may include the following:

- Financial Institutions and Markets. (3)
Economic and monetary theory applied to financial markets and institutions; implications of financial structure for market performance and efficiency.
- Financial Management. (3)
Financial theory pertaining to capital structure, dividend policy, valuation, cost of capital, and capital budgeting.
- Investments. (3)
Investments and market theory; efficient markets hypothesis; option and commodity markets.

Prerequisite: FIN 781.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Department of Information Systems

DOCTOR OF PHILOSOPHY

Concentration in Computer Information Systems

The objective of the PhD in Business Administration with a concentration in computer information systems is to prepare scholars for careers at leading educational institutions. This program allows students to develop the capability to review, analyze, conduct, and publish research through a series of research seminars and additional sup-

porting course work. In addition, PhD students participate in ongoing research projects in conjunction with faculty members in the Department of Systems Information.

Admission. A completed application for admission to the PhD in Business Administration degree program must be submitted by the deadline of February 1. Admission is granted for the fall semester only. For more information, access the school of business Web site at wpcarey.asu.edu/grad/phd/phd_ba_concentrations.cfm.

Program of Study. See “Doctor of Philosophy,” page 69, for general requirements. The PhD degree program requires mathematical competence and computer skills. The program of study includes graduate study in economics, behavioral sciences, and quantitative/statistical analysis. A minimum of 30 semester hours of doctoral course work and 24 semester hours of dissertation and/or research are required to be taken at the Tempe campus.

Comprehensive Examinations. A written comprehensive examination is required once all course work has been completed. An oral examination after completion of the written examination is also a departmental option. Specific questions can be directed to the CIS faculty advisor.

Dissertation. The candidate must present an acceptable dissertation based on original investigation. The dissertation must represent a significant contribution to knowledge, be written in a scholarly manner, and demonstrate the ability of the candidate to do independent research of high quality. The final oral examination in defense of the dissertation is mandatory and must be held on the Tempe campus.

Department of Management

DOCTOR OF PHILOSOPHY

Concentration in Management

The faculty in the Department of Management offer students the opportunity to obtain a PhD degree in Business Administration with a concentration in management. The doctoral program places primary emphasis on the development of research competence and emphasizes teaching as a vehicle to academic professionalism. The mission of the program is to provide an environment that is conducive to the development of scholars who are prepared to assume the diverse responsibilities of positions at leading research universities. The goal is to prepare students for research careers in the academic community.

Doctoral students are encouraged to design an individually meaningful course of study within the larger context of the management field. Opportunities for doing this are available through course work, individual work with faculty members, and independent research and study. Students in the PhD program select a series of PhD course modules within the department and several supporting courses from other departments on campus. Students develop additional focus and expertise through collaboration on major papers with individual faculty members.

The faculty in the Department of Management cover the areas of human resource management, operations management, organizational behavior, organizational

theory, and strategic management. The faculty's research and teaching emphasizes corporate governance, high-tech management, knowledge management, quality, process management, strategic alliances, globalization, diversity, small business and entrepreneurship, change management, organizational identity, and human resource management practices in their research, consulting, and teaching. The faculty has distinguished itself with research and publications in premier journals. In a recent update of a study originally published in the *Academy of Management Journal*, ASU's Department of Management climbed to third place internationally in research performance among journals, up from 21st place.

Further information, links to courses, current faculty, and updates on the Department of Management can be found on the Web at wpcarey.asu.edu/mgt.

Further information, application procedures, links to current faculty, and updates on the PhD program in Business with a concentration in management can be found at wpcarey.asu.edu/mgt/degree/phd_program_description.cfm.

MANAGEMENT (MGT)

For more MGT courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

MGT Note 1. In addition to individual course prerequisites, nonbusiness students must have at least a 2.50 ASU cumulative GPA, a 2.50 ASU business GPA, and 56 earned semester hours to register for any upper-division business course unless otherwise noted.

M MGT 400 Cultural Factors in International Business. (3)

fall and spring

Cultural role in international business relations; applied principles of cross-cultural communications, negotiations, and management; regional approaches to business relations. Cross-listed as IBS 400. Credit is allowed for only IBS 400 or MGT 400. See MGT Note 1. Prerequisites: IBS 300, 306 (or ECN 306); MGT 300 (or 320).

M MGT 410 Responsible Leadership. (3)

fall, spring, summer

Values, core beliefs, legal and ethical mandates and cultural norms as they apply to the conduct of organizations; application through a Service Learning project. Interactive, learner-centered. See MGT Note 1. Prerequisites: MGT 310, 320.

M MGT 420 Performance Management. (3)

fall, spring, summer

Development of skills and knowledge to lead associates effectively: hiring, developing, evaluating, retaining, and rewarding employees. Preparation for leadership roles. Lecture, discussion, interactive, learner-centered. See MGT Note 1. Prerequisites: MGT 310, 320.

M MGT 440 Small Business and Entrepreneurship. (3)

fall and spring

Opportunities, risks, and problems associated with small business development and operation. See MGT Note 1.

M MGT 445 Business Plan Development. (3)

fall and spring

Develops a complete strategic business plan emphasizing the planning process undertaken by successful small business owners and entrepreneurs. Lecture, discussion, experiential exercise. See MGT Note 1. Prerequisite: MGT 440.

M MGT 450 Changing Business Processes. (3)

fall and spring

Describes and analyzes business processes. Generates and evaluates alternatives. Creates improvement and implementation plans. Fee. See MGT Note 1. Prerequisite: completion of 100 hours, including all business administration core requirements. Pre- or corequisite: FIN 461 or MGT 460 or MKT 460 or SCM 479 or any other recommended business integrative course.

M MGT 459 International Management. (3)

fall and spring

Concepts and practices of multinational and foreign firms. Objectives, strategies, policies, and organizational structures for operating in various environments. Cross-listed as IBS 459. Credit is allowed for only IBS 459 or MGT 459. See MGT Note 1. Prerequisites: IBS 300, 306 (or ECN 306); MGT 300 (or 320 or 380).

M MGT 460 Strategic Leadership. (3)

fall, spring, summer

Systems theory of organizations, strategy formulation and administration in organizations, creating organizational cohesiveness, and leading change within organizations. Lecture, cases, exercises. See MGT Note 1. Prerequisites: MGT 410, 420; completion of 100 hours, including all business administration core requirements. Pre- or corequisite: MGT 450 (recommended as corequisite).

M MGT 494 Special Topics. (1–4)

selected semesters

Current topics in management, primarily designed for business majors. See the *Schedule of Classes* for current offerings of courses. Topics may include the following:

- Applied International Management. (3)
- Cultural Factors in International Business. (3)
Prerequisite: IBS 300 (or 459) or MGT 300 (or 459).
- Dealership Management. (3)
- Strategic Management. (3)

M MGT 502 Organization Theory and Behavior. (2–4)

once a year

Important concepts and applications in management, including communication, decision making, group dynamics, leadership, motivation, organization change, and organization design. Prerequisites: computer literacy; graduate degree program student.

M MGT 522 Human Resource Activity and the Management of Diversity. (3)

once a year

Applies general and human resource management principles to work effectively with a diverse spectrum of people. Discussion, exercises.

M MGT 523 Performance Management. (2–4)

once a year

Addresses effective management of people in organizations. Considers evaluating and improving performance using concepts and application. Discussion, lecture, class exercises, cases. Prerequisite: MBA degree program student.

M MGT 559 International Management. (2–3)

once a year

Studies international and cross-cultural influences on management processes and development of global leadership capabilities for experienced management professionals. Discussion, company analyses, case analyses, lecture, guest speakers.

M MGT 561 Advanced Integrated Project. (2–3)

once a year

Capstone project of the high-technology ASU MBA. Student teams develop business plans for new technology-based products. Online project. Prerequisite: MBA degree program student.

M MGT 570 Management Consulting. (3)

once a year

Develops understanding of how internal and external consultants add value. Prerequisites: ability to use common business software, including Microsoft Office; familiarity with spreadsheets.

M MGT 588 Strategic Leadership. (2–4)

fall

Explores the general manager as organizational leader. Focuses on competitive advantage and how each functional area contributes to it. Lecture, discussion, case studies. Prerequisite: W. P. Carey MBA program student.

W. P. CAREY SCHOOL OF BUSINESS

M MGT 589 Strategic Management. (2–4)

spring

Formulation of strategy and policy in the organization, emphasizing the integration of decisions in the functional areas. Prerequisite: MBA degree program student.

M MGT 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Business Plan Competition
- Entrepreneurship
- Human Resource Management and Service Delivery
- Human Resources and High-Technology Management
- Organizational Change and Business Process Consulting
- Organizational Management.

M MGT 593 Applied Projects. (3)

once a year

Cross-functional teams initiate (possibly implement) organizational change within a local firm. Lecture, discussion, experiential learning. Pre- or corequisite: all core courses in the MBA program.

M MGT 598 Special Topics. (3)

selected semesters

Graduate special topics chosen from human resources, strategic management, and international management, including special topics in international management in Asia or Europe. Prerequisite: instructor approval.

M MGT 791 Seminar: Doctoral Seminar in Management. (1–12)

selected semesters

Short module seminars. Topics may include the following:

- Causal Modeling. (1)
- Change and Coping. (1)
- Cognition: Micro and Macro Perspectives. (1)
- Dysfunction in Workplace. (1)
- Economic Theories of the Firm. (1)
- Levels of Analysis. (1)
- Motivation and Attitudes. (1)
- Organizational Identity and Identification. (1)
- Organizational Learning and Organizational Identity. (1)
- Organizational Performance and Reward Systems. (1)
- Organizational Strategy and Culture. (1)
- Organizational Structure, Technology, and Information Systems. (1)
- Organizational Withdrawal. (1)
- Performance Appraisal. (1)
- Power and Organizational Change. (1)
- Selection. (1)
- Strategy Overview. (1)
- Teams, Groups, and Leadership. (1)
- The Craft of Research. (1)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Department of Marketing

MARKETING (MKT)

For more MKT courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

MKT Note 1. In addition to individual course prerequisites, nonbusiness students must have at least a 2.50 ASU cumulative GPA, a 2.50 ASU business GPA, and 56 earned semester hours to register for any upper-division business course unless otherwise noted.

M MKT 411 Sales Management. (3)

once a year

Applies management concepts to the administration of the sales operation. See MKT Note 1. Prerequisite: MKT 302.

M MKT 412 Promotion Management. (3)

once a year

Integrates the promotional activities of the firm, including advertising, personal selling, public relations, and sales promotion. See MKT Note 1. Prerequisite: MKT 302.

M MKT 424 Retail Management. (3)

selected semesters

Role of retailing in marketing. Problems and functions of retail managers within various retail institutions. See MKT Note 1. Prerequisite: MKT 300.

M MKT 430 Marketing for Service Industries. (3)

once a year

Concepts and strategies for addressing distinctive marketing problems and opportunities in service industries. Current issues and trends in the service sector. See MKT Note 1. Prerequisites: MKT 300, professional program business student.

M MKT 434 Business-to-Business Marketing. (3)

once a year

Strategies for marketing products and services to commercial, institutional, and governmental markets. Changing industry and market structures. See MKT Note 1. Prerequisite: MKT 302 or instructor approval.

M MKT 435 International Marketing. (3)

once a year

Analyzes marketing strategies developed by international firms to enter foreign markets and to adapt to changing international environments. See MKT Note 1. Prerequisites: MKT 302 (or instructor approval); professional program business student.

M MKT 451 Marketing Research. (3)

fall, spring, summer

Integrated treatment of methods of market research and analysis of market factors affecting decisions in the organization. See MKT Note 1. Prerequisites with a grade of “C” (2.00) or higher: MKT 302; QBA 221.

M MKT 460 Strategic Marketing. (3)

fall, spring, summer

Policy formulation and decision making by the marketing executive. Integrates marketing programs and considers contemporary marketing issues. Prerequisite: professional program business student. See MKT Note 1. Prerequisites with a grade of “C” (2.00) or higher: MKT 302, 304, 451.

M MKT 494 Special Topics. (1–4)

fall, spring, summer

Chosen from topics in the marketing and international marketing arenas to include seminars in international marketing in Europe and Asia. See MKT Note 1. Topics may include the following:

- Applied International Marketing
- Dealership Management

M MKT 499 Individualized Instruction. (1–3)

fall, spring, summer

Topics of special interest chosen by students and agreed to by the departments to do independent studies with a professor acting as a guide. See MKT Note 1.

M MKT 502 Marketing Management. (2–4)

fall, spring, summer

Managing the marketing function; market and environmental analysis; marketing planning, strategy, and control concepts. Development and management of marketing programs. Prerequisite: ECN 502.

M MKT 524 Services Marketing. (3)

once a year

Strategies for marketing services emphasizing the distinctive challenges and approaches that make marketing of services different from marketing manufactured goods. Prerequisite: MKT 502 (or its equivalent).

M MKT 563 Marketing Strategy. (3)

selected semesters

Planning and control concepts and methods for developing and evaluating strategic policy from a marketing perspective. Prerequisite: MKT 502.

M MKT 584 Internship. (3)

fall, spring, summer

M MKT 591 Seminar. (1–12)

once a year

Offered in conjunction with the MBA program (see MBA program section). Topics may include the following:

- Branding

- Business-to-Business Marketing
- Customer Satisfaction and Loyalty Measures
- E-commerce Marketing Strategy
- Interactive Sports Business Strategies
- New Product and Service Development
- Service Operations
- Sports Business Revenue Generation
- Sports Business Negotiation/Alliance Management
- Strategies for Consumer Markets

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Department of Supply Chain Management

BUSINESS (BUS)

For more BUS courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M BUS 591 Seminar. (3)
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

LEGAL AND ETHICAL STUDIES (LES)

For more LES courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

LES Note 1. In addition to individual course prerequisites, nonbusiness students must have at least a 2.50 ASU cumulative GPA, a 2.50 ASU business GPA, and 56 earned semester hours to register for any upper-division business course unless otherwise noted.

M LES 411 Real Estate Law. (3)
once a year

Legal and ethical aspects of land ownerships, interests, transfer, finance development, and regulations of the real estate industry. See LES Note 1.

M LES 532 Negotiation Agreements. (3)
fall and spring

Develops negotiation competencies to build partnerships and create lasting agreements with internal/external customers, suppliers, work teams, and external constituencies. Lecture and substantial student interaction through team exercises.

M LES 579 Legal and Ethical Issues for Business. (2–4)
fall and spring

Studies legal and ethical components of business decisions; self-regulation and social responsibility as strategies. Prerequisites: ACC 503; FIN 502; MGT 502; MKT 502.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

REAL ESTATE (REA)

REA Note 1. In addition to individual course prerequisites, nonbusiness students must have at least a 2.50 ASU cumulative GPA, a 2.50 ASU business GPA, and 56 earned semester hours to register for any upper-division business course unless otherwise noted.

REA 401 Real Estate Appraisal. (3)
once a year

Factors affecting the value of real estate. Theory and practice of appraising and preparation of the appraisal report. Appraisal techniques. See REA Note 1. Prerequisites: REA 300; professional program business student.

REA 441 Real Estate Land Development. (3)
once a year

Neighborhood and city growth. Municipal planning and zoning. Development of residential, commercial, industrial, and special purpose properties. See REA Note 1. Prerequisites: REA 300; professional program business student.

REA 456 Real Estate Investments. (3)
once a year

Analyzes investment decisions for various property types. Cash flow and rate of return analysis. See REA Note 1. Prerequisites: FIN 300; professional program business student.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

QUANTITATIVE BUSINESS ANALYSIS (QBA) Department of Supply Chain Management

For more QBA courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M QBA 505 Management Science. (3)
selected semesters

Quantitative approaches to decision making, including linear programming and simulation, with emphasis on business applications. Prerequisites: MAT 210; QBA 502.

M QBA 508 Product and Service Innovation. (3)
fall and spring

Develops strategies for innovation in products and services. Prerequisites: basic algebra; basic probability concepts; elementary knowledge of Windows.

M QBA 550 Intermediate Decision Analysis. (3)
selected semesters

Quantitative decision analysis methods for business decision making under uncertainty, including decision diagrams, subjective probabilities, and preference assessment. Prerequisites: MAT 210; QBA 502.

M QBA 591 Seminar. (1–12)
fall and spring

Current topics in quantitative business analysis.

M QBA 593 Applied Project. (1–12)
selected semesters

M QBA 599 Thesis. (1–12)
selected semesters

M QBA 791 Doctoral Seminars in Quantitative Business Analysis. (1–12)

selected semesters

Advanced topics in quantitative business analysis.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

SUPPLY CHAIN MANAGEMENT (SCM)

SCM Note 1. In addition to individual course prerequisites, nonbusiness students must have at least a 2.50 ASU cumulative GPA, a 2.50 ASU business GPA, and 56 earned semester hours to register for any upper-division business course unless otherwise noted.

SCM 405 Urban Transportation. (3)
selected semesters

Economic, social, political, and business aspects of passenger transportation. Public policy and government aid to urban transportation development. See SCM Note 1. Prerequisites: both SCM 345 and upper-division standing or only instructor approval.

SCM 432 Planning and Control Systems for Supply Chain Management. (3)

fall and spring

Planning and control systems for product and service flows in supply chain: production planning, master scheduling, MRP, ERP, inventory management. Lab. Fee. See SCM Note 1. Prerequisites: SCM 300, 345; professional program business student majoring in Supply Chain Management. Pre- or corequisite: SCM 355.

SCM 440 Quality Management and Measurement. (3)

fall and spring

Quality management and measurement, relationships with suppliers and customers, quality awards, certifications, programs, tools for process improvement and cost analyses. See SCM Note 1. Prerequisites: SCM 300; professional program business student majoring in Supply Chain Management. Pre- or corequisites: SCM 345, 355.

SCM 455 Research and Negotiation. (3)

fall and spring

Current philosophy, methods, techniques for conducting strategic and tactical supply chain research and negotiations. Includes supplier price and cost analysis. See SCM Note 1. Prerequisite: professional program business student majoring in Supply Chain Management. Prerequisite with a grade of "C" (2.00) or higher: SCM 355.

SCM 460 Carrier Management. (3)

selected semesters

Analyzes carrier economics, regulation, management, and rate-making practice; evaluates public policy issues related to carrier transportation. See SCM Note 1. Prerequisites: both SCM 345 and upper-division standing or only instructor approval.

SCM 463 Global Supply Chain Management. (3)

once a year

Supply chain activities in international business with special emphasis on management of transportation, global sourcing, customs issues, and facility location in a global environment. See SCM Note 1. Prerequisite: upper-division standing.

SCM 479 Supply Chain Strategy. (3)

fall and spring

Integrated supply chain strategies synthesizing supply management, production, logistics, and enterprise systems. Provides a comprehensive perspective of supply chain management. See SCM Note 1. Prerequisite: professional program business student majoring in Supply Chain Management. Prerequisites with a grade of "C" (2.00) or higher: SCM 345, 355, 432.

SCM 502 Operations and Supply Management. (2–4)

fall and spring

Contemporary management issues, including environmental, project, and supply chain management; new product development; quality control; TQM. Prerequisite: MBA degree program student.

SCM 511 Integrated Supply Chain Management. (2–4)

once a year

Management of sourcing, operations, and logistics as an integrated process.

SCM 515 Decision Models for Supply Chain Management. (2–4)

once a year

Decision modeling approaches for supply chain management such as optimization, simulation, and decision analysis. Emphasizes spreadsheet-oriented approaches.

SCM 521 Supply Management and Negotiation. (2–4)

once a year

Selecting, developing, and executing appropriate sourcing strategies and processes.

SCM 532 Supply Chain Cost and Design Issues. (2–4)

once a year

Strategic design and development of supply chains. Focus on cost-management tools applied to supply chain design and supplier management.

SCM 541 Logistics in the Supply Chain. (2–4)

once a year

Critical issues for customer perception of supply chain performance, including inventory planning, transportation, warehousing, information technology, and integrated logistics service.

SCM 551 Operations Planning and Execution. (2–4)

once a year

Managing the conversion of raw materials to finished goods, including scheduling, work-in-process inventory management, and postponement/customization.

SCM 581 Management of Technology and Innovation. (2–4)

once a year

Technology life cycles, technology forecasting, new product development process, innovation teams, innovation best practices. Prerequisite: MBA degree program student.

SCM 583 Project Management in Service Organizations. (2–3)

once a year

Project management planning, leadership, and control in service organizations. Discussion, lecture, class exercises, cases. Prerequisite: MBA degree program student.

SCM 586 High-Technology Project Management. (2–3)

fall

Project management processes for high-technology organizations, including planning, scheduling, team development, and control. Prerequisite: MBA degree program student.

SCM 587 Project Management. (2–4)

once a year

Planning, scheduling, and controlling of projects in R & D, manufacturing, construction, and services. Project selection, financial considerations, and resource management. Prerequisite: QBA 502.

SCM 588 Strategic Project Management. (2–3)

fall

Overview of strategic project management processes, project planning and control, project portfolio management, resource allocation, management of strategic project partners. Discussion, lecture, class exercises, cases. Prerequisite: MBA degree program student.

SCM 591 Seminar. (1–12)

fall and spring

Selected topics in supply chain management.

SCM 791 Doctoral Seminar. (1–12)

once a year

Advanced topics in supply chain management.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Economics

Master's and Doctoral Programs

wpcarey.asu.edu/ecn/programs.cfm

480/965-3531

BAC 659

Arthur E. Blakemore, Chair

Professors: Blakemore, Boyes, Brada, Burdick, Burgess, DeSerpa, Happel, Hoffman, Kingston, Low, Manelli, Mayer, McDowell, McPheters, Melvin, Méndez, Ormiston, Rogerson, Santos, Schlee, Zhou

Associate Professors: Ahn, Chade, Datta, Reffett, Reiser, Wilson

Senior Lecturer: Roberts

Admission. See "Admission to the Division of Graduate Studies," page 58. In addition, each applicant to either graduate program must submit three letters of recommendation from academic sources and test scores for the general aptitude portion of the Graduate Record Examination (GRE). Submission of scores from the GRE advanced test in economics is recommended. Applications should be received at the Department of Economics by March 1 if the student is seeking a graduate assistantship.

Students are expected to have demonstrated competency in economics at a minimum level through ECN 313 and 314 and in mathematics through MAT 271. Passing grades in the

equivalents of these courses taken at other colleges are accepted as a demonstration of competency. Additional courses in calculus, linear algebra, and statistics are recommended before the first semester in the program.

Students with inadequate undergraduate preparation in economics or mathematics may be required to remove deficiencies before enrolling in graduate courses.

MASTER OF SCIENCE

The MS program in Economics is designed to give students a broad understanding of critical analysis of business problems and the quantitative skills necessary for their analysis. Graduates of the program will have distinctive capabilities in quantitative skills and business data analysis applied to markets and firm behavior, customer behavior, business strategies and processes, and global impacts on business.

Program of Study. See “*Master’s Degrees*,” page 67, for general requirements. See the *Department of Economics Graduate Student Handbook* for specific requirements.

Course Load. Students are limited to 15 semester hours per semester.

Foreign Language Requirements. None.

Thesis Requirements. Students have the option of a non-thesis or thesis track. For the nonthesis track, students are required to conduct an applied research project under the supervision of a faculty member. The applied research project often is conducted in conjunction with an internship, and three hours of credit is granted for the project. For the thesis option, six semester hours of credit is granted for completion of the thesis.

Final Examination. A final oral examination in defense of the thesis or applied research project is required.

DOCTOR OF PHILOSOPHY

The PhD degree program is designed to provide the student with a more fundamental command of basic economic analysis and of the subject matter in several specialized fields. It is designed to qualify students for teaching at higher education institutions and for research positions in public agencies and private business organizations.

Program of Study. See “*Doctor of Philosophy*,” page 69, for general requirements. In addition to completing 60 semester hours of credit beyond the bachelor’s degree (30 semester hours beyond the master’s degree) and 24 semester hours research dissertation credit, the PhD student must accomplish five tasks:

1. meet the qualification requirement,
2. present at least two fields of study,
3. pass the comprehensive examination,
4. pass the dissertation proposal defense, and
5. complete a dissertation with an oral defense.

See the *Department of Economics Graduate Student Handbook* for details concerning these tasks.

Qualifying Examinations. The student must demonstrate proficiency in economic theory and application by passing both the microeconomic and macroeconomic qualifying

examinations. These examinations are given at the beginning of the fall semester of the second year of graduate study.

Fields of Study. Students are required to present at least one primary field and one secondary field for the PhD. The primary field must be the one in which the comprehensive examination is taken; usually this is the field in which dissertation work is contemplated.

Comprehensive Examination. The comprehensive examination consists of a written and oral test. The written examination consists of questions designed to test the student’s knowledge of the proposed research area. Examination questions are designed to cause the student to examine the research topic in considerable depth and breadth. The oral examination consists of questions designed to test the student’s knowledge of the proposed research area. Examination questions are designed to expand on the written examination as well as to provide guidance on the dissertation research.

Dissertation Proposal Defense. Students prepare a preliminary draft of the dissertation proposal before taking the comprehensive examination. Upon passing the comprehensive examination, students submit a revised dissertation proposal to their supervisory committee that formalizes the research agenda and incorporates the supervisory committee’s suggestions. The dissertation proposal must be defended orally.

Admission to Candidacy. The student should apply promptly for admission to candidacy after passing the comprehensive field examination, oral examination, and the dissertation proposal defense.

Dissertation Requirements. A dissertation representing original research work of high quality, demonstrating the student’s proficiency in the field, is required.

Foreign Language Requirements. None.

Final Examination. An oral examination in defense of the dissertation is required.

ECONOMICS (ECN)

For more ECN courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M ECN 502 Managerial Economics. (2–4)

fall and spring

Applies microeconomic analysis to managerial decision making in areas of demand, production, cost, and pricing. Evaluates competitive strategies. Prerequisite: MBA degree program student.

M ECN 503 Global Business Environment. (2–4)

fall and spring

Macroeconomic analysis of issues related to economic growth, inflation, interest rates behavior, unemployment, exchange rate determination, and global competitiveness. Prerequisite: MBA degree program student.

M ECN 504 History of Economic Thought. (3)

once a year

Historical development of economic theory. Emphasizes the development of economic analysis from preclassical economics through Keynes. Prerequisite: ECN 510 or instructor approval.

W. P. CAREY SCHOOL OF BUSINESS

M ECN 509 Macroeconomic Theory and Applications. (2–4)

fall

Theory of income, output, employment, and price level. Influence on business and economic environment. Prerequisites: both ECN 111 and calculus or only instructor approval.

M ECN 510 Microeconomic Theory and Applications. (2–4)

fall

Applies economic theory to production, consumer demand, exchange, and pricing in a market economy. Prerequisites: both ECN 112 and calculus or only instructor approval.

M ECN 517 Monetary Theory. (3)

fall

Traditional and post-Keynesian monetary theory, interest rate determination, the demand and supply of money. Prerequisite: ECN 711 or instructor approval.

M ECN 541 Public Economics. (3)

fall

Economics of collective action, public spending, taxation, and politics. Impact of central governmental activity on resource allocation and income distribution. Prerequisite: ECN 510 or instructor approval.

M ECN 584 Economics Internship. (1–3)

summer

Academic credit for professional work organized through the Internship Program. Prerequisites: both ECN 510 and 711 or only instructor approval.

M ECN 591 Economics Seminar. (1–3)

fall, spring, summer

Presentations by outside speakers, department faculty, and graduate students of work in progress. Prerequisite: instructor approval.

M ECN 593 Applied Projects. (3)

fall

Preparation of a supervised applied project typically in conjunction with an internship. Prerequisites: ECN 510, 711.

M ECN 594 Conference and Workshop in Economics. (1–12)

fall

Workshops offered include: economic analysis, microeconomic analysis, macroeconomics.

M ECN 598 Special Topics. (3)

selected semesters

Advanced topics in economics. Consult the *Schedule of Classes* for offerings. Prerequisite: instructor approval.

M ECN 711 Macroeconomic Analysis I. (3)

fall

Current theories of output, employment, inflation, and asset prices as well as major aggregates. Introduces dynamic optimization techniques. Prerequisites: both ECN 313 and calculus or only instructor approval.

M ECN 712 Microeconomic Analysis I. (3)

fall

Theory of production, consumer demand, resource use, and pricing in a market economy. Prerequisites: both ECN 314 and calculus or only instructor approval.

M ECN 713 Macroeconomic Analysis II. (3)

spring

Focuses on growth theory, dynamic general equilibrium models, monetary theory, open-economy issues. Prerequisite: ECN 711 or instructor approval.

M ECN 714 Microeconomic Analysis II. (3)

spring

General equilibrium, welfare economics, production, and capital theory. Prerequisite: ECN 712 or instructor approval.

M ECN 715 Advanced Macroeconomic Analysis. (3)

fall

Focuses on current research areas in macroeconomics and monetary theory with emphasis on methods in economic dynamics and numerical techniques. Prerequisite: ECN 711 or instructor approval.

M ECN 716 Economics of Uncertainty, Information, and Strategic Behavior. (3)

fall

Economic behavior under uncertainty; markets and contracts under asymmetric information; the theory of games with incomplete information and applications. Prerequisite: ECN 712 or instructor approval.

M ECN 721 Labor Economics. (3)

spring

Development of basic theoretical models for analyzing labor market issues. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 722 The Aggregate Labor Market. (3)

selected semesters

Extensions/criticisms of labor market theories. Applications to a variety of policy issues. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 725 Econometrics I. (3)

spring

Problems in the formulation of econometric models. Emphasizes estimation, hypothesis testing, and forecast of general linear models. Prerequisite: 6 hours in statistics or instructor approval.

M ECN 726 Econometrics II. (3)

fall

Estimation and inference of qualitative and limited dependent variable models as well as general multiple equation models. Prerequisite: ECN 725 or instructor approval.

M ECN 727 Quantitative Methods in Economics. (3)

spring

Generalized method of moment estimation, estimation with censored and truncated samples, nonlinear models, panel-data models, econometrics of nonstationarities. Prerequisite: ECN 726 or instructor approval.

M ECN 736 International Trade Theory. (3)

selected semesters

Theories of comparative advantage and their empirical verification. Theory and political economy of commercial policy. Resource transfers and the role of the multinational corporation. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 738 International Monetary Theory and Policy. (3)

selected semesters

Foreign exchange market, balance of payments, and international financial institutions and arrangements; theory and applications. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 753 Industrial Organization. (3)

selected semesters

Analyzes structure, conduct, and performance in industrial markets; the economics of organizations. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 760 Economics of Growth and Development. (3)

selected semesters

Economic problems, issues, and policy decisions facing the developing nations of the world. Prerequisites: both ECN 713 and 714 or only instructor approval.

M ECN 770 Mathematics for Economists. (3)

fall

Survey of mathematical ideas encountered in economics and econometrics: nonlinear programming, the Kuhn-Tucker theorem, concave programming, optimization over time. Prerequisite: calculus or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

QUANTITATIVE BUSINESS ANALYSIS (QBA)

Department of Economics

For more QBA courses, see "[Course Prefix Index](#)," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M QBA 502 Managerial Decision Analysis. (2–4)

fall and spring

Fundamentals of quantitative analysis to aid management decision making under uncertainty. Prerequisites: MAT 210; computer literacy; graduate degree program student.

M QBA 525 Applied Regression Models. (3)

once a year

Simple linear regression, multiple regression, indicator variables, and logistic regression. Emphasizes business and economic applications. Prerequisite: MAT 210.

M QBA 527 Categorical Data Analysis. (3)*once a year*

Discrete data analysis in business research. Multidimensional contingency tables and other discrete models. Prerequisite: QBA 525.

M QBA 530 Experimental Design. (3)*once a year*

Experimental designs used in business research. Balanced and unbalanced factorial designs, repeated measures designs, and multivariate analysis of variance. Prerequisite: QBA 525 (or its equivalent).

M QBA 535 Multivariate Methods. (3)*once a year*

Advanced statistical methods used in business research. Multivariate analysis of association and interdependence. Prerequisite: QBA 525.

M QBA 540 Forecasting. (2–4)*selected semesters*

Foundation of statistical forecasts and forecast intervals; applies classical and computer-assisted forecasting methods to business forecasting problems. Prerequisites: MAT 210; QBA 502.

M QBA 593 Applied Project. (1–12)*selected semesters***M QBA 599 Thesis. (1–12)***selected semesters***Omnibus Courses.** For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Health Industry Leadership

Certificate Program

For information on the new Graduate Certificate in Health Industry Leadership, call the School of Health Management and Policy at 480/965-7778.

Health Sector Management

Master's Program

wpcarey.asu.edu/hap

480/965-7778

BA 318

Jeffrey R. Wilson, Director

Professors: Baldwin, Johnson, Kirkman-Liff, Schneller

Associate Professors: Reiser, Wilson

Assistant Professors: Furukawa, Jehn

Clinical Professor: Warne

Associate Research Professor: Schwenke

Assistant Research Professor: Patton

The faculty in the School of Health Management and Policy of the W. P. Carey School of Business offer a graduate program leading to the Master of Health Sector Management.

MASTER OF HEALTH SECTOR MANAGEMENT

The MBA/MHSM is a concurrent degree program structured to prepare students to become managers and leaders in contemporary health-related industries and systems. The curriculum is designed to equip graduates with knowledge of the broad continuum of healthcare products and services, advanced managerial knowledge and analytical skills, as well as in-depth preparation in one of the MBA areas of study that include: financial management and markets, information management, services marketing and management, and supply chain management. Students graduate from this program prepared to assume advanced leadership roles in a wide range of settings, including biotechnology corporations, consulting firms, delivery systems, health financing, health information organizations, and pharmaceutical industry. This preparation consists of the core MBA curriculum, a series of eight MHSM courses, a summer internship, and one of the MBA areas of study.

Admission. Applications should be submitted online. For the general requirements, see "Admission to the Division of Graduate Studies," page 58. Applicants are required to submit evidence of their ability to pursue a graduate degree program in health services administration successfully. All students must take the GMAT. For more information, call 609/921-9000, or write

EDUCATIONAL TESTING SERVICE
ROSEDALE ROAD
PRINCETON NJ 08541-6108

Students must apply separately to the MBA and MHSM degree programs. Applicants must submit two applications for admission and two copies of all transcripts directly to the Division of Graduate Studies. Two recommendations commenting on the student's motivation, commitment, achievements, work experience, and opportunity for success in the program are required. The application includes the MBA supplemental application, which contains a box that must be checked, indicating your interest in the MHSM degree program. In addition, applicants are required to submit a statement of personal objectives and a professional interest statement that reflects their interest in health-related industries and systems. Students should identify their preliminary interest in one of the four MBA specialization areas. Because the MBA/MHSM program begins in early June, preference for admission and financial assistance is given to applicants applying by March 1. It is recommended that students visit the campus for a personal interview. In cases where this creates a hardship, a student may ask for a telephone interview with an MHSM faculty member when the application file is complete. Materials describing the MHSM are available by calling 480/965-7778, accessing the Web site at wpcarey.asu.edu/mba/ft, or writing

SCHOOL OF HEALTH MANAGEMENT AND POLICY
W. P. CAREY SCHOOL OF BUSINESS
ARIZONA STATE UNIVERSITY
PO BOX 874506
TEMPE AZ 85287-4506

Program of Study. The program of study for the concurrent MBA/MHSM consists of a minimum of 72 semester

W. P. CAREY SCHOOL OF BUSINESS

hours. The total amount of semester hours a student is required to take is dependent upon his or her choice of MBA specialization area.

Additional semester hours (prerequisites) may be required to strengthen preparation in a given specialty. Subject to availability, students may complete an optional residency/fellowship for a period of up to one year (following completion of the degree program).

Prerequisites. Students lacking sufficient background in business fundamentals are encouraged to take a basic financial accounting course. Those without a basic course in computer skills are required to complete CIS 200. Students must demonstrate strong quantitative ability. This may be accomplished by taking a calculus course (MAT 210).

Foreign Language Requirements. None.

Comprehensive Examination. All students must successfully complete the integrative seminar, which meets the comprehensive requirement established by the W. P. Carey School and Division of Graduate Studies for the MHSM degree.

Thesis Requirements. None.

HEALTH SECTOR MANAGEMENT (HSM)

HSM 502 Health Care Organization. (3)

once a year

Concepts, structures, functions, and values that characterize contemporary health care systems in the United States.

HSM 505 Managerial and Population Epidemiology. (3)

once a year

Quantitative tools to make health care management decisions, including biostatistics, epidemiology, and cost-effectiveness analysis. Prerequisite: HSM 561 or a course in basic statistics.

HSM 512 Health Care Economics. (3)

once a year

Economics of production and distribution of health care services, with special emphasis on the impact of regulation, competition, and economic incentives. Prerequisite: HSM 502.

HSM 520 Pharmaceutical, Biotechnology, and Medical Technology Industries. (3)

once a year

In-depth background on the pharmaceutical, biotechnology, and medical equipment industries. Negotiation of alliances among pharmaceutical and biotechnology firms and understanding of global health care markets. Prerequisite: HSM 502.

HSM 522 Health Sector Information and Knowledge Management. (3)

once a year

Information technology and knowledge management applications in the health sector, including care delivery and financing institutions and in the pharmaceutical and biotechnology industries. Prerequisites: HSM 505; QBA 502.

HSM 532 Financial Management of Health Services. (3)

once a year

Acquisition, allocation, and management of financial resources within the health care enterprise. Budgeting, cost analysis, financial planning, and internal controls. Prerequisites: ACC 503; FIN 502; HSM 502.

HSM 542 Health Care Jurisprudence. (3)

once a year

Legal aspects of health care delivery for hospital and health services administration. Legal responsibilities of the hospital administrator and staff. Prerequisites: HSM 505, 520.

HSM 560 Health Services Administration and Policy. (3)

fall and spring

Introduces organizational theory and management of complex organizations within the historical and contemporary contexts of the U.S. public health.

HSM 561 Biostatistics. (3)

fall

Aspects of descriptive statistics and statistical inference most relevant to health issues, including data, rates, and confidence intervals.

HSM 562 Health Care Organization and Systems. (3)

once a year

Functional relationships among managerial elements of health care institutions with major focus on hospital governance and policy dynamics.

HSM 563 Economics for Public Health Management. (3)

fall

Introduces concepts and methods used to direct and understand production and distribution of health care services.

HSM 564 Health Care Finance. (3)

once a year

Overview of the acquisition, allocation, and management of financial resources by health care providers. Focuses on economic, financial, and accounting principles.

HSM 565 Policy Issues in Health Care. (3)

once a year

Current policy issues in health through concepts of access, cost, and quality; issues relating to disease trends and policy formulation.

HSM 566 Basic Principles of Epidemiology. (3)

spring

Basic principles of epidemiology, evaluation of etiology, natural history, intervention therapy, and disease prevention. Lecture, lab. Prerequisite: Master of Public Health major or instructor approval.

HSM 573 Comparative Health Systems. (3)

once a year

Comparison of health care financing and delivery in industrialized countries; covers insurance, hospital management, and physician payment. Lecture, discussion.

HSM 575 Chronic Care Administration. (3)

selected semesters

Management of long-term care services and facilities, including behavioral health and rehabilitation programs.

HSM 589 Integrative Seminar. (3)

fall, spring, summer

Capstone assessment of current policies, problems, and controversies across the broad spectrum of health services administration. Prerequisites: HSM 505, 520, 522, 532.

HSM 591 Seminar. (1–12)

once a year

Topics may include the following:

- Behavioral Health. (3)
- Cost Containment and Quality Assurance. (3)
- Health Care Economic Outcomes. (3)
- Health Care Policy. (3)
- Managing Physicians. (3)
- Topics in Health Services Research. (3)

HSM 593 Applied Project. (3)

fall, spring, summer

Optional on-site experience in advanced development of managerial skills in health services administration and policy. Minimum of 10 weeks. Prerequisites: 18 hours of credit toward program of study; director approval.

HSM 598 Special Topics. (1–4)

once a year

Topics may include the following:

- Epidemiology. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Information Management

Master's Program

wpcarey.asu.edu/is

480/965-3252

BA 223

Robert St. Louis, Chair

Professors: Goul, Roy, St. Louis, Steinbart, Vinze

Associate Professors: David, Iyer, Keim, Kulkarni, O'Leary

Assistant Professors: Chen, Corral, Demirkan, Ravindran, Roussinov, Santanam, Shao

Senior Lecturers: Birney, Hayes, Shrednick

Lecturer: McCarthy

MASTER OF SCIENCE

The program leading to the MS degree in Information Management educates working professionals to develop and apply quantitative and computer methods to support business decision making. The program prepares graduates to progress in careers in computer information systems/management, systems development, and business consulting.

Admission. All applicants are required to submit the supplemental application materials required by the department. Complete application instructions may be obtained from the department's Web site at wpcarey.asu.edu/is.

Applicants must also submit scores from the Graduate Management Admission Test or the Graduate Record Examination. International applicants whose native language is not English must submit scores from the Test of English as a Foreign Language and Test of Spoken English exams.

Prerequisites. Applicants must complete the program prerequisites. Refer to the department's Web site for a current list of required course prerequisites.

Program of Study. The program of study consists of a minimum of 30 semester hours and is continually updated. Access the department's Web site for a list of courses.

Foreign Language Requirements. None.

Thesis Requirements. None.

Final Examination. For the MS degree, all students must successfully complete the comprehensive requirement established by the department and the Division of Graduate Studies. The comprehensive requirement may take the form of a final written examination or may be integrated into the applied project, depending on the program of study.

RESEARCH ACTIVITY

For current information about research activity, access the department's Web site at wpcarey.asu.edu/is.

COMPUTER INFORMATION SYSTEMS (CIS)

For more CIS courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M CIS 502 Information Systems. (2–4)

once a year
Contemporary management issues regarding information systems, including the strategic uses of IT, enterprise systems, and data-driven decision making. Prerequisite: MBA degree program student.

M CIS 505 Object-Oriented Modeling and Programming. (1–4)

once a year
Object-oriented modeling of business information systems, abstract data types and object-oriented programming using a visual language. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 506 Business Database Systems. (1–4)

once a year
Hierarchical, network, relational, and other recent data models for database systems. Processing issues such as concurrency control, query optimization, and distributed processing. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 512 Intelligent Decision Systems and Knowledge Management. (1–4)

once a year
Definition, description, construction, and evaluation of computer-based decision systems. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 515 Management Information Systems. (1–4)

selected semesters
Systems theory concepts applied to the collection, retention, and dissemination of information for management decision making. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 520 Systems Design and Evaluation. (1–4)

selected semesters
Methodologies of systems analysis and design. Issues include project management, interface, organizational requirements, constraints, documentation, implementation, control, and performance evaluation. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 530 Information Systems Development. (1–4)

once a year
Object-oriented and interprocess communication and control concepts for information systems; applications based on languages such as C++ and platforms such as networked UNIX. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 535 Distributed and Mixed-Media Information Systems. (1–4)

once a year
Modern communications protocols for wireless and mobile computing, overview of network and distributed database management systems, overview of storage and multimedia delivery issues, and shared virtual reality technologies. Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 591 Seminar on Selected CIS Topics. (1–12)

once a year
Topics may include the following:

- Computer Security
- Computing Architectures
- Data Warehouse and Data Mining
- Electronic Commerce
- Enterprise Modeling

Prerequisite: MS in Information Management degree program student or MAIS degree program student.

M CIS 593 Applied Project. (1–12)
once a year

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Statistics

Interdisciplinary Master’s and Certificate Programs

The committee, which sets program requirements and supervises programs of study, is composed of faculty from several departments in the Ira A. Fulton School of Engineering, the College of Liberal Arts and Sciences, and the W. P. Carey School of Business.

For more information, see “Statistics,” page 83.

Taxation

Master’s Program

wpcarey.asu.edu/acc

480/965-3631

BA 223

James R. Boatsman, Director

Professors: J.R. Boatsman, Christian, Gupta, Johnson, Kaplan, Pany, Pei, Reckers, Schultz

Associate Professors: Golen, Hwang, Regier, Whitecotton

Assistant Professors: Comprix, Lee, O’Donnell, Petersen, Robinson, Roussinov, Rowe, Weiss

Senior Lecturers: Geiger, Goldman, Maccracken

Lecturer: J.L. Boatsman, Levendowski, Munshi, Wigal

MASTER OF TAXATION

The faculty in the School of Accountancy offer specialized professional programs leading to the Master of Taxation and Master of Accountancy and Information Systems degrees (see “Accountancy and Information Systems,” page 111). The MTax is a specialized degree program designed to equip students with the highly technical and demanding skills required to provide tax and business advice in the private sector and to administer the tax laws in the public sector of the economy. The program prepares students for entry-level positions in taxation and provides graduate-level education for tax professionals who desire to enhance their skills.

The faculty also participate in offering the program leading to the Master of Business Administration degree (see

“Master of Business Administration,” page 113) and PhD degree in Business Administration (see “Doctor of Philosophy,” page 114).

For more information on faculty, programs, and courses, access the school’s Web site at wpcarey.asu.edu/acc.

Admission. All applicants are required to submit the supplemental application materials required by the school. Complete application packets and instructions may be obtained from the school’s Web site.

Students applying to this program must submit scores from the Graduate Management Admission Test. International applicants whose native language is not English must submit scores from the Test of English as a Foreign Language and the Test of Spoken English exams. Preference in admission is given to those with degrees in accounting and business, although other exceptional candidates are considered.

Prerequisites. Access the school’s Web site for a current list of the program prerequisites.

Program of Study. The Master of Taxation consists of a minimum of 30 semester hours and is continually updated. Students acquire core knowledge and a set of professional skills from course work drawn from financial and managerial accounting, auditing, taxation, and information systems. These core courses, recommended by the American Institute of Certified Public Accountants as “a fundamental part of any graduate level accounting curriculum,” build on a base level of knowledge and skills that students are presumed to have acquired from an undergraduate degree. Additionally, students take a sequence of courses on tax research, corporate and shareholder taxation, the taxation of flow-through entities, family tax planning, multijurisdictional taxation, and other special topics in taxation. Completion of the program results in students possessing an expanded understanding of the strategic role of accounting in business organizations and society. The significance of taxes in business decisions and tax compliance are also emphasized. Professional responsibilities and the ethical standards of the accounting profession, and especially the tax practice, are highlighted as well. Access the school’s Web site for a current program of study.

Course Load. Students are limited to 12 hours per trimester.

Foreign Language Requirements. None.

Thesis Requirements. None.

Final Examination. A final comprehensive written examination is required of all candidates.

RESEARCH ACTIVITY

For current information about research activity, access the School of Accountancy Web site at wpcarey.asu.edu/acc.

COURSES

For courses, see “Accountancy (ACC),” page 111.

East College

www.east.asu.edu/ecollege

Glenn W. Irvin, PhD, Dean

PURPOSE

East College provides academic foundations for students in all majors while providing popular undergraduate and graduate degree programs. The college serves as the academic home for students who choose the unique social and academic environment of the East campus but do not wish to declare a major immediately. East College offers 11 undergraduate and four graduate degrees.

ORGANIZATION

East College is organized into eight faculties or departments:

- Applied Biological Sciences
- Applied Psychology
- Business Administration
- Education
- Exercise and Wellness
- Human Health Studies
- Multimedia Writing and Technical Communication
- Nutrition

GRADUATE PROGRAMS

Graduate degree programs, as shown in the “[East College Graduate Degrees and Majors](#)” table, page 128, are offered by the faculty within the college.

ADMISSION REQUIREMENTS

Applicants to East College graduate degree programs must meet the minimum Division of Graduate Studies academic requirements. Individual programs may require additional supporting materials. Applicants should refer to requirements specified by each graduate degree program.

COLLEGE FACILITIES

East College is located at the East campus. The easily accessible campus offers students modern mediated classrooms, state-of-the-art computer facilities, electronic access to library resources, and a range of on-campus housing options. Students also have access to Tempe campus resources and research facilities. A shuttle runs regularly between the two campuses.

ADVISING

Career advising is available on campus and through Career Services at Tempe campus. Academic advising is provided by the department offering the degree program.

Applied Biological Sciences

Master’s Program

www.east.asu.edu/ecollege/appliedbiologicalsciences

480/727-1444

WANNER Third Floor

Ward W. Brady, Chair

Professors: Brady, Brock, Mushkatel, Ohmart, Sommerfeld, Stutz

Associate Professors: Green, Martin, Miller, Steele, Whysong

Assistant Professors: Hu, Marcum

Lecturer: Huffman

The faculty of the Department of Applied Biological Sciences at the East campus offer a program leading to the MS degree in Applied Biological Sciences. Selected faculty in this program also participate in offering the PhD program in Environmental Design and Planning and the PhD program in Plant Biology. See “[Doctor of Philosophy](#),” page 69, for general information on the PhD degree.

The MS in Applied Biological Sciences degree is supported by faculty with backgrounds in ecology, forest and range management, botany, rangeland resources, urban horticulture, wildlife biology, and a wealth of field experiences. Research projects in wildlife inventory, habitat restoration, GIS and remote sensing, and urban horticulture, among others, help support the applied nature of the program.

The MS degree in Applied Biological Sciences is designed to train students who are scientifically competent, aware of the necessity of communicating the importance of sound ecosystem management, and able to work with numerous groups interested in biological resources. Students have the opportunity to study topics such as wildlife inventory and habitat preference, habitat restoration, invasive plant species, Geographic Information Systems (GIS) and remote sensing applications to natural resource management, spatial modeling and the demand on natural resources, indicators of watershed condition, livestock riparian interactions, and influence of urbanization on soil carbon and nitrogen dynamics. All students are required to complete a core of graduate courses, conduct a research project under the

East College Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Applied Biological Sciences	MS	GIS/remote sensing, natural resource management, or range ecology	Department of Applied Biological Sciences
Applied Psychology	MS	—	Faculty of Applied Psychology
Curriculum and Instruction	MEd	English as a second language, instructional media in K–12 schools, or professional studies	Faculty of Education
	PhD ²	Exercise and wellness education	Division of Curriculum and Instruction ²
Environmental Design and Planning ²	PhD	Design; history, theory and criticism; or planning	Committee on Environmental Design and Planning
Exercise and Wellness	MS	—	Department of Exercise and Wellness
Nutrition	MS	—	Department of Nutrition
Physical Education	MPE	—	Faculty of Education
Plant Biology ²	PhD	—	School of Life Sciences (Tempe campus)

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the East campus.

direction of a faculty member, and prepare and defend a research thesis.

MASTER OF SCIENCE

Admission. Applicants to the program are expected to meet the minimum requirements for admission to the Division of Graduate Studies. In addition, scores from the Graduate Record Examination or Miller Analogies Test are required. Applicants are expected to have completed 18 semester hours in environmental and biological sciences or closely related courses. Applicants not meeting these requirements may be considered for admission with deficiencies.

Submit the following separate application materials to

DEPARTMENT OF APPLIED BIOLOGICAL SCIENCES
ARIZONA STATE UNIVERSITY
7001 E WILLIAMS FIELD ROAD
MESA AZ 85212

1. a statement of intent (maximum 600 words) explaining
 - (a) the applicant's interest in applied biological sciences,
 - (b) the applicant's academic background, and
 - (c) the applicant's educational objectives;
2. three letters of recommendation from references who are qualified to comment on the applicant's potential in the selected area of study; and
3. a résumé.

Application Deadlines. For fall enrollment, application materials are due in the Department of Applied Biological Sciences, and Division of Graduate Studies on March 15.

For spring enrollment, application materials are due in the Department of Applied Biological Sciences, and the Division of Graduate Studies on October 15.

Selection Procedures and Notifications. School faculty evaluate the applications and supporting materials and recommend to the Division of Graduate Studies whether the

applicant should be granted regular or provisional admission or if admission should be denied. If admission is provisional, the Division of Graduate Studies specifies in its letter of admission the provisions to be met to gain regular status. The school informs successful applicants of the procedures for enrollment.

Program of Study. A minimum of 30 semester hours of approved graduate course work is required. All students are required to complete a nine-semester-hour core curriculum. A minimum grade of "B" (3.00) is required in all core courses. First-year students are expected to complete either ABS 540 Plant Responses to Environmental Stress or ABS 550 Vegetation Dynamics, ABS 551 Advanced Environmental Analysis, and ABS 591 Seminar. Second-year students are required to complete ABS 691 Seminar in the fall semester. All students are also expected to complete a minimum of three semester hours of research and three semester hours of thesis. The remaining hours (15 semester hours) are chosen to support the student's educational objectives.

Foreign Language Requirements. None.

Comprehensive Examination. None.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination covering the thesis and related subject matter is required.

RESEARCH ACTIVITY

The faculty of the Department of Applied Biological Sciences are engaged in a number of research projects of global, national, regional, or state importance. Scholarship in service to community is the hallmark of a state-supported university and continues to be in East College.

A few examples of this scholarship are a project involved in "The Adaptation of Sonoran Desert Vegetation to Wildfire on the Tonto National Forest"; a "Wildlife Vegetation Inventory for Northern Phoenix"; "Relationships of Temperate Legumes in North America and Eurasia"; "Flora of the

Usery Mountains, Maricopa County”; an extensive program in “Transborder Watershed Resources”; and an investigation into the “Effects of Livestock Use Levels on Riparian Trees on the Verde River.”

APPLIED BIOLOGICAL SCIENCES (ABS)

ABS 402 Vegetation and Wildlife Measurement. (3)

spring

Vegetation inventory, sampling, monitoring, and evaluation. Methods of estimating wildlife populations, activity, and home ranges. Lecture, lab, 1 weekend field trip. Prerequisites: ABS 207, 350, 370.

ABS 425 Soil Classification and Management. (3)

selected semesters

Principles of soil genesis, morphology, and classification. Presents management and conservation practices. Prerequisite: ABS 225 (or its equivalent).

ABS 430 Watershed Management. (3)

selected semesters

Hydrologic, physical, biological, and ecological principles applied to watershed management. Impact of ecosystem manipulations on water yield and quality. Lecture, 1 weekend field trip. Prerequisite: ABS 225.

ABS 433 Riparian and Wetland Ecology. (3)

selected semesters

Functions and components of riparian and wetland ecosystems and the management of these systems. Lecture, field trips. Prerequisite: ABS 370.

ABS 434 Soil Ecology. (3)

selected semesters

Soils viewed in an ecosystem context, soil-plant relationships, nutrient budgets, and abiotic factors that influence soil processes. Lecture, lab, field trips. Prerequisites: ABS 225, 226, 370.

ABS 435 Ecological Modeling. (3)

fall

Simulation modeling as a tool to study ecological processes and human impact on ecosystems and organisms. Lecture, lab. Prerequisites: ABS 350, 370.

ABS 440 Ecological Restoration Techniques. (3)

fall

Techniques for ecological restoration, riparian and wetland restoration, and monitoring restoration success. Prerequisites: ABS 370, 380.

ABS 441 Ecological Restoration Practicum. (1)

fall

Field experience in the evaluation and monitoring of implemented ecological restoration projects. Lab, field trips. Fee. Pre- or corequisite: ABS 440.

ABS 460 Organic Gardening. (2)

fall

Applies principles and practices of organic gardening in the low desert, including environmental impacts of modern food production. 1 hour lecture, 3 hours lab. Fee. Prerequisite: ABS 260.

ABS 462 Greenhouse/Nursery Management. (4)

spring

Greenhouse structures, environment, and nursery operations. Includes irrigation, nutrition, and other principles relative to production of nursery crops. 1 hour lecture, 3 hours lab. Fee. Prerequisite: ABS 260.

ABS 463 Golf and Sports Turf Management. (3)

fall

Selection, establishment, and maintenance of turf grasses bred specifically for golf and sports facilities. Cross-listed as PGM 463. Credit is allowed for only ABS 463 or PGM 463. Integrated lecture/lab.

ABS 465 Senior Enterprise Project. (3)

fall and spring

Selection and completion of an urban horticulture project with faculty advisor approval related to the field of study. Prerequisite: senior standing.

ABS 470 Mammalogy. (3)

fall

Classification and biology of mammals, emphasizes North America. Pre- or corequisite: ABS 355.

ABS 471 Ornithology. (3)

spring

Classification and biology of birds, emphasizing North America. Lecture, lab, field trips. Fee. Prerequisite: ABS 355.

ABS 475 Habitat Management for Small Wildlife. (4)

fall

Habitat management considerations and practices for small game and nongame wildlife species in North America. Lecture, lab, field trips. Fee. Prerequisites: ABS 370, 376, 380.

ABS 476 Big Game Habitat Management. (3)

spring

Habitat management considerations and practices for big game wildlife species in North America. 2 hours lecture, 3 hours lab. Prerequisites: ABS 370, 376. Pre- or corequisite: ABS 402.

ABS 480 Ecosystem Management and Planning. (3)

selected semesters

Principles of ecosystem management, with emphasis on economic and policy constraints on the planning process. Risk assessment and management. Lecture, 1 weekend field trip. Prerequisite: senior standing or instructor approval.

ABS 481 Riparian and Wetland Restoration. (3)

fall

Principles and problems in the restoration of degraded riparian and wetland ecosystems. Construction of wetlands. Prerequisites: ABS 433, 440.

ABS 482 Ecology and Planning for Restoration. (3)

spring

Ecological principles and resource planning processes applied to the restoration of degraded landscapes. Prerequisites: ABS 225, 372, 440.

ABS 483 Restoration Planning Practicum. (2)

spring

Field experience in ecological restoration techniques, selection of mitigation techniques, and implementation planning. Lab, extended field trip over spring break. Fee. Pre- or corequisite: ABS 482.

ABS 485 GIS in Natural Resources. (3)

fall

Principles of Geographic Information Systems (GIS) utilized in natural resource management. Use of computers for spatial analysis of natural resources. Lecture, lab. Prerequisite: ABS 350 (or its equivalent).

ABS 500 Research Methods. (1–12)

selected semesters

ABS 540 Plant Responses to Environmental Stresses. (3)

selected semesters

Reaction of plants to environmental stresses: aerial pollutants, fire, herbivores, floods, mechanical treatments, pesticides, and soil amendments. Lecture, 1 weekend field trip. Prerequisite: ABS 370 (or its equivalent).

ABS 550 Vegetation Dynamics. (3)

fall

Dynamics of vegetation linking physiological, population, and community ecology. Collection and analysis of vegetation data. Lecture, discussion, field trips. Prerequisites: ABS 350 and 370 (or their equivalents).

ABS 551 Advanced Environmental Analysis. (4)

selected semesters

Advanced statistical procedures and experimental design for the biological sciences. Techniques for analyzing data that do not meet statistical assumptions. Lecture, lab. Prerequisite: ABS 350 (or its equivalent).

ABS 553 Riparian Ecology. (3)

selected semesters

Review of recent literature, developments, and methods related to riparian ecology. Applications of soil and landscape ecology to riparian systems. Lecture, discussion, field trips. Prerequisite: ABS 370 (or its equivalent).

ABS 560 Dynamic Spatial Modeling. (3)

selected semesters

Simulation modeling of landscapes, animal populations, and ecological processes in space and time. May use modeling tools on computer clusters. 2 hours lecture, 3 hours lab. Prerequisites: ABS 485; 6 hours in ecological studies.

EAST COLLEGE

ABS 570 Advanced Animal Nutrition. (4)

selected semesters

Metabolic and physiological interactions of nutrients in wild and domesticated animals consuming natural feeds. Lecture, lab. Prerequisites: BIO 188 and CHM 101 (or their equivalents).

ABS 580 Practicum. (1–12)

selected semesters

ABS 584 Internship. (1–12)

selected semesters

ABS 586 Remote Sensing in Environmental Resources. (4)

selected semesters

Principles and application of remote sensing technologies in natural resource management using computerized data from aerial photography and satellite imagery. Lecture, lab. Prerequisite: ABS 485 (or its equivalent).

ABS 590 Reading and Conference. (1–12)

selected semesters

ABS 591 Seminar. (1–12)

selected semesters

ABS 592 Research. (1–12)

selected semesters

ABS 593 Applied Project. (1–12)

selected semesters

ABS 594 Conference and Workshop. (1–12)

selected semesters

ABS 595 Continuing Registration. (1)

selected semesters

ABS 598 Special Topics. (1–4)

selected semesters

ABS 599 Thesis. (1–12)

selected semesters

ABS 691 Seminar. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Applied Psychology

Master's Program

www.east.asu.edu/ecollege/appliedpsych

480/727-1515

SUTTON Third Floor

Roger W. Schvaneveldt, Faculty Head

Professors: Cooke, Schvaneveldt

Assistant Professor: Gray

The faculty in the Applied Psychology Program at the East campus offer a graduate program leading to the MS degree in Applied Psychology.

Admission. In addition to the general requirements for admission to the Division of Graduate Studies, the Applied Psychology Program requires:

1. an undergraduate degree (not necessarily in psychology) from a regionally accredited educational institution (minimum 3.00 GPA);
2. GRE scores on the verbal and quantitative tests;

3. three letters of recommendation;
4. a personal statement that includes background, interests, qualifications, and goals; and
5. TOEFL scores for applicants who are not native English speakers.

Requirements. The MS degree requires the completion of 32 semester hours with grades of "B" (3.00) or higher. The requirements are shown in the following table:

	PSY 531 Multiple Regression in Psychological Research.....	3
E	PSY 560 Advances in Theoretical Psychology.....	3
E	PSY 561 Methods in Applied Psychology.....	3
E	PSY 562 Advanced Human Factors.....	3
	PSY 594 Conference and Workshop (two semesters).....	2
	Elective: seminar, special topics, etc.	6
	Thesis or applied project*	12

* Students writing a thesis may count a maximum of six semester hours of 599 Thesis credit toward the minimum requirements for their degree.

The PSY 594 credits require attending departmental colloquia and special presentations on research, applications, and professional issues. Students have the option of completing a thesis or an applied project to develop and demonstrate professional knowledge and skills.

Students who plan to go on to a doctoral program are encouraged to complete a thesis. Work on the thesis will continue for at least a calendar year under faculty supervision. The first three credits will be devoted to developing an idea and preparing a proposal for approval by a faculty committee. The next three credits will allow for preparing the details of research design and data collection for the thesis (materials, computer programs, experimental text beds, questionnaires, etc.). The final six credits will be devoted to collecting and analyzing data and writing and revising the thesis under the direction of the advisor. Students will defend the thesis in an oral exam.

Students selecting the applied project option will, under the guidance of an advisor, allocate the 12 semester hours to a combination of research, practicum, project activities, and report writing appropriate to the goals of the student and the program and the availability of practicum or internship opportunities. In all cases, the project will culminate in a substantial written report followed by a comprehensive oral examination covering the project and other materials from required courses.

PSYCHOLOGY (SCIENCE AND MATHEMATICS) (PSY)

For more PSY courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

E PSY 438 Human-Computer Interaction. (3)

once a year

Theories, methods, and findings concerning the usability of computer systems and the design of effective user interfaces. Lecture, discussion, projects. Prerequisite: PSY 437.

E PSY 439 Training and Skill Acquisition. (3)

once a year

Theories, methods, and findings concerning the acquisition of skilled performance and the design of effective training systems. Lecture, discussion, projects. Prerequisite: PSY 437.

E PSY 440 Industrial/Organizational Psychology. (3)*once a year*

Examines personnel selection, performance assessment, job and workplace design, job satisfaction, organizational behavior, management systems, and industrial safety. Lecture, discussion, projects. Prerequisite: PSY 230 (or an equivalent statistics course).

E PSY 560 Advances in Theoretical Psychology. (3)*fall*

Covers new empirical and theoretical work in psychology with emphasis on its applicability. May be repeated for credit up to 9 hours. Prerequisites: PSY 323, 324.

E PSY 561 Methods in Applied Psychology. (3)*fall*

Methods in particular value in applied settings, including usability testing, prototyping, and use of computers in data collection and analysis. May be repeated for credit up to 9 hours. Prerequisites: PSY 290, 330 (or 530).

E PSY 562 Advanced Human Factors. (3)*fall*

In-depth study of the issues, methods, and findings in industrial and organizational psychology. Prerequisite: PSY 437.

E PSY 563 Advanced Industrial and Organizational Psychology. (3)*spring*

In-depth study of the issues, methods, and findings in industrial and organizational psychology. Prerequisite: PSY 440.

E PSY 594 Conference and Workshop. (1-12)*selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Education

Master's Programs

www.east.asu.edu/ecollege/education

480/727-1103

SUTTON 240E

Bette S. Bergeron, Head, Faculty of Education

Professors: Bergeron, Darst

Assistant Professors: Kulinna, Mahoney, Marble, White-Taylor

Assistant Clinical Professors: Molina-Walters, Smith

Senior Lecturers: Stever, Wenhart

Lecturers: Foley, Gomez, Hopper, Orlowicz, Prest

The Master of Education (MEd) program prepares scholarly professionals and educational leaders. A major is available in Curriculum and Instruction with concentrations in English as a second language (ESL), instructional media, and professional studies. The ESL concentration includes the course work needed to fulfill Arizona's requirements for an endorsement in this area. A Master of Physical Education (MPE) is also offered. Students interested in the MPE program should contact the Education program at 480/727-1103.

Admission. Candidates must be admitted to the Division of Graduate Studies and to the East campus Education program. Admission does require that candidates have a minimum GPA of 3.00 from previous postsecondary programs. Applicants with grades below minimum levels may be considered for provisional admittance when evidence exists of the candidate's potential for outstanding performance in a master's program. Additional requirements include submitting a résumé and three letters of recommendation. For complete application information, call the Education office at 480/727-1103.

Program of study. A minimum of 30 semester hours of course work approved by the student's supervisory committee and the Division of Graduate Studies is required for the MEd degree. Candidates for the MEd degree should contact the Education Office for specific core requirements. *A program of study should be filed as early as possible and not later than upon completion of nine semester hours of graduate course work.*

Examinations. All MEd programs require successful completion of a written comprehensive examination or applied project. This requirement must be fulfilled in conjunction with the Education programs at the East campus (i.e., applied project courses cannot be transferred). Written examinations focus on the specialized content of the specific MEd program of study and are administered and evaluated by program faculty. Applied projects are approved by and developed under the guidance of program faculty. If the student should fail the written examination or applied project, the student must seek approval for reexamination or resubmission of the project from the supervisory committee and the Division of Graduate Studies.

EARLY CHILDHOOD EAST (EAC)

EAC 494 Special Topics. (1-4)*selected semesters***EAC 594 Conference and Workshop. (1-12)***selected semesters***EAC 598 Special Topics. (1-4)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

EDUCATION EAST (EDC)

EDC 560 Principles of Instructional Technology. (3)*fall, spring, summer*

Examines effective practices related to instructional technologies, including classroom delivery, student engagement, and evaluation of resources. Prerequisite: approval of the East Education Office.

EDC 562 Planning and Designing Curriculum with Media. (3)*fall, spring, summer*

Planning and design of curriculum and effective learning experiences supported by technology to maximize student learning. Prerequisite: EDC 560 or department approval.

EDC 565 Research-Based Phonics for the K-8 Classroom. (3)*fall, spring, summer*

Current research in phonics instruction, including systematic and analytic approaches, and their application to classroom practice. Interactive forum. Prerequisites: EDC 465 (or its equivalent); approval of the East Education Office.

EDC 568 Developing and Using Video in Instruction. (3)*fall, spring, summer*

Techniques for developing and using video for instruction; methods and materials for teaching video production in schools.

EAST COLLEGE

EDC 584 Student Teaching in the Elementary School. (1–12)

selected semesters
Internship. Fee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

ENGLISH AS A SECOND LANGUAGE (ELL)

ELL 484 Internship. (1–12)

selected semesters

ELL 494 Special Topics. (1–4)

selected semesters

ELL 501 Multicultural Education. (3)

fall, spring, summer

Examines the multicultural debate as a profound ideological struggle over the values of American culture.

ELL 505 Language Minority Education. (3)

fall, spring, summer

Historical, philosophical, theoretical, pedagogical, and legal foundations of language minority education in the United States. Credit is allowed for only ELL 505 or 405.

ELL 510 Linguistics: First- and Second-Language Acquisition and Use. (3)

fall, spring, summer

Examines current theories of first- and second-language acquisition and use and their application to ELL pedagogical contexts. Credit is allowed for only ELL 510 or 410.

ELL 515 Structured English Immersion (SEI) Methods. (3)

fall, spring, summer

Addresses the role of language and culture in teaching, program types, and specific SEI strategies for teaching English Language Learners (ELLs).

ELL 520 Literacy Methods for English Language Learners (ELLs). (3)

fall, spring, summer

Teaching reading and writing to English Language Learners (ELLs) with emphasis on integrated curriculum and literature-based instruction. Credit is allowed for only ELL 520 or 420.

ELL 530 Community and Parental Involvement in Language Minority Education. (3)

fall, spring, summer

Analyzes home-school collaboration using historical, educational, psychological, ethnic-social diversity, and sociological perspectives.

ELL 535 Computer-assisted Language Learning (CALL) for English Language Learners (ELLs). (3)

fall, spring, summer

Examines current theories and practices surrounding the feasibility and efficacy of employing computer technology in ELL instruction.

ELL 584 Internship. (1–12)

selected semesters

ELL 594 Conference and Workshop. (1–12)

selected semesters

ELL 598 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

INSTRUCTIONAL MEDIA (IMD)

IMD 494 Special Topics. (1–4)

selected semesters

IMD 564 Multimedia Applications in Instruction. (3)

fall, spring, summer

Utilizes various forms of multimedia and authoring software to create materials and instruction. Integrated lecture/lab. Fee.

IMD 566 Assessment and Evaluation of Media Applications. (3)

fall, spring, summer

Examines a variety of strategies in assessing learning, collecting and evaluating data, and evaluating technology resources for classroom integration.

IMD 572 Media Collection and Development. (3)

fall, spring, summer

Explores the identification, selection, acquisition, and evaluation of a collection of library resources for a specific community of users. Integrated lecture/lab.

IMD 574 Organization and Administration of School Library Media. (3)

fall, spring, summer

Explores the role of the school library media specialist and program as it relates to the educational community. Integrated lecture/lab.

IMD 576 Social and Ethical Issues in Educational Media. (3)

fall, spring, summer

Examines the social, ethical, legal, and human issues surrounding the use of technology in K–12 schools. Integrated lecture/lab. Prerequisite: EDC 560.

IMD 594 Conference and Workshop. (1–12)

selected semesters

IMD 598 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

PHYSICAL EDUCATION EAST (PPE)

PPE 494 Special Topics. (1–4)

selected semesters

PPE 550 Physical Education for the Elementary School. (3)

fall, spring, summer

Scope and values of physical in elementary schools. Methods, materials, and practices in teaching for primary through upper grades. Integrated lecture/lab. Fee. Prerequisite: field experience or instructor approval.

PPE 555 Physical Education in the Secondary School. (3)

fall and spring

Current trends and theories such as elective programs, coed classes, legal issues, contract teaching, curriculum, and administration. Integrated lecture/lab. Fee. Credit is allowed for only PPE 555 or 355. Prerequisite: field experience or instructor approval.

PPE 560 Adapted and Inclusive Physical Education. (3)

fall, spring, summer

Teaching individuals with disabilities physical skills and activities. Integrated lecture/lab. Credit is allowed for only PPE 560 or 360.

PPE 565 Teaching Physical Activity Concepts. (3)

fall, spring, summer

Teaching physical activity concepts in PE settings. Analyzes and critiques state and national physical education standards. Integrated lecture/lab. Credit is allowed for only PPE 565 or 365. Prerequisites: ENG 101, 102; EXW 300 (or its equivalent).

PPE 570 Research on Teacher Education in Physical Education. (3)

fall, spring, summer

Discusses current research on teacher education across fields, with an emphasis on physical education pedagogy. Integrated lecture/lab. Credit is allowed for only PPE 570 or 370. Prerequisite: EXW 300 (or its equivalent).

PPE 575 Coaching Methods for Youth Sports. (3)

fall, spring, summer

Scope and values of coaching K–12. Methods, materials, and practice in coaching philosophy. Best practices and activities for grades K–12. Integrated lecture/lab. Credit is allowed for only PPE 575 or 375.

PPE 584 Internship. (1–12)

selected semesters

Topics may include the following:

- Student Teaching in Physical Education. (6–12)

fall and spring

Practice of teaching. Relationship of practice and theory in teaching physical education. Internship. Fee. Prerequisites: PPE 350, 355. Corequisite: PPE 480.

PPE 585 Research on Teaching in Physical Education. (3)

fall, spring, summer

Contemporary research and theory on teaching across fields, with an emphasis on physical education pedagogy; provides a practical research experience. Integrated lecture/lab. Prerequisite: EXW 300 (or its equivalent).

PPE 594 Conference and Workshop. (1–12)
selected semesters
PPE 598 Special Topics. (1–4)
selected semesters
Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

SECONDARY EDUCATION EAST (SDE)

SDE 484 Internship. (1–12)
selected semesters
SDE 494 Special Topics. (1–4)
selected semesters
SDE 584 Internship. (1–12)
selected semesters
SDE 594 Conference and Workshop. (1–12)
selected semesters
SDE 598 Special Topics. (1–4)
selected semesters
Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

SPECIAL EDUCATION EAST (SPC)

SPC 580 Practicum. (1–12)
selected semesters
SPC 584 Internship. (1–12)
selected semesters
SPC 594 Conference and Workshop. (1–12)
selected semesters
 Topics may include the following:
 • Inclusionary Practices
SPC 598 Special Topics. (1–4)
selected semesters
Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Elementary Education

Postbaccalaureate Program

www.east.asu.edu/ecollege/elementaryed

480/727-1103

SUTTON 240E

Bette S. Bergeron, Head, Faculty of Education

The East campus Education faculty offer a postbaccalaureate program leading to certification in Elementary Education (K–8). In this “TEACH ME” program, students also have the option of completing a Master of Education degree in Curriculum and Instruction with a concentration in professional studies, once all requirements of state certification have been met.

TEACH ME is designed to provide students with a fast-track path to initial certification in elementary education, focused field experiences, and the professional knowledge to build a deep understanding of quality instructional practices. The program consists of three foundation courses that are offered in an online hybrid format, eight pedagogical methods courses that are aligned with directed field experiences, and a full semester of student teaching.

The program allows students to use up to 15 semester hours of their initial certification course work toward a master’s degree.

Admission. Students must seek admission to the East campus Education program and the Division of Graduate Studies for acceptance into this program. Candidates must have a minimum GPA of 3.00 from previous postsecondary programs. Applicants with grades below minimum levels may be considered for provisional admittance when evidence exists of the candidate’s potential for outstanding performance in a master’s program. For more information, call the East campus Education office at 480/727-1103.

Program of Study. The certification phase of the TEACH ME program consists of two distinct blocks of classes: foundational and pedagogical course work (which includes student teaching). All foundation courses must be completed before taking classes in pedagogy. All pedagogy courses must be taken with a field experience practicum. Once all requirements for certification are successfully met, eligible students can complete the MEd with 15 additional semester hours of graduate course work.

A total of 45 hours is required for Arizona certification in elementary education. The program plan of study for the certification course work follows.

Foundations

EDC 480 Theory of Mathematics and Science Instruction	3
EDP 313 Childhood and Adolescence.....	3
SPE 311 Orientation to Education of Exceptional Children.....	3
Total	9

Pedagogy

BLE 520 ESL for Children*	3
EDC 465 Literacy Instruction in the K–8 Classroom	3
EDC 474 Field Experience	0–1
EDC 484 Student Teaching in the Elementary School	10–12
EDC 485 Science Instruction in the K–8 Classroom	3
EDC 495 Mathematics Instruction in the K–8 Classroom.....	3
EDC 560 Principles of Instructional Technology*	3
EDC 565 Research-Based Phonics for the K–8 Classroom*.....	3
EED 538 Teaching Social Studies with Literature*	3
SPC 594 CW: Inclusionary Practices*.....	3
Total	34–37

* 500-level courses can be applied to the MEd program.

Exercise and Wellness

Master's Program

www.east.asu.edu/ecollege/wellness

480/727-1945

EAW 109

William J. Stone, Chair

Professors: Burkett, Stone

Associate Professors: Phillips, Swan

Assistant Professors: Adams, Tudor-Locke

Senior Lecturer: Woodruff

Lecturer: Sebren

The faculty of Exercise and Wellness at the East campus offer a graduate program leading to the MS degree in Exercise and Wellness. Faculty also participate in an interdisciplinary PhD program in Curriculum and Instruction with a concentration in exercise and wellness. For more information, see [“Division of Curriculum and Instruction,”](#) page 146.

MASTER OF SCIENCE

All applicants for the MS degree program in Exercise and Wellness are required to submit scores from the Graduate Record Examination (GRE). Admission decisions are based upon previous academic training and performance, GRE scores, recommendations, and the availability and compatibility of research interests with a potential mentor. International applicants whose native language is not English must also submit a Test of English as a Foreign Language score. Applications are reviewed by faculty only once a year. Priority is given to applications completed by January 1. The program requires a minimum of 30 semester hours, including from 12 to 15 semester hours of research course work (EXW 500, 501, 591, 599), and from 15 to 18 semester hours of EXW graduate concentration courses. Note that students writing a thesis may count a maximum of six semester hours of 599 Thesis credit toward the minimum requirements for their degree; for more information, see [“Thesis or Equivalent Requirements,”](#) page 67. Course work is selected by the student in consultation with an advisor and supervisory committee.

Deficiencies. Applicant transcripts are evaluated to assure competency in the following areas: health behavior change (health psychology), use of computers, basic nutrition, basic wellness, exercise prescription, and exercise testing. Competency in areas considered to be prerequisite to each of the listed competencies are also evaluated. Deficiencies are noted at the time of admission and may be satisfied by com-

pleting undergraduate or graduate courses or by a competency examination.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

Research in Exercise and Wellness is enhanced by the existence of research laboratories. Extensive research is also conducted in the field (work site, community, school). The research of Exercise and Wellness faculty and graduate students focuses on the fitness, health, and wellness benefits of healthy lifestyles, such as regular physical activity, sound nutrition, and effective stress management. The focus is also on physical activity and disease prevention. All groups in the developmental spectrum (children to senior adults) are studied. Among the areas of current interest to faculty and graduate students are physical activity and fitness program effectiveness (strength, cardiovascular fitness, flexibility, and body composition), obesity, women's health issues, motivation to adhere to healthy lifestyles, physical activity and fitness assessment, and environmental health and wellness issues.

EXERCISE AND WELLNESS (EXW)

EXW 420 Exercise Testing. (3)

fall

Theoretical basis and practical application of pre-exercise screening, exercise testing, estimates of energy expenditure, and interpretation of results. Lecture, lab. Fee. Prerequisites: EXW 315; current CPR certification.

EXW 425 Exercise Prescription. (3)

fall

Theoretical basis for and application of general principles of exercise prescription to various ages, fitness levels, and health states. Prerequisites: EXW 320, 330. Pre- or corequisite: EXW 420.

EXW 442 Physical Activity in Health and Disease. (3)

spring

Examines the role of physical activity and fitness in the development of morbidity and mortality throughout the human life span. Prerequisite: EXW 315.

EXW 444 Epidemiology. (3)

fall

Introduces epidemiological concepts and research literature, including physical activity, nutrition, tobacco, alcohol, injury prevention, and safe sex. Prerequisites: EXW 300, 310, 320. Pre- or corequisites: EXW 325, 350.

EXW 450 Cultural and Social Issues in Exercise and Wellness. (3)

spring

Examines contemporary sociocultural issues and social determinants of health and physical activity. Focuses on health disparities, obesity, and social stressors. Prerequisite: EXW 300.

EXW 460 Resistance Training Application and Theory. (3)

fall

Fosters critical thinking as it applies to resistance training theory. Pre- or corequisite: EXW 315.

EXW 500 Research Methods. (3)

fall

Introduces the basic aspects of research, including problem selection, literature review, instrumentation, data handling, methodology, and writing the report.

EXW 501 Research Statistics. (3)

spring

Statistical procedures; sampling techniques, hypothesis testing, and experimental designs as they relate to research publications.

EXW 505 Applied Exercise and Wellness Laboratory Techniques. (3)

spring

Investigative techniques used in the applied exercise testing/prescription laboratory. Emphasizes cardiorespiratory assessment, energy balance, body composition, and electrocardiography. Integrated lecture/lab. Fee.

EXW 534 Sports and Fitness Conditioning. (3)

fall

Bases of sports and fitness conditioning, including aerobic and anaerobic power, strength, flexibility, and analysis of conditioning components for sports and fitness.

EXW 536 Physiological Aspects of Physical Activity and Chronic Disease. (3)

fall

Role of physiological mechanisms associated with acute and long-term physical activity and its influence on chronic disease and wellness.

EXW 538 Obesity, Exercise, and Health. (3)

spring

Critically examines scientific and medical evidence concerning obesity, exercise, and health across the life span.

EXW 540 Psychosocial Issues in Exercise and Wellness: Stress, Coping, and Resilience. (3)

fall

Critically explores the impact of psychological and social factors on human wellness. Lecture, seminar, group discussion.

EXW 542 Health Promotion. (3)

spring

Theory and research concerning fitness and wellness programs in nutrition, physical activity, smoking cessation, and stress management.

EXW 544 Fitness/Wellness Management. (3)

spring

Development of the fitness/wellness industry. Planning, organizing, promoting, and managing fitness/wellness programs.

EXW 575 Teaching Lifetime Fitness. (3)

spring

Organizing and implementing physical fitness programs in the schools with emphasis on individual problem solving.

EXW 591 Seminar. (1–12)

selected semesters

EXW 599 Thesis. (1–12)

selected semesters

EXW 635 Aging and Physical Activity. (3)

spring

Examines and discusses the theoretical and applied health-related research on physical activity and aging.

EXW 640 Analysis of Variance for Exercise and Wellness. (3)

fall

Analysis of variance methods with an emphasis on research measures of human performance. Prerequisite: graduate introduction to statistics.

EXW 642 Exercise Epidemiology. (3)

spring

Physical activity, exercise, and physical fitness and the development of chronic disease.

EXW 643 Correlation/Regression/Multivariate Statistics. (3)

spring

Graduate-level statistics course for PhD/master's students who will be doing research in the area of exercise and wellness. Prerequisite: graduate ANOVA course.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Multimedia Writing and Technical Communication

Certificate Program

East College offers a postbaccalaureate certificate in Multimedia Writing and Technical Communication. For more information, call 480/727-1515, or access www.east.asu.edu/ecollege/multimedia on the Web.

MULTIMEDIA WRITING AND TECHNICAL COMMUNICATION (TWC)

TWC 401 Principles of Technical Communication. (3)

fall and spring

Basic information design principles to produce effective written, oral, and electronic technical communication. Understanding of rhetorical and audience analysis. Pre- or corequisite: TWC 301.

TWC 403 Writing for Professional Publication. (3)

selected semesters

Analyzes the market and examines the publication process, including the roles of the author, editor, and reviewer. Pre- or corequisite: TWC 401.

TWC 411 Principles of Visual Communication. (3)

fall and spring

Basic principles of visual communication in print and electronic media. Understanding graphic and document design, including typography and color. Pre- or corequisite: TWC 401.

TWC 421 Principles of Writing with Technology. (3)

fall and spring

Understanding historical and social impact of technology on writing, with emphasis on multimedia design, computer-mediated communication, and hypertext. Pre- or corequisite: TWC 401.

TWC 431 Principles of Technical Editing. (3)

fall and spring

Basic principles of technical editing (for print and electronic media), including copyediting, reviews, standards, style, and project management. Pre- or corequisite: TWC 401.

TWC 443 Proposal Writing. (3)

once a year

Develops persuasive strategies and themes for researching and writing professional proposals. Pre- or corequisite: TWC 401.

TWC 444 Manual and Instructional Writing. (3)

once a year

Design and development of a user manual, writing instructions, improving graphics and page design, and usability testing. Pre- or corequisite: TWC 401.

TWC 445 Computer Documentation. (3)

once a year

Introduces writing documentation for the computer industry. Pre- or corequisite: TWC 401.

TWC 446 Technical and Scientific Reports. (3)

once a year

Introduces strategies, formats, and techniques of presenting information to technical and scientific audiences. Pre- or corequisite: TWC 401.

TWC 447 Business Reports. (3)

once a year

Introduces strategies, formats, and techniques of presenting information to business and other workplace audiences. Pre- or corequisite: TWC 401.

TWC 451 Copyright and Intellectual Property in the Electronic Age. (3)

fall

Explores issues related to copyright and intellectual property laws, with emphasis on electronic environment. Credit is allowed for only TWC 451 or 551.

EAST COLLEGE

TWC 452 Information in the Digital Age. (3)

spring

Explores the creation, organization, dissemination, and use of information; the impact of technologies; and surrounding economic, legal, and social issues. Credit is allowed for only TWC 452 or 552.

TWC 453 Information and Communications Technology in American History. (3)

selected semesters

Explores the historical development of information and related technologies in the United States from colonial times to the present. Credit is allowed for only TWC 453 or 553. Lecture, Internet.

TWC 454 Information Technology and Culture. (3)

fall, spring, selected summers

Explores the historical impact and intersection of communications technology and culture in America. Credit is allowed for only TWC 454 or 554. Lecture, Internet.

TWC 484 Internship. (3)

fall and spring

Applies classroom work in a supervised workplace environment. Pre- or corequisite: TWC 411 or 421 or 431.

TWC 490 Capstone. (3)

fall and spring

Development of a professional portfolio, creation of a "culminating document," and synthesis of undergraduate experience. Prerequisite: instructor approval.

TWC 501 Principles of Technical Communication. (3)

fall and spring

Basic information design principles to produce effective written, oral, and electronic technical communication. Understanding of rhetorical and audience analysis. Pre- or corequisite: graduate standing.

TWC 503 Writing for Professional Publication. (3)

selected semesters

Analyzes the market and examines the publication process, including the roles of the author, editor, and reviewer. Pre- or corequisite: TWC 501.

TWC 511 Principles of Visual Communication. (3)

fall and spring

Basic principles of visual communication in print and electronic media. Understanding graphic and document design, including typography and color. Pre- or corequisite: TWC 501.

TWC 521 Principles of Writing with Technology. (3)

fall and spring

Understanding historical and social impact of technology on writing, with emphasis on multimedia design, computer-mediated communication, and hypertext. Pre- or corequisite: TWC 501.

TWC 531 Principles of Technical Editing. (3)

fall and spring

Basic principles of technical editing for print and electronic media, including copyediting, reviews, standards, style, and project management. Pre- or corequisite: TWC 501.

TWC 543 Proposal Writing. (3)

once a year

Develops persuasive strategies and themes for researching and writing professional proposals. Pre- or corequisite: TWC 501.

TWC 544 Manual and Instructional Writing. (3)

once a year

Design and development of a user manual, writing instructions, improving graphics and page design, and usability testing. Pre- or corequisite: TWC 501.

TWC 545 Computer Documentation. (3)

once a year

Introduces writing documentation for the computer industry. Pre- or corequisite: TWC 501.

TWC 546 Technical and Scientific Reports. (3)

once a year

Introduces strategies, formats, and techniques of presenting information to technical and scientific audiences. Pre- or corequisite: TWC 501.

TWC 547 Business Reports. (3)

once a year

Introduces strategies, formats, and techniques of presenting information to business and other workplace audiences. Pre- or corequisite: TWC 501.

TWC 551 Copyright and Intellectual Property in the Electronic Age. (3)

fall

Explores issues related to copyright and intellectual property laws, with emphasis on electronic environment. Credit is allowed for only TWC 551 or 451.

TWC 552 Information in the Digital Age. (3)

spring

Explores the creation, organization, dissemination, and use of information; the impact of technologies; and surrounding economic, legal, and social issues. Credit is allowed for only TWC 552 or 452.

TWC 553 Information and Communications Technology in American History. (3)

selected semesters

Explores the historical development of information and related technologies in the United States from colonial times to the present. Credit is allowed for only TWC 453 or 553. Lecture, Internet.

TWC 554 Information Technology and Culture. (3)

fall, spring, selected summers

Explores the historical impact and intersection of communications technology and culture in America. Credit is allowed for only TWC 554 or 454. Lecture, Internet.

TWC 584 Internship. (3)

fall and spring

Applies classroom work in a supervised workplace environment. Pre- or corequisites: TWC 511, 521, 531.

TWC 598 Special Topics. (1-4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Nutrition

Master's Program

www.east.asu.edu/ecollege/nutrition

480/727-1728

HSC 1386

Linda A. Vaughan, Chair

Professors: Johnston, Vaughan

Associate Professor: Hampl

Assistant Professors: Hutchins, Winham, Woolf

Lecturers: Dixon, Hall, Shepard

The faculty in the Department of Nutrition, at the East campus, offer a graduate program leading to a MS degree in Nutrition. The department also offers a Dietetic Internship program, limited to current MS in Nutrition students, which is accredited by the

COMMISSION ON ACCREDITATION FOR
DIETETICS EDUCATION OF THE AMERICAN
DIETETIC ASSOCIATION
120 SOUTH RIVERSIDE PLAZA SUITE 2000
CHICAGO IL 60606-6995

The commission can be reached by phone at 312/899-0040, ext. 5400.

Admission. Applications for admission and graduate assistantships are accepted until February 1 preceding the fall semester to which the applicant is seeking admission. In addition to meeting Division of Graduate Studies requirements, students must submit an official record of their scores on the Graduate Record Examination, three letters of recommendation, a résumé of employment and academic experiences, and the completed departmental Supplementary Information Form. Students wishing to be considered for graduate assistantships must also complete the Division of Graduate Studies and departmental forms. The prerequisites for graduate work in Nutrition are as follows: anatomy and physiology with laboratory, biochemistry with laboratory, general chemistry with laboratory, general nutrition, introductory statistics, microbiology with laboratory, and organic chemistry with laboratory. For admission procedures for the optional Dietetic Internship, see “[Dietetic Internship](#),” on this page.

Program of Study. The program of study consists of a minimum of 30 semester hours. Required courses are NTR 500 and 501, Research Methods in Nutrition I and II (or equivalent courses, with advisor approval), three to six semester hours of 500-level statistics courses approved by an advisor, six semester hours of thesis/research credit, and six semester hours of nutrition seminars selected from NTR 531, 532, and/or 598. Students completing the Dietetic Internship must also complete six semester hours of NTR 580 Dietetics Practicum; only three semester hours of NTR 580 may be applied toward the MS degree. Additional courses may be selected upon consultation with an advisor.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

The faculty in the Department of Nutrition are engaged in a broad range of research activities. Undergraduate students are encouraged to collaborate with faculty and graduate students in the research process. Department faculty are well recognized for their research in the areas of Vitamin C and phytochemical metabolism, nutrition and exercise, the nutrient intake and status of children and young adults, and the nutritional status of free-living and homebound elderly. Nutrition faculty conduct controlled metabolic feeding studies, analyze national food and nutrient data sets, and assess the nutritional status of children and adults. Interdisciplinary research is conducted in conjunction with agribusiness, anthropology, exercise and wellness, immunology, nursing, and other faculty. For more information, access the Department of Nutrition Web site at www.east.asu.edu/college/nutrition.

Dietetic Internship. Admission to the Dietetic Internship is limited to the following students with regular or unconditional admission to the Department of Nutrition’s graduate program: (1) graduate students who are currently in good academic standing in the MS degree program in Nutrition at ASU and who have completed at least six graduate semester

hours from the ASU Department of Nutrition; and (2) students who have already completed the MS degree in Nutrition from ASU in the past and meet all other admission requirements. Admission to the Dietetic Internship also requires submission of an official Verification Statement documenting successful completion of a Didactic Program in Dietetics (DPD). If DPD requirements have not been met at the time application to the Dietetic Internship is made, students must submit an Intent to Complete form and all DPD courses must be completed before entering the internship. Students must provide documentation that a minimum of 150 hours of clinical experience has been completed within the past five years. Students must complete both the MS degree requirements and the Internship practicum requirements to satisfy the Dietetic Internship requirements and establish eligibility to sit for the Registration Examination for Dietitians.

NUTRITION (NTR)

NTR 440 Advanced Human Nutrition I. (3)

fall

Metabolic reactions and interrelationships of vitamins, minerals, and water. Prerequisites: BIO 201; NTR 241. Corequisite: BIO 202.

NTR 441 Advanced Human Nutrition II. (3)

spring

Metabolic reactions and interrelationships of carbohydrate, lipid, and protein. Prerequisites: BCH 361 and BIO 202 and NTR 241 (or their equivalents).

NTR 442 Experimental Foods. (3)

selected semesters

Food product development techniques, food evaluation and testing, and investigation of current research into food composition. 2 hours lecture, 3 hours lab. Fee. Prerequisites: CHM 231; NTR 142.

NTR 444 Medical Nutrition Therapy. (3)

spring and summer

Principles of medical nutrition therapy for prevention and treatment of disease and promotion of health. Prerequisites: BIO 201 and 202 and NTR 341 (or their equivalents). CHM 231 strongly recommended.

NTR 445 Management of Food Service Systems. (3)

fall and spring

Standardized methods of quantity food preparation, operation of institutional equipment, institutional menu planning, quantity food experiences. Integrated lecture/lab. Fee. Prerequisites: NTR 142 and 344 (or their equivalents).

NTR 446 Human Nutrition Assessment Lecture/Laboratory. (3)

fall and spring

Clinical and biochemical evaluation of nutritional status. 2 hours lecture, 3 hours lab. Fee. Prerequisites: BCH 361, 367; NTR 440 (or 441).

NTR 448 Community Nutrition. (3)

fall and spring

Food-related behaviors; organization and delivery of nutrition services; program design, implementation, and evaluation strategies; nutrition assessment of populations. Prerequisite: NTR 241 (or its equivalent).

NTR 450 Nutrition in the Life Cycle I. (3)

fall

Emphasizes nutritional needs and problems during pregnancy, lactation, infancy, and childhood. Prerequisite: NTR 100 or 241 (or its equivalent).

NTR 451 Nutrition in the Life Cycle II. (3)

spring

Nutritional needs and problems of adults, particularly the elderly. Prerequisite: NTR 100 or 241 (or its equivalent).

NTR 500 Research Methods in Nutrition I. (3)

fall

Experimental design; overview of data collection techniques; laboratory analyses; statistical methods; development of thesis proposal. Integrated lecture/lab. Fee. Prerequisites: 1 course each in advanced nutrition, biochemistry, and statistics.

NTR 501 Research Methods in Nutrition II. (3)

spring

Reviews survey, focus group, and epidemiologic research; develops questionnaires; analyzes large data sets. Prerequisite: NTR 500. Pre- or corequisite: graduate-level statistics course.

NTR 521 Nutrition and Immunology. (3)

selected semesters

Critical review of current research on nutrient metabolism, immune function. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 523 Vegetarian Nutrition. (3)

selected semesters

Health benefits, nutritional characteristics, potential risks of vegetarian diets. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 525 Complementary Nutrition. (3)

selected semesters

Critical review of functional foods, phytochemicals, nutrient supplements in health promotion. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 527 Energy Balance and Weight Management. (3)

selected semesters

Reviews energy regulation, eating disorders, obesity, weight control methodologies. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 529 Pediatric Nutrition. (3)

selected semesters

Critical review of pediatric disease states and current nutritional therapies. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 531 Recent Developments in Nutrition. (1)

fall and spring

Selected topics addressing current issues in nutrition research. Prerequisites: 1 course each in advanced nutrition and biochemistry.

NTR 532 Current Research in Nutrition. (3)

selected semesters

Vitamins and minerals. Prerequisites: a course each in advanced nutrition and biochemistry.

NTR 540 Advanced Micronutrient Metabolism. (3)

fall

Metabolism of vitamins and minerals, primarily as applied to humans, with research literature emphasized. Prerequisites: 1 course each in basic nutrition and biochemistry.

NTR 541 Advanced Macronutrient Metabolism. (3)

spring

Metabolism of protein, fat, and carbohydrate, primarily as applied to humans, with research literature emphasized. Prerequisites: 1 course each in basic nutrition and biochemistry.

NTR 542 Advanced Food Product Development. (3)

selected semesters

Food product development techniques, food evaluation and testing, and investigation of current research into food composition. 2 hours lecture, 3 hours lab. Fee. Prerequisites: CHM 231 and NTR 142 (or their equivalents).

NTR 544 Therapeutic Nutrition. (3)

spring and summer

Current theories of the nutritional prevention or treatment of various diseases. Prerequisites: 1 course each in basic nutrition, introduction to diet therapy, and physiology.

NTR 545 Management of Institutional Food Service Systems. (3)

fall and spring

Standardizes methods of quantity food preparation, operation of institutional equipment, institutional menu planning, quantity food experiences. May require field trips. Integrated lecture/lab. Fee. Prerequisites: NTR 142 and 344 (or their equivalents).

NTR 546 Assessment Techniques in Nutrition. (3)

fall and spring

Clinical and biochemical evaluation of nutritional status. 2 hours lecture, 3 hours lab. Fee. Prerequisites: 1 course each in advanced nutrition, biochemistry, and physiology.

NTR 548 Nutrition Program Development. (3)

fall and spring

Planning, development, implementation, and evaluation of community nutrition programs, including the process of grant applications. Prerequisites: 1 course each in basic nutrition and sociology.

NTR 550 Advanced Maternal and Child Nutrition. (3)

fall

In-depth review of metabolic characteristics and nutritional needs of the pregnant woman, lactating woman, infant, and child. Prerequisites: 1 course each in basic nutrition, biochemistry, and physiology.

NTR 551 Advanced Geriatric Nutrition. (3)

spring

In-depth review of metabolic characteristics and nutritional requirements of the elderly. Prerequisites: 1 course each in basic nutrition, biochemistry, and physiology.

NTR 580 Dietetics Practicum. (3–9)

fall, spring, summer

Structured practical experience in the Dietetic Internship, supervised by practitioners with whom the student works closely. Practicum. Fee. Prerequisite: acceptance into the Dietetic Internship.

NTR 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Recent Developments in Food and Nutrition. (1)

NTR 592 Research. (1–12)

fall, spring, summer

NTR 593 Applied Project. (1–12)

selected semesters

NTR 594 Conference and Workshop. (1–12)

selected semesters

NTR 598 Special Topics. (3)

fall and spring

In-depth review of recent research in areas, including nutrition and exercise, nutrition and immunology, energy balance, vegetarianism, nutritional pathophysiology. Prerequisites: 1 course each in advanced nutrition, biochemistry, and physiology.

NTR 792 Research. (1–15)

selected semesters

NTR 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

College of Education

coe.asu.edu

Eugene E. Garcia, PhD, Vice President
for University-School Partnerships and Dean

PURPOSE

The College of Education plays an essential role as a member of the ASU, pre K–12, and related private and public sector agents that form a broad-based educational community. Faculty members are dedicated to producing quality scholarship and research that lead to excellence in teaching, professional practice, and the administration of educational institutions.

The mission and purpose of the College of Education is to provide leadership in advancing the theoretical base of education; addressing issues of fundamental importance, particularly in school settings; and promoting the improvement of educational practice. It does so within a coherent, integrated, and collaborative set of strategies emphasizing excellence in scholarship, teaching, and professional development.

This mission can be further articulated into several goals:

1. addressing the challenge of diversity in educational contexts so as to ensure equity and excellence for all students;
2. understanding fundamental literacies (linguistic, cultural, mathematical, scientific, and technological) and how to foster them; and
3. developing and elaborating research in complex social settings in and out of schools and utilizing that research to prepare educational professionals who can respond to the challenges inherent in those settings.

This mission and its related goals now reside in a reinvigorated context where the college and university work together with significant partners in the K–12 sector, as well as with constituents dedicated to the same purposes.

GRADUATE PROGRAMS

The College of Education offers degrees for the practitioner and for the academic researcher. The Master of Education and the Doctor of Education are designed for teachers and other practitioners working directly with students and schools. The Master of Counseling is designed to prepare helping professionals for work in a variety of counseling settings. The MA and PhD degrees are designed for persons interested in careers in universities and other research settings. The MA and PhD programs emphasize theory development, research methods, and acquisition of a broad base of knowledge about education, as well as in-depth knowledge of a chosen field of specialization.

Most graduate programs of the College of Education include a core of courses designed to give students an

understanding of the context of American education and of the methods of scholarship by which the understanding of the educational system is deepened.

Core course requirements along with specific requirements for the various types of degrees are given under the appropriate majors. See the “College of Education Graduate Degrees and Majors” table, page 140. The table presents a summary of those degrees authorized by the Arizona Board of Regents. Contact the division offices for further information about degrees offered through each faculty group.

ADMISSION REQUIREMENTS

Applicants must meet the general admission requirements established by the Division of Graduate Studies. For the MEd and MC degrees, test scores from the Miller Analogies Test or the Graduate Record Examination are required.

Individual divisions or programs may have admission standards higher than these minimums. Also, some units are limited by the number of faculty members or resources they have, and in keeping with the college’s goals of providing a high quality education for all enrolled students, only a small proportion of the qualified students who apply are admitted. Students should consult the division director or program coordinator for specific admission requirements.

SPECIAL ACADEMIC PROGRAMS

Research and services to students and the community are provided through two centers authorized by the Arizona Board of Regents: the Southwest Center for Education Equity and Language Diversity and the Center for Indian Education. The College of Education offers graduate course work pertaining to the development and education of children and youth from diverse cultural, linguistic, and racial/ethnic populations. Faculty affiliated with multicultural education are actively involved in research related to effective schooling for children of Hispanic American and American Indian heritage, parents as partners in education, bilingual education, and English as a second language.

For more information regarding the Southwest Center for Education Equity and Language Diversity, call 480/965-7134, or access the Web site at www.asu.edu/educ/sceed. For more information about the Center for Indian Education, call 480/965-6292, or access the Web site at coe.asu.edu/cie.

The college’s Technology Based Learning and Research Facility conducts research activity related to software evaluation and the use of microcomputers in schools. For more information, call 480/965-3322.

COLLEGE OF EDUCATION

College of Education Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Counseling	MC	—	Division of Psychology in Education
Counseling Psychology	PhD	—	Division of Psychology in Education
Counselor Education	MEd	—	Division of Psychology in Education
Curriculum and Instruction	MA	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	MEd	Bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	EdD	Bilingual education, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, or social studies education	Division of Curriculum and Instruction
	PhD	Art education, ² curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, ³ language and literacy, mathematics education, physical education, science education, or special education	Division of Curriculum and Instruction
Educational Administration and Supervision	MEd, EdD	—	Division of Educational Leadership and Policy Studies
Educational Leadership and Policy Studies	PhD	—	Division of Educational Leadership and Policy Studies
Educational Psychology	MA, MEd	—	Division of Psychology in Education
	PhD	Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology	Division of Psychology in Education
Educational Technology	MEd, PhD	—	Division of Psychology in Education
Higher and Postsecondary Education	MEd, EdD	Optional: higher education ¹	Division of Educational Leadership and Policy Studies
Social and Philosophical Foundations of Education	MA	—	Division of Educational Leadership and Policy Studies
Special Education	MA	—	Division of Curriculum and Instruction
	MEd	Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled	Division of Curriculum and Instruction

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This concentration is administered in collaboration with the Katherine K. Herberger College of Fine Arts.

³ Doctoral courses for this interdisciplinary program administered by the Tempe campus are offered at the East campus.

CERTIFICATION AND ENDORSEMENT

Postbaccalaureate programs that lead to Initial Teacher Certification (ITC) are designed for people who hold bachelor's degrees in areas other than education. ITC programs are available in the following areas: early childhood education, elementary education, multilingual/multicultural education, secondary education, and special education. (Special education students must qualify for, and be concurrently admitted to, a master's degree program in Special Education. For more information, call 480/965-4602.) For more information on postbaccalaureate programs, visit the Office of Student Services in EDB L1-13, or call 480/965-5555. Endorsements that are added to middle-grade endorsement teaching certificates are available in bilingual education, educating the gifted, English as a second language, library science, middle school education, and reading. Programs that prepare students for certification by the state as a school counselor are offered by the Counselor Education Program. Programs that prepare students for certification by the state as a supervisor, principal, or superintendent are offered by the Division of Educational Leadership and Policy Studies. See ["Educational Leadership and Policy Studies,"](#) page 157.

COLLEGE FACILITIES

In addition to the special programs mentioned earlier, other administrative units and centers provide services to students and the community. These include the College of Education Preschool, which provides young children a variety of learning experiences designed to encourage the development of thinking skills, intellectual curiosity, creative expression, and the foundation upon which academic skills will later be built. The preschool provides on-site observation opportunities for students preparing to become early childhood teachers. For more information, call 480/965-2510.

The Counselor Training Center provides counseling for ASU students, faculty, staff, and the community at large, regarding a wide range of issues, including anxiety, depression, personal relationships, and career development. Counseling is conducted by graduate students in counseling and counseling psychology under the supervision of licensed psychologists. For more information, call 480/965-5067, or access the Web site at coe.asu.edu/ctc.

Bureau of Educational Research and Services. The Bureau of Educational Research and Services (BERS) is a liaison unit of the ASU College of Education. BERS is dedicated to fostering and connecting the human and material resources of the college to the needs in the field of education. BERS engages in information dissemination and service about transforming education and the roles of learners and leaders. BERS provides professional development opportunities, seminars for superintendents, roundtable discussion groups, conference and meeting planning, consulting services, and executive search services.

For more information, call 480/965-3538, or access the Web site at bers.asu.edu. BERS is located in ED 140.

For more information on other research centers in the College of Education, such as the Center for Indian Educa-

tion and the Southwest Center for Education Equity and Language Diversity, see ["College of Education,"](#) page 38.

ADVISING

General career advising in a program can be obtained by contacting the director of the division or the coordinator of the program in which a degree is offered. After admission to a degree program, specific advice related to degree activities is provided by supervisory committees. Postbaccalaureate students pursuing their teaching certification are advised by the Office of Student Services in EDB L1-13. Call 480/965-5555 to schedule an appointment.

ACCREDITATION AND AFFILIATION

The PhD program in Counseling Psychology and the School Psychology concentration in educational psychology are accredited by the American Psychological Association. School psychology is also approved by the National Association of School Psychologists. The Master of Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The College of Education is approved by the State Board of Education (Arizona). The college is affiliated and has membership with the American Association of Colleges for Teacher Education, the American Educational Research Association, and the University Council for Educational Administration.

ORGANIZATION

The College of Education is organized into three divisions. The divisions and their academic programs are listed below.

Division of Curriculum and Instruction

James A. Middleton, Interim Director
(ED 426) 480/965-1644
coe.asu.edu/candi

Research Clusters. Research clusters have been established for existing concentration areas to promote and develop support of academic scholarly interests. Cluster areas include curriculum studies, early childhood, Indian education, language and literacy, mathematics, multilingual/multicultural, secondary education, and special education.

Graduate programs offered by faculty of the Division of Curriculum and Instruction, through the Division of Graduate Studies, prepare students for positions in schools, colleges, universities, government agencies, and public or private organizations. Graduates work as educational leaders and researchers.

The Division of Curriculum and Instruction offers undergraduate and postbaccalaureate programs to prepare students for teacher certification in Arizona in the following areas: special education, elementary, or secondary education. Programs leading to endorsements in bilingual education and English as a second language are also available. Postbaccalaureate programs are designed for students who have graduated from accredited colleges or universities with majors other than education. In some instances, a master's degree may be pursued concurrently with teacher certification.

The division is committed to research. Members of the faculty edit several national, scholarly journals; publish and

COLLEGE OF EDUCATION

present research papers; and direct funded research. Faculty members encourage and assist graduate students in conducting research, writing for publication, and making presentations at professional conferences.

Division of Educational Leadership and Policy Studies

Terrence Wiley, Director
(ED 120) 480/965-6357
coe.asu.edu/programs

Program Areas

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations of Education

Degrees:

MA, MEd, EdD, PhD

Graduate programs in this division are designed to develop leaders, researchers, and policy analysts for careers in schools, colleges, and private and government agencies. Graduates will be able to examine educational institutions, theories, and practices within broad economic, historic, political, socially and culturally diverse, and intellectual contexts in this country and abroad.

Four basic emphases exist within the division's programs. One strand focuses on the administration and policies of educational practices from preschool through secondary education. A second strand focuses on the administration and policies of postsecondary education. A third strand focuses on social and philosophical foundations, and a fourth strand focuses on interdisciplinary policy studies in education. Specific details of these strands are given under the headings of the degree offerings in Educational Administration and Supervision, Educational Leadership and Policy Studies, Higher and Postsecondary Education, and Social and Philosophical Foundations.

Faculty within the division are involved in both data-based and theoretical research. Qualitative, quantitative, and critical theory paradigms are employed. Students have the opportunity to work on research projects in the College of Education and in school districts and educational agencies throughout the country.

Division of Psychology in Education

Elsie Moore, Director
(EDB 302) 480/965-3384
coe.asu.edu/psyched

Program Areas

Counseling
Counseling Psychology
Counselor Education
Educational Psychology
Learning
Lifespan Developmental Psychology
Measurement, Statistics, and Methodological Studies
School Psychology
Educational Technology

Degrees:

MA, MEd, MC, PhD

All program areas within this division strongly emphasize research activities. Areas of concentration within the PhD in Educational Psychology include learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology. The PhD program in Counseling Psychology and the School of Psychology concentration in Educational Psychology are accredited by the American Psychological Association and are based upon the scientist-practitioner model. The Master of Counseling program in community counseling is accredited by the Council for the Accreditation of Counseling and Related Educational programs (CACREP).

Members of the faculty are actively involved in a variety of research and other scholarly activities, including basic and applied educational research, editing and reviewing for a number of refereed journals, publishing and presenting research papers, and seeking external funding for research projects. The faculty encourage and assist graduate students' research, publications, and presentations at professional conferences. Particular research interests of the faculty are noted under each degree major.

MASTER OF EDUCATION

Master of Education (MEd) programs in the College of Education prepare scholarly professionals. Programs are available in Counselor Education, Curriculum and Instruction, Educational Administration and Supervision, Educational Psychology, Educational Technology, Higher and Postsecondary Education, and Special Education. Concentrations within the MEd in Curriculum and Instruction include bilingual education, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, professional studies, science education, secondary education, and social studies education. Within Special Education, MEd areas of concentration are education of the gifted, the mildly disabled, the multicultural exceptional, and severely/multiply disabled children.

See individual program listings under each division in this catalog for more specific information.

A Master of Arts degree in Social and Philosophical Foundations of Education is also available.

Admission. Some programs within the College of Education require above-average performance on the verbal scale of the GRE in addition to the general requirements for admission to the Division of Graduate Studies. (For some programs the Miller Analogies Test may be substituted for the GRE.) Individual divisions or programs, however, may require superior test scores or GPA for admission. Division admission committees review a variety of evidence presented by applicants for admission consideration. Applicants with lower test scores or grades below minimum levels may be considered for admission recommendation if counterbalancing evidence suggesting the potential for outstanding performance in a master's program is available to division admission committees. Check with each division for specific requirements.

Program of Study. A minimum of 30 to 36 semester hours of course work approved by the student's supervisory committee, division director, and the Division of Graduate

Studies is required for the Master of Education degree. Candidates for the Master of Education degree should contact the division offering the graduate degree they are seeking for specific core requirements. *A program of study should be filed as early as possible and not later than upon completion of nine semester hours of graduate course work.*

Examinations. All MEd programs require successful completion of a written comprehensive examination or applied project. These examinations focus on the specialized content of the specific MEd program of study. Comprehensive examinations are written and evaluated by program faculty. If the student should fail the written comprehensive examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Approval of the reexamination must be obtained from the supervisory committee, division director, and the dean of graduate studies.

DOCTOR OF EDUCATION

The Doctor of Education (EdD) degree is primarily a professional degree, designed for persons who wish to pursue careers as leaders in education or as applied researchers. Emphasis is on application of research and theory in education, and on acquisition of professional skills. Prospective students must demonstrate superior scholarship and leadership in professional education. Each student is expected to acquire broad knowledge in the major field and to produce a dissertation addressing a significant educational issue or problem.

Admission. Applicants must meet the general requirements established by the Division of Graduate Studies as well as College of Education requirements. Satisfaction of these requirements does not guarantee admission. All divisions require submission of a two-page formal letter of application describing the applicant's prior relevant experience and accomplishments and specifying areas of greatest interest as well as career goals. Individual divisions or programs may have standards higher than these minimums or may require submission of additional materials. Applicants should consult the division director or program coordinator for specific admission requirements.

Program of Study. The program requires a minimum of 60 semester hours beyond the master's degree. Of these, at least three to six hours in internship may be required, but are optional if the student is not seeking certification. College of Education core courses must also be completed. These vary according to the degree sought. See "[Courses](#)," page 144, for a listing. The recommendation for the program committee is reviewed simultaneously with the program of study.

The quality of student work is evaluated through one or more of the following: written comprehensive examinations, formal oral and written presentation of the dissertation proposal, and a final oral examination in defense of the dissertation. Students must demonstrate competence both in the application of research findings and in conducting research. The dean of graduate studies, upon recommendation of the division director, appoints the dissertation committee for each EdD student. This committee reviews and

evaluates the student's dissertation proposal and conducts the final oral examination.

Residency. The minimum residence requirement for the EdD degree is completion of 30 semester hours within three semesters after admission to the doctoral program at ASU. No more than 10 semester hours of Research (792), Applied Project (793), and Dissertation (799) credit may be included in the course work used to meet the 30-hour residence requirement.

Continuous Enrollment and Reentry. Once admitted to a PhD degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled. Continuous enrollment promotes steady progress toward the completion of the degree and an ongoing relationship between the student and faculty offering the program. If additional credit is not required toward the PhD degree, the student may enroll for 595, 695, or 795 Continuing Registration. Continuing Registration does not carry credit; no grade is given. If a program of study must be interrupted for one semester, the student may apply for leave status. However, this leave status cannot exceed one semester.

A student on leave is not required to pay fees, but is not permitted to place any demands on university faculty or use any university facilities. A student who interrupts a program without obtaining leave status may be removed automatically by the Division of Graduate Studies, under the assumption that the student has decided to discontinue the program. A student removed by the Division of Graduate Studies for this reason may reapply for admission; the application is considered along with all other new applications to the degree program.

An application for leave status, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of graduate studies. This request must be filed and approved no later than the last day of registration in the semester of anticipated absence.

Foreign Language Requirements. None.

Comprehensive Examinations. When students have essentially completed the course work in an approved program of study, they should take the comprehensive examinations. The written and oral examinations are designed to assess the student's mastery of the field of specialization. Failure in the comprehensive examinations is considered final unless the supervisory committee and the director of the division recommend, and the dean of graduate studies approves, a reexamination. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Only one reexamination is permitted.

Candidacy. Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree, except the dissertation. These requirements include passing the comprehensive examinations and/or other requirements specified by the division.

Research and Dissertation Requirements. The dissertation should demonstrate advanced analytic competence

COLLEGE OF EDUCATION

and contribute to the understanding and improvement of professional practice. Each candidate must register for a combined total of 24 semester hours for 792 Research and 799 Dissertation. The final copy of the dissertation must be reviewed by the supervisory committee and the Division of Graduate Studies at least three weeks before the degree conferral date. Copies of the *Format Manual* are available in the Division of Graduate Studies and on the Web at www.asu.edu/graduate/formatmanual.

Final Examinations. The final oral examination in defense of the dissertation is mandatory and must be held on the campus of ASU. The oral defense is scheduled by the supervisory committee with the approval of the dean of graduate studies.

Graduation. The student is eligible for graduation when the Division of Graduate Studies scholarship requirements have been met, the final oral examination has been passed, and the dissertation has been approved by the supervisory committee and accepted by the director of the division and the dean of graduate studies.

Applications for graduation should be made no later than the date specified in the Division of Graduate Studies calendar.

Maximum Time Limit. The candidate must take the final oral examination in defense of the dissertation within five years after passing the comprehensive examinations or a specified alternative. Any exception must be approved by the supervisory committee and the dean of graduate studies and ordinarily involves repetition of the comprehensive examinations.

Courses. The core courses for the College of Education graduate programs carry the prefix "COE." These courses are no longer required for all graduate majors in the College of Education. Contact the appropriate division to obtain specific core requirements.

DOCTOR OF PHILOSOPHY

The PhD degree in Curriculum and Instruction is an individualized interdisciplinary degree that integrates graduate courses from a variety of academic units. This course work provides a substantive knowledge base in the concentration area and a sound foundation for research leading to a dissertation.

See "Doctor of Philosophy," page 69, for general requirements.

Admission. In addition to meeting minimum Division of Graduate Studies admission requirements, each applicant must provide the following:

1. a letter of career goals and statement of reasons for seeking the interdisciplinary PhD in Curriculum and Instruction,
2. Graduate Record Examination (GRE) verbal and quantitative test scores,
3. a sample of written work, and
4. three academic letters of recommendation.

One year of full-time teaching experience at the appropriate level, or its equivalent, is strongly recommended. In the

absence of prior teaching experience, a teaching internship is required but may not be counted toward the PhD degree.

Admission decisions are based upon the compatibility of the applicant's career goals with the purpose of the degree program, previous academic training and performance, GRE scores, letters of recommendation, and the availability of a potential mentor in the candidate's concentration area. It should be noted that, because of enrollment limits, applicants who meet minimum requirements are not automatically admitted.

Program Committee. The student's program committee, consisting of a chair and at least two other members, oversees the preparation of the initial program of study and the preparation and evaluation of the comprehensive examination. Though the program committee may consist of only three members for early advising, it must have *at least four members* for the administration and evaluation of the comprehensive examination, three of whom must be members of the interdisciplinary committee and two of whom must be experts in the student's area of concentration. At least one member of the program committee must be a faculty member of the Division of Curriculum and Instruction. The committee must be approved by the dean of graduate studies.

The program committee and the student must decide on the area of concentration and cognate area to be included in the student's comprehensive examination. They also must develop a program of study to establish a professional knowledge base and methods of inquiry and analytical tools for research.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed, upon the approval of the dean of graduate studies. The basic functions of the dissertation committee are as follows:

1. overseeing the development and approval of a dissertation proposal,
2. providing guidance while the candidate conducts the dissertation study/analysis,
3. reviewing the dissertation manuscript, and
4. conducting an oral defense of the dissertation.

Members of the program committee may also serve as members of the dissertation committee; however, the committees may have different memberships. At least one member of the dissertation committee must be a faculty member of the Division of Curriculum and Instruction. The dissertation committee chair must be a faculty member designated eligible to serve in this capacity by the interdisciplinary committee and the dean of graduate studies.

Program of Study. The program requires at least 93 semester hours, or the equivalent of four academic years of full-time study, beyond the bachelor's degree. Students with a master's degree directly related to the anticipated course of study must complete a minimum of 54 semester hours beyond the master's degree. At least 30 semester hours in the approved program of study, exclusive of research and dissertation, must be taken at ASU. Each candidate must also register for a minimum of 24 semester hours of research and dissertation credit, with the dissertation

directed by a dissertation chair approved by the interdisciplinary committee and the dean of graduate studies. The program of study is divided into four general areas:

1. PhD core course requirements;
2. professional focus;
3. cognate study; and
4. independent research and dissertation.

Core Course Requirements. All doctoral students are required to complete two designated core courses: DCI 702 Interdisciplinary Research Seminar and DCI 701 Curriculum Theory and Practice.

Professional Focus. With the advice and approval of the student's program committee, a student must select a sequence of courses and experiences designed to focus subsequent efforts on a particular aspect of curriculum and instruction, culminating in a dissertation. The professional focus is divided into three areas:

1. methods of inquiry and analytical tools associated with empirical study of curriculum and instruction;
2. a substantive knowledge base in the area of concentration; and
3. internships in research and college teaching.

Semester hours counted under one category may not be counted under another. Courses (42 semester hours) are drawn from program courses in the student's area of concentration.

Cognate Study. Students are expected to choose interrelated courses (12 semester hours minimum) outside their declared area of concentration that have a clear link to their dissertation efforts. Cognate studies can be drawn from a range of offerings, both within and outside the College of Education.

Foreign Language Requirements. None.

Annual Report for PhD Candidates. At the end of each school year (before the last day of final exams), the student's PhD mentor prepares a report to be reviewed by the director of the interdisciplinary PhD degree program. Copies of the report are distributed to the members of the student's program or dissertation committee. The report from the mentor, which is accompanied by the student's transcript and an up-to-date *curriculum vitae*, includes the following:

1. a statement concerning the status of the student's program of study (with a copy);
2. a statement of the status of preparation toward the student's comprehensive examination (including a projected date for completion);
3. a statement about the student's performance in course work; and
4. a statement about the student's accomplishments during the academic year (and summer, if appropriate), including research activity, writings, presentations, and professional accomplishments.

Comprehensive Examination. Upon completion of course work in the PhD program of study and before admission to

candidacy and the start of the dissertation research, the student completes an examination in the areas of concentration, cognate study, and methods of inquiry and analytical tools. The examination is designed to test the student's accumulation of interdisciplinary knowledge and ability to communicate across disciplines. The comprehensive examination is developed and administered by the student's five-member program committee.

Dissertation Proposal. The proposal prospectus typically constitutes a draft of the first three chapters of the dissertation, but may vary with the dissertation committee's approval. Following approval of the proposal by the dissertation committee chair, a proposal meeting is scheduled. Approval of the proposal at that meeting indicates that the faculty agree that the rationale, review of the literature, method, and proposed analyses are appropriate and that the study may proceed as planned. If problems are identified in the proposal meeting, the dissertation committee may meet again to hear a revised proposal or arrange a more relevant way to reexamine the proposal.

Research and Dissertation. Twenty-four semester hours of research and dissertation credit are required. Twelve dissertation credits must be reserved for postcandidacy registration. The dissertation is designed to be the student's culminating experience. The dissertation must consist of a fully documented written study demonstrating a high level of expertise in research and scholarship in the student's area of concentration. The dissertation should make an original contribution to inquiry in the area of curriculum and instruction and be worthy of publication by an established press as a book or monograph or as one or more articles in a refereed, scholarly journal. The dissertation should not only demonstrate that the student is able to conduct quality research, but also should be conceived and carried out in such a way that it should make a contribution to advancing scholarship in the field of curriculum and instruction.

Final Examinations. The final oral examination in defense of the dissertation is scheduled and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination.

Master's in Passing. A master's in passing is available for the following concentrations: early childhood education, elementary education, language and literacy, mathematics education, science education, and special education.

RESEARCH ACTIVITY

Current faculty research activities include the E-Learning network: learning anytime anywhere; family-centered early identification of children with learning disabilities and behavior disorders; bilingual/English as a second language/special education; Arizona behavior initiative: creating school environments that support high academic standards for all students; relationship-based practice in early intervention settings; explaining low achievement in limited English proficient students; and extending and sustaining use of reforms in mathematics classrooms.

COLLEGE OF EDUCATION

COLLEGE OF EDUCATION (COE)

For more COE courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M COE 501 Introduction to Research and Evaluation in Education. (3)

fall, spring, summer

Overview of educational inquiry from controlled, quantitative to qualitative, naturalistic. Emphasizes locating and critically interpreting published research.

M COE 502 Introduction to Data Analysis. (3)

fall, spring, summer

Descriptive statistics, visual approaches, estimation, and inferential methods for univariate and bivariate educational research problems. Experience using statistical software. Cross-listed as EDP 502. Credit is allowed for only COE 502 or EDP 502.

M COE 503 Introduction to Qualitative Research. (3)

fall, spring, summer

Terminology, historical development, approaches (including ethnography, ethnomethodology, critical theory, grounded theory, and hermeneutics), and qualitative versus quantitative social sciences; methods of inquiry. Cross-listed as EDP 503. Credit is allowed for only COE 503 or EDP 503.

M COE 504 Learning and Instruction. (3)

fall, spring, summer

Introduces psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as EDP 504. Credit is allowed for only COE 504 or EDP 504.

M COE 505 American Education System. (3)

fall, spring, summer

Political, social, historical, and philosophical analyses of American education at all levels. Examines primary sources, legal findings, and case studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Division of Curriculum and Instruction

coe.asu.edu/candi

480/965-4602

ED 434

James A. Middleton, Interim Director

Robert B. Rutherford Jr., Associate Division Director of Research and Graduate Programs

Professor and Endowed Chair: Tobin

Professors: Appleton, Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, E. Garcia, Gryder, Guzzetti, Hudelson, Ovando, Rutherford, Stahl, Surbeck, Swadener, Zucker

Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Gomez, MacSwan, McCoy, Middleton, Rader, Smith, Vallejo, Young

Assistant Professors: Baek, Clark, Fischman, Manuelito, Martinez-Roldan, Rolstad, Romero

Clinical Associate Professors: P. Garcia, Lamorey, Mathur

Clinical Assistant Professor: Christine

Lecturers: Atkinson, Cocchiarella, Doran, Esch, Fain, Harrison, Kastre, Maderazo, Roanhorse-Dineyazhe, Rutowski, Soroka, Spanias, Stahlman, Thompson, Wellner

Administrative Professional: Enz

Assistant Administrative Professional: Kortman

The faculty of the Division of Curriculum and Instruction offer the Master of Arts, Master of Education, and Doctor of Education degree programs in Curriculum and Instruction.

The PhD degree in Curriculum and Instruction is offered by the Interdisciplinary Committee on Curriculum and Instruction. See "Interdisciplinary Doctoral Program," page 152, for information regarding the PhD curriculum.

Graduate-level endorsement programs in bilingual education, English as a second language, and reading are available and may be completed in conjunction with an MEd or the Postbaccalaureate Program for Initial Teacher Certification.

MA and MEd students majoring in Curriculum and Instruction complete requirements by choosing one of the following concentrations: bilingual education, early childhood education, elementary education, English as a second language, language and literacy, Indian education, mathematics education, science education, secondary education, and social studies education. A concentration in professional studies is available under the MEd.

The EdD degree in Curriculum and Instruction offers areas of concentration in bilingual education, curriculum studies, early childhood education, elementary education, English as a second language, Indian education, language and literacy, mathematics education, science education, secondary education, and social studies education.

Admission. Applicants for admission to the MEd and MA degrees are required to

1. meet Division of Graduate Studies requirements for admission,
2. provide letter of intent that includes a statement of purpose and a summary of the applicant's professional teaching experience, and
3. provide three letters of recommendation.

Applicants who have junior-senior GPAs of 3.00 or higher, have an acceptable application package, are not required to take the Graduate Record Examination or Miller Analogies Test. Applicants who do not meet this minimum GPA requirement should call the Division of Curriculum and Instruction graduate programs office for more information at 480/965-4602.

For admission to the EdD degree program, contact the Division of Curriculum and Instruction graduate programs secretary for information regarding specific test scores and materials that need to be submitted with applications.

Applicants should note that meeting minimal admissions requirements does not guarantee admission. In addition, international students are required to submit the Test of English as a Foreign Language scores.

Programs of Study. The MEd degree requires 30 semester hours of graduate course work and completion of a culminating activity. Students have two options for a culminating activity: either an applied project and an oral defense or a written comprehensive exam. Students should meet their advisor early in the program to discuss the culminating activity.

The MA degree requires a minimum of 30 semester hours of graduate course work, including a thesis. An oral examination in defense of the thesis is required.

Candidates for the EdD degree are required to complete at least 90 hours of graduate course work and research and dissertation credit.

Endorsements. The Arizona Reading endorsement requires 15 semester hours of upper-division or graduate-level course work in reading. The teaching endorsements in bilingual education and English as a second language require 21 semester hours. Middle school endorsement requirements include six semester hours of upper-division or graduate course work in middle-level education along with student teaching within fifth through ninth grades or one year of verifiable, full-time teaching experience within fifth through ninth grades. A valid Arizona teaching certificate is required to secure each of the above endorsements.

Initial Teacher Certification Program. The Initial Teacher Certification (ITC) program is for students who have completed a baccalaureate degree with a major other than education. The program offers course work needed to qualify for Arizona teacher certification. ITC programs are offered in early childhood education, elementary education, multilingual/multicultural education, secondary education and special education. Concurrent admission to the MEd program in special education and the ITC program is required for those seeking certification by the State of Arizona. The admission requirement for the ITC in Special Education is waived for applicants who have already completed a master's degree.

A maximum of nine semester hours completed after receiving a bachelor's degree and before formal admission to a graduate program may be applied to an MEd or MA degree. The maximum time limit for the program is six years.

Prospective ITC students should call 480/965-5555, or visit the Office of Student Services in EDB LI-13, for information about specific admission requirements.

Master's and Doctoral Programs

MASTER OF ARTS

See “**Master’s Degrees**,” page 67, for general requirements.

MASTER OF EDUCATION

MEd students in the secondary education concentration who are certified teachers may select a general or academic

specialization option. Those selecting the academic specialization option complete 15 semester hours of core and secondary education course work and 15 hours in their academic specialization. The 15 hours of course work in the academic area must be selected in consultation with a faculty member involved in the area of study. This person serves as cochair of the student’s supervisory committee.

DOCTOR OF EDUCATION

The Doctor of Education (EdD) program is designed to provide an opportunity for practitioner-scholars to expand their skills and knowledge related to curriculum and instruction. The program produces practitioner-scholars for leadership roles in curriculum, program evaluation, or teacher education and professional development in school. Students choose one of the curriculum and instruction concentration areas. The program prepares students for comprehending, interpreting, and applying theories, models, and research methods that have application to curriculum and instruction.

See “**Doctor of Education**,” page 143, for information on the Doctor of Education degree.

RESEARCH ACTIVITY

Current faculty research activities include the e-learning network: learning anytime anywhere; family-centered early identification of children with learning disabilities and behavior disorders; bilingual/English as a second language/special education; Arizona behavior initiative: creating school environments that support high academic standards for all students; relationship-based practice in early intervention settings; explaining low achievement in limited English proficient students; and extending and sustaining use of reforms in mathematics classrooms.

BILINGUAL EDUCATION (BLE)

For more BLE courses, see “*Course Prefix Index*,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M BLE 511 Introduction to Language Minority Education. (3)
once a year

Historical, philosophical, theoretical, and pedagogical foundations of language minority education in the United States.

M BLE 514 Bilingual/Multicultural Aspects of Special Education. (3)

spring

Theories and issues related to the education of bilingual and culturally diverse exceptional children.

M BLE 515 Instructional Methods for Bilingual Students. (3)

fall

Introduces general dual language teaching approaches and assessment strategies. Focuses on the effective teaching of limited-English-proficient populations.

M BLE 520 ESL for Children. (3)

spring

Examines approaches to second-language development and assessment for children congruent with recent research in second-language acquisition in children.

M BLE 521 Primary/Elementary Communication Arts in Bilingual Education. (3)

spring

Examines bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices.

COLLEGE OF EDUCATION

M BLE 522 Literacy/Biliteracy Development. (3)

fall

Acquaints teachers with first- and second-language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as RDG 522. Credit is allowed for only BLE 522 or RDG 522.

M BLE 524 Secondary Sheltered ESL Content Teaching. (3)

fall

Teaching and assessing ESL adolescents in the content areas with an emphasis on integrating language acquisition principles with content learning. Lecture, small group work.

M BLE 528 Social Studies for Bilingual/ESL Teachers. (3)

spring

Provides language and instructional methodologies and assessment strategies relevant to bilingual/multicultural students in social studies content delivered in Spanish and English.

M BLE 533 Literacy in Secondary BLE/ESL Settings. (3)

spring

Examines first- and second-language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as RDG 533. Credit is allowed for only BLE 533 or RDG 533.

M BLE 535 Sociolinguistic Issues in Bilingual Education. (3)

fall

Survey of major theoretical issues (e.g., language situations, communicative competence, language attitudes) interrelating language, social processes, and bilingual education.

M BLE 541 Nature of Bilingualism/Second-Language Acquisition. (3)

once a year

Bilingual and second-language acquisition, with emphasis on children and adolescents. Stresses cognitive, social, and cultural aspects.

M BLE 543 Bilingual Education Models. (3)

once a year

Bilingual education programs in other countries; analysis of political, social, economic, and educational implications; practice in planning bilingual education curricula. See also offerings under MCE, SED, SPE, and SPF.

M BLE 561 Parent Involvement in Language Minority Education Programs. (3)

fall and spring

Examines issues, approaches, and strategies for improving parental and community involvement in the schooling of language minority children and youth.

M BLE 565 Literature for Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as LIS 565/RDG 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

M BLE 578 Student Teaching in the Elementary School. (3–15)

fall and spring

Supervised teaching in the area of specialization. Synthesized experience in curriculum instruction and classroom management in a BLE/ESL setting. Fee. Prerequisite: ITC admission.

M BLE 580 Practicum. (1–6)

fall and spring

Provides for practical application in school settings of principles of BLE/ESL. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

BUSINESS EDUCATION (BUE)

BUE 480 Teaching Business Subjects. (3)

fall and spring

Organization and presentation of appropriate content for business subjects in the secondary school.

BUE 481 Technology in Business and Vocational Education. (3)

fall and spring

Emerging curricula and instructional technology in business and vocational education. Lecture, hands-on computer instruction.

BUE 502 Organization and Management of Cooperative Programs. (3)

fall

Work-study programs for business occupations in high schools and community colleges.

BUE 505 Current Literature in Business and Vocational Education. (3)

spring

Critical analyses, generalizations, and trends in business and vocational education.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

CURRICULUM AND INSTRUCTION (DCI)

DCI 510 Teacher as Researcher. (3)

fall, spring, summer

Introduces teacher research as a new research genre; offers teachers guidance on planning and conducting research on their practice. Lecture, workshop.

DCI 511 Establishing Effective Teaching Practice. (2–3)

fall and spring

Helps beginning teachers establish and strengthen best practices. Interactive.

DCI 512 Developing Strategies for Teaching Practice. (2–3)

fall and spring

Helps beginning teachers refine management strategies and instructional methods. Interactive.

DCI 520 Teaching Standards Applied to Professional Practice. (1–3)

fall and spring

Develops teacher skills and self-reflective practices to assess instruction and document and achieve professional growth in teaching standards. Interactive.

DCI 521 Reflective Practice in Teaching Standards. (1–3)

fall and spring

Teachers apply reflective practices to develop professional presentation portfolios. Interactive.

DCI 530 Establish a Mentoring Partnership. (2–3)

fall and spring

Prepares veteran educators for mentoring. Mentors collaborate, reflect on their practice, and become teacher leaders through professional development. Interactive.

DCI 531 Analyzing and Planning for Professional Growth Through Mentoring. (2–3)

fall and spring

Refines strategies for assessing instruction and provides collegial feedback. Interactive.

DCI 591 Seminar. (1–12)

selected semesters

DCI 701 Curriculum Theory and Practice. (3)

fall and spring

Curriculum theory and practice as a field of study. Its current orientations and applications, modes of inquiry, and community of scholars and practitioners. Seminar. Corequisite: master's-level curriculum course.

DCI 702 Interdisciplinary Research Seminar. (3)

fall and spring

Core research course for students in the interdisciplinary PhD in Curriculum and Instruction program.

DCI 791 Seminar. (1–12)

selected semesters

Topics may include the following:

- Interdisciplinary Research Seminar. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

EARLY CHILDHOOD EDUCATION (ECD)

For more ECD courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M ECD 501 Interprofessional Collaboration. (3)
fall

Dispositions, knowledge, experiences, and skills necessary for interprofessional collaboration required of professionals who work with multineed families with young children. Preparation to implement effective strategies and workable plans to support interprofessional collaboration for providing integrative services to young children and their families.

M ECD 521 Primary/Elementary Communication Arts in Bilingual Education. (3)
spring

Examines bilingual/biliterate development of elementary school children, bringing together native and second language, oral language, and literacy development findings with educational practices.

M ECD 522 Developmental Social Experiences in Early Childhood Education. (3)
fall

Materials, techniques, aesthetic expression, creative activities, and values in the integrated curriculum.

M ECD 525 Emergent Literacy. (3)
fall, spring, selected summers

Examines recent research on oral language and literacy development and effective strategies for teaching language and literacy in prekindergarten to grade 3, including phonemic awareness and alphabet instruction and beginning decoding. Lecture, discussion. Cross-listed as RDG 525. Credit is allowed for only ECD 525 or RDG 525.

M ECD 527 Mathematics in Early Childhood Education. (3)
fall

Theory and practice in the use of manipulative materials for teaching mathematics to preschool and primary grade children.

M ECD 544 Play Education. (3)
spring and summer

Theories of play and the educational implications of each. Practical applications at the early childhood level.

M ECD 555 Modern Practices in Early Childhood Education. (3)
fall and summer

Trends and practices, instructional and resource materials, and methods and techniques in early childhood education.

M ECD 601 Theories and Issues in Early Childhood Education. (3)
fall and summer

Current theories and issues in early childhood education. Presents issues of early childhood best practices, policy, theory, research, and evaluation that are of significance to the early childhood professional. Highlights building on the child development conceptual framework as related to theory and practice.

M ECD 733 Social and Emotional Development. (3)
once a year

Inquiry into the social and emotional development dynamics in children, such as peer relationships, self-concept, and parenting processes, with implications for teachers.

M ECD 744 Evaluative Procedures: Young Children. (3)
spring

Critical examination and use of developmentally appropriate evaluative procedures for children from birth through age 8.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ELEMENTARY EDUCATION (EED)

For more EED courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EED 510 Teaching Writing in the Elementary Classroom. (3)
summer

Develops rationale, theory, and related practices for teaching writing in K–8 classrooms. Lecture, discussion in a workshop setting. Cross-listed as RDG 510. Credit is allowed for only EED 510 or RDG 510.

M EED 511 Principles of Curriculum Development. (3)

fall, spring, summer

Contemporary curriculum theories. Curriculum as an interrelated entity. Principles of conceiving and effecting change.

M EED 526 Communication Arts in the Elementary School. (3)
spring and summer

Critical examination of school language arts teaching, focusing on the theoretical assumptions regarding oral- and written-language development.

M EED 528 Social Studies in the Elementary School. (3)
fall and summer

Problems and trends of current programs. Development of a balanced and articulated program of social studies.

M EED 529 Science in the Elementary School. (3)
spring

Problems and trends of current programs. Development of a balanced and articulated science program.

M EED 530 Outdoor/Environmental Education. (3)
summer

Use of various outdoor settings as laboratories for classroom-related experience, study, observation, inquiry, research, and recreation. Includes strategies and materials for developing environmental literacy.

M EED 537 Mathematics in the Elementary School. (3)
fall and summer

Contemporary mathematics teaching. Content, materials, and approaches to instruction.

M EED 538 Teaching Social Studies with Literature. (3)
fall and summer

Develops the rationale, resources, and strategies for adopting a literature-based approach to social studies teaching in grades K–8. Lecture, discussion, cooperative learning.

M EED 578 Student Teaching in the Elementary School. (3–15)
fall and spring

Supervised teaching for postbaccalaureate students, synthesized experience in curriculum, instruction, and classroom management. Fee. Prerequisites: completion of 21 hours of identified course work from an approved program of study; GPA of 2.50 (postbaccalaureate nondegree) or 3.00 (postbaccalaureate degree); approval of the Office of Professional Field Experiences.

M EED 581 Diagnostic Practices in Mathematics. (3)
fall and spring

Specific skills in diagnosing and treating children's learning difficulties in mathematics. Includes practicum experiences, both on and off campus, in identifying strengths and weaknesses and initial remediation. Prerequisite: instructor approval.

M EED 584 Internship. (1–12)
selected semesters

M EED 598 Special Topics. (1–4)
selected semesters

Topics may include the following:

- Using Math Manipulatives/Elementary Schools
Fee.
- Using Math Manipulatives/Middle Schools
Fee.

M EED 720 Language in Education. (3)
once a year

Sociolinguistic seminar on language issues in education, including language acquisition, classroom interaction, language attitudes, relation language, and class-gender ethnicity.

M EED 730 Discourse Analysis in Education. (3)
spring in even years

Survey of issues in and approaches to discourse analysis in educational research, with focus on students' projects using discourse analysis. Lecture, discussion, workshop.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

COLLEGE OF EDUCATION

INDIAN EDUCATION (IED)

IED 410 History of American Indian Education. (3)

fall and spring

Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. Credit is allowed for only IED 410 or 510.

IED 413 Language Arts Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Theory and practice on the social nature of oral and written language and the development of appropriate classroom practices for indigenous students. Prerequisite: ITC admission.

IED 414 Reading Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Development of reading and phonics instruction, management, and assessment methods necessary for successful literacy development for indigenous students. Prerequisite: ITC admission.

IED 420 Science Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Develops and applies elementary science lessons accommodating multiple world views, including those of Native societies, while conforming to Arizona standards. Fee. Prerequisite: ITC admission.

IED 430 Issues in Language and Literacy of Indigenous Peoples. (3)

spring

Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective. Credit is allowed for only IED 430 or 530.

IED 444 The Role of Governments in Native Education Policy and Administration. (3)

fall

Examines the interrelationship of federal Indian policy, federal/state/tribal law, and tribal sovereignty as they have shaped American Indian education. Analyzes administrative practices and personnel, program and fiscal management, and resources as they reflect the historic and present influence of this triad of factors. Credit is allowed for only IED 444 or 544. Lecture, seminar.

IED 455 Social Studies Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Examines methods, classroom management, and assessment for elementary social studies instruction for indigenous learners, while incorporating language and culture. Prerequisite: ITC admission.

IED 460 Yaqui History and Culture. (3)

fall

Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival. Credit is allowed for only IED 460 or 560.

IED 480 Mathematics Methods, Management, and Assessment for Indigenous Classrooms. (3)

fall and spring

Develops and applies elementary mathematics lessons incorporating learning styles and cultural perspectives, while conforming to state standards. Prerequisite: ITC admission.

IED 496 Field Experience: Classroom Management and Organization. (0-3)

fall, spring, summer

Applies course content in indigenous classrooms. Emphasizes observation, management, and planning and delivering instruction. May be repeated for credit. Lecture, lab. Fee. Prerequisite: ITC admission.

IED 500 Administration and Management of Indian Education Programs. (3)

fall

Emphasizes educational leadership research and practice in the schooling of American Indian students. Examines effective practices.

IED 510 History of American Indian Education. (3)

fall and spring

Philosophical and historical review of the development of American Indian education policies in both traditional and contemporary society. Credit is allowed for only IED 510 or 410.

IED 530 Issues in Language and Literacy of Indigenous Peoples. (3)

spring

Examines issues, policies, theoretical foundations, and practices of indigenous peoples and other language minority communities from a sociolinguistics and language reclamation perspective. Credit is allowed for only IED 530 or 430.

IED 544 The Role of Governments in Native Education Policy and Administration. (3)

fall

Examines the interrelationship of federal Indian policy, federal/state/tribal law, and tribal sovereignty as they have shaped American Indian education. Analyzes administrative practices and personnel, program and fiscal management, and resources as they reflect the historic and present influence of this triad of factors. Credit is allowed for only IED 544 or 444. Lecture, seminar.

IED 560 Yaqui History and Culture. (3)

fall

Yaqui history and culture ranging from precontact to the present. Larger themes of Yaqui identity, belief systems, family, traditions, community, resistance, dispersion, and survival. Credit is allowed for only IED 560 or 460.

IED 594 Workshop in Indian Education. (6)

summer

Examines curriculum, pedagogy, community involvement, current issues, and research.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

LIBRARY SCIENCE (LIS)

LIS 510 Computers and Technology in the School Library. (3)

fall

Library uses of technology and computers. Fundamental concepts and issues in library media centers.

LIS 533 Current Library Problems. (3)

fall

Critical analysis of current practices and problems in school librarianship.

LIS 540 Classification and Cataloging. (3)

fall

Descriptive cataloging and Dewey Decimal Classification of print and nonprint library materials.

LIS 561 Selection of Library Materials. (3)

fall

Principles and procedures used in the selection of materials for the school library.

LIS 563 Children's Literature. (3)

fall, spring, summer

Selects and uses children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as RDG 563. Credit is allowed for only LIS 563 or RDG 563.

LIS 565 Literature for Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as BLE 565/RDG 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

LIS 571 Basic Reference Resources. (3)

spring

Provides reference service in the school library. Content and use of basic resources.

LIS 581 School Library Administration. (3)

spring

Administration of K-12 libraries and media centers.

LIS 584 School Library Internship. (1-6)

fall and spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

READING EDUCATION (RDG)

For more RDG courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M RDG 481 Reading Practicum. (3)

fall and spring

Applies concepts from RDG 414 in classroom settings. Students demonstrate teaching strategies under supervision. Required for Elementary Education candidates. Prerequisite: ITC admission.

M RDG 505 Developmental Reading. (3)

fall, spring, summer

For classroom and special reading teachers. Specific professional skills in decoding, comprehension, and evaluation. Required for Special Reading Endorsement. Prerequisite: teaching certificate.

M RDG 507 Content Area Literacy. (3)

fall, spring, summer

Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines.

M RDG 510 Teaching Writing in the Elementary Classroom. (3)

summer

Develops rationale, theory, and related practices for teaching writing in K–8 classrooms. Lecture, discussion in a workshop setting. Cross-listed as EED 510. Credit is allowed for only EED 510 or RDG 510.

M RDG 512 Theoretical Foundations in Language and Literacy. (3)

spring and summer

Introduces theoretical lenses useful in understanding issues in language and literacy education and research. Lecture, discussion in workshop setting.

M RDG 522 Literacy/Biliteracy Development. (3)

fall

Acquaints teachers with first- and second-language literacy research, practice, and assessment in elementary school settings (Spanish-English emphasis). Lecture, discussion. Cross-listed as BLE 522. Credit is allowed for only BLE 522 or RDG 522.

M RDG 525 Emergent Literacy. (3)

fall, spring, selected summers

Examines recent research on oral language and literacy development and effective strategies for teaching language and literacy in prekindergarten to grade 3, including phonemic awareness and alphabet instruction and beginning decoding. Lecture, discussion. Cross-listed as ECD 525. Credit is allowed for only RDG 525 or ECD 525.

M RDG 530 Research Issues in Literacy. (3)

fall and spring

For graduate students interested in research on major issues related to literacy instruction. Seminar activities include reviewing quantitative and qualitative methods and analyzing literacy research.

M RDG 533 Literacy in Secondary BLE/ESL Settings. (3)

spring

Examines first- and second-language literacy research, practice, and assessment across content areas in secondary school settings. Lecture, discussion. Cross-listed as BLE 533. Credit is allowed for only BLE 533 or RDG 533.

M RDG 534 Literacy in Science and Math. (3)

fall

Strategies for improving literacy and learning for middle school students in math and science. Lecture, discussion.

M RDG 544 Adolescent Literacy Programs for New Times. (3)

selected semesters

Theories, strategies, and issues in developing, implementing, and assessing approaches to literacy instruction for today's diverse adolescent students (grades 7–12). Prerequisite: RDG 507 or instructor approval.

M RDG 550 Practicum Experiences in Elementary and Secondary Reading. (3)

spring and summer

Practicum experience utilizing assessment and instructional techniques for classroom settings. See RDG 557 for State of Arizona reading endorsement. Lab. Prerequisite: RDG 505 (or its equivalent).

M RDG 556 Assessment and Procedures in Elementary and Secondary Reading. (3)

fall

Techniques for classroom and clinical reading assessment and instruction. Emphasizes continuous assessment. May be taken concurrently with RDG 557. Recommended for State of Arizona reading endorsement. Lecture, lab. Prerequisite: RDG 505.

M RDG 557 Advanced Elementary and Secondary Reading Practicum. (3)

spring and summer

Advanced practicum experience utilizing specialized reading and other assessment and instruction techniques for classroom and clinic settings. Lab sections. Recommended for State of Arizona reading endorsement. May be taken concurrently with RDG 556. Lab. Prerequisites: RDG 505; instructor approval.

M RDG 563 Children's Literature. (3)

fall, spring, summer

Selects and uses children's literature and related nonprint media to support the elementary school curriculum. Cross-listed as LIS 563. Credit is allowed for only LIS 563 or RDG 563.

M RDG 565 Literature for Latina and Latino Children and Adolescents. (3)

fall and spring

Selects, analyzes, and utilizes literature for Hispanic and Spanish-speaking children and adolescents. Lecture, discussion. Cross-listed as BLE 565/LIS 565. Credit is allowed for only BLE 565 or LIS 565 or RDG 565.

M RDG 581 Literature-Based Reading Programs. (3)

fall, spring, summer

For classroom and special reading teachers. The role of literature in the acquisition and development of literacy. Specific suggestions for helping students learn to read and/or expand their reading ability with literature. Introduces literature studies. Prerequisite: teaching certificate.

M RDG 582 Practicum: Literature Studies. (3)

spring

Practical application of literature study group principles in field sites or through on-campus simulations. Lecture, supervised practice. Prerequisite: RDG 581 or instructor approval.

M RDG 596 Gender, Culture, and Literacies. (3)

spring

Influence of gender and culture on written, oral, and post-typographical texts. Seminar.

M RDG 630 Research in Literacy. (3)

selected semesters

For advanced graduate students interested in applied research problems, literature of literacy instruction, and major issues related to literacy research. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

SECONDARY EDUCATION (SED)

For more SED courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SED 400 Principles of Effective Instruction in Secondary Education. (3)

fall, spring, summer

Examines different models of education. Develops and applies appropriate teaching practices for each model to secondary school classrooms. Lecture, discussion. Prerequisite: ITC admission.

M SED 480 Special Methods of Teaching Social Studies. (3)

fall and spring

Interdisciplinary approaches; production and collection of materials. Prerequisite: ITC admission.

M SED 502 Equity in Mathematics and Science Education. (2)

fall

Introduction to equity issues in science and mathematics as they relate to gender, social class, and ethnicity. Examines current research in these areas. Discussion, case studies.

M SED 520 Science Methods for Early Adolescence. (3)

fall

Examines the interrelationships between theory and practice in teaching science. Lecture, discussion.

M SED 522 Secondary School Curriculum Development. (3)

fall, spring, summer

Social processes, issues, principles, patterns, and procedures in curriculum development.

M SED 523 Middle School Curriculum and Organization. (3)

summer

Overview of the organization, curriculum, and philosophy of the U.S. public school system with emphasis on the middle school.

M SED 533 Improving Instruction in Secondary Schools. (3)

fall, spring, summer

Analyses of procedures, methods, techniques, and experiments in teaching in secondary schools.

M SED 544 Creating Classroom Climates. (3)

summer

Emphasizes classroom management and instructional strategies for establishing positive classroom climates that facilitate learning. Includes field experience.

M SED 547 Teaching Mathematics in the Middle Grades (5–9). (3)

fall

Strategies and methodologies to teach mathematics in the middle grades (5–9). Lecture, discussion.

M SED 560 Teaching Mathematics with Technology. (3)

fall

Strategies and methodologies to teach mathematics with technology, focusing mainly on the middle grades (5–9).

M SED 561 Teaching Science with Technology. (3)

fall

Strategies and methodologies for effective technology-enhanced science classrooms and improved learning. Models student-driven inquiry teaching throughout the course.

M SED 577 Issues and Trends in Secondary Education. (3)

selected semesters

Analyses of lay and professional reports; problems and issues in American secondary education.

M SED 578 Student Teaching in the Secondary Schools. (3–15)

fall and spring

Practice of teaching. Relationship of theory and practice in teaching. Postbaccalaureate students only. Fee. Prerequisites: completion of approved postbaccalaureate program; minimum 2.50 GPA; approval of the Office of Professional Field Experiences.

M SED 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Using Math Manipulatives/Middle Schools
Fee.

M SED 711 Secondary Curriculum Development. (3)

spring and summer

Theories and processes of developing curriculum; evaluation of research.

M SED 722 Improvement of Instruction in the Secondary School. (3)

fall

Evaluates the research; issues and theories related to the improvement of instruction.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Interdisciplinary Doctoral Program

**Robert B. Rutherford Jr., Associate Director
of Research and Graduate Education**

Art

Professors: Erickson, Stokrocki, B. Young

Curriculum and Instruction

Professors: Artiles, Baker, Barone, Bitter, Cannella, Christie, Edelsky, Faltis, Flores, E. Garcia, Guzzetti, Hudelson, Ovando, Rutherford, Surbeck, Swadener, Tobin, Zucker
Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Gomez, MacSwan, McCoy, Middleton, Smith, Young

Assistant Professor: Clark

Clinical Associate Professors: Lamorey, Mathur

Educational Leadership and Policy Studies

Regents' Professor: Berliner

Professor: Wiley

Associate Professor: Margolis

English

Professors: Crowley, Nilsen, Roen

Associate Professors: Goggin, Nelson

Geological Sciences

Professor: Reynolds

Kinesiology

Professor: Darst

Assistant Professor: Kulinna

Life Sciences

Professor: Lawson

Mathematics and Statistics

Associate Professor: Carlson

Assistant Professor: Zandieh

The Interdisciplinary Committee on Curriculum and Instruction offers an interdisciplinary graduate program leading to the PhD degree in Curriculum and Instruction. Areas of concentration are as follows: art education, curriculum studies, early childhood education, elementary education, English education, exercise and wellness education, language and literacy, mathematics education, physical education, science education, and special education.

One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, students may work in concert with their program committee to tailor a course of study to fit individual needs and goals.

The interdisciplinary PhD committee mentors set guidelines and supervise programs of study, while an executive committee, appointed by the dean of the College of Education and the dean of graduate studies, has primary responsibility for the operation of the program. It is composed of faculty representing the various concentrations.

Special Education

Master's Programs

The faculty in the Division of Curriculum and Instruction offer graduate programs in Special Education leading to the MA and Master of Education (MEd) degrees in Special Education. MEd degree concentrations are available in the education of gifted, mildly disabled, the multicultural exceptional, and severely/multiply disabled.

At the PhD level, a concentration in special education is offered through the interdisciplinary PhD degree program in Curriculum and Instruction. See “[Interdisciplinary Doctoral Program](#),” page 152, for more information on the interdisciplinary PhD in Curriculum and Instruction.

To be considered for admission, applicants must meet all Division of Graduate Studies requirements. The applicant for master's degree program admission is required to provide the following:

1. Graduate Record Examination test scores or Miller Analogies Test scores, or a 3.00 or higher junior/senior GPA;
2. three letters of recommendation;
3. a summary of professional experiences; and
4. evidence of certification in special education for applicants to the MEd program. (The MEd Initial Teacher Certification sequence must be pursued concurrently with the MEd degree by applicants who do not meet this requirement.)

MASTER OF ARTS

The MA program in Special Education requires at least 36 hours of course work. A thesis is required for the MA degree. Candidates are required to take an oral examination in defense of the thesis. For students in the MEd or MA program lacking prerequisite courses, additional course work is required.

MASTER OF EDUCATION

The MEd degree in Special Education requires a minimum of 36 semester hours of course work and a written comprehensive examination paper. The program structure includes a 12-hour methods core, a 12-hour knowledge core, and a 12-hour elective block that includes four content/theme areas: learning and instruction, diversity, foundations and values, and research and technology.

MEd initial teacher certification sequences leading to standard certificates by the State of Arizona in mental retardation and learning and emotional disabilities, as well as an endorsement in gifted education, are available.

Concurrent admission to the Initial Teacher Certification (ITC) sequence and the MEd degree is required unless already certified in special education. See the *General Catalog* for more information. Students seeking initial certification by the State of Arizona in special education who have already completed a bachelor's degree in another area may

apply for the initial certification sequence without enrolling in a master's degree program. Further information is available in the Curriculum and Instruction Graduate Advising/Referral Office (480/965-4602).

RESEARCH ACTIVITY

Current faculty research activities include family-centered early identification of children with learning disabilities and behavior disorders; partnerships in the medical home; bilingual/English as a second language/special education; Arizona behavior initiative creating school environments that support high academic standards for all students; a crossover model of leadership preparation in special education; six interdisciplinary options; and education, disability, and juvenile justice.

SPECIAL EDUCATION (SPE)

For more SPE courses, see “[Course Prefix Index](#),” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SPE 411 Parent Involvement and Regulatory Issues. (3)

fall and spring

Emphasizes parent and school relations through effective communication and state and federal regulations impacting services for the handicapped. Prerequisite: ITC admission.

M SPE 418 Quality Practices in the Collaborative Indigenous Classroom. (3)

fall and spring

Develops skills, strategies, and knowledge for preservice teachers, focusing on indigenous children, while building collaborative partnerships with special education. Prerequisite: ITC admission.

M SPE 455 Early Childhood and the Handicapped. (3)

fall

Early childhood education as it applies to the handicapped child.

M SPE 510 Inclusionary Curriculum for Special Education Teachers. (3)

fall and summer

Curricular practices used in inclusion classrooms.

M SPE 511 The Exceptional Child. (3)

fall, spring, summer

Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 311.

M SPE 512 Individuals with Mental Retardation. (3)

fall, spring, summer

Etiology, diagnosis, and management of individuals with mental retardation. Current trends in prevention, programming, and teacher preparation. Not recommended for students who have completed SPE 312.

M SPE 514 Bilingual/Multicultural Aspects of Special Education. (3)

fall, spring, summer

Theories and issues related to the education of bilingual and culturally diverse exceptional children.

M SPE 515 Methods for the Remediation of Learning Problems of Exceptional Children. (3)

spring

Methods and materials for remediating the basic academic problems of exceptional children. Prerequisites: SPE 511; a methods course in teaching reading and mathematics.

M SPE 522 Academic Assessment of Exceptional Children. (3)

fall

Normative and criterion-referenced assessment of learning problems in exceptional children. Includes formative evaluation. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511); elementary methods courses; program approval.

COLLEGE OF EDUCATION

M SPE 523 Prescriptive Teaching with Exceptional Children. (3)

fall

Language, reading, and arithmetic methods, techniques, and materials used in individualized instruction. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511); elementary methods courses; program approval. Pre- or corequisite: SPE 522.

M SPE 524 Effective Classroom Behavior Management. (3)

spring

Organization and delivery of instruction, including formative evaluation and techniques of academic behavior management for exceptional children. Requires practicum. Lecture, practicum. Prerequisites: SPE 311 (or 511), 522, 523; program approval.

M SPE 525 Social Behavior Interventions. (3)

spring

Analysis and intervention into social behavior problems of exceptional students. Focuses on strategies to change maladaptive social behavior. Requires practicum. Prerequisites: SPE 311 (or 511 or 522 or 523); program approval.

M SPE 531 Behavior Management Approaches with Exceptional Children. (3)

fall and summer

Behavior management approaches for classroom behavior of exceptional children. Prerequisite: SPE 511 (or its equivalent).

M SPE 536 Characteristics of Children with Behavioral Disorders. (3)

fall, spring, summer

Variables contributing to behavior patterns of behaviorally disordered children.

M SPE 551 Teaching Young Children with Special Needs. (3)

spring

Methods, materials, and curriculum for preschool and primary-aged children with special needs. Prerequisites: SPE 455 and 511 (or their equivalents).

M SPE 552 Management of Individuals with Severe Handicaps. (3)

spring

Instruction and management of school-aged and adult individuals with severe, physical, or multiple handicaps. Prerequisites: SPE 511 (or its equivalent); instructor approval.

M SPE 553 Developmental/Functional Assessment. (3)

fall

Teacher-focused developmental/functional assessment of preschool and severely, physically, and multiply handicapped individuals. Requires field experience. Prerequisites: SPE 511 and 512 and 574 (or their equivalents).

M SPE 554 The Parent/School Partnership. (3)

spring

Includes knowledge and procedures for involvement and training of parents and caregivers of preschool and severely handicapped individuals. Requires field experience. Prerequisites: SPE 455 and 511 (or their equivalents).

M SPE 561 Characteristics/Diagnosis of Learning Disabilities. (3)

fall, spring, summer

Theories related to learning disabilities, including identification and characteristics.

M SPE 562 Methods of Teaching Students with Learning Disabilities. (3)

selected semesters

Various methods and intervention strategies for remediating learning disabilities of children and youth. Prerequisite: SPE 361 or 561.

M SPE 574 Educational Evaluation of Exceptional Children. (3)

fall

Design and statistical considerations of normative and criterion-referenced tests. Collection, recording, and analysis of data from formative

evaluation. Prerequisites: SPE 511 (or its equivalent); a methods course in teaching reading and mathematics.

M SPE 575 Current Issues in the Education of Exceptional Children. (3)

fall

Mainstreaming, noncategorical, financing, legal diagnostic, labeling, legislative, and other critical and controversial issues related to the education of exceptional children.

M SPE 577 Mainstreaming Methods. (3)

spring

Addresses successful mainstreaming methods, practical problem-solving sessions related to teacher's classroom needs, and individual contracts focusing on mainstreaming issues. General educators encouraged.

M SPE 578 Student Teaching in Special Education. (3–15)

fall and spring

"Y" grade only. Fee. Prerequisites: completion of specified courses; approval by the special education program coordinator.

M SPE 582 Classroom Research with Exceptional Children. (3)

summer

Introduces interpreting research. Specific research techniques with primary emphasis on classroom research, including applied behavior analysis.

M SPE 585 Creativity: Research and Development. (3)

spring

Explores nature of creativity in terms of philosophical underpinnings, empirical evidence, human development, self-actualization, and the ecology surrounding the creative event.

M SPE 586 Advising the Gifted Child. (3)

once a year

Focuses on educational planning and guidance, social and emotional development, and family problem solving regarding needs of gifted children.

M SPE 587 Controversies in Educating the Gifted. (3)

fall

In-depth analysis of major controversies in educating the gifted, including nature/nurture, the role of mental tests, and sex differences.

M SPE 588 The Gifted Child. (3)

fall and summer

Gifted children's characteristics, identification, needs, school and home environments, definitions, and misunderstandings. Research by Pressey, Stanley, Terman, and others.

M SPE 589 Methods in Teaching the Gifted. (3)

spring and summer

Methods in teaching elementary and secondary school gifted children, including individualized and computer-assisted instruction, team teaching. Prerequisite: SPE 588.

M SPE 774 Characteristics and Causation of Exceptionality. (3)

fall

In-depth analysis of literature pertaining to causes of exceptionality and learning, educational, personal-social, and cognitive characteristics. Lecture, discussion.

M SPE 775 Evaluation and Intervention in Special Education. (3)

spring

In-depth analysis of research and literature on evaluation procedures and intervention approaches for exceptional individuals at all age levels. Lecture, discussion.

M SPE 781 Research and Evaluation in Special Education. (3)

spring

Issues and problems in conducting research and/or evaluation programs involving exceptional children.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

**Division of Educational Leadership
and Policy Studies**

coe.asu.edu/elps
480/965-6357
ED 120

Terrence G. Wiley, Director

Regents' Professors: Berliner, Glass, Smith

Professors: Appleton, Barone, Beaulieu, Fenske, González, McCarty, Molnar, Tobin, Turner, Valverde, Webb, Wiley

Associate Professors: Danzig, Hunnicutt, Margolis, Rund, Wilkinson

Assistant Professors: Begaye, Garcia, Moses, Powers, Read

Clinical Associate Professors: Jurs, Macey

Research Professor: de los Santos

PROGRAM AREAS

Educational Administration and Supervision
Educational Leadership and Policy Studies
Higher and Postsecondary Education
Social and Philosophical Foundations

Degrees: MA, MEd, EdD, PhD

**Educational Administration
and Supervision**

Master's and Doctoral Programs

**Kay Hartwell Hunnicutt, Academic Program Coordinator,
D.E.L.T.A. Doctorate and EdD in Educational
Administration and Supervision**

**James E. Jurs, Academic Program Coordinator,
MEd in Educational Administration and Supervision**

**L. Dean Webb, Academic Program Coordinator,
PhD in Educational Administration and Supervision**

Donna J. Macey, Internship Coordinator and Certification

The faculty in the Division of Educational Leadership and Policy Studies offer graduate programs leading to the Master of Education and Doctor of Education degrees in Educational Administration and Supervision. Graduate

course work leading to Arizona certification for principal, supervisor of instruction, and the superintendency is also available through the program and requires three to six semester hours of internship.

A minimum of 36 semester hours is required for the MEd degree. Applicants for admission to the doctoral degree programs must submit scores on the GRE.

Candidates for all degrees must pass a written comprehensive examination or meet alternative requirements. Candidates for the MEd degree must present a satisfactory capstone project addressing leadership. An oral examination over the written portion of the comprehensive examination may be required of EdD candidates at the discretion of the student's program committee. In addition, candidates for the EdD and PhD must pass a final oral examination in defense of the dissertation and candidates for the EdD programs may also be required to take certain College of Education core courses depending upon previous experience and education. Pre-approval by an advisor is required. For core courses, see specific program requirements. A set of research courses is required for the EdD degree.

MASTER OF EDUCATION

See "**Master of Education**," page 142, for general information on the Master of Education degree.

DOCTOR OF EDUCATION

See "**Doctor of Education**," page 143, for general information on the Doctor of Education degree.

RESEARCH ACTIVITY

Faculty research includes the study of economics and financing of education, competency performance, administrator preparation, roles and characteristics of school administrators, educational demographics, equity in leadership, administrative decision processes, evaluation of teaching performance, evaluation of administrative performance, community education, effects of legislative budget limitations, personnel administration communications, alternative school programs, policy formation, planning, school board problems, and law-related issues.

**EDUCATIONAL ADMINISTRATION
AND SUPERVISION (EDA)**

For more EDA courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDA 501 Competency/Performance in Educational Administration. (3)

fall and summer

Nature of educational administration and the concept of competency as it applies to educational administration.

M EDA 511 School Law. (3)

spring

Constitutional, statutory, and case law that relates to all school personnel, pupils, the school district, and other governmental units. Contracts, dismissals, tenure, retirement, pupil injuries, liability of personnel and district, school district boundary changes, and bonding.

M EDA 525 Human Relations and Societal Factors in Education. (3)

selected semesters

Interrelations between problems of educational administration and interdisciplinary social sciences. Communications skills, morale,

COLLEGE OF EDUCATION

authority, and perception. Concepts from political science, economics, and social-psychology useful to the administrator.

M EDA 526 Instructional Supervision. (3)

fall, spring, summer

Administering curriculum improvement, in-service education, evaluating, and improving teaching competence; administrative instructional responsibilities.

M EDA 544 Public School Finance. (3)

fall

Measures of ability, efforts, and educational need; capital outlay funding; tax revenues; federal, state, and local financing alternatives; major issues and trends in the financing of public education.

M EDA 548 School, Family, and Community Connections. (3)

selected semesters

Provides deeper understandings of the nature of community in American life, and of connections between schools, families, and communities.

M EDA 555 Educational Facility Planning. (3)

selected semesters

School building needs, educational planning for facilities, responsibilities of architects, duties of contractors, and equipping and furnishing of school buildings.

M EDA 571 School Business Management. (3)

fall, spring, summer

Purchasing, budgeting, accounting, payroll management, auditing, financial reporting, insurance, and administration of nonteaching personnel and services.

M EDA 573 Human Resources Administration. (3)

spring

Organization for human resources services; development of policy to govern the human resources function and its related processes.

M EDA 576 The School Principalship. (3)

fall

Problem and laboratory approaches used to provide application of administrative activities of elementary and secondary schools. Prerequisites: EDA 501, 526.

M EDA 611 Educational Policy and the Law. (3)

summer in odd years

Emphasizes policy analysis and application of federal and state law to policy evaluation and development in public schools. Lecture, case studies. Prerequisite: EDA 511 or HED 649. Corequisite: admission to doctoral program in education.

M EDA 624 Organizational Development and Management of Schools. (3)

spring

Current organizational patterns for public schools. Emphasizes the organizations, human, and social dimensions on organizations. Lecture, discussion, projects.

M EDA 634 Instructional Leadership. (3)

selected semesters

Curricular practices and processes used by instructional leaders who plan, organize, and coordinate the professional activities in elementary and secondary schools. Prerequisite: EDA 526.

M EDA 645 Leadership Development for Education Leaders. (3)

spring

Principles, theories, attributes, and skills related to individual leadership development. Lecture, online computer modules. Also offered as a Web-only course. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 675 Politics of Education. (3)

spring

Uses social science theory and research to consider the political context of educational policy making. Prerequisite: COE 505.

M EDA 676 The School Superintendency. (3)

spring

Critical examination of the school superintendency and the primary functions of this educational position. Includes duties, responsibilities, activities, and problems of the school superintendent. Examines the

unique leadership role of the school superintendent. Prerequisite: instructor approval.

M EDA 677 Foundations of Educational Reform Movements. (3)

fall

Historical and contemporary survey of curricular reform movements in the United States with emphasis on equity and social justice issues. Cross-listed as SPF 677. Credit is allowed for only EDA 677 or SPF 677. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 679 Administration of Special Programs in Education. (1–3)

selected semesters

For personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, audiovisual, library science, and others.

M EDA 685 Education in Global Contexts. (3–6)

spring

Global perspectives on education in contemporary society with emphasis on social, political, and economic factors that affect access and equity. Lecture, travel. Cross-listed as SPF 685. Credit is allowed for only EDA 685 or SPF 685. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 691 Seminar. (1–12)

selected semesters

Topics may include the following:

- Cultural Diversity in Educational Administration. (3)

M EDA 711 Administrative Leadership. (3)

fall

Emphasizes research in leadership; application of research findings to administrative and supervisory functions in educational endeavors. Prerequisites: EDA 624; 30 semester hours in educational administration; admission to doctoral program in education.

M EDA 722 Administration of Instructional Improvement. (3)

spring

Recent research relating to administrative and supervisory responsibilities for the improvement of the educational program. Effective processes by administrators, supervisors, consultants, and coordinators. Prerequisites: 30 semester hours in educational administration; admission to doctoral program in education.

M EDA 723 Diversity in Education for School Leaders. (3)

spring

Discusses current issues and leadership strategies for meeting the needs of diverse student populations combating inequity and inequality in education. Lecture, field experience. Prerequisite: admission to doctoral program in education or instructor approval.

M EDA 791 Seminar. (1–12)

selected semesters

Topics may include the following:

- Curricular and Instructional Leadership. (3)
- Economics and Finance of Schools. (3)
- Evaluation and Assessment of School Change. (3)
- Research on Teaching. (3)

M EDA 792 Research. (1–12)

selected semesters

M EDA 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

EDUCATION POLICY ANALYSIS (EPA)

EPA 691 Seminar. (1–12)

selected semesters

EPA 791 Seminar. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

**Educational Leadership
and Policy Studies**

Doctoral Program

Gene V Glass, Academic Program Coordinator

PROGRAM OVERVIEW

The Division of Educational Leadership and Policy Studies offers a PhD in Educational Leadership and Policy Studies that emphasizes methods of policy analysis and provides for specializations in particular disciplines. Education policy studies deal with the entire process by which society derives, institutes, evaluates, and modifies the rules, both stated and unspoken, by which the educational system runs. Doctoral students receive course work and practical experiences in a variety of special contexts, including higher education, elementary and secondary schools, and education-governing bodies. The faculty seeks to train persons who will teach or pursue policy studies in school districts, government agencies, and universities. Admissions information and forms for this and other graduate programs are available online.

DOCTOR OF PHILOSOPHY

See “**Doctor of Philosophy**,” page 69, for general requirements.

Admission. Admission to the PhD program in the division is based on undergraduate and/or graduate GPAs, scores on the Graduate Record Exam (GRE) or Graduate Management Aptitude Test (GMAT), letters of recommendation, a letter of intent, work and academic experiences, and availability of faculty to supervise the academic area of interest. Citizens of Mexico applying to the PhD program may substitute the EXANI-III that is required by CONACYT of all applicants for a fellowship from the Mexican government.

The program does not have a minimum score for either the GRE or GMAT. International applicants must have a TOEFL score of at least 550 on the paper test or 213 on the computer-based TOEFL. Applicants are not required to submit a TOEFL score if (1) they graduated from a college or university in a country whose native language is English, or (2) if they have had immigrant status (permanent residency) in the U.S. for at least 18 months. Test results should be reported to the Division of Graduate Studies directly by ETS.

The division considers applicants for admission to the PhD program at the end of October, February, and April each year. To be considered at any of the admission meetings, an applicant’s file must be completed no later than the first day of the month in which the meeting is to be held. Admissions information and forms for this and other graduate programs are available online.

Students entering the program must have a bachelor’s or master’s degree in either education or an appropriate subject

field (e.g., anthropology, economics, history, philosophy, or sociology), or additional courses are required in the areas of deficiency before admission to the program. Contact the division office for the appropriate admissions application. In selecting applicants, the program looks for background and career aspirations consistent with program goals and willingness to devote primary attention to courses and experiences on campus.

Program Committee. The program committee (chair and at least two other members) advises in the preparation of the program of study and administers the comprehensive examinations. The committee must be approved by the dean of graduate studies.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed upon the approval of the dean of graduate studies. The dissertation committee approves the subject and title of the dissertation. Members of the program committee may also serve as members of the dissertation committee; however, the committees may have different memberships. The dissertation chair must be a faculty member designated eligible to serve in this capacity by the dean of graduate studies.

Program of Study. Students entering the PhD program with a master’s degree in a related discipline and with credit for between 24 and 30 semester hours of graduate course work are expected to earn a total of 84 semester hours past the BA, including the transferred master’s hours; of these 84 semester hours, 54 must be earned at ASU. Of the 54 semester hours at ASU, 24 must be earned in research or dissertation. A typical student’s course of study would take the following form:

Policy Studies Core. At the heart of the PhD program are 12 semester hours of course work on the foundations of policy studies.

SPF 591 S: Foundations of Inquiry	3
SPF 791 S: Pro-Seminar*	3
Choose one diversity course	3
EDA 691 S: Cultural Diversity in Educational Administration (3)	
HED 691 S: Cultural Diversity in Education (3)	
SPF 598 ST: Education of Women (3)	
Choose one organizational theory course	3
HED 688 Organizational Theory (3)	
SPF 622 Organizational Theory (3)	
Total	12

* This course must be taken in the first year.

Research Methods. Students gain expertise in many approaches to research, evaluation, and policy analysis. A wide variety of courses, both inside and outside the College of Education, is available to deepen a student’s competence and research emphasis. The particular courses should be chosen in consultation with the student’s program committee. Twelve semester hours is required in research methods.

COE 502 Introduction to Data Analysis	3
COE 503 Introduction to Qualitative Research	3
Research electives	6
Total	12

COLLEGE OF EDUCATION

Specialty Studies. Students complete at least 12 semester hours (approved by the student's program committee) in an area of special interest: educational administration and supervision, higher education, policy analysis, social foundations, or research and evaluation methods.

Recommended Courses for the PhD Specialization in Educational Administration and Supervision

EDA 573 Human Resources Administration.....	3
EDA 611 Educational Policy and the Law.....	3
EDA 645 Leadership Development for Education Leaders	3
EDA 675 Politics of Education	3
EDA 677 Foundations of Educational Reform Movements.....	3
EDA 685 Education in Global Contexts.....	3
EDA 711 Administrative Leadership	3
EDA 791 S: Curricular and Instructional Leadership	3
EDA 791 S: Economics and Finance of Schools	3
EDA 791 S: Evaluation and Assessment of School Change	3
EDA 791 S: Research on Teaching	3

Recommended Courses for the PhD Specialization in Higher Education

HED 510 Introduction to Higher Education.....	3
HED 602 Institutional Research/Strategic Planning	3
HED 611 Curriculum and Instruction	3
HED 649 Law of Higher Education	3
HED 687 Governance, Coordination, and External Influences.....	3
HED 689 Leadership and Administration in Higher Education.....	3
HED 691 S: Critical Policy Issues in Higher Education	3
HED 691 S: Special Policy Issues.....	3

Total hours for specialty studies vary depending on specialization.

Practicum. Students must earn three semester hours of credit for a supervised practicum. The setting must be other than the student's normal workplace, and the experience should lead to a written report.

Research and Thesis. Each PhD candidate must register for a combined total of 24 semester hours for 792 Research and 799 Dissertation.

Foreign Language Requirements. None.

Comprehensive Examinations. The examination centers on the professional focus and the cognate study and must be passed before admission to candidacy. A written examination is required; an oral examination over the written portion may be required by the student's program committee.

Research and Dissertation. Twenty-four semester hours of research and dissertation credit are required. The dissertation must consist of a fully documented written study demonstrating a high level of research competence and scholarship in the student's area of professional focus. The dissertation should make an original contribution to knowledge in the area of educational leadership and policy studies and be worthy of publication by an established press as a book or monograph or as one or more articles in a refereed, scholarly journal.

Dissertation Precis and Proposal. The precis is a summary of the dissertation research proposed by the student. Upon approval of the precis by the dissertation committee, the student proceeds to develop a dissertation proposal.

Final Examination. A final oral examination in defense of the dissertation is required.

COURSES

For courses, see *Education Policy Analysis (EPA)*, page 156.

Higher and Postsecondary Education

Master's and Doctoral Programs

coe.asu.edu/elps/highed.php

480/965-6357

ED 120

Caroline Sotello Vieres Turner, Academic
Program Coordinator

The faculty in the Division of Educational Leadership and Policy Studies offer graduate programs leading to the Master of Education and Doctor of Education degrees in Higher and Postsecondary Education.

Candidates for the MEd and EdD programs may be required to take certain College of Education core courses, depending upon previous experience and education. Pre-approval by an advisor is required. The MEd program requires 33 semester hours of course work, including a practicum. Candidates for all degrees must pass a written comprehensive examination, and candidates for the EdD must pass a final oral examination in defense of the dissertation.

Students interested in the PhD degree with a field of study encompassing higher education should refer to "[Educational Leadership and Policy Studies](#)," page 157. See "[Doctor of Philosophy](#)," page 69, for information on the PhD degree.

Admissions information and forms for this and other programs are available online.

MASTER OF EDUCATION

Applicants for admission to the MEd degree program must submit scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test; scores on the GRE are preferred. For more information, see "[Master of Education](#)," page 142.

DOCTOR OF EDUCATION

Applicants for admission to the Doctor of Education program must submit scores on the GRE. For more information, see "[Doctor of Education](#)," page 143.

RESEARCH ACTIVITY

Faculty members in higher education are conducting research on a variety of significant topics according to their areas of special research interest. These areas include student access, retention of underrepresented students, student



The courtyard of the Farmer Education Building offers shade on summer days. The building contains classroom and office space for the College of Education.

Tim Trumble photo

financial assistance, faculty development, organizational influences on the community college, Hispanic studies, legal aspects of higher education, assessment and program evaluation, faculty diversity, women of color and leadership in higher education, qualitative approaches to policy research, and policy analysis.

HIGHER AND POSTSECONDARY EDUCATION (HED)

HED 510 Introduction to Higher Education. (3)

fall

Overview of American higher education, including philosophical, political, and social aspects.

HED 527 Seminar: Student Affairs Administration. (3)

fall

Organizational models, administrative competencies and skills, and emerging challenges of student affairs administration. Lecture, discussion, group projects, written assignments.

HED 533 The Community-Junior College. (3)

fall and spring

History, functions, organization, and current issues. Meets Arizona community college course requirement for certification.

HED 602 Institutional Research/Strategic Planning. (3)

fall

Provides an overview of policy research and planning in higher education at the campus system and governing/coordinating agency levels. Lecture, group discussion, research projects. Prerequisite: HED 510.

HED 611 Curriculum and Instruction. (3)

spring

Curriculum development, instructional organization, and improvement of instruction in higher education. Prerequisite: HED 510.

HED 620 Diversity in Higher Education. (3)

spring

Overview of the demographic profile of college students, faculty, and staff. Addresses issues of access, retention, and development. Lecture, collaborative learning, group projects.

HED 644 Higher Education Finance and Budgeting. (3)

spring

Financial planning and budgeting in higher education institutions. Issues related to financing public and private colleges and universities. Prerequisite: HED 510.

HED 649 Law of Higher Education. (3)

fall

Analyzes legal issues related to higher education; examines key court decisions. Prerequisite: HED 510.

HED 679 The American College Student. (3)

spring

Overview of American college student from demographic, background characteristics, and values/attitudes/perspectives. Includes access, persistence, and degree completion. Lecture, group discussion, research projects.

HED 687 Governance, Coordination, and External Influences in Higher Education. (3)

spring in odd years

Study of governance and coordination in higher education systems and the impact of external forces on them. Lecture, discussion.

HED 688 Organizational Theory. (3)

spring

Major views of organizations and their influence on role definition and participant behaviors in educational organization. Seminar, discussion. Cross-listed as SPF 622. Credit is allowed for only HED 688 or SPF 622.

HED 689 Leadership in Higher Education. (3)

fall

Theory and practice of leadership and administration in higher education institutions.

HED 691 Seminar. (1–12)

selected semesters

Topics may include the following:

- Approaches to Higher Education Policy Research
- Critical Policy Issues in Higher Education. (3)
- Cultural Diversity in Education. (3)
- Information Technology

COLLEGE OF EDUCATION

- Qualitative Case Study
- Special Policy Issues. (3)

HED 792 Research. (1–12)
selected semesters

HED 799 Dissertation. (1–15)
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Institutional Research

Certificate Program

For information on the new Graduate Certificate in Institutional Research, call the Division of Educational Leadership and Policy Studies at 480/965-6357.

Social and Philosophical Foundations of Education

Master's Program

Nicholas R. Appleton, Academic Program Coordinator

MASTER OF ARTS

The faculty in the Division of Educational Leadership and Policy Studies offer a graduate program leading to the MA degree in Social and Philosophical Foundations of Education. Students may also select policy analysis as an area of study. The program offers students a grounding in historical, social, and philosophical literature. The program is geared toward students seeking relevant and advanced preparation for doctoral-level study in one of the fields of education. The program is also appropriate for educational practitioners seeking terminal master's degrees and advanced intellectual development that will make them more thoughtful teachers and better informed decision makers. Students study both classic and leading contemporary thought taken from educational, social, and philosophical literature. The program draws on intellectual sources and scholarly disciplines, including anthropology, curriculum theory, history, law, philosophy, sociology, and comparative international and multicultural perspectives.

A thesis or equivalent is required for candidates. The thesis proposal serves as the comprehensive examination. An oral examination in defense of the thesis or equivalent is required.

RESEARCH ACTIVITY

Faculty currently conduct research in philosophy of education, visual sociology and sociology of education, and education policy.

SOCIAL AND PHILOSOPHICAL FOUNDATIONS (SPF)

SPF 501 Culture and Schooling. (3)

fall and spring

Introduces social science concepts of culture and the cultural milieu in which schooling takes place in the United States. Lecture, recitation.

SPF 510 Introduction to Organization and Administration of American Public Schools. (3)

fall and spring

Explores organizational structure and administration of public education through the application of legal and ethical concepts and relevant information of the social sciences.

SPF 511 School and Society. (3)

selected semesters

Interrelationship of school and society and the role of education in social change.

SPF 515 Gender and Education. (3)

selected semesters

Analyzes relationships of gender and education emphasizing analyses and critiques of traditional conception of knowledge, identity, and feminist theory. Seminar.

SPF 520 Cultural Diversity in Education. (3)

selected semesters

Philosophic and sociological investigation of cultural diversity in the United States and how it relates to education.

SPF 530 Sociology of Education. (3)

fall

Current issues in the sociology of education: stratification, social mobility.

SPF 534 Foundations of Educational Inquiry. (3)

fall

Overview of the nature of inquiry examining the philosophy of science and social science, approaches to knowing in the humanities. Seminar. Credit is allowed for only SPF 534 or 634.

SPF 544 Philosophical Foundations of Education. (3)

selected semesters

Theories of education in ancient, medieval, and modern classical and contemporary philosophies.

SPF 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Foundations of Inquiry. (3)

SPF 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Education of Women. (3)

SPF 603 Visual Ethnography in Education. (3)

fall

Advanced qualitative methods class combining ethnography with the use of video and still photography in data gathering and presentation. Seminar. Corequisite: COE 503.

SPF 612 Evaluation Theory. (3)

fall

Explores the major theories of evaluation (inquiry leading to value judgments) in educational policy through examination of cases.

SPF 622 Organizational Theory. (3)

spring

Major views of organizations and their influence on role definition and participant behaviors in educational organization. Seminar, discussion. Cross-listed as HED 688. Credit is allowed for only HED 688 or SPF 622.

SPF 634 Foundations of Educational Inquiry. (3)

fall

Overview of the nature of inquiry examining the philosophy of science and social science, approaches to knowing in the humanities. Seminar. Credit is allowed for only SPF 634 or 534.

SPF 677 Foundations of Educational Reform Movements. (3)

fall

Historical and contemporary survey of curricular reform movements in the United States with emphasis on equity and social justice issues. Cross-listed as EDA 677. Credit is allowed for only EDA 677 or SPF 677. Prerequisite: admission to the program or instructor approval.

SPF 685 Education in Global Contexts. (3–6)*spring*

Global perspectives on education in contemporary society with emphasis on social, political, and economic factors that affect access and equity. Lecture, travel. Cross-listed as EDA 685. Credit is allowed for only EDA 685 or SPF 685. Prerequisite: admission to doctoral program in education or instructor approval.

SPF 711 Social and Historical Foundations of Education. (3)*spring*

Explores the history of sociological thought, especially theories of the relations between educational systems and the social/cultural world.

SPF 791 Seminar. (1–12)*selected semesters*

Topics may include the following:

- Pro-Seminar. (3)

SPF 792 Research. (1–12)*selected semesters***SPF 799 Dissertation. (1–15)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Division of Psychology in Education

coe.asu.edu/psyched

480/965-3384

EDB 302

Elsie G. J. Moore, Director

Regents' Professors: Berliner, Glass, Smith

Professors: Arredondo, Bernstein, Bitter, Blanchard, Claiborn, Green, Hackett, Hood, Horan, Kerr, Kinnier, Klein, Moore, Robinson Kurpius, Santos de Barona, Strom, Sullivan, Tracey

Associate Professors: Arciniega, Brown, Ladd, Nakagawa, Savenye, Wodrich

Assistant Professors: Arzubiaga, Atkinson, Brem, Gorin, Husman, Rayle, Thompson

Clinical Associate Professors: Glidden-Tracey, Homer, Stamm

Program Areas

Counseling
 Counseling Psychology
 Counselor Education
 Educational Psychology
 Learning
 Lifespan Developmental Psychology
 Measurement, Statistics, and Methodological Studies
 School Psychology
 Educational Technology

Degrees: MA, MC, MEd, PhD

Counseling

Master's Program

Terence J. G. Tracey, Academic Program Leader

MASTER OF COUNSELING

The Master of Counseling (MC) degree is a 60-semester-hour program designed to prepare students for counseling as a profession and includes a set of required professional studies supported by elective subjects in related disciplines. Practitioner, research, and school counseling options are available. The MC program, which is in community counseling, is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The school counseling option is appropriate for school counselor certification in Arizona and other states. The MC degree identifies the recipient as a professional counselor and prepares individuals to work in a variety of human service fields.

Admission. A student initiates application for admission to the MC degree program with the Division of Graduate Studies. Admission is determined by a variety of criteria in addition to GPAs. Applications are reviewed once a year. Applicants to the MC degree must submit all application materials before January 15 to be considered for admission for the following academic year. The number of students admitted to the MC degree program is limited by the size of the faculty and the facilities available for practica. Applicants may get the complete program brochure from the Division of Psychology in Education and the program Web site, coe.asu.edu/psyched.

Supervisory Committee. Following admission to the MC program, a supervisory committee consisting of a chair and two other faculty members is appointed to plan a program of study with the student.

Program of Study. The program of study should be planned in consultation with the supervisory committee. In addition to course work, the program may include supervised practica in consultation, individual and group counseling, marriage and family counseling, and stress management. These experiences involve a variety of client populations. The program of study must be approved by the supervisory committee, the division director, and the dean of graduate studies.

Credit Before Admission. A maximum of 32 semester hours of graduate course work earned in a completed master's degree from an accredited institution may be applied to the program. In all other circumstances, a maximum of nine semester hours of prior course work may be applied to the MC degree program.

Final Examinations. The practitioner option requires students to take a final written comprehensive examination.

COLLEGE OF EDUCATION

The research option requires students to complete a thesis; an oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

See “[Counseling Psychology](#),” page 162, for research activity.

COUNSELOR EDUCATION (CED)

CED 512 Introduction to Helping Relationships. (3)

selected semesters

Introduces the skills used in the helping professions and examines the settings in which they occur.

CED 522 Theories of Counseling and Psychotherapy. (3)

fall and spring

Presents major theories of psychological intervention as well as underlying personality theory upon which they are based.

CED 523 Psychological Tests. (3)

fall and spring

Standardized tests in the study of the individual, with emphasis on test score interpretation in counseling. Prerequisite: COE 502 or equivalent.

CED 527 Community Counseling. (3)

fall and summer

Community focus with emphasis on outreach, prevention, psychoeducation, consulting, and advocacy from a systematic multicultural perspective. Lecture, discussion, visitations, experiential activities.

CED 528 School Counseling. (3)

fall and spring

Introduces counseling within multicultural settings. Emphasizes counseling, consultation, and coordination skills needed for schools' comprehensive developmental guidance programs. Lecture, discussion, experiential activities.

CED 534 Occupations and Careers. (3)

fall and spring

The world of work, career development, education, and training for occupational entry and mobility.

CED 545 Analysis of the Individual. (3)

fall and spring

Theory and methods commonly used in studying the individual. Observational methods, diagnostic interviews, structured, and semi-structured methods for assessing personality.

CED 567 Group Dynamics and Counseling. (3)

fall and spring

Group process factors, theory, and diversity issues determining effective interaction in small groups. Emphasis placed on lecturettes, self awareness, and experiential components. Lecturettes, discussion, experiential activities. Prerequisite: admission to the degree program.

CED 577 Counseling Prepracticum. (3)

fall and spring

Focus on racial, social, and cultural factors in the development of helping relationships through integration of cognitive and affective self-awareness with counseling skills. Lecture, lab. Prerequisite: admission to MC or school counselor certification program. Pre- or corequisite: CED 522.

CED 655 Student Development Programs in Higher Education. (3)

once a year

Emerging conceptual models of student development. Overview of student personnel and student affairs programs in community colleges, four-year colleges, and universities. Observation on campuses.

CED 672 Marriage and Family Counseling. (3)

fall

Introduces marriage and family counseling theories. Emphasizes a systems-communication model utilizing cocounseling.

CED 680 Practicum. (1–12)

selected semesters

CED 684 Internship in Community and/or School Counseling. (3–6)

fall, spring, summer

Prerequisites: CED 680; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Counseling Psychology

Doctoral Program

Richard T. Kinnier, Training Director
Terence J. G. Tracey, Academic Program Leader

DOCTOR OF PHILOSOPHY

The faculty in the Division of Psychology in Education offer a graduate program leading to the PhD degree in Counseling Psychology. The PhD program in Counseling Psychology is accredited by the American Psychological Association. The PhD program adheres closely to the scientist-practitioner model in preparing graduates for positions in academic and psychological service settings. Although faculty interests are diverse, there is a strong emphasis on empirical data as the basis for professional decision making. All applicants must submit scores of the Graduate Record Examination and submit all application materials before December 1 to be considered for admission for the following academic year.

Curriculum requirements of the Counseling Psychology program include course work from several domains (general psychology core, empirical foundations, and counseling theory and methods), as well as practicum and internship experiences. Comprehensive examinations cover the psychology core, empirical foundations, and counseling theory and practice. Applicants should contact the Division of Psychology in Education and request the Counseling Psychology Program brochure for a complete description of admissions and curricular requirements. A copy of the program brochure is also available on the Web site, coe.asu.edu/psyched.

RESEARCH ACTIVITY

Research activity includes career development and self-efficacy, counseling process, drug abuse prevention, meaning-in-life related issues, problem solving and decision making, interpersonal skill development, ethnic and gender issues, health psychology topics, student development, program evaluation, gerontological counseling, ethics, marriage and family counseling, at-risk youth, and the counseling of the gifted and talented.

COUNSELING PSYCHOLOGY (CPY)

CPY 613 Child Counseling. (3)

selected semesters

Applications of counseling theory in working with children in clinics and elementary schools. Integrated practicum available with instructor approval. Prerequisite: CED 577 (or its equivalent).

CPY 622 Group Counseling. (3)

fall and spring

Theories and methodologies used in group counseling. Prerequisites: CED 567 and 577 (or their equivalents).

CPY 634 Organizational Development and Planned Change. (3)

selected semesters

Organizational/individual dynamics, including theory, analysis, techniques, and consultation/intervention strategies used in organizational

development. Field consultation projects. Prerequisites: CED 567 and 577 (or their equivalents).

CPY 644 Psychology of Careers. (3)

spring

Advanced career counseling, including theory, research, and practice. Prerequisite: CED 577 (or its equivalent).

CPY 645 Professional Issues and Ethics. (3)

fall and spring

Ethical, legal, and professional issues of concern to practitioners and researchers functioning in a variety of settings.

CPY 667 Patterns of Behavior Disorders. (3)

once a year

Etiology and treatment of a variety of psychological problems, particularly those represented in DSM III-R. Prerequisite: CED 577 (or its equivalent).

CPY 671 Multicultural Counseling. (3)

fall

Provides awareness of the influence of sociocultural variables on human development and explores implications for counseling minority populations.

CPY 672 Human Diversity: Social Psychological Perspectives. (3)

once a year

Implications for psychological practice of social, psychological, and biological factors in the development of behavioral differences.

CPY 674 Counseling Women. (3)

fall

Explores women's development and its implications for counseling. Sexism in mental health, sex differences in diagnosis and psychopathology, and women's particular treatment needs.

CPY 675 Health and Wellness Counseling. (3)

selected semesters

Theory, research, and practice in health and wellness counseling.

CPY 677 Advanced Counseling. (3)

selected semesters

Advanced topics in counseling theory, research, and practice. Prerequisite: CED 577 (or its equivalent).

CPY 679 History and Systems of Psychology. (3)

once a year

Examines the development and differentiation of the discipline of psychology from its origins in philosophy to the present.

CPY 701 Science and Practice of Counseling Psychology. (3)

fall

Directed experiences involving the integration of theory, research, and practice in counseling psychology. Prerequisite: instructor approval.

CPY 702 Research Methods in Counseling Psychology. (3)

once a year

Applies experimental and/or quasi-experimental methods to theory construction and treatment evaluation in counseling psychology. Prerequisite: COE 502 (or its equivalent).

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Counselor Education

Master's Program

Terence J. G. Tracey, Academic Program Leader

MASTER OF EDUCATION

The faculty in the Division of Psychology in Education offer a degree program leading to the Master of Education (MEd) degree in Counseling.

The MEd degree in Counseling is a 30-semester-hour program for certified or certifiable teachers. The degree is

designed to provide a greater understanding of the psychological and behavioral development of individual students; the dynamics and use of groups in the instructional process; principles of testing and vocational and career dynamics that have applications in the instructional process; the effective utilization of school specialists in aiding student development; and the role of the school counselor in the instructional process. While the MEd program is generally chosen as a student's fifth year of teacher preparation, the MEd does not result in certification as a school counselor. Those wishing to be certified for school counseling should apply to the Master of Counseling (MC) degree program.

Admission to the MEd in Counseling is based on the applicant's potential for graduate study and completion of an undergraduate degree in education or certification as a teacher in Arizona public schools. To balance student demand with resources available, the program is limited in the number of students admitted each admissions period.

Applicants must submit all application materials before October 15 or April 15 to be considered for admission for the following semester. Applicants should get the complete program brochure from EDB 302 or from the Web site. For more information, see "Master of Education," page 142.

RESEARCH ACTIVITY

See "Counseling Psychology," page 162.

COURSES

For courses, see "Counseling," page 161

Educational Psychology

Master's and Doctoral Programs

Samuel B. Green, Academic Program Leader

The faculty in the Division of Psychology in Education offer graduate programs leading to the MA, MEd, and PhD degrees in Educational Psychology. Doctoral concentrations are available in learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology.

Students applying for admission to these programs should see "Admission to the Division of Graduate Studies," page 58. Applicants to these programs must submit scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination. Applicants to the MEd may substitute a Miller Analogies Test score. These programs generally require a statement of purpose as well as other items. Applicants should refer to the division's Web site at coe.asu.edu/psych for other requirements and applicable forms.

These programs, except school psychology, accept students for fall and spring semesters. A completed graduate application and all program application materials should be received by October 15 for admission in the spring

COLLEGE OF EDUCATION

semester. For admission in the fall semester, a completed graduate application and all program application materials should be received by February 15. School psychology applicants should submit a completed graduate application and all program application materials before January 1 for fall admission.

MASTER OF EDUCATION

This program is intended for persons who wish to further prepare themselves as classroom teachers or for other positions related to instruction. The degree requires 36 semester hours of graduate course work and a written evaluation as a culminating experience. Students completing this program are not expected to continue for a PhD degree in Educational Psychology at ASU.

See “*Master of Education*,” page 142, for more information on the degree.

MASTER OF ARTS

The program of each student is prepared in consultation with the supervisory committee, consisting of a chair and two or more additional faculty members. A minimum of 30 semester hours is required. The program must include six hours of thesis and a written comprehensive examination. Students in this program generally are preparing for doctoral studies.

See “*Master’s Degrees*,” page 67, for general requirements.

DOCTOR OF PHILOSOPHY

The PhD degree in Educational Psychology offers the following areas of study: learning; lifespan developmental psychology; measurement, statistics, and methodological studies; and school psychology. These programs prepare students for professional positions in universities, school districts, departments of education, and industry. Complete descriptions of each area are on the division’s Web site at coe.asu.edu/psyched.

School Psychology. The faculty specializing in school psychology offer a scientist-practitioner program leading to the PhD degree. The program provides preparation in academic and professional areas through course work, research, practica, and internship. Graduates are employed in school districts, behavioral health settings serving children and adolescents, and universities. The school psychology program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information on the faculty, the programs of study, and admission requirements, applicants should contact the Division of Psychology in Education or access the Web site at coe.asu.edu/psyched.

See “*Doctor of Philosophy*,” page 69, for general information on the PhD degree.

RESEARCH ACTIVITY

Research in learning includes teacher education, argumentation and discourse, reading, spatial cognition, and neuropsychological development in early childhood. Research in lifespan development includes studies of pre-

school and family literacy programs, social and moral development, peer relations, and intergenerational relationships. Research in methodology includes quantitative and qualitative methodology, program evaluation, testing practices, and testing with computers.

School psychology research involves assessment of cognitive and academic skills, classroom processes, interventions with high-risk children and youth, informed consent, substance abuse prevention, and assessment of minority individuals, as well as ethnic and gender issues.

EDUCATIONAL PSYCHOLOGY (EDP)

For more EDP courses, see “*Course Prefix Index*,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDP 502 Introduction to Data Analysis. (3)

fall, spring, summer

Descriptive statistics, visual approaches, estimation, and inferential methods for univariate and bivariate educational research problems. Experience using statistical software. Cross-listed as COE 502. Credit is allowed for only COE 502 or EDP 502.

M EDP 503 Introduction to Qualitative Research. (3)

fall, spring, summer

Terminology, historical development, approaches (including ethnography, ethnomethodology, critical theory, grounded theory, and hermeneutics), and qualitative versus quantitative social sciences; methods of inquiry. Cross-listed as COE 503. Credit is allowed for only COE 503 or EDP 503.

M EDP 504 Learning and Instruction. (3)

fall, spring, summer

Introduces psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as COE 504. Credit is allowed for only COE 504 or EDP 504.

M EDP 510 Essentials of Classroom Learning. (3)

fall, spring, summer

Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology.

M EDP 513 Child Development. (3)

fall, spring, summer

Examines problems and achievements experienced by children growing up in a technological society. Emphasizes discovering the child’s perspective.

M EDP 514 Psychology of the Adolescent. (3)

fall, spring, summer

Cognitive, physical, and social development of adolescents in contemporary society. Impact of family, school, and workplace on adolescent development. Prerequisite: EDP 310 or PGS 101 (or its equivalent).

M EDP 530 Theoretical Issues and Research in Human Development. (3)

fall

Psychological theories, research, and methods relevant to human development, emphasizing the relations between early development and later performance.

M EDP 535 Applied Behavior Analysis. (3)

fall

Principles of conditioning as applied to behavior. Current research on the experimental analysis of behavior in educational psychology.

M EDP 536 Physiology of Behavioral Disorders. (3)

fall

Critical study of nervous system, brain function for fundamental behaviors, and system dysfunctions in mental/neurological disorders. Prerequisite: instructor approval.

M EDP 540 Theoretical Views of Learning. (3)

fall and spring

Classical and cognitive theories of learning, plus recent orientations. Illustrative experimental and rational foundations; implications for educational practice.

M EDP 542 Research Methods in the Learning Sciences. (3)*spring*

Students read, design, and carry out original research in the learning sciences. Lecture, discussion. Prerequisites: EDP 540; instructor approval.

M EDP 544 Psychology of Reading. (3)*fall*

Alternate analyses of the reading process; designs and procedures for investigating instructional and noninstructional variables related to reading achievement.

M EDP 545 Higher-Order Processes in the Learning Sciences. (3)*spring*

Examines original research on induction, deduction, analogy and transfer, knowledge representation, and other issues in learning. Discussion. Prerequisite: EDP 540 or instructor approval.

M EDP 550 Introduction to Measurement in Education. (3)*fall and spring*

Nature and types of educational measures. Critiquing and selecting appropriate measuring devices. Constructing measuring devices. Social controversies about tests. Lecture, lab. Prerequisite: EDP 502 or equivalent course as determined by the program.

M EDP 552 Multiple Regression and Correlation Methods. (3)*fall, spring, summer*

Educational applications of regression techniques. Quantitative and qualitative predictors, curvilinear trends, and interactions. Emphasizes analyzing data and interpreting results. Lecture, lab. Prerequisite: EDP 502 or equivalent course as determined by the program.

M EDP 554 Analysis-of-Variance Methods. (3)*fall, spring, summer*

Educational applications of ANOVA techniques. Between- and within-subjects designs, multiple comparisons. Emphasizes using statistical software and interpreting results. Lecture, lab. Prerequisite: EDP 552 or equivalent course as determined by the program.

M EDP 556 Data Processing Techniques in Measurement and Research. (3)*once a year*

Use of statistical packages for data analysis. Emphasizes data management, data structures, and related statistical procedures. Lecture, lab. Prerequisite: EDP 552. Pre- or corequisite: EDP 554 or instructor approval.

M EDP 560 Individual Intellectual Assessment. (3)*fall and spring*

Issues in administration and interpretation of individual intelligence tests. Theoretical basis, ethical considerations, and diagnostic use of test results. Fee. Prerequisite: admission to a program in professional psychology or instructor approval.

M EDP 561 Lab in Psychological Assessment. (3)*spring*

Lab experience in administration, scoring, and interpretation of individual intelligence tests. Lab. Prerequisite: admission to a program in professional psychology or instructor approval. Corequisite: EDP 560.

M EDP 562 School Psychology: Ethics, Theory, and Practice. (3)*fall*

Provides information regarding the ethics, history, and theory of current school psychology practice.

M EDP 563 Interventions in School Psychology. (3)*fall*

Examines case-based consultation and consultation research relevant to school psychology practice. Field experience. Prerequisite: school psychology program or instructor approval.

M EDP 564 Academic Interventions. (3)*spring*

Skills-building course emphasizing academic interventions and outcome-based educational decisions. Prerequisite: EDP 535.

M EDP 566 Diagnosis of Learning Difficulties. (3)*spring*

Clinical diagnosis of learning difficulties, emphasizing specific academic problems. Use and interpretation of diagnostic instruments in practical school situations. Fee. Prerequisites: EDP 560 and 562 (or their equivalents); instructor approval.

M EDP 567 School Psychological Services to Minority Students. (3)*spring*

Historical perspectives and major issues in psychological and academic assessment and interventions with minority school children.

M EDP 568 Diagnosis and Interventions for Children and Adolescents with Emotional Handicaps. (3)*fall*

Clinical diagnosis of emotional handicaps in children and adolescents with emphasis on interpretation of diagnostic instruments and designing appropriate interventions in school settings. Lecture, lab. Fee. Prerequisites: EDP 566; PSY 578 (or its equivalent).

M EDP 651 Methods and Practices of Qualitative Research. (3)*spring*

Advanced course for students familiar with theory and extant work. Topics include data collection, analysis, reporting, and an extensive fieldwork project. Prerequisite: COE 503.

M EDP 652 Multivariate Procedures for Data Analysis. (3)*fall*

Educational applications of multivariate methods, including MANOVA, discriminant analysis, and exploratory factor analysis. Emphasizes analyzing data and reporting results. Lecture, lab. Prerequisite: EDP 554 or equivalent course as determined by the program.

M EDP 654 Structural Equation Modeling in Educational Research. (3)*spring*

Educational applications of confirmatory factor analysis, path analysis, and full latent variable models. Experience in conducting analyses and reporting results. Lecture, lab. Prerequisite: EDP 652 or equivalent course as determined by the program.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

Educational Technology

Master's and Doctoral Programs

James D. Klein, Academic Program Leader

The faculty in the Division of Psychology in Education offer graduate programs leading to the Master of Education (MEd) and Doctor of Philosophy (PhD) degrees in Educational Technology. The focus of these programs is on design, development, and evaluation of instructional systems and on educational technology applications to support learning. The doctoral program emphasizes research using educational technology in applied settings.

The graduate programs leading to a degree in Educational Technology prepare students for a variety of positions consistent with their professional goals. Most doctoral graduates of the program accept appointments as university or college faculty, instructional designers or evaluators in academic and business settings, or training managers in corporate environments. Employment opportunities for master's degree graduates include positions as educational technologists in schools, community colleges, and universities; and as training specialists in business and industry.

Applicants for admission to the PhD degree program in Educational Technology must submit scores for the Graduate Record Examination (GRE). MEd program applicants must submit scores for either the GRE or the Miller

COLLEGE OF EDUCATION

Analogies Test. All application materials should be received at least three months before the semester in which the applicant wishes to begin study.

MASTER OF EDUCATION

The MEd degree in Educational Technology requires the completion of a minimum of 30 semester hours beyond the bachelor's degree, which includes 18 semester hours of required courses and 12 semester hours of electives. For a complete description of the MEd program in Educational Technology, access the Web site at coe.asu.edu/psyched. For general requirements, see "Master of Education," page 142.

DOCTOR OF PHILOSOPHY

The PhD degree in Educational Technology requires a minimum of 84 semester hours beyond the bachelor's degree. The content focus of the program is on instructional design, development, evaluation, and the application of educational technology to support learning. In addition, the doctoral program has a strong emphasis on research using educational technology in applied settings. Students participate in research courses and practica that lead to conference presentations and journal publications. Each PhD student must complete a comprehensive examination and satisfy a publication requirement before beginning work on their dissertation.

For a complete description of the PhD in Educational Technology, access the Web site at coe.asu.edu/psyched. For more information, see "Doctor of Philosophy," page 69.

EDUCATIONAL TECHNOLOGY (EDT)

For more EDT courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M EDT 455 Authoring Tools. (3)

fall, spring, summer

Use of current authoring tools to design and deliver computer-based instructional materials.

M EDT 501 Foundations and Issues in Educational Technology. (3)

fall and spring

Introduction to educational technology. Examines accomplishments and issues in the field.

M EDT 502 Design and Development of Instruction. (3)

fall and spring

Design, development, and formative evaluation of objectives-based instructional materials. Prerequisite: Educational Technology major.

M EDT 503 Instructional Media Design. (3)

fall and spring

Uses media selection, design, and production principles to prepare design specifications for solutions to instructional messages and products. Pre- or corequisite: EDT 502.

M EDT 504 Development of Computer-Based Instruction. (3)

fall and spring

Systematic design, development, and formative evaluation of computer-based instruction. Prerequisites: EDT 455 (or instructor approval), 502.

M EDT 505 Multimedia Presentation Technologies. (3)

fall

Explores the design of multimedia presentations and the utilization of tools and resources to effectively deliver those presentations. Lecture, lab.

M EDT 506 Educational Evaluation. (3)

spring

Procedures for evaluating educational programs, training systems, and new-technology applications. Prerequisite: EDT 502.

M EDT 511 Technology Applications in Education. (3)

fall and summer

Integration and evaluation of emerging technologies into K–12 and adult teaching and learning. Online and lecture.

M EDT 520 Educational Technology and Training. (3)

spring

Applications of educational technology to training and human performance systems in business, industry, and government; emphasizing trends and project management. Lecture, lab. Prerequisites: EDT 501, 502.

M EDT 523 Distance Education Theory and Practice. (3)

fall

Explores development of distance learning principles by examining national and international systems and applications. Online and lecture.

M EDT 525 Web Resources for Educators. (3)

spring

Explores Web-based and distance learning applications for educators. Online and lecture.

M EDT 527 Instructional Video Production. (3)

spring

Design and production of instructional video. Lecture, lab. Prerequisite: EDT 503 or instructor approval.

M EDT 528 Development of Web-Based Instruction. (3)

fall

Design and development of online instruction using advanced technologies. Prerequisite: EDT 502.

M EDT 531 Hypermedia. (3)

fall

Design, development, and evaluation of open-ended, nonlinear computer-based tools and applications. Lecture, lab. Prerequisites: EDT 455 (or instructor approval), 502.

M EDT 701 Research in Educational Technology. (3)

spring

Review and analysis of research studies in educational technology. Methodology for designing, conducting, and reporting educational technology research. Prerequisites: EDT 501, 502; instructor approval.

M EDT 702 Research in Technology-Based Education. (3)

fall

Critical exposure to theories, research, and methods in technology-based education.

M EDT 703 Research in Distance Education. (3)

spring

Seminar with emphasis on research in telecommunications and distance education.

M EDT 704 Emerging Technologies in Education. (3)

spring

Examines the role and impact of emerging technologies in education.

M EDT 780 Advanced Instructional Development. (3)

spring

Conducting and documenting selected instructional development activities. Prerequisites: EDT 502; instructor approval.

M EDT 792 Advanced Educational Technology Research. (3)

fall and spring

Design and execution of educational technology research on selected topics. Prerequisites: EDT 701; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Ira A. Fulton School of Engineering

fulton.asu.edu

Peter E. Crouch, PhD, Dean

PURPOSE

Faculty in the Ira A. Fulton School of Engineering offer opportunities for graduate study and research that are designed to transform students into innovative leaders with career-ready skills. Degrees offered include the Master of Engineering (through a partnership of Arizona's three state universities); the Master of Science in Engineering; the MS in the fields of computer science, construction, and engineering; the Master of Computer Science; and the PhD in the fields of engineering and computer science.

The primary purpose of a graduate education is to provide the student with advanced training for a professional, teaching, or research career. The graduate programs are designed to bridge the gap between knowledge of engineering sciences and creative engineering practice, while at the same time increasing the student's depth and breadth of knowledge in an area of emphasis. The performance of scholarly research and the acceptance of professional responsibility for the documented results are considered essential requirements for graduate degrees and entrance into professional careers.

Information about the Ira A. Fulton School of Engineering can be accessed via the World Wide Web at fulton.asu.edu. The individual department and research program Web pages may also be accessed through this main address.

ORGANIZATION

The Fulton School of Engineering is organized as follows:

- Del E. Webb School of Construction
- Department of Chemical and Materials Engineering
- Department of Civil and Environmental Engineering
- Department of Computer Science and Engineering
- Department of Electrical Engineering
- Department of Industrial Engineering
- Department of Mechanical and Aerospace Engineering
- Harrington Department of Bioengineering

Each academic unit, headed by a chair or director, offers various undergraduate and graduate degree programs. Faculty from these academic units participate in the research programs offered through the school research centers as well as individual laboratories and facilities. Drawing on the interests, strengths, and resources of academic units in the Ira A. Fulton School of Engineering and other schools and colleges within the university, interdisciplinary research centers coordinate research, sponsor conferences and continuing education courses, and serve as liaison between the academic and industrial or technical communities.

ADMISSION REQUIREMENTS

Applicants must meet the general admission requirements established by the Division of Graduate Studies. Additional supporting materials may be required by individual academic units. These materials may include test scores from the Graduate Record Examination, letters of recommendation, and statements of educational and professional goals. International applicants whose native language is not English must also submit Test of English as a Foreign Language (TOEFL) scores. See the requirements listed under each major in this catalog for specific TOEFL information.

General information on admission, expenses, and other such topics may be obtained from the Office of the Associate Dean for Academic Affairs via the college's Web site at fulton.asu.edu. Specific questions on a program should be addressed to the academic unit.

Graduate Programs

Through the Division of Graduate Studies, faculty in the school of engineering offer various graduate programs leading to the MS, MS in Engineering, Master of Engineering, Master of Computer Science, and PhD. Several programs are delivered through both campus-based instruction or via the Internet. See the "[Ira A. Fulton School of Engineering Graduate Degrees and Majors](#)" table, page 168.

The school is an internationally recognized center for graduate research. Faculty members conduct research on government or industry-sponsored programs in areas such as aerodynamics, arts and media engineering, biomedical engineering, biotechnology, computer design, computer integrated manufacturing, construction management, environmental fluid dynamics, innovative engineering education, microelectronics manufacturing, power systems, semiconductor materials and devices, signal processing, solar energy, solid-state electronic devices, structural dynamics, telecommunications, thermosciences, and transportation infrastructure.

The research activities of the academic units within the school are complemented and supported by the work of more than 20 centers, institutes, and programs for research and development. For a current list of research programs and signature research themes, access the school's Web site at fulton.asu.edu.

The centers, institutes, and programs in operation include the following:

1. The Advanced Pavement Center studies new paving materials;
2. The Airworthiness Assurance Center of Excellence works on projects to increase aircraft safety;

IRA A. FULTON SCHOOL OF ENGINEERING

Ira A. Fulton School of Engineering Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Aerospace Engineering	MS, MSE, PhD	—	Department of Mechanical and Aerospace Engineering
Bioengineering	MS, PhD	—	Harrington Department of Bioengineering
Chemical Engineering	MS, MSE, PhD	—	Department of Chemical and Materials Engineering
Civil and Environmental Engineering	MS, MSE, PhD	—	Department of Civil and Environmental Engineering
Computer Science	MCS	—	Department of Computer Science and Engineering
	MS, PhD	Optional: arts, media, and engineering ¹	Department of Computer Science and Engineering
Construction	MS	Optional: construction science, facilities, or management ¹	Del E. Webb School of Construction
Electrical Engineering	MS, PhD	Optional: arts, media, and engineering ¹	Department of Electrical Engineering
	MSE	—	Department of Electrical Engineering
Engineering	MEng	—	Ira A. Fulton School of Engineering
Engineering Science	MS	—	Ira A. Fulton School of Engineering
	MSE	Executive embedded systems	Ira A. Fulton School of Engineering
	PhD	Materials science and engineering	Department of Chemical and Materials Engineering
Industrial Engineering	MS, MSE, PhD	—	Department of Industrial Engineering
Materials Engineering	MS, MSE	—	Department of Chemical and Materials Engineering
Materials Science	MS ²	—	Committee on the Science and Engineering of Materials
Mechanical Engineering	MS, MSE, PhD	—	Department of Mechanical and Aerospace Engineering
Science and Engineering of Materials	PhD ²	High-resolution nanostructure analysis or solid-state device materials design	Committee on the Science and Engineering of Materials

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is administered by the Division of Graduate Studies.

3. The Arizona Partnership for Advancing Technology in Housing (AzPATH) finds ways to improve the quality and reduce the cost of homebuilding;
4. The Arts, Media, and Engineering program (AME), a joint research and education initiative of the Herberger College of Fine Arts and the Fulton School of Engineering, focuses on the integrated, parallel development of digital media technologies and digital media content;
5. The Center for Low Power Electronics is developing the next generation of ultra-low power electronic systems for mobile and portable applications;
6. The Center for Solid State Electronics Research (CSSER), which operates ASU's NanoFab facility, is working on microelectronics research projects in a wide variety of areas, including nanostructure and low power electronics;
7. The Center for Cognitive Ubiquitous Computing (CUBiC) is making computers easier to use, especially for people with disabilities;
8. Connection One: Communications Circuits and Systems Center is developing technology to improve wireless communication;
9. The Consortium for Embedded and Internetworking Technologies (CEINT) develops technologies that incorporate software designs and applications that communicate with one another;
10. Construction Research and Education for Advanced Technology Environments (CREATE) examines how to build cleanrooms and biotechnology facilities more efficiently;
11. The Environmental Fluid Dynamics Program studies the movement of air and water in the environment, particularly as it relates to pollution;
12. The Institute for Manufacturing Enterprise Systems, a joint effort with the W. P. Carey School of Business,

works to solve problems in the business community related to software, supply chain, operations management, and other topics;

13. The NASA Space Grant Program designs and builds space-related craft, such as satellites and lunar rovers;
14. The National Center for Sustainable Water Supply investigates how to recycle reclaimed water;
15. The National Science Foundation (NSF) Water Quality Center works on projects to identify and remove both biological and chemical contaminants in water;
16. The Partnership for Research in Stereo Modeling (PRISM) uses computer modeling techniques to create three-dimensional models of microscopic objects; and
17. The Power Systems Engineering Research Center studies markets, systems, and transmission and distribution in the power industry.

In addition, faculty and researchers in the school contribute to a number of interdisciplinary research programs involving multiple schools and colleges in the university, including the Biodesign Institute at Arizona State University (AzBio); the Institute for Computing and Information Sciences and Engineering (InCISE); and the Center for Research on Education in Science, Mathematics, Engineering, and Technology (CRESMET).

Information about these programs is available elsewhere in this catalog or via the Web at www.asu.edu.

Center for Professional Development. The Center for Professional Development (CPD) provides engineering and technical professionals the skills and knowledge necessary to master new methods, to lead projects and teams, and to advance professionally. By leveraging the internationally renowned faculty of the Ira A. Fulton School of Engineering and affiliated experts, CPD offers online master's degree programs allowing students with complex schedules to complete graduate degrees from a remote location while receiving the same degree and curriculum a student completes on campus. CPD also administers short courses and conferences, professional certification programs, and in-company customized programs. For more information, call 480/965-1740, or access the Web site at www.asuengineeringonline.com.

Master of Engineering. Arizona's three state universities—Arizona State University, Northern Arizona University, and the University of Arizona—are collaborating to offer the Arizona Master of Engineering partnership. This graduate degree program is designed to meet the educational needs of practicing engineers by offering courses via distance delivery. With input from industry professionals, the three universities are offering courses that develop the skills, fundamental knowledge, and understanding that are critical to today's practicing engineers. For more information, access the Web site at triuniv.engr.arizona.edu.

SCHOOL FACILITIES

Numerous well-equipped laboratories, extensive library holdings, and widely available computer services encourage

the best in research and graduate training. Laboratories include facilities for environmental fluid dynamics, interactive nonvisualization via scanning probe microscopy, materials and surface characterization, mechanical testing, molecular beam epitaxy, neuromechanical control, rapid manufacturing processes, transmission microscopy, and surface research, to name only a few of the diverse capabilities of the school's physical resources. Supporting the work of researchers, a well-equipped and well-staffed machine and structures fabrication shop makes special-purpose equipment for student and faculty projects. For more information about laboratories, consult the descriptions of individual programs and centers for research in this catalog.

The Ira A. Fulton School of Engineering offers extensive computing facilities to its faculty and graduate students. The school centrally maintains computing resources for general engineering use, including a large Sun SPARCcenter 2000 superserver, Hewlett Packard 9000 superserver, and an IBM Netfinity Quad M7000 NT Server. Also available are specialty computers for World Wide Web services, electronic mail, Internet collaboration, and special applications. Distributed throughout the school are several thousands of networked UNIX workstations and PCs accessing UNIX or NT servers available for research and instruction. UNIX workstations are provided by manufacturers such as Sun Microsystems, Hewlett Packard, Silicon Graphics, and Digital Equipment Corporation. All school computing resources are



The Brickyard, in downtown Tempe, houses the Ira A. Fulton School of Engineering dean's office and the Department of Computer Science and Engineering.

Tim Trumble photo

IRA A. FULTON SCHOOL OF ENGINEERING

interconnected via the Internet standard TCP/IP on 10Mb, 100Mb dedicated ethernet, or through wireless 802.11b access.

ACADEMIC STANDARDS

Maintaining Satisfactory Progress. A student who has been admitted to a graduate program of study in the Ira A. Fulton School of Engineering, on either a regular or provisional basis, must maintain a 3.00 or higher GPA in all work taken for graduate credit as well as an overall 3.00 GPA in all studies at ASU.

A student is placed on academic probation if

1. the student's GPA falls below 3.00 in the approved program of study;
2. the student's overall GPA for all postbaccalaureate courses taken at ASU falls below 3.00; or
3. the student receives a "D" (1.00) or "E" (0.00) in a required deficiency or in a course at the 400 level or above.

A student is recommended for withdrawal from a graduate program if

1. the student is on academic probation because his or her GPA has fallen below 3.00 in the approved program of study or for all postbaccalaureate courses taken at ASU and fails to bring the GPA to 3.00 or above by the time the next nine semester hours are completed;
2. the student receives a "D" (1.00) or lower grade while on academic probation for any reason;
3. the student fails to obtain at least a 3.00 GPA in all courses cited as deficiencies upon admission to a graduate program; or
4. the student fails to meet any other conditions imposed as part of the probation.

A student may appeal any action concerning academic probation and withdrawal by petitioning the graduate affairs committee within the student's academic unit.

COURSES

Graduate courses offered by the Ira A. Fulton School of Engineering that apply to degree requirements are listed under degree majors in this catalog. Basic courses that may be required, or taken as electives are shown below.

ANALYSIS AND SYSTEMS (ASE)

ASE 582 Linear Algebra in Engineering. (3)

fall

Development and solution of systems of linear algebraic equations. Applications from mechanical, structural, and electrical fields of engineering. Prerequisite: MAT 242 (or its equivalent).

ASE 586 Partial Differential Equations in Engineering. (3)

spring

Development and solution of partial differential equations in engineering. Applications in solid mechanics, vibrations, and heat transfer. Prerequisites: MAT 242, 274.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ENGINEERING CORE (ECE)

ECE 500 Research Methods. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Aerospace Engineering

Master's and Doctoral Programs

fulton.asu.edu/mae

480/965-3291

ECG 346

Robert E. Peck, Chair

Professors: Chattopadhyay, Liu, Mignolet, Peck, Wie

Associate Professors: Lee, Wells

Assistant Professor: Mikellides

The faculty in the Department of Mechanical and Aerospace Engineering offer graduate programs leading to the MS, MSE, and PhD degrees in Aerospace Engineering. A number of areas of study may be pursued, including aerodynamics, design, dynamics and control, propulsion, space systems, and structures. The faculty also offer graduate degree programs in Mechanical Engineering. All of the department's graduate programs stress a sound foundation leading to a specialized area of study.

The application deadline for admission in the fall semester is December 1. Applications received after that date and before July 1 are considered for admission in the spring semester.

Graduate Record Examination. All applicants are required to take the Graduate Record Examination; the subject test in Engineering is highly recommended but not required.

MASTER OF SCIENCE

See "Master's Degrees," page 67, for general requirements.

INTEGRATED BSE-MS DEGREE

The Department of Mechanical and Aerospace Engineering offers an integrated, five-year BSE-MS degree. The program is designed for students with strong academic backgrounds who are motivated to pursue independent research. Students have the opportunity to work in a laboratory/research environment and engage in theoretical and/or experimental work with faculty and doctoral student mentors. Undergraduates, majoring in mechanical or aerospace engineering, who have completed a minimum of two semesters of full-time enrollment in MAE and have completed at least 90 semester hours of applicable course work are eligible for the program. Applicants must also have a cumulative

GPA of 3.50 or higher. Students normally submit applications following the completion of their junior year. For more information, contact the department's Graduate Advising Office.

MASTER OF SCIENCE IN ENGINEERING

See "[Master of Science in Engineering](#)," page 192, for information on the Master of Science in Engineering degree.

MASTER OF ENGINEERING

The faculty also participate in the Arizona Master of Engineering partnership. See "[Master of Engineering](#)," page 192.

DOCTOR OF PHILOSOPHY

The PhD degree is conferred upon evidence of excellence in research leading to a scholarly dissertation that is an original contribution to knowledge in the field of aerospace engineering. See "[Doctor of Philosophy](#)," page 69, for general requirements.

Program of Study. The program of study must be established no later than the first semester after successfully completing the qualifying examination.

Qualifying Criteria. The purposes of the qualifying criteria are to assess if the student is prepared to continue in the doctoral program and to detect deficiencies in the student's background that can be corrected by appropriate course work and individual study. Within the first year of graduate studies at ASU, a graduate student pursuing a PhD program of study in Aerospace Engineering must complete three 500-level core courses, preferably in the major area of interest, and one 500-level mathematics course, both with an average GPA of 3.25 or higher. Specific qualifying course requirements for each major area are available from the department.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations are required. The examinations are administered by the program committee.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

Research in Aerospace Engineering is aimed at advancing the design and performance of aircraft, helicopters, and space systems. Specific topics being investigated include aeroacoustics; aeroelasticity; airbreathing and space propulsion; aircraft crashworthiness; flow control; composite structures; flight dynamics, guidance, and controls; fracture mechanics and fatigue; high-speed aerodynamics; hydrodynamic stability; multidisciplinary optimization; satellite design; smart structures; structural dynamics and vibrations;

and unsteady aerodynamics. State-of-the-art laboratory and computational facilities are available to assist in the development of research skills. For more information access the department Web site at fulton.asu.edu/mae.

COURSES

For courses, see "[Mechanical and Aerospace Engineering \(MAE\)](#)," page 201.

Bioengineering

Master's and Doctoral Programs

fulton.asu.edu/~bme/new/

480/965-3028

ECG 334

Eric J. Guilbeau, Chair

CORE FACULTY

Professors: Garcia, Guilbeau, He, Towe
Associate Professors: Abbas, Iasemidis, Joshi, Jung, Massia, Pizziconi, Sweeney
Assistant Professors: Buneo, Caplan, Muthuswamy, Panitch, Steinmetz, Vernon
Research Professors: Brophy, Herman, Khairallah, Reaven, Simper, Yamaguchi
Research Associate Professor: Singh
Research Assistant Professors: Furnish, Helms Tillery, Shimansky
Senior Research Professional: Brandon
Research Scientists: Bowen, Ehteshami, Kennedy, LaBelle, Pauken
Assistant Research Scientist: Carhart
Senior Lecturer: Coursen

AFFILIATED FACULTY

Electrical Engineering

Professor: Kozicki
Associate Professor: Kim

Electronics and Computer Engineering Technology (East campus)

Associate Professor: Macia

Kinesiology

Assistant Professor: Santello

The Bioengineering faculty within the Harrington Department of Bioengineering offer graduate programs leading to the MS and PhD degrees in Bioengineering. Areas of study include biochemical engineering, bioelectrical engineering, biomechanical engineering, biosystems/biotransport engineering, bioinstrumentation, biomaterial engineering, and biocontrol engineering. Research topics include artificial organs, biocontrol systems, biomechanics,

IRA A. FULTON SCHOOL OF ENGINEERING

bioinstrumentation, biomaterials, biosystems engineering, biotechnology, cardiovascular engineering, cellular and tissue bioengineering, neural bioengineering, noninvasive imaging, and rehabilitation engineering.

The faculty also participate in the Arizona Master of Engineering partnership. See “[Master of Engineering](#),” page 192, for the program description.

Graduate Record Examination. Graduate Record Examination scores are required from all students.

Transition Program. Students applying to the Bioengineering MS or PhD degree programs may have an undergraduate BS degree in a major field other than Bioengineering. The qualifications of transition students are reviewed by the department graduate committee, and a special program of transition course work is designed for successful applicants. In general, transition students should have had, or be prepared to take, calculus through ordinary differential equations, inorganic chemistry, physics, and a number of undergraduate engineering courses in order to be prepared for graduate bioengineering courses. Other course work from the undergraduate program may be required depending upon the research topic selected by the student. Transition students should contact the associate chair to evaluate the undergraduate transcript.

MASTER OF SCIENCE

See “[Master’s Degrees](#),” page 67, for general requirements.

Program of Study. All candidates pursuing an MS degree in Bioengineering are required to complete an approved program of study consisting of the minimum required semester hours, including research and thesis. Special course requirements for the different areas of study are established by the faculty and are available from the Harrington Department of Bioengineering. Part-time students must successfully complete a research seminar course for at least three semesters during the course of study. Candidates whose undergraduate degree was in a field other than bioengineering may be required to complete more than 30 semester hours of credit on the program of study.

Research Seminar Requirements. In addition to the course work and thesis requirements, all full-time master’s degree students must successfully complete a research seminar course during each semester of attendance.

Thesis Requirements. A written thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

Nonthesis Option

The nonthesis option within the MS degree program in Bioengineering is reserved for students who have full-time employment in industry and who intend to enroll in the MS degree program on a part-time basis, or for students who wish to continue their study of bioengineering past the baccalaureate level before seeking admission to a medical school.

Admission Requirements. Students seeking admission to the nonthesis option must request this option when applying for admission to the MS degree program. Students who are admitted to the thesis option are not allowed to subsequently transfer into the nonthesis option. Students admitted to the nonthesis option, however, may subsequently request approval to transfer into the thesis option. Additionally, the student must meet the following criteria to qualify for the nonthesis option: (1) be a full-time employee of a local industry and indicate at the time of application that he or she intends to pursue the MS degree on a part-time basis or (2) declare at the time of application that his or her career goal is to seek admission to a medical school.

Course Requirements. A total of 33 semester hours, including a bioengineering seminar and project, is required for graduation in the nonthesis option. The program of study for the nonthesis option requires the same set of core courses and seminar in bioengineering that is required of students in the thesis option. Instead of research and thesis hours, the student must complete six additional credits of course work selected from the catalog list of BME courses (the total course work requirement, including seminar, is 33 semester hours).

Project. Students admitted to the nonthesis option must also register for three semester hours of BME 593 Applied Project. Students are required to complete an in-depth literature survey and/or research design in some aspect of bioengineering, resulting in a written report.

Defense of the Applied Project. The student is required to successfully defend the Applied Project in bioengineering before his or her graduate supervisory committee.

Financial Aid. Students admitted to the nonthesis option within the bioengineering master’s degree program do not qualify for graduate research or teaching assistantships or other financial assistance available to thesis option master’s degree students.

Admission to the PhD Program. If the student wishes to subsequently enter the PhD program after completing the requirements for the nonthesis option, the application procedure is the same as if the student was applying with a thesis-track MS degree.

DOCTOR OF PHILOSOPHY

The PhD degree in Bioengineering is conferred upon evidence of excellence in research resulting in a scholarly dissertation that is a contribution to knowledge. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Program of Study. Upon admission of the applicant with regular or provisional status, a supervisory committee (program committee) is appointed. This committee is responsible for the guidance and direction of the student’s graduate program of study. The program committee is composed of a minimum of three faculty members, including a chair. Generally, the student’s graduate advisor serves as chair of the program committee. The program committee advises the student in developing a program of study and assumes

primary responsibility in assessing the student's progress in the program.

Research Seminar Requirements. In addition to the course work and dissertation requirements, all full-time doctoral students must successfully complete a research seminar course during each semester of attendance.

Foreign Language Requirements. None.

Comprehensive Examination. When the PhD student has essentially completed the course work in the approved program of study, the student is given a comprehensive examination covering the field of study.

Admission to Candidacy and Appointment of Dissertation Committee. After the student passes the comprehensive examinations, a dissertation committee composed of at least five faculty members is appointed. The dissertation committee meets to approve the student's dissertation prospectus. Generally, the prospectus should include a pertinent review of the literature, a statement of the proposed study, the hypothesis to be tested, a description of the research design, a discussion of the specific data to be collected, and a description of the means by which the data is to be analyzed. After the dissertation committee has approved the prospectus, the student applies to the Division of Graduate Studies for admission to candidacy.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required. The dissertation is expected to reflect and contribute significantly to knowledge. It must clearly indicate mastery of research methods.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

For current information about research activity, access the Harrington Department of Bioengineering Web site at fulton.asu.edu/~bme/new.

BIOENGINEERING (BME)

BME 411 Biomedical Engineering I. (3)

once a year

Reviews diagnostic and prosthetic methods using engineering methodology. Introduces transport, metabolic, and autoregulatory processes in the human body. Prerequisite with a grade of "C" (2.00) or higher: BME 434.

BME 412 Biomedical Engineering II. (3)

once a year

Reviews electrophysiology and nerve pacing applications. Introduces biomechanics and joint/limb replacement technology, cardiovascular and pulmonary fluid mechanics, and the application of mathematical modeling. Prerequisite: instructor approval.

BME 415 Biomedical Transport Processes. (3)

once a year

Principles of momentum, heat, and mass transport with applications to medical and biological systems and medical device design. Prerequisites: MAT 274; PHY 131.

BME 416 Biomechanics. (3)

fall

Mechanical properties of bone, muscle, and soft tissue. Static and dynamic analysis of human movement tasks such as locomotion. Prerequisite: ECE 210 or 214. Prerequisite with a grade of "C" (2.00) or higher: BME 318.

BME 417 Biomedical Engineering Capstone Design I. (3)

fall

Technical, regulatory, economic, legal, social, and ethical aspects of medical device systems engineering design. Lecture, field trips. Prerequisites: BME 101; ECE 300. Pre- or corequisites with a grade of "C" (2.00) or higher: at least 5 of the 7 following courses: BME 318, 331, 350, 413, 470; ECE 340, 380.

BME 419 Biocontrol Systems. (3)

fall

Applies linear and nonlinear control systems techniques to analysis of neuromusculoskeletal, cardiovascular, thermal, and mass transfer systems of the body. Prerequisites: ECE 201; MAT 274.

BME 434 Applications of Bioengineering Transport Phenomena. (3)

spring

Develops mathematical models of transport phenomena in physiological systems, medical devices, and pharmacokinetic analysis. Prerequisite: ECE 380. Prerequisite with a grade of "C" (2.00) or higher: BME 331.

BME 451 Cell Biotechnology Laboratory. (3)

fall

Mammalian cell culture techniques, including mouse embryonic stem cells, the use of bioreactors, cell fractionation, and digital video imaging. Lecture, lab. Cross-listed as BIO 451. Credit is allowed for only BME 451 or BIO 451. Prerequisites: BIO 353; instructor approval.

BME 470 Microcomputer Applications in Bioengineering. (4)

spring

Uses microcomputers for real-time data collection, analysis, and control of experiments involving actual and simulated physiological systems. Lecture, lab. Fee. Prerequisite: ECE 334. Prerequisite with a grade of "C" (2.00) or higher: BME 235. BME 413 and 423 recommended.

BME 511 Biomedical Engineering I. (3)

once a year

Diagnostic and prosthetic methods using engineering methodology. Transport, metabolic, and autoregulatory processes in the body.

BME 512 Biomedical Engineering II. (3)

once a year

Electrophysiology and nerve pacing applications. Introduces biomechanics and joint/limb replacement, technology, cardiovascular and pulmonary fluid mechanics, and mathematical modeling.

BME 513 Biomedical Instrumentation. (3)

fall

Principles of medical instrumentation. Studies of medical diagnostic instruments and techniques for the measurement of physiologic variables in living systems.

BME 514 Advanced Biomedical Instrumentation. (3)

selected semesters

Principles of applied biophysical measurements using bioelectric and radiological approach. Prerequisites: ECE 334; MAT 274 (or its equivalent).

BME 515 Biomedical Transport Processes. (3)

selected semesters

Principles of momentum, heat, and mass transport with applications to medical and biological systems and medical device design. Prerequisite: instructor approval.

BME 516 Topics in Biomechanics. (3)

fall

Mechanical properties of bone, muscle, and soft tissue. Static and dynamic analysis of human movement tasks, including in-depth project. Prerequisite: instructor approval.

BME 518 Introduction to Biomaterials. (3)

spring

Topics include structure property relationships for synthetic and natural biomaterials, biocompatibility, and uses of materials to replace body parts. Prerequisite: ECE 350 (or its equivalent) or instructor approval.

BME 519 Topics in Biocontrol Systems. (3)

fall

Linear and nonlinear control systems analysis of neuromusculoskeletal, cardiovascular, thermal, and mass transfer systems of the body, including in-depth project. Prerequisites: both ECE 201 and MAT 274 or only instructor approval.

IRA A. FULTON SCHOOL OF ENGINEERING

BME 520 Bioelectric Phenomena. (3)

selected semesters

Study of the origin, propagation, and interactions of bioelectricity in living things; volume conductor problem, mathematical analysis of bioelectric interactions, and uses in medical diagnostics.

BME 521 Neuromuscular Control Systems. (3)

spring

Overview of sensorimotor brain structures. Application of nonlinear, adaptive, optimal, and supervisory control theory to eye-head-hand coordination and locomotion.

BME 522 Biosensor Design and Application. (3)

once a year

Theory and principles of biosensor design and application in medicine and biology. Principles of measurements with biosensors. Prerequisite: instructor approval.

BME 523 Physiological Instrumentation Lab. (1)

fall

Laboratory experience with problems, concepts, and techniques of biomedical instrumentation in static and dynamic environments. Lab. Prerequisites: BME 235; ECE 334. Pre- or corequisite: BME 513.

BME 524 Fundamentals of Applied Neural Control. (3)

once a year

Fundamental concepts of electrical stimulation and recording in the nervous system with the goal of functional control restoration. Pre- or corequisite: BME 235 or instructor approval.

BME 525 Surgical Techniques. (2)

spring

Principles of surgical techniques, standard operative procedures, federal regulations, guidelines, and state-of-the-art methods. Lecture, lab.

BME 532 Prosthetic and Rehabilitation Engineering. (3)

once a year

Analysis and critical assessment of design and control strategies for state-of-the-art medical devices used in rehabilitation engineering. Pre- or corequisite: BME 416 or 516 or KIN 610.

BME 533 Transport Processes I. (3)

fall

Unified treatment of momentum, heat, and mass transfer from molecular theory, and continuum points of view. Continuum equations of microscopic and macroscopic systems and multicomponent and multiphase systems. Cross-listed as CHE 533. Credit is allowed for only BME 533 or CHE 533.

BME 534 Transport Processes II. (3)

spring

Continuation of BME 533 or CHE 533, emphasizing mass transfer. Cross-listed as CHE 534. Credit is allowed for only BME 534 or CHE 534. Prerequisite: BME 533 or CHE 533.

BME 543 Thermodynamics of Chemical Systems. (3)

fall

Classical and statistical thermodynamics of nonideal physicochemical systems and processes; prediction of optimum operating conditions. Cross-listed as CHE 543. Credit is allowed for only BME 543 or CHE 543.

BME 544 Chemical Reactor Engineering. (3)

spring

Reaction rates, thermodynamics, and transport principles applied to the design and operation of chemical reactors. Cross-listed as CHE 544. Credit is allowed for only BME 544 or CHE 544. Prerequisite: BME 543 or CHE 543.

BME 551 Movement Biomechanics. (3)

spring

Mechanics applied to the analysis and modeling of physiological movements. Computational modeling of muscles, tendons, joints, and the skeletal system with application to sports and rehabilitation. Prerequisite: BME 416 or 516 or instructor approval.

BME 566 Medical Imaging Instrumentation. (3)

selected semesters

Design and analysis of imaging systems and nuclear devices for medical diagnosis, therapy, and research. Laboratory experiments using diagnostic radiology, fluoroscopy, ultrasound, and CAT scanning. Lecture, lab. Prerequisite: instructor approval.

BME 568 Medical Imaging. (3)

selected semesters

CT, SPECT, PET, and MRI. 3-D *in vivo* measurements. Instrument design, physiological modeling, clinical protocols, reconstruction algorithms, and quantitation issues. Prerequisite: instructor approval.

BME 593 Applied Project. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Chemical Engineering

Master's and Doctoral Programs

fulton.asu.edu/~cme

480/965-3313

ECG 202

Subhash Mahajan, Chair

Professors: Lin, Mahajan, Raupp, Wang

Associate Professors: Beckman, Burrows, Rivera, Sierks

Assistant Professors: Allen, Dillner, Heys, Park

The faculty in the Department of Chemical and Materials Engineering offer graduate programs leading to the MS, MS in Engineering, and the PhD degrees in Chemical Engineering. Areas of research emphasis include biotechnology and biomaterials, chemical therapies for neurodegenerative diseases, adhesion in biological and inorganic systems, electronic materials processing, environmentally-benign manufacturing, process design and operations, water and air purification, surface and reaction engineering, and photocatalysis. Within the Engineering Science major, students may select materials science and engineering as the area of study (see "Engineering Science," page 193, for program description).

The faculty also participate in offering the interdisciplinary program leading to the Doctor of Philosophy degree with a major in Science and Engineering of Materials (see "Science and Engineering of Materials," page 326, for program description). A *Graduate Student Handbook*, detailing information on graduate studies in Chemical Engineering, is available to admitted students. Students should contact the department.

The faculty also participate in the Arizona Master of Engineering partnership. See "Master of Engineering," page 192, for the program description.

Graduate Record Examination. Graduate Record Examination scores are required from all applicants.

MASTER OF SCIENCE

See "Master's Degrees," page 67, for general requirements.

Transition Program. Students applying for the program leading to a master's degree with a major in Chemical Engineering, or in the area of study of materials science and engineering under the Engineering Science major, may have an undergraduate BS degree in a major field other than chemical engineering or materials science. The qualifications of transition students are reviewed by the department graduate committee, and a special program is designed for successful applicants. In general, applicants should have had, or should be prepared to take, calculus through differential equations and physics. Transition students are expected to complete the essential courses in their area of study from the undergraduate program to prepare themselves for the graduate courses. Other course work from the undergraduate program may be required depending upon the area of study selected by the student.

Transition students should contact the graduate coordinator for an evaluation of the undergraduate transcript.

Program of Study. All candidates for the MS in Engineering or MS in Chemical Engineering, or in the area of study of materials science and engineering under the Engineering Science major, are required to complete an approved program of study consisting of the minimum required semester hours, including research report (MSE) or thesis (MS). Special course requirements for the different areas of study are established by the faculty and are available from the departmental graduate coordinator. In addition to the course/thesis requirements, all full-time graduate students must successfully complete a seminar course during each semester of attendance; part-time students must enroll in a seminar course at least three times during the course of study. Candidates whose undergraduate degree was in a field other than chemical engineering or materials science may be required to complete more than 30 semester hours.

Thesis Requirements. A thesis or equivalent is required.

Final Examination. A final oral examination is required in defense of the thesis or equivalent.

MASTER OF SCIENCE IN ENGINEERING

See "[Master of Science in Engineering](#)," page 192, for information on the Master of Science in Engineering degree.

DOCTOR OF PHILOSOPHY

The PhD degree in Chemical Engineering, or in the area of study of materials science and engineering under the Engineering Science major, is conferred upon evidence of excellence in research resulting in a scholarly dissertation that is a contribution to existing knowledge.

See "[Doctor of Philosophy](#)," page 69, for general requirements.

Doctoral Program. Upon successful completion of the qualifying examination, a research supervisory committee is formed and the doctoral student is required to submit a research proposal. Following the acceptance of the research proposal, the student is given a comprehensive examination to determine initiative, originality, breadth, and high level of professional commitment to the problem selected for investigation.

Upon successful completion of the comprehensive examination, the student applies for admission to candidacy.

Master's Degree in Passing. Students who are enrolled in the PhD degree program in Chemical Engineering, but who do not hold a previously earned master's degree in chemical engineering, can obtain the MSE degree (the "Master's in Passing") upon completion of course requirements, the PhD qualifying examination, prospectus, and the comprehensive examination.

As this degree is only available to students who are enrolled as regular students in the PhD program in Chemical Engineering, all of the above requirements (including course work) can be applied toward the PhD requirements.

Foreign Language Requirements. Candidates in the program leading to the PhD degree in Chemical Engineering, or in the area of study of materials science and engineering under the Engineering Science major, normally are not required to pass an examination showing reading competency of a foreign language. However, the supervisory committee may establish such a requirement in special cases depending upon the research interests of the candidate. If the foreign language is required, the student must successfully fulfill the requirement before taking the comprehensive examination.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

Atmospheric Aerosols. Chemistry and physics of aerosols, visibility degradation, climatological effects, human health impacts, atmosphere-biosphere interactions, novel aerosol instrumentation, ultrafine particle characterization, sources of atmospheric particles, environmental fate of pollutants.

Biochemical Engineering. Biological colloids, bioadhesion, biofilms, biochips, protein engineering, enzyme kinetics, biomedical engineering, antibody-based therapeutics, neurodegenerative diseases, atomic force microscopy, protein-protein interactions, coagulation.

Chemical Process Control. Advanced process identification and control. Control oriented approaches to supply chain management. Application to chemical, petroleum, and semiconductor manufacturing industries.

Chemical Process Engineering. Chemical process design fundamentals, optimization techniques and applications, process modeling, simulation, dynamics and control, and applied statistics.

Electronic Materials. Adsorption, catalysis, solid-state materials processing for control of properties, adhesion, surface cleaning, plasma etching, physical vapor deposition, polymer processing, photolithography, semiconductor materials processing, chemical vapor deposition, surface reactions, electrochemical reactions, optimization of electroplating processing, and surface analysis.

IRA A. FULTON SCHOOL OF ENGINEERING

Environmental Analysis. Energy and environmental design considerations, purification of effluent streams, water reclamation and purification, sea water desalination, CMP effluent recovery, analysis of air and water pollution, modeling of pollution systems, and recycling for pollution control.

Materials Science and Engineering. Semiconductor processing and characterization, polymeric and ceramic composites, materials for high critical temperature superconductor applications, ferritic thin films for capacitor and memory applications, high temperature materials for space applications, mechanical behavior of high-strength Al-Li alloys, environmentally influenced mechanical effects, and micro-biologically influenced corrosion reactions.

In addition to the strong core programs, the department emphasizes multidisciplinary research at the leading edge of science, where departmental strengths interface with materials and solid-state research, life sciences, bioengineering, atmospheric sciences, and environmental studies.

Faculty in chemical engineering are also involved in numerous research centers and programs across campus, including the Center for Solid State Science, the Molecular and Cellular Biology master's degree program, and the Atmospheric Sciences certificate program.

For more information, access the department Web site at fulton.asu.edu/~cme.

CHEMICAL ENGINEERING (CHE)

CHE 433 Modern Separations. (3)

spring

Design of modern separation equipment in chemical engineering other than fractionation. Prerequisites: CHE 334, 342.

CHE 458 Semiconductor Material Processing. (3)

selected semesters

Introduces the processing and characterization of electronic materials for semiconductor applications. Prerequisites: CHE 334, 342.

CHE 475 Biochemical Engineering. (3)

selected semesters

Applies chemical engineering methods, mass transfer, thermodynamics, and transport phenomena to industrial biotechnology. Prerequisite: instructor approval.

CHE 476 Bioreaction Engineering. (3)

selected semesters

Principles of analysis and design of reactors for processing with cells and other biologically active materials; applications of reaction engineering in biotechnology. Prerequisite: instructor approval.

CHE 477 Bioseparation Processes. (3)

selected semesters

Principles of separation of biologically active chemicals; the application, scale-up, and design of separation processes in biotechnology. Prerequisite: instructor approval.

CHE 501 Introduction to Transport Phenomena I: Fluids. (3)

spring

Transport phenomena, with emphasis on fluid systems. Credit is allowed for only CHE 501 or 331. Prerequisite: transition student with instructor approval.

CHE 502 Introduction to Transport Phenomena II: Heat and Mass Transfer. (3)

fall

Applies heat and mass transport principles. Design of heat exchangers and continuous contactors. Credit is allowed for only CHE 502 or 334. Prerequisite: transition student with instructor approval.

CHE 504 Introduction to Applied Chemical Thermodynamics. (3)

fall

Applies conservation and accounting principles with nonideal property estimation techniques. Lecture, recitation. Credit is allowed for only CHE 504 or 342. Prerequisite: transition student with instructor approval.

CHE 505 Introduction to Chemical Reactor Design. (3)

spring

Applies kinetics to chemical reactor design. Lecture, recitation. Credit is allowed for only CHE 505 or 442. Prerequisite: transition student with instructor approval.

CHE 527 Advanced Applied Mathematical Analysis in Chemical Engineering. (3)

fall

Formulation and solution of complex mathematical relationships resulting from the description of physical problems in mass, energy, and momentum transfer and chemical kinetics.

CHE 533 Transport Processes I. (3)

spring

Unified treatment of momentum, heat, and mass transfer from molecular theory, and continuum points of view. Continuum equations of microscopic and macroscopic systems and multicomponent and multiphase systems. Cross-listed as BME 533. Credit is allowed for only BME 533 or CHE 533.

CHE 534 Transport Processes II. (3)

fall

Continuation of BME 533 or CHE 533, emphasizing mass transfer. Cross-listed as BME 534. Credit is allowed for only BME 534 or CHE 534. Prerequisite: BME 533 or CHE 533.

CHE 536 Convective Mass Transfer. (3)

selected semesters

Turbulent flow for multicomponent systems, including chemical reactions with applications in separations and air pollution. Prerequisite: CHE 533 or MAE 571.

CHE 543 Thermodynamics of Chemical Systems. (3)

fall

Classical and statistical thermodynamics of nonideal physicochemical systems and processes; prediction of optimum operating conditions. Cross-listed as BME 543. Credit is allowed for only BME 543 or CHE 543.

CHE 544 Chemical Reactor Engineering. (3)

spring

Reaction rates, thermodynamics, and transport principles applied to the design and operation of chemical reactors. Cross-listed as BME 544. Credit is allowed for only BME 544 or CHE 544. Prerequisite: BME 543 or CHE 543.

CHE 561 Advanced Process Control. (3)

spring

Dynamic process representation, linear optimal control, optimal state reconstruction, and parameter and state estimation techniques for continuous and discrete time systems.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Civil and Environmental Engineering

Master's and Doctoral Programs

fulton.asu.edu/civil

480/965-3589

ECG 252

Sandra L. Houston, Chair

Richard Snell Presidential Chair Professor: Crittenden

Professors: Allenby, Fox, Houston, Johnson, Kavazanjian, Mamlouk, Mays, Rajan, Singhal, Witczak

Associate Professors: Abbaszadegan, Fafitis, Mobasher, Muccino, Westerhoff

Assistant Professors: Allen, Kaloush, Peccia

Research Faculty: Alum, Chen, El-Basyouny, Kabiri-Badr, Zapata

The faculty in the Department of Civil and Environmental Engineering offer graduate programs leading to the MS, the MS in Engineering (MSE), and the PhD degrees in Civil and Environmental Engineering.

The faculty also participate in the Arizona Master of Engineering partnership. See “[Master of Engineering](#),” page 192, for program description.

Graduate Record Examination. Submission of Graduate Record Examination (GRE) scores, general test, is required for all degree-seeking applicants.

TOEFL Examination. International applicants, whose native language is not English, are required to have taken the Test of English as a Foreign Language (TOEFL), and achieved a minimum score of 550.

MASTER OF SCIENCE

See “[Master's Degrees](#),” page 67, for general requirements.

MASTER OF SCIENCE IN ENGINEERING

See “[Master of Science in Engineering](#),” page 192.

DOCTOR OF PHILOSOPHY

The PhD degree is conferred upon students based on evidence of excellence in research leading to a scholarly dissertation that is a contribution to knowledge in the field of civil engineering. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Letters of Recommendation. Submission of three letters of recommendation is required for those applying for admission to the PhD degree program. One letter must be from the chair or advisor of the applicant's previous degree program.

Program of Study. The program of study must be prepared soon after a student has been admitted to the program, a supervisory committee has been formed, and a preliminary examination (if required by the supervisory committee) has been taken.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations are required. The examinations are administered by the supervisory committee. Students should request permission from the Division of Graduate Studies to take the examinations when they have essentially completed the course work in their approved program of study.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

A broad range of theoretical and experimental research programs have been established in civil and environmental engineering to prepare graduate students for careers in professional practice and research. These programs are constantly evolving with the changes in society and the profession, and many are multidisciplinary in nature.

Experimental and theoretical research conducted by the civil and environmental engineering faculty and students is carried out in the specialized areas of construction engineering, environmental engineering, geotechnical/geoenvironmental engineering, structures/materials engineering, transportation/materials engineering, and water resources engineering. For more information about these activities, access the Web site at fulton.asu.edu/civil.

Areas of Study

Areas of study in the civil and environmental engineering curriculum are described below.

Construction Engineering. This area of study includes the analysis, design, and construction of civil engineering structures; construction materials and practice; quality control; and civil engineering project management.

Environmental Engineering. This area of study includes water and wastewater treatment; water reuse and water resource sustainability; chemical and microbial pollutant identification, monitoring, and transport/fate modeling; and chemical and microbial inactivation and removal.

Geotechnical/Geoenvironmental Engineering. This area of study includes the analysis and design of foundation systems, seepage control, earthdams and water resource structures, earthwork operations, fluid flow-through porous media, response of foundations and embankments to earthquakes, and solutions to environmental problems.

Structures/Materials Engineering. This area of study considers the planning, analysis, and design of steel and concrete bridges, buildings, dams; special offshore and space structures; Portland cement concrete; composite materials; and structural retrofit of existing bridges.

IRA A. FULTON SCHOOL OF ENGINEERING

Transportation/Materials Engineering. This area of study includes (1) transportation design and operation, and (2) pavements and materials. Transportation design and operation covers geometric design of highways, traffic operations, and highway capacity and safety. Pavements and materials focuses on pavement analysis and design, pavement maintenance and rehabilitation, pavement evaluation and management, characterization of highway materials, and durability of highway structures.

Water Resources Engineering. This area of study is concerned with surface and groundwater flow, planning and management of water supply, and water distribution system modeling.

CIVIL AND ENVIRONMENTAL ENGINEERING (CEE)

CEE 423 Structural Design. (3)

fall

Analysis and design of reinforced concrete steel, masonry, and timber structures. Fee. Prerequisite: CEE 421. Pre- or corequisite: CEE 420.

CEE 440 Engineering Hydrology. (3)

fall

Descriptive hydrology; hydrologic cycle, models, and systems. Rain-runoff models. Hydrologic design. Concepts, properties, and basic equations of groundwater flow. Prerequisite: CEE 341.

CEE 441 Water Resources Engineering. (3)

spring

Applies the principles of hydraulics and hydrology to the engineering of water resources projects; design and operation of water resources systems; water quality. Prerequisite: CEE 341.

CEE 452 Foundations. (3)

fall

Applies soil mechanics to foundation systems, bearing capacity, lateral earth pressure, and slope stability. Prerequisite: CEE 351.

CEE 466 Sanitary Systems Design. (3)

fall

Capacity; planning and design of water supply; domestic and storm drainage; and solid waste systems. Prerequisite: CEE 361.

CEE 474 Transportation Systems Engineering. (3)

fall

Introduces transportation systems and modeling, traffic characteristic analysis, traffic predictions, highway capacity, signal timing, transportation systems management, and transit. Prerequisites: CEE 372; ECE 384.

CEE 475 Highway Geometric Design. (3)

spring

Design of visible elements of roadway, design controls, at-grade intersections, freeways, and interchanges. Lecture, computer lab. Fee. Credit is allowed for only CEE 475 or 576. Prerequisite: CEE 372.

CEE 486 Integrated Civil Engineering Design. (3)

fall and spring

Requires completion of a civil engineering design in a simulated practicing engineering environment. Limited to undergraduates in their final semester. Lecture, team learning. Prerequisites: CEE 321, 341, 351, 361, 372.

CEE 511 Pavement Analysis and Design. (3)

fall

Design of flexible and rigid pavements for highways and airports. Surface, base, and subgrade courses. Cost analysis and pavement selection. Credit is allowed for only CEE 511 or 412. Prerequisites: CEE 351; ECE 351.

CEE 512 Pavement Performance and Management. (3)

selected semesters

Pavement management systems, including data collection, evaluation, optimization, economic analysis, and computer applications for highway and airport design. Prerequisite: instructor approval.

CEE 514 Bituminous Materials and Mixture. (3)

selected semesters

Types of bituminous materials used in pavement mixtures. Chemical composition, physical properties, desirable aggregate characteristics,

optimum asphalt contents, superpave asphalt binder, mixture design. Lecture, lab. Prerequisite: ECE 351.

CEE 515 Properties of Concrete. (3)

selected semesters

Materials science of concrete. Cement chemistry, mechanisms of hydration, interrelationships among micro- and macro-properties of cement-based materials. Mechanical properties, failure theories, fracture mechanics of concrete materials. Cement-based composite materials and the durability aspects. Lecture, lab. Prerequisite: ECE 350 or 351.

CEE 521 Stress Analysis. (3)

fall

Introduces tensors: kinematics, stress analysis, and constitutive assumptions leading to elastic and plastic behavior. Strain energy and energy methods; applications. Cross-listed as MAE 520. Credit is allowed for only CEE 521 or MAE 520.

CEE 522 Experimental Stress Analysis. (3)

selected semesters

Specification and analysis of stress and strain at a point, stress-strain relationships. Mechanical, optical, and electrical strain gages and circuits, digital data acquisition and analysis, closed loop mechanical testing, fracture mechanics, optical methods and photoelasticity, and introduction to nondestructive testing. Lecture, lab.

CEE 524 Advanced Steel Structures. (3)

fall

Strength properties of steel and their effects on structural behavior. Elastic design of steel structures. Plastic analysis and design of beams, frames, and bents. Plastic deflections. Plastic design requirements. Multistory buildings. Prerequisite: CEE 420.

CEE 526 Finite Elements for Engineers. (3)

fall

Direct stiffness, method of weighted residuals, weak formulation, and variational techniques in the solution of engineering problems. Cross-listed as MAE 527. Credit is allowed for only CEE 526 or MAE 527. Prerequisite: CEE 432 or MAE 404 (or their equivalents).

CEE 527 Advanced Concrete Structures. (3)

selected semesters

Ultimate strength design. Combined shear and torsion. Serviceability. Plastic analysis. Special systems. Prerequisite: CEE 421.

CEE 530 Prestressed Concrete. (3)

selected semesters

Materials and methods of prestressing. Analysis and design for flexure, shear, and torsion. Prestress losses due to friction, creep, shrinkage, and anchorage set. Statically indeterminate structures. Design of flat slabs, bridges, and composite beams. Prerequisite: CEE 421.

CEE 532 Developing Software for Engineering Applications. (3)

spring

Fundamentals of engineering software development and object-oriented programming. Programming in C++. Development of matrix toolbox. Introduces finite element method. Computer graphics. Credit is allowed for only CEE 532 or 432. Prerequisite: CEE 321.

CEE 533 Structural Optimization. (3)

selected semesters

Linear and nonlinear programming. Problem formulation. Design sensitivity analysis. FEM-based optimal design of structural and mechanical systems. Cross-listed as MAE 521. Credit is allowed for only CEE 533 or MAE 521. Prerequisites: ASE 582; CEE 526 (or MAE 527).

CEE 536 Structural Dynamics. (3)

selected semesters

Free vibration and forced response of discrete and continuous systems, exact and approximate methods of solution, response spectra, computational techniques, special topics. Lecture, recitation. Cross-listed as MAE 515. Credit is allowed for only CEE 536 or MAE 515.

CEE 537 Topics in Structural Engineering. (1–3)

selected semesters

Advanced topics, including nonlinear structural analysis, experimental stress analysis, advanced finite elements, plasticity and viscoelasticity, composites, and damage mechanics. Prerequisite: instructor approval.

CEE 540 Groundwater Hydrology. (3)

selected semesters

Physical properties of aquifers, well pumping, subsurface flow modeling, unsaturated flow, numerical methods, land subsidence, and groundwater pollution. Prerequisite: CEE 440 or instructor approval.

CEE 541 Surface Water Hydrology. (3)

selected semesters

Hydrologic cycle and mechanisms, including precipitation, evaporation, and transpiration; hydrograph analysis; flood routing; statistical methods in hydrology and hydrologic design. Prerequisite: CEE 440 or instructor approval.

CEE 543 Water Resources Systems. (3)

selected semesters

Theory and application of quantitative planning methodologies for the design and operation of water resources systems. Class projects using a computer, case studies. Prerequisite: instructor approval.

CEE 546 Free Surface Hydraulics. (3)

selected semesters

Derivation of 1-D equations used in open channel flow analysis; computations for uniform and nonuniform flows, unsteady flow, and flood routing. Mathematical and physical models. Prerequisite: CEE 341.

CEE 547 Principles of River Engineering. (3)

selected semesters

Uses of rivers, study of watershed, and channel processes. Sediment sources, yield, and control; hydrologic analysis. Case studies. Prerequisite: CEE 341 or instructor approval.

CEE 548 Sedimentation Engineering. (3)

selected semesters

Introduces the transportation of granular sedimentary materials by moving fluids. Degradation, aggregation, and local scour in alluvial channels. Mathematical and physical models. Prerequisite: CEE 547 or instructor approval.

CEE 550 Soil Behavior. (3)

selected semesters

Physicochemical aspects of soil behavior, stabilization of soils, and engineering properties of soils. Prerequisite: CEE 351.

CEE 551 Advanced Geotechnical Testing. (3)

selected semesters

Odometer, triaxial (static and cyclic) back pressure saturated and unsaturated samples, pore pressure measurements, closed-loop computer-controlled testing, in-situ testing, and sampling. Lecture, lab. Prerequisite: CEE 351.

CEE 553 Advanced Soil Mechanics. (3)

selected semesters

Applies theories of elasticity and plasticity to soils, theories of consolidation, failure theories, and response to static and dynamic loading. Prerequisite: CEE 351.

CEE 554 Shear Strength and Slope Stability. (3)

selected semesters

Shear strength of saturated and unsaturated soils strength-deformation relationships, time-dependent strength parameters, effects of sampling, and advanced slope stability. Prerequisite: CEE 351.

CEE 555 Advanced Foundations. (3)

selected semesters

Deep foundations, braced excavations, anchored bulkheads, reinforced earth, and underpinning. Prerequisite: CEE 351.

CEE 556 Seepage and Earth Dams. (3)

selected semesters

Transient and steady-state fluid flow through soil, confined and unconfined flow, pore water pressures, and application to earth dams. Prerequisite: CEE 351.

CEE 557 Geoenvironmental Engineering. (3)

selected semesters

Environmental site assessment, solid waste management, waste containment system design, soil and groundwater remediation, soil erosion control, brownfields development. Prerequisite: CEE 351 or instructor approval.

CEE 559 Earthquake Engineering. (3)

selected semesters

Characteristics of earthquake motions, selection of design earthquakes, site response analyses, seismic slope stability, and liquefaction. Prerequisite: CEE 351.

CEE 560 Soil and Groundwater Remediation. (3)

selected semesters

Presents techniques for remediation of contaminated soils and groundwaters with basic engineering principles. Prerequisite: instructor approval.

CEE 561 Physical-Chemical Treatment of Water and Waste. (3)

selected semesters

Theory and design of physical and chemical processes for the treatment of water and wastewaters. Prerequisite: CEE 361.

CEE 562 Environmental Biochemistry and Waste Treatment. (3)

selected semesters

Theory and design of biological waste treatment systems. Pollution and environmental assimilation of wastes. Prerequisite: CEE 362.

CEE 563 Environmental Chemistry Laboratory. (3)

selected semesters

Analyzes water, domestic and industrial wastes, laboratory procedures for pollution evaluation, and the control of water and waste treatment processes. Lecture, lab. Prerequisite: CEE 361.

CEE 564 Contaminant Fate and Transport. (3)

selected semesters

Fate and transport processes with emphasis on governing equations and parameters relevant to the migration of chemicals in the environment. Prerequisite: CEE 361.

CEE 565 Modeling and Assessment of Aquatic Systems. (3)

selected semesters

Development of predictive models of water quality; methods to assess environmental impacts; applications to water quality management. Prerequisite: CEE 361 or instructor approval.

CEE 566 Industrial/Hazardous Waste Treatment. (3)

selected semesters

Emphasizes treatment of local industrial/hazardous waste problems, including solvent recovery and metals. Lecture, project. Prerequisites: CEE 561, 563.

CEE 567 Environmental Microbiology. (4)

fall

Overview of the microbiology of natural and human-impacted environment, microbial detection methodologies, waterborne disease outbreaks, risk assessment, and regulations. Credit is allowed for only CEE 567 or 467. Lecture, lab. Prerequisite: CEE 361 or instructor approval.

CEE 568 Unit Processing in Environmental Engineering. (3)

spring

Design and operation of unit processes for water and wastewater treatment. Prerequisite: CEE 361 (or its equivalent) or instructor approval.

CEE 573 Traffic Engineering. (3)

selected semesters

Driver, vehicle, and roadway characteristics, laws and ordinances, traffic control devices, traffic engineering studies, and Transportation System Management measures. Prerequisite: CEE 372.

CEE 574 Highway Capacity. (3)

selected semesters

Highway capacity for all functional classes of highways. Traffic signalization, including traffic studies, warrants, cycle length, timing, phasing, and coordination. Prerequisite: CEE 372.

CEE 576 Highway Geometric Design. (3)

spring

Design of visible elements of roadway, design controls, at-grade intersections, freeways, and interchanges. Lecture, computer lab. Credit is allowed for only CEE 576 or 475. Prerequisite: CEE 372 (or its equivalent) or instructor approval.

CEE 580 Practicum. (1–12)

selected semesters

CEE 583 Highway Materials, Construction, and Quality. (3)

fall

Properties of highway materials, including aggregates, asphalt concrete, and portland cement concrete; construction practice; material delivery, placement, and compaction; quality control. Lecture, field trips. Credit is allowed for only CEE 583 or 483. Prerequisites: a combination of CEE 351 and 372 and ECE 351 (or their equivalents) or instructor approval.

CEE 590 Reading and Conference. (1–12)

selected semesters

CEE 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Transportation Systems Pro-Seminar

CEE 592 Research. (1–12)

selected semesters

CEE 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Environmental Microbiology
- Intelligent Transportation Systems
- Structural Design

CEE 599 Thesis. (1–12)

selected semesters

CEE 792 Research. (1–15)

selected semesters

CEE 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Computer Science

Master’s and Doctoral Programs

www.eas.asu.edu/~csdept/index.php

480/965-3190

BYENG 501

Sethuraman Panchanathan, Chair

Professors: Baral, Colbourn, Collofello, Farin, Kambhampati, Lee, Lewis, Nielson, Panchanathan, Tsai, J. Urban, S. Urban, Vrudhula, Yau

Associate Professors: Bazzi, Candan, Dasgupta, Dietrich, Gupta, Huey, Liu, Miller, O’Grady, Richa, Sen, Xue

Assistant Professors: Cam, Chatha, Davulcu, Kim, Li, Ryu, Sarjoughian, Syrotiuk, Wonka

The faculty in the Department of Computer Science and Engineering offer graduate programs leading to MS and PhD degrees in Computer Science. The faculty also offer a professional graduate program leading to the Master of Computer Science degree. The department offers a concentration in the area of arts, media, and engineering, and graduate students can exercise this option while pursuing their graduate studies.

Areas of study and research areas include algorithms, artificial intelligence, bioinformatics, computer-aided geometric design and computer graphics, computer networks, database systems, distributed computing and operating systems, embedded systems, information assurance, intelligent information integration, multimedia information systems, and software engineering. In addition, the department conducts research closely with the Center for Cognitive Ubiquitous Computing; Center for Research in Arts, Media, and Engineering; and Partnership for Research in Stereo Modeling in various aspects of computer science.

For more information, access the research section of the Web site at www.eas.asu.edu/~csdept/index.php.

DOCTOR OF PHILOSOPHY

The PhD degree in Computer Science is available for students of high ability who show promise for original research.

Admission. An applicant for the PhD program should have the equivalent of a baccalaureate major in computer science, computer engineering, or a closely related area. Most applicants should have earned the master’s degree, but applicants with exceptional attainments in their baccalaureate are admitted directly into the PhD program. The primary factors affecting admission include the applicant’s GPA, depth of preparation in computer science and engineering, GRE (verbal, quantitative, analytical, and computer science) scores, a statement of purpose and three letters of recommendation. An international student must submit TOEFL scores. The application deadline for admission in the fall semester is December 1, and the deadline for admission in the spring semester is August 1. The deadlines for financial aid are the same as the admission deadline. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Residency. In addition to the Division of Graduate Studies’s requirement for one year of full-time residency, the Department of Computer Science and Engineering stipulates one additional year of full-time residency for dissertation research.

Degree Requirements

A detailed description of degree requirements is available at the department Web site.

Program of Study. Each student must file a program of study for approval by the supervisory committee, the department, and the Division of Graduate Studies.

Foreign Language Requirements. None. The program committee, however, may establish a requirement depending upon the research interests of the candidate.

Comprehensive Examinations. A student must pass a comprehensive examination, which has a mandatory written component, before being admitted to candidacy. The examination has both oral and written components, testing the student’s general knowledge in the dissertation area as well as closely related areas. International students must achieve a passing score on the TSE or SPEAK exam before the comprehensive examination.

Dissertation Requirements. A student must complete a dissertation based on original work to demonstrate creativity in research and scholarly proficiency in the subject area.

Final Examination. The student must pass a final oral examination in defense of the dissertation.

Satisfactory Progress. The student maintaining a cumulative GPA of 3.50 or higher and fulfilling other requirements of the PhD degree is considered to be making satisfactory progress toward the degree.

Course Load. The maximum number of hours allowed per semester is 12. Special permission is required to take more than 12 hours in one semester.

Advising. The advising office of the department provides advising service to all computer science and engineering students. The e-mail address is cse.advising@asu.edu.

Maximum Time Limit. The maximum time limit is five years for students entering the PhD program with a BS degree and four years for students entering the PhD program with an MS degree.

MASTER OF SCIENCE

The MS degree program in Computer Science stresses formal course work to provide breadth of material, and it culminates with a thesis that demonstrates depth in a particular research area.

Admission. See “[Admission to the Division of Graduate Studies](#),” page 58, for general requirements. An applicant for the MS program should normally have a baccalaureate degree in computer science, computer engineering, or a closely related area. The applicant’s undergraduate GPA and depth of preparation in computer science and engineering are the primary factors affecting admission. Every applicant must submit scores for the Graduate Record Examination (GRE) (verbal, quantitative, and analytical required; the subject test in computer science is optional). An international student must also submit Test of English as a Foreign Language (TOEFL) scores. The application deadline for admission in the fall semester is December 1, and the deadline for admission in the spring semester is August 1. Deadlines for financial aid are the same as the admission deadlines.

Program of Study. Each student defines a potentially unique program of study in conjunction with an advisor, subject to approval of the department and the Division of Graduate Studies. The program of study must contain a minimum of 30 semester hours of approved graduate-level work, including three hours of CSE 592 Research and three hours of CSE 599 Thesis. For the arts, media, and engineering concentration, students substitute one hour of AME 592 and one hour of AME 599. At least 18 semester hours must be CSE 5xx credits at ASU (excluding CSE 598 courses but including CSE 592 and CSE 599). At least 21 semester hours must be for formal course work (including CSE 591 but excluding CSE 590, CSE 592, CSE 593, CSE 599, and similar credits for independent projects). For the arts, media, and engineering concentration, students take nine semester hours through the Arts, Media, and Engineering Program as part of this 21 semester hours.

All MS students must take at least three semester hours in each of the following three areas: foundations, systems, and applications. At least two of the three area courses must be at 500 level (not 598). The classes listed as 400 level must be taken as CSE 598. See area courses section for a partial list of courses in each area. Every MS student is required to take at least nine semester hours of courses in their research area, possibly including courses from the list of area courses, and possibly including three credit hours of independent study. No foreign language credit is required.

Final Examination. The student must pass a final oral examination in defense of the thesis and over the course

work taken for the degree and the appropriate undergraduate prerequisites.

MASTER OF COMPUTER SCIENCE

The faculty in the Department of Computer Science and Engineering offer a professional program leading to the Master of Computer Science (MCS) degree. The MCS program provides a professionally oriented, graduate-level education in computer science and engineering. The program reflects the dual nature of computer science as both a scientific and engineering discipline by allowing emphasis on theory as well as practical applications. Students can study topics such as artificial intelligence, computer-aided geometric design, computer architecture, computer graphics, computer science theory, database concepts, digital systems design, distributed systems, language processing, networking, operating systems, and software engineering.

Admission. An applicant for the MCS program should normally have a baccalaureate degree in computer science, computer engineering, or a closely related area. The applicant’s undergraduate GPA, GRE (verbal, quantitative, and analytical) score, and depth of preparation in computer science and engineering are the primary factors affecting admission. The GRE subject test in computer science is optional. An international student must also submit the results of the TOEFL. The application deadline for admission in the fall semester is December 1, and August 1 for the spring semester. The deadlines for financial aid are the same as the application deadlines. See “[Admission to the Division of Graduate Studies](#),” page 58.

Degree Requirements

A detailed description of the degree requirements is available at the department Web site.

Program of Study. Each student defines a potentially unique program of study subject to approval by the department and the Division of Graduate Studies. The program of study must contain a minimum of 30 semester hours of approved graduate-level work. At least 18 of these hours must be CSE 5xx credits at ASU (excluding CSE 598 courses). At least 27 hours must be for formal course work (including CSE 591 but excluding CSE 593, and similar credits for independent projects). No credits for CSE 590 Reading and Conference, CSE 592 Research, or CSE 599 Thesis, are allowed on a program of study for the MCS degree. MCS students must register for a three unit CSE 593 final project and complete it with a passing grade.

All MCS students must take at least three semester hours in each of the following three areas: foundations, systems, and applications. At least two of the three area courses must be at 500 level (not 598). The classes listed as 400 level must be taken as CSE 598. Please see area courses section for a partial list of courses in each area. The department may prescribe additional courses based on the background of the candidate.

Foreign Language Requirements. None.

Thesis Requirements. None.

IRA A. FULTON SCHOOL OF ENGINEERING

Final Examination. MCS students must complete a graded final project (CSE 593) and submit a report on the project.

Satisfactory Progress. The student maintaining a cumulative GPA of 3.00 or higher and fulfilling other requirements of the MS or MCS degree is considered to be making satisfactory progress toward the degree.

Course Load. See “[Course Load](#),” page 180 in the PhD section.

Advising. See “[Advising](#),” page 181 in the PhD section.

Maximum Time Limit. ASU policy applies.

COMPUTER SCIENCE AND ENGINEERING (CSE)

CSE 408 Multimedia Information Systems. (3)

fall

Design, use, and applications of multimedia systems. Introduces acquisition, compression, storage, retrieval, and presentation of data from different media such as images, text, voice, and alphanumeric. Prerequisite: CSE 310.

CSE 412 Database Management. (3)

fall and spring

Introduces DBMS concepts. Data models and languages. Relational database theory. Database security/integrity and concurrency. Fee. Prerequisite: CSE 310.

CSE 420 Computer Architecture I. (3)

once a year

Computer architecture. Performance versus cost tradeoffs. Instruction set design. Basic processor implementation and pipelining. Prerequisite: CSE 330.

CSE 421 Microprocessor System Design I. (4)

fall and spring

Assembly language programming and logical hardware design of systems using 8-bit microprocessors and microcontrollers. Fundamental concepts of digital system design. Reliability and social, legal implications. Lecture, lab. Fee. Prerequisite: CSE 225 or EEE 225.

CSE 422 Microprocessor System Design II. (4)

fall and spring

Design of microcomputer systems using contemporary logic and microcomputer system components. Requires assembly language programming. Fee. Prerequisite: CSE 421.

CSE 423 Capstone Project. (3)

fall and spring

Development process: specification, design, implementation, evaluation, and testing with economic, social, and safety considerations. Written or oral communication skills enrichment. Fee. Prerequisite: CSE 422.

CSE 428 Computer-Aided Processes. (3)

selected semesters

Hardware and software considerations for computerized manufacturing systems. Specific concentration on automatic inspection, numerical control, robotics, and integrated manufacturing systems. Prerequisite: CSE 330.

CSE 430 Operating Systems. (3)

fall and spring

Operating system structure and services, processor scheduling, concurrent processes, synchronization techniques, memory management, virtual memory, input/output, storage management, and file systems. Fee. Prerequisites: CSE 330, 340.

CSE 432 Operating System Internals. (3)

fall

IPC, exception and interrupt processing, memory and thread management, user-level device drivers, and OS servers in a modern microkernel-based OS. Prerequisite: CSE 430.

CSE 434 Computer Networks. (3)

fall and spring

Cryptography fundamentals; data compression; error handling; flow control; multihop routing; network protocol algorithms; network reliability, timing, security; physical layer basics. Prerequisite: CSE 330.

CSE 438 Systems Programming. (3)

selected semesters

Design and implementation of systems programs, including text editors, file utilities, monitors, assemblers, relocating linking loaders, I/O handlers, and schedulers. Prerequisite: CSE 421 or instructor approval.

CSE 440 Compiler Construction I. (3)

once a year

Introduces programming language implementation. Implementation strategies such as compilation, interpretation, and translation. Major compilation phases such as lexical analysis, semantic analysis, optimization, and code generation. Prerequisites: CSE 340, 355.

CSE 445 Distributed Computing with Java and CORBA. (3)

fall and spring

Frameworks for distributed software components. Foundations of client-server computing and architectures for distributed object systems. Dynamic discovery and invocation. Lecture, projects. Fee. Prerequisite: CSE 360 or instructor approval.

CSE 446 Client-Server User Interfaces. (3)

selected semesters

Client-server model and its use in creating and managing window interfaces. Toolkits and libraries, including X11, Microsoft Foundation Classes, and Java Abstract Window Toolkit. Lecture, projects. Fee. Prerequisite: CSE 310 or instructor approval.

CSE 450 Design and Analysis of Algorithms. (3)

fall and spring

Design and analysis of computer algorithms using analytical and empirical methods; complexity measures, design methodologies, and survey of important algorithms. Prerequisite: CSE 310.

CSE 457 Theory of Formal Languages. (3)

once a year

Theory of grammar, methods of syntactic analysis and specification, types of artificial languages, relationship between formal languages, and automata. Prerequisite: CSE 355.

CSE 459 Logic for Computing Scientists. (3)

selected semesters

Propositional logic, syntax and semantics, proof theory versus model theory, soundness, consistency and completeness, first order logic, logical theories, automated theorem proving, ground resolution, pattern matching unification and resolution, Dijkstras logic, proof obligations, and program proving. Prerequisite: CSE 355.

CSE 460 Software Analysis and Design. (3)

fall and spring

Object-oriented and structured analysis and design; software architecture and design patterns; component-based development; software safety and reliability. Fee. Prerequisite: CSE 360.

CSE 461 Software Engineering Project I. (3)

fall and spring

First of two-course software team-development sequence. Planning, management, design, and implementation using object-oriented technology, CASE tools, CMM-level-5 guidelines. Lecture, lab, oral and written communications. Fee. Prerequisite: CSE 360.

CSE 462 Software Engineering Project II. (3)

fall and spring

Second of two-course software team-development sequence. Software evolution, maintenance, reengineering, reverse engineering, component-based development, and outsourcing. Lecture, lab, oral and written communications. Fee. Prerequisite: CSE 461.

CSE 463 Introduction to Human Computer Interaction. (3)

spring

Design, evaluate, and implement interactive software intended for human use. Prerequisite: CSE 310.

CSE 470 Computer Graphics. (3)

fall and spring

Display devices, data structures, transformations, interactive graphics, 3-D graphics, and hidden line problems. Fee. Prerequisites: CSE 310; MAT 342.

CSE 471 Introduction to Artificial Intelligence. (3)

fall and spring

State space search, heuristic search, games, knowledge representation techniques, expert systems, and automated reasoning. Fee. Prerequisites: CSE 240, 310.

CSE 476 Introduction to Natural Language Processing. (3)*selected semesters*

Principles of computational linguistics, formal syntax, and semantics, as applied to the design of software with natural (human) language I/O. Prerequisite: CSE 310 or instructor approval.

CSE 477 Introduction to Computer-Aided Geometric Design. (3)*once a year*

Introduces parametric curves and surfaces, Bezier and B-spline interpolation, and approximation techniques. Prerequisites: CSE 210, 470; MAT 342.

CSE 484 Internship. (1–12)*selected semesters***CSE 507 Virtual Reality Systems. (3)***selected semesters*

Computer generated 3-D environments, simulation of reality, spatial presence of virtual objects, technologies of immersion, tracking systems. Lecture, lab. Prerequisite: CSE 408 or 470 or 508 or instructor approval.

CSE 508 Digital Image Processing. (3)*once a year*

Digital image fundamentals, image transforms, image enhancement and restoration techniques, image encoding, and segmentation methods. Prerequisite: EEE 303 or instructor approval.

CSE 509 Digital Video Processing. (3)*spring*

Concepts of digital video compression, video analysis, video indexing, browsing and retrieval, video transmission over networks, video processors, MPEG 1, 2, 4, and 7 standards. Lecture, projects. Pre- or corequisite: CSE 408 or 508.

CSE 510 Database Management System Implementation. (3)*once a year*

Implementation of database systems. Data storage, indexing, querying, and retrieval. Query optimization and execution, concurrency control, and transaction management. Prerequisite: CSE 412.

CSE 512 Distributed Database Systems. (3)*once a year*

Distributed database design, query processing, and transaction processing. Distributed database architectures and interoperability. Emerging technology. Prerequisite: CSE 412.

CSE 513 Rules in Database Systems. (3)*selected semesters*

Declarative and active rules. Logic as a data model. Evaluation and query optimization. Triggers and ECA rules. Current research topics. Prerequisite: CSE 412.

CSE 514 Object-Oriented Database Systems. (3)*selected semesters*

Object-oriented data modeling, definition, manipulation. Identity and inheritance. Query languages. Schema evolution. Versioning. Distributed object management. Extended relational systems. Prerequisite: CSE 412.

CSE 515 Multimedia and Web Databases. (3)*spring*

Data models for multimedia and Web data; query processing and optimization for inexact retrieval; advanced indexing, clustering, and search techniques. Prerequisites: CSE 408, 412.

CSE 517 Hardware Design Languages. (3)*fall and spring*

Introduces hardware design languages. Modeling concepts for specification, simulation, and synthesis. Cross-listed as EEE 517. Credit is allowed for only CSE 517 or EEE 517. Prerequisite: CSE 423 or EEE 425 or instructor approval.

CSE 518 Synthesis with Hardware Design Languages. (3)*selected semesters*

Modeling VLSI design in hardware design languages for synthesis. Transformation of language-based designs to physical layout. Application of synthesis tools. Prerequisite: CSE 517.

CSE 520 Computer Architecture II. (3)*fall*

Computer architecture description languages, computer arithmetic, memory-hierarchy design, parallel, vector, multiprocessors, and input/output. Prerequisites: CSE 420, 430.

CSE 521 Microprocessor Applications. (4)*selected semesters*

Microprocessor technology and its application to the design of practical digital systems. Hardware, assembly language programming, and interfacing of microprocessor-based systems. Lecture, lab. Prerequisite: CSE 421.

CSE 523 Microcomputer Systems Software. (3)*selected semesters*

Developing system software for a multiprocessor, multiprogramming, microprocessor-based system using information and techniques presented in CSE 421, 422. Prerequisite: CSE 422.

CSE 526 Parallel Processing. (3)*selected semesters*

Real and apparent concurrency. Hardware organization of multiprocessors, multiple computer systems, scientific attached processors, and other parallel systems. Prerequisite: CSE 330 or 423.

CSE 531 Distributed and Multiprocessor Operating Systems. (3)*once a year*

Distributed systems architecture, remote file access, message-based systems, object-based systems, client/server paradigms, distributed algorithms, replication and consistency, and multiprocessor operating systems. Prerequisite: CSE 432 or instructor approval.

CSE 532 Advanced Operating System Internals. (3)*selected semesters*

Memory, processor, process and communication management, and concurrency control in the Windows NT multiprocessor and distributed operating system kernels and servers. Prerequisites: CSE 432, 531 (or 536).

CSE 534 Advanced Computer Networks. (3)*fall and spring*

Advanced network protocols and infrastructure, applications of high-performance networks to distributed systems, high-performance computing and multimedia domains, special features of networks. Prerequisite: CSE 434.

CSE 535 Mobile Computing. (3)*spring*

Mobile networking, mobile information access, adaptive applications, energy-aware systems, location-aware computing, mobile security and privacy. Prerequisite: CSE 434.

CSE 536 Advanced Operating Systems. (3)*spring*

Protection and file systems. Communication, processes, synchronization, naming, fault tolerance, security, data replication, and coherence in distributed systems. Real-time systems. Prerequisite: CSE 430.

CSE 539 Applied Cryptography. (3)*spring*

Use of cryptography for secure protocols over networked systems, including signatures, certificates, timestamps, electrons, digital cash, and other multiparty coordination. Prerequisite: CSE 310 or instructor approval.

CSE 540 Compiler Construction II. (3)*selected semesters*

Formal parsing strategies, optimization techniques, code generation, extensibility and transportability considerations, and recent developments. Prerequisite: CSE 440.

CSE 550 Combinatorial Algorithms and Intractability. (3)*once a year*

Combinatorial algorithms, nondeterministic algorithms, classes P and NP, NP-hard and NP-complete problems, and intractability. Design techniques for fast combinatorial algorithms. Prerequisite: CSE 450.

CSE 555 Theory of Computation. (3)*once a year*

Rigorous treatment of regular languages, context-free languages, Turing machines and decidability, reducibility, and other advanced topics in computability theory. Prerequisite: CSE 355 or instructor approval.

CSE 561 Modeling and Simulation Theory and Application. (3)*fall or spring*

Modeling theories, simulation protocols, object-oriented modeling, model design, simulation analysis, network-based systems, discrete-event modeling, continuous modeling, hybrid modeling. Prerequisite: graduate standing.

IRA A. FULTON SCHOOL OF ENGINEERING

CSE 562 Software Process Automation. (3)

selected semesters

Representing the software process; creating a measured and structured working environment; using, constructing, and adapting component-based tools. Prerequisite: CSE 360.

CSE 563 Software Requirements and Specification. (3)

selected semesters

Examines the definitional stage of software development; analysis of specification representations, formal methods, and techniques emphasizing important application issues. Prerequisite: CSE 460.

CSE 564 Software Design. (3)

once a year

Examines software design issues and techniques. Includes a survey of design representations and a comparison of design methods. Prerequisite: CSE 460.

CSE 565 Software Verification, Validation, and Testing. (3)

once a year

Test planning, requirements-based and code-based testing techniques, tools, reliability models, and statistical testing. Prerequisite: CSE 460.

CSE 566 Software Project, Process, and Quality Management. (3)

once a year

Project management, risk management, configuration management, quality management, and simulated project management experiences. Prerequisite: CSE 360.

CSE 570 Advanced Computer Graphics I. (3)

once a year

Hidden surface algorithms, lighting models, and shading techniques. User interface design. Animation techniques. Fractals and stochastic models. Raster algorithms. Prerequisite: CSE 470.

CSE 571 Artificial Intelligence. (3)

once a year

Definitions of intelligence, computer problem solving, game playing, pattern recognition, theorem proving, and semantic information processing; evolutionary systems; heuristic programming. Prerequisite: CSE 471.

CSE 572 Data Mining. (3)

spring

Advanced data mining techniques: classification, clustering, association, preprocessing; performance evaluation; information assurance, Web mining, security and privacy issues, and other applications. Cross-listed as CBS 572. Credit is allowed for only CBS 572 or CSE 572. Prerequisite: CSE 412 or 471 or ECE 380 (or their equivalents).

CSE 573 Advanced Computer Graphics II. (3)

selected semesters

Modeling of natural phenomena: terrain, clouds, fire, water, and trees. Particle systems, deformation of solids, antialiasing, and volume visualization. Lecture, lab. Prerequisite: CSE 470.

CSE 574 Planning and Learning Methods in AI. (3)

selected semesters

Reasoning about time and action, plan synthesis and execution, improving planning performance, applications to manufacturing intelligent agents. Prerequisite: CSE 471 (or its equivalent).

CSE 576 Topics in Natural Language Processing. (3)

selected semesters

Comparative parsing strategies, scoping and reference problems, nonfirst-order logical semantic representations, and discourse structure. Prerequisite: CSE 476 or instructor approval.

CSE 577 Advanced Computer-Aided Geometric Design I. (3)

once a year

General interpolation; review of curve interpolation and approximation; spline curves; visual smoothness of curves; parameterization of curves; introduces surface interpolation and approximation. Prerequisites: both CSE 470 and 477 or only instructor approval.

CSE 578 Advanced Computer-Aided Geometric Design II. (3)

selected semesters

Coons patches and Bezier patches; triangular patches; arbitrarily located data methods; geometry processing of surfaces; higher dimensional surfaces. Prerequisites: both CSE 470 and 477 or only instructor approval.

CSE 579 NURBS: Nonuniform Rational B-Splines. (3)

selected semesters

Projective geometry, NURBS-based modeling, basic theory of conics and rational Bezier curves, rational B-splines, surfaces, rational surfaces, stereographic maps, quadrics, IGES data specification. Prerequisites: CSE 470, 477.

CSE 590 Reading and Conference. (1–12)

selected semesters

CSE 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Multimedia Systems. (3)
Credit is allowed for only CSE 591 or AME 598.

CSE 592 Research. (1–12)

selected semesters

CSE 593 Applied Project. (1–12)

selected semesters

CSE 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Hardware Systems Design using VHDL and FPGAs
- Client-Server User Interfaces
- Computational Models for the Arts. (3)

fall

Covers computability and intractability; kolmogorov complexity in the context of randomness and determinism.

- Computer Graphics
- Database Management
- Distributed Computing with Java and CORBA
- Introduction to Artificial Intelligence
- Microcomputer System Hardware
- Microprocessor System Design I
- Microprocessor System Design II
- Operating Systems
- Real-Time Embedded Systems
- Signal Processing and Programming for the Arts. (3)

spring

Introduces basic concepts behind the functioning of existing, widely used digital arts and media tools.

- Software Analysis and Design
- Software Engineering for Embedded Systems
- Software Engineering Project I
- Software Engineering Project II
- Testing Embedded Systems

CSE 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

Construction

Master's Program

construction.asu.edu

480/965-3615

USE 138

William W. Badger, Director

Professor: Badger

Associate Professors: Ariaratnam, Bashford, Chasey, Ernzen, Kashiwagi, Sawhney, Wiesel

Assistant Professors: Fiori, Knutson, Mitropoulos, Sullivan

RESEARCH ACTIVITY

Applied research is an integral part of the MS degree in Construction. The Del E. Webb School of Construction has several major ongoing research projects. The general fields of study include Alliance for Construction Excellence, Construction Research Education Advanced Technology Environments, Advanced Technology Homes, Performance-Based Studies Research Group, alternative project delivery systems, construction productivity studies, construction information technology, and construction and behavior of deep foundation. For more information, access the Web site at construction.asu.edu.

MASTER OF SCIENCE

The faculty in the Del E. Webb School of Construction offer a graduate program leading to the MS degree in Construction. Concentrations are available in construction science, facilities management, and construction management. The interdisciplinary nature of the program allows a candidate's program of study to reflect both individual interests and career goals.

The primary objective of the program is to allow students with a baccalaureate degree in construction or a related field such as architecture, business, or engineering to broaden and improve their professional capabilities in construction. The program is designed to meet the growing need for professionals with advanced technical, management, and applied research skills in the construction industry.

The *construction science* concentration allows students with an interest in field engineering or supervision of heavy and industrial construction projects to pursue a more technically oriented course of study. The *facilities* (management) concentration supports the needs of the student desiring a career in the maintenance, operation, renovation, or decommissioning of existing facilities. The (construction) *management* concentration allows students seeking upper-level management positions in various sectors of the construction industry to improve their competency in project, program, and company management areas.

Admission Requirements. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. In addition, applicants are expected to be competent in basic construction topics. Admission is based upon an evaluation of the student's academic background and potential for success. Students whose native language is not English must also submit a Test of English as a Foreign Language (TOEFL) score of at least 550.

Graduate Record Examination (GRE). Applicants must submit scores on the verbal, quantitative, and analytical sections of the GRE for admission.

Application Deadline. Completed college and departmental application materials should be received by February 1 for admission in the fall semester.

Degree Requirements. As soon as possible after selecting the student's supervisory committee, the student must file a program of study with the Division of Graduate Studies.

The program of study consists of the following: thesis option—30 semester hours of graduate study culminating in a thesis and an oral defense; or nonthesis option—36 semester hours of graduate study culminating in an oral and written comprehensive examination.

Supervisory Committee. Each student is required to form a supervisory committee. The committee consists of three members. All tenure-track faculty are eligible. Other individuals are eligible in accordance with the guidelines established by the Division of Graduate Studies.

Satisfactory Progress. The Del E. Webb School of Construction adheres to ASU and Ira A. Fulton School of Engineering academic standards for good standing.

Course Load. Students may take up to 12 semester hours in any given semester. During any summer session only seven hours are allowed. Students who are employed as research or teaching assistants must maintain 12 hours of enrolled credit per semester.

Advising. Students are encouraged to meet with an advisor. Call 480/965-3615 for an appointment.

Maximum Time Limit. The Del E. Webb School of Construction adheres to the university policy regarding maximum time allowed to complete a degree program.

ACCELERATED MASTER OF SCIENCE

The Del E. Webb School of Construction faculty have developed an accelerated Master of Science program. This degree program is in keeping with the construction industry's interest in more formal education at the graduate level for working professionals. The primary objective of this program is to allow professionals in the field of construction who are actively involved in the industry to pursue a graduate degree. The program covers topics relevant to the industry. The courses are designed to enhance each student's knowledge of the construction industry and current technology. The courses are presented in 46 weeks meeting two times per week. Applied research is an integral part of the degree program. Students are required to complete a research project.

IRA A. FULTON SCHOOL OF ENGINEERING

Admission Requirements. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. In addition, applicants are expected to have a minimum of five year's work experience in a responsible position in construction or related field as determined by an interview with the director. Applicants should also submit a letter of intent, current résumé, and three letters of recommendation. Admission for the program is in the fall only.

DEGREE REQUIREMENTS

Course work. The program consists of 36 semester hours culminating in a comprehensive oral exam. The degree is presented in 46 weeks meeting two evenings per week. Twelve required courses are presented. Students progress through the program as a cohort, beginning and finishing together.

CON 496 Construction Contract Administration	3
CON 500 RM: Research Techniques	3
CON 533 Strategies of Estimating and Bidding	3
CON 540 Construction Productivity	3
CON 545 Construction Project Management	3
CON 547 Strategic Planning	3
CON 589 Construction Company Financial Control	3
CON 598 ST: Advanced Construction Theory	3
CON 598 ST: Construction Business Strategies	3
CON 598 ST: Progressive Construction Applications	3
CON 592 R: Directed Independent Research	3
CON 593 Applied Project	3

Supervisory Committee. Each student is required to form a supervisory committee. The committee consists of three members. All tenure-track faculty are eligible. Other individuals are eligible in accordance with the guidelines established by the Division of Graduate Studies.

Thesis or Culminating Experience. A formal research paper is required. The paper is part of the final comprehensive oral exam.

Satisfactory Progress. The Del E. Webb School of Construction adheres to ASU and Ira A. Fulton School of Engineering academic standards for good standing.

Advising. Students are encouraged to meet with an advisor. Call 480/965-3615 for an appointment.

Maximum Time Limit. The accelerated master's program is a 46-week cohort program. Students are required to complete the entire program in the 46-week time frame.

CONSTRUCTION (CON)

CON 424 Structural Design. (3)

fall

Economic use of concrete, steel, and wood in building and engineered structures. Design of beams, columns, concrete formwork, and connections. Lecture, field trips. Prerequisite: CON 310.

CON 453 Construction Labor Management. (3)

fall and spring

Labor and management history, union, and open shop organization of building and construction workers; applicable laws and government regulations; goals, economic power, jurisdictional disputes, and grievance procedures. Prerequisites: CON 371; ECN 112.

CON 455 Construction Project Management. (3)

fall and spring

Study of methods for coordinating people, equipment, materials, money, and schedule to complete a project on time and within

approved cost. Lecture, class projects, CPC exam. Fee. Prerequisite: CON 371. Pre- or corequisite: CON 495.

CON 468 Mechanical and Electrical Estimating. (3)

fall

Analysis and organization of performing a cost estimate for both mechanical and electrical construction projects. Computer usage. Prerequisites: a combination of CON 273 and 345 and 383 or only instructor approval.

CON 471 Mechanical and Electrical Project Management. (3)

spring

Specialty contracts and agreements, scheduling, material handling, labor unit analysis, and job costing for mechanical and electrical construction. Prerequisite: CON 371.

CON 472 Development Feasibility Reports. (3)

fall and spring

Integrates economic location theory, development cost data, market research data, and financial analysis into a feasibility report. Computer orientation. Prerequisite: REA 380.

CON 477 Residential Construction Business Practices. (3)

fall

Topics addressed include development, marketing, financing, legal issues, and sales.

CON 483 Advanced Building Estimating. (3)

fall and spring

Concepts of pricing and markup, development of historic costs, life cycle costing, change order and conceptual estimating, and emphasizing microcomputer methods. Prerequisite: CON 383.

CON 486 Heavy Construction Estimating. (3)

fall

Methods analysis and cost estimation for construction of highways, bridges, tunnels, dams, and other engineering works. May be repeated for credit. Lecture, field trips. Prerequisites: CON 341, 383.

CON 495 Construction Planning and Scheduling. (3)

fall and spring

Various network methods of project scheduling, such as AOA, AON Pert, bar-charting, line-of-balance, and VPM techniques. Microcomputers used for scheduling, resource allocation, and time/cost analysis. Lecture, lab. Fee. Prerequisites: CON 383; STP 226. Pre- or corequisite: CON 389.

CON 496 Construction Contract Administration. (3)

fall and spring

Surveys administrative procedures of general and subcontractors. Studies documentation, claims, arbitration, litigation, bonding, insurance, and indemnification. Discusses ethical practices. Lecture, field trips. Prerequisites: COM 225 or ECE 300; senior standing.

CON 500 Research Methods. (1-12)

selected semesters

Topics may include the following:

- Research Techniques.

CON 533 Strategies of Estimating and Bidding. (3)

fall

Explores advanced concepts of the estimating process, such as modeling and statistical analysis, to improve bid accuracies. Prerequisite: CON 483 or 486 or instructor approval.

CON 540 Construction Productivity. (3)

fall

Productivity concepts. Data collection. Analysis of productivity data and factors affecting productivity. Means for improving production and study of productivity improvement programs. Pre- or corequisite: CON 495.

CON 543 Construction Equipment Engineering. (3)

spring

Analyzes heavy construction equipment productivity using case studies. Applies engineering fundamentals to the planning, selection, and utilization of equipment. Lecture, case studies.

CON 545 Construction Project Management. (3)

spring

Theory and practice of construction project management. Roles of designer, owner, general contractor, and construction manager. Lecture, field trips. Pre- or corequisite: CON 495.

CON 547 Strategic Planning. (3)*fall*

Business planning process of the construction enterprise. Differences between publicly held and closely held businesses and their exposure.

CON 551 Alternative Project Delivery Methods. (3)*fall*

Design/construction interaction; conceptual estimation and scheduling; the RFQ/RFP process; legal, insurance, risk allocation issues; procurement and selection.

CON 561 International Construction. (3)*spring*

Investigation of the cultural, social, economic, political, and management issues related to construction in foreign countries and remote regions.

CON 565 Performance-Based Systems. (3)*fall*

Identifying the multicriteria methodology in the procurement of facilities contractual work. Prerequisite: instructor approval.

CON 567 Advanced Procurement Systems. (3)*spring*

Development of multicriteria decision procurement model for selecting the performing contractor. Prerequisite: instructor approval.

CON 570 Cleanroom Construction I. (3)*fall*

Design issues for cleanroom facilities; the construction's viewpoint, including planning, structures, mechanical, and tool installation. Lecture, site visits. Prerequisite: instructor approval.

CON 571 Cleanroom Construction II. (3)*spring*

Construction issues for cleanroom facilities, including scheduling, cost estimating, project management, mechanical, safety certification, and tool hook-up. Lecture, site visits. Prerequisite: CON 570 or instructor approval.

CON 575 Information Technology in Construction. (3)*spring*

Use of information technology in the construction enterprise for improved communications, process modeling, and decision making. Prerequisite: instructor approval.

CON 589 Construction Company Financial Control. (3)*fall*

Financial accounting and cost control at the company level in construction companies. Accounting systems. Construction project profit calculations. Financial analysis. Lecture, case studies.

CON 592 Research. (1–12)*selected semesters*

Topics may include the following:

- Directed Independent Research.

CON 593 Applied Project. (1–12)*selected semesters***CON 598 Special Topics. (1–4)***selected semesters*

Topics may include the following:

- Advanced Construction Theory.
- Construction Business Strategies.
- Progressive Construction Applications.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Electrical Engineering

Master's and Doctoral Programsfulton.asu.edu/ee

480/965-3424

ENGRC 552

Joseph C. Palais, Director of Graduate Studies**Regents' Professors:** Balanis, Ferry, Heydt

Professors: Chakrabarti, Crouch, Goodnick, Gorur, Hui, Karady, Kiaei, Kozicki, Lai, Palais, Pan, Phillips, Rodriguez, Roedel, Schroder, Shen, Si, Spanias, Tao, Thornton, Tsakalis, Vittal, Y. Zhang

Associate Professors: Aberle, Allee, Bakkaloglu, Clark, Cochran, Diaz, Duman, El-Sharawy, Grondin, Holbert, Karam, Kim, Morrell, Papandreou-Suppappola, Skromme, Tylavsky

Assistant Professors: Abbaspour-Tamijami, Ayyanar, Barnaby, Cao, Joo, Qian, Reisslein, Tepedelenlioglu, Vasileska, J. Zhang

The Department of Electrical Engineering offers opportunities for study beyond the bachelor's degree in several areas, including control systems, electromagnetics, antennas, and microwave circuits, electronic and mixed-signal integrated circuit design, power engineering, signal processing and communications systems, solid-state electronics, and arts, media, and engineering. Students may pursue degrees of Master of Science (MS), Master of Science in Engineering (MSE), Master of Engineering (MEng), and Doctor of Philosophy (PhD).

RESEARCH ACTIVITY

Opportunities at the master's or doctoral level are offered to students whose goals are research, development, design, manufacturing, systems, engineering management, teaching, or other professional activities in electrical engineering or related disciplines.

Research participation in the Department of Electrical Engineering is available in a broad spectrum of subjects encompassing traditional as well as new specialties. Significant research activity exists in control systems, electromagnetics, antennas, and microwave circuits, electronic and mixed-signal circuit design, power engineering, signal processing and communication, solid-state electronics, and arts, media, and engineering. Engineering education, low-power electronics, power systems, solid-state electronics, and telecommunications have been selected for support as part of a program establishing excellence centers at ASU.

For a current list of the subjects available for research in the department, access the department's Web site at fulton.asu.edu/~eee.

IRA A. FULTON SCHOOL OF ENGINEERING

The faculty also participate in offering the interdisciplinary program leading to the PhD degree in the Science and Engineering of Materials; see “[Science and Engineering of Materials](#),” page 326. The faculty also participate in the Master of Engineering program; see “[Engineering](#),” page 192.

Admission. See “[Admission to the Division of Graduate Studies](#),” page 58. A student whose undergraduate degree is not based on an ABET-accredited program must submit scores on the Graduate Record Exam and must have earned the equivalent of a 3.50 GPA in the final two years of study. For all graduate programs in electrical engineering, the deadline for spring admission is August 31, and the deadline for fall admission is January 31. For more information on programs, faculty, financial aid, and for admission forms, access the department’s Web site at fulton.asu.edu/~eee.

DOCTOR OF PHILOSOPHY

The PhD degree in Electrical Engineering is awarded based upon evidence of excellence in research leading to a scholarly dissertation that is a contribution to knowledge.

See “[Doctor of Philosophy](#),” page 69, for general requirements.

Program of Study. The official program of study must be filed no later than the semester before all degree requirements are met.

Foreign Language Requirements. None.

Qualifying Examination. Every student must pass a qualifying examination consisting of a short research paper and an oral presentation of the research. The examination must take place before the end of the second semester in attendance at ASU.

Comprehensive Examinations. Written and oral comprehensive examinations are required before the student is admitted to candidacy. The examinations are administered by the supervisory committee.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

MASTER OF SCIENCE

See “[Master’s Degrees](#),” page 67, for general information.

MASTER OF SCIENCE IN ENGINEERING

See “[Master of Science in Engineering](#),” page 192, for information on the MSE degree.

A final written comprehensive exam is required for option two in this program. Most master’s degree students are admitted to the MSE program, option two. Those who are offered financial support or who are outstanding students showing research potential are admitted to the MS program. A tentative program of study must be filed during the first semester enrolled for classes.

ARTS, MEDIA, AND ENGINEERING PROGRAM

The Electrical Engineering faculty offer the MS and PhD degrees with a concentration in arts, media, and engineering in collaboration with the Departments of Computer Science and Engineering, Dance, and Theatre and the Schools of Art and Music. For more information, see “[Arts, Media, and Engineering](#),” page 214.

ONLINE PROGRAMS

A wide selection of graduate-level electrical engineering courses are offered online. By taking classes over the Internet, students can complete all requirements for an MSE degree from off campus. Students in the MS and PhD programs can also utilize the online classes in their programs of study. The Ira A. Fulton School of Engineering Center for Professional Development provides support for the online classes. For more information about these programs, see “[Center for Professional Development](#),” pages 169 and 193.

ELECTRICAL ENGINEERING (EEE)

EEE 405 Filter Design. (3)

fall

Principles of active and passive analog filter design, frequency domain approximations, sensitivity and synthesis of filters. Prerequisite: EEE 303.

EEE 407 Digital Signal Processing. (4)

fall and spring

Time and frequency domain analysis, difference equations, z-transform, FIR and IIR digital filter design, discrete Fourier transform, FFT, and random sequences. Lecture, lab. Fee. Prerequisites: EEE 303; MAT 342 (or 343).

EEE 425 Digital Systems and Circuits. (4)

fall and spring

Digital logic gate analysis and design. Propagation delay times, fan out, power dissipation, noise margins. Design of MOS and bipolar logic families, including NMOS, CMOS, standard and advanced TTL, ECL, and BiCMOS. Inverter, combinational and sequential logic circuit design, MOS memories, VLSI circuits. Computer simulations using PSPICE. Lecture, lab. Fee. Prerequisite: ECE 334.

EEE 433 Analog Integrated Circuits. (4)

fall and spring

Analysis, design, and applications of modern analog circuits using integrated bipolar and field-effect transistor technologies. Lecture, lab. Fee. Prerequisite: ECE 334.

EEE 434 Quantum Mechanics for Engineers. (3)

fall

Angular momentum, wave packets, Schroedinger wave equation, probability, problems in one dimension, principles of wave mechanics, scattering, tunneling, central forces, angular momentum, hydrogen atom, perturbation theory, variational techniques. Prerequisites: ECE 352; EEE 340.

EEE 435 Microelectronics. (3)

spring

Introduces basic CMOS processing and fabrication tools. Covers the fundamentals of thermal oxidation, CVD, implantation, diffusion, and process integration. Internet lecture, Internet or on-campus lab. Fee. Pre- or corequisite: EEE 436.

EEE 436 Fundamentals of Solid-State Devices. (3)

fall and spring

Semiconductor fundamentals, pn junctions, metal-semiconductor contacts, metal-oxide-semiconductor capacitors and field-effect transistors, bipolar junction transistors. Prerequisite: ECE 352.

EEE 437 Optoelectronics. (3)

selected semesters

Basic operating principles of various types of optoelectronic devices that play important roles in commercial and communication electronics; light-emitting diodes, injection lasers, and photodetectors. Prerequisite: EEE 436.

EEE 439 Semiconductor Facilities and Cleanroom Practices. (3)*fall*

Microcontamination, controlled environments, cleanroom layout and systems, modeling, codes and legislation, ultrapure water, production materials, personnel and operations, hazard management, advanced concepts. Prerequisite: EEE 435 or instructor approval.

EEE 440 Electromagnetic Engineering II. (4)*spring*

Second half of an introductory course in electromagnetic theory and its application in electrical engineering. Analytical and numerical solution of boundary value problems. Advanced transmission lines; waveguides; antennas; radiation and scattering. Lecture, lab. Fee. Prerequisite: EEE 340.

EEE 443 Antennas for Wireless Communications. (3)*spring*

Fundamental parameters; radiation integrals; wireless systems; wire, loop, and microstrip antennas; antenna arrays; smart antennas; ground effects; multipath. Prerequisite: EEE 340.

EEE 445 Microwaves. (4)*fall*

Waveguides; circuit theory for waveguiding systems; microwave devices, systems, and energy sources; striplines and microstrips; impedance matching transformers; measurements. Lecture, lab. Fee. Prerequisite: EEE 340.

EEE 448 Fiber Optics. (4)*fall*

Principles of fiber-optic communications. Lecture, lab. Fee. Prerequisites: EEE 303, 340.

EEE 455 Communication Systems. (4)*fall and spring*

Signal analysis techniques applied to the operation of electrical communication systems. Introduction to and overview of modern digital and analog communications. Lecture, lab. Fee. Prerequisite: EEE 350.

EEE 459 Communication Networks. (3)*spring*

Fundamentals of communication networks. Study of Seven-Layer OSI model. Focus on functionality and performance of protocols used in communication networks. Prerequisite: EEE 350.

EEE 460 Nuclear Concepts for the 21st Century. (3)*spring*

Radiation interactions, damage, dose, and instrumentation. Cosmic rays, satellite effects; soft errors; transmutation doping. Fission reactors, nuclear power. TMI, Chernobyl. Radioactive waste. Prerequisite: PHY 241 or 361.

EEE 463 Electrical Power Plant. (3)*fall*

Nuclear, fossil, and solar energy sources. Analysis and design of steam supply systems, electrical generating systems, and auxiliary systems. Power plant efficiency and operation. Prerequisites: ECE 201, 340 (or PHY 241).

EEE 470 Electric Power Devices. (3)*fall*

Analyzes devices used for short circuit protection, including circuit breakers, relays, and current and voltage transducers. Protection against switching and lightning over voltages. Insulation coordination. Prerequisite: EEE 360.

EEE 471 Power System Analysis. (3)*spring*

Review of transmission line parameter calculation. Zero sequence impedance, symmetrical components for fault analysis, short circuit calculation, review of power flow analysis, power system stability, and power system control concepts. Prerequisite: EEE 360.

EEE 473 Electrical Machinery. (3)*fall*

Operating principles, constructional details, and design aspects of conventional DC and AC machines, transformers and machines used in computer disc drives, printers, wrist watches, and automobiles. Prerequisite: EEE 360.

EEE 480 Feedback Systems. (4)*fall and spring*

Analysis and design of linear feedback systems. Frequency response and root locus techniques, series compensation, and state variable feedback. Lecture, lab. Fee. Prerequisite: EEE 303.

EEE 482 Introduction to State Space Methods. (3)*fall*

Discrete and continuous systems in state space form controllability, stability, and pole placement. Observability and observers. Pre- or corequisite: EEE 480.

EEE 505 Time-Frequency Signal Processing. (3)*fall*

Joint time-frequency analysis of time-varying signals and systems; linear and quadratic time-frequency representations; applications in current areas of signal processing. Prerequisite: EEE 407.

EEE 506 Digital Spectral Analysis. (3)*spring*

Principles and applications of digital spectral analysis, least squares, random sequences, parametric, and nonparametric methods for spectral estimation. Prerequisites: EEE 407, 554.

EEE 507 Multidimensional Signal Processing. (3)*fall*

Processing and representation of multidimensional signals. Design of systems for processing multidimensional data. Introduces image and array processing issues. Prerequisite: EEE 407 or instructor approval.

EEE 508 Digital Image Processing and Compression. (3)*spring*

Fundamentals of digital image perception, representation, processing, and compression. Emphasizes image coding techniques. Signals include still pictures and motion video. Prerequisites: EEE 350 and 407 (or their equivalents).

EEE 511 Artificial Neural Computation Systems. (3)*selected semesters*

Networks for computation, learning function representations from data, learning algorithms and analysis, function approximation and information representation by networks, applications in control systems and signal analysis. Prerequisite: instructor approval.

EEE 517 Hardware Design Languages. (3)*fall and spring*

Introduces hardware design languages. Modeling concepts for specification, simulation, and synthesis. Cross-listed as CSE 517. Credit is allowed for only CSE 517 or EEE 517. Prerequisite: CSE 423 or EEE 425 or instructor approval.

EEE 523 Advanced Analog Integrated Circuits. (3)*fall and spring*

Analysis and design of analog integrated circuits: analog circuit blocks, reference circuits, operational-amplifier circuits, feedback, and nonlinear circuits. Prerequisite: EEE 433 (or its equivalent).

EEE 524 Communication Transceiver Circuits Design. (4)*spring*

Communication transceivers and radio frequency system design; fundamentals of transceivers circuits; RF, IF, mixers, filters, frequency synthesizers, receivers, CAD tools, and lab work on IC design stations. Lecture, lab. Prerequisites: EEE 433 and 455 (or their equivalents). Pre- or corequisites: EEE 445 and 523 (or their equivalents).

EEE 525 VLSI Design. (3)*fall and spring*

Analysis and design of Very Large Scale Integrated (VLSI) circuits. Physics of small devices, fabrication, regular structures, and system timing. Prerequisite: EEE 425 (or its equivalent).

EEE 526 VLSI Architectures. (3)*fall*

Special-purpose architectures for signal processing. Design of array processor systems at the system level and processor level. High-level synthesis. Prerequisites: both CSE 330 and EEE 407 or only instructor approval.

EEE 527 Analog to Digital Converters. (3)*spring*

Detailed introduction to the design of Nyquist rate, CMOS analog to digital converters. Prerequisite: EEE 523.

EEE 528 Phase-Locked Loop Systems and Circuits. (3)*selected semesters*

Fundamentals, concepts of system analysis and design, and principles that apply to phase-locked loops (PLLs) used in frequency synthesis. Prerequisite: EEE 433. Pre- or corequisite: EEE 523.

EEE 529 Mixed-Signal Circuit Design. (3)

selected semesters

Analysis and design of mixed-signal integrated circuits with emphasis in CMOS technology. Prerequisites: EEE 523, 525.

EEE 530 Advanced Silicon Processing. (3)

spring

Thin films, CVD, oxidation, diffusion, ion-implantation for VLSI, metallization, silicides, advanced lithography, dry etching, rapid thermal processing. Pre- or corequisite: EEE 435.

EEE 531 Semiconductor Device Theory I. (3)

fall

Transport and recombination theory, pn and Schottky barrier diodes, bipolar and junction field-effect transistors, and MOS capacitors and transistors. Prerequisite: EEE 436 (or its equivalent).

EEE 532 Semiconductor Device Theory II. (3)

spring

Advanced MOSFETs, charge-coupled devices, solar cells, photodetectors, light-emitting diodes, microwave devices, and modulation-doped structures. Prerequisite: EEE 531.

EEE 533 Semiconductor Process/Device Simulation. (3)

fall

Process simulation concepts, oxidation, ion implantation, diffusion, device simulation concepts, pn junctions, MOS devices, bipolar transistors. Prerequisite: EEE 436 (or its equivalent).

EEE 534 Semiconductor Transport. (3)

spring

Carrier transport in semiconductors. Hall effect, high electric field, Boltzmann equation, correlation functions, and carrier-carrier interactions. Prerequisites: EEE 434, 436 (or 531).

EEE 535 Electron Transport in Nanostructures. (3)

spring

Nanostructure physics and applications. 2-D electron systems, quantum wires and dots, ballistic transport, quantum interference, and single-electron tunneling. Prerequisites: EEE 434, 436.

EEE 536 Semiconductor Characterization. (3)

spring

Measurement techniques for semiconductor materials and devices. Electrical, optical, physical, and chemical characterization methods. Prerequisite: EEE 436 (or its equivalent).

EEE 537 Semiconductor Optoelectronics. (3)

fall

Electronic states in semiconductors, quantum theory of radiation, absorption processes, radiative processes, nonradiative processes, photoluminescence, and photonic devices. Prerequisites: EEE 434, 436 (or 531).

EEE 538 Introduction to Microelectromechanical Systems. (3)

fall

Microelectromechanical systems and devices emphasizing analytical and numerical modeling of actuation and sensing mechanisms with an overview of fabrication technology. Prerequisites: ECE 214, 334; EEE 436 (or their equivalents).

EEE 539 Introduction to Solid-State Electronics. (3)

fall

Crystal lattices, reciprocal lattices, quantum statistics, lattice dynamics, equilibrium, and nonequilibrium processes in semiconductors. Prerequisite: EEE 434.

EEE 540 Fast Computational Electromagnetics. (3)

selected semesters

Method of moments, finite difference time-domain, finite element methods implemented using fast algorithms (wavelets, FMM, Nystrom) to gain high efficiency. Prerequisite: EEE 440.

EEE 541 Electromagnetic Fields and Guided Waves. (3)

selected semesters

Polarization and magnetization; dielectric, conducting, anisotropic, and semiconducting media; duality, uniqueness, and image theory; plane wave functions, waveguides, resonators, and surface guided waves. Prerequisite: EEE 440 (or its equivalent).

EEE 543 Antenna Analysis and Design. (3)

fall

Impedances, broadband antennas, frequency independent antennas, miniaturization, aperture antennas, horns, reflectors, lens antennas, and continuous sources design techniques. Prerequisite: EEE 443 (or its equivalent).

EEE 544 High-Resolution Radar. (3)

selected semesters

Fundamentals; wideband coherent design, waveforms, and processing; stepped frequency; synthetic aperture radar (SAR); inverse synthetic aperture radar (ISAR); imaging. Prerequisites: EEE 303 and 340 (or their equivalents).

EEE 545 Microwave Circuit Design. (3)

spring

Analysis and design of microwave attenuators, in-phase and quadrature-phase power dividers, magic tee's, directional couplers, phase shifters, DC blocks, and equalizers. Prerequisite: EEE 445 or instructor approval.

EEE 546 Advanced Fiber Optics. (3)

selected semesters

Theory of propagation in fibers, couplers and connectors, distribution networks, modulation, noise and detection, system design, and fiber sensors. Prerequisite: EEE 448 or instructor approval.

EEE 547 Microwave Solid-State Circuit Design I. (3)

selected semesters

Applies semiconductor characteristics to practical design of microwave mixers, detectors, limiters, switches, attenuators, multipliers, phase shifters, and amplifiers. Prerequisite: EEE 545 or instructor approval.

EEE 548 Coherent Optics. (3)

selected semesters

Diffraction, lenses, optical processing, holography, electro-optics, and lasers. Prerequisite: EEE 440 (or its equivalent).

EEE 549 Lasers. (3)

selected semesters

Theory and design of gas, solid, and semiconductor lasers. Prerequisite: EEE 448 or instructor approval.

EEE 550 Transform Theory and Applications. (3)

selected semesters

Introduces abstract integration, function spaces, and complex analysis in the context of integral transform theory. Applications to signal analysis, communication theory, and system theory. Prerequisite: EEE 303.

EEE 551 Information Theory. (3)

selected semesters

Entropy and mutual information, source and channel coding theorems, applications for communication and signal processing. Prerequisite: EEE 554.

EEE 552 Digital Communications. (3)

spring

Complex signal theory, digital modulation, optimal coherent and incoherent receivers, channel codes, coded modulation, Viterbi algorithm. Prerequisite: EEE 554.

EEE 553 Coding and Cryptography. (3)

selected semesters

Introduces algebra, block and convolutional codes, decoding algorithms, turbo codes, coded modulation, private and public key cryptography. Prerequisite: EEE 554.

EEE 554 Random Signal Theory. (3)

fall and spring

Applies statistical techniques to the representation and analysis of electrical signals and to communications systems analysis. Prerequisite: EEE 350 or instructor approval.

EEE 555 Modeling and Performance Analysis. (3)

selected semesters

Modeling and performance analysis of stochastic systems and processes such as network traffic queuing systems and communication channels. Prerequisite: EEE 554.

EEE 556 Detection and Estimation Theory. (3)

selected semesters

Combines the classical techniques of statistical inference and the random process characterization of communication, radar, and other modern data processing systems. Prerequisites: EEE 455, 554.

EEE 557 Broadband Networks. (3)

fall

Physics of wireless and optical communications. Broadband multiplexing and switching methods. Blocking and queuing analysis. Network optimization, routing, and economics. Prerequisite: EEE 350.

EEE 558 Wireless Communications. (3)*fall*

Cellular systems, path loss, multipath fading channels, modulation and signaling for wireless, diversity, equalization coding, spread spectrum, TDMA/FDMA/CDMA. Prerequisite: EEE 552.

EEE 571 Power System Transients. (3)*selected semesters*

Simple switching transients. Transient analysis by deduction. Damping of transients. Capacitor and reactor switching. Transient recovery voltage. Travelling waves on transmission lines. Lightning. Protection of equipment against transient overvoltages. Introduces computer analysis of transients. Prerequisite: EEE 471.

EEE 572 Advanced Power Electronics. (3)*spring*

Analyzes device operation, including thyristors, gate-turn-off thyristors, and transistors. Design of rectifier and inverter circuits. Applications such as variable speed drives, HVDC, motor control, and uninterruptible power supplies. Prerequisite: EEE 470.

EEE 573 Electric Power Quality. (3)*spring*

Sinusoidal waveshape maintenance; study of momentary events, power system harmonics, instrumentation, filters, power conditioners, and other power quality enhancement methods. Prerequisite: EEE 360 (or its equivalent).

EEE 574 Computer Solution of Power Systems. (3)*fall*

Algorithms for digital computation for power flow, fault, and stability analysis. Sparse matrix and vector programming methods, numerical integration techniques, stochastic methods, solution of the least squares problem. Prerequisite: EEE 471.

EEE 577 Power Engineering Operations and Planning. (3)*fall*

Economic dispatch, unit commitment, dynamic programming, power system planning and operation, control, generation modeling, AGC, and power production. Prerequisite: EEE 471 or graduate standing.

EEE 579 Power Transmission and Distribution. (3)*spring*

High-voltage transmission line electric design; conductors, corona, RI and TV noise, insulators, clearances. DC characteristic, feeders voltage drop, and capacitors. Prerequisite: EEE 470.

EEE 581 Filtering of Stochastic Processes. (3)*selected semesters*

Modeling, estimation, and filtering of stochastic processes, with emphasis on the Kalman filter and its applications in signal processing and control. Prerequisites: EEE 482, 550, 554.

EEE 582 Linear System Theory. (3)*selected semesters*

Controllability, observability, and realization theory for multivariable continuous time systems. Stabilization and asymptotic state estimation. Disturbance decoupling, noninteracting control. Prerequisite: EEE 482.

EEE 584 Internship. (3)*selected semesters*

Work performed in an industrial setting that provides practical experience and adds value to classroom and research learning processes.

EEE 585 Digital Control Systems. (3)*selected semesters*

Analysis and design of digital and sampled data control systems, including sampling theory, z-transforms, the state transition method, stability, design, and synthesis. Prerequisites: EEE 482, 550.

EEE 586 Nonlinear Control Systems. (3)*selected semesters*

Stability theory, including phase-plane, describing function, Liapunov's method, and frequency domain criteria for continuous and discrete, nonlinear, and time-varying systems. Prerequisite: EEE 482.

EEE 587 Optimal Control. (3)*selected semesters*

Optimal control of systems. Calculus of variations, dynamic programming, linear quadratic regulator, numerical methods, and Pontryagin's principle. Cross-listed as MAE 507. Credit is allowed for only EEE 587 or MAE 507. Prerequisite: EEE 482 or MAE 506.

EEE 588 Design of Multivariable Control Systems. (3)*selected semesters*

Practical tools for designing robust MIMO controllers. State feedback and estimation, model-based compensators, MIMO design methodologies, CAD, real-world applications. Prerequisite: EEE 480 (or its equivalent).

EEE 591 Seminar. (1–12)*selected semesters*

Topics may include the following:

- Analog Integrated Circuits
- Communication Systems
- Digital Signal Processing
- Digital Systems and Circuits
- Electromagnetic Engineering II
- Feedback Systems
- Fiber Optics
- Microelectronics
- Microwaves
- Real-Time DSP

Credit is allowed for only EEE 591 or 498.

EEE 598 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Image Understanding. (3)

Credit is allowed for only EEE 598 or AME 598.

EEE 606 Adaptive Signal Processing. (3)*fall*

Principles/applications of adaptive signal processing, adaptive linear combiner, Wiener least-squares solution, gradient search, performance surfaces, LMS/RLS algorithms, block time/frequency domain LMS. Prerequisites: EEE 506, 554.

EEE 607 Speech Coding for Multimedia Communications. (3)*spring*

Speech and audio coding algorithms for applications in wireless communications and multimedia computing. Prerequisite: EEE 407. Pre- or corequisite: EEE 506.

EEE 631 Heterojunctions and Superlattices. (3)*selected semesters*

Principles of heterojunctions and quantum well structures, band line-ups, optical, and electrical properties. Introduces heterojunction devices. Prerequisites: EEE 436, 531.

EEE 641 Advanced Electromagnetic Field Theory. (3)*selected semesters*

Cylindrical wave functions, waveguides, and resonators; spherical wave functions and resonators; scattering from planar, cylindrical, and spherical surfaces; Green's functions. Prerequisite: EEE 541 (or its equivalent).

EEE 643 Advanced Topics in Electromagnetic Radiation. (3)*spring*

High-frequency asymptotic techniques, geometrical and physical theories of diffraction (GTD and PTD), moment method (MM), radar cross section (RCS) prediction, Fourier transforms in radiation, and synthesis methods. Prerequisite: EEE 543.

EEE 647 Microwave Solid-State Circuit Design II. (3)*fall*

Practical design of microwave free-running and voltage-controlled oscillators using Gunn and Impatt diodes and transistors; analysis of noise characteristics of the oscillator. Prerequisites: EEE 545, 547.

EEE 684 Internship. (1–2)*fall, spring, summer*

Work performed in an industrial setting that provides practical experience and adds value to classroom and research learning processes.

EEE 686 Adaptive Control. (3)*selected semesters*

Main topics covered: adaptive identification, convergence, parametric models, performance and robustness properties of adaptive controllers, persistence of excitation, and stability. Prerequisites: both EEE 582 and 586 or only instructor approval.

EEE 731 Advanced MOS Devices. (3)*spring*

Threshold voltage, subthreshold current, scaling, small geometry effects, hot electrons, and alternative structures. Prerequisite: EEE 531.

EEE 784 Internship. (3)

selected semesters

Work performed in an industrial setting that provides practical experience and adds value to the classroom and research learning processes.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Engineering

Master’s Programs

MASTER OF ENGINEERING

Arizona’s three state universities—Arizona State University, Northern Arizona University, and the University of Arizona—are partnering in offering: the Master of Engineering (MEng).

The MEng partnership is intended to meet the educational needs of practicing engineers. With input from industry professionals, the three universities are developing programs that address the enhancement and development of skills, knowledge, and understanding that are critical to today’s practicing engineer. Courses are offered through a variety of distance-delivery methods and in flexible formats. Students enrolled in the program are able to take advantage of course offerings at any of the three universities. These offerings reflect the diversity of strengths across the state. Students enrolled in Web-delivered courses incur a special course fee. For more information, see the MEng Web site at www.triuniv.engr.arizona.edu.

The MEng program offers students the opportunity to identify an engineering emphasis in traditional academic areas of study (electrical engineering, mechanical engineering, for example), nontraditional areas of study (transportation, quality and reliability, for example) or student-initiated areas of study (interdisciplinary).

Admission. See “Admission to the Division of Graduate Studies,” page 58.

Applicants who have graduated from accredited U.S. institutions and who have a suitable background for the desired field of study must have a minimum grade point average of 3.00 (on a 4.00 scale) for the last 60 units of the undergraduate transcript (or for the last 12 units of the post-baccalaureate transcript). The Graduate Record Exam (GRE) may be required for a particular area of study or concentration. Graduates of non-U.S. institutions must satisfy admission requirements in addition to those specified above.

Individuals not meeting the requirements for regular admission may be recommended for provisional admission or deferred admission status at the discretion of the MEng Admission Committee. Upon completion of recommended course work, provisional and/or deferred admission status students may be elevated to regular status.

Individuals wanting to take courses offered in the MEng program, while not seeking a degree, are encouraged to obtain nondegree admission status through the Division of Graduate Studies.

Program of Study. Division of Graduate Studies requirements of the home institution must be followed. All programs of study require the completion of at least 30 semester hours of graduate credit. Each program of study requires three semester hours of course work in each of the following subject areas: engineering management/business and applied engineering mathematics.

All students are expected to take at least 10 semester hours from their home institution. Before the first month of the semester in which the 10th semester hour is taken, the MEng student should prepare a program of study. Once the program of study has been approved by the student’s advisory committee, it should be forwarded for approval by the academic director of the home institution.

At the discretion of an academic unit or academic working group, a practice-oriented project may constitute part of the program of study not to exceed six semester hours. Students must maintain a minimum GPA of 3.00 in courses taken as part of their program of study and maintain a 3.00 or higher for all graduate courses (500-level or above).

Foreign Language Requirements. None.

Thesis Requirements. None.

Capstone Event. An appropriate capstone event is defined and managed by the student’s advisory committee. A capstone event could include, but is not limited to, the following: a written and/or oral defense of an applied project; a final examination that captures the essence of the master’s degree focus and represents a major portion of the student’s course work; or an overview presentation incorporating knowledge gained from the program with integration and reflection of learning as applied to the job. The student’s advisory committee has the authority to determine the format of the capstone event.

Time Limit. The time limit for completing the MEng degree is six years from the time of admission.

MASTER OF SCIENCE IN ENGINEERING

The faculty in the Ira A. Fulton School of Engineering offer professional programs leading to the Master of Science in Engineering (MSE) degree with majors in Aerospace Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Engineering Science, Industrial Engineering, Materials Engineering, and Mechanical Engineering. The programs are designed to bridge the gap between knowledge of engineering sciences and creative engineering practice while at the same time increasing the depth and breadth of knowledge in selected areas of emphasis. The pattern of course work applicable to the degree is potentially unique for each student, although it must conform to the general guidelines for subject matter content for the degree as authorized in this catalog.

Two options are available within the MSE degree program. Option one requires a thesis and is designed primarily for full-time students. Option two is designed for full-time students not intending to write a thesis and for students who hold full-time jobs and must attend university classes on a part-time basis. A thesis or equivalent is not required of students who elect this option.

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. Entry into this program normally requires a bachelor's degree with a major in engineering or in a closely related bachelor's degree program.

Deficiencies for admission to the graduate degree programs are specified at the time of admission. The verbal, quantitative, and analytical components of the Graduate Record Examination (GRE) are recommended but not required unless specified by the respective academic unit in which the major is offered. TOEFL scores must be submitted by international applicants before admission is considered. Applicants with TOEFL scores of 550 or higher may be regularly admitted without requiring further language study. Applicants with scores below 550 may be regularly admitted but must complete study in ASU's American English and Culture Program (AECF) before enrolling in course work in the academic program.

Program of Study. In general, all candidates for the MSE degree program are required to complete 30 semester hours. Additional courses may be assigned by the supervisory committee depending on the background of the candidate.

Option 1. A minimum of six semester hours of research and thesis credit must be included in the 30 hours.

Option 2. A minimum of 30 semester hours and a comprehensive examination are required.

Foreign Language Requirements. None.

Thesis Requirements. Only students who elect option one are required to write a thesis.

Final Examination. A final oral examination in defense of the thesis is required for students who choose option one. A final comprehensive examination is required for students in option two. Examination format and times should be obtained from the academic unit.

CENTER FOR PROFESSIONAL DEVELOPMENT

As a unit of the Ira A. Fulton School of Engineering, the Center for Professional Development (CPD) provides engineers and technical professionals the skills and knowledge necessary to master new methods, to lead projects and teams, and to advance professionally. Programs are offered in traditional classroom environments and through distance learning. By leveraging the nationally renowned faculty of the school and affiliate experts, CPD administers short courses and conferences, professional certification programs, off-campus graduate degree programs, and in-company customized programs.

The school offers a growing list of MSE programs to engineering professionals globally. We understand that adult students have professional, family, and community responsibilities in addition to their educational goals. We strive to provide convenient and high-quality programs while ensuring high academic standards.

Distance Learning Programs for Engineering Professionals

The distance learning programs are offered to professionals seeking flexible "anytime, anyplace" off-campus education programs. A broad portfolio of programs offers engi-

neering and technical professionals new strategies, tools and methods, and technology to remain competitive in the New Economy. In general, professionals pursuing the MSE distance learning programs have two or more years of professional experience and are sponsored by their employer through tuition benefit programs. Traditional program areas include electrical engineering, materials science engineering, chemical engineering, industrial engineering and non-traditional specialty areas such as semiconductor processing and manufacturing. Executive-focused programs are offered through the MSE in Engineering Sciences with a concentration in executive embedded systems engineering.

For more information, access the school's Web site at cpd.asu.edu.

ONLINE GRADUATE PROFESSIONAL PROGRAMS

Through the Center for Professional Development (CPD), the Ira A. Fulton School of Engineering provides engineers and technical professionals the skills and knowledge necessary to master new methods, lead projects and teams, and to advance professionally. Programs are offered in both traditional classroom environments and through distance learning. By leveraging the nationally renowned faculty of the Fulton School and affiliate experts, CPD administers short courses and conferences, professional certification programs, off-campus graduate degree programs, and in-company customized programs.

For information on programs, access the center's Web site at cpd.asu.edu.

Engineering Science

Master's and Doctoral Programs

fulton.asu.edu

480/965-3313

Subhash Mahajan, Chair

Regents' Professor: Mayer

Professors: Adams, Alford, Dey, Krause, Mahajan, Newman, Picraux, Sieradzki, Van Schilfgaarde

Associate Professor: Chawla

The faculty of the Ira A. Fulton School of Engineering offer graduate programs leading to the MS, the MSE, and the PhD degrees in Engineering Science. Faculty offer programs of a special and interdisciplinary nature.

Executive focused programs are offered through the MSE in Engineering Sciences with a concentration in executive embedded systems engineering. For more information, access the school's Web site at cpd.asu.edu.

Graduate Record Examination. Graduate Record Examination (GRE) scores are required from all applicants.

MATERIALS SCIENCE AND ENGINEERING

Faculty members who advise students in this area of study are located within the Department of Chemical and Materials Engineering. Courses offered carry the MSE prefix; see “Materials Science and Engineering,” page 199.

For more information call 480/965-3313, send e-mail to cmerec@asu.edu, or visit ECG 202.

Each student admitted as a regular degree candidate is required to complete an approved program of study. Students who have an undergraduate degree in an area other than materials science, or a similarly named program, may qualify for admission to a transition program and may be required to take one or more undergraduate courses in preparation for enrollment in graduate courses in materials science and engineering. The program of study of transition students is determined by the student’s supervisory committee after review of the student’s academic record.

Research activities in materials science and engineering include growth, processing and characterization of electronic materials; electroceramics; deformation behavior of materials at different length scales; computational materials science; and nanoscience and nanotechnology. Some of the research projects that are currently being pursued are growth of group III nitrides by organometallic vapor phase epitaxy and molecular beam epitaxy and their fabrication into high frequency, high power, and high temperature devices; fabrication of spintronic devices for very high frequency applications; synthesis of high k dielectric films by organometallic vapor phase epitaxy and correlation of properties with microstructures; process-induced defects in implantation and annealing of GaN; creep and thermal fatigue behaviors of lead-free solder balls used in electronic packaging; modeling of the evolution of thin film microstructures; and synthesis and characterization of quantum dots.

For students who study under faculty in the area of Materials Science and Engineering, see the appropriate courses listed in “Materials Engineering,” page 198.

ONLINE MSE IN ENGINEERING SCIENCE

Executive Embedded Systems Concentration

The MSE degree in Engineering Science concentration in executive embedded systems provides an interdisciplinary engineering curriculum and strategically aligns a core business curriculum to prepare engineers for management and leadership positions within technical organizations.

The program develops engineers on the “fast track” for leadership advancement. To further prepare these engineering leaders, 12 semester hours of business courses are offered in this program. The program delivery format for the engineering courses is an accelerated trimester (10 week sessions). The W.P. Carey School of Business curriculum is delivered with five week course sessions. The curriculum will be delivered via the Internet to allow professionals flexible access to the cohort-based curriculum.

The online program is tailored to the needs of the working professional. The program is administered as a cohort based, two-year program of study, consisting of 42 semester hours (12 courses and a six semester hour value-added capstone project). Courses are delivered “anytime, anyplace” through the myASU portal.

There will be 12 required courses defined in the following program of study. The following is a sample.

Trimester 1

ACC 591 S: Financial and Managerial Accounting	3
CSE 598 ST: Real-Time Embedded Systems	3

Trimester 2

CSE 598 ST: Software Engineering for Embedded Systems	3
FIN 591 S: Managerial Finance.....	3

Trimester 3

CSE 566 Software Project, Process, and Quality Management ...	3
CSE 598 ST: Distributed Computing with Java and CORBA	3

Trimester 4

ACC 591 S: Strategic Cost Management and e-Business	3
CSE 534 Advanced Computer Networks	3

Trimester 5

CSE 598 ST: Advanced Hardware Systems Design using VHDL and FPGAs	3
CSE 598 ST: Testing Embedded Systems	3

Trimester 6

CSE 531 Distributed and Multiprocessor Operating Systems.....	3
MGT 591 S: Organizational Management	3

Profile of Student. The program targets engineering professionals working full-time in an industry with at least a BS degree in electrical or computer engineering. In general, students are mid-level engineering managers in industry and aspire to engineering leadership and/or executive management positions. No GRE testing is required for admission. Cohorts are formed at the beginning of each semester. For additional information on the program, access the Web site at cpd.asu.edu.

Industrial Engineering

Master's and Doctoral Programs

fulton.asu.edu/ie

480/965-3185

GWC 502

Gary L. Hogg, Chair

Professors: Cochran, Fowler, Henderson, Hogg, Hubele, Montgomery, Runger, Shunk, Wolfe, Ye

Associate Professors: Anderson-Rowland, Mackulak, Moor, Roberts, Villalobos

Assistant Professors: Gel, Keha, Kulahci, Wu

Senior Lecturers: Pfund, Thompson

OVERVIEW

The faculty in the Department of Industrial Engineering offer three graduate degree programs leading to the Master of Science, the Master of Science in Engineering, and the PhD degrees in Industrial Engineering. The three primary areas of study in the department are information systems engineering/management systems engineering, operation research and production systems, and quality and reliability in engineering. Additional programs in manufacturing and semiconductor manufacturing are also offered.

The overall educational objective of graduate study in industrial engineering is to improve each student's ability to understand, analyze, and resolve problems within complex organizations. Industrial engineers must develop qualitative and quantitative abilities to assist management in such diverse organizations as banks, government, hospitals, military, and manufacturing operations.

The faculty in the Department of Industrial Engineering are internationally recognized for their state-of-the-art research projects funded through both the government and industry. They are active in advising, in teaching innovation, and in continuous improvement of our curriculum. For up-to-date information about research activity, access the department's Web site at fulton.asu.edu/ie.

ADMISSION STANDARDS AND PROCEDURES

All students applying for one of the master's or doctoral degree programs must submit Graduate Record Examination scores, a statement of purpose, and three letters of recommendation to the Division of Graduate Studies. Applicants may have a baccalaureate degree in a major field other than industrial engineering, although engineering, mathematics, or science is preferred. A minimum GPA of 3.20 is required for admission to the master's degree program and of 3.50 is required for admission to the doctoral degree program.

PRIMARY AREAS OF STUDY

Quality and Reliability in Engineering. This focus area includes all aspects of design of experiments, statistical process control, data mining, and all modern tools leading to a clear understanding of quality and reliability systems.

Operation Research and Production Systems. This area of study focuses on applied operations research with emphasis on optimization tools, descriptive modeling, and simulation.

Information Systems Engineering/Management Systems Engineering. This area of study includes all aspects of enterprise modeling; information modeling; security systems applications, integration, and management and applying the systems approach to large-scale engineering systems.

DOCTOR OF PHILOSOPHY

The PhD degree is offered for students who have completed a bachelor's or master's degree in engineering, or a closely related field, with distinction. The degree requirement is 89 semester hours after the baccalaureate and is conferred upon evidence of excellence in research that culminates in a dissertation representing a significant contribution to the field of industrial engineering. See "**Doctor of Philosophy**," page 69, for general requirements.

Curriculum requirements are as follows:

1. A total of 89 semester hours.
2. A four-course core (IEE 505, 545 or 566, or 567, 572 or 578, and 574 or 575).
3. A minimum of 60 semester hours of course work beyond the bachelor's degree. The 60 hours includes courses taken in a master's program.
4. Twelve credit hours each of research (IEE 792) and dissertation (IEE 799).
5. A one-hour teaching internship course (IEE 784).
6. A two-hour research methods course (IEE 700).
7. Two one-hour graduate seminar courses (IEE 594).
8. A written and an oral comprehensive exam is required after completion of the 60 semester hours of course work in the program of study. Upon successful completion of the comprehensive examination, the student is admitted to candidacy.
9. Submission of an approved dissertation followed by its successful defense.

Foreign Language. None.

MASTER OF SCIENCE AND MASTER OF SCIENCE IN ENGINEERING

The Master of Science is a research degree with 31 semester hours requiring a thesis and an oral defense. The Master of Science in Engineering degree is a nonresearch degree with 31 semester hours requiring additional course work and a written comprehensive examination.

Curriculum requirements are as follows:

1. A four-course core (IEE 505, 545 or 566 or 567, 572 or 578, and 574 or 575).

IRA A. FULTON SCHOOL OF ENGINEERING

- Four courses from one of the three primary areas of study (QRE, ORPS and ISE/MSE).
- Two elective courses, 500-level or above. Elective courses in other departments are encouraged but must be approved by the student's committee.
- One semester hour of graduate seminar (IEE 594).
- Successful completion of a written comprehensive exam with material from three of the four required core courses.
- Students completing three hours each of research and MS thesis can reduce area course requirements by one course and eliminate one elective course, or they may alternatively eliminate two elective courses. A minimum GPA of 3.20 is required in the first 18 hours defined by the program of study to pursue the MS thesis option. The thesis oral defense constitutes a final examination.

Foreign Language. None.

Other Areas of Study. Two specialty areas of study, SEMI and MAN are defined on the department's Web site at fulton.asu.edu/ie.

INDUSTRIAL ENGINEERING (IEE)

IEE 463 Computer-Aided Manufacturing and Control. (3)

spring

Computer control in manufacturing, CIM, NC, logic controllers, group technology, process planning, and robotics. Cross-listed as MAE 453. Credit is allowed for only IEE 463 or MAE 453. Credit is allowed for only IEE 463 or 543. Fee. Prerequisite: IEE 360 or MAE 351.

IEE 505 Information Systems Engineering. (3)

fall and spring

Studies information systems application engineering. Topics include information technology, data modeling, data organization, process mapping, application and database engineering, and user interface development. Fee. Prerequisites: CSE 200; graduate standing.

IEE 511 Analysis of Decision Processes. (3)

spring

Methods of making decisions in complex environments and statistical decision theory; effects of risk, uncertainty, and strategy on engineering and managerial decisions. Prerequisites: ECE 380; graduate standing.

IEE 530 Enterprise Modeling. (3)

spring

Focuses on social, economic, and technical models of the enterprise with emphasis on the management of technological resources. Includes organization, econometric, financial, and large-scale mathematical models. Prerequisite: graduate standing.

IEE 532 Management of Technology. (3)

fall

Topics include designing a technical strategy; technological forecasting; interfacing marketing engineering and manufacturing; designing and managing innovation systems; creativity; application of basic management principles to technology management. Prerequisite: IEE 431 or 541.

IEE 533 Scheduling and Network Analysis Models. (3)

spring

Applies scheduling and sequencing algorithms, deterministic and stochastic network analysis, and flow algorithms. Prerequisites: ECE 380; IEE 376.

IEE 541 Engineering Administration. (3)

fall

Introduces quantitative and qualitative approaches to management functions, engineering administration, organizational analysis, decision making, and communication. Credit is allowed for only IEE 541 or 431. Prerequisite: graduate standing.

IEE 543 Computer-Aided Manufacturing and Control. (3)

spring

Computer control in manufacturing, CIM, NC, logic controllers, group technology, process planning and robotics. Credit is allowed for only IEE 543 or 463. Prerequisite: graduate standing.

IEE 545 Simulating Stochastic Systems. (3)

fall and spring

Analyzes stochastic systems using basic queuing networks and discrete event simulation. Basic network modeling, shared resources, routing, assembly logic. Credit is allowed for only IEE 545 or 475. Prerequisites: CSE 200; IEE 376. Pre- or corequisite: IEE 385.

IEE 547 Human Factors Engineering. (3)

fall and spring

Study of people at work; designing for human performance effectiveness and productivity. Considerations of human physiological and psychological factors. Credit is allowed for only IEE 547 or 437. Prerequisite: graduate standing.

IEE 552 Strategic Technological Planning. (3)

spring

Studies concepts of strategy, strategy formulation process, and strategic planning methodologies with emphasis on engineering design and manufacturing strategy, complemented with case studies. Presents and uses an analytical executive planning decision support system throughout course. Prerequisite: graduate standing. Pre- or corequisites: IEE 545, 561, 572, 574.

IEE 553 Information Systems Assurances. (3)

fall

Develops and applies engineering approaches to assuring the security of enterprise information systems, including principles of dependable information systems, technologies for information systems, intrusion detection, system response, and recovery. Lecture, lab. Prerequisite: IEE 505 or instructor approval.

IEE 560 Object-Oriented Information Systems. (3)

spring

Applies object-oriented technology and concepts to enterprise information systems. Topics include requirement analysis, object-oriented design and programming, rapid application development, object data management, and development of object-oriented distributed applications. Fee. Prerequisite: IEE 505.

IEE 561 Production Systems. (3)

spring

Understanding how factories operate, how performance is measured, and how operational changes impact performance metrics. Operational philosophies, increasing production efficiency through quantitative methods. Prerequisites: IEE 376, 385.

IEE 562 Computer-Aided Manufacturing (CAM) Tools. (3)

spring

Current topics in automation, distributed control, control code generation, control logic validation, CAM integration, CAD/CAM data structures, planning for control systems. Topics vary by semester. Prerequisite: IEE 463 or 543.

IEE 563 Distributed Information Systems. (3)

fall and spring

Introduces concepts and technologies that form the core of distributed enterprise information systems. Topics include client-server architectures, distributed objects and paradigms, Internet, World Wide Web, distributed information sharing, network programming, and e-commerce and enterprise applications. Fee. Prerequisite: IEE 505.

IEE 564 Planning for Computer-Integrated Manufacturing. (3)

fall

Theory and use of IDEF methodology in planning for flexible manufacturing, robotics, and real-time control. Simulation concepts applied to computer-integrated manufacturing planning. Prerequisite: graduate standing.

IEE 565 Computer-Integrated Manufacturing Research. (3)

spring

Determination and evaluation of research areas in computer-integrated manufacturing, including real-time software, manufacturing information systems, flexible and integrated manufacturing systems, robotics, and computer graphics. Prerequisite: IEE 564.

IEE 566 Simulation in Manufacturing. (3)

spring in even years

Uses simulation in computer-integrated manufacturing with an emphasis on modeling material handling systems. Programming, declarative,

and intelligence-based simulation environments. Prerequisite: IEE 475 or 545.

IEE 567 Simulation System Analysis. (3)

fall

Simulation modeling of processes involving discrete and continuous system components. Topics include random number generators, output analysis, variance reduction, and statistical issues related to simulation. Prerequisite: IEE 475 or 545.

IEE 570 Advanced Quality Control. (3)

spring

Process monitoring with control charts (Shewhart, cusum, EWMA), feedback adjustment and engineering process control, process capability, autocorrelation, selected topics from current literature. Prerequisite: IEE 385.

IEE 571 Quality Management. (3)

fall

Total quality concepts, quality strategies, quality and competitive position, quality costs, vendor relations, the quality manual, and quality in the services. Prerequisite: graduate standing.

IEE 572 Design of Engineering Experiments. (3)

fall and spring

Analysis of variance and experimental design. Topics include strategy of experimentation, factorials, blocking and confounding, fractional factorials, response surfaces, nested and split-plot designs. Prerequisite: ECE 380.

IEE 573 Reliability Engineering. (3)

spring

Nature of reliability, time to failure densities, series/parallel/standby systems, complex system reliability, Bayesian reliability, and sequential reliability tests. Prerequisite: ECE 380.

IEE 574 Applied Deterministic Operations Research Models. (3)

fall and spring

Develops advanced techniques in operations research for the solution of complex industrial systems problems. Goal programming, integer programming, heuristic methods, dynamic and nonlinear programming. Prerequisite: IEE 376 or 385.

IEE 575 Applied Stochastic Operations Research Models. (3)

spring

Formulate and solve industrial systems problems with stochastic components using analytical techniques. Convolution, continuous-time Markov chains, queues with batching, priorities, balking, open/closed queuing networks. Prerequisites: IEE 376, 385.

IEE 576 Modeling and Analysis of Semiconductor Manufacturing Operations. (3)

fall

Applies operations research and statistical methods to solve problems that involve semiconductor manufacturing operations. Prerequisites: IEE 376, 385.

IEE 577 Advanced Information System Operations. (3)

fall

Industrial engineering knowledge and skills for information system operations, including aspects (security, quality of service, user interface, information modeling), problems, and solutions. Prerequisite: IEE 505.

IEE 578 Regression Analysis. (3)

fall

Regression model building oriented toward engineers and physical scientists. Topics include linear regression, diagnostics, biased and robust fitting, nonlinear regression. Prerequisite: IEE 385.

IEE 579 Time Series Analysis and Forecasting. (3)

fall in odd years

Forecasting time series by regression-based, exponential smoothing, and ARIMA model techniques; uses digital computer programs to augment the theory. Prerequisite: IEE 385.

IEE 582 Response Surfaces and Process Optimization. (3)

spring

Classical response surface analysis and designs, including steepest ascent, canonical analysis, and multiple responses. Other topics include process robustness studies, robust design, and mixture experiments. Prerequisite: IEE 572.

IEE 584 Internship. (3)

spring

Work performed in an industrial setting that provides practical experience and adds value to the classroom and research learning process. Practice.

IEE 593 Applied Project. (1–12)

selected semesters

IEE 594 Conference and Workshop. (1)

fall and spring

Orientation to the developing work in the field with an emphasis on what the IE faculty are doing.

IEE 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Topics in Deterministic Operations Research. (3)
- Advanced Topics in Scheduling. (3)
- Data Mining: Analysis of Massive Data Sets. (3)
- Design and Manufacturing. (3)
- Embedded Systems. (3)
- Engineering Approaches to Information Systems Security. (3)
- Enterprise Internet/Intranet. (3)
- Enterprise Modeling/Integration. (3)
- Entrepreneurship for Engineers. (3)
- Introduction to Rapid Prototyping and Mechatronics. (3)
- Manufacturing and Logistics Systems. (3)
- Multicriteria Decision Making. (3)
- Performance-Based Decision Support Systems. (3)
- Six-Sigma Methodology. (3)
- Strategic Technical Management. (3)
- Strategic Issues in Manufacturing. (3)
- Supply Chain Modeling and Analysis. (3)

IEE 599 Thesis. (1–12)

selected semesters

IEE 672 Advanced Topics in Experimental Design. (3)

spring in even years

Multilevel and mixed-level factorials and fractions, design optimality, incomplete blocks, unbalanced designs, random effects and variance components, analysis of covariance. Prerequisite: IEE 572.

IEE 677 Regression and Generalized Linear Models. (3)

spring in odd years

Theory of linear models, including least squares, maximum likelihood, likelihood-based inference. Generalized linear models, including Poisson and logistic regression, generalized estimating equations. Prerequisite: IEE 578.

IEE 679 Time Series Analysis and Control. (3)

fall in even years

Identification, estimation, diagnostic checking techniques for ARIMA models, transfer functions, multiple time series models for feedback and feedforward control schemes. Prerequisite: IEE 579.

IEE 700 Research Methods. (1–12)

selected semesters

IEE 784 Internship. (1–12)

selected semesters

IEE 792 Research. (1–12)

selected semesters

IEE 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Materials Engineering

Master's and Doctoral Programs

www.eas.asu.edu/~cme

480/965-3313

ECG 202

Subhash Mahajan, Chair

Regents' Professor: Mayer

Professors: Adams, Alford, Dey, Krause, Mahajan, Newman, Picraux, Sieradzki

Associate Professors: Chawla, Van Schilfgaarde

The faculty in the Department of Chemical and Materials Engineering offer graduate programs leading to the Master of Science (MS) degree, the Master of Science in Engineering (MSE) degree, and the PhD degree in Engineering Science with a concentration in materials science and engineering (see “[Engineering Science](#),” page 193, for program description). Areas of study include electronic and advanced materials processing, mechanical behavior of materials, composites, thin films, ceramics, characterization and simulation of materials, and biomaterials.

A *Graduate Student Handbook*, detailing information on studies in the master's and doctoral programs, is available to admitted students. For information on graduate studies in Materials Engineering, access the Web site at www.eas.asu.edu/~cme, or call the Department of Chemical and Materials Engineering at 480/965-3313.

The faculty also participate in offering the interdisciplinary program leading to the PhD degree with a major in Science and Engineering of Materials (see “[Science and Engineering of Materials](#),” page 326, for program description).

Graduate Record Examination. Graduate Record Examination scores are required from all applicants.

MASTER OF SCIENCE

For more information, including general requirements, see “[Master's Degrees](#),” page 67.

Transition Program. Students applying for the program leading to a master's degree with a major in Materials Engineering may have an undergraduate BS degree in a major field other than Materials Engineering or Materials Science. The qualifications of transition students are reviewed by the department graduate committee and a special program is then designed for successful applicants. In general applicants should have had, or should be prepared to take, calculus through differential equations, chemistry, and physics. Transition students are expected to complete the essential courses in their area of study from the undergraduate program in order to be prepared for the graduate courses. Other course work from the undergraduate program may be

required depending upon the area of study selected by the student. Transition students should contact the graduate coordinator for an evaluation of their undergraduate transcript.

Program of Study. All candidates for the MSE or MS degree in Materials Engineering are required to complete an approved program of study consisting of the minimum required semester hours, including research report (MSE) or thesis (MS). Special course requirements for the different areas of study are established by the faculty and are available from the departmental graduate coordinator. In addition to the course/thesis requirements, all full-time graduate students must successfully complete a seminar course during each semester of attendance. Part-time students must enroll in a seminar course at least three times during the course of study. Candidates whose undergraduate degree was in a field other than Materials Engineering or Materials Science may be required to complete more than 30 semester hours.

Thesis Requirements. A thesis or equivalent is required for the MS degree.

Final Examination. A final oral examination or equivalent is required in defense of the thesis.

MASTER OF SCIENCE IN ENGINEERING

See “[Master of Science in Engineering](#),” page 192, for program description.

DOCTOR OF PHILOSOPHY

The PhD degree with a concentration in materials science and engineering under the Engineering Science major, is conferred upon evidence of excellence in research resulting in a scholarly dissertation that is a contribution to existing knowledge. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Doctoral Program. Upon successful completion of the qualifying examination, a research supervisory committee is formed and the doctoral student is required to submit a research proposal. Following acceptance of the research proposal, the student is given a comprehensive examination to determine initiative, originality, breadth, and level of professional commitment to the problem selected for investigation. Upon successful completion of the comprehensive examination, the student applies for admission to candidacy.

Foreign Language Requirements. Candidates in the program leading to the PhD degree in the area of study in materials science and engineering, under the Engineering Science major, normally are not required to pass an examination showing reading competency of a foreign language. However, the supervisory committee may establish such a requirement in special cases depending upon the research interests of the candidate. If a foreign language is required, the student must successfully fulfill the requirement before taking the comprehensive examination.

Dissertation Requirement. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

The research thrusts in Materials Engineering are:

1. growth, processing, and characterization of electronic materials;
2. electroceramics;
3. deformation behavior of materials at different length scales;
4. computational materials science; and
5. nanoscience and nanotechnology.

Some of the research projects that are currently being pursued are:

1. growth of group III nitrides by organometallic vapor phase epitaxy and molecular beam epitaxy and their fabrication into high frequency, high power, and high temperature devices;
2. fabrication of spintronic devices for very high frequency applications;
3. synthesis of high k dielectric films by organometallic vapor phase epitaxy and correlation of properties with microstructures;
4. process-induced defects in implantation and annealing of GaN;
5. creep and thermal fatigue behaviors of lead-free solder balls used in electronic packaging;
6. modeling of the evolution of thin film microstructures; and
7. synthesis and characterization of quantum dots.

For more information, access the Web site at www.eas.asu.edu/~cme.

MATERIALS SCIENCE AND ENGINEERING (MSE)

MSE 510 X-Ray and Electron Diffraction. (3)

spring
Fundamentals of x-ray diffraction, transmission electron microscopy, and scanning electron microscopy. Techniques for studying surfaces, internal microstructures, and fluorescence. Lecture, demonstrations. Prerequisite: transition student with instructor approval.

MSE 511 Corrosion and Corrosion Control. (3)

spring in odd years
Introduces corrosion mechanisms and methods of preventing corrosion. Topics include: electrochemistry, polarization, corrosion rates, oxidation, coatings, and cathodic protection. Prerequisite: transition student with instructor approval.

MSE 512 Analysis of Material Failures. (3)

spring in even years
Identifies types of failures. Analytical techniques. Fractography, SEM, nondestructive inspection, and metallography. Mechanical and electronic components. Prerequisite: transition student with instructor approval.

MSE 513 Polymers and Composites. (3)

fall
Relationship between chemistry, structure, and properties of engineering polymers. Design, properties, and behavior of fiber composite systems.

MSE 514 Physical Metallurgy. (3)

spring
Crystal structure and defects. Phase diagrams, metallography, solidification and casting, and deformation and annealing. Prerequisite: transition student with instructor approval.

MSE 515 Thermodynamics of Materials. (3)

spring
Principles of statistical mechanics, statistical thermodynamics of single crystals, solutions, phase equilibrium, free energy of reactions, free electron theory, and thermodynamics of defects. Prerequisite: transition student with instructor approval.

MSE 516 Mechanical Properties of Solids. (3)

fall
Effects of environmental and microstructural variables of mechanical properties, including plastic deformation, fatigue, creep, brittle fracture, and internal friction. Prerequisite: transition student with instructor approval.

MSE 517 Introduction to Ceramics. (3)

fall
Principles of structure, property relations in ceramic materials. Processing techniques. Applications in mechanical, electronic, and superconducting systems. Prerequisite: transition student with instructor approval.

MSE 520 Theory of Crystalline Solids. (3)

selected semesters
Anisotropic properties of crystals; tensor treatment of elastic, magnetic, electric and thermal properties, and crystallography of Martensitic transformations.

MSE 521 Defects in Crystalline Solids. (3)

spring
Introduces the geometry, interaction, and equilibrium between dislocations and point defects. Discusses relations between defects and properties. Prerequisite: ECE 350 or instructor approval.

MSE 530 Materials Thermodynamics and Kinetics. (3)

spring
Thermodynamics of alloy systems, diffusion in solids, kinetics of precipitation, and phase transformations in solids. Prerequisites: ECE 340, 350.

MSE 540 Fracture, Fatigue, and Creep. (3)

spring in odd years
Relationship between microstructure and fracture; fatigue and creep properties of materials. Environmental effects and recent developments. Current theories and experimental results. Prerequisite: MSE 440 (or its equivalent).

MSE 550 Advanced Materials Characterization. (3)

fall
Analytical instrumentation for characterization of materials; SEM, SIMS, Auger, analytical TEM, and other advanced research techniques.

MSE 552 Electron Microscopy I. (3)

fall
Kinematical and dynamical electron diffraction and microscopy. Defect structure and composition using STEM imaging, x-ray and electron-energy-loss spectroscopy. Cross-listed as PHY 552/SEM 552. Credit is allowed for only MSE 552 or PHY 552 or SEM 552. Prerequisite: instructor approval.

MSE 553 Electron Microscopy Laboratory I. (3)

fall
Lab support for MSE 552. Cross-listed as PHY 553/SEM 553. Credit is allowed for only MSE 553 or PHY 553 or SEM 553. Pre- or corequisite: MSE 552 or PHY 552 or SEM 552.

MSE 554 Electron Microscopy II. (3)

spring
Determination of structure and composition of materials using high-resolution imaging, convergent-beam diffraction, and electron holography. Novel developments and applications. Cross-listed as PHY 554/SEM 554. Credit is allowed for only MSE 554 or PHY 554 or SEM 554. Prerequisite: instructor approval.

MSE 555 Electron Microscopy Laboratory II. (3)

spring
Lab support for MSE 554. Cross-listed as PHY 555/SEM 555. Credit is allowed for only MSE 555 or PHY 555 or SEM 555. Pre- or corequisite: MSE 554 or PHY 554 or SEM 554.

MSE 560 Strengthening Mechanisms. (3)

selected semesters
Deformation of crystalline materials. Properties of dislocations. Theories of strain hardening, solid solution, precipitation, and transformation strengthening. Prerequisite: ECE 350 (or its equivalent).

IRA A. FULTON SCHOOL OF ENGINEERING

MSE 561 Phase Transformation in Solids. (3)

spring in even years

Heterogeneous and homogeneous precipitation reactions, shear displacive reactions, and order-disorder transformation.

MSE 562 Ion Implantation. (3)

selected semesters

Includes defect production and annealing. Generalized treatment, including ion implantation, neutron irradiation damage, and the interaction of other incident beams. Prerequisite: MSE 450.

MSE 570 Polymer Structure and Properties. (3)

spring in even years

Relationships between structure and properties of synthetic polymers, including glass transition, molecular relaxations, crystalline state viscoelasticity, morphological characterization, and processing.

MSE 571 Ceramics. (3)

selected semesters

Includes ceramic processing, casting, molding, firing, sintering, crystal defects, and mechanical, electronic, and physical properties. Prerequisites: MSE 521, 561.

MSE 573 Magnetic Materials. (3)

selected semesters

Emphasizes ferromagnetic and ferrimagnetic phenomena. Domains, magnetic anisotropy, and magnetostriction. Study of commercial magnetic materials. Prerequisite: MSE 520 (or its equivalent).

MSE 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Composite Materials. (3)
- Computer Simulation in Materials Science. (3)
- Contemporary Issues in Semiconductor Processing and Manufacturing. (3)
- Electronic Thin Films. (3)
- Growth and Processing of Semiconductors. (3)
- Growth and Processing of Semiconductors Laboratory. (1)
- Nanomaterials: Synthesis and Evaluation. (3)
- Vacuum Systems Science and Engineering. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Mechanical Engineering

Master’s and Doctoral Programs

fulton.asu.edu/mae

480/965-3291

ECG 346

Robert E. Peck, Chair

Professors: Boyer, Davidson, Fernando, Peck, Roy, Shah, Sieradzki, Squires, Tseng, Van Schilfgaarde, Yao

Associate Professors: Chen, McNeill, Peralta, Phelan

Assistant Professors: Calhoun, Friesen, Sugar

The faculty in the Department of Mechanical and Aerospace Engineering offer graduate programs leading to the degrees of MS, MSE, and PhD in Mechanical Engineering. A number of areas of study may be pursued, including mechanical design, manufacturing, thermal sciences, engineering mechanics, and system dynamics and controls.

The faculty also offer graduate degree programs in Aerospace Engineering.

All of the graduate programs stress a sound foundation in fundamentals leading to a specialized area of study.

Graduate studies in one of the specialized fields of mechanical engineering prepare students for a professional career in industry, government, or academic institutions.

Graduate Record Examination. All applicants are required to take the Graduate Record Examination; the subject test in engineering is highly recommended but not required.

MASTER OF SCIENCE

See “[Master’s Degrees](#),” page 67, for general requirements.

INTEGRATED BSE-MS DEGREE

The Department of Mechanical and Aerospace Engineering offers an integrated, five-year BSE-MS degree. The program is designed for students with strong academic backgrounds who are motivated to pursue independent research. Students have the opportunity to work in a laboratory/research environment and engage in theoretical and/or experimental work with faculty and doctoral student mentors. Undergraduates, majoring in Mechanical or Aerospace Engineering, who have completed a minimum of two semesters of full-time enrollment in MAE and have completed at least 90 semester hours of applicable course work are eligible for the program. Applicants must also have a cumulative GPA of 3.50 or higher. Students normally submit applications following the completion of their junior year. For more information, contact the department’s Graduate Advising Office.

MASTER OF SCIENCE IN ENGINEERING

See “[Master of Science in Engineering](#),” page 192, for information on the Master of Science in Engineering degree.

MASTER OF ENGINEERING

The faculty also participate in the Arizona Master of Engineering partnership. See “[Master of Engineering](#),” page 192.

DOCTOR OF PHILOSOPHY

The PhD degree is conferred upon evidence of excellence in research leading to a scholarly dissertation that is an original contribution to knowledge in the field of mechanical engineering. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Program of Study. The program of study must be established no later than the first semester after successfully completing the qualifying examination.

Qualifying Criteria. The purposes of the qualifying criteria are to assess if the student is qualified to continue in the doctoral program and to detect deficiencies in the student’s background that can be corrected by appropriate course work and individual study. Within the first year of graduate

studies at ASU, a graduate student pursuing a PhD program of study in Mechanical Engineering must complete three 500-level core courses, preferably in the major area of interest, and one 500-level mathematics course, both with an average GPA of 3.25 or higher. Specific qualifying course requirements for each major area are available from the department.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations are required. The examinations are administered by the program committee.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

The department offers a broad range of theoretical and experimental research in mechanical and thermal-fluid systems. In particular, research in mechanical design includes CAD/CAM/CAE, design automation, engineering informatics, geometric modeling, and knowledge-based design. Research in manufacturing includes rapid prototyping and MEMS. Research undertaken in thermal sciences includes combustion and emission control, computational fluid dynamics, cryogenics, electronic cooling, energy conversion and management, environmental and geophysical fluid dynamics, heat transfer in complex flows, hydrodynamic stability, micro-/nanoscale transport processes, non-Newtonian fluid mechanics, noise control, pollution monitoring and transport, superconductivity, turbulence modeling, and two-phase flow modeling and experiments. Research undertaken in engineering mechanics includes corrosion, crystallography, damage and fracture mechanics, failure analysis and reliability, multidisciplinary optimization, nanomechanics of materials, precision materials processing, rotor-bearing system design, smart structures, and thin film growth. Research undertaken in system dynamics and controls includes intelligent control, mechatronics, and robotics.

Multidisciplinary research areas include micro-nano systems; modeling and process simulation; energy and environment; and intelligent and adaptive systems. Modern laboratory and computational facilities are available to assist in the development of research skills. For more information, access the department's Web site at fulton.asu.edu/mae.

MECHANICAL AND AEROSPACE ENGINEERING (MAE)

MAE 404 Finite Elements in Engineering. (3)

once a year

Introduces ideas and methodology of finite element analysis. Applications to solid mechanics, heat transfer, fluid mechanics, and vibrations. Prerequisites: ECE 313; MAT 242 (or 342).

MAE 406 CAD/CAM Applications in MAE. (4)

once a year

Solution of engineering problems with the aid of state-of-the-art software tools in solid modeling, engineering analysis, and manufacturing; selection of modeling parameters; reliability tests on software. 3 hours lecture, 3 hours lab. Fee. Prerequisites: ECE 384; MAE 422, 441 (or 444).

MAE 415 Vibration Analysis. (4)

fall

Free and forced response of single and multiple degree of freedom systems, continuous systems; applications in mechanical and aerospace systems numerical methods. Lecture, lab. Fee. Prerequisites: ECE 212; MAE 319, 422 (or 425); MAT 242 (or 342).

MAE 417 Control System Design. (3)

once a year

Tools and methods of control system design and compensation, including simulation, response optimization, frequency domain techniques, state variable feedback, and sensitivity analysis. Introduces nonlinear and discrete time systems. Prerequisite: MAE 317.

MAE 433 Air Conditioning and Refrigeration. (3)

once a year

Air conditioning processes; environmental control; heating and cooling loads; psychrometry; refrigeration cycles. Prerequisite: MAE 388 or MET 432 or instructor approval.

MAE 434 Internal Combustion Engines. (3)

once a year

Performance characteristics, combustion, carburetion and fuel-injection, and the cooling and control of internal combustion engines. Computer modeling. Lab. Fee. Prerequisite: MAE 388.

MAE 435 Turbomachinery. (3)

once a year

Design and performance of turbomachines, including steam, gas and hydraulic turbines, centrifugal pumps, compressors, fans, and blowers. Pre- or corequisite: MAE 361 or 371.

MAE 436 Combustion. (3)

once a year

Thermochemical and reaction rate processes; combustion of gaseous and condensed-phase fuels. Applications to propulsion and heating systems. Pollutant formation. Prerequisite: MAE 388.

MAE 442 Mechanical Systems Design. (4)

spring

Applies design principles and techniques to the synthesis, modeling, and optimization of mechanical, electromechanical, and hydraulic systems. Lecture, lab. Fee. Prerequisites: MAE 317, 441 (or 444).

MAE 446 Thermal Systems Design. (3)

once a year

Applies engineering principles and techniques to the modeling and analysis of thermal systems and components. Presents and demonstrates optimization techniques and their use. Prerequisite: ECE 300; MAE 388.

MAE 447 Robotics and Its Influence on Design. (3)

once a year

Robot applications, configurations, singular positions, and work space; modes of control; vision; programming exercises; design of parts for assembly. Prerequisite: MAE 317.

MAE 453 Computer-Aided Manufacturing and Control. (3)

spring

Computer control in manufacturing, CIM, NC, logic controllers, group technology, process planning, and robotics. Cross-listed as IEE 463. Credit is allowed for only IEE 463 or MAE 453. Credit is allowed for only IEE 463 or 543. Fee. Prerequisite: IEE 360 or MAE 351.

MAE 455 Polymers and Composites. (3)

fall

Relationship between chemistry, structure, and properties of engineering polymers. Design, properties, and behavior of fiber composite systems. Cross-listed as MSE 470. Credit is allowed for only MAE 455 or MSE 470. Prerequisites: ECE 313, 350.

MAE 460 Gas Dynamics. (3)

spring

Compressible flow at subsonic and supersonic speeds; duct flow; normal and oblique shocks, perturbation theory, and wind tunnel design. Prerequisites: ECE 384; MAE 361 (or 371).

MAE 462 Space Vehicle Dynamics and Control. (3)

fall

Attitude dynamics and control, launch vehicles, orbital mechanics, orbital transfer/rendezvous, space mission design, space structures, spacecraft control systems design. Prerequisite: MAE 317.

IRA A. FULTON SCHOOL OF ENGINEERING

MAE 463 Propulsion. (3)

fall

Fundamentals of gas-turbine engines and design of components. Principles and design of rocket propulsion and alternative devices. Lecture, design projects. Prerequisites: ECE 384; MAE 382 (or 460).

MAE 465 Rocket Propulsion. (3)

once a year

Rocket flight performance; nozzle design; combustion of liquid and solid propellants; component design; advanced propulsion systems; interplanetary missions; testing. Prerequisite: MAE 382 or 460.

MAE 466 Rotary Wing Aerodynamics and Performance. (3)

once a year

Introduces helicopter and propeller analysis techniques. Momentum, blade-element, and vortex methods. Hover and forward flight. Ground effect, autorotation, and compressibility effects. Prerequisites: both ECE 384 and MAE 361 or only instructor approval.

MAE 469 Projects in Astronautics or Aeronautics. (3)

fall and spring

Various multidisciplinary team projects available each semester. Projects include design of high-speed rotocraft autonomous vehicles, liquid-fueled rockets, microaerial vehicles, satellites. Fee. Prerequisite: instructor approval.

MAE 471 Computational Fluid Dynamics. (3)

once a year

Numerical solutions for selected problems in fluid mechanics. Fee. Prerequisites: ECE 384; MAE 361 (or 371).

MAE 504 Experimental Methods for Thermal and Fluid Processes. (3)

spring

Theory and application of optical diagnostics and microsensors for characterizing thermofluid processes. Measurements include laser spectroscopy, velocimetry, particle sizing, and surface properties.

MAE 505 Perturbation Methods. (3)

selected semesters

Nonlinear oscillations, strained coordinates, renormalization, multiple scales, boundary layers, matched asymptotic expansions, turning point problems, and WKBJ method. Cross-listed as MAT 505. Credit is allowed for only MAE 505 or MAT 505.

MAE 506 Advanced System Modeling, Dynamics, and Control. (3)

spring

Lumped-parameter modeling of physical systems with examples. State variable representations and dynamic response. Introduces modern control. Prerequisite: ASE 582 or MAT 442.

MAE 507 Optimal Control. (3)

fall

Optimal control of systems. Calculus of variations, dynamic programming, linear quadratic regulator, numerical methods, and Pontryagin's principle. Cross-listed as EEE 587. Credit is allowed for only EEE 587 or MAE 507. Prerequisite: EEE 482 or MAE 506.

MAE 510 Dynamics and Vibrations. (3)

fall

Lagrange's and Hamilton's equations, rigid body dynamics, gyroscopic motion, and small oscillation theory.

MAE 511 Acoustics. (3)

fall

Principles underlying the generation, transmission, and reception of acoustic waves. Applications to noise control, architectural acoustics, random vibrations, and acoustic fatigue.

MAE 512 Random Vibrations. (3)

spring

Reviews probability theory, random processes, stationarity, power spectrum, white noise process, random response of single and multiple DOF systems, and Markov processes simulation. Prerequisite: CEE 536 or MAE 515.

MAE 515 Structural Dynamics. (3)

selected semesters

Free vibration and forced response of discrete and continuous systems, exact and approximate methods of solution, response spectra, computational techniques, special topics. Lecture, recitation. Cross-listed as CEE 536. Credit is allowed for only CEE 536 or MAE 515.

MAE 520 Stress Analysis. (3)

fall

Introduces tensors: kinematics, stress analysis, and constitutive assumptions leading to elastic and plastic behavior. Strain energy and energy methods; applications. Cross-listed as CEE 521. Credit is allowed for only CEE 521 or MAE 520.

MAE 521 Structural Optimization. (3)

selected semesters

Linear and nonlinear programming. Problem formulation. Design sensitivity analysis. FEM-based optimal design of structural and mechanical systems. Cross-listed as CEE 533. Credit is allowed for only CEE 533 or MAE 521. Prerequisites: ASE 582; CEE 526 (or MAE 527).

MAE 523 Fracture Mechanics. (3)

fall

Linear elastic fracture mechanics. Nonlinear problems. Fatigue fracture. Experimental methods in fracture. Prerequisite: CEE 521 or MAE 520.

MAE 524 Theory of Elasticity. (3)

spring

Elastic behavior in two and three dimensions. Airy stress functions and displacement potentials. Elements of fracture. Prerequisite: MAE 520.

MAE 525 Mechanics of Smart Materials and Structures. (3)

once a year

Modeling and analysis of smart materials and adaptive structures. Application areas include vibration and shape control and damage detection. Pre- or corequisite: MAE 510 (or its equivalent) or instructor approval.

MAE 527 Finite Elements for Engineers. (3)

fall

Direct stiffness, method of weighted residuals, weak formulation, and variational techniques in the solution of engineering problems. Cross-listed as CEE 526. Credit is allowed for only CEE 526 or MAE 527. Prerequisite: CEE 432 or MAE 404 (or their equivalents).

MAE 536 Combustion. (3)

selected semesters

Thermodynamics; chemical kinetics of combustion. Explosion and ignition theories. Reactive gas dynamics. Structure, propagation, and stability of flames. Experimental methods. Prerequisite: MAE 436 or instructor approval.

MAE 540 Advanced Product Design Methodology. (3)

fall

Survey of research in engineering design process, artifact and design, knowledge, formal and informal logic, heuristic and numerical searches, theory of structure and complexity. Prerequisite: graduate standing.

MAE 541 CAD Tools for Engineers. (3)

fall

Elements of computer techniques required to develop CAD software. Data structures, including lists, trees, and graphs. Computer graphics, including 2- and 3-D algorithms and user interface techniques.

MAE 544 Mechanical Design and Failure Prevention. (3)

fall

Modes of mechanical failure; applies principles of elasticity and plasticity in multiaxial state of stress to design synthesis; failure theories; fatigue; creep; impact.

MAE 546 CAD/CAM Applications in MAE. (4)

once a year

Solution of engineering problems with the aid of state-of-the-art software tools in solid modeling, engineering analysis, and manufacturing; selection of modeling parameters; reliability tests on software. Open only to students without previous credit for MAE 406. 3 hours lecture, 3 hours lab. Prerequisites: ECE 384; MAE 422, 441 (or 444).

MAE 547 Mechanical Design and Control of Robots. (3)

selected semesters

Homogeneous transformations, 3-D kinematics, geometry of motion, forward and inverse kinematics, workspace and motion trajectories, dynamics, control, and static forces.

MAE 557 Mechanics of Composite Materials. (3)

spring

Analysis, design, and applications of laminated and chopped fiber reinforced composites. Micro- and macromechanical analysis of elastic constants, failure, and environmental degradation. Design project.

MAE 560 Propulsion Systems. (3)*selected semesters*

Design of air-breathing gas turbine engines for aircraft propulsion; mission analysis; cycle analysis; engine sizing; component design.

MAE 561 Computational Fluid Dynamics. (3)*spring*

Finite-difference and finite-volume techniques for solving the subsonic, transonic, and supersonic flow equations. Method of characteristics. Numerical grid-generation techniques. Prerequisite: MAE 571 or instructor approval.

MAE 563 Unsteady Aerodynamics. (3)*spring*

Unsteady incompressible and compressible flow. Wings and bodies in oscillatory and transient motions. Kernel function approach and panel methods. Aeroelastic applications. Prerequisite: MAE 460 or 461.

MAE 564 Advanced Aerodynamics. (3)*fall*

Perturbation method. Linearized subsonic and supersonic flows. Thin wing/slender body theories. Lifting surface theory. Panel method computation. Prerequisite: MAE 460 or 461.

MAE 566 Rotary-Wing Aerodynamics. (3)*fall*

Introduces helicopter and propeller analysis techniques. Momentum, blade-element, and vortex methods. Hover and forward flight. Ground effect, autorotation, and compressibility effects. Prerequisite: MAE 361.

MAE 571 Fluid Mechanics. (3)*fall*

Basic kinematic, dynamic, and thermodynamic equations of the fluid continuum and their application to basic fluid models.

MAE 572 Inviscid Fluid Flow. (3)*spring*

Mechanics of fluids for flows in which the effects of viscosity may be ignored. Potential flow theory, waves, and inviscid compressible flows. Prerequisite: MAE 571.

MAE 573 Viscous Fluid Flow. (3)*fall*

Mechanics of fluids for flows in which the effects of viscosity are significant. Exact and approximate solutions of the Navier-Stokes system, laminar flow at low and high Reynolds number. Prerequisite: MAE 571.

MAE 575 Turbulent Shear Flows. (3)*fall*

Homogeneous, isotropic, and wall turbulence. Experimental results. Introduces turbulent-flow calculations. Prerequisite: MAE 571.

MAE 577 Turbulent Flow Modeling. (3)*spring*

Reynolds equations and their closure. Modeling of simple and complex turbulent flows, calculations of internal and external flows, and application to engineering problems. Prerequisite: MAE 571.

MAE 578 Environmental Fluid Dynamics. (3)*fall*

Studies fluid motions in Earth's hydrosphere and atmosphere on local and regional scales. Prerequisite: MAE 571.

MAE 581 Thermodynamics. (3)*fall*

Basic concepts and laws of classical equilibrium thermodynamics; applications to engineering systems. Introduces statistical thermodynamics.

MAE 582 Statistical Thermodynamics. (3)*once a year*

Kinetic and quantum theory. Statistical mechanics; ensemble theory. Structure and thermodynamics of noninteracting and interacting parti-

cles. Boltzmann integro-differential equation. Prerequisite: graduate standing.

MAE 585 Conduction Heat Transfer. (3)*fall*

Basic equations and concepts of conduction heat transfer. Mathematical formulation and solution (analytical and numerical) of steady and unsteady, 1- and multidimensional heat conduction and phase change problems. Prerequisites: ECE 384; MAE 388.

MAE 586 Convection Heat Transfer. (3)*spring*

Basic concepts and governing equations. Analyzes laminar and turbulent heat transfer for internal and external flows. Natural and mixed convection. Prerequisite: MAE 388.

MAE 587 Radiation Heat Transfer. (3)*fall*

Advanced concepts and solution methodologies for radiation heat transfer, including exchange of thermal radiation between surfaces, radiation in absorbing, emitting, and scattering media and radiation combined with conduction and convection. Prerequisite: MAE 388.

MAE 589 Heat Transfer. (3)*fall*

Basic concepts; physical and mathematical models for heat transfer. Applications to conductive, convective, radiative, and combined mode heat transfer. Prerequisite: MAE 388.

MAE 594 Graduate Research Conference. (1)*fall and spring*

Topics in contemporary research. Required every semester of all departmental graduate students registered for 9 or more semester hours. Not for degree credit.

MAE 598 Special Topics. (1-4)*fall and spring*

Open to qualified students. Topics may include the following:

- Advanced Spacecraft Control. (1-3)
- Aeroelasticity. (1-3)
- Aerospace Vehicle Guidance and Control. (1-3)
- Boundary Layer Stability. (1-3)
- Hydrodynamic Stability. (1-3)
- Plasticity. (1-3)
- Polymers and Composites. (1-3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

Statistics

Interdisciplinary Master's and Certificate Programs

The committee, which sets program requirements and supervises programs of study, is composed of faculty from several departments in the Ira A. Fulton School of Engineering, the College of Liberal Arts and Sciences, and the W. P. Carey School of Business.

For more information, see ["Statistics," page 83.](#)

The Katherine K. Herberger College of Fine Arts

herbergercollege.asu.edu

J. Robert Wills, PhD, Dean

PURPOSE

The Katherine K. Herberger College of Fine Arts at ASU offers preprofessional and professional education in the arts disciplines and opportunities for nonmajors to become culturally literate through participation and involvement in the creative and performing arts.

At the graduate level, the college provides students the opportunity to participate with faculty mentors in research, performance and performance practices, and other creative activities.

As the largest and most diverse fine arts academic unit in the Southwest, and one of the largest in North America, the college has an implicit responsibility to maintain quality and leadership in all aspects of its activities. Through its programs in art, dance, music, and theatre, the college reflects a wide range of challenges facing the artist and scholar in the 21st century.

ORGANIZATION

The college houses the School of Art; the Department of Dance; the School of Music; the Department of Theatre; the ASU Art Museum; and the Institute for Studies in the Arts, which includes the Arts, Media, and Engineering program. An average of 2,000 students per semester enroll as majors in various degree programs offered through these units. Approximately one third of these are graduate students.

GRADUATE PROGRAMS

Faculty in the School of Art, Department of Dance, School of Music, and Department of Theatre offer both research and professional degrees through the Division of Graduate Studies: the MA, Master of Fine Arts, Master of Music, Doctor of Musical Arts, and PhD degrees. A full range of majors and concentrations is available.

See the “[Katherine K. Herberger College of Fine Arts Graduate Degrees and Majors](#)” table, page 205.

ADMISSION REQUIREMENTS

Admission requirements vary according to degree programs. However, applicants must first meet all admission requirements of the Division of Graduate Studies. Most programs require a bachelor’s degree with a major in the selected area; many of them also require an audition. See the specific degree program for pertinent admission requirements.

SPECIAL PROGRAMS

Together with faculty, visiting scholars, and artists-in-residence, graduate students in all fields of the college participate in dynamic, innovative programs. The creative energy that infuses the visual and performing arts finds expression in research and study.

The School of Art offers scholarly programs in the history, theory, and teaching of art, and highly respected studio programs in ceramics, digital technology media, drawing/painting, fibers, intermedia, metals, photography, printmaking, sculpture, and wood. The accomplished faculty and visiting artists/scholars create an excellent learning environment for innovation and collaboration. Gallery 100, the Harry Wood and Northlight Galleries, studios and workshops, and three computer and/or video labs support these programs.

In addition, the School of Art has three traveling research fellowships that allow students to study or conduct research abroad. The Nathan Cummings Travel Fellowship is for MFA students, and the Anthony Gully Travel Fellowship and the Rabiner Memorial Fellowship are for graduate History and Theory of Art students.

Recognized as one of the top programs in the country, the Department of Dance emphasizes the choreography, performance, and theory of modern dance. Nationally prominent faculty and visiting artists create repertory for dance majors and for the Dance Arizona Repertory Theatre (DART), a student touring outreach company. An ambitious performance program offers to the public several concerts each year with additional works created and performed by graduate and undergraduate students. Students work closely with major artists and companies who visit campus annually, and with researchers in the areas of dance education, dance in relation to technology, dance music composition, laban movement analysis, somatics, and sound and video production. ASU students and faculty have consistently taken top honors at the regional and national festivals of the American College Dance Festival Association.

The Arts, Media, and Engineering (AME) program evolved out of the Institute for Studies in the Arts (ISA), an interdisciplinary research center in the Herberger College of Fine Arts created in 1990. The ISA continues to incorporate guest artists and scientists and presentations of AME research groups in its annual season of events, including performances, presentations, screenings, workshops, and residencies.

AME focuses on the integrated, parallel development of digital media technologies and digital media content. AME faculty and graduate students combine understanding of

Katherine K. Herberger College of Fine Arts Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Art	MA	Art education or art history	School of Art
	MFA	Ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood	School of Art
Composition	MM	Optional: interdisciplinary digital media and performance ¹	School of Music
Creative Writing	MFA ²	—	Creative Writing Committee
Curriculum and Instruction	PhD ³	Art education	School of Art
Dance	MFA	Optional: interdisciplinary digital media and performance ¹	Department of Dance
History and Theory of Art ⁴	PhD	—	School of Art
Music	MA	Ethnomusicology, music history and literature, or music theory	School of Music
	DMA	Conducting, interdisciplinary digital media and performance, music composition, music education, or performance	School of Music
Music Education	MM	Choral music, general music, instrumental music, or jazz studies	School of Music
Music Therapy	MM	—	School of Music
Performance	MM	Music theatre/opera musical direction, music theatre/opera performance, performance, performance pedagogy, or piano accompanying	School of Music
Theatre	MA	—	Department of Theatre
	MFA	Directing, interdisciplinary digital media, performance, performance design, or theatre for youth	Department of Theatre
	PhD	Optional: theatre and performance of the Americas or theatre for youth ¹	Department of Theatre

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is administered by the Division of Graduate Studies.

³ This program is administered in collaboration with the College of Education.

⁴ This major is jointly offered with the University of Arizona.

computation and computational modeling with the ability to apply this understanding at every level of the digital media communication process—from the development of tools and the creation of content, to analysis of the social implications of the digital revolution. Students benefit from a dynamic educational experience that transcends traditional departmental or disciplinary modes. AME’s modular and flexible curriculum allows students to customize their degree paths to reflect research interests.

Faculty in the School of Music include a wide range of performers, teachers, conductors, composers, and scholars, whose knowledge and guidance support the training of students in the Doctor of Musical Arts and master’s degree programs. Individuals who hold graduate degrees from ASU’s School of Music hold prestigious performing and university teaching positions throughout the nation. The graduate programs are comprehensive and provide for wide and diverse opportunities in performance, course work, and research.

The Department of Theatre offers innovative programs across a variety of theatrical and performance-oriented disciplines. The new PhD in theatre and performance of the Americas curriculum, the first of its kind in the country, trains scholars to examine the histories, theories, and practices associated with cultural performance, from a hemi-

spheric perspective. The department’s nationally and internationally acclaimed theatre for youth program offers study at both the MFA and PhD levels.

Within the MFA in Theatre, four concentrations are available: directing, performance, performance design, and theatre for youth. The interdisciplinary digital media concentration is also offered in collaboration with the Arts, Media, and Engineering program. The MFA programs are designed to train creative artists of the future to work across and between theatrical disciplines. The programs provide students with the skills needed to achieve their fullest potential as theatre artists. MFA students create new work and original interpretations that are engaged with, and responsive to, diverse communities.

The concentration in performance challenges the student to develop new works, reinvigorate the classics, and to explore new theatrical forms and the changing relationship between performance and technology. The concentration in directing focuses on the collaborative process necessary for new work development, emphasizing a mentor-student approach toward developing skills, craft, and attitude to be an outstanding professional director. Students in the performance design concentration work collaboratively in the

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

design studio and all aspects of design and technology for stage productions. Internship opportunities are available.

The Department of Theatre's theatre for youth program provides comprehensive graduate training. Students are offered acting, directing, and other production opportunities for mainstage, studio, touring shows, and community-based performance, as well as research and teaching opportunities on and off campus. The program has developed Hayden Library's Child Drama Collection, which includes rare books, plays, memorabilia, and personal and national association archives. It is the most complete and comprehensive child drama collection in the English-speaking world.

The MFA in Creative Writing encourages graduate students to work closely with writers of drama, fiction, and poetry, and with directors and producers from the Departments of English and Theatre. This interdisciplinary program, involving the artistic, research, and teaching interests of faculty in these departments, offers students a unique opportunity to tailor a course of study to fit individual needs, talents, and goals.

COLLEGE FACILITIES

The arts programs are housed in the following buildings: Art Building; Dixie Gammage Hall; Physical Education Building East; Gammage Center for the Performing Arts; the Brickyard; Matthews Center; Matthews Hall; the J. Russell and Bonita Nelson Fine Arts Center, which includes the ASU Art Museum; the 496-seat Paul V. Galvin Playhouse; six theatre studios; a 7,000-square-foot Experimental Dance Lab; a dance studio theatre; a video lab; the Digital Arts Ranch; and the Computing Commons Gallery. The Music Building and expansion wing house four performance halls ranging in size from the 125-seat Recital Hall to the 500-seat Music Theatre and the 350-seat Katzin Concert Hall, which is used primarily for solo and chamber music recitals. The Katzin Concert Hall contains a nine-foot Hamburg Concert Steinway piano. The new 175-seat Organ Hall was designed to house the Paul Fritts Tracker Organ, an instrument reflecting the aesthetics and style of North German organ building in the 17th century. The Department of Theatre also stages productions in the renovated Lyceum Theatre and Prism Theatre. Many of these facilities are equipped with studios and laboratories, where needed.

The ASU Art Museum's collections are housed in a large complex of galleries and art study rooms in two locations: the Nelson Fine Arts Center and the second floor of the Matthews Center. The Oliver B. James Collection of American Art ranges from the early 18th century to the contemporary and includes major works by Stuart, Ryder, Homer, and the Ash Can School painters. Master works by great print-makers such as Durer, Rembrandt, Whistler, and Hogarth are often featured in special exhibitions selected from the university's extensive print collection.

The gallery devoted to Latin American art features folk art as well as paintings by celebrated 20th-century artists Rivera, Siquerios, and Tamayo. The museum also displays many fine examples of 19th- and 20th-century crafts, paintings, and sculpture.

The contemporary art holdings include works by Vernon Fisher, Leon Golub, Sue Coe, Luis Jimenez, and Robert Colescott. Exhibitions curated by the museum emphasize contemporary art and new media, crafts, and Mexican art.

All units have developed computer facilities for graduate student training. Also refer to "[Computing Facilities and Services](#)," page 33.

ADVISING

Advising is handled as a decentralized activity within the college. To offer personalized attention, each academic unit establishes its own graduate advising procedures. Students are encouraged to make appointments through the central office of their major discipline.

ACCREDITATION

While all of the arts programs in the college meet or exceed standards established by various arts accrediting agencies, the School of Music holds formal membership in the National Association of Schools of Music.

Art

Master's and Doctoral Programs

herbergercollege.asu.edu/art

480/965-3468

ART 102

Jon W. Sharer, Director

Regents' Professors: Klett, Weiser

Professors: Alquist, Bates, Britton, Codell, Duncan, Eckert, Erickson, Fahlman, Gillingwater, Hajicek, Magenta, Marc, Maxwell, Meissinger, Pile, Pittsley, Risseeuw, Schmidt, Schoebel, Sharer, Stokrocki, Sweeney, Versteegen, White, Young

Associate Professors: Brown, Collins, Gully, Jenkins, McIver, Newport, Pessler, Schleif, Schutte, Segura, Serwint, Umberger, Wolfthal

Assistant Professors: Mesch, Schneider

The faculty in the School of Art offer a program with a major in Art leading to the MA degree with concentrations in art education and art history.

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect art as the subject matter field.

The PhD degree in Curriculum and Instruction is offered with a concentration in art education through the College of Education. The PhD degree in History and Theory of Art is offered in collaboration with the University of Arizona.

MASTER OF ARTS

Art Education

Admission. An applicant must have a bachelor's degree from an accredited college or university with a major of not less than 45 semester hours of art, including 12 hours of art history and six hours of art education. Additional hours may be required by the school.

An applicant must have a GPA of at least 3.00 in undergraduate course work during the junior and senior years. Applicants who do not meet these requirements must submit scores from the Miller Analogies Test or the Graduate Record Examination. Applicants should submit a formal art education research paper for review.

Program of Study. The degree program requires a minimum of 30 semester hours of credit in art education, including 18 hours of core courses, six hours of special topics on research related to integrating the teaching of studio art, art history, and criticism or aesthetics, and six hours of research and thesis.

To meet the core requirements, students must take the following core courses:

ARE 510 Visual Culture Research.....	3
ARE 520 Issues in Teaching Inquiry in Art.....	3
ARE 525 Research on Art Instruction.....	3
ARE 530 Issues in Teaching Studio Art.....	3
ARE 535 Research on Teaching Studio Art.....	3
ARE 540 Teaching Art in Cultural Contexts.....	3

Before the end of the first semester of course work (six or more semester hours), a program of study must be submitted to the Division of Graduate Studies. Additional program requirements are indicated in the *MA in Art Education Guidelines*.

Qualifying Research Paper. A qualifying research paper must be submitted at the end of the semester in which the student completes the first 15 hours of course work. This paper must be judged satisfactory by the art education faculty before the start of the following semester, or the student is put on probation. During the semester following the qualifying research paper review, the student on probation may not enroll in more than nine semester hours of course work (these may not be thesis hours). To continue in the program, the student must submit a satisfactory research paper before the end of that semester.

Thesis Requirements. A written thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

Art History

Admission. An applicant must have a bachelor's degree with an undergraduate major or minor in art history, or at least four upper-division art history courses, in which an average GPA of 3.00 was maintained. Graduate Record Examination (aptitude test) scores must be submitted in support of the application, along with three letters of recommendation. Applicants should submit one formal research paper for review and a one-page statement of intent indicat-

ing their objectives for graduate study. The application deadline is January 15.

Program of Study. The degree program requires 33 semester hours of credit, including a minimum of 21 hours in art history, with at least 12 of these earned in 500-level seminars. At least one course must be taken in each of the four core areas: non-Western, ancient/medieval, renaissance/baroque, and modern. Satisfactory completion of ARS 501 Methodologies and Art History is required during the first semester of residence. The remaining hours include ARS 599 Thesis, approved electives, and other courses specified by the faculty.

For more information, a student should request a copy of the *MA in Art History Guidelines* from the School of Art.

Foreign Language Requirements. Demonstration of a reading knowledge of one foreign language (French, German, or with faculty approval, another language appropriate to the field of study) is required. Depending upon the student's chosen area of study, reading knowledge of an additional language may be required.

Qualifying Research Paper. For the student to continue graduate study, a qualifying research paper, submitted during the semester following the completion of 15 hours of master's study, must be judged satisfactory by the faculty.

Thesis Requirements. A written thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

MASTER OF FINE ARTS

Art

The Master of Fine Arts degree in Art requires a minimum of 60 semester hours of graduate work beyond the bachelor's degree. The objective of this degree is to provide advanced study in one or more of the following concentrations: ceramics, digital media, drawing, fibers, intermedia, metals, painting, photographic studies, photography, printmaking, sculpture, or wood.

Admission. A bachelor's degree from a college or university recognized by ASU is required. All students applying for the MFA degree must submit to the graduate coordinator a portfolio of 20 slides of their work (or a video or other format acceptable to the area of specialization) with a return envelope and postage. Applicants for the digital technology concentration program must also include a statement and evidence of work demonstrating digital technology skills beyond end user applications, as well as an art and digital technology résumé. Three letters of recommendation and a statement of intent pertaining to the student's educational objectives are also required. Because each area of specialization may have unique requirements, students are advised to contact the School of Art for additional information.

Selection Procedures. Faculty review committees, from concentration areas, appointed by the Graduate Studio Committee make the recommendations for admission. All aspects of the application are evaluated with the purpose of selecting for the available openings those students who have

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

the most reasonable prospect for success in the proposed programs of study. For the digital technology MFA, all admissions and financial aid decisions must be approved by both the School of Art and Arts Media and Engineering. The application deadline is January 15 for the following fall semester. Each student whose application is complete by the deadline date should be advised of admission status within six weeks of the deadline.

Review Sequence

All students are reviewed after completing 15 semester hours of graduate studio work. A progress review may be called at any time during the course of the graduate program. Following the review (after 15 semester hours), the student must form a supervisory committee to direct the program through the completion of the MFA exhibition and final oral examination. For more information, a student should request a copy of the *MFA Guidelines* from the School of Art.

Program of Study. A minimum of 60 to 63 semester hours of graduate credit subject to committee approval is required, including

1. from 27 to 32 graduate studio semester hours in the major area(s) of concentration (with the exception of digital media where 18 semester hours are ART classes and 18 semester hours are AME classes);
2. six semester hours of graduate-level art history and three semester hours of other interdisciplinary graduate credit to supplement MFA work (nonstudio courses), except for digital technology, which requires six semester hours of ARS;
3. nine semester hours of graduate-level course work outside of the major area of concentration, of which three semester hours must begin with the ART prefix and the remaining six semester hours may be outside the School of Art (except for digital technology, which requires nine semester hours of electives in the School of Art and Arts Media and Engineering); and
4. 10 to 15 hours of ART 680 Practicum, resulting in an MFA exhibition (except for digital technology, where six hours will be ART 680 and six hours will be AME 593).

Credit Before Admission. Subject to the recommendation of the review committee, students with a completed MA degree in Studio Art may have up to 24 hours (exclusive of thesis or project) applied to the MFA program. In other cases, a maximum of 12 semester hours of transfer credit may be applied to the degree program. However, only nine hours of nondegree graduate credit taken at ASU or another institution before admission to ASU may be used to fulfill degree requirements (see “[College of Law Credit](#),” page 67).

Foreign Language Requirements. None.

Final Examination. An oral defense of the MFA exhibition (ART 680) is required.

Time Limit. The total program and all requirements for the degree, including transferred course work, must be completed within seven calendar years.

DOCTOR OF PHILOSOPHY

Faculty in the School of Art offer programs leading to doctoral degrees in art education and art history. Additional information about graduate programs and forms for graduate study are available online at www.asu.edu/graduate or from Graduate Admissions.

ART EDUCATION

PhD in Curriculum and Instruction

A PhD degree in Curriculum and Instruction with a concentration in art education is available through the College of Education. For more information, see “[Division of Curriculum and Instruction](#),” page 146.

Admissions. In addition to meeting the Division of Graduate Studies admission requirements, each applicant must provide the following: a letter of intent that includes career goals and reasons for seeking the interdisciplinary PhD in Curriculum and Instruction; GRE scores; a sample of scholarly written work; and three letters of recommendation. One year of full-time K–12 teaching experience is strongly recommended.

Program of Study. The degree requires 90 to 93 semester hours beyond the bachelor’s degree. Course work is divided into four core areas: core requirements, professional focus, cognate study, and dissertation/individual research. A foreign language is not required.

Program Committee. A chair and at least two other members oversee early advising and the preparation of the initial program of study. A five-member committee is required for the administration and evaluation of the comprehensive examination. Three of these members must be from the interdisciplinary committee, two of whom must have expertise in the student’s area of concentration.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed with the approval of the dean of graduate studies. Members of the program committee may continue to serve as members of the dissertation committee or the members of the committee may change. The dissertation committee chair must be a faculty member designated eligible to serve in this capacity by the interdisciplinary committee and the dean of graduate studies.

HISTORY AND THEORY OF ART

PhD in History and Theory of Art

The Arizona PhD in the History and Theory of Art is a collaborative program between Arizona State University and the University of Arizona, directed by a PhD steering and academic committee with members from both universities. The emphasis is on interdisciplinary methodologies and electronic technologies to prepare students for museum and teaching careers. See “[Doctor of Philosophy](#),” page 69, for general requirements.

Admissions. Applicants must submit an application form, fee, GRE scores, official transcripts, and other materials to the Division of Graduate Studies Admissions Office. The following materials must be sent to the graduate advisor for

art history: a statement of intent regarding graduate study, a scholarly research paper, requests for assistantships and tuition waivers, and three academic letters of recommendation (to be sent directly by referees). The postmark deadline is January 15 for complete admission applications for enrollment in the following fall semester.

Students with a BA fulfilling the requirements for acceptance into the MA program may seek admission directly into the PhD program. Other applicants may hold an MA in Art History or another discipline approved by the PhD steering committee. Students lacking in sufficient background in art history are required to make up these credits before courses may be counted toward the PhD.

Program of Study. The PhD requires 54 semester hours beyond the MA, including six semester hours of PhD core classes, 12 semester hours in the major area of emphasis, six semester hours in the minor area, six semester hours in interdisciplinary courses outside of art history, and a written dissertation (24 semester hours). Students need to complete the requirements for the MA in Art with a concentration in art history before advancing to the PhD program.

Foreign Language. A reading knowledge of at least two foreign languages is required. A third language may be necessary, depending on the field of study.

PhD Committee. A three- to five-member comprehensive examination and dissertation committee directs the student's subsequent work. The committee consists of two art history faculty members in the student's major area and one in the minor area or related discipline. One member must be from the University of Arizona.

Comprehensive Examination. A written examination is required upon completion of course work. The subsequent oral examination, within six months of passing the written examination, addresses the dissertation proposal.

Admission to Candidacy. A student advances to candidacy upon completion of the written and oral examinations.

ART AUXILIARY (ARA)

ARA 460 Gallery Exhibitions. (3)

fall and spring

Practical experience in all phases of department gallery operations and preparation of gallery publications. May be repeated for credit. Prerequisite: instructor approval.

ARA 488 Understanding Art. (3)

fall and spring

Understanding art as an emergent cultural phenomenon with an emphasis on a critical examination of conceptual issues in art. Requires writing. Prerequisites: both ARS 101 and 102 or only instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ART EDUCATION (ARE)

ARE 440 Disciplines of Art Education. (3)

fall and spring

Explorations in art education's disciplines, history, and people's art-making development at diverse age levels and abilities. Lecture, discussion. Prerequisites: a combination of ARS 101 and 102 and ART 113 and 115 or only instructor approval.

ARE 450 Teaching Inquiry in Art. (3)

fall and spring

Designing inquiry-based curriculum units built on developmental levels of art making and art understanding. 2 hours lecture, 2 hours applied practice. Prerequisites: ARS 101, 102.

ARE 482 Teaching Art Processes. (3)

spring

Art traditions of the 20th century as a basis for studio and art history instruction. Meets art postbaccalaureate certification requirement. 2 hours lecture, 2 hours studio. Prerequisite: ARE 450.

ARE 486 Art Education: Strategies and Applications. (3)

fall

Implementation and evaluation of art instruction for K–12 population. Includes teaching of Saturday classes in the Children's Art Workshop. Meets art postbaccalaureate certification requirement. Prerequisite: ARE 482.

ARE 496 Methods and Assessment of Learning in Art. (3)

once a year

Individual or group research on the assessment of art learning incorporating theory and practice. Meets art postbaccalaureate certification requirement. Prerequisites: both ARE 370 and 486 or only instructor approval.

ARE 510 Visual Culture Research. (3)

fall

Research on instruction of everyday aesthetics and related issues that contain powerful technological, social, and economic factors. Lecture, discussion.

ARE 520 Issues in Teaching Inquiry in Art. (3)

selected semesters

Issues in teaching and learning through inquiry about artworks using print and electronic reproductions and information.

ARE 525 Research on Art Instruction. (3)

fall

Research methods and assessment of learning in art. Pilot studies on the effects of instruction on learning. Lecture, discussion.

ARE 530 Issues in Teaching Studio Art. (3)

selected semesters

Critical examination of issues concerning teaching multicultural art to different populations of students. Historical and philosophical foundations reviewed. Recommended to be taken before ARE 535. Lecture, discussion.

ARE 535 Research on Teaching Studio Art. (3)

selected semesters

Review of empirical and historical research methods, learning theory, and assessment of learning in studio art, including developmental studies and their limitations. Pilot studies on the effects of instruction upon learning. Recommended to be taken after ARE 530.

ARE 540 Teaching Art in Cultural Contexts. (3)

selected semesters

Relationship of multicultural perspectives to teaching/learning art criticism, aesthetics, studio art, and art history.

ARE 610 Issues and Trends in Art Education. (3)

selected semesters

Doctoral-level investigation of historical and contemporary issues related to teaching and research in art education.

ARE 611 Curriculum Development in Art Education. (3)

selected semesters

Doctoral-level inquiry into the philosophical, psychological, and sociological foundations of curriculum development.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ART HISTORY (ARS)

ARS 400 History of Printmaking. (3)

once a year

History of the print as an art form and its relation to other modes and forms of artistic expression. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 410 Early Christian and Byzantine Art. (3)

once a year

Art and architecture of the early church and the Byzantine Empire from the 4th to the 15th century. Prerequisites: both ARS 101 and 102 or only instructor approval.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

ARS 434 Art and Visual Culture of 19th Century. (3)

spring

History of European art (all media) from French Revolution to Paris World Fair of 1900. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 435 The Pre-Raphaelites. (3)

fall

Looks at visual and literary works by Victorian Pre-Raphaelites as works in themselves and through relations between images and texts. Lecture, discussion. Pre- or corequisite: ARS 102 or ENG 221 or HST 104.

ARS 436 The Artist, War, and Revolution (Versailles to Vietnam). (3)

fall

Critical study of artistic responses to war and revolution in Europe and United States from French Revolution to Vietnam conflict. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 458 Critical Theories in the Visual Arts. (3)

selected semesters

Examines current critical theories through their application to all visual arts. May include new historicism, Marxism, deconstruction, post-structuralism, semiotics, Lacanian psychoanalysis, feminism, post-modernism. Lecture, discussion, student presentations. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 469 Mexican Art. (3)

once a year

Art of Mexico and related Central American cultures from the prehistoric to the contemporary schools. Meets non-Western art history requirement. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 473 Art of Japan. (3)

once a year

Japanese art from the Joman period to the present. Meets non-Western art history requirement. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 485 Women in the Visual Arts. (3)

spring

Historical study of art by women in various media; related social, political, educational issues; representation of women in art. Lecture, discussion. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 501 Methodologies and Art History. (3)

fall

History of the discipline and an exploration of various methodologies, critical theory, and bibliographies used by art historians. Seminar.

ARS 502 Critical Studies in Egyptian Art. (3)

selected semesters

Egyptian art from pre-Dynastic to New Kingdom periods. Focus on aesthetic, philosophical, and cultural contexts. Requires research paper and readings.

ARS 504 Critical Approaches to Greek Art. (3)

once a year

Art and architecture of Aegean civilizations (Cycladic, Minoan, Mycenaean) and of Greece to end of Hellenistic period. Requires research paper and readings.

ARS 506 Critical Studies in Roman Art. (3)

once a year

Art and architecture of Etruria, the Roman Republic, and the Roman Empire. Requires research paper and/or supplemental readings.

ARS 514 Critical Approaches to Romanesque Art. (3)

selected semesters

Sculpture, painting, architecture, and the minor arts in western Europe, ca. 1030–1200, considered within religious, economic, and social contexts. Requires research paper.

ARS 516 Critical Approaches to Gothic Art. (3)

selected semesters

Architecture, sculpture, painting, and the minor arts in western Europe, ca. 1150–1350, considered within religious, social, and economic contexts. Requires research paper.

ARS 517 Critical Approaches to Late Gothic Art. (3)

selected semesters

Art of the late-Gothic style, ca. 1350–1525, considered within religious, social, economic, and political contexts. Requires research or reading project.

ARS 522 16th-Century Italian Art. (3)

once a year

Critical study of painting, sculpture, and architecture in 16th-century Italy in its religious and historical context.

ARS 528 18th-Century Art in Europe. (3)

once a year

Critical study of European art from the late Baroque to the early years of Neoclassicism.

ARS 530 Art of Spain and New Spain. (3)

once a year

Critical study of architecture, painting, and sculpture from 1500 to 1800. Lecture, conference.

ARS 532 Art, Politics, and Patronage, 1770–1850. (3)

fall

Critical analyses of political events in Europe. Examines issues of patronage, art as propaganda. Impact of war and revolution on visual arts.

ARS 534 Studies in Modern European Art, 1850–1914. (3)

once a year

Critical study of visual arts using primary source material from mid-19th century to WWI within philosophical, socioeconomic, and economic contexts. Lecture, tutorial. Prerequisite: instructor approval.

ARS 542 Critical Issues in American Painting. (3)

once a year

Explores themes and social issues in American art with a critical study of American painting from the 18th century to 1850. Lecture, discussion. Prerequisites: ARS 101, 102.

ARS 562 Art of Ancient Mesoamerica. (3)

fall

Critical study of art and architecture of Mexico and Maya areas before Spanish contact. Lecture, conference.

ARS 565 Native Art of North America. (3)

once a year

Critical examination of Native American art within culture, prehistory to the present. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 574 Studies in Japanese Art. (3)

once a year

Critical examination of the nature and history of Japanese art, its rich heritage and its indebtedness to foreign sources. Lecture, discussion. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 575 Approaches to Chinese Painting. (3)

fall

Critical history of Chinese painting from Eastern Chou to 1911. Emphasis on masters, regional developments, and conceptual underpinnings. Lecture, discussion. Prerequisites: both ARS 101 and 102 or only instructor approval.

ARS 591 Seminar. (1–12)

once a year

Graduate seminar. Problems or criticism in topics that may include the following:

- American Art. (3–6)
- American Indian Art. (3–6)
- Ancient Art. (3–6)
- Baroque Art. (3–6)
- British Empire. (3–6)
- Chinese Art. (3–6)
- Critical Theories in the Visual Arts. (3–6)
- Medieval Art. (3–6)
- Modern Art. (3–6)
- Native American Art. (3–6)
- Photographic History. (3–6)
- Pre-Columbian Art. (3–6)
- Renaissance Art. (3–6)

Prerequisite: instructor approval.

ARS 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses,"](#) page 56.

ART (ART)

Ceramics

ART 460 Ceramic Clay. (3)*spring*

Research into various clay body formulations, local natural materials, slip glazes, and engobes. Lecture, lab, studio. Fee. Prerequisites: both ART 360 and 364 or only instructor approval.

ART 463 Ceramic Glaze. (3)*fall*

Glaze calculation and formulation using various glaze colors and surfaces. Lecture, lab, studio. Fee. Prerequisite: ART 460 or instructor approval.

ART 466 Special Problems in Ceramics. (3)*fall, spring, summer*

Emphasis on personal expression within structure of seminars, critiques, and studio work. Professional methods of presentation/documentation of work. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 364 or instructor approval.

ART 494 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Ceramics Printmaking
Fee.
- Enameling
Fee.
- Senior Exhibition and Portfolio
- Turning
Fee.
- Vapor Glazes
Fee.

ART 594 Conference and Workshop. (1–12)*selected semesters*

Topics may include the following:

- Turning
Fee.

ART 598 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Ceramic Clay
Fee.
- Ceramic Glaze
Fee.
- Ceramics Printmaking
Fee.
- Enameling
Fee.
- Experimental Printmaking
Fee.
- Special Problems in Ceramics
Fee.

Drawing

ART 411 Advanced Drawing. (3)*fall and spring*

Visual and intellectual concepts through problem solving and independent study. Emphasis on the individual creative statement. 6 hours a week. May be repeated for credit. Prerequisites: ART 311; instructor approval.

ART 414 Advanced Life Drawing. (3)*fall and spring*

Various media and techniques on an advanced level. The human figure as an expressive vehicle in various contexts. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 315 or instructor approval.

ART 415 Art Anatomy. (3)*selected semesters*

Study of human anatomical structures as applied to the practice of figure-oriented art. 3 hours lecture, 5 hours studio a week. Fee. Prerequisite: ART 214.

ART 598 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Art Anatomy
Fee.
- Life Drawing
Fee.

Fibers

ART 476 Woven Structures II. (3)*fall and spring*

Emphasizes personal expression and continues technical exploration in woven structures. Fee. Prerequisite: ART 376 or instructor approval.

ART 477 Printed Textiles. (3)*once a year*

Techniques for screen printing on fabric exploring pattern as a compositional element. Various stencil methods, including photographic processes. May be repeated for credit. Studio. Fee. Prerequisite: ART 377 or instructor approval.

ART 478 Advanced Surface Design. (3)*spring in odd years*

Emphasis on personal expression with advanced problems in stitch resist, arashi shibori, transfers, indigo, vat and disperse dyes, and pigments. Studio. Fee. Prerequisites: both ART 377 and 477 or only instructor approval.

ART 494 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- 3-D Fibers
Fee.
- Fibers and Surface
Fee.
- Print Textiles
Fee.
- Senior Exhibition and Portfolio

ART 598 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- 3-D Fibers
Fee.
- Advanced Surface Design
Fee.
- Fibers and Surface
Fee.
- Multiple Harness Weaving
Fee.
- Print Textiles
Fee.
- Printed Textiles
Fee.

Intermedia

ART 439 Mixed Media. (3)*fall and spring*

Exploring visual effects by combining traditional and nontraditional methods, techniques, and concepts. 6 hours a week. May be repeated for credit. Studio. Prerequisites: a combination of ART 113 and 115 and 6 hours additional studio requirements or only instructor approval.

ART 440 New Media Concepts. (3)*fall and spring*

Continued experiments with new media and interdisciplinary concerns in art. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 443. Corequisite: ART 441.

ART 441 Video Art. (1)*fall and spring*

Utilizing video and audio equipment essential to the production of broadcast quality video art. 2 hours a week. May be repeated for credit. Corequisite: ART 440.

ART 442 Folk/Outsider Art. (3)*fall*

Explores ideas, attitudes, and art of contemporary "self-taught," "visionary," and "outsider" artists. Research and studio practice. Lecture, studio. Prerequisites: both ART 113 and 115 or only instructor approval.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

ART 443 Intermedia. (3)

fall and spring

Experimental, conceptual, and interdisciplinary studio art with emphasis on new media and technologies. 6 hours a week. May be repeated once for credit. Prerequisites: both ART 113 and 115 or only instructor approval.

ART 449 Computer Animation and Video. (3)

fall and spring

Integrates 3-D fine arts animation with video and compositing. May be repeated for credit. Studio. Fee. Prerequisite: ART 348 or instructor approval.

ART 450 Computer Animation and Audio. (3)

fall and spring

Integrates audio with 3-D animation for fine arts applications. Includes compositing and effects. May be repeated for credit. Studio. Fee. Prerequisites: ART 449; instructor approval.

ART 530 Digital Compositing. (3)

once a year

Fine arts digital compositing of computer animation, video, and video editing of composites with audio. Studio. Fee.

ART 540 Digital Motion Studies. (3)

once a year

Fine arts digital motion studies using computer animation and video. Studio. Fee. Prerequisite: ART 346 or instructor approval.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Digital Individualized Study
Fee.
- Digital Processes for Printmaking
Fee.
- Dimensional Animation
Fee.
- New Media Concepts
Fee.
- Video Art

Metals

ART 472 Advanced Jewelry. (3)

fall and spring

Jewelry making with emphasis on developing personal statements and craftsmanship. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 372; instructor approval.

ART 473 Advanced Metalworking. (3)

once a year

Forging and forming techniques in individualized directions. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 373; instructor approval.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Jewelry
- Jewelry Metalworking
Fee.

Painting

ART 423 Advanced Painting. (3)

fall and spring

Continuation of ART 324. 6 hours a week. May be repeated for credit. Prerequisite: ART 324.

ART 425 Advanced Figure Painting. (3)

fall and spring

Continuation of ART 325. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 315, 324, 325.

ART 427 Advanced Watermedia. (3)

fall and spring

Continuation of ART 327. Advanced techniques, concepts, and methods with watercolor and other water-based media on paper. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 327 or instructor approval.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Figure Painting
Fee.
- Watercolor
Fee.

Photography

ART 401 Nonsilver Photography. (3)

fall and spring

Recognition of the inherent characteristics of nonsilver processes and their use in communicating ideas. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 304 or instructor approval.

ART 403 Senior Photographic Projects. (3)

fall and spring

Technical and philosophical refinement of personal aesthetic with various photographic media. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 204.

ART 404 Portraiture Photography. (3)

fall and spring

Photographing people. Critical discussions and slide lectures on issues in portraiture. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 204.

ART 405 Advanced Color Photography. (3)

fall and spring

Intensive use of subtractive color process in photographic printing. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 305 or instructor approval.

ART 406 Photo Techniques. (3)

fall and spring

Camera and darkroom techniques with emphasis on creative control of the black and white print. 6 hours a week. Prerequisite: ART 204 or instructor approval.

ART 407 View Camera. (3)

fall and spring

View camera and darkroom techniques. Studio, lab. Fee. Prerequisite: ART 204.

ART 409 Photographic Exhibition. (3)

once a year

Care of photographic prints, print presentation, and exhibition. Practical experience in gallery operations. 6 hours a week. May be repeated for credit. Prerequisite: ART 304 or instructor approval.

ART 498 Pro-Seminar. (1–7)

selected semesters

Topics may include the following:

- Landscape Photography: Theory
Fee.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Color Photography
Fee.
- Collotype
Fee.
- Digital Photographic Images
Fee.
- Digital Printing
Fee.
- Documentary Photography
Fee.
- Issues in Digital Photography
Fee.
- Landscape Photography
Fee.
- Nonsilver Photography
Fee.
- Photographic Fabrications
Fee.
- Photogravure
Fee.
- Portraiture Photography
Fee.
- View Camera
Fee.

Printmaking

ART 452 Advanced Lithography. (3)

fall and spring

Continuation of ART 352. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 352 or instructor approval.

ART 454 Advanced Screen Printing. (3)

once a year

Continuation of ART 354. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 354 or instructor approval.

ART 455 Advanced Photo Processes for Printmaking. (3)

once a year

Continued study of photomechanical techniques and applications to printmaking or photographic processes. Fee. Prerequisite: ART 355 or instructor approval.

ART 456 Fine Printing and Bookmaking I. (3)

once a year

Letterpress printing and typography as fine art. Study of history, alphabets, mechanics of hand typesetting, presswork, and various forms of printed matter. Fee. Prerequisite: instructor approval.

ART 457 Fine Printing and Bookmaking II. (3)

once a year

Continuation of ART 456. Bookbinding, book design and printing, advanced typography, theory, and presswork. May be repeated for credit. Fee. Prerequisites: ART 456; instructor approval.

ART 458 Papermaking. (3)

fall and spring

History, theory, demonstrations, sheet forming, collage treatments, and 3-D approaches. 6 hours a week. May be repeated for credit. Fee. Prerequisite: instructor approval.

ART 459 Monoprinting. (3)

fall and spring

Nonmultiple printed image using a variety of technical approaches. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 311, 323 (or any 300-level printmaking class); instructor approval.

ART 494 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Artists' Books
Fee.
- Experimental Paper
Fee.
- Experimental Printmaking
Fee.
- Relief Printmaking
Fee.
- Senior Exhibition and Portfolio

ART 551 Intaglio Projects. (3)

fall and spring

Materials and methods of intaglio as a matrix for exploring various contemporary issues. Specifically structured to accommodate the graduate-level drawing student with no printmaking background. Studio. Fee.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Photo Process for Printmaking
Fee.
- Advanced Screenprinting
- Artists' Books
Fee.
- Experimental Paper
Fee.
- Fine Printing and Bookmaking I
Fee.
- Fine Printing and Bookmaking II
Fee.
- Lithography
Fee.
- Monoprinting
Fee.
- Papermaking
Fee.
- Photo Processes for Printmaking
Fee.

- Relief Printmaking
Fee.
- Screen Printing
Fee.

Sculpture

ART 431 Special Problems in Sculpture. (3)

fall and spring

Development of a personal approach to sculpture. Emphasis on form, individual problems, and related color technology. Professional practices and presentation. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 332; instructor approval.

ART 432 Neon Sculpture. (3)

fall

Techniques for creating neon in an art context. Glass tube bending and fabrication. Construction of artworks utilizing light-generating gases. 6 hours a week. May be repeated for credit. Fee. Prerequisite: instructor approval.

ART 435 Foundry Research Methods. (3)

fall and spring

Research in foundry techniques. Studio. Pre- or corequisite: ART 333 or instructor approval.

ART 436 Architectural Sculpture. (3)

selected semesters

Sculptural concepts as related to architecture and other man-made environments. Scale drawing, models, and relief sculpture. 6 hours a week. May be repeated for credit. Fee. Prerequisite: ART 332 or instructor approval.

ART 437 Film Animation. (3)

fall

Production of short 16mm films that feature articulated sculptural objects, models, dolls, puppets, and graphics through the use of single-frame filming techniques. 6 hours a week. May be repeated for credit. Fee. Prerequisite: instructor approval.

ART 438 Experimental Systems in Sculpture. (3)

spring

Simple electrical and mechanical systems that can be utilized in the context of studio art and installations. Requires active production of studio artworks. 6 hours a week. May be repeated for credit. Fee. Prerequisite: instructor approval.

ART 474 Advanced Wood. (3)

fall and spring

Extended experience and advanced techniques in the use of wood to create functional works of art. 6 hours a week. May be repeated for credit. Fee. Prerequisites: ART 374; instructor approval.

ART 494 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Sculpture
- Carving
Fee.
- Film: Post-Production
Fee.
- Foundry Casting Methods
Fee.
- Foundry Research Methods
Fee.
- Live Action Filmmaking
Fee.
- Senior Exhibition and Portfolio
- Special Topics in Sculpture

ART 594 Conference and Workshop. (1–12)

selected semesters

Topics may include the following:

- Carving
Fee.

ART 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Sculpture
- Architectural Sculpture
Fee.
- Experimental Systems in Sculpture
Fee.

- Film Animation
Fee.
- Film: Post-Production
Fee.
- Foundry Casting Methods
Fee.
- Foundry Research Methods
Fee.
- Live Action Filmmaking
Fee.
- Neon Sculpture
Fee.
- Special Problems in Sculpture
Fee.
- Wood
Fee.

Special Studio Art

ART 582 Art Research. (1–12)

fall, spring, summer

Independent study research using classroom facilities and supplies. Studio.

ART 621 Studio Problems. (3)

fall, spring, summer

Advanced study. 6 hours a week each section. May be repeated for credit. Topics may include the following:

- Ceramics
Fee.
- Drawing
- Fiber Art
- Intermedia
- Jewelry Metalworking
- Metals
- Painting
- Photography
- Printmaking
Fee.
- Sculpture
- Studio Art
- Wood

Prerequisite: instructor approval.

ART 680 Practicum: MFA Exhibition. (1–15)

fall, spring, summer

Studio work in preparation for required MFA exhibition. Public exhibit to be approved by the student's supervisory committee and accompanied by a final oral examination. Photographic documentation and written statement of problem. Prerequisite: approval of the student's supervisory committee.

ART 682 MFA Exhibition Research. (1–12)

fall, spring, summer

MFA exhibition practicum using classroom facilities and supplies. Can be used in place of ART 680. Prerequisite: approval of the student's supervisory committee.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Artist Diploma, Post-Bachelor's

See "Post-Bachelor's Artist Diploma," page 221.

Arts, Media, and Engineering

See "Arts, Media, and Engineering," page 76.

Composition

See "Music," page 217.

Dance

Master's Program

herbergercollege.asu.edu/dance

480/965-5029

PEBE 107A

Professors: Kaplan, Murphey

Associate Professors: Jackson, Mooney

Assistant Professors: Fitzgerald, Parrish, Tsukayama, Vissicaro

Associate Research Professional: Mitchell

MASTER OF FINE ARTS

The MFA degree in Dance is a 60-semester-hour program. The program is designed to provide opportunities for the student to continue to develop in the areas of dance technique, choreography, performance and production; to gain further understanding of the interrelationships between dance and philosophy, history, music, art, theatre, education, somatics, science, critical theory, and cultural studies; and to begin charting future directions through technology, media opportunities, and community partnerships.

Admission. All students must apply to the MFA program in Dance through the Division of Graduate Studies. A bachelor's degree with a major in Dance or its equivalent is required. Applicants must submit an application form, fee, transcripts, and other materials to the Division of Graduate Studies Admissions office. An application packet and list of guidelines are available online at www.asu.edu/graduate/admissions. They may also be obtained from Graduate Admissions by calling 480/965-6113 or by sending e-mail to gradadmiss@asu.edu. The GRE examination is not required for admission into this program. The TOEFL exam is required for international students.

Three letters of reference, a current résumé, and a statement of intent must be filed with the Department of Dance to assess the qualifications of each candidate. In addition to submitting this material, the candidate must participate in a technique audition in modern dance and ballet and present a self-choreographed solo dance work approximately five minutes in length. The technique audition and solo work may be submitted on videotape (VHS format, standard play [SP] speed) or CD-ROM (Macintosh format); however,

auditioning in person is preferred. Each candidate must also submit a videotape of a group work choreographed by the applicant within the last three years and/or a portfolio of relevant work in a chosen area(s) of expertise. Applicants for admission also participate in an interview with the faculty.

Program of Study. A total of 60 semester hours of graduate credit is required, including

1. 30 to 37 semester hours in foundational studio/theory course work (in the areas of technique and movement arts, choreography and art-making practices, interactive arts, education and community partnerships, theory, and professional preparation);
2. eight hours of individual MFA project (choreography, performance, or other approved project);
3. 15 to 30 semester hours of electives in chosen area(s) of study.

In consultation with the graduate director, the graduate policy committee, and the student's supervisory committee, a program of study may be tailored to meet specific interests, needs, and abilities.

Credit Before Admission. Upon approval of the supervisory committee, a maximum of 24 semester hours of graduate credit completed before admission may be applied to the program if these courses were part of a completed master's degree in Dance. All course work appearing on the program of study must meet the seven-year time limit requirement.

Foreign Language Requirements. None.

MFA Project. The MFA project serves as the capstone experience in the graduate dance curriculum. Each candidate submits a prospectus to his or her supervisory committee outlining the nature of the MFA project. This project may be choreography and/or performance, or projects designed to incorporate technology or other approved research components. The department welcomes projects in the areas of dance science and somatics, multimedia, community education and professional outreach, cultural studies, and history whose approaches are interdisciplinary in nature. Required supporting documentation of the project must be written and bound and meet format approval from both the student's supervisory committee and the Division of Graduate Studies.

Interdisciplinary Digital Media and Performance Concentration. Students interested in this MFA in Dance collaborative program should contact the graduate secretary in the Department of Dance.

Final Examination. An oral defense of the MFA project is required.

DANCE HISTORY (DAH)

DAH 495 Theory and Methods of Dance Research. (3)

spring

Examines modes of inquiry, data gathering techniques, data analysis and representation, prospectus design, and presentation style for dance research studies. Seminar. Fee. Prerequisite: instructor approval. Pre- or corequisite: DAH 301 or 302.

DAH 501 Philosophy of Dance. (3)

once a year

Analyzes traditional and contemporary theories of dance with regard to issues of expression, form, and meaning.

DAH 502 Cultural Concepts of Dance. (3)

once a year

Examines the close connections among culture, dance, and movement through writings in cultural theory, dance ethnology, and philosophy.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

DANCE (DAN)

DAN 500 Research Methods. (1–12)

selected semesters

DAN 510 Dance Production. (1–3)

fall and spring

Theory of costuming, lighting, makeup, scenery, and sound as related to dance performance. May be repeated once for credit. Lecture, studio. Fee. Prerequisite: DAN 211 (or its equivalent).

DAN 521 Sound Lab. (1–2)

fall

Audio mixing for analog/digital recording and editing. Lecture, lab. Fee. Prerequisite: instructor approval.

DAN 522 Sound Design for Dance. (1–2)

spring

Focus on digital recording/editing of audio compositions for choreographic and video projects. Lecture, lab. Fee. Prerequisite: instructor approval. Pre- or corequisite: DAN 521.

DAN 523 Dance, Computers, and Multimedia. (3)

fall and spring

Introduces desktop multimedia as it relates to dance creation, production, education, and research. Lecture, lab. Fee.

DAN 534 Technique and Theory of Modern Dance. (3)

fall and spring

Preparation in the performance and comprehension of professional-level modern dance for first-year graduate students. 6 hours weekly. May be repeated for credit. Fee. Prerequisite: placement audition.

DAN 535 Technique and Theory of Ballet. (2)

fall and spring

Graduate study of ballet technique. May be repeated for credit. Fee. Studio. Prerequisite: placement audition.

DAN 542 Ideokinesis. (2)

fall

Theoretical examination of ideokinetic methods of facilitating postural change and movement efficiency.

DAN 545 Laban Movement Analysis. (3)

spring

Theory and practice of Laban movement analysis and Bartenieff fundamentals through movement integration, observation, critical research, notation, and analysis. Lecture, studio.

DAN 550 Graduate Dance Pedagogy: Modern. (3)

spring

Overview of the role of modern dance technique and theory in the university curriculum, including current pedagogical theory, diversity, gender. May follow or precede internship in practical teaching.

DAN 551 Graduate Dance Pedagogy: Ballet. (3)

fall

Advanced analysis of teaching techniques for ballet. Prerequisite: instructor approval.

DAN 564 Solo and Group Choreography I. (3)

fall

Original choreography created for solo and group performance. Studio. Prerequisites: DAN 364 and 365 (or their equivalents).

DAN 565 Solo and Group Choreography II. (3)

spring

Continuation of DAN 564. Studio. Prerequisite: DAN 564.

DAN 571 Dance Theatre. (1–3)

fall and spring

Performance in specially choreographed dance productions. May be repeated for credit. Prerequisite: instructor approval.



The Katherine K. Herberger College of Fine Arts Department of Dance is one of the nation's leading contemporary dance and dance education programs.

Tim Trumble photo

DAN 580 Performance Studies Practicum. (1–3)

spring

Focus on developing rehearsal skills and achieving performance excellence through the preparation of three completed works. Studio, lab.

DAN 591 Seminar. (1–3)

fall and spring

Seminar focusing on enrichment topics, production aspects of thesis projects, teaching concerns, special lectures, films, or critiques.

DAN 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Hip Hop
- Argentine Tango II
- Ballet II
- Ballet Methodology
- Beginning Pointe
Fee.
- Broadway Dance
- Capoeira
- Collaborative Multimedia
Fee.
- Competition/Exhibition
- Competition/Exhibition II
- Competitive International Ballroom II
- Competitive International Ballroom III
- Concert Dance
Fee.
- Dance Conditioning
- Dance Education and Technology
Fee.
- Integrated Approaches in Dance Education
Fee.
- Integrative Teaching Methods
Fee.
- Intermediate Ballet
Fee.
- Intermediate Hip Hop
- Intermediate Modern Dance
- Intermediate Pointe
Fee.
- International Ballroom
- Irish Dance II
- Jazz III
- Latin Formation Teams
- Latin Salsa II
- Latin Salsa III
- Latin Salsa IV
- Latin/Swing/Ballroom II
- Latin/Swing/Ballroom III
- Latin Team II
- Pilates Mat
- Pilates/Yoga
- Swing/Latin/Ballroom III
- Swing Lindy II
- Tap III
- West African Dance II

DAN 634 Technique and Theory of Modern Dance. (3)*fall and spring*

Preparation in the performance and comprehension of professional-level modern dance for second-year graduate students. 6 hours weekly. May be repeated for credit. Fee. Prerequisite: placement audition.

DAN 664 Choreography Workshop. (1–3)*fall*

Choreographic study in a seminar context with faculty and guest artists. May be repeated for credit. Studio. Prerequisites: DAN 564, 565.

DAN 671 Dance Arizona Repertory Theatre. (3–4)*fall and spring*

Preprofessional modern dance company, emphasizing outreach and performance. Opportunity to work with guest artists and community schools and organizations. Lecture, studio. Fee. Prerequisite: instructor approval.

DAN 693 MFA Project. (1–8)*fall, spring, summer*

Preparation for required MFA project approved by the student's supervisory committee. Work is followed by a final oral examination and documentation appropriate to the project. Prerequisite: committee approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Fine Arts

The CFA prefix is used by the Katherine K. Herberger College of Fine Arts for general or interdisciplinary courses.

COLLEGE OF FINE ARTS (CFA)

CFA 522 Concepts in Collaborative Multimedia. (3)*spring*

Designed to bring students from different disciplines throughout the Katherine K. Herberger College of Fine Arts to experience the collaboration process in creating art. Lab, studio.

CFA 584 Internship. (1–2)*fall and spring***CFA 598 Special Topics. (1–4)***fall and spring*

Topics may include the following:

- Basic Concepts of Digital Signal Processing and Programming for Artists. (3)

spring

Introduces the basic concepts behind the functioning of existing, widely used digital arts/media tools. Covers basic DSP concepts generic to all such tools (time-frequency relationships, basic signal theory [such as representational models, quantization, filtering, compression]). Concepts embellished using standard image/video/audio manipulation tools.

CFA 684 Internship. (1–12)*fall and spring***CFA 784 Internship. (1–12)***fall and spring*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

History and Theory of Art

See "PhD in History and Theory of Art," page 208.

Music

Master's, Doctoral, and Certificate Programs

herbergercollege.asu.edu/music

480/965-3371

MUSIC E185

Wayne A. Bailey, Director

**Kimberly Marshall, Associate Director for
Graduate Studies**

Regents' Professors: Hickman, Pagano

Professors: Bailey, Britton, Cosand, Crowe, DeMars, Doan, Dreyfoos, Hackbarth, Hamilton, Hill, Humphreys, Koonce, Marshall, Oldani, Pilafian, Reber, Rogers, Russell, Schildkret, Sellheim, Shinn, Smith, Solis, Spring, Staufer, Sunkett, Swaim, Thompson, Williamson, Wytko

Associate Professors: E. Buck, N. Buck, Bush, Carpenter, Haefer, Holbrook, Kopta, Lyman, May, McLin, Rio, Rockmaker, Schuring, Wilson

Assistant Professors: Barefield, Bryan, Campbell, Cuciurean, Ericson, Feisst, Jiang, Landschoot, Lingas, Meir, Norton, Province, Schmidt, Sullivan, Swartz

Senior Lecturer: Shellans

Lecturer: Tongret

The School of Music in the Katherine K. Herberger College of Fine Arts at ASU is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation set forth in this catalog are in accordance with the published regulations of the association.

The School of Music is committed to the growth and development of both faculty and students in order that music may be created, performed, studied, and taught with excellence.

The faculty in the School of Music offer graduate programs leading to the MA degree in Music with concentrations in ethnomusicology, music history and literature, and music theory.

The faculty also offer a graduate program leading to the professional Master of Music (MM) degree in Composition, Music Education, and Performance and the professional Doctor of Musical Arts degree in Music with concentrations in choral conducting, music composition, music education, and solo performance. For information about a new MM degree in Music Therapy, contact the school.

Graduate Diagnostic Examinations. All students admitted to graduate degree programs must take these examinations. The results of the exams are advisory only; however, students cannot take graduate-level history and theory

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

courses until they have taken the exams. In music theory, the areas are as follows:

1. aural skills;
2. form;
3. analytical skills: 19th-century music; and
4. analytical skills: contemporary music.

In music history, the areas are (1) medieval, renaissance, and baroque and (2) classical, romantic, and contemporary.

Undergraduate Deficiencies. Deficiencies are determined by the school. Removal of all deficiencies is the responsibility of the student and is considered additional to the minimum hours for graduation.

Graduate Assistantships. The deadline is February 15 for teaching assistantship applications.

Dismissal Policy. Any student whose academic or musical work falls below expectations for the successful completion of the degree is notified by the chair of his or her graduate committee. This faculty advisor describes the concerns and outlines for the student a specific course of action to improve the student's progress through the degree. If the quality of the work does not improve within the specified time, the student is dismissed from the degree program.

MASTER OF ARTS

See "Master's Degrees," page 67, for general requirements.

Prerequisites. Applicants are expected to have a BA degree in Music or the equivalent from an accredited institution.

Two years of French or German language study at the university level are highly recommended for admission to the MA degree program.

Admission. Application must be accompanied by evidence of scholarly achievement or potential (e.g., a term paper), letters of recommendation from two persons qualified in the field, and a one- to two-page personal statement of the applicant's professional goals.

Qualifying Evaluation. In order for the student to continue graduate study in the MA programs, a qualifying research paper (or analytical paper for MA students pursuing the concentration in music theory), and completed course work must be judged satisfactory by the area faculty at the end of the spring semester of the first year of study. If the paper and course work are not found satisfactory, the student may be asked to revise the written work or to leave the program.

Foreign Language Requirements. A passing grade on the foreign language reading examination in French or German is required. MA students are to take the foreign language exam during their first year at ASU and must pass it before taking the written final examination.

Thesis Requirements. A written thesis is required. Students should write a 10 to 15 page thesis proposal no later than fall of the second year. This proposal is discussed as part of their oral final exam.

Final Examinations. A final examination (written, oral, or both) is required. An oral examination in defense of the thesis is also required.

Program of Study

Ethnomusicology. A minimum of 30 semester hours of graduate credit is required, of which at least 20 semester hours must be in the field of ethnomusicology or related fields, including six semester hours of thesis and at least six semester hours in music theory.

Music History and Literature. A minimum of 30 semester hours of graduate credit is required, of which at least two-thirds must be in the field of music history and literature and at least six semester hours in music theory.

Music Theory. A minimum of 32 semester hours of graduate credit is required, of which at least 18 must be in the field of music theory and at least 10 must be selected from the fields of music theory, music composition, and music history.

Course Requirements

Ethnomusicology. MUP 587 (two semesters), MHL 668, 591, 592, 599 (Thesis), and six semester hours of music theory.

Music History and Literature. MHL 532, 591 (two semesters), 599 (Thesis), six hours of music theory, and two semester hours of course work approved by the school.

Music Theory. MTC 520, 525, 527, 528, 599 (Thesis); six semester hours of music history.

MASTER OF MUSIC

The faculty in the School of Music offer a graduate program leading to the professional MM degree. Three majors are available: Composition, Music Education, and Performance. For information about a new major in Music Therapy, contact the school. Students majoring in composition may pursue a traditional composition curriculum or choose a concentration in interdisciplinary digital media and performance. For the Music Education major, concentrations are available in

1. choral music,
2. general music,
3. instrumental music, and
4. jazz studies.

Performance majors may focus their education in the following areas of concentration:

1. interdisciplinary digital media and performance,
2. music theatre/opera musical direction,
3. music theatre/opera performance,
4. performance,
5. performance pedagogy, and
6. piano accompanying.

Prerequisites. A Bachelor of Music degree or its equivalent from an accredited institution is required for admission to the MM program.

Admission. Admission to all concentrations under the major in Performance is dependent on a successful audition, either in person or by taped performance.

For admission to the major in Composition, the applicant must submit three original works showing technical facility in composition, letters of recommendation from two qualified persons in the field, and a one- to two-page personal statement of the applicant's professional goals.

For admission to the MM degree in Music Education, the applicant must have completed all requirements for music teacher certification. Postbaccalaureate certification is available and may be completed concurrently with master's degree work. Letters of recommendation from three qualified persons in the field are also required. For the jazz studies concentration, a video or audio tape of a recent jazz performance (solo or ensemble) by the applicant must be submitted, and a video or audio tape of a jazz ensemble directed by the applicant should also be submitted if available.

Students majoring in Performance with a concentration in performance (voice) and performance pedagogy (voice) are required to take a diction examination in French, German, and Italian during registration week of their first semester. Students who do not pass this examination are required to take the appropriate semester(s) of MUP 250.

For admission to the concentration in performance pedagogy (piano), a minimum of one semester of prior piano pedagogy study that includes significant intern teaching experience is required. In addition, the student must demonstrate evidence of teaching ability, either in person or by videotape.

Program of Study. The student must complete a minimum of 32 semester hours of graduate courses, of which at least one-third must be in the area of concentration.

Foreign Language Requirements. Vocal performance and vocal performance pedagogy require a total of 16 semester hours of college-level credit in more than one language chosen from French, German, or Italian. The concentration in piano accompanying requires two semesters of college-level study in French, German, or Italian and two semesters of diction (or the equivalent) in the remaining languages in that group. These requirements may be fulfilled in whole or in part through language instruction in secondary and/or undergraduate school or by other means (for more information, see the *General Catalog*). These language requirements are not part of the 32-hour program of study. However, hours toward the requirements may be taken concurrently with the program of study if a deficiency exists.

Final Examination. A final examination (written, oral, or both) is required. An oral examination in defense of the thesis is required for the major in composition.

COURSE REQUIREMENTS

Composition

Composition. MTC 523 (six semester hours), 525, 599; six hours of music history, three hours of music theory.

Music Education

Choral Music. MUE 548, 549, 550 (or 579), 568, 570; two semester hours of ensemble; six semester hours of music history (including MHL 675); five hours of music theory. One MHL or MTC course must be in contemporary music.

General Music. MUE 548, 549, 550 (or 579), 551, 552; six semester hours of music history; five hours of music theory. One MHL or MTC course must be in contemporary music, and one MHL course or one ensemble must be in ethnomusicology.

Instrumental Music. MUE 548, 549, 550 (or 579), 564, 566; six semester hours of music history; five hours of music theory. One MHL or MTC course must be in contemporary music.

Jazz Studies. MUE 548, 549, 550 (or 579), 560, 562 (two semesters); MUP 509, 510, 517, 518, three semester hours of jazz ensemble; six semester hours of music history; five hours of music theory. One MHL or MTC course must be in contemporary music.

Performance

Performance (Voice). MUP 527 (eight semester hours), 541, 551, 596, 597; performing ensembles (two hours); six hours of music history; five hours of music theory.

Performance (Keyboard). MUP 527 (eight semester hours), 551 (or 581), 596, 597; performing ensembles (two hours); six hours of music history and literature; five hours of music theory.

Performance (Instrumental). MUP 527 (eight semester hours), 551, 581, 596, 597; performing ensembles (two hours); six hours of music history; five hours of music theory.

Piano Accompanying. MUP 527 Studio Instruction (eight semester hours), 511 (or 521 Studio Instruction [four hours]), 588 (four hours), 596, 597; six hours of music history; five hours in music theory.

Performance Pedagogy. MUP 527 (eight semester hours), 541 (voice only), 551 and/or 581, 596, 597; performing ensembles (two hours), (piano only): MUP 440 [or proficiency], 507, 508, 581 [four hours]; six hours in music history; five hours of music theory.

(Music Theatre/Opera) Musical Direction. MUP 511 Studio Instruction: Piano (four semester hours), 551, 571 (two semester hours), 573, 574 (two semester hours), 591 (six semester hours), 596, 597; performance on stage in one production; musical direction of two productions; six hours of music history; five hours of music theory.

(Music Theatre/Opera) Performance. MUP 511 Studio Instruction (eight semester hours), 551, 570 (two semester hours), 571 (three semester hours), 596, 597; a three-hour graduate THP course designed for actors (as approved by the supervisory committee); leading roles in two musical theatre productions; six hours of music history; five hours of music theory.

DOCTOR OF MUSICAL ARTS

The Doctor of Musical Arts (DMA) is a professional degree program designed for students desiring high levels of performance, academic proficiency, and preparation for

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

teaching positions at the university level. The major is Music with four concentrations: conducting, music composition, music education, and performance (instrumental, keyboard, piano accompanying, piano pedagogy, voice).

Admission. Students seeking admission normally hold the Master of Music degree. Applicants with other degrees are considered if they have received graduate training similar to that normally expected in a Master of Music degree program. The application for admission must be accompanied by an applicant's statement relating to goals, preparation, and educational background. The applicant must submit scores for the GRE (quantitative, verbal, and analytical) or the MAT. Three letters of recommendation are required. Applicants must perform a satisfactory audition or submit a tape recording of performances or compositions as appropriate to the concentration. The deadline is February 15 for teaching assistantship applications.

Supervisory Committee. When the program of study is filed, the supervisory committee is appointed by the dean of graduate studies upon recommendation of the associate director for graduate studies of the School of Music. The committee consists of five members; at least three should be from the major field.

Program of Study. A total of 90 semester hours beyond the bachelor's degree is required. Only 36 hours from a master's degree or other postgraduate work will be counted toward the 90 hour requirement.

Continuous Enrollment. Once admitted to a DMA degree program, the student is expected to be enrolled continuously, excluding summer sessions, until all requirements for the degree have been fulfilled. This requirement applies to students admitted fall 1994 and thereafter. Continuous enrollment promotes steady progress toward the completion of the degree and an ongoing relationship between the student and faculty offering the program. If a program of study must be interrupted for one or more semesters, the student may apply for leave status, not to exceed one calendar year. A student on leave is not required to pay fees, but is not permitted to place any demands on university faculty or use any university facilities. A student who interrupts a program without obtaining leave status may be removed automatically from the Division of Graduate Studies, under the assumption that the student has decided to discontinue the program. A student removed from the Division of Graduate Studies for this reason may reapply for admission; the application is considered along with all other new applications to the degree program.

An application for leave status, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of graduate studies. This request must be filed and approved no later than the last day of registration in the semester of anticipated absence.

Residency. In general, the DMA degree student should expect to spend at least the equivalent of three academic years beyond the bachelor's degree in the program. At least two semesters following the first year (30 to 32 semester hours) of graduate study must be spent in continuous full-

time residence at ASU. After the first year (30 to 32 semester hours), at least 54 hours must be completed in residence at ASU.

Foreign Language Requirements. Competency in at least one foreign language is required for performance and music composition concentrations. Some areas of study within performance require two foreign languages.

Comprehensive Examinations. Near the completion of course work, the student must request permission to take the comprehensive examinations through the supervisory committee and the School of Music's associate director for graduate studies. These written and oral examinations are designed to assess the student's competency in the major and supportive fields. Failure in the comprehensive examinations is considered final unless the supervisory committee recommends, and the dean of graduate studies approves, a reexamination. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Only one reexamination is permitted.

Candidacy. Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree, *except the research paper or dissertation*. These requirements include passing the comprehensive examinations and foreign language examination, if applicable, and meeting other requirements specified by the academic unit.

Dissertation, Research Papers, and Recitals. The music education concentrations require a dissertation of an original and creative nature. The music composition concentration requires the creation of a significant original work of music (considered to be a dissertation) and either two article-length research papers or one more substantial paper. The conducting concentration requires the completion of research paper(s)/project(s) in conjunction with performances (one of which must be a lecture-recital). The performance concentration requires at least three recitals after admission to the program and a research paper/project. All candidates must enroll for a total of 24 semester hours in research (MUP 792), solo performance (MUP 796), and dissertation (MUP 799) as appropriate to the concentration.

Final Examination. The final oral examination in defense of the dissertation or research paper is scheduled by the Division of Graduate Studies. The examination is conducted by the supervisory committee and others appointed by the dean of graduate studies. All final oral examinations must be conducted at least one week before the degree conferral date and held on the Tempe campus.

Graduation. The student is eligible for graduation when the final oral examination has been passed, Division of Graduate Studies scholarship requirements have been met, and the dissertation/research paper has been approved by the supervisory committee, the school's associate director for graduate studies, and the dean of graduate studies.

Applications for graduation should be made no later than the date specified in the Division of Graduate Studies calendar.

Maximum Time Limit. DMA candidates must complete all requirements within five years after the comprehensive exams have been passed.

POST-BACHELOR'S ARTIST DIPLOMA

The Post-Bachelor's Artist Diploma graduate certificate program is intended for a very limited number of the most gifted performers who demonstrate strong potential for successful careers in musical performance.

Admission. Students seeking admission must hold at least a bachelor's degree in music or an equivalent conservatory credential at the time of entrance. All applicants whose native language is not English must submit a score of at least 550 on the Test of English as a Foreign Language (TOEFL). For preliminary screening, every applicant must submit a letter of application, official transcripts, four letters of recommendation, and an audio recording containing works representing a variety of musical styles and composers. Those applicants recommended for a full audition must perform an audition recital and be interviewed on the ASU campus.

Program of Study. The Post-Bachelor's Artist Diploma program is a two-year course of study requiring at least two consecutive semesters of residence. A total of 32 semester hours, including four public recitals, is required. Three of the recitals must be presented on the ASU campus, and one at a venue outside of the metropolitan Phoenix area.

Course Requirements. MUP 527 (sixteen semester hours), 551 (four semester hours), and 581; performing ensembles (two semester hours) and four recitals (eight semester hours).

Related Requirements. The School of Music graduate diagnostic examinations in music theory and music history must be taken during the first semester of study. Students in voice must pass the graduate-level foreign language diction examination before completing the program. Concurrent enrollment in other degree programs during the course of study is not permitted. Transfer credits from other institutions and/or other degree programs within the ASU School of Music do not count toward the 32 required semester hours.

MUSIC HISTORY/LITERATURE (MHL)

MHL 532 Music Bibliography. (3)

fall

Major historical and analytical writings; systematic and historical collections of music. Prerequisite: reading knowledge of a foreign language recommended.

MHL 535 Medieval Music. (3)

spring in odd years

Music of Europe in the Middle Ages, Gregorian chant, religious and secular monophony and polyphony to 1400.

MHL 536 Music of the Renaissance. (3)

spring in even years

Music in Europe, with emphasis on stylistic concepts and changes, ca. 1400–1580.

MHL 591 Seminar. (1–12)

fall and spring

MHL 592 Research. (1–12)

fall and spring

MHL 599 Thesis. (1–12)

fall and spring

MHL 647 Topics in American Music. (3)

selected semesters

Selected topics in the history of music. Composers working in the Americas with emphasis upon music since 1900.

MHL 657 Topics in Symphonic Literature. (3)

spring in even years

Examines the evolution of the symphony and symphonic poem from the early classic era through the 19th century, with emphasis on the analysis of selected works.

MHL 664 History of Music Instruments. (3)

fall in even years

Survey of the history and development of music instruments in traditional, folk, and art cultures.

MHL 668 Introduction to Ethnomusicology. (3)

fall in odd years

Introduces the theory and methodology of the discipline, including bibliography, fieldwork, transcription, analysis, and organology.

MHL 670 Area Studies in Ethnomusicology. (3)

spring

Study of the music of a particular culture, country, or area (e.g., music of Mexico, Latin America, China, Africa). May be repeated for credit.

MHL 675 History of Choral Music. (3)

fall

Major choral works.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

MUSIC THEORY AND COMPOSITION (MTC)

MTC 516 Baroque Music. (3)

spring in even years

Detailed analysis of selected examples of music from the Baroque period.

MTC 517 Classic Music. (3)

spring in odd years

Detailed analysis of selected examples of music from the Classic period.

MTC 518 Romantic Music. (3)

fall in even years

Detailed analysis of selected examples of music from the Romantic period.

MTC 519 Late 19th-/Early 20th-Century Music. (3)

fall in odd years

Detailed analysis of selected examples of music from the late 19th and early 20th centuries.

MTC 520 Analytical Techniques. (3)

spring and summer

Analytical techniques systematically applied to music. Concentration on structural and compositional procedures.

MTC 523 Advanced Composition. (2–3)

fall and spring

Advanced music composition, including complex techniques and larger structure. May be repeated for credit. Prerequisite: instructor approval.

MTC 525 Pedagogy of Theory. (3)

fall in even years

Practices and principles of teaching music theory. Emphasizes most desirable and practical offerings possible. Comparative studies of existing practices.

MTC 527 History of Music Theory. (3)

selected semesters

Theory from Pythagoras to the 16th century. Need not be taken in sequence with MTC 528.

MTC 528 History of Music Theory. (3)

selected semesters

Theory from the 17th century to the present. Need not be taken in sequence with MTC 527.

MTC 591 Seminar. (1–12)

fall and spring

MTC 592 Research. (1–12)

fall and spring

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

MTC 599 Thesis. (1–12)

fall and spring

MTC 723 Advanced Composition. (3)

fall and spring

Special problems in writing in complex forms and textures. May be repeated for credit. Studio.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

MUSIC EDUCATION (MUE)

MUE 548 Introduction to Research in Music Education. (3)

fall and summer

Introduces historical, quantitative, and qualitative research methods and sources as they apply to research in music education.

MUE 549 Foundations of Music Education. (3)

once a year

Historical/sociological survey of formal and informal music teaching and learning practices from the ancient Greeks to the present, including the evolution of philosophies and learning theories.

MUE 550 Studies in Music Curricula. (3)

once a year

Scope and sequence of musical experiences. Development of criteria for the evaluation of music curricula.

MUE 551 Advanced Studies in Elementary School Music. (3)

once a year

For experienced teachers; organization and content of K–6 general music classes. Emphasizes teaching music reading and ear training to young children.

MUE 552 Advanced Studies in Secondary General Music. (3)

once a year

Organization and content of school music classes that are not performance oriented.

MUE 560 Jazz Pedagogy. (3)

spring in odd years

Study of pedagogy, repertoire, and technique of instruction in jazz styles, ensemble techniques, and performance practice for school ensembles. Lecture, lab, discussion, observation. Prerequisite: MM, Music Education major.

MUE 562 Jazz Ensemble Rehearsal Techniques. (1)

fall and spring

Conducting and rehearsal techniques for school jazz ensembles. Lab. Prerequisite: MM, Music Education major.

MUE 564 Instrumental Music, Advanced Rehearsal Techniques. (3)

once a year

In-depth analysis of instrumental techniques in preparation for a thorough discussion of band tuning problems and solutions. Discussion of productive conducting and rehearsal techniques for school music teachers.

MUE 566 Instrumental Literature for Schools. (3)

once a year

Comprehensive study and analysis of all types of instrumental music.

MUE 568 Choral Music, Advanced Rehearsal Techniques. (3)

once a year

Musical and vocal techniques necessary for presentation of choral literature. Analysis and experimentation with psychological, acoustical, and other problems of rehearsal and performance.

MUE 570 Choral Literature for Schools. (3)

once a year

Comprehensive study and analysis of choral music for the high school with special emphasis on octavo literature.

MUE 579 Psychology of Music. (3)

once a year

Nature of musicality and its evaluation. Review of recent research.

MUE 585 Vocal Acoustics and Production. (3)

once a year

In-depth approach to the psychological/physiological workings of the vocal mechanism.

MUE 744 Higher Education Instruction. (3)

once a year

Philosophical and psychological principles of college/university teaching. Patterns of music teacher education and a projection of course outlines.

MUE 755 Historical Research in Music Education. (3)

summer

Knowledge and insights related to conducting historical research in music education. Includes development of a mini-proposal for a dissertation on the history of music education.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

MUSIC PERFORMANCE (MUP)

MUP 507 Group Piano Practicum. (2)

fall

Curricula, materials, and teaching techniques for group teaching at the university and community college levels. Observation/supervised teaching in group piano.

MUP 508 Studio Observation. (1)

fall and spring

Weekly observation of studio teaching by various piano faculty. Paper as final requirement. Prerequisite: MM piano student in Performance major (performance pedagogy or solo performance concentration).

MUP 509 Jazz Keyboard Harmony. (1)

fall

Emphasizes jazz chords and chord progressions, harmonization, voicing, and analysis of transcriptions. Lab. Prerequisite: MM, Music Education student.

MUP 510 Jazz Keyboard Harmony. (1)

spring

Continuation of MUP 509. Lab. Prerequisite: MUP 509.

MUP 511 Studio Instruction. (2)

fall and spring

Bassoon, cello, clarinet, contrabass, cornet, euphonium, flute, guitar, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, viola, violin, voice. Minimum contact of 1 hour plus studio class weekly. May be repeated for credit. May not be taken for audit. Fee. Prerequisites: any graduate music major; placement examination; audition.

MUP 517 Advanced Improvisation. (1)

fall

Improvisation techniques within the context of advanced jazz literature. Must be taken in sequence with MUP 518. Lab. Prerequisites: placement examination; audition.

MUP 518 Advanced Improvisation. (1)

spring

Continuation of MUP 517. Lab. Prerequisite: MUP 517.

MUP 521 Studio Instruction. (1)

fall, spring, summer

Secondary or minor instrument instruction. Bassoon, cello, clarinet, contrabass, cornet, euphonium, flute, guitar, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, viola, violin, voice. Minimum contact of 1/2 hour per week. May be repeated for credit. May not be taken for audit. Fee. Prerequisites: any graduate music major; instructor approval.

MUP 527 Studio Instruction. (2 or 4)

fall and spring

Bassoon, cello, clarinet, contrabass, cornet, euphonium, flute, guitar, harp, harpsichord, horn, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, viola, violin, voice. Minimum contact of 1/2 hour per week. May be repeated for credit. May not be taken for audit. Fee. Prerequisites: MM, Performance major; placement examination; audition.

MUP 540 Advanced Conducting. (3)

fall and spring

Score preparation and conducting techniques for instrumental music. Concentration on study of historical styles. Required of DMA students in Instrumental Music.

MUP 541 The Art Song. (3)

selected semesters

Seminar on solo song from its beginning to the present day.

MUP 544 Chamber Orchestra. (1)*fall and spring*

Important masterpieces from all periods of music are performed throughout the year. May be repeated for credit. Prerequisite: instructor approval.

MUP 545 Symphony Orchestra. (1)*fall and spring*

Masterpieces of symphony orchestra literature. 3 times per week. May be repeated for credit. Prerequisite: audition with director.

MUP 546 Sinfonietta. (1)*fall and spring*

Symphonic orchestra that presents approximately six concerts annually, performing masterpieces of the classical repertoire. 3 times per week. May be repeated for credit. Prerequisite: audition with director.

MUP 550 Choral Union. (1)*fall and spring*

Open to all students in the university and to interested singers in the community by audition. Preparation and performance of the larger choral works. 2 hours per week. May be repeated for credit. Prerequisite: audition with director.

MUP 551 Repertoire. (2)*fall and spring*

Literature available for performance in all performing media. May be repeated for credit.

MUP 552 Concert Choir. (1)*fall and spring*

Important masterpieces from all periods of music are performed. May be repeated for credit. Prerequisite: instructor approval.

MUP 553 University Choir. (1)*fall and spring*

4 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 555 Sun Devil Singers. (1)*fall and spring*

Rehearsal and performance of music for mixed voices. 3 hours per week. May be repeated for credit. Prerequisites: audition with director; instructor approval.

MUP 557 Women's Chorus. (1)*fall and spring*

2 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 561 Marching and Concert Bands. (1)*fall and spring*

Staging of formations and drills for football games and other events (fall); masterpieces of symphonic band literature (spring). Meets daily. May be repeated for credit. Prerequisite: audition with director.

MUP 562 Wind Ensemble. (1)*fall and spring*

Rehearsal and performance of literature for wind ensemble. 2 hours per week in fall, 4 hours in spring. May be repeated for credit. Performing ensemble. Prerequisite: instructor approval.

MUP 563 Chamber Winds. (1)*fall and spring*

Rehearsal and performance of advanced literature for chamber winds. 2 hours per week. May be repeated for credit. Performing ensemble. Prerequisite: instructor approval.

MUP 570 Music Theatre: Techniques. (1)*fall and spring*

Exercises and improvisations for the singing actor emphasizing body awareness, isolations, and freedom of the vocal and breath mechanisms. Section 1 (Interpretation); Section 2 (Expression); Section 3 (Movement for Singers). Each Section: 3 hours per week. May be repeated for credit.

MUP 571 Music Theatre: Workshops. (1)*fall and spring*

Development of specific skills for the musical-dramatic interpretation. Section 1 (Role Preparation); Section 2 (Styles); Section 3 (Opera Scenes); Section 4 (Musical Comedy); Section 5 (Revue Ensembles). Each section: 1 hour lecture, demonstration, 1 lab per week. May be repeated for credit.

MUP 572 Music Theatre: Orchestras. (1)*fall and spring*

Participation in Lyric Opera Theatre productions. Section 1 (Orchestra); Section 2 (Chamber Orchestra); Section 3 (Chamber Ensemble).

May be repeated for credit. Prerequisites: audition with director; instructor approval.

MUP 573 Music Theatre: Performance. (1)*fall and spring*

Participation in Lyric Opera Theatre productions. Section 1 (Principal Roles); Section 2 (Chorus). May be repeated for credit. Prerequisites: audition with director; instructor approval.

MUP 574 Music Theatre: Production. (1)*fall and spring*

Participation in Lyric Opera Theatre productions. Section 1 (Vocal Performance); Section 2 (Technical Music Theatre); Section 3 (Problems in Production) to be taken concurrently with MUP 573, Section 2. May be repeated for credit.

MUP 576 New Music Ensemble. (1)*fall and spring*

Rehearsal and performance of music written in the last 20 years. May be repeated for credit. Prerequisite: instructor approval.

MUP 579 Chamber Music Ensembles. (1)*fall and spring*

String, brass, woodwind, percussion, keyboard, vocal, and mixed ensembles. 2 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 581 Performance Pedagogy and Materials. (2)*fall and spring*

Principles and methods of performance techniques for each performance field. May be repeated for credit.

MUP 585 Percussion Ensemble. (1)*fall and spring*

Rehearsal and performance of standard and original repertoire for the percussion ensemble and related instruments. 2 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 586 Jazz Band. (1)*fall and spring*

Rehearsal and performance of new, traditional, and Latin literature for jazz bands. 4 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 587 Ethnomusicology Ensembles. (1)*fall and spring*

Performance learning experience for the music of various cultures of the world. May be repeated for credit. Prerequisite: knowledge of instrument or instructor approval.

MUP 588 Piano Accompanying. (1)*fall and spring*

Piano accompaniments found in vocal and instrumental literature; discussion of styles and performance practices; experience in public performance. 2 hours per week. May be repeated for credit. Prerequisite: Performance major with a concentration in piano accompanying or instructor approval.

MUP 591 Seminar. (1–12)*selected semesters***MUP 596 Solo Performance. (1)***fall and spring*

May be full recital, major operatic role, solo performance with orchestra, ensemble, or lecture recital. Prerequisite: MM candidate in applied music.

MUP 597 Solo Performance. (1)*fall and spring*

See MUP 596.

MUP 671 Choral Repertoire. (3)*selected semesters*

Examines large choral/orchestral works to determine their musical and textual characteristics from a conductor's point of view.

MUP 727 Studio Instruction. (2 or 4)*fall and spring*

Minimum contact of 1 hour per week. May be repeated for credit. Conducting students register for 2 semester hours; all other students register for 4 semester hours. Fee. Prerequisite: DMA candidate.

MUP 751 Seminar in Piano Literature. (2)*fall in odd years*

In-depth study of selected topics related to the standard piano literature. Requires research paper, bibliography, class presentation. Seminar.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

MUP 792 Research. (1–12)

fall, spring, summer

MUP 796 Solo Performance. (1–15)

fall and spring

May be repeated for credit. Prerequisite: DMA candidate.

MUP 799 Dissertation. (1–15)

fall and spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Music Education

See “Music,” page 217.

Music Therapy

See “Music,” page 217.

Performance

See “Music,” page 217.

Post-Bachelor’s Artist Diploma

See “Post-Bachelor’s Artist Diploma,” page 221.

Public Art Certificate Program

The Herberger College of Fine Arts offers a Graduate Certificate in Public Art. The certificate program gives students a comprehensive background in the historical roots and contemporary issues related to the field of public art. Art in public spaces, unlike art created for a museum setting, requires a thorough knowledge of materials, conservation and maintenance, site evaluation, and the importance of social context and community involvement in the process. This 18-semester-hour program is designed to prepare graduate students to manage public art collections and/or apply for public art commissions.

Students working toward a graduate degree in studio art, art history, art education, architecture, landscape design,

creative writing, or environmental studies with the intention of working in the public art field benefit from the academic and experiential approach of this program. The certificate offers a professional perspective and provides a leadership role in improving artist preparedness. Students have numerous opportunities to talk to professionals in the field and learn firsthand about practical public art issues. A six-semester-hour internship with local arts agencies gives students direct experience in working with professionals in the field.

For more information, call the Office of Public Art at 480/965-0951. For eligibility and course requirements, access the Web site at herbergercollege.asu.edu/public_art/certificate.

Theatre

Master’s and Doctoral Programs

herbergercollege.asu.edu/theatre

480/965-5337

GHALL 232

Linda Essig, Chair

Professors: Barker, Bedard, Eckard, Essig, Giner, Honegger, Knapp, Saldaña, Thomson, Valenti, Wills

Associate Professors: Acker, Edwards, Furr-Soloman, Holloway, Reyes, Riske, Underiner

Assistant Professors: Gharavi, Rivera-Servera, Sterling, Woodson

Senior Lecturer: McMahon

The faculty in the Department of Theatre offer graduate programs leading to the MA, the Master of Fine Arts, and the PhD degrees in Theatre. The areas of concentration are directing, interdisciplinary digital media, performance, performance design, and theatre for youth. At the PhD level, the department offers concentrations in theatre for youth and theatre and performance of the Americas. Students may also pursue an interdisciplinary program in playwriting leading to the MFA degree in Creative Writing; see “Creative Writing,” page 76. This program is offered by the faculties in the Departments of English and Theatre.

MASTER OF ARTS

The MA degree in Theatre prepares students for continuing study beyond the master’s level. The program primarily emphasizes theoretical studies and accepts only those students intending to continue to the PhD concentration in theatre and performance of the Americas.

For general requirements, see “Master’s Degrees,” page 67.

Admission. Applicants must meet all admission requirements of the Division of Graduate Studies. In addition, the Department of Theatre requires comprehensive undergraduate preparation in theatre (at least a Theatre minor or its equivalent), acceptable scores on the Graduate Record Examination (GRE) or a current curriculum vitae, three letters of recommendation, and an undergraduate GPA of 3.00.

Application Deadline. The first deadline for receipt of applications and test scores is February 15. After that date, admission is subject to space availability.

Deficiencies. Deficiencies in undergraduate preparation (not to exceed 12 semester hours) may be removed while pursuing the MA degree; courses taken to remove deficiencies may not be counted toward the degree.

Program of Study. The required courses are THE 500, 504, 505, 520, 598 (College Teaching), and 791. Additional course work to complete the degree is selected by the student with the approval of the supervisory committee. Theatre courses must be completed with a grade of “B” (3.00) or higher. A thesis is required.

Foreign Language Requirements. A second language is recommended and is a requirement of the PhD concentration in theatre and performance of the Americas.

Final Examinations. Both final written and oral examinations are required of all candidates. The written examination is based on the required courses; the oral examination is a defense of the written examination and thesis.

MASTER OF FINE ARTS

The MFA degree in Theatre is a 60-semester-hour professional program with concentrations in directing, interdisciplinary digital media (in cooperation with AME), performance, performance design, and theatre for youth.

The concentration in interdisciplinary digital media trains students to become sophisticated makers, evaluators, and entrepreneurs of digital media, while providing a focused series of classes in one of the departments’ other MFA specialties: directing, performance, performance design, or theatre for youth.

The directing concentration focuses on the collaborative process necessary for new work development, emphasizing a hands-on, mentor-student approach to develop the skill, craft, and attitude required to be an excellent professional director.

The concentration in performance is focused on developing performers as creative artists. It emphasizes skills for approaching and creating new work and developing entrepreneurship, performance applications in multimedia, interdisciplinary collaboration, artistic integrity, and social responsibility.

In the performance design concentration, students learn skills and methodologies to create and execute designs in costumes, lighting, and scenery and to work collaboratively with other theatre artists.

The concentration in theatre for youth is designed to prepare candidates for work as drama specialists; for college and university teaching in the field of theatre for youth; for professional careers in children’s theatre; and for work in

community theatres, recreational programs, and social agencies.

Admission. Applicants must meet all admission requirements of the Division of Graduate Studies. In addition, the Department of Theatre requires a minimum of 30 semester hours of course work in theatre, a minimum GPA of 3.20 for all course work in theatre, and acceptable scores on either the GRE or MAT.

For the concentration in performance, requirements include:

1. an interview and audition, either on campus or at one of the U/RTA sites;
2. three letters of recommendation;
3. a detailed statement of purpose; and
4. a current résumé.

Dates and sites for interviews may be obtained from the Department of Theatre.

For the concentration in directing, the Department of Theatre requires a personal interview, either on campus or at one of the U/RTA sites; a statement of purpose; a current résumé, including three references of professionals familiar with your work; and a written approach to dramatic work selected by the reviewing committee.

For the concentration in performance design, three letters of recommendation are required from professionals who can speak to the applicant’s potential for success in performance design. In addition, applicants must provide a résumé and a portfolio of ten slides of their work with a return envelope and postage as well as a statement of educational and artistic objective. An interview is recommended, either on campus or at one of the U/RTA sites.

For the concentration in theatre for youth, three letters of recommendation are required from leaders in the field of theatre for youth, as well as a statement of educational and career goals. Submission of a current résumé is also necessary. An interview is strongly suggested but not required.

More detailed information regarding admission requirements for the concentration may be obtained from the Department of Theatre Web site.

Application Deadline. The first deadline for receipt of applications and test scores is February 15. After that date, admission is subject to space availability.

Program of Study. Each student works closely with a supervisory committee to develop a program of study in required and elective course work. All MFA candidates majoring in Theatre are evaluated at the end of each semester by their supervisory committee, with the responsibility resting on each student for documenting professional development. The advancement of each student through each of the three years in the MFA program is dependent upon a positive recommendation of the supervisory committee.

The program for interdisciplinary digital media concentration consists of a minimum of 60 semester hours distributed as follows: 18 hours in art, media, and engineering core courses; a minimum of nine hours in theatre research, history, and theory; an additional 18 to 26 hours of theatre requirements to complete one of the department’s other concentrations; and 12 hours of research/applied project credits.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

The program of study in the directing concentration consists of 60 semester hours distributed as follows: THE 500, 504, 520; THP 401, 418, 450, 482, 483, 498, 502, 503, 506, 518, 519, 598; THP 684 Internship and THP 693 Applied Project.

The program for the performance concentration consists of a minimum of 60 semester hours, distributed as follows: THE 500, 504, 520; THP 450, 482, 483, 498, 501, 502, 503, 504, 507, 519, 598; THE 684 (Internship) and THP 693 (Applied Project).

The program for performance design concentration consists of 60 semester hours distributed as follows: THE 500, 504, 520; THP 450, 483, 498, 503, 506, 519, 530, 540, 545, 649; THP 684 Internship and THP 693 Applied Project; additional design and/or technical theatre classes may be selected from THE 430, THP 431, 435, 441, 442, 444, 445, 494; and additional electives subject to the approval of the supervisory committee.

The program for theatre for youth consists of 60 semester hours, distributed as follows: 36 hours of required course work in the major (THE 500, 504, 520, 524; THP 411, 498, 503, and 611 or 618, six hours each of THP 684 Internship and THP 693 Applied Project); and 24 hours of approved electives in the major and related areas.

Credit Before Admission. Subject to approval by the supervisory committee, a maximum of 24 semester hours of graduate work from a completed master's degree program earned at ASU or another accredited institution may be applied to the program of study. In other cases, a maximum of nine semester hours of nondegree graduate work from ASU or another institution may be applied (see "College of Law Credit," page 67). All course work for the degree must be completed within the six-year time limit.

Foreign Language Requirements. None.

Final Examinations. A comprehensive examination or comprehensive review in the area of concentration is required. In addition, students failing to receive a grade of "B" (3.00) or higher in THE 504 and 520 must pass a written comprehensive examination on the subject matter of those courses. THP 693 Applied Project must be supported by written documentation and defended in an oral defense.

Deficiencies. Deficiencies in undergraduate preparation of no more than 12 hours may be removed while pursuing the MFA degree; courses taken to remove deficiencies may not be counted toward the degree.

DOCTOR OF PHILOSOPHY

The PhD degree is designed to give students a broad knowledge of theatre as well as special research, production, and teaching skills in theatre for youth or theatre and performance of the Americas. A detailed description of each program may be obtained from the Department of Theatre Web site at herbergercollege.asu.edu/theatre.

See "Doctor of Philosophy," page 69, for general requirements.

Application and Admission. Applicants must meet all admission requirements of the Division of Graduate Studies. In addition, the Department of Theatre requires acceptable scores on the GRE and on the Test of English as a Foreign Language or equivalent (where applicable); three letters of recommendation; a current résumé; a scholarly writing sample; and a statement of purpose.

Application Deadline. The first deadline for receipt of applications and test scores is February 15. After that date admission is subject to space availability.

Program of Study. A total of 60 semester hours after completing the master's degree is required for both programs. The concentration in theatre for youth requires a core of 30 hours, distributed over the following courses: THE 505, 524, 700, 791, and THP 411, 503, and 611; 24 hours in research and dissertation preparation; and six hours of Research Technique (two graduate-level courses in qualitative or quantitative research methods, approved by the supervisory committee; or successful examination in a foreign language approved by the committee).

The concentration in theatre and performance of the Americas consists of a core of 24 hours, distributed over the following courses: THE 500, 505, 591, 691, 700, 791, and THP 783; 12 hours of electives, two of which must come from outside the theatre department (as approved by the supervisory committee); and 24 hours of research and dissertation preparation.

In meeting these requirements, students, with the advice of the supervisory committee, may select theatre courses in areas such as theatre education, directing, acting, design, playwriting, theatre history, and theatre theory/criticism, in addition to tutorial courses. Students may also take courses outside the theatre department in areas such as pertinent research methodologies, critical and cultural studies, area studies, languages and literatures, educational theory and methodology, aesthetic theory, the arts and arts education, and children's literature. Students are encouraged to be involved in on- and off-campus production, teaching, and research. All activities are selected to help students meet the goals of the program and develop the capability of becoming leaders in the field.

Preliminary Reviews. Reviews of a student's performance in courses and development of research skills, artistic skills, and teaching competencies are conducted by the supervisory committee at the end of each semester.

Comprehensive Examinations. These examinations are composed of written and oral components centering on theatre history, literature, and criticism; theatre for youth and theatre education; theatre and performance of the Americas; and the research area.

Dissertation Requirements. A dissertation based on original research work of high quality, demonstrating proficiency in the student's special field, is required. (See "Doctoral Dissertations," page 68.)

Financial Assistance. University scholarships, fellowships, grants, and other forms of financial assistance are available. See “**Financing Graduate Studies,**” page 54, and “**Assistantships and Associateships,**” page 65. Graduate assistantships are granted by the Department of Theatre; information concerning graduate assistantships are available through the graduate secretary, Department of Theatre.

RESEARCH ACTIVITY

The Department of Theatre’s doctoral concentrations in theatre and performance of the Americas and in theatre for youth provide unique opportunities for students to advance knowledge in their respective fields. The department’s affiliation with the Hemispheric Institute for Performance and Politics in the Americas supports student and faculty participation in and travel to the institute’s regular international conferences; offers concurrent graduate courses developed by member universities; provides access to its extensive digital archives on cultural performances ranging from theatre and dance to ritual and religious practice and political events; and provides an important site for students to publish their research.

Recent PhD dissertations completed in theatre for youth include the following:

Borderland Children’s Theatre: The Roles and Representations of Mexican-American Children in Chicano/a Drama for Young Audiences, by Cecilia Josephine Aragón.

Constructing Community: Youth Arts and Drama, Federal Funding Policy, and Social Services, by Lori L. Hager.

A Cultural Interrogation of the Film The Wiz, by Sharron T. Greaves.

Drama Activities at the Ethical Culture School, 1878–1930, by Virginia Page Tennyson.

Energy Matters: An Investigation of Drama Pedagogy in the Science Classroom, by Megan Alrutz.

Intergenerational Theatre and the Child: Documentation of the Influences and Effects of Participation, by Jennifer Kulik.

An Interpretive Study of the Play Production Process at an Urban Southwest High School, by Barbara Jo Maier.

An Interrogation of Drama in Colonial Educational Contexts: Three Boys’ Schools in Queensland, Australia, by Janet McDonald.

Longevity and the Secondary Theatre Arts Teacher: A Case Study, by Cynthia Brown.

Mapping the Cultural Geography of Childhood or Constructing the Child in Child Drama: 1950–Present, by Stephani Woodson.

Russian Theatre for Young Audiences and the Changes in Ideological Function with Glasnost and Perestroika, by Manon C. van de Water.

Theorizing Programming for Diversity in Three Professional Theatres for Young Audiences, by Lisa Kramer.

Understanding Two Teachers’ Practices and Their Use of Theatre in the Elementary School Classroom, by Lorenzo Garcia.

THEATRE (THE)

THE 400 Focus on Film. (3)

fall and spring

Specialized study of prominent film artists, techniques, and genres. Emphasizes the creative process. May be repeated for credit. Topics may include the following:

- Film Production Part I
Fee.
- Film Production Part II
Fee.

Prerequisite: ENG 102 or 105 or 108.

THE 402 Gender Identity in Film. (3)

selected semesters

Examines the representation of gender in Hollywood cinema with particular focus on films from 1970 to the present. Prerequisite: THE 300.

THE 403 Independent Film. (3)

once a year

Examines the independent film movement from the French New Wave to contemporary independent filmmakers. Lecture, demonstration via film, video, and DVD.

THE 404 Foreign Films and Filmmakers. (3)

fall and spring

Films and filmmakers from Europe, Asia, Australia, the Far East, South America, and the Caribbean. Emphasizes cultural content and filmmaking philosophies.

THE 405 Film: Great Performers and Directors. (3)

fall, spring, summer

Examines processes and influences of one or more great film performers and/or directors. May be repeated for credit when topics vary. Topics may include the following:

- Alfred Hitchcock
Fee.
- Hollywood Rebels
Fee.

THE 406 American Multicultural Film. (3)

fall and spring

Examines Native, African, Asian, and Latina and Latino American films and film artists in cinema history and production. Internet course. Fee. Prerequisite: ENG 102 or 105 or 108.

THE 422 Latina and Latino Theatre. (3)

selected semesters

Readings, discussion, video of dramatic literature and production styles of Latina and Latino playwrights and theatre companies in the United States. Prerequisite: ENG 102 or 105 or 108.

THE 423 African American Theatre. (3)

selected semesters

Readings, discussion, video of the history and dramatic literature of African American playwrights and theatre companies in the United States. Prerequisite: ENG 102 or 105 or 108.

THE 424 Trends in Theatre for Youth. (3)

selected semesters

Surveys the history, literature, and contemporary practices in theatre for youth.

THE 426 Theatre of the Americas. (3)

fall and spring

Selected studies in pre-Columbian theatre forms and texts of the Aztecs, Mayans, Caribbean islands, and North American Indians. Internet course. Prerequisite: ENG 102 or 105 or 108.

THE 430 History of Costume: Western Tradition. (3)

selected semesters

Studies major costume styles throughout history of Western civilization and how these fashions reflected society. Explores how styles can be used by theatrical costumers.

THE 440 Experimental Theatre and Performance. (3)

fall and spring

Explores 20th-century modernist theatrical forms and movements and development of alternative strategies for analyzing contemporary theatre and performance. Prerequisites: THE 220, 320, 321; Theatre major.

THE 480 Methods of Teaching Theatre. (3)

spring

Applies materials, techniques, and theories for theatre with 9th-through 12th-grade students. Emphasizes curriculum development

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

and praxis. Prerequisite: Theatre Education or Theatre for Youth majors or instructor approval.

THE 494 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Ethics in Entertainment
 - Performance Technology I
- Fee.

THE 500 Research Methods. (1–3)

fall

Introduces graduate study in theatre.

THE 504 Studies in Dramatic Theory and Criticism. (3)

fall

Dramatic theory, criticism, and aesthetics from the classical period to the 19th century. Related readings in dramatic literature. Prerequisite: Theatre major.

THE 505 Studies in Dramatic Theory and Criticism. (3)

spring

Dramatic theory, criticism, and aesthetics from the 19th century to the present. Related readings in dramatic literature. Prerequisite: Theatre major.

THE 510 Studies in Literature. (1)

fall and spring

Assigned individual reading program in standard sources and masterpieces in theatre literature. May be repeated for credit.

THE 520 Theatre History and Literature I. (3)

fall

Surveys historiographical issues, historical periods, and theatre literature, through the 17th century.

THE 521 Theatre History and Literature II. (3)

spring

Surveys historiographical issues, historical periods, and theatre literature, from the 17th century to present.

THE 524 Advanced Studies in Theatre for Youth I. (3)

fall

In-depth study of the history, literature, and contemporary practice of theatre for young audiences. Prerequisite: written instructor approval.

THE 525 Advanced Studies in Theatre for Youth II. (3)

selected semesters

Project-oriented explorations of theory and practice of contemporary theatre for youth audiences. Prerequisite: instructor approval.

THE 562 Literary Management Workshop. (3)

selected semesters

Advanced literary management for the contemporary theatre, including trends in new play development, festivals and productions throughout the United States. Participation in Arizona Playwriting Competition. Prerequisite: THP 560 or written instructor approval.

THE 591 Seminar. (3)

selected semesters

Selected topics in child drama, community theatre, and theatre history. Prerequisite: written instructor approval.

THE 598 Special Topics. (1–4)

fall and spring

Topics may include the following:

- College Teaching: Dramatic Analysis
 - Film Studies
 - Performance Technology I
- Fee.

THE 684 Internship. (1–12)

selected semesters

THE 691 Seminar. (1–12)

selected semesters

THE 692 Research. (1–12)

selected semesters

THE 700 Advanced Research Methods. (3)

fall

Critical review of research, development, and design of research in theatre and theatre for youth.

THE 791 Seminar. (3)

selected semesters

Selected topics offered on a revolving basis. May be repeated for credit when topics vary.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

THEATRE PERFORMANCE AND PRODUCTION (THP)

THP 401 Theatre Practicum. (1–3)

fall and spring

Production assignments for advanced students of technical production, stage and business management, and design. May be repeated for credit. Prerequisites: THP 301; written instructor approval.

THP 406 Advanced Scenography. (3)

selected semesters

Process of production collaboration among scenographers, directors, and playwrights. Taught in conjunction with THP 519. Prerequisites: a combination of THP 214 and 340 and 345 or both THP 313 and 340.

THP 411 Methods of Teaching Drama. (3)

fall

Applies materials, techniques, and theories with grades K–8 youth. Regular participation with children. Prerequisite: THP 311 or written instructor approval.

THP 418 Directing the Actor. (3)

once a year

Practical applications of directing for the stage. Rehearsal and presentation of scenes and short plays. Prerequisites: THP 318; instructor approval.

THP 428 Theatre and the Future. (3)

fall and spring

Capstone course exploring visions of the future of theatre. Results in a project in creative or scholarly form. Prerequisites: THE 440; senior standing; Theatre major.

THP 430 Costume Design. (3)

selected semesters

Principles of costume design with projects in both modern and period styles. Includes budgets and fabric/pattern estimates. Lecture, studio. Prerequisite: THP 214.

THP 431 Advanced Costume Construction. (3)

selected semesters

Specialized training in costume construction problems and crafts with projects in tailoring, millinery, and period accessories. Prerequisites: both THP 214 and 331 or only instructor approval.

THP 435 Advanced Technical Theatre. (3)

selected semesters

Selection of materials, drafting of working drawings, tool operation, and construction techniques. 2 hours lecture, 2 hours lab. Prerequisites: both THP 340 and 345 or only written instructor approval.

THP 440 Advanced Scene Design. (3)

selected semesters

Advanced studio projects in designing scenery for a variety of stage forms. Fee. Prerequisite: THP 340 or written instructor approval.

THP 441 Scene Painting. (3)

selected semesters

Studio projects in painting stage scenery. Fee. Prerequisite: THP 340 or written instructor approval.

THP 442 Drawing. (3)

selected semesters

Techniques in drawing and rendering for scenic, costume, and lighting design. Prerequisite: written instructor approval.

THP 444 Drafting for the Stage. (3)

selected semesters

Fundamentals of and practice in graphic techniques for the stage. Introduces computer-aided design for the stage. 2 hours lecture, 3 hours studio. Fee. Prerequisites: THP 213; written instructor approval.

THP 445 Advanced Lighting Design. (3)

selected semesters

Specialized techniques in stage lighting. Advanced application of design process, graphic techniques of design presentation, and use of qualities of light. Lecture, class workshops. Fee. Prerequisite: THP 345 or written instructor approval.

THP 450 Theatre Organization and Management. (3)

once a year

Overview of nonprofit arts: organizational design, strategic planning, financial management, and leadership. Prerequisite: THE 220.

THP 460 Advanced Playwriting. (3)*selected semesters*

Practice and study of creating characters, dialogue, scenes, plays, and monologues for the stage, culminating in a full-length script. May be repeated for credit. Studio, lecture. Prerequisite: instructor approval.

THP 461 Scripts in Progress. (3)*fall and spring*

Studio work with the instructor, centered on revisions of original plays. May be repeated for credit. Studio. Prerequisite: THP 460 or written instructor approval.

THP 481 Secondary School Play Production. (3)*fall*

Methods of directing, designing, and coordinating play production experiences at the secondary school level. Off-campus practicum. Prerequisite: THP 318 or instructor approval.

THP 482 Theatre for Social Change. (3)*fall and spring*

Interactive theatre techniques (e.g., Boal, drama therapy, playback theatre) to examine and combat institutional, social, cultural, interpersonal, and personal oppressions. Lecture, lab.

THP 483 Acting: Viewpoints and Composition. (3)*spring*

Training in Anne Bogart's viewpoints and composition techniques; application to rehearsal and performance, and creating new work. Studio. Prerequisite: THP 207 or 285 or written instructor approval.

THP 484 Internship. (1–4)*selected semesters***THP 489 Acting: Career Development. (2)***selected semesters*

Familiarization with the business of acting: self-promotional tools and techniques, marketing strategies, finances, interview skills, and actor unions. Studio. Prerequisites with a grade of "B" (3.00) or higher: both THP 101 (or 102) and junior (or senior) standing or only written instructor approval.

THP 494 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Advanced Screenwriting
- Performance and Technology
- Problems in Directing
- Storytelling
- Student Production Board
- Theory and Practice of Performance

THP 498 Pro-Seminar. (1–7)*once a year*

Topics may include the following:

- Directing. (1–6)
- Theatre-for-Youth Tour. (1–6)
- Theatre in Education. (1–6)

Prerequisite: written instructor approval.

THP 501 Performance: Solo Performance. (1–8)*once a year*

Students begin to define their mission in art. Emphasizes the actor as a solo storyteller, speaking as herself or himself. Studio. Prerequisite: instructor approval.

THP 502 Graduate Acting. (1–8)*once a year*

Understanding and analyzing scripts and performance in order to be an effective actor/storyteller who speaks as a character. Projects focus on solo, duet performances. May be repeated for credit. Studio. Prerequisite: instructor approval.

THP 503 Performance: The Ensemble. (1–8)*once a year*

Ensemble, working with a playwright, creates a play that addresses social issues through improvisation and community input. Studio. Prerequisite: instructor approval.

THP 504 Acting: Styles. (1–8)*once a year*

Fundamentals, including combat, scansion, poetic language, acting style. Scene study, ensemble performance projects focused on Shakespeare, new scripts. May be repeated for credit. Studio. Prerequisite: THP 503 or written instructor approval.

THP 506 Design Collaboration. (3)*selected semesters*

Process of production collaboration. Taught in conjunction with THP 519. May be repeated for credit. Fee. Prerequisite: theatre graduate standing or written instructor approval.

THP 507 Acting: Advanced Research and Performance. (1–3)*once a year*

Acting in advanced theatre projects, productions, or collaborative performance in directing classes. May be repeated for credit. Studio. Prerequisite: instructor approval.

THP 509 Singing for Actors. (1)*fall and spring*

Introduces the basics of singing technique. Breath control, resonance, articulation, exploration, and expansion of singing range. May be repeated for credit. Studio. Prerequisite: admission to MFA performance concentration or written instructor approval.

THP 512 Puppetry Workshop. (3)*fall, spring, summer*

Survey of puppetry in education, puppetry as an art form in design and performance. Fee. Prerequisite: graduate standing or written instructor approval.

THP 514 Projects in Community-Based Drama. (3)*spring*

Theories and techniques of improvisational theatre with emphasis on youth. Stresses professional development through projects combining research, theory, and practice. Lecture, lab. Prerequisite: THP 411 or instructor approval.

THP 518 Advanced Directing Lab. (3)*once a year*

Active discovery of directing concepts through practical exercises and collaboration; deconstruction of contemporary/classic literature. Explores director as primary artist. Lab. Prerequisite: written instructor approval.

THP 519 Directing: Works in Progress. (3)*once a year*

Advanced projects in directing concentrating on a collaborative process among director, playwright, actors, and designers. Focuses primarily on new scripts or adaptations of literature. May be repeated for credit. Studio, on-site practicum. Prerequisites: THP 418; instructor approval.

THP 530 Advanced Costume Design. (3)*selected semesters*

Advanced studio projects in costume design for a variety of production forms. Prerequisite: written instructor approval.

THP 540 Scene Design Applications. (3)*selected semesters*

Conceptual and practical application of the design process, including graphic and sculptural projects. Practical design problems investigated in laboratory. Lecture, lab. Lab fee. Prerequisite: written instructor approval.

THP 545 Lighting Design Applications. (3)*selected semesters*

Advanced studio projects in stage lighting design. Prerequisite: written instructor approval.

THP 560 Playwright's Workshop. (3)*fall and spring*

Practice and study of creating characters, dialogue, scenes, plays, and monologues for the stage. May be repeated for credit. Studio. Prerequisite: written instructor approval.

THP 561 Scripts in Progress. (3)*fall and spring*

Studio work with the instructor centered on revisions of original plays. May be repeated for credit. Studio. Prerequisite: THP 560 or written instructor approval.

THP 584 Internship. (1–3)*selected semesters*

Field research and on-site training in theatre for youth, community theatre, and production techniques. Prerequisite: written instructor approval.

THP 592 Research. (1–12)*selected semesters***THP 593 Applied Project. (1–12)***selected semesters*

Prerequisite: written instructor approval.

THE KATHERINE K. HERBERGER COLLEGE OF FINE ARTS

THP 594 Conference and Workshop in Child Drama. (3)

once a year

Prerequisite: written instructor approval.

THP 598 Special Topics. (1–4)

once a year

Lecture, studio. Topics may include the following:

- Advanced Screenwriting
- College Teaching:
 - Acting
 - Improvisation with Youth
 - Movement
 - Puppetry
 - Theatre for Social Change
 - Voice
- Performance and Technology
- Storytelling

THP 599 Thesis. (1–12)

selected semesters

THP 611 Research in Drama Education. (3)

once a year

Current research practices in drama education. Development and execution of research projects in ethnographic and arts-based models.

Prerequisite: written instructor approval.

THP 618 Theatre for Youth Practicum. (3)

fall and spring

Practical experience in theatre for youth projects: improvisation, education, production. Prerequisite: written instructor approval.

THP 649 Design Studio. (1–3)

fall and spring

Projects include design of scenery, costume, lighting, or sound for laboratory or mainstage productions. May be repeated for credit. Prerequisite: written instructor approval.

THP 684 Internship. (1–6)

fall, spring, summer

Field research in performance, improvisation with youth, theatre for youth, puppetry, and scenography. Prerequisite: written instructor approval.

THP 691 Seminar: Scenography. (3)

selected semesters

Examines and researches modern concepts and practices of scenography. Prerequisite: written instructor approval.

THP 693 Applied Project. (1–12)

fall, spring, summer

Final projects for MFA Theatre candidates in performance, scenography, and theatre for youth. Prerequisite: written instructor approval.

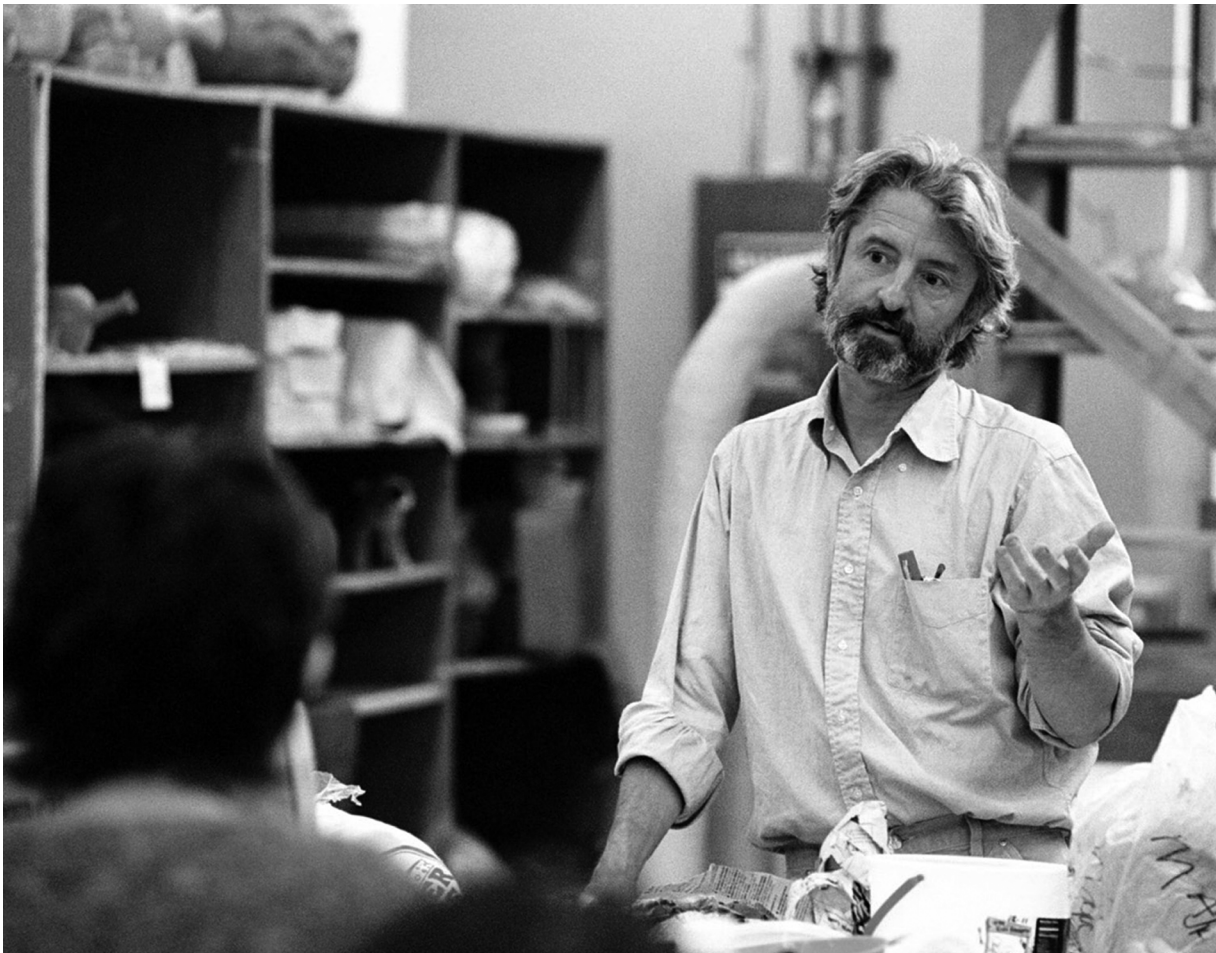
THP 783 Field Work. (1–12)

selected semesters

Topics may include the following:

- Theatre Education

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.



Regents' Professor of Art Kurt Weiser is part of the faculty that has established the ceramics program as one of the nation's best as ranked by *U.S. News and World Report*.

Tim Trumble photo

Walter Cronkite School of Journalism and Mass Communication

cronkite.asu.edu

Christopher Callahan, MPA, Dean

PURPOSE

The mission of the Walter Cronkite School of Journalism and Mass Communication is to prepare students to enter positions in media fields, to ensure that students receive a broad-based education rooted in the liberal arts and sciences, and to provide courses that lead to an understanding of the role and responsibility of the media. The Cronkite School strives to fulfill its mission through a three-pronged approach: classroom instruction in a blend of conceptual and skills courses, on-campus media work opportunities, and off-campus media work opportunities.

ORGANIZATION

The faculty in the Walter Cronkite School of Journalism and Mass Communication offer the Master of Mass Communication (MMC) degree. The MMC is designed to accommodate students who wish to study in the fields of journalism, broadcasting, or public relations. The program provides broader training for professionals employed in the media and for those who wish to enter media fields. The MMC is administered by the director of graduate studies.

GRADUATE PROGRAM

Master of Mass Communication

ACCREDITATION

The School is accredited by the Accrediting Council on Education in Journalism and Mass Communication. This rigid evaluation that occurs every six years means that the school meets the requirements established by a national body made up of elected persons from academia and representatives of national organizations, such as the American Society of Newspaper Editors, Radio-Television News Directors Association, Public Relations Society of America, and National Press Photographers Association.

FACILITIES

Cronkite School facilities include a digital visual journalism lab, three Macintosh computer labs, one PC lab, two audio production suites, 15 video editing suites, and a television newsroom in Stauffer Hall; three audio control rooms at KASC Radio; and a television production studio located at KAET-TV, Channel 8. The school has 19 VHS portable cameras, six SVHS cameras, and four digital video cameras available for student checkout. Currently, 21 Final Cut Pro nonlinear editing stations, three Avid editing systems and four ProTools audio editing systems are available to students. One of the Macintosh computer labs has been upgraded with photojournalism and video editing software.

The PC lab has all the software needed for advanced computer-assisted reporting, including the latest versions of Microsoft Excel and Access, ESRI's ArcMap geographical information systems, and SPSS statistical software.

Also see "[Computing Facilities and Services](#)," page 33.

Mass Communication

Master's Program

cronkite.asu.edu/graduate.html

480/965-5011

STAUF A231B

Christopher Callahan, Dean

Professors: Callahan, Craft, Cronkite, Doig, Godfrey, Merrill, Sylvester, Watson

Associate Professors: Allen, Barrett, Bramlett-Solomon, Galician, Matera, Russell, Russomanno

Assistant Professors: Gavrilos, Schwalbe, Silcock, Thornton, Wu

Clinical Professors: Itule, Leigh

Lecturer: Casavantes

MASTER OF MASS COMMUNICATION

The faculty in the Walter Cronkite School of Journalism and Mass Communication offer a graduate program leading to the academic and professional degree Master of Mass Communication (MMC). The program is designed to help students achieve academic and professional growth, to prepare students for positions in the mass media, and to provide a background to enable persons currently in the media to advance their careers.

Admission. In addition to the general requirements for admission to the Division of Graduate Studies, the MMC program requires applicants to provide three letters of recommendation (including two from professors in the last unit of study from degree-granting institutions), scores on either the GRE (verbal and quantitative) or the MAT, a biographical sketch or résumé that includes all professional media experience, and a 250- to 500-word statement outlining career aspirations that could be enhanced by admission to

WALTER CRONKITE SCHOOL OF JOURNALISM AND MASS COMMUNICATION

the program (the statement is also used as a writing sample). The applicant's undergraduate GPA, letters of recommendation, test scores, and professional media experience are all considered in the admission process. A TOEFL score of 600 or higher is required of all applicants whose native language is not English. Applicants wishing to enroll for fall semester must submit all their application materials by February 1.

Admission Classification. Applicants who have an undergraduate degree in an area of mass communication, who meet all other requirements, and who receive regular admission may begin the 36 semester hour program in the fall. A two-year program is designed for applicants who have an undergraduate degree in a discipline other than mass communication. This program consists of 45 semester hours. The first-year courses are designed to provide a foundation in journalism knowledge and skills. Some first-semester courses are prerequisites for courses taken in subsequent semesters.

The student's résumé, statement of goals and three letters of recommendation should be sent to

DIRECTOR OF GRADUATE STUDIES
WALTER CRONKITE SCHOOL OF JOURNALISM
AND MASS COMMUNICATION
ARIZONA STATE UNIVERSITY
PO BOX 871305
TEMPE AZ 85287-1305

Registration. Registration in 500-level courses is limited to students who have been admitted to the MMC program or have approval from the instructor of the class. Nondegree graduate students may not register for 500-level courses in the Walter Cronkite School of Journalism and Mass Communication during early registration. Undergraduate students wishing to reserve graduate course credit must follow Division of Graduate Studies guidelines and obtain approval from the director of graduate studies.

Programs of Study. The Walter Cronkite School of Journalism and Mass Communication offers two programs of study leading to the MMC degree.

The 45-semester-hour program is for students with undergraduate degrees in areas other than mass communication. Requirements are as follows:

1. 15 semester hours of core course work,
2. 12 hours of specialization courses,
3. six hours of mass communication skills courses,
4. nine hours of related courses outside the school, and
5. three hours of supervised applied project (MCO 593) credit.

The 36-semester-hour program is for students with undergraduate degrees in areas of mass communication. Requirements are as follows:

1. 12 semester hours of core course work,
2. six to 12 hours of specialization courses,
3. nine to 15 hours of related courses outside the school, and
4. three hours of supervised applied project (MCO 593) credit.

Foreign Language Requirements. None.

Final Examination. An oral examination in defense of the supervised research or creative project is required.

ACADEMIC STANDARDS AND POLICIES

Students are required to maintain a 3.00 GPA.

ADVISING

Preadmission information, advising, and continued support are provided by the graduate student support specialist, who can be reached at 480/965-1796.

MAXIMUM TIME LIMIT

Students have six years to complete the program beginning with the date the first course in the program is taken.

JOURNALISM AND MASS COMMUNICATION (JMC)

JMC 401 Advanced Public Relations. (3)

fall and spring

Advanced theory and practice of publicity, public relations, and related techniques and procedures. Prerequisites for undergraduates: JMC 270; JMC professional status.

JMC 412 Editorial Interpretation. (3)

selected semesters

The press as an influence on public opinion. Role of the editorial in analyzing and interpreting current events. Prerequisites for undergraduates: JMC 301; JMC professional status.

JMC 413 Advanced Editing. (3)

fall and spring

Theory and practice of newspaper editing, layout and design, picture and story selection. Fee. Prerequisites for undergraduates: JMC 313; JMC professional status.

JMC 414 Electronic Publication Design. (3)

fall and spring

Theory, organization, and practice of layout, typography, and design in traditional and multimedia publishing. Fee. Prerequisites for undergraduates: JMC 270; JMC professional status.

JMC 415 Writing for Public Relations. (3)

fall and spring

Development of specific writing techniques for the practitioner in public relations agencies and divisions of major organizations. Fee. Prerequisites for undergraduates: JMC 270; JMC professional status.

JMC 417 Public Relations Campaigns. (3)

fall and spring

Theory, principles, and literature of public relations and how they relate to audiences, campaigns, and ethics. Prerequisite: JMC 401. Prerequisite for undergraduates: JMC professional status.

JMC 420 Reporting Public Affairs. (3)

fall and spring

Instruction and assignments in reporting the courts, schools, government, city hall, social problems, and other areas involving public issues. Prerequisites for undergraduates: JMC 301; JMC professional status.

JMC 425 Online Media. (3)

fall and spring

Focuses on the Internet from the perspective of the journalist—the best way to tell a story using words, photos, video, and audio. Lecture, lab. Fee. Prerequisites: JMC 201 (or its equivalent); JMC professional status.

JMC 433 Media Sales and Promotion. (3)

fall and spring

Basics of electronic media marketing practices, including commercial time sales techniques and radio/TV promotion fundamentals. Prerequisites for undergraduates: JMC 200; JMC professional status.

JMC 437 Documentary Production. (3)

fall and spring

Emphasizes individual production projects of the student's own conception and design utilizing studio, field, and postproduction techniques. Prerequisites for undergraduates: JMC 235; JMC professional status.

JMC 440 Magazine Writing. (3)

fall and spring

Writing and marketing magazine articles for publication. Prerequisites for undergraduates: JMC 301; JMC professional status.

JMC 445 Science Writing. (3)

once a year

Develops writing, interviewing, reporting skills, and an understanding of key concepts in science. Lecture, lab. Fee. Prerequisites: student in BA in Journalism and Mass Communication or MMC in Mass Communication; instructor approval.

JMC 451 Photojournalism II. (3)

fall

Emphasizes shooting and Photoshop skills for newspaper and magazine assignments. Film and digital photography, flash and studio lighting. Fee. Prerequisite: JMC 351. Prerequisite for undergraduates: JMC professional status.

JMC 452 Photojournalism III. (3)

spring

Continued practice in shooting (film and digital) and Photoshop skills for newspapers and magazines. Emphasizes single images, picture stories, editorial illustrations, and portfolio development. 2 hours lecture, 2 hours lab. Fee. Prerequisite: JMC 451. Prerequisite for undergraduates: JMC professional status.

JMC 465 Precision Journalism. (3)

fall and spring

Advanced reporting methods using Internet research and data analysis tools for beat and investigative stories. Lecture, lab. Fee. Prerequisites for undergraduates: JMC 301; JMC professional status.

JMC 470 Depth Reporting. (3)

fall and spring

Introduces strategies for writing in-depth newspaper or magazine articles. Lecture, lab. Fee. Prerequisites for undergraduates: JMC 301; JMC professional status; instructor approval.

JMC 472 Media Management. (3)

fall, spring, summer

Management principles and practices, including organization, procedures, policies, personnel problems, and financial aspects of station management. Pre- or corequisites for undergraduates: JMC 332; JMC professional status.

JMC 475 Television Newscast Production. (3)

fall and spring

Writing, reporting, and production of the television newscast. Prerequisite: instructor approval. Prerequisite for undergraduates: JMC professional status.

JMC 494 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

MASS COMMUNICATION (MCO)

MCO 418 History of Mass Communication. (3)

fall and spring

American journalism from its English and colonial origins to the present day. Development and influence of newspapers, magazines, radio, television, and news gathering agencies.

MCO 421 Media Problems. (3)

fall and spring

Trends and problems of the mass media, emphasizing editorial decisions in the processing of information. Prerequisite: JMC professional status.

MCO 430 International Mass Communication. (3)

fall and spring

Comparative study of communication and media systems. Information gathering and dissemination under different political and cultural systems.

MCO 435 Emerging Media Technologies. (3)

once a year

Surveys new telecommunication technologies in a convergent environment.

MCO 440 Applied Media Research. (3)

fall and spring

Design, conduct, and analysis of applied media research. Students participate in the Cactus State Poll. Lab setting. Prerequisite: JMC professional status.

MCO 450 Visual Communication. (3)

fall, spring, summer

Theory and tradition of communication through the visual media with emphasis on continuity of traditions common to modern visual media.

MCO 456 Political Communication. (3)

fall and spring

Theory and research related to political campaign communication. The persuasive process of political campaigning, the role of the media, the candidate, and image creation.

MCO 460 Race, Gender, and Media. (3)

spring and summer

Reading seminar designed to give a probing examination of the interface between AHANA Americans and the mass media in the United States. Lecture, discussion. Cross-listed as AFR 460. Credit is allowed for only AFR 460 or MCO 460.

MCO 473 Sex, Love, and Romance in the Mass Media. (3)

fall, spring, summer

The role of the mass media in constructing and/or reinforcing unrealistic mythic and stereotypic images of sex, love, and romance. Lecture, discussion. Prerequisites for nonmajors: 24 hours; 2.00 GPA. Prerequisites for majors: 40 hours; 2.50 GPA.

MCO 501 Newswriting and Reporting. (3)

fall

Designed for graduate students in the MMC program who have undergraduate degrees in nonjournalism areas. Objective is to teach fundamentals of writing and reporting. Lecture, lab. Fee. Prerequisite: acceptance into MMC graduate program or instructor approval.

MCO 503 Press Freedom Theory. (3)

fall

Examines philosophical and legal aspects of press freedom. Emphasizes First Amendment theory evolution from 1791 to present.

MCO 510 Research Methodology in Mass Communication. (3)

fall

Identifies research problems in mass communication. Overview of questionnaire construction. Attention to survey, historical, content analysis, experimental, and legal research methods. Prerequisite: acceptance into MMC graduate program or instructor approval.

MCO 520 Mass Communication Theories and Process. (3)

fall

Analyzes various theoretic models of mass communication with emphasis on the applications of these theories to various professional communication needs.

MCO 522 Mass Media and Society. (3)

spring

Mass media as social institutions, particularly interaction with government and public. Emphasizes criticism and normative statements.

MCO 530 Media Ethics. (3)

fall

Ethical conventions and practices of print and electronic media as they relate to the government and private sectors of society.

MCO 531 Broadcast Journalism. (3)

spring

News and information practices of networks, stations, and industry. Practice in writing, reporting, and editing with emphasis on video. Lecture, lab. Prerequisite: MCO 501.

MCO 540 Historical/Legal Methods. (3)

spring

Introduces legal and historical methods necessary to conduct qualitative mass communication research. Prerequisite: MMC graduate student.

MCO 560 Arizona Media Law. (3)

fall

Case study approach to first amendment issues, media access, libel, confidentiality, and invasion of privacy as applied to media organizations in Arizona. Lecture, seminar.

MCO 593 Applied Project. (3)

fall and spring

MCO 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

College of Law

www.law.asu.edu

Patricia D. White, JD, Dean

PURPOSE

As the only law school in the United States' fifth largest metropolitan area and the state's political and legal capital, the College of Law plays a significant role in the legal profession nationally and serves as the region's principal intellectual center for the profession. In addition to training men and women for the profession and related assignments, the college contributes to the creation and administration of law and justice through the efforts of its faculty and students.

ORGANIZATION

Law Building and Law Library

The John S. Armstrong Law Building is located near other colleges on the university's main campus. The Law Building provides every modern facility for legal education and has been described by experts involved in the planning of law buildings as setting a new standard in functional design.

The award-winning John J. Ross–William C. Blakley Law Library, named in memory of two prominent Phoenix attorneys, is one of the finest law libraries in the Southwest. The library houses a collection of more than 406,000 volumes and microform volume equivalents. The collection includes a broad selection of Anglo-American case reports and statutes as well as legal treatises, periodicals, encyclopedias, digests, citators, and administrative materials. The collection also includes a growing selection of special materials dealing with international law, Indian law, Mexican law, English Legal History, and law and technology.

The library, housed in a dramatic and functional building that opened in August 1993, is also a selective U.S. government depository. The building provides accessible shelving for the expanding collections and comfortable study space at carrels, tables, and lounge seating located throughout the library. Additionally, the law library has a 20-station computer lab as well as LEXIS and WESTLAW rooms that contain 10 stations each, 27 meeting and study rooms, a microforms facility, and a classroom.

Students may also access other campus libraries, including the Charles Trumbell Hayden Library, the Daniel E. Noble Science and Engineering Library, the Architecture and Environmental Design Library, and the Music Library. The collections maintained in all university libraries comprise more than 3 million volumes.

GRADUATE PROGRAMS

The college offers four degree programs. See the "[College of Law Graduate Degrees and Majors](#)" table, page 235.

The college offers a three-year program of professional study leading to the Juris Doctor (JD) degree.

The college also offers the Master of Legal Studies (MLS) degree and the Master of Laws (LLM) degree with majors in Biootechnology and Genomics and Tribal Policy, Law, and Government. For information about these degrees, contact the college.

Law students wishing to pursue a joint degree program at ASU must have a joint degree application and program of study approved by the associate dean of the College of Law before pursuing the joint degree. See the "[Concurrent and Dual Degrees](#)" table, page 16.

Certificate Programs

Two certificates are available only to students in the College of Law. See "[Indian Legal Program](#)," page 235, for information about the Certificate in Indian Law. See "[Center for the Study of Law, Science, and Technology](#)," on this page, for information about the Certificate in Law, Science, and Technology.

SPECIAL PROGRAMS

Center for the Study of Law, Science, and Technology

The center, founded by the Arizona Board of Regents in 1984, is a multidisciplinary research center and a national leader in training law students to understand and manage the legal implications of new technologies. The center anticipates issues raised by new knowledge, stimulates dialogue between legal and scientific scholarship, and conducts research that promotes the legal community's engagement with scientific and technological developments. The unique breadth of faculty expertise within the College of Law, 19 of whom are center fellows, supports course offerings in a broad range of law, science, and technology subjects. Subjects include scientific evidence, intellectual property and cyberlaw, behavioral biology, health care and bioethics, information and communication technologies, statistics and mathematical methods, biotechnology, environmental and natural resource law and policy, and risk management.

A certificate program provides coherence and structure to student academic development; there are specializations in intellectual property, health care law, and environmental law. Externships in the local legal community provide students with hands-on experience under the guidance of skilled practitioners. The center's Technology Transfer Clinic provides a unique applied clinical experience where students evaluate inventions generated by ASU researchers, devise marketing strategies, and file patent documentation.

The center is a key player in several contemporary debates within the legal academic community. For example, it sponsors an annual conference on genetics and the law. It also sponsors a speaker series each semester that attracts the country's best legal scholars. The center also co-publishes,

College of Law Graduate Degrees and Majors

Major	Degree	Concentration	Administered By
Biotechnology and Genomics	LLM	—	College of Law
Law	JD	—	College of Law
Legal Studies	MLS	—	College of Law
Tribal Policy, Law, and Government	LLM	—	College of Law

with the American Bar Association's Section of Science and Technology Law, *Jurimetrics: The Journal of Law, Science, and Technology*, the oldest and most widely circulated journal in the field of law and science. Students serve as editors and officers of the journal, editing articles for publication, conducting research, and developing and writing articles under the direction of the faculty editor.

Clinical Program

The College of Law's Clinical Program provides second and third year students with an opportunity to handle actual cases under the direct guidance of skilled faculty members. The college offers five real-client clinics: the Civil Justice Clinic, the Criminal Practice Clinic, the Public Defender Clinic, the Mediation Clinic, and the newly designed Technology Ventures Clinic. The college's extensive and diverse clinical program allows students to choose among a variety of different work environments. The Civil Practice Clinic, for example, operates as a functioning law firm within the college, while students in the criminal litigation clinics work in prosecution or public defender agencies in the Phoenix area. Students in the Mediation Clinic learn how to facilitate the resolution of disputes without litigation, while other students serve as mediators in real disputes in the small claims court system. Finally, students in the Technology Ventures Clinic work collaboratively with students from other disciplines to analyze technology portfolios and participate in an intellectual property review process for new technologies. To help prepare for participation in a clinic, second-year students are offered "simulation-based" courses in Lawyering Theory and Practice, Trial Advocacy, Pre-Trial Practice, and Negotiation.

Indian Legal Program

The Indian Legal Program at the college was established in 1988 to provide legal education to students on topics in Indian law, to generate scholarships in Indian law, and to provide public service to tribal governments. The college is a strong choice for students interested in studying Native American legal systems, federal Indian law, and the complex issues confronting Indian nations and individuals. Through a Certificate in Indian Law, the college provides its students with a quality legal education and an opportunity to gain specific knowledge and expertise in Indian law.

Students have the opportunity to participate in all phases of the Indian Legal Program and gain an in-depth understanding of the legal issues affecting Indian tribes and people. Courses on Federal Indian law and seminars on advanced Indian law topics, such as tribal law and government, gaming, and American Indian cultural resources protection, are part of the curriculum. Students also have the opportunity to participate in internships with local tribal

courts, the Native American Rights Fund, the U.S. Department of the Interior, or the Senate Committee on Indian Affairs in Washington, D.C. This variety of academic and work experience provides students with an outstanding legal education and a firm grounding in both the theoretical and practical aspects of Indian law.

Committee on Law and Philosophy

Both the College of Law and the College of Liberal Arts and Sciences have groups of excellent faculty with expertise in philosophy of law and related areas of moral and political philosophy. These faculty members have been brought together to form the Committee on Law and Philosophy. The overall goal of the committee is to create and maintain a rich and active intellectual community in this area and to use the resources of that community to offer conferences, lectures, courses, and seminars. Areas of particular interest to members of the committee include criminal law theory, punishment, forgiveness, constitutional interpretation, human rights theory, law and literature, law and religion, and political obligation.

Law Journal

The College of Law publishes a professional law review, the *Arizona State Law Journal*, edited by students of the second- and third-year classes. Membership on the law journal is determined by grade performance in the first year and by submitting written work in a writing competition. Participation on law review is hard but rewarding work. For those eligible, the review provides one of the finest avenues for legal education thus far developed. Its work contributes to the student's intellectual advancement, to the development of law and the legal profession, and to the stature of the law school.

ADMISSION REQUIREMENTS

First-year students are admitted for only the fall semester. The formal requirements for college admission are (1) an undergraduate degree from an accredited four-year college or university and (2) a score on the Law School Admission Test (LSAT), administered by Law Services.

Each applicant for admission to the JD program must have earned an undergraduate degree from an accredited four-year college or university (BA, BS, or other equivalent). The College of Law Admissions Office considers an applicant's file complete only if it includes each of the following:

1. a completed Application for Admission form;
2. a completed Arizona residency information form if claiming Arizona residency;
3. a \$45 application fee;

COLLEGE OF LAW

4. a personal statement that does not exceed three double-spaced typed pages;
5. employment history or résumé from high school graduation until present; and
6. a Law School Data Assembly Service (LSDAS) report, which must be from the current application year, with all transcripts, two letters of recommendation, and the LSAT score(s) from Law Services.

To be assured consideration, all application materials must be received or postmarked by February 15.

More detailed information about the course of study, admission practices, expenses, and financial assistance can be found online at www.law.asu.edu. To request an application form, call 480/965-7207, or write

ADMISSIONS OFFICE
COLLEGE OF LAW
ARIZONA STATE UNIVERSITY
PO BOX 877906
TEMPE AZ 85287-7906

For general information about the College of Law, call 480/965-1474, or access the college's Web site at www.law.asu.edu.

COURSE OF STUDY

The program of study in the College of Law is designed for full-time students. In the first year of the three-year program, the course of study is prescribed and incorporates the time-proven techniques of legal education. Through case methods, problem methods, moot court experience, and other techniques, the first year gives students an intensive exposure to basic legal processes.

As part of the program, first-year students are assigned to small sections. In the Legal Research and Writing program, first-year students prepare legal briefs and memoranda and receive feedback through the use of practice examinations. The program focuses on the development of writing and organizational skills necessary for success in law school and in the practice of law. The second and third years cover a wide range of courses varying in format as well as subject matter, allowing students to pursue both the basic subjects of law study and more specialized interests. By offering great freedom in the selection of subjects, the educational experience of the second and third years sharply contrasts with the curriculum of the first year. In addition, the college offers a number of faculty-supervised clinical education programs and a program of supervised externships.

Retention Standards. To be eligible to continue in the College of Law, students must maintain a cumulative weighted GPA of 70 or higher at the end of each semester or summer session. Any student who fails to achieve a 70 GPA in any one semester, regardless of the cumulative GPA, is automatically placed on probation. Continuation of enrollment by probationary students is based upon such terms and conditions as the college may impose.

A student whose cumulative GPA falls below the required level or whose semester GPA is less than 70 in two consecutive semesters is dismissed but may apply to the Office of the Dean for readmission. The Office of the Dean refers the

application to a faculty Committee on Readmission. In cases where the GPA deficiency is slight and evidence of extenuating circumstances is convincing, readmission may be granted on a probationary status after a review of the reasons contributing to unsatisfactory performance and a finding that there is a substantial prospect for future acceptable academic performance. Continuation in school thereafter may be conditioned on achieving a level of performance higher than the overall 70 GPA.

Honor Code. The legal profession, a self-regulating association, depends on the integrity, honor, and personal morality of each member. Similarly, the integrity and value of an ASU College of Law degree depends on a reputation for fair competition. The college's *Honor Code* is intended as a measure to preserve the integrity of the school's diploma and to create an arena in which students can compete fairly and confidently. Copies of the *Honor Code* are available from the college's Student Services Office.

ADVISING

Preadmission information, advising, and continued support for the JD is provided by the College of Law Admissions Office, 480/965-1474.



This Southwest-inspired hanging sculpture is prominently displayed in the College of Law's Armstrong Hall. Tim Trumble photo

ACCREDITATION

The college is fully accredited by the American Bar Association and is a member of the Association of American Law Schools.

Law
Doctoral and Certificate Programs

www.law.asu.edu

480/965-6181

LAW 101

Patricia D. White, Dean

Andrew Askland, Director

Center for the Study of Law, Science, and Technology

**Catherine O'Grady, Executive Director,
Clinical Programs**

**Jeffrie G. Murphy and James Nickel, Codirectors,
Committee on Law and Philosophy**

**Kathlene Rosier, Director,
Indian Legal Program**

**Judith M. Stinson, Director,
Legal Research and Writing and Academic Success
Programs**

Regents' Professors: Kaye, Murphy

Professors: Bartels, Bender, Berch, Calleros, Clinton, Ellman, Feller, Fidel, Gorman, Gover, Grey, Guerin, Herrera, Kader, Karjala, Lowenthal, Lynk, Marchant, Nickel, O'Grady, Rose, Saks, Schatzki, Schroeder, Spritzer, Stanton, Strouse, Trotta, Tsosie, Tucker, Weinstein, M. White, P. White, Winer, Woodley

Associate Professors: Noreuil, Sigler, Sylvester

Clinical Professors: Dallyn, Dauber

Legal Writing Instructors: Davis, Popko

Senior Instructional Professional: Stinson

LAW (LAW)

LAW 500 Holding Registration. (1–16)

fall and spring

LAW 515 Contracts. (3–5)

once a year

Explores common law legal method and the structure of Article 2 of the U.C.C. in the context of issues of contract formation.

LAW 516 Criminal Law. (3)

fall

Substantive law of crimes.

LAW 517 Torts. (2–4)

once a year

Legal protections of personality, property, and relational interests against physical, economic, and emotional harms.

LAW 518 Civil Procedure. (3–5)

once a year

Explores the structure of a lawsuit and techniques of alternative dispute resolution. Specific topics include commencement of suit, joinder of parties, discovery, pretrial motions, subject matter and personal jurisdiction, res judicata, collateral estoppel, and choice of law under the Erie doctrine.

LAW 519 Legal Method and Writing. (2)

fall

Examines methods used to analyze legal problems. Reviews precedent statutory construction and basic res judicata problems. Use of basic legal writing formats.

LAW 520 Contracts. (2)

spring

Continuation of LAW 515 focusing on contract interpretation.

LAW 522 Constitutional Law I. (3)

spring

Role of courts in the federal system, distribution of powers between state and federal governments, and the role of procedure in litigation of constitutional questions.

LAW 523 Property. (2–4)

once a year

Indicia of ownership, found property, estates in land, landlord tenant, nonpossessory interests in property, nuisance, land use planning, and transfers of interests in property.

LAW 524 Legal Research and Writing. (2)

spring

Continuation of LAW 519.

LAW 525 Torts. (2)

spring

Continuation of LAW 517 with emphasis on strict and products liability.

LAW 526 Property. (2–3)

spring

Nonpossessory interests in property (easements, covenants, servitudes); nuisance; land use planning; and transfers of interests in property.

LAW 527 Civil Procedure. (3)

spring

Continuation of LAW 518; subjects in LAW 518 are addressed in greater depth as well as personal jurisdiction, res judicata, collateral estoppel, and choice of law under the *Erie* doctrine.

LAW 529 Law and the Regulatory State. (3)

once a year

Introduces the importance, origins, and methods of interpreting statutes, regulations, and court rules.

LAW 600 Administrative Law. (3)

once a year

Administrative process, emphasizing nature of powers exercised by administrative agencies of government, problems of procedure, and scope of judicial review.

LAW 601 Antitrust Law. (2–3)

once a year

Legislation and its implementation to prevent monopoly and business practices in restraint of trade, including restrictive agreements involving price-fixing, trade association activities, and resale price maintenance.

LAW 603 Conflict of Laws. (2–3)

once a year

Problems arising when the operative facts of a case are connected with more than one state or nation. Choice of law, bases of jurisdiction, effect of foreign judgments, and underlying federal and constitutional issues.

LAW 604 Criminal Procedure. (3)

fall and spring

Nature of the criminal procedural system with special focus on constitutional protections for the accused.

COLLEGE OF LAW

LAW 605 Evidence. (3–4)

fall and spring

Principles and practice governing the competency of witnesses and presentation of evidence, including the rules of exclusion and roles of lawyer, judge, and jury under the adversary system.

LAW 606 Federal Income Taxation. (3–4)

fall and spring

Federal income tax in relation to concepts of income, property arrangement, business activity, and current tax problems, with focus on the process of tax legislation and administration.

LAW 608 Business Associations I. (3)

once a year

Partnerships, limited partnerships, and small business corporations. Includes a brief introduction to accounting. Detailed analysis of the problems of forming a close corporation, state law duties of care and loyalty, management, dividends and redemptions, issuance of stock, internal dispute resolution, dissolution, and the general law of derivative actions.

LAW 609 Business Associations II. (3)

once a year

Interrelationship of federal and state law and a brief introduction to corporate finance (1933 Act). Broad overview of large company regulations, including reporting rules, proxy regulation, insider trading, sale of control, tender offers and takeovers, and going private. Prerequisite: LAW 608.

LAW 610 Advanced Criminal Procedure. (2–3)

once a year

Topics in criminal procedure, with emphasis on legal constraints on grand jury investigations, police practices, pretrial release, preliminary hearings, prosecutorial discretion, and plea bargaining.

LAW 611 Estate and Gift Tax. (2–3)

selected semesters

Tax laws relating to transfer of wealth both at death and during lifetime, including federal estate tax, gift tax, and income taxation of estates and trusts.

LAW 612 Family Law. (3)

once a year

Legal and nonlegal problems that an individual may encounter because of a situation as a family member.

LAW 613 Federal Courts. (2–3)

once a year

Federal judicial system; relationship of federal and state law; jurisdiction of federal courts and their relation to state courts.

LAW 615 Public International Law. (3)

once a year

Role of law in international disputes. Considers drafting and interpretation of treaties and multilateral conventions.

LAW 616 Jurisprudence. (3)

once a year

Introduces legal philosophy, with readings on the nature of law and legal reasoning, the relationship between law and morality and equality and social justice.

LAW 617 Genetics and the Law. (2–3)

once a year

Provides background on genetics and recent genetic advances; addresses the legal consequences and issues associated with such advances.

LAW 618 Decedent's Estates. (3)

fall and spring

Substantive concepts involved in transmitting wealth, including interstate succession, wills and will substitutes, the modern trust as a family protective device, creation of future interests in a planned estate, social restrictions of a nontax nature, and methods of devoting property to charitable purposes.

LAW 619 Payments. (3)

fall

Law of credit obligations and payment devices. Focuses on Articles 3, 4, and 4A of the Uniform Commercial Code.

LAW 620 Civil Rights Legislation. (2–3)

selected semesters

Coverage of the rights and remedies provided by federal civil rights legislation, principally, the key provisions of the Reconstruction Era Civil Rights Acts, portions of the employment discrimination legislation, and voting rights legislation.

LAW 621 Sales. (2–3)

once a year

Advanced issues involving the formation and interpretation of sales and lease contracts. Focuses primarily on Articles 2 and 2A of the Uniform Commercial Code.

LAW 622 Secured Transactions. (3)

once a year

Secured transactions under Article 9 of the Uniform Commercial Code and other relevant sections. Overview of the creation, perfection, and priority effects of security interests. Financing of business enterprise and consumer credit.

LAW 623 Commercial Torts. (3–4)

once a year

Involves an analysis of actionable wrongs against a business entity or against proprietary rights held by that entity, covering the entire spectrum of private remedies for competitive wrongs.

LAW 624 Community Property. (1–2)

fall and spring

Property rights of husband and wife; the Arizona community property system; homestead.

LAW 625 Constitutional Law II. (3–4)

fall, spring, summer

Fundamental protection for person, property, political, and social rights.

LAW 626 Law, Biology, and Human Behavior. (1–3)

once a year

Considers whether recent advances in biology can usefully contribute to our understanding of behaviors that are relevant to law.

LAW 627 Corporate Taxation. (2–3)

once a year

Problems in taxability of the corporation, corporate distributions, and corporate reorganizations.

LAW 628 Creditor-Debtor Relations. (3)

once a year

Creditors' remedies in satisfaction of claims and debtors' protection and relief under bankruptcy, other laws.

LAW 629 Employment Law. (3)

once a year

Employment law topics, including testing, privacy, OSHA, FLSA, benefits, worker's compensation, rights to compensation, workplace emotional injuries, termination, and sexual harassment.

LAW 630 Employment Discrimination. (2–3)

selected semesters

Focuses primarily on Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.

LAW 631 Environmental Law. (3)

once a year

Litigation, administrative law, and legislation relating to problems of environmental quality. Topics covered may include air and water pollution, toxic substances, pesticides, and radiation.

LAW 632 Indian Law I. (3)

once a year

Inquiry into legal problems special to American Indians and tribes.

LAW 633 Law, Litigation, and Science. (2–3)

once a year

Fills a gap in the education of most lawyers, namely, how to effectively think about and use empirical evidence.

LAW 635 Juvenile Justice System. (3)

selected semesters

Special problems in the juvenile system.

LAW 636 Land Use Regulation. (2–3)*once a year*

Legal problems in the regulation and control of land development by state and local governments. Administration of zoning, subdivision, and other planning controls; issues of fairness and procedure in the utilization of such controls.

LAW 637 Lawyering Theory and Practice. (4)*fall and spring*

Issues of competency and professionalism in the practice of law.

LAW 638 Professional Responsibility. (3)*fall and spring*

Emphasizes the Model Rules and Model Code that govern the professional responsibility of lawyers and their interpretation and application.

LAW 639 Natural Resource Law. (3)*once a year*

Examines the constitutional basis for federal land management and the different kinds of public lands management schemes (e.g., parks, forests, wildlife refuges), emphasizing acquisition of right to, and regulation of, the different uses of public lands and resources (e.g., mining, grazing, timber, wildlife habitat, recreation).

LAW 640 Securities Regulation. (2–3)*selected semesters*

Selected problems arising under the major statutes concerned with regulating the securities market.

LAW 641 State and Local Government. (2–3)*selected semesters*

Legal problems involved in the organization and administration of governmental units, including the city, county, town, village, school district, and special district.

LAW 642 White Collar Crime. (2–3)*once a year*

Examines the ways in which “white collar” crime is prosecuted, principally in the federal system.

LAW 643 Water Law. (3)*once a year*

Acquisition of water rights; water use controls; interstate conflicts.

LAW 645 Patent Law. (3)*once a year*

In-depth examination of substantive patent law as it applies to the commercialization and enforcement of patent rights.

LAW 646 Copyright Law. (3)*once a year*

Legal rights in original forms of human expression.

LAW 647 Mass Tort Litigation. (2–3)*once a year*

Examines unique procedural and substantive issues that arise in mass tort litigation.

LAW 648 International Intellectual Property. (2–3)*once a year*

Considers patents, copyrights, and trademarks under international law and the major international treaties.

LAW 649 Scientific Evidence. (2–3)*once a year*

Examines the use of scientists and scientific tests or studies in criminal and civil litigation. Pre- or corequisite: LAW 605.

LAW 650 Health Law. (2–3)*once a year*

Introduction to health law.

LAW 651 Public Health Law. (2–3)*once a year*

Addresses the relationship between the state and the population's health.

LAW 652 Bioethics and the Law. (2–3)*once a year*

Covers a range of issues relating primarily to human reproduction and life and death decisions.

LAW 653 Bankruptcy. (2–4)*once a year*

Covers basic bankruptcy law and practices.

LAW 654 Business Organizations. (3–4)*once a year*

Covers the primary forms of business organizations: partnerships, limited partnerships, limited liability companies, and corporations.

LAW 655 Chapter 11. (2–4)*once a year*

Covers the law and practice of reorganizing business entities under Chapter 11 of the United States Bankruptcy Code.

LAW 656 Valuing Real Estate and Closely-Held Businesses. (2–3)*once a year*

Focuses on the valuation of interests in real property and closely-held businesses.

LAW 657 Private Property Rights. (2–3)*once a year*

Explores the conflict between property rights and the right of the government to acquire private property for public use.

LAW 658 Arizona Constitutional Law. (2–3)*once a year*

Examines the basic provisions of the Arizona Constitution and the judicial decisions interpreting those provisions.

LAW 701 Arbitration. (2–3)*once a year*

Examines the Federal Arbitration Act and the Uniform Arbitration Act as it has been adopted in Arizona.

LAW 702 Alternative Dispute Resolution. (2–3)*once a year*

Broad exposure to methods of settling disputes in our society such as mediation, arbitration/conciliation, and negotiation, including examination of the current litigation model.

LAW 703 Law, Science, and Technology. (2–3)*once a year*

Legal mechanisms used in dealing with various issues raised by contemporary science and technology. Explores current legal responses to science and technology.

LAW 704 Indian Law II. (2–3)*once a year*

Surveys the federal legal doctrines surrounding Indian ownership and exploration of resources.

LAW 705 Media Law. (2–3)*once a year*

Examines First Amendment principles and statutory and regulatory requirements with respect to the conventional print and broadcast media, as well as recent technologies such as cable.

LAW 706 Immigration Law. (2–3)*selected semesters*

Explores political, economic, social, and legal issues concerning immigration. Specific topics covered include citizenship and naturalization, denaturalization, deportation, and refugee rights and asylum.

LAW 707 Elder Law. (2–3)*once a year*

Looks at legal and policy questions related to aging individuals and an older society. Seminar.

LAW 708 Gender, Sexuality, and the Law. (2–3)*once a year*

Examines assumptions made in the law about gender and sexuality and the impact of those assumptions on the application of the law. Seminar.

LAW 709 International Human Rights. (2–3)*selected semesters*

International rules and procedures governing the protection of human rights.

LAW 710 Real Estate Tax Planning. (2–3)*once a year*

Discusses topics, including but not limited to real estate investments as tax shelters, alternative acquisition finance devices, refinancing techniques, and nontaxable exchanges.

LAW 712 Religion and the Constitution. (2–3)*once a year*

In-depth study of the “establishment” and “free exercise” clauses of the First Amendment to the U.S. Constitution.

COLLEGE OF LAW

LAW 713 Tribal Law and Government. (2–3)

fall and spring

Analyzes particular problems in tribal law.

LAW 715 Sports Law. (2–3)

once a year

Unique legal problems relating to professional sports, including their relationship to antitrust laws, the nature of player contracts, and associated tax problems.

LAW 720 Indian Gaming Law. (2–3)

once a year

Surveys the law surrounding the Indian gaming industry.

LAW 721 Education and the Law. (2–3)

selected semesters

Current legal problems affecting institutions of higher education, faculty, students, and governing boards.

LAW 722 Mexican Law. (2–3)

fall

Comparative overview of Mexican law. Poses questions regarding the proper role and function of a legal system. Seminar.

LAW 724 Privacy. (2–3)

once a year

Traces the development of privacy law with special attention to contemporary challenges.

LAW 733 Negotiation, Mediation, and Counseling. (3)

once a year

Explores alternative models of negotiated dispute resolution, as well as the roles of lawyer and client in the negotiation process. Extensive use of simulation exercises.

LAW 734 Products Liability. (2–3)

once a year

Traces the development of products liability law; analyzes the major issues currently confronting the courts in this area. Seminar.

LAW 738 Trial Advocacy. (2–3)

fall and spring

Confronts issues of trial advocacy through simulation of a variety of aspects of trial practice in a mock court setting. Prerequisite: LAW 605.

LAW 745 The Supreme Court. (2–3)

once a year

Intensive examination of selected current decisions of the U.S. Supreme Court.

LAW 768 International Business Transactions. (2–3)

selected semesters

Problems and policy considerations involved in international trade; tariffs, international monetary controls, and development loans.

LAW 770 Law Journal. (1–3)

fall and spring

Academic credit for successful completion of editorial work by a member of the staff of *Arizona State Law Journal*. May be repeated for credit for a maximum of 5 semester hours.

LAW 771 Jurimetrics Journal. (1–3)

fall and spring

Academic credit for successful completion of editorial work by a member of the staff of the *Jurimetrics Journal of Law, Science, and Technology*. Studio.

LAW 772 Defender Clinic. (1–6)

fall, spring, summer

Placement in the Public Defender Clinic and related classroom component. Prerequisite: LAW 605.

LAW 773 Defender Clinic. (1–6)

fall, spring, summer

Placement in the Civil Practice Clinic and related classroom component. Prerequisite: LAW 605.

LAW 774 Criminal Practice Clinic. (1–6)

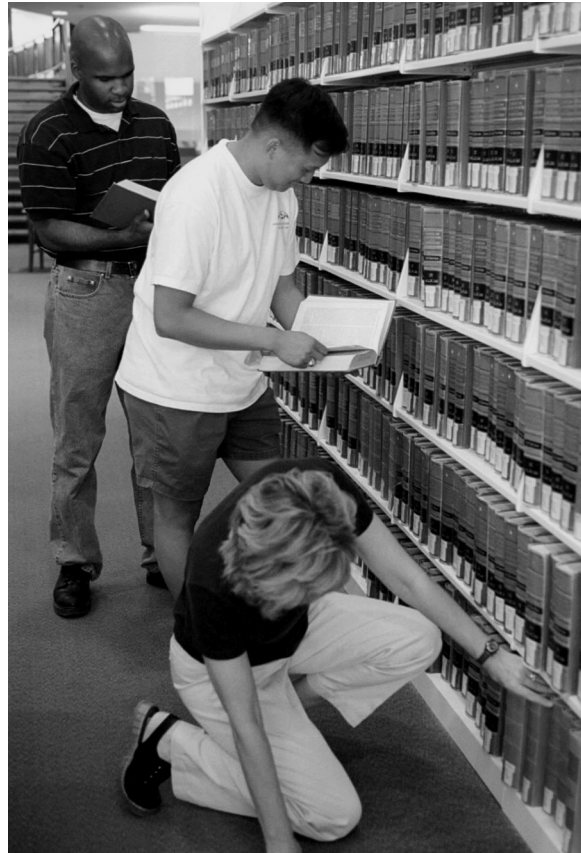
fall, spring, summer

Placement with various prosecutor offices in the Phoenix area and related classroom component. Prerequisite: LAW 605.

LAW 775 Mediation Clinic. (1–4)

fall and spring

Study of the mediation process and experience as mediators in cases pending before the justice courts and administrative agencies.



Law students conducting research at the John J. Ross–William Blakley Law Library

Tim Trumble photo

LAW 780 Moot Court. (1–3)

fall and spring

Academic credit for successful completion of work as a member of the Moot Court Board of Directors; maximum of 3 semester hours.

LAW 781 Individual Study. (1)

fall, spring, summer

With the approval of a faculty member, a student may research a legal subject of special interest and prepare a paper suitable for publication.

LAW 782 Individual Study. (2)

fall, spring, summer

See LAW 781.

LAW 783 Individual Study. (3)

fall, spring, summer

See LAW 781.

LAW 784 Moot Court Competition. (1–4)

fall and spring

Successful participation and completion of a national moot court competition.

LAW 785 Externship. (1–12)

fall, spring, summer

Supervised, practical lawyering in an external placement proposed by the student or established by a sponsoring agency and approved by the College of Law. In addition, an associated academic component is established by the student with a member of the faculty.

LAW 791 Seminar in Law. (1–12)

fall and spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

College of Liberal Arts and Sciences

clas.asu.edu

David A. Young, PhD, Dean

PURPOSE

The graduate programs in the College of Liberal Arts and Sciences are characterized by both a diversity of disciplines and a commonality of purpose. The disciplinary diversity of the college is broad by intent, embracing those branches of learning most central to the foundations of society in the humanities and the sciences. Unity of purpose is achieved through a common commitment to intellectual integrity, to research, and to the preservation of freedom of academic inquiry, as well as through informal exchanges and cross-disciplinary centers.

The college has active research programs in all units offering advanced degrees. In recent years, the rapid addition of excellent faculty has enhanced the cadre of senior scholars and scientists with whom graduate students work.

ORGANIZATION

The college—which offers graduate study in the humanities, the mathematical and the natural sciences, and the social sciences—brings together highly qualified faculty and advanced students to share learning and discovery in 20 academic units and in a number of interdisciplinary centers. In lectures and seminars, in laboratories and libraries, in creative endeavors, field experiences, and research projects, faculty and students cooperate in preserving, evaluating, and expanding knowledge.

GRADUATE PROGRAMS

In cooperation with the Division of Graduate Studies, faculty affiliated with various departments and units within the College of Liberal Arts and Sciences offer three research-oriented degrees: the MA, the MS, and the PhD. In addition, six professional degrees are offered: the Master of Advanced Study in Geographic Information Systems, the Master of Natural Science, the Master of Teaching English as a Second Language, the Master of Physical Education, the Master of Fine Arts, and the Professional Science Master's degree in Computational Biosciences. An interdisciplinary creative writing program is also offered in cooperation with the Katherine K. Herberger College of Fine Arts.

Interdisciplinary programs leading to the PhD degree are offered in Exercise Science, Molecular and Cellular Biology, Science and Engineering of Materials, and Speech and Hearing Science. Many departments participate in the Master of Education, Doctor of Education, and Doctor of Philosophy degrees offered and administered through the College of Education. Members of the Department of Mathematics and Statistics faculty participate in the interdisciplinary MS degree in Statistics (with W. P. Carey School of Business faculty); members of the faculty in the Department of Chemistry and Biochemistry and the School of Life Sci-

ences participate in the interdisciplinary MS and PhD in Molecular and Cellular Biology; members of the faculty in the Departments of Anthropology, History, Languages and Literatures, Philosophy, Political Science, Psychology, Religious Studies, and Sociology participate in the interdisciplinary PhD in Justice Studies program; members of the Departments of Geography, Political Science, and Sociology faculty contribute to the interdisciplinary Doctor of Public Administration program; and members of the Departments of English, Family and Human Development, Sociology, and Speech and Hearing Science faculty participate in the interdisciplinary PhD degree in Communication.

One of the features of an interdisciplinary program is that it draws upon faculty research and teaching interests from a number of academic units; thus, a student may tailor a course of study to fit individual needs and goals.

See the “[College of Liberal Arts and Sciences Graduate Degrees and Majors](#)” table, page 242.

ADMISSION REQUIREMENTS

Applicants to graduate programs within the College of Liberal Arts and Sciences must meet general requirements for admission established by the Division of Graduate Studies (see “[Admission to the Division of Graduate Studies](#),” page 58). In addition, academic units usually require test scores from the Graduate Record Examination and Miller Analogies Test, letters of recommendation, and a statement of purpose. Consult the individual degree programs for particular requirements. International applicants must also submit Test of English as a Foreign Language (TOEFL) scores and are advised to submit application materials well in advance of deadlines.

SPECIAL PROGRAMS

The college continually strives to provide students with new program areas, many of which are interdisciplinary in content. There are special strengths, for example, in planetary geology, as well as in more traditional geological sub-disciplines; in geochemistry, as well as in biochemistry and solid-state and materials science; and in magnetic properties of materials, as well as nuclear physics and surface physics. In psychology, traditional social, developmental and clinical research is augmented by a new interest in preventive mental health. Flexibility and forward-looking program development pervade all college programs. The interdisciplinary degree in Exercise Science is internationally recognized. The graduate Creative Writing program brings distinguished poets, playwrights, and novelists to ASU. The Teaching English as a Second Language program attracts students from all over the world. The Southwest environment has favorably affected program development in several ways,

COLLEGE OF LIBERAL ARTS AND SCIENCES

College of Liberal Arts and Sciences Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Anthropology	MA	Archaeology, bioarchaeology, linguistics, museum studies, physical anthropology, or social-cultural anthropology	Department of Anthropology
	PhD	Archaeology, physical anthropology, or social-cultural anthropology	Department of Anthropology
Asian Languages and Civilizations—Chinese/Japanese	MA	—	Department of Languages and Literatures
Audiology	AuD	—	Department of Speech and Hearing Science
Biology	MS, PhD	Optional: ecology ¹	School of Life Sciences
Chemistry	MS, PhD	Analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, or solid-state chemistry	Department of Chemistry and Biochemistry
Communication	MA	—	Hugh Downs School of Human Communication
	PhD	Communicative development, intercultural communication, or organizational communication	Hugh Downs School of Human Communication
Communication Disorders	MS	—	Department of Speech and Hearing Science
Computational Biosciences	PSM	—	College of Liberal Arts and Sciences
Creative Writing ²	MFA	—	Creative Writing Committee
English	MA	Comparative literature, English linguistics, literature and language, or rhetoric and composition	Department of English
	PhD	Literature or rhetoric/composition and linguistics	Department of English
Exercise Science ²	PhD	Biomechanics, motor behavior/sport psychology, or physiology of exercise	Committee on Exercise Science
Family and Human Development	MS	Optional: family studies ¹	Department of Family and Human Development
Family Science	PhD	Optional: marriage and family therapy ¹	Department of Family and Human Development
French	MA	Comparative literature, linguistics, or literature	Department of Languages and Literatures
Geographic Information Systems	MAS	—	Department of Geography
Geography	MA, PhD	—	Department of Geography
Geological Sciences	MS, PhD	—	Department of Geological Sciences
German	MA	Comparative literature, language and culture, or literature	Department of Languages and Literatures
History	MA	Asian history, British history, European history, Latin American history, public history, U.S. history, or U.S. Western history	Department of History
	PhD	Asian history, British history, European history, Latin American history, or U.S. history	Department of History
Humanities ³	MA	—	Graduate Committee on Humanities

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is administered by the Division of Graduate Studies.

³ Applications are not being accepted at this time.

College of Liberal Arts and Sciences Graduate Degrees and Majors (continued)

Major	Degree	Concentration ¹	Administered By
Justice Studies	MS	—	School of Justice and Social Inquiry
	PhD	Optional: criminal and juvenile justice; dispute resolution; law, justice, and minority populations; law, policy, and evaluation; or women, law, and justice ¹	School of Justice and Social Inquiry
Kinesiology	MS	—	Department of Kinesiology
Liberal Studies	MLSt	—	College of Liberal Arts and Sciences
Materials Science ²	MS	—	Committee on the Science and Engineering of Materials
Mathematics	MA	—	Department of Mathematics and Statistics
	PhD	Optional: Computational biosciences ¹	Department of Mathematics and Statistics
Microbiology	MS, PhD	—	School of Life Sciences
Molecular and Cellular Biology	MS	—	Interdisciplinary Committee on Molecular and Cellular Biology
	PhD	Optional: Computational biosciences ¹	Interdisciplinary Committee on Molecular and Cellular Biology
Natural Science	MNS	Biology, microbiology, or plant biology	School of Life Sciences
		Chemistry	Department of Chemistry and Biochemistry
		Geological sciences	Department of Geological Sciences
		Mathematics	Department of Mathematics and Statistics
		Physics	Department of Physics and Astronomy
Philosophy	MA, PhD	—	Department of Philosophy
Physics	MS, PhD	—	Department of Physics and Astronomy
Plant Biology	MS, PhD	Optional: ecology or photosynthesis ¹	School of Life Sciences
Political Science	MA, PhD	American politics, comparative politics, international relations, or political theory	Department of Political Science
Psychology	PhD	Behavioral neuroscience, clinical psychology, cognitive/behavioral systems, developmental psychology, quantitative research methods, or social psychology	Department of Psychology
Religious Studies	MA, PhD	—	Department of Religious Studies
Science and Engineering of Materials ²	PhD	High-resolution nanostructure analysis or solid-state device materials design	Committee on the Science and Engineering of Materials
Sociology	MA, PhD	—	Department of Sociology
Spanish	MA	Comparative literature, language and culture, linguistics, or literature	Department of Languages and Literatures
	PhD	Cultural studies or literature	Department of Languages and Literatures
Speech and Hearing Science	PhD	Developmental neurolinguistic disorders, neuroauditory processes, or neurogerontologic communication disorders	Department of Speech and Hearing Science

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is administered by the Division of Graduate Studies.

³ Applications are not being accepted at this time.

College of Liberal Arts and Sciences Graduate Degrees and Majors (continued)

Major	Degree	Concentration ¹	Administered By
Statistics ²	MS	—	Committee on Statistics
Teaching English as a Second Language	MTESL	—	Department of English

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² This program is administered by the Division of Graduate Studies.

³ Applications are not being accepted at this time.

ranging from research activities in water resources, archaeology, and fluvial geomorphology to distinguished programs in Hispanic language, literature, culture, and history.

In addition to traditional and innovative programs within departments, there are multidisciplinary research centers within the college, bringing together faculty from various departments. These include the Centers for Asian Studies, Exercise and Sport Research, Hispanic Research, Latin American Studies, Medieval and Renaissance Studies, Meteorite Studies, and Solid-State Science. Centers sponsor colloquia, workshops, conferences, and visiting scholars. They administer international exchange programs, enhance library holdings and other collections, publish papers and monographs, maintain archives, and employ graduate research assistants.

COLLEGE FACILITIES

Strong and nationally funded research facilities, such as the Facility for High Resolution Electron Microscopy and the Planetary Geology Laboratory, have attained national and international prominence. Important research collections include one of the largest meteorite collections in the world, the holdings of the anthropology archives and museum, the space photography collection, the Herbarium, and extensive library holdings, including important manuscript collections in late 19th-century British literature and historical documents of the Southwest.

Graduate students in all disciplines have access to outstanding computer facilities. Mainframe computing for research is provided free of charge. There are substantial microcomputer facilities within individual academic units as well as clusters serving the humanities and social sciences. Minicomputer capabilities are found in various academic units. Also refer to “[Computing Facilities and Services](#),” page 33.

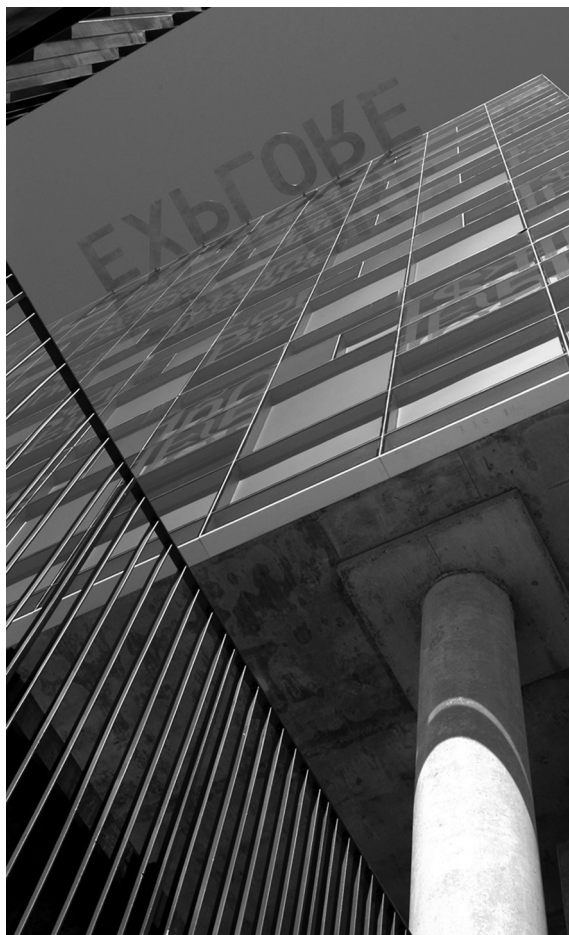
FINANCIAL ASSISTANCE AND SUPPORT

In addition to the usual support for graduate students in the form of stipends and teaching and research assistantships, there is a vigorous funding program to support graduate student research. Not only do graduate students obtain grants from external sources to support their research projects, they also receive support from the college and university to present papers at professional meetings.

ADVISING

Faculty advisors in each academic unit provide guidance to graduate students from admission through completion of the program. Consult the director of graduate studies in the

appropriate academic unit. Graduate students must follow an approved program of study filed with the Division of Graduate Studies. The calendar for enrollment activities is published in the schedule of classes for each semester. Teaching and research assistants, who are required to be enrolled in at least six hours, as well as those enrolled for individual project, thesis, and dissertation credit, are subject to the same calendar deadlines as students enrolled in regularly scheduled classes.



Lattie F. Coor Hall is home to many College of Liberal Arts and Sciences graduate degree programs, including Audiology, History, Philosophy, and Political Science.

Tim Trumble photo

African and African Diaspora Studies

Interdisciplinary Certificate Program

www.asu.edu/clas/afamstu

480/965-4399

COWDN 224

Okechukwu Iheduru, Director

African and African American Studies

Professors: Boulin Johnson, Iheduru, Reyes
 Associate Professors: Bontemps, Neff
 Assistant Professors: Hinds, Usman
 Clinical Associate Professor: Cox

English

Professors: Lester, Miller
 Associate Professor: DeLamotte
 Assistant Professor: Lockard

History

Associate Professor: El Hamel
 Assistant Professor: Whitaker

Human Communication

Professor: Jain
 Associate Professor: Davis

Humanities

Assistant Professor: Lund

Justice and Social Inquiry

Professor: Romero

Political Science

Associate Professor: Mitchell

Sociology

Associate Professor: Keith

The graduate Certificate in African and African Diaspora Studies is an interdisciplinary program with four areas of emphasis: African studies, African diaspora studies, women and gender in African and African diaspora studies, and comparative studies. These areas of emphases provide students with access to an extensive range of information and systematic knowledge committed to the new model of African and African diaspora studies that focuses on the intersections of race, culture, and gender with interdisciplinary perspectives. The required course, AFR 500 RM: Theory and Methods, offers students an overview of the focus and explicates relevant methodologies and theories. This required course, along with the courses within the areas of emphasis and the capstone course, complete the certificate. As this certificate program offers students an international dimension to the study of peoples and cultures of African descent, students will invigorate their knowledge about glo-

bal issues and further expand their research pursuits. This certificate program characterizes the faculty's intellectual and research strengths and the curriculum's interdisciplinary strategies and research approaches that highlight the continuities and disjuncture of history and experiences throughout Africa and the diaspora.

Admission. Admission to the graduate Certificate Program in African and African Diaspora Studies is open to any student who has completed a bachelor's degree at an accredited U.S. institution or equivalent. Students who are regularly admitted to a graduate degree program may pursue the certificate in tandem with their degree program. Students who are not regularly admitted to a graduate degree program may still pursue the certificate as nondegree graduate students.

To be considered for admission, students should submit the following documents to the African and African American Studies program office (COWDN 224):

1. a completed application form (available in COWDN 224);
2. a personal statement describing interest in the certificate, academic objectives, and career goals;
3. a résumé or curriculum vitae;
4. an official transcript showing the completion of a bachelor's degree in any academic field; and
5. two letters of recommendation.

After reviewing the application materials, the coordinator of the certificate program contacts the student to set up an interview.

Program of Study. The certificate program requires 18 hours of course work.

AFR 500 RM: Theory and Methods	3
Emphasis courses*	9
Capstone project.....	3
Elective.....	3
Total	18

* Students choose one of the following emphases: African studies, African diaspora studies (includes African American studies), women and gender in African and African diaspora studies, or comparative studies.

Prerequisites. One upper-division history course and one upper-division literature course, each related to African and African diaspora studies, are required.

Courses. For course information, contact the African and African American Studies office in COWDN 224, or access the Web site at www.asu.edu/clas/afamstu.

AFRICAN AND AFRICAN AMERICAN STUDIES (AFR)

AFR 500 Research Methods. (1-12)

selected semesters

Topics may include the following:

- Theory and Methods. (3)
 Overview of interdisciplinary research methodologies and explication of the relevant analyses of theory and praxis. Interactive lecture/discussions.

AFR 508 Colonial Rule and the African Experience. (3)

selected semesters

Impact of European colonial rule on the shaping of African consciousness. Interactive lecture/discussions.

AFR 525 Foundations of Caribbean Studies. (3)

selected semesters

Broad interdisciplinary understanding of the Caribbean that surveys the region's history, politics, economy, and culture. Interactive lecture/discussions.

AFR 526 Selected Topics in Caribbean Politics. (3)

selected semesters

In-depth understanding of the impact of selected topics on the political economy and social infrastructure of the Caribbean. Interactive lecture/discussions.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Anthropology

Master's and Doctoral Programs

www.asu.edu/clas/anthropology

480/965-6213

ANTH 233

Sander van der Leeuw, Chair

Ben Nelson, Associate Chair

Regents' Professor: Clark

Professors: Barton, Bolin, Brandt, Carr, Chance, Eder, Falconer, Hegmon, Hudak, Johanson, Kimbel, Kintigh, Marean, Martin, Nash, B. Nelson, M. Nelson, Redman, Spielmann, Stark, van der Leeuw, Williams

Associate Professors: Abbott, Baker, Reed, Stone, Welsh, Winkelman

Assistant Professors: Haenn, Isaac, Jonsson, Scharwtz, Spencer

Associate Research Professors: Simon, Sugiyama

The faculty in the Department of Anthropology offer graduate programs leading to the MA and PhD degrees in Anthropology.

Admission. In addition to the general requirements for admission to the Division of Graduate Studies, the Department of Anthropology requires applicants to provide a statement of their interests and professional goals and three letters of recommendation. Applicants who received their BA during the past ten years must also submit scores on the Graduate Record Examination. Undergraduate course work in anthropology is not a prerequisite for admission to the MA program. Admission to the PhD program normally presumes an MA in Anthropology; students may be admitted without such a background on the condition that they acquire a knowledge of general anthropology in a manner to be specified at the time of admission.

Program of Study. Special training programs designed to terminate with a master's degree are possible at the discretion of the student and faculty advisors. For example, the concentrations in linguistics and museum studies are at the master's level. The primary purpose and scope of the graduate program in Anthropology are intended to lead to the PhD degree.

The doctoral program is divided into three phases. The first consists of 24 semester hours of course work and readings, usually within a subdiscipline and closely allied areas, followed by six semester hours for the MA thesis (or publishable paper). The faculty may require additional hours of course work or other preparation for entering students who are unfamiliar with the concepts of general anthropology at a level equivalent to that of the ASU undergraduate anthropology core. Mastery of the phase I course material is demonstrated by successful completion of a sequence of core courses.

Admission to phase II of the doctoral program is granted to students on the basis of performance in phase I, the quality of MA research, prior course work, faculty recommendations, and other relevant information. The second phase consists of 30 semester hours of course work, readings in anthropology and related fields, and directed research designed to prepare the student for the dissertation project. Proficiency in one foreign language or quantitative methods may be required by the supervisory committee. The second phase is completed when the following have been met: (1) passing a written comprehensive examination and (2) passing the oral defense of the dissertation proposal. The successful student is then advanced to candidacy.

The final phase consists of 24 semester hours of research and dissertation.

Certificate in Museum Studies. The certificate is awarded to nondegree or graduate students who are accepted into the certificate program and who complete 12 semester hours of required course work and a six-semester hour internship at an approved museum. The certificate may be taken independently or in conjunction with the MA degree in Anthropology with a concentration in museum studies.

MASTER OF ARTS

Concentrations are available at the master's level in archaeology, museum studies, physical anthropology, and social-cultural anthropology.

See "Master's Degrees," page 67, for general requirements. A concurrent MA degree in Anthropology and MS degree in Justice Studies is also available. See "Concurrent MA Anthropology/MS Justice Studies," page 286.

DOCTOR OF PHILOSOPHY

Concentrations are available at the doctoral level in archaeology, physical anthropology, and social-cultural anthropology.

For more information on the PhD degree, see "Doctor of Philosophy," page 69.

Concentrations

Anthropology faculty are organized into two sets of cross-cutting units: subdiscipline-based academic concentrations and thematically based research groups. Graduate

students may pursue curricula associated with a single academic concentration (listed below) or may design a program of study that cuts across the traditional subdisciplines or is interdisciplinary in nature.

Archaeology. Graduate studies in archaeology provide training leading to MA and PhD degrees; these emphasize a solid methodological and theoretical foundation coupled with a practical approach to field and laboratory applications. Major theoretical course offerings are concerned with the archaeology of complex societies, hunter-gatherer adaptations, settlement patterns and locational analysis, intrasite spatial analysis, cultural ecology, economic archaeology, ideation, and style. Analytical topics are covered in courses dealing with quantitative and formal methods, simulation, geoarchaeology, field methods and the analysis of ceramics, lithics, fauna, and pollen. The university's location in an archaeologically rich area has resulted in an especially strong emphasis on U.S. Southwest research. Other geographic emphases are on Mesoamerica, the circum-Mediterranean Old World, sub-Saharan Africa, and other parts of North America.

Bioarchaeology. Bioarchaeology, a theoretical and applied interface of archaeology and physical anthropology, is concerned with reconstructing the cultural, biological, and environmental conditions of past human lifeways and their roles in human adaptation. The bioarchaeology concentration can be pursued as part of the archaeology or physical anthropology concentration. The ASU program leads to an MA or PhD degree and emphasizes a dual theoretical and methodological foundation in the relevant aspects of archaeology and in skeletal biology and dental anthropology. Course offerings include archaeological method and theory, comparative anatomy, death and dying in cross-cultural perspective, demography, dental anthropology, disease and human evolution, economic archaeology, faunal analysis, fossil hominids, human origins, human osteology, mortuary analysis, prehistoric diet, quantitative analysis, and a variety of topical and areal courses in archaeology and physical anthropology.

Museum Studies. Museum studies encompasses theoretically oriented analyses of museums as cultural institutions (including the activities of staff members, visitors, represented peoples, and all implicated others) as well as applied aspects of working in museums and related agencies. Drawing on all subdisciplines of anthropology, special emphasis is placed on connecting material culture and ideation in a variety of institutional and field settings. Museum studies students apply museum philosophy, principles, practices, and current critiques to explore the many dimensions of curatorship, including research, collections management, exhibition work, educational programming, and administration. The department offers an MA degree in Anthropology with a concentration in museum studies and a nondegree certificate in Museum Studies at the graduate level.

Physical Anthropology. The graduate program in physical anthropology provides training leading to the MA and PhD degrees. MA students are introduced to current data, methods, and theories in six core areas of physical anthropology:

anthropological genetics, dental anthropology, fossil hominids, health and disease, osteology, and primatology. The PhD program focuses on the student's area of interest, which may fall within one of seven areas of study in which faculty are actively involved and collaborating, or may bridge and extend these areas. Areas of study for which special course lists and groups of faculty have been organized include anthropological genetics, dental anthropology, health and disease, peopling of the Pacific basin and adjoining areas, primate ecology and social behavior, primate functional morphology, paleoanthropology, and skeletal biology.

Social-Cultural Anthropology. The sociocultural program provides education leading to the MA and PhD degrees in most topics of sociocultural anthropology. Strong resources for studies in ecology, demography, religion, social organization, and political economy are available. An emphasis in method and theory crosscuts all of these topics. Special areas of strength include the U.S. Southwest, Mesoamerica, and Southeast Asia. Sociocultural faculty also share interests with faculty in physical anthropology and archaeology, especially in the study of disease, sociobiology, and native societies of the New World. MA and PhD concentrations in anthropological linguistics are also available.

RESEARCH ACTIVITY

For current information about research activity, access the Department of Anthropology Web site at www.asu.edu/clas/anthropology.

ANTHROPOLOGY (SOCIAL AND BEHAVIORAL) (ASB)

ASB 400 Cultural Factors in International Business. (3)

spring

Anthropological perspectives on international business relations; applied principles of cross-cultural communication and management; regional approaches to culture and business.

ASB 412 History of Anthropology. (3)

fall

Historical treatment of the development of the culture concept and its expression in the chief theoretical trends in anthropology between 1860 and 1950. Prerequisite: ASB 102 or instructor approval.

ASB 416 Economic Anthropology. (3)

fall

Economic behavior and the economy in preindustrial societies; description and classification of exchange systems; relations between production, exchange systems, and other societal subsystems. Prerequisite: ASB 102 or instructor approval.

ASB 417 Political Anthropology. (3)

selected semesters

Comparative examination of the forms and processes of political organization and activity in primitive, peasant, and complex societies. Prerequisite: ASB 102 or instructor approval.

ASB 462 Medical Anthropology: Culture and Health. (3)

fall

Role of culture in health, illness, and curing; health status, provider relations, and indigenous healing practices in United States ethnic groups. Lecture, discussion.

ASB 466 Peoples and Cultures of Africa. (3)

fall and spring

Survey of African peoples and their cultures, external contact, and changes. Meets non-Western requirement. Lecture, discussion. Cross-listed as AFS 466. Credit is allowed for only AFS 466 or ASB 466.

COLLEGE OF LIBERAL ARTS AND SCIENCES

ASB 471 Introduction to Museums. (3)

fall

History, philosophy, and current status of museums. Explores collecting, preservation, exhibition, education, and research activities in different types of museums. Prerequisites: both ASB 102 and ASM 104 or only instructor approval.

ASB 480 Introduction to Linguistics. (3)

fall and spring

Descriptive and historical linguistics. Survey of theories of human language, emphasizing synchronic linguistics.

ASB 481 Language and Culture. (3)

spring

Applies linguistic theories and findings to nonlinguistic aspects of culture; language change; psycholinguistics. Prerequisite: ASB 102 or instructor approval.

ASB 483 Sociolinguistics and the Ethnography of Communication. (3)

selected semesters

Relationships between linguistic and social categories; functional analysis of language use, maintenance, and diversity; interaction between verbal and nonverbal communication. Prerequisites: both ASB 480 and ENG 213 (or FLA 400) or only instructor approval.

ASB 485 U.S.-Mexico Border in Comparative Perspective. (3)

spring in odd years

Explores the multicultural and social dimensions of communities along the U.S.-Mexico border, emphasizing social organization, migration, culture, and frontier ideology. Prerequisite: 6 hours in anthropology or instructor approval.

ASB 501 Applied Medical Anthropology. (3)

fall

Overview of anthropology's applications in medicine and its adaptations to U.S. ethnic populations. Requires research project in medical setting. Lecture, seminar. Prerequisite: graduate standing or instructor approval.

ASB 502 Health of Ethnic Minorities. (3)

spring

Prevalence of illness, risk factors, health ecology, and medical and indigenous treatments. Lecture, seminar. Prerequisite: graduate standing or instructor approval.

ASB 503 Advanced Medical Anthropology. (3)

fall

Theory in medical anthropology and cross-cultural studies that illustrate particular theories. Lecture, seminar. Prerequisite: graduate standing or instructor approval.

ASB 504 Ethnic Relations. (3)

fall

Structural processes of intergroup relations, methods for investigating psychocultural dimensions of ethnicity with focus upon U.S. ethnic groups. Lecture, seminar. Prerequisite: graduate standing or instructor approval.

ASB 506 Gender, Emotions, and Culture. (3)

spring

Relationships among gender and emotion across cultures. Lecture, seminar. Prerequisite: graduate standing or instructor approval.

ASB 529 Culture and Political Economy. (3)

selected semesters

Origin and spread of Western capitalism and its impact on non-Western societies. Utilizes ethnographic and historical case studies. Prerequisite: graduate standing.

ASB 530 Ecological Anthropology. (3)

once a year

Relations among the population dynamics, social organization, culture, and environment of human populations, with special emphasis on hunter-gatherers and extensive agriculturalists.

ASB 531 Anthropology of Development. (3)

selected semesters

Theories of development and the human and environmental consequences of development, with particular emphasis on rural Southeast Asia. Seminar.

ASB 532 Graduate Field Anthropology. (2-8)

spring

Independent research on a specific anthropological problem to be selected by the student in consultation with the staff. May be repeated

for credit. Prerequisites: ASM 338 (or its equivalent); instructor approval.

ASB 536 Ethnohistory of Mesoamerica. (3)

selected semesters

Indigenous societies of southern Mexico and Guatemala at Spanish contact and their postconquest transformation. Emphasizes the Aztec Empire. Prerequisite: graduate standing.

ASB 537 Topics in Mesoamerican Archaeology. (3)

selected semesters

Explores changing organization of pre-Columbian civilizations in Mesoamerica through interpretive issues, such as regional analysis, chiefdoms, urbanism, and exchange. Prerequisite: instructor approval.

ASB 540 Method and Theory of Sociocultural Anthropology and Archaeology. (3)

fall

Basic issues concerning concepts of social and ethnic groups, cultural and sociological theory, and the nature of anthropological research. Prerequisite: instructor approval.

ASB 541 Method and Theory of Social and Cultural Anthropology. (3)

spring

Continuation of ASB 540. Prerequisite: ASB 540 or instructor approval.

ASB 542 Method and Theory of Archaeology I. (3)

spring

Models of human evolution, culture change, and interpretation of hunter-gatherer and tribal societies, ceramic, lithic, and faunal materials. Prerequisite: instructor approval.

ASB 543 Method and Theory of Archaeology II. (3)

fall

Covers concepts of social complexity along with economy, demography, and social dynamics, followed by archaeological research design. Prerequisite: instructor approval.

ASB 544 Settlement Patterns. (3)

selected semesters

Spatial arrangement of residences, activity sites, and communities over landscape. Emphasizes natural and cultural factors influencing settlement patterns. Prerequisite: instructor approval.

ASB 546 Pleistocene Prehistory. (3)

fall

Development of society and culture in the Old World during the Pleistocene epoch, emphasizing technological change through time and the relationship of people to their environment. Prerequisite: ASB 361 (or its equivalent).

ASB 547 Issues in Old World Domestication Economies. (3)

spring

Archaeological evidence for transitions in Old World subsistence economies from hunting and gathering to dependence on domesticated plants and animals. Prerequisite: ASB 362 (or its equivalent).

ASB 550 Economic Archaeology. (3)

selected semesters

Prehistoric economies in hunter-gatherer, tribal, and complex societies. Covers subsistence strategies, craft production and specialization, and exchange. Prerequisite: instructor approval.

ASB 551 Prehistoric Diet. (3)

selected semesters

Critical review of techniques for recovering dietary information and theoretical models concerned with explaining diet and nutrition. Prerequisite: instructor approval.

ASB 555 Complex Societies. (3)

spring

Examines structural variations in hierarchically organized societies, along with origins, dynamics, and collapse. Seminar.

ASB 559 Archaeology and the Ideational Realm. (3)

selected semesters

"Postprocessual" and other views concerning relevance of mental phenomena for understanding sociocultural change. Various approaches to inferring prehistoric meanings.

ASB 563 Hunter-Gatherer Adaptations. (3)

selected semesters

Evolution of prehistoric hunter-gatherer societies in the Old and New Worlds from the most ancient times through protohistoric chiefdoms. Prerequisite: instructor approval.

ASB 567 Southwestern Archaeology. (3)

spring

Broad coverage of Southwestern cultural developments focusing on current debates and rigorous use of archaeological data in making cultural inferences.

ASB 568 Intrasite Research Strategies. (3)

fall

Research issues within a single site context. Topics include quantitative spatial analysis, site definition, sampling, distributional analysis, and substantive interpretation.

ASB 571 Museum Principles. (3)

fall

History, philosophy, and current status of museums. Explores collecting, preservation, exhibition, education, and research activities in different types of museums. Prerequisites: both ASB 102 and ASB 104 or only instructor approval.

ASB 572 Museum Collection Management. (3)

spring

Principles and practices of acquisition, documentation, care, and use of museum collections; registration, cataloging, and preservation methods; legal and ethical issues. Prerequisite: ASB 571 or instructor approval.

ASB 573 Museum Administration. (3)

spring

Formal organization and management of museums, governance, personnel matters, fund raising and grantsmanship, legal and ethical issues. Prerequisite: ASB 571 or instructor approval.

ASB 574 Exhibition Planning and Design. (3)

spring

Exhibition philosophies and development; processes of planning, designing, staging, installing, evaluating, and disassembling temporary and long-term exhibits. Prerequisites: both ASB 571 and 572 or only instructor approval.

ASB 575 Computers and Museums. (3)

fall

Basics of museum computer application; hardware and software; fundamentals of database management; issues of research, collections management, and administration.

ASB 576 Museum Interpretation. (3)

fall

Processes of planning, implementing, documenting, and evaluating educational programs in museums for varied audiences—children, adults, and special interest groups. Lecture, discussion. Prerequisite: ASB 571.

ASB 577 Principles of Conservation. (3)

spring

Preservation of museum objects: nature of materials, environmental controls, and causes of degradation; recognizing problems, damage, and solutions; proper care of objects. Prerequisites: both ASB 571 and 572 or only instructor approval.

ASB 579 Critical Issues in Museum Studies. (3)

fall

Current debates of museum practice from an anthropological perspective. Addresses issues of collection, presentation, authenticity, and authority. Seminar. Prerequisite: ASB 571 or instructor approval.

ASB 591 Seminar. (1–12)

selected semesters

Selected topics in archaeology, linguistics, and social-cultural anthropology. Topics may include the following:

- Archaeological Ceramics. (3)
- Archaeology of North America. (3)
- Cultural Anthropology. (3)
- Culture and Personality. (3)
- Evolution and Culture. (3)
- Historical Archaeology. (3)
- Interdepartmental Seminar. (3)
- Language and Culture. (3)
- Linguistics. (3)
- Museum Studies. (3)
- Problems in Southwestern Archaeology. (3)
- Problems in Southwestern Ethnology. (3)
- Social Anthropology. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

**ANTHROPOLOGY
(SCIENCE AND MATHEMATICS) (ASM)**

ASM 435 Archaeological Pollen Analysis. (3)

selected semesters

Theory, methodology, and practice of pollen analytic techniques. Compares uses in botany, geology, and archaeology. 2 hours lecture, 3 hours lab, possible field trips. Prerequisite: instructor approval.

ASM 448 Geoarchaeology. (3)

fall and spring

Geologic context relevant to archaeological research. Topics include sediments, deposition environments, soils, anthropogenic and biogenic deposits, and quaternary chronology. Lecture, discussion, field experiences. Prerequisites: ASB 222 (or 223) or GLG 101 (or 103) or GPH 111; instructor approval.

ASM 450 Bioarchaeology. (3)

spring

Surveys archaeological and physical anthropological methods and theories for evaluating skeletal and burial remains to reconstruct biocultural adaptation and lifeways. Prerequisite: ASM 104 or instructor approval.

ASM 452 Dental Anthropology. (4)

fall

Human and primate dental morphology, growth, evolution, and genetics. Within- and between-group variation. Dental pathology and behavioral-cultural-dietary factors. 3 hours lecture, 3 hours lab. Prerequisite: instructor approval.

ASM 454 Comparative Primate Anatomy. (4)

spring

Functional anatomy of the cranial, dental, and locomotor apparatus of primates, including humans, emphasizing the relation of morphology to behavior and environment. 3 hours lecture, 3 hours lab, dissections, demonstrations. Prerequisite: instructor approval.

ASM 455 Primate Behavior Laboratory. (3)

selected semesters

Instruction and practice in methods of observation and analysis of primate behavior. Discussion of the relationship between class work on captive animals and field techniques for studying free-ranging groups. Directed readings, 6 hours lab. Prerequisites: ASM 343; instructor approval.

ASM 456 Infectious Disease and Human Evolution. (3)

once a year

Study of infectious disease and humanity, using evidence from anthropology, history, medicine, and ancient skeletons. Prerequisite: ASM 345.

ASM 472 Archaeological Ceramics. (3)

selected semesters

Analysis and identification of pottery wares, types, and varieties. Systems for ceramic classification and cultural interpretation. 2 hours lecture, 3 hours lab. Prerequisite: instructor approval.

ASM 548 Geoarchaeology. (3)

fall

Geologic context relevant to archaeological research. Topics include sediments, deposition environments, soils, anthropogenic and biogenic deposits, and quaternary chronology. Prerequisite: instructor approval.

ASM 555 Advanced Human Osteology. (3)

selected semesters

Laboratory and field techniques in dealing with the human skeleton. Emphasizes preparation, identification, radiography, sectioning, microscopy, and data processing. 1 hour lecture, 6 hours lab. Prerequisite: ASM 341 or instructor approval.

ASM 565 Quantitative Archaeology. (3)

spring

Formal methods of structuring, codifying, and analyzing data for archaeological problems. Designing research to yield data amenable to productive analysis.

ASM 566 Advanced Topics in Quantitative Archaeology. (3)

fall

Archaeological issues associated with quantitative analysis, e.g., Bayesian and Monte Carlo approaches, simulation, diversity. May be repeated for credit. Prerequisite: ASM 565 or instructor approval.

ASM 573 Lithic Analysis. (3)

selected semesters

Analysis and interpretation of chipped stone artifacts. Focuses on both techniques and underlying concepts and their application to real collections. Prerequisite: instructor approval.

ASM 591 Seminar. (1–12)

selected semesters

Selected topics in archaeology and physical anthropology. Topics may include the following:

- Bioarchaeology. (3)
- Evolution and Culture. (3)
- Interdepartmental Seminar. (3)
- Physical Anthropology. (3)
- Primates and Behavior. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Asian Languages and Civilizations— Chinese/Japanese

See “Department of Languages and Literatures,”
page 291.

Asian Studies

Certificate Program

www.asu.edu/asian

480/965-7179

COOR 6668

Marie Osterman, Advisor

Graduate students in any discipline may pursue a Certificate in Asian Studies in conjunction with their degree programs. This program is also open to students who already hold graduate degrees or who are admitted as nondegree students. The graduate Certificate in Asian Studies offers graduate students an interdisciplinary specialization in Asian language and area studies. Students may pursue an East Asian or Southeast Asian track. The certificate requires the completion of 18 semester hours distributed among a language requirement, core course requirements, electives, and a thesis or capstone project on a topic related to East Asia or Southeast Asia. Some courses may be applied to both the certificate and the student’s degree program. For more information, contact the Asian Studies advisor in the Center for Asian Studies, COOR 6668, or call 480/965-7179.

Atmospheric Science

Interdisciplinary Certificate Program

geography.asu.edu/atmocert/

480/965-3051

SCOB 145

Anthony J. Brazel, Codirector, Executive Committee

Joseph A. Zehnder, Codirector, Executive Committee

Chemical and Materials Engineering

Assistant Professors: Allen, Dillner

Civil and Environmental Engineering

Assistant Professors: Allen, Dillner, Peccia

Geography

Professors: Balling, Brazel, Cerveny, Zehnder

Assistant Professor: Ellis

Geological Sciences

Regents’ Professors: Christensen, Greeley

Life Sciences

Professor: Klopatek

Associate Professor: Day

Mathematics and Statistics

Professors: Nicolaenko, Ringhofer

Associate Professors: Gelb, Lopez, Mahalov

Mechanical and Aerospace Engineering

Professors: Boyer, Fernando

Assistant Professor: Calhoun

The interdisciplinary certificate program in Atmospheric Science is administered by an Executive Committee composed of faculty from the Ira A. Fulton School of Engineering and the College of Liberal Arts and Sciences. The objective of this program is to recognize ASU graduate students who specialize in a thesis or dissertation topic related to the atmospheric or oceanic sciences.

A minimum of 16 semester hours consisting of three core courses and two electives, plus a capstone seminar (one semester hour), are required to complete the certificate. Students must also complete a dissertation on a topic related to the atmospheric or oceanic sciences under the supervision of a faculty member from one of the cooperating departments. A full description of the program is available on the Web at geography.asu.edu/atmocert.

Students qualify for admission to the certificate program by maintaining good standing in a cooperating department and completing an application specific to the Atmospheric Science Certificate. Admission is subject to approval of the Executive Committee.

For more information, access the program Web site, or call 480/965-3051.

Audiology

Doctoral Program

www.asu.edu/clas/shs/AuD

480/965-2374

COOR 2211

Sid P. Bacon, Chair

Professors: S. Bacon, Dorman, D. Ingram, Wilcox

Associate Professors: Azuma, Liss, Restrepo

Assistant Professors: Edgar, Gray, Pittman

Clinical Professors: Mathy, Wiley

Clinical Associate Professors: C. Bacon, Brown

Clinical Assistant Professors: K. Ingram, McBride, Wexler, Woods

The Doctor of Audiology (AuD) degree program is designed to prepare audiologists for autonomous clinical practice. The clinical doctorate model at ASU stresses the integration of academic classroom learning and practical experience across a broad spectrum of clinical specialities and practice environments. The AuD program is designed for full-time students over a period of 45 months, including four fall and four spring semesters and three summers. The four-year course of study includes both academic and clinical practicum components. The AuD program requires a minimum of 101 semester hours, of which 66 are required academic credits provided through the Department of Speech and Hearing Science, and 35 are required clinical credits.

The AuD program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The Department of Speech and Hearing Science also offers the MS degree in Communication Disorders (see “[Communication Disorders](#),” page 259) and the PhD degree in Speech and Hearing Science (see “[Speech and Hearing Science](#),” page 328).

Admission Requirements. An applicant to the AuD program must hold a baccalaureate degree in Speech and Hearing Science or another discipline. All applicants must also have a cumulative GPA of 3.00 or higher and a GRE score of 1000 or higher (total of verbal and quantitative tests). Applicants are to submit official transcripts, GRE scores, three letters of recommendation, and a statement of intent containing evidence of proficiency in written communication. All application materials must be submitted to the Graduate Admissions office by January 15; enrollment begins in the fall semester only.

Graduation Requirements. Eligibility for graduation is based upon the following: achieving a passing score on a comprehensive written and/or oral examination administered midway through the program, successful completion of 66 semester hours of required academic course work, successful completion of 35 semester hours of clinical experiences, and achieving a passing score on the ASHA Praxis national certification examination in audiology.

COURSES

For courses, see “[Speech and Hearing Science \(SHS\)](#),” page 259.

Chemistry

Master’s and Doctoral Programs

chemistry.asu.edu

480/965-4664

PS D102A

Petra Fromme, Assistant Chair for Graduate Studies

Regents’ Professors: Angell, Buseck, Pettit

Professors: Allen, Blankenship, Fromme, Fuchs, Gust, Holloway, Kouvetakis, Lindsay, Lohr, A. Moore, T. Moore, Munk, Petuskey, Rose, Shock, Skibo, Steimle, Thorpe, Wang, Williams, Wolf, Woodbury

Associate Professors: Booksh, Gould, Hayes, Richert

Assistant Professors: Anbar, Caudle, Chaput, Chen, Francisco, Ghirlanda, Hartnett, Herckes, Levitus, Matyushov, Seo, Wachter, Yan, Yarger

The faculty in the Department of Chemistry and Biochemistry offer programs leading to the MS and the PhD degrees in Chemistry. Areas of concentration include analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, and solid-state chemistry.

The faculty also participate in offering programs leading to the Master of Natural Science degree when one of the concentrations is chemistry (see “[Natural Science](#),” page 309), and the interdisciplinary programs, leading to the PhD degrees with majors in Molecular and Cellular Biology (see “[Molecular and Cellular Biology](#),” page 301) and the Science and Engineering of Materials (see “[Science and Engineering of Materials](#),” page 326).

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect chemistry as the subject matter field.

The graduate programs offered by the faculty in the Department of Chemistry and Biochemistry prepare students for professional careers in chemistry and related fields in industry, government, and educational institutions. All

COLLEGE OF LIBERAL ARTS AND SCIENCES

students applying for admission to one of these programs must submit scores for the Graduate Record Examination.

MASTER OF SCIENCE

See “[Master’s Degrees](#),” page 67, for general requirements.

Program of Study. A minimum of 30 semester hours of credit is required. A thesis carrying six semester hours is also included in the total. The remaining courses are selected by the student in consultation with the supervisory committee.

Thesis Requirements. A thesis is required.

Final Examinations. A general oral examination is required of all candidates for the master’s degree. A written examination may also be required.

DOCTOR OF PHILOSOPHY

See “[Doctor of Philosophy](#),” page 69, for general requirements.

Program of Study. A minimum of 84 semester hours, including dissertation, is required. Approximately 20 to 30 hours of this total is formal course work. Courses, including research and dissertation, are selected by the student in consultation with the supervisory committee.

Oral/Written Examinations. An examination is required that includes a written and oral report of current research, and an original research proposal prepared by the student.

Foreign Language Requirements. There is no departmental foreign language requirement.

Dissertation Requirements. A dissertation based on original work of high quality and demonstrating proficiency in the student’s special field is required. (See “[Research and Dissertation Requirements](#),” page 70.)

Final Examination. The final oral examination is a defense of the dissertation, during which the candidate presents a summary of the dissertation research. Evidence of a publishable contribution of original research must be presented.

BIOCHEMISTRY (BCH)

BCH 461 General Biochemistry. (3)

fall and spring

Structure, chemistry, and metabolism of biomolecules and their role in the biochemical processes of living organisms. Credit is allowed for only BCH 461 or 361. Prerequisite: CHM 318 or 332. Corequisite: CHM 341 or 346.

BCH 462 General Biochemistry. (3)

spring

Continuation of BCH 461. Prerequisite: BCH 461 or instructor approval.

BCH 463 Biophysical Chemistry. (3)

spring

Principles of physical chemistry as applied to biological systems. Prerequisite: CHM 341 or 346.

BCH 465 Protein and Nucleic Acid Biochemistry. (3)

spring

Structure and function of proteins and nucleic acids, including protein folding, enzymology, proteomics, DNA/RNA structure, replication, transcription, and genomics. Prerequisite: BCH 462 or instructor approval.

BCH 467 Analytical Biochemistry Laboratory. (3)

fall and spring

Quantitative analysis, separation and purification of biological molecules. Applies chemical and physical methods to the characterization of biological macromolecules. 1 conference, 1 hour lecture, 5 hours lab. Prerequisite: BCH 461. Corequisite: BCH 462.

BCH 501 Current Topics in Biochemistry. (1)

fall and spring

May be repeated for credit. Seminar. Prerequisite: instructor approval.

BCH 561 Advanced Topics in Biochemistry. (3)

spring

Topics selected from emerging areas of biochemistry based primarily on current literature. Prerequisite: BCH 462.

BCH 563 Biophysical Chemistry. (3)

selected semesters

Physical chemistry of macromolecules, especially proteins, nucleic acids, and polysaccharides. Thermodynamics, hydrodynamics, and spectroscopy of and their relation to structure. Prerequisites: BCH 462; CHM 346.

BCH 568 Molecular Mechanisms of Photosynthesis. (3)

spring

Structure and function of photosynthetic complexes; mechanism of energy conversion in plants, bacteria, and model systems. Cross-listed as PLB 558. Credit is allowed for only BCH 568 or PLB 558. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

CHEMISTRY (CHM)

CHM 424 Separation Science. (3)

selected semesters

Basic theory and practical aspects of gas, liquid, ion-exchange, and gel-permeation chromatographies, and other important industrial and research techniques. 2 hours lecture, 4 hours lab. Fee. Prerequisite: CHM 318 or 332 or 346 or instructor approval.

CHM 431 Qualitative Organic Analysis. (3)

spring

Systematic identification of organic compounds. 1 hour lecture, 6 hours lab. Fee. Prerequisites: both CHM 118 (or 327) and 320 (or 336) or only instructor approval.

CHM 435 Medicinal Chemistry. (3)

spring

Principles of medicinal and pharmaceutical chemistry. Drug design, synthesis, and mechanism of action. Prerequisites: a combination of BCH 361 (or 461) and BIO 353 and CHM 318 (or 332) or only instructor approval.

CHM 452 Inorganic Chemistry Laboratory. (1–2)

spring

Preparation and characterization of typical inorganic substances, emphasizing methods and techniques. 1 conference, 5 hours lab. Fee. Prerequisite: instructor approval.

CHM 453 Inorganic Chemistry. (3)

fall

Principles and applications of inorganic chemistry. Prerequisite: CHM 341 or 346.

CHM 460 Biological Chemistry. (3)

spring

Structure and function of macromolecules and their involvement in the processing of energy and information by living cells. Prerequisites: CHM 318, 346, 453.

CHM 471 Solid-State Chemistry. (3)

fall

Crystal chemistry, thermodynamics and electrochemistry of solids, nonstoichiometric compounds, diffusion and solid-state reactions, crystal growth, and selected topics. Pre- or corequisite: CHM 346 or instructor approval.

CHM 480 Methods of Teaching Chemistry. (3)

spring

Organization and presentation of appropriate content of chemistry; preparation of reagents, experiments, and demonstrations; organization of stock rooms and laboratories; experience in problem solving. Fee. Prerequisite: instructor approval.

CHM 481 Geochemistry. (3)*spring*

Origin and distribution of the chemical elements. Geochemical cycles operating in the earth's atmosphere, hydrosphere, and lithosphere. Cross-listed as GLG 481. Credit is allowed for only CHM 481 or GLG 481. Prerequisite: CHM 341 (or 346) or GLG 321.

CHM 483 Astrobiology. (3)*fall and spring*

Origin, early evolution, distribution, and future of life on Earth and elsewhere in the cosmos. May be repeated for credit. Lecture, discussion, video conferences, possible field trips. Cross-listed as AST 460/BIO 460/GLG 460/MIC 475. Credit is allowed for only AST 460 or BIO 460 or CHM 483 or GLG 460 or MIC 475. Prerequisite: instructor approval.

CHM 485 Meteorites and Cosmochemistry. (3)*selected semesters*

Chemistry of meteorites and their relationship to the origin of the earth, solar system, and universe. Cross-listed as GLG 485. Credit is allowed for only CHM 485 or GLG 485.

CHM 494 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Chemistry of Global Climate Change. (3)

CHM 501 Current Topics in Chemistry. (1)*fall and spring*

May be repeated for credit. Prerequisite: instructor approval.

CHM 521 Chemometrics. (3)*selected semesters*

Overview of chemometric tools in analytical chemistry, including multivariate calibration, spectral deconvolution, and experimental design. 2 hours lecture, 4 hours lab.

CHM 523 Advanced Analytical Chemistry. (3)*once a year*

Theoretical principles of analytical instrumentation and measurements. Prerequisites: both CHM 325 and 346 or only instructor approval.

CHM 524 Separation Science. (3)*selected semesters*

Addresses principles and applications for all areas of chemical separations. Emphasizes separations principles in microfluidics and its interface with nanotechnology and traditional electronic materials. 2 hours lecture, 4 hours lab.

CHM 525 Analytical Spectroscopy. (4)*spring*

Theoretical and practical considerations involving the use of optical instruments for chemical analyses. 3 hours lecture, 3 hours lab. Prerequisite: CHM 346 or instructor approval.

CHM 526 X-Ray Methods of Analysis. (4)*selected semesters*

Theoretical and practical considerations involving the use of x-ray diffraction and spectroscopy for chemical and structural analyses. 3 hours lecture, 3 hours lab. Prerequisite: CHM 346.

CHM 527 Electroanalytical Chemistry. (4)*selected semesters*

Theoretical and practical considerations for modern electroanalytical chemistry, including voltammetry, potentiometry, and microelectrode analysis. 2 hours lecture, 6 hours lab. Prerequisite: CHM 346.

CHM 531 Advanced Organic Chemistry I. (3)*fall*

Reaction mechanisms, reaction kinetics, linear free energy relationships, transition state theory, molecular orbital theory, and Woodward-Hoffmann rules. Prerequisites: CHM 318 (or 332), 346.

CHM 532 Advanced Organic Chemistry II. (3)*spring*

Organic mechanisms, thermodynamic and kinetic control, structure/activity relationships, isotope effects, multistep reactions, reactive intermediates, radical reactions, electron transfer. Prerequisite: CHM 531.

CHM 535 Medicinal Chemistry. (3)*spring*

Principles of medicinal and pharmaceutical chemistry. Drug design, synthesis, and mechanism of action. Prerequisites: a combination of

BCH 361 (or 461) and BIO 353 and CHM 318 (or 332) or only instructor approval.

CHM 537 Organic Reactions. (3)*spring*

Organic synthetic methodologies and important synthetic reactions emphasizing recently discovered reactions of preparative value. Protection/deprotection synthetic strategies; peptide synthesis. Prerequisite: CHM 531.

CHM 541 Advanced Thermodynamics. (3)*fall*

Equilibrium thermodynamics. Chemical reactions, phase equilibria, and stability in multicomponent systems. Aqueous solutions and electrochemistry. Introduction to statistical thermodynamics. Prerequisite: CHM 346.

CHM 543 Computational Chemistry. (3)*selected semesters*

Provides basic concepts and practical experience in computational chemistry. Covers electronic structure methods and computer simulation techniques. Prerequisite: CHM 345 or 545.

CHM 545 Quantum Chemistry. (3)*spring*

Wave and matrix formulation of quantum mechanics applied to the vibrational, rotational, and electronic states of polyatomic molecules. Hartree-Fock, electron correlation, and molecular orbital theory. Selection rules and introduction to group theory. Prerequisite: CHM 346.

CHM 546 Molecular Spectroscopy and Group Theory. (3)*spring*

Applies quantum mechanics to the general problem of the interaction of light with molecular systems. Angular momentum and group theory. Symmetry classifications. Overview of the formalism and experimental techniques in different resonant-based spectroscopies. Prerequisite: CHM 545.

CHM 548 Chemical Kinetics and Dynamics. (3)*spring in odd years*

Experimental and theoretical aspects of time-dependent processes in chemistry. Topics include kinetics of chemical reactions, diffusion, and relaxation phenomena in ordered and disordered materials. Prerequisite: CHM 545.

CHM 549 Advanced Topics in Physical Chemistry. (3)*selected semesters*

Various advanced and special topics in physical chemistry. Previous topics included: supercooled liquids and the glass transition, vibrational spectroscopy of solids, phase transitions and critical phenomena. May be repeated for credit. Prerequisite: CHM 345 or 545.

CHM 552 Advanced Inorganic and Materials Synthesis Laboratory. (2)*fall*

Preparation and characterization of inorganic compounds and materials, emphasizing advanced methods and techniques of importance in inorganic and materials chemistry. Schlenk-line and glovebox manipulations, solvothermal syntheses, and gas-phase reactions. Lab. Prerequisites: CHM 345; instructor approval. Pre- or corequisite: CHM 453 or instructor approval.

CHM 553 Advanced Inorganic Chemistry. (3)*fall*

Principles of modern inorganic chemistry applied over the entire periodic system. Bonding theory, chemical reactivity, spectroscopic and magnetic properties. Prerequisites: CHM 345, 346, 453.

CHM 571 Structure, Bonding, and Symmetry in Materials. (3)*fall*

Principles of structural and materials chemistry, emphasizing crystal chemistry. Symmetry of periodic structures (space groups), factors determining bond lengths and coordination geometries, and the role of structure in determining physical properties.

CHM 579 Topics in Inorganic and Materials Chemistry. (3)*selected semesters*

Various advanced and special topics in inorganic and materials chemistry. May be repeated for credit. Prerequisite: instructor approval.

CHM 582 Topics in Geochemistry and Cosmochemistry. (3)*selected semesters*

Topics of current interest for students in chemistry and other fields. Sampling of data and thought concerning phase equilibria, element

COLLEGE OF LIBERAL ARTS AND SCIENCES

distribution, meteorites, the Earth, and other planets. May be repeated for credit. Prerequisite: instructor approval.

CHM 583 Phase Equilibria and Geochemical Systems. (3)

selected semesters

Natural reactions at high temperatures and pressures; silicate, sulfide, and oxide equilibria. Prerequisite: instructor approval.

CHM 593 Applied Project. (1–12)

selected semesters

Topics may include the following:

- Glass Blowing Fee.

CHM 598 Special Topics in Organic Chemistry. (1–4)

selected semesters

Topics may include the following:

- Biological Photochemistry. (3)
Photochemistry and photophysics of pigment molecules. Emphasizes photobiological processes. Topics may include: dipole transition moment, electronic structure and relaxation of excited states, time-resolved spectroscopy, excimers, charge-transfer complexes and exciplexes, photoinduced energy and electron transfer, photoisomerization in vision, photochemistry of DNA.
- Bioorganic Chemistry. (3)
- Organic Photochemistry. (3)
- Organic Problems. (3)
- Special Topics in Organic Chemistry. (3)
fall
Two topics selected from and rotating among the following: NMR spectroscopic techniques as applied to organic problems, medicinal chemistry, bioorganic chemistry, organic photochemistry, and supramolecular chemistry.
- Supramolecular Chemistry. (3)

May be repeated for credit. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

tive interactions. Teaching, research, and service are directed to the continued development of knowledge and application of the principles of communication. Courses of study are designed to provide students with relevant programs adapted to individual academic and professional goals.

MASTER OF ARTS

Faculty in the Hugh Downs School of Human Communication offer a program leading to the MA degree in Communication. Current areas of study within the major are intercultural communication, interpersonal communication, performance studies, organizational communication, and rhetorical studies.

Admission Requirements. Admission is competitive, based upon evidence of the applicant's scholarly and research abilities. All applicants must submit the following:

1. a Division of Graduate Studies application, completed either online or on paper, along with official undergraduate and graduate transcripts;
2. a statement of professional goals (approximately 500 words);
3. Graduate Record Examination scores (verbal, quantitative, and analytical writing) taken within the past five years, plus other relevant test data provided by the applicant;
4. three letters of recommendation prepared within the preceding 12 months;
5. a writing sample; and
6. all applicants whose native language is not English must submit TOEFL scores; minimum scores are 600 on the paper and pencil version of this test or 250 on the computer version of this test.

A completed application for admission and official transcripts of all undergraduate and graduate work must be submitted to the Graduate Admissions Office. See "Admission to the Division of Graduate Studies," page 58, for Division of Graduate Studies general requirements. All application materials must be received by February 1. Late applications cannot be considered.

Program of Study. The program consists of a minimum of 30 semester hours of graduate course work, which includes six semester hours of thesis credit. All students must successfully complete the following:

1. COM 501 Research Methods in Communication with a minimum grade of "B" (3.00);
2. COM 504 Theories and Models in Communication with a minimum grade of "B" (3.00);
3. at least one of the following three courses: COM 508 Quantitative Research Methods in Communication, COM 509 Qualitative Research Methods in Communication, or COM 521 Rhetorical Criticism of Public Discourse with a minimum grade of "B" (3.00);
4. at least three content seminars;

Communication

Master's Program

asu.edu/clas/communication/masters

480/965-5096

STAUF A412

**Harold Goodall, Director, Hugh Downs School
of Human Communication**

Kory Floyd, Director of the Master's Program

Professors: Alberts, Broome, Canary, Carlson, Corman, Guerrero, Jain, Martin, McPhee, Mongeau, Nakayama

Associate Professors: Corey, Davey, Davis, De la Garza, Floyd, Martinez, Mayer, Trethewey

Assistant Professors: Brouwer, Messman, Park-Fuller, Tracy

Instructional Professional: Olson

Assistant Instructional Professional: McDonald

The Hugh Downs School of Human Communication strives to advance the understanding of message-related human behavior, for the purpose of improving communica-

5. a written comprehensive examination on theory and methodology, and an area of study (an oral examination may be required); and
6. a thesis, which is an account of original research, and an oral examination in defense of the thesis.

Applicants with undergraduate deficiencies must remove them, and these courses do not count toward the master's degree. The student's program of study is the mutual responsibility of the student and the supervisory committee. A foreign language is not required but is encouraged. Descriptions of current program options and requirements are available from the school office, STAUF A412.

RESEARCH ACTIVITY

Both applied and theoretical research are an integral part of the master's and doctoral degree programs in Communication. The general areas of study include intercultural communication, interpersonal communication, organizational communication, performance studies, and rhetoric. A variety of metatheoretical approaches are used for studying communication issues, including traditional social science perspectives as well as interpretive and critical approaches. Various methodologies are employed, including quantitative methods such as surveys and questionnaires, ethnographic methods such as interviewing and participant observation, and discourse and textual analyses. Attention is also given to the integration of theory and practice.

For more information, visit the school's Web site at www.asu.edu/clas/communication.

HUGH DOWNS SCHOOL OF HUMAN COMMUNICATION (COM)

For more COM courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M COM 400 CIP: Communication in Professions. (3)

fall, spring, summer

Specialized study of communication processes in professional and organizational settings. Open to BIS majors only. May be repeated for credit. Lecture, discussion. Prerequisites: both COM 100 and 225 or only COM 259; minimum ASU cumulative GPA of 2.00.

M COM 404 Research Apprenticeship. (3)

fall and spring

Direct research experience on faculty projects. Student/faculty match based on interests. Lecture, apprenticeship. Prerequisites: COM 308 (or instructor approval); minimum ASU cumulative GPA of 2.50; application required.

M COM 407 Advanced Critical Methods in Communication. (3)

fall, spring, summer

Examines critical approaches relevant to communication, including textuality, social theory, cultural studies, and ethnography. Lecture, discussion. Prerequisites: COM 308; minimum ASU cumulative GPA of 2.50.

M COM 408 Quantitative Research Methods in Communication. (3)

fall and spring

Advanced designs, measurement techniques, and methods of data analysis of communication research. Prerequisites: COM 308 and a course in generic statistics (EDP 454 or POS 401 or PSY 230 or QBA 221 or SOC 390 or STP 226); minimum ASU cumulative GPA of 2.50.

M COM 410 Interpersonal Communication Theory and Research. (3)

fall, spring, summer

Survey and analysis of major research topics, paradigms, and theories dealing with message exchanges between and among social peers. Prerequisites: COM 110 (or 310), 308; minimum ASU cumulative GPA of 2.50.

M COM 411 Communication in the Family. (3)

once a year

Broad overview of communication issues found in marriage and family life, focusing on current topics concerning communication in the family. Prerequisites: COM 110 (or 310), 207; minimum ASU cumulative GPA of 2.50.

M COM 414 Crisis Communication. (3)

selected semesters

Role of communication in crisis development and intervention. Prerequisite: minimum ASU cumulative GPA of 2.50.

M COM 421 Rhetoric of Social Issues. (3)

fall and spring

Critical rhetorical study of significant speakers and speeches on social issues of the past and present. Prerequisites: COM 308, 321 (or 323).

M COM 422 Advanced Argumentation. (3)

selected semesters

Advanced study of argumentation theories and research as applied to public forum, adversary, scholarly, and legal settings. Prerequisites: COM 222; minimum ASU cumulative GPA of 2.50.

M COM 426 Political Communication. (3)

fall

Theories and criticism of political communication, including campaigns, mass persuasion, propaganda, and speeches. Emphasis on rhetorical approaches. Prerequisite: minimum ASU cumulative GPA of 2.50.

M COM 430 Leadership in Group Communication. (3)

selected semesters

Theory and process of leadership in group communication, emphasizing philosophical foundations, contemporary research, and applications to group situations. Prerequisites: COM 230; minimum ASU cumulative GPA of 2.50.

M COM 441 Performance Studies. (3)

fall, spring, summer

Theory, practice, and criticism of texts in performance. Emphasis on the interaction between performer, text, audience, and context. Prerequisites: COM 241, 308; minimum ASU cumulative GPA of 2.50.

M COM 442 Identity, Performance, and Human Communication. (3)

selected semesters

Explores communication dimensions of self and others as performance. Examines topics that include gender, race, sexuality, age, and ethnicity through performance. Lecture, workshops. Prerequisites: COM 225 (or 241); minimum ASU cumulative GPA of 2.50.

M COM 445 Narrative Performance. (3)

selected semesters

Theory and practice of performing narrative texts (e.g., prose fiction, oral histories, diaries, essays, letters). Includes scripting, directing, and the rhetorical analysis of storytelling. Prerequisites: COM 241; minimum ASU cumulative GPA of 2.50.

M COM 446 Performance of Literature Written by Women. (3)

selected semesters

Explores, through performance and critical writing, literature written by women. Prerequisite: minimum ASU cumulative GPA of 2.50.

M COM 450 Theory and Research in Organizational Communication. (3)

fall, spring, summer

Critical review and analysis of the dominant theories of organizational communication and their corollary research strategies. Prerequisites: COM 250, 308; minimum ASU cumulative GPA of 2.50.

M COM 453 Communication Training and Development. (3)

once a year

Examines the procedures and types of communication training and development in business, industry, and government. Prerequisites: COM 250; minimum ASU cumulative GPA of 2.50.

COLLEGE OF LIBERAL ARTS AND SCIENCES

M COM 463 Intercultural Communication Theory and Research. (3)

fall, spring, summer

Surveys and analyzes major theories and research dealing with communication between people of different cultural backgrounds, primarily in international settings. Lecture, discussion, small group work. Prerequisites: COM 263, 308; minimum ASU cumulative GPA of 2.50.

M COM 465 Intercultural Communication Workshop. (3)

selected semesters

Experientially based study of communication between members of different cultures designed to help improve intercultural communication skills. Prerequisites: minimum ASU cumulative GPA of 2.50; instructor approval.

M COM 494 Special Topics. (1–3)

fall, spring, summer

Prerequisite: minimum ASU cumulative GPA of 2.50.

M COM 501 Research Methods in Communication. (3)

fall

Critical analysis of systems of inquiry in communication, focusing on the identification of variables and approaches to conducting research in communication. Prerequisite: instructor approval.

M COM 504 Theories and Models in Communication. (3)

fall

Theory construction, metatheoretical concerns, models, construct definition, and comparative analysis of current theories in communication. Prerequisite: instructor approval.

M COM 508 Quantitative Research Methods in Communication. (3)

fall

Empirical research designs, measurements, and statistical strategies and techniques in analyzing and evaluating experimental and descriptive research in communication. Prerequisites: both COM 501 and 504 or only instructor approval.

M COM 509 Qualitative Research Methods in Communication. (3)

spring

Qualitative research methods, including interviewing, field methods, and other nonquantitative techniques for analyzing communication. Prerequisites: both COM 501 and 504 or only instructor approval.

M COM 521 Rhetorical Criticism of Public Discourse. (3)

selected semesters

History and significance of rhetorical theory and criticism in the analysis of public discourse. Prerequisites: both COM 501 and 504 or only instructor approval.

M COM 584 Communication Internship. (1–12)

fall, spring, summer

Fee.

M COM 604 Theory Construction in Communication. (3)

fall

Review and analysis of philosophical problems inherent in communicative research and of metatheories designed to deal with these problems. Prerequisite: COM 504 or instructor approval.

M COM 607 Contemporary Rhetorical Methods. (3)

spring

Analysis of issues in the practice of rhetorical communication research, including criticism and scholarship. Seminar.

M COM 608 Multivariate Statistical Analysis of Data in Communication. (3)

spring

Statistical analysis of communication research data. Multivariate procedures used in communication research and methods of causal analysis. Prerequisites: COM 501 and 508 (or their equivalents).

M COM 609 Advanced Qualitative Research Methods in Communication. (3)

fall

Analysis of issues in the practice of qualitative communication research, including data gathering, fieldwork issues, analysis strategies, and reporting results. Prerequisite: COM 509 or instructor approval.

M COM 691 Seminar. (1–12)

fall, spring, summer

Lecture, discussion. Topics may include the following:

- Current Organizational Approaches to Communication. (3)
- Intercultural Aspects of Communication. (3)

- Interpersonal and Relational Communication. (3)
 - Research in Performance Studies. (3)
 - Rhetorical Issues. (3)
 - Social Influence. (3)
- Prerequisite: instructor approval.

M COM 792 Research. (1–12)

selected semesters

Topics may include the following:

- Prospectus/Dissertation Practicum. (3)
- Seminar Assistant. (3)

M COM 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Communication

Interdisciplinary Doctoral Program

asu.edu/clas/communication/doctoral

480/965-5096

STAUF A412

H. L. "Bud" Goodall, Director, Hugh Downs School of Human Communication

Paul A. Mongeau, Director, Doctoral Program

Community Resources and Development

Professor: Allison

Educational Leadership and Policy Studies

Associate Professor: Margolis

English

Professors: Roen, Miller

Associate Professor: Goggin

Family and Human Development

Professors: Christopher, Fabes

Human Communication

Professors: Alberts, Broome, Canary, Carlson, Corman,

Guerrero, Jain, Martin, McPhee, Mongeau, Nakayama

Associate Professors: Corey, Davey, Davis, De la Garza,

Floyd, Martinez, Mayer, Trethewey

Assistant Professors: Brouwer, Messman, Park-Fuller, Tracy

Journalism and Mass Communication

Professor: Godfrey

Justice and Social Inquiry

Regents' Professor: Altheide

Professors: Johnson, Romero

DOCTOR OF PHILOSOPHY

The Committee of Faculty offers an interdisciplinary graduate program leading to the PhD degree in Communication. Concentrations are available in communicative development, intercultural communication, and organizational communication.

The program is housed in the Hugh Downs School of Human Communication and is designed to prepare scholars for research-oriented careers in universities and in the public or private sectors. Students are provided training in communication theory, research methodology, and a specialization in one or more areas of concentration. The goal of the program is to meet the needs of students whose interests transcend traditional disciplinary boundaries.

See “*Doctor of Philosophy*,” page 69, for general requirements.

Admission Requirements. Admission to the program is competitive. Applications are considered once a year for fall admission with a supplemental admission deadline late in the spring term. Applicants must have earned either a bachelor’s or master’s degree and must present evidence of scholarly writing (e.g., an undergraduate honors thesis, a master’s thesis, or their equivalent). All applicants should be knowledgeable in the basic principles of both qualitative and quantitative methods of research, social statistics, and communication theory. If course work in these areas has not been completed, admitted students are required to successfully complete COM 501 Research Methods in Communication and COM 504 Theories and Models in Communication (plus any other courses stipulated by the admissions committee) before enrolling in the required theory and methodology sequence. Knowledge in statistics must be demonstrated either by completion of a graduate-level statistics course within two years before admission to the program, by completion of COM 508 within the first two years of course work, or by some other option approved by the director of the doctoral program. In addition to meeting the minimum Division of Graduate Studies admission requirements, the applicant’s scholastic and professional record must indicate special interest in and aptitude for systematic research in communication. All applicants must submit the following:

1. a completed Division of Graduate Studies application and official undergraduate and graduate transcripts;
2. a formal *curriculum vitae*, including a statement of career goals and the relevance of this degree program to those goals;
3. Graduate Record Examination (GRE) scores (verbal, quantitative, and analytical writing) taken within the past five years, plus other relevant test data volunteered by the applicant;
4. three letters of recommendation written within the preceding 12 months, including at least one letter from a previous faculty member;
5. a sample of writing (e.g., master’s thesis, course paper); and
6. a minimum score of 600 on the Test of English as a Foreign Language for all applicants whose native language is not English.

All application materials must be in the program office by January 15 to be considered. Late applications are processed once late in the spring term.

Supervisory/Dissertation Committee. This committee consists of a chair and at least two other members appointed

by the dean of graduate studies based upon the director’s recommendation. At least two-thirds of the committee must be full-time faculty at the Tempe campus and at least two-thirds of the committee must be from the communication faculty. At least one member must be from an academic discipline outside of communication. The chair of the supervisory committee, who serves as the student’s advisor, must be knowledgeable in the student’s area of concentration, have an active research agenda, publish regularly in appropriate refereed academic journals, and be experienced in graduate education. Members of the committee must represent more than one academic discipline. The purpose of the committee is to guide the student through the completion of the program of study, the comprehensive examinations, and the dissertation research.

Areas of Concentration. Students admitted to the program select a formal area of concentration in any of the three broad areas of communicative development, intercultural communication, and organizational communication. However, the interdisciplinary nature of the program and breadth of its faculty allow students to design individual programs of study geared toward more specialized topics in human communication. As a rule, these cut across the formal areas of concentration and generally follow the areas of expertise of program faculty. Program graduates study areas such as interpersonal communication, organizational communication, performance studies, rhetoric, critical/cultural studies, relational communication, and information technology. Because of the interdisciplinary nature of the PhD program, students may explore relevant course work in disciplines such as communication, social and development psychology, family studies, educational psychology, cultural anthropology, comparative sociology, linguistics, justice studies, industrial psychology, management, and public administration, among others. Contact the director for an up-to-date list of program faculty and their areas of interest.

Communicative Development. The communicative development emphasis includes three distinct specialty areas: interpersonal communication, performance studies, and rhetoric/public communication. *Interpersonal communication* refers to the exchange of messages between people in a variety of contexts, most of which concern relational aspects of communication. *Performance studies* focuses on activism and advocacy through performance with special emphasis on contemporary issues related to diversity, justice, sexuality, health, and other social and cultural concerns. *Rhetoric/public communication* considers how discourses function persuasively as social, cultural and political phenomena, and a variety of discourses are engaged, including social movements, political campaigns, legal argument, and popular culture.

Intercultural Communication. Intercultural communication focuses on the theoretical and conceptual relationships between culture and communication.

Organizational Communication. Organizational communication focuses on the conditions, impacts, and implications of communicative processes and systems for both public and private sector organizations.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Program of Study. If the student has completed an appropriate master's degree, the PhD requires a minimum of 66 hours beyond the master's degree. Course work for a typical program of study is distributed as follows: required core courses (9 semester hours), area of concentration (33 semester hours), dissertation (COM 799) and research (COM 792) (24 semester hours) for a total of 66 hours (minimum). Up to 12 semester hours of research (COM 792) may be taken before admission to candidacy. Three interdisciplinary theory and methodology courses are required of all students entering the program. The required theory course is COM 604 Theory Construction in Communication. Students are required to take three semester hours of COM 792 R: Prospectus/Dissertation Practicum and three semester hours of COM 792 R: Seminar Assistant. In addition, students must take two of the three methods courses, which consist of COM 607 Contemporary Rhetorical Methods, COM 608 Multivariate Statistical Analysis of Data in Communication, and COM 609 Advanced Qualitative Research Methods in Communication.

The student is also required to demonstrate proficiency in research methods (statistics, computer languages, content analysis methods, participant observation, etc.) which, in the judgment of the supervisory committee, is needed for the student's dissertation research. Evidence of required proficiency may be demonstrated by established university examination procedures or by successful completion of a sequence of courses designated by the student's program committee.

For students who have completed only the bachelor's degree before admission to the PhD program, a minimum of 90 hours of interdisciplinary graduate work is required for the program, including the same 66-hour requirement for students with the master's degree. The initial course work for students admitted with only a bachelor's degree is similar to the MA degree requirements in Communication except that no thesis is required. These requirements include a general overview of research in communication (COM 501), an overview of theories and models of communication (COM 504), a statistics course (COM 508), and electives from communication or other disciplines to total 24 hours of course work. The methods, theory, and statistics courses must be completed before beginning the required theory and methodology sequence for the PhD (i.e., they are prerequisites for the required courses).

Foreign Language Requirements. None.

Comprehensive Examination. Upon completion of course work and before the formal approval of the dissertation proposal, the student is examined in the relevant area of concentration and research methods. The examination consists of written and oral components designed to test the student's interdisciplinary knowledge in the field and chosen

area of concentration and the student's readiness to undertake interdisciplinary dissertation research. The examination is conducted by the student's supervisory committee.

Admission to Candidacy. After the student has passed both the written and oral portions of the comprehensive examination and the student's dissertation topic has been approved, the student may apply to the Division of Graduate Studies for admission to candidacy. Before admission to candidacy, it is expected that students have completed a mixture of academic experiences, including formal course work, participation in doctoral seminars, research with faculty, and independent research that are related to the topic of the dissertation and lead up to the dissertation. It is also expected that students have been exposed to both quantitative and qualitative methods of research before candidacy. No dissertation hours (COM 799) may be taken before admission to candidacy, but research hours (COM 792) may be taken before admission to candidacy. Students must enroll for 12 hours of dissertation (COM 799) credit following the semester in which they are advanced to candidacy.

Dissertation Proposal. Before conducting the research for the dissertation, each student must submit a dissertation proposal that is defended orally and approved by the student's dissertation committee.

Research and Dissertation. The dissertation consists of a fully documented written analysis of a problem that extends the knowledge and/or theoretical framework of the field and reflects the student's creativity and competence in independent, interdisciplinary research using an appropriate research methodology.

Final Examination. An oral examination in defense of the dissertation, conducted by the dissertation committee, is required.

RESEARCH ACTIVITY

Both applied and theoretical research are an integral part of the master's and doctoral degree programs in Communication. The general areas of study include intercultural communication, interpersonal communication, organizational communication, performance studies, and rhetoric. A variety of metatheoretical approaches are used for studying communication issues, including traditional social science perspectives as well as interpretive and critical approaches. Various methodologies are employed, including quantitative methods such as surveys and questionnaires, ethnographic methods such as interviewing and participant observation, and discourse and textual analyses. Attention is also given to the integration of theory and practice. For more information, visit the school's Web site at asu.edu/clas/communication/research.

Communication Disorders

Master's Program

www.asu.edu/clas/shs

480/965-2374

COOR 2211

Sid P. Bacon, Chair

Professors: S. Bacon, Dorman, D. Ingram, Wilcox

Associate Professors: Azuma, Liss, Restrepo

Assistant Professors: Edgar, Gray, Pittman

Clinical Professors: Mathy, Wiley

Clinical Associate Professors: C. Bacon, Brown

Clinical Assistant Professors: K. Ingram, McBride, Wexler, Woods

MASTER OF SCIENCE

The faculty in the Department of Speech and Hearing Science offer a program leading to the MS degree in Communication Disorders. Thesis and nonthesis degree options are available. The speech-language pathology program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The Department of Speech and Hearing Science also offers the Doctor of Audiology degree and the PhD degree.

Admission Requirements. Students applying for admission to this program should have their undergraduate transcripts, Graduate Record Examination scores, a statement of professional and academic goals not to exceed 200 words, and three letters of recommendation mailed to the Graduate Admissions Office. All materials must be received by January 15 for fall admission, which is the only term in which students may begin their program of study. Candidates who have undergraduate deficiencies may need to take required prerequisite courses.

Academic Requirements. A student must complete 37 semester hours of graduate course work, exclusive of credit for practicum, as approved by the supervisory committee.

Clinical Requirements. A student in the MS program must complete at least 375 clock hours of supervised clinical practicum experience, plus 25 observation hours. A minimum of 325 clock hours must be obtained at the graduate level.

Thesis Option. Students wishing to pursue the thesis option must complete 37 semester hours of course work, six hours of which must be thesis credit, excluding practicum and internship hours. The thesis must meet requirements established by the Division of Graduate Studies.

Nonthesis Option. Students choosing the nonthesis option must complete 37 semester hours of course work, excluding practicum and internship hours.

Final Examinations. For a candidate for the MS degree (thesis option), two final examinations are required: (1) the ASHA Praxis national certification examination in speech-language pathology, and (2) an oral defense of the thesis. For a candidate for the MS degree (nonthesis option), two final examinations are required: (1) the ASHA Praxis national certification examination in speech-language pathology, and (2) a four-hour comprehensive written examination administered in October and March of each year by the departmental graduate faculty.

Students should expect to spend two years completing the academic, practicum, and research requirements for either degree option.

RESEARCH ACTIVITY

The Department of Speech and Hearing Science conducts active research programs, many federally funded, in a broad range of areas of speech, language, and hearing. Specific topics include early intervention studies, normal and disordered language acquisition, adult language disorders, cochlear implants, pediatric amplification, psychoacoustics, and speech perception. Research interests of individual faculty members may be found on the department's Web site at www.asu.edu/clas/shs.

SPEECH AND HEARING SCIENCE (SHS)

SHS 401 Introduction to Audiology. (3)

fall

Introduces hearing disorders and the purposes and procedures for basic clinical tests of auditory function. Credit is allowed for only SHS 401 or 501. Prerequisites: both SHS 311 and 376 or only instructor approval.

SHS 402 Modifying Communicative Behavior. (3)

fall

Principles and techniques of modifying speech and language behavior. Prerequisite: SHS 250 (or its equivalent).

SHS 431 Developmental Speech Disorders. (3)

fall

Introduces the nature of articulation, fluency, resonance, and voice disorders in childhood. Prerequisites: SHS 250 and 310 (or their equivalents).

SHS 450 Observation. (1)

fall and spring

Opportunity to obtain observation experience at the ASU Speech and Hearing Center or at external sites. Prerequisite: instructor approval.

SHS 465 Speech and Language Acquisition. (3)

spring

Speech and language development in the normal child. Prerequisite: SHS 367 (or its equivalent).

SHS 470 Developmental Language Disorders. (3)

fall

Introduces the nature and treatment of language disorders in children. Prerequisite: SHS 465 or instructor approval.

SHS 485 Acquired Speech and Language Disorders. (3)

spring

Introduces acquired speech and language disorders across the lifespan. Prerequisites: SHS 250, 310.

SHS 496 Aural Rehabilitation. (3)

spring

Approaches to aural rehabilitation of children and adults. Introduces educational audiology and assistive listening devices. Prerequisites: SHS 375 and 376 and 401 (or their equivalents).

COLLEGE OF LIBERAL ARTS AND SCIENCES

SHS 500 Research Methods in Communication Disorders. (3)

spring

Surveys research methods in areas related to speech, language, and hearing.

SHS 501 Introduction to Audiology. (3)

fall

Introduces hearing disorders and the purposes and procedures for basic clinical tests of auditory function. Credit is allowed for only SHS 501 or 401. Lecture, discussion, case studies. Prerequisites: both SHS 311 and 376 or only instructor approval.

SHS 502 Basic Audiometry. (4)

fall or spring

Covers the bases, purposes, rationales, and procedures for the core clinical tests of auditory function in adults and children. Lecture, lab, discussion, case studies, student presentations. Pre- or corequisite: SHS 513 or instructor approval.

SHS 504 Amplification I. (4)

fall or spring

Operation, electroacoustic measurement, selection, and prescriptive fitting of amplification devices. Lecture, lab, discussion, case studies, guest lecturers, seminar, student presentations. Prerequisites: a combination of SHS 502 and 513 and 515 or only instructor approval.

SHS 505 Survival Sign Language. (2)

fall or spring

Facilitates effective manual and alternative methods of communication with deaf individuals in clinical settings. Discussion, case studies, demonstrations, interactive, student presentations.

SHS 508 Pediatric Audiology. (3)

fall or spring

Emphasizes the principles and procedures for early identification and management of congenital and early-onset hearing loss. Lecture, discussion, case studies, seminar, student presentations. Prerequisite: SHS 502 or instructor approval.

SHS 510 Amplification II. (4)

fall or spring

Verification and validation of hearing aid performance, benefit, and satisfaction. Fitting considerations for pediatric and geriatric populations. Lecture, lab, discussion, case studies, guest lecturers, seminar, student presentations. Prerequisites: a combination of SHS 502 and 504 and 513 and 515 or only instructor approval.

SHS 511 Psychoacoustics of Hearing Impairment. (3)

fall or spring

Psychophysical methods and behavioral aspects of hearing, with an emphasis on the perceptual consequences of sensorineural hearing loss. Lecture, discussion, demonstrations, seminar, student presentations. Prerequisites: both SHS 376 and 513 or only instructor approval.

SHS 512 Topics in Management of Medical Aspects of Speech-Language Pathology. (3)

spring

Focuses on varying topics in management of medically based speech and language disorders.

SHS 513 Neurophysiology of the Auditory System. (3)

fall or spring

Focuses on the neurophysiology of the normal auditory system and on changes associated with hearing loss. Lecture, discussion, demonstrations. Prerequisite: instructor approval.

SHS 515 Instrumentation and Calibration. (2)

fall

Electronic instruments used to produce, modify, and measure characteristics of sound. Measurement standards and methods for calibration of audiologic equipment. Lecture, lab. Prerequisite: SHS 401 or instructor approval.

SHS 516 Auditory Evoked Potentials. (3)

fall or spring

Electrophysiologic assessment of the peripheral and central auditory nervous system. Lecture, lab. Prerequisites: both SHS 502 and 513 or only instructor approval.

SHS 517 Balance Assessment. (3)

fall or spring

Clinical analysis and treatment of balance disorders and dizziness. Lecture, discussion, case studies, seminar, student presentations. Pre- or corequisite: SHS 513 or instructor approval.

SHS 518 Auditory Rehabilitation. (3)

fall or spring

Study and clinical application of assistive technology and rehabilitative services for managing the effects of hearing impairment. Lecture, lab, discussion, case studies, seminar, student presentations. Pre- or corequisites: both SHS 502 and 504 or only instructor approval.

SHS 519 Auditory Pathologies and Disorders. (3)

fall or spring

Familiarizes students with major diseases, pathologies, and disorders of the human auditory system. Lecture, discussion, case studies, demonstrations, field trips, seminar, student presentations. Prerequisites: both SHS 502 and 513 or only instructor approval.

SHS 520 Otoneurologic Applications in Audiology. (3)

fall or spring

Advanced otologic, neurologic, and audiologic approaches in the differential diagnosis of peripheral and central disorders of the auditory system. Lecture, lab, discussion, case studies, seminar, student presentations. Prerequisites: a combination of SHS 502 and 513 and 516 and 552 or only instructor approval.

SHS 521 Auditory Aging. (2)

fall or spring

Focuses on aging and related effects on the auditory system and audition. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: both SHS 502 and 513 or only instructor approval.

SHS 522 Hearing Conservation. (2)

fall or spring

Examines the prevention, identification, physiological effects, and management of hearing loss due to noise exposure. Lecture, discussion, seminar, student presentations. Prerequisites: both SHS 502 and 513 or only instructor approval.

SHS 524 Counseling in Communication Disorders. (2)

summer

Theories of counseling emphasizing the psychological and emotional impact and management of individuals with communication disorders and their families. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: both SHS 502 and 504 or only instructor approval.

SHS 525 Audiology Practice Management. (3)

fall or spring

Business practice issues, quality assurance, and professional ethics for the practicing audiologist. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: both SHS 502 and 504 or only instructor approval.

SHS 545 Speech Perception by the Hearing Impaired. (2)

fall or spring

Focuses on the perception of speech by normal-hearing and hearing-impaired listeners. Lecture, discussion, case studies, seminar, student presentations. Prerequisite: instructor approval.

SHS 552 Physiological Measures of Auditory Function. (3)

fall or spring

Focuses on the measurement of otoacoustic emissions and acoustic immittance. Lecture, discussion, student presentations. Prerequisite: SHS 513 or instructor approval.

SHS 555 Cochlear Implants. (3)

spring

Current status of cochlear implant research and development. Prerequisites: both SHS 504 and 545 or only instructor approval.

SHS 565 Speech and Language Acquisition. (3)

spring

Speech and language development in the normal child. Prerequisite: SHS 367 (or its equivalent).

SHS 566 Psychology of Language. (3)

spring

Psycholinguistic study of the production and comprehension of language across the lifespan.

SHS 567 Neural Bases of Communication Disorders. (3)

fall

Neuroscience and its application to matters of normal and disordered communication. Pre- or corequisite: SHS 310 (or its equivalent).

SHS 570 Communication Disorders and Multicultural Populations. (3)

fall

Studies racial and ethnic biases and the communication behaviors and disorders in various cultural groups.

SHS 571 Augmentative Communication and Language Programming. (3)

spring

Focuses on individuals across the age span who are unable or who are at risk for being unable to communicate with spoken language. Lecture, lab.

SHS 572 Language Assessment and Intervention in Infants and Toddlers. (3)

fall

Focuses on the birth to 3-year-old population who are at risk for or who have communication and language disabilities. Prerequisite: SHS 470 (or its equivalent).

SHS 573 Language Assessment and Intervention with School-Age Populations. (3)

fall

Focuses on later language development, linguistic demands of academic settings, assessment and intervention strategies for older children and adolescents. Prerequisite: SHS 565 (or its equivalent).

SHS 574 Management of Low-Incidence Speech Disorders. (3)

summer

Focuses on assessment and intervention of people with voice, fluency, and craniofacial disorders. Prerequisite: SHS 431 (or its equivalent).

SHS 575 Aphasia and Related Neurogenic Language Disorders. (3)

fall

Assessment and treatment of acquired neurolinguistic impairment. Prerequisite: SHS 567.

SHS 576 Management of Feeding, Swallowing, and Neuromotor Speech Disorders. (3)

spring

Focuses on the management of individuals across the lifespan who have feeding, swallowing, and neuromotor speech disorders. Prerequisite: SHS 567 or instructor approval.

SHS 577 Craniofacial Disorders of Communication. (3)

spring

Communication disorders related to anomalies of the craniofacial structures, including orofacial clefting of the lip and palate. Prerequisite: SHS 310 (or its equivalent).

SHS 578 Disorders of Voice. (3)

spring

Communication disorders related to dysfunction of the phonatory and resonance systems of voice production, assessment, and treatment. Prerequisite: SHS 310 or instructor approval.

SHS 579 Feeding and Swallowing Disorders Across the Lifespan. (3)

fall

Focuses on individuals across the age span who have feeding and/or swallowing disorders. Presents assessment and treatment strategies. Prerequisite: SHS 567.

SHS 580 Clinical Practicum. (1–6)

fall, spring, summer

Supervised practicum speech-language pathology or audiology. 1 hour staffing and 3 hours of client contact per week per hour of credit. May be repeated for credit. Prerequisites: instructor approval; student must not have provisional admission status.

SHS 581 Right Hemisphere Syndrome, Traumatic Brain Injury, and Dementia. (3)

fall

Studies the nature, characteristics, and clinical management of cognitive and communicative impairments accompanying right hemisphere damage, TBI, and dementia. Prerequisite: SHS 567.

SHS 582 Differential Diagnosis of Communication Disorders. (3)

spring

Procedures for assessing speech/language disorders in children and adults. 3 hours lecture, 2 hours lab. Prerequisites: SHS 250 and 310 and 465 and 567 (or their equivalents).

SHS 584 Internship. (1–6)

fall, spring, summer

Off-campus directed experiences in speech-language pathology or audiology. May be repeated for credit. Prerequisites: SHS 580; student must consult with coordinator before registration.

SHS 585 Articulation and Phonology: Assessment and Intervention. (3)

fall

Assessment and treatment of developmental articulation and phonological disorders. Prerequisites: SHS 250 and 310 (or their equivalents).

SHS 586 Language Sampling Methods in Speech-Language Pathology. (1)

spring

Focuses on the use of language sampling and analyzes techniques to assess children's language. Lecture, case studies, demonstrations, computer lab. Prerequisite: SHS 465 or 565.

SHS 589 Audiology Grand Rounds. (1)

fall or spring

Grand Rounds bridges clinical and academic knowledge through case studies, application of emerging research, and clinical workshops. Discussion, case studies, interactive, seminar, student presentations. Prerequisite: SHS 502 or instructor approval.

SHS 591 Seminar. (1–12)

fall, spring, summer

Topics may include the following:

- Bilingual Language Assessment and Intervention. (3)
fall
- Clinical Methods for Craniofacial Disorders. (1)
spring
- Clinical Methods for Fluency Disorders. (1)
fall
- Clinical Methods for Language Assessment. (1)
spring
- Clinical Methods for Motor Speech Disorders. (1)
spring
- Clinical Methods for Voice Disorders. (1)
fall
- Cognitive and Linguistic Interactions in Adult Neurogenic Disorders. (3)
fall
- Clinical Methods for Language Assessment. (1)
spring
- Preschool Language Disorders. (3)
spring
- Spanish Language Acquisition. (3)
spring

SHS 596 Aural Rehabilitation. (3)

spring

Approaches to aural rehabilitation in children and adults. Introduces educational audiology and assistive listening devices. Prerequisite: SHS 401 or 501 (or its equivalent).

SHS 597 Audiology Clerkship. (1–6)

fall or spring

Provides students with advanced, intensive clinical experiences within selected audiological facilities. May be repeated for credit. Practicum. Prerequisites: SHS 580; faculty coordinator approval.

SHS 792 Research. (1–12)

selected semesters

SHS 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Computational Biosciences

Interdisciplinary Master's Program

www.asu.edu/compbiosci

480/965-9845

GWC 642

Rosemary Renaut, Director

Participating faculty from the colleges, departments, and schools of Chemistry and Biochemistry, Computer Science and Engineering, Health Management and Policy, Life Sciences, and Mathematics and Statistics offer a program leading to the Professional Science Master's (PSM) degree in Computational Biosciences.

The disciplines of the life sciences are rapidly requiring more mathematical and computational analyses than have typically been employed. While some mathematical approaches have been applied to biological questions for many years, the advance in computational capability has increased the pace of bioscience research to unprecedented levels of speed, precision, and detail, and thus dramatically transformed the kinds of problems tackled. The PSM degree serves to produce students capable of meeting the demands of today's bioinformatics/biomedical industries.

Admissions. In addition to the minimum requirements for admission established by the Division of Graduate Studies, the interdisciplinary nature of this program makes individual aptitudes and experiences important with regard to a student's competitive status.

Fees. In addition to tuition, program fees apply. For more information, call 480/965-9845.

Prerequisites. Requirements include genetics, cell biology, organic chemistry, biochemistry, modern differential equations, applied statics, and object-oriented design and data structures. Students deficient in a limited number of courses that can be taken over one summer may be admitted conditionally upon completion of the prerequisites in the preceding summer sessions.

Degree Requirements. The master's program requires a total of 30 semester hours of course work and an additional six hours for internship or further advanced study and six semester hours of graduate-level study on professional issues in biotechnology for a total of 42 semester hours of study. The core program (taken by everyone) is followed by electives designed around the specific interest of the student.

Core Program

CBS 520 Modeling and Computational Biology	4
CBS 521 Applications and Complex Problem Solving in Computational Biology	4
CBS 530 Introduction to Structural and Molecular Biology	4

CBS 584 Internship.....	6
CBS 598 ST: Experimental Design	3
CBS 598 ST: Multivariate Statistical Analysis	3

Professional Portion

CBS 598 ST: Business Issues and Ethics I	3
CBS 598 ST: Business Issues and Ethics II	3

Comprehensive Examinations. None.

Thesis Requirements. None.

Internships and Applied Projects. An internship with either a campus-based research group or a bioinformatics/biomedical facility approved by ASU, culminating in a written report and an oral presentation and examination, is required of all students.

COMPUTATIONAL BIOSCIENCES (CBS)

CBS 520 Modeling and Computational Biology. (4)

fall

Key mathematical and computational techniques for bioinformatics. Numerical and visualization software; scripting, database management. Lecture, computing lab. Prerequisites: both MAT 271 and 274 (or 275) or only instructor approval.

CBS 521 Applications and Complex Problem Solving in Computational Biology. (4)

spring

Continuation of CBS 520. Key mathematical concepts. Team solution of bioinformatics applications, project writing, and presentation. Lecture, computing lab. Prerequisite: CBS 520 or instructor approval.

CBS 530 Introduction to Structural and Molecular Biology. (4)

fall

Structure and function of cells, proteins, membranes, and the genome; gene expression and biogenesis of structures; application of computer imaging. Cross-listed as PLB 530. Credit is allowed for only CBS 530 or PLB 530. Prerequisites: one year of biology; one semester of organic chemistry.

CBS 572 Data Mining. (3)

spring

Advanced data mining techniques: classification, clustering, association, preprocessing; performance evaluation; information assurance, Web mining, security and privacy issues, and other applications. Cross-listed as CSE 572. Credit is allowed for only CBS 572 or CSE 572. Prerequisite: CSE 412 or 471 or ECE 380 (or their equivalents).

CBS 584 Internship. (6)

selected semesters

Internship with a local biotechnical/biomedical group culminating in a written and/or oral representation.

CBS 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Business Issues and Ethics I. (3)
- Business Issues and Ethics II. (3)
- Experimental Design. (3)
- Multivariate Statistical Analysis. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Creative Writing

Interdisciplinary Master's Program

See "Creative Writing," page 76.

English

Master's and Doctoral Programs

www.asu.edu/clas/english

480/965-3168

LL 542

Neal A. Lester, Chair

Regents' Professors: Carlson, Dubie, Ríos

Professors: Adams, Bjork, Boyer, Brack, Candelaria, Crowley, Goldberg, Gutierrez, Helms, Hogue, Horan, Lester, Major, Miller, A. Nilsen, D. Nilsen, Rhodes, Roen, Tobin, van Gelderen

Associate Professors: Bates, Bivona, Castle, Corse, DeLamotte, Gerson, M. Goggin, Lussier, Mahoney, McNally, Nelson, Perry, Pritchard, Ramage, Savard, Schwalm, Tohe, Voaden, Webb

Assistant Professors: Bernick, Blasingame, Fox, P. Goggin, Lockard, Milun, Parchesky, Sadowski-Smith, Thompson

Senior Lecturers: Cook, Cooper, Duerden, Dugan, Dwyer, Heenan, Norton, Sudol, Wheeler

Lecturers: Binkley, Duttagupta, Fuse

Academic Professionals: Glau, McNeil

The faculty in the Department of English offer the MA degree in English, the Master of Teaching English as a Second Language degree, and the PhD degree in English.

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect English as the subject matter field. For more information, see "[Master of Education](#)," page 142.

Students may also pursue an interdisciplinary program leading to the Master of Fine Arts degree in Creative Writing, offered by the faculties in the Departments of English and Theater. See "[Master of Fine Arts](#)," page 225.

MASTER OF ARTS

This degree is designed to provide further cultural and professional advancement for students of English.

Admission Requirements. The department requires that applicants have an undergraduate degree and a 3.00 GPA in courses taken in the major field. Deadline for admission applications and requests for financial assistance, including teaching assistantships is February 1. Incomplete files are not considered.

Materials should be sent to

GRADUATE COORDINATOR
DEPARTMENT OF ENGLISH
ARIZONA STATE UNIVERSITY
PO BOX 870302
TEMPE AZ 85287-0302

Applicants for the MA program in English with a concentration in literature are required to have an undergraduate major in English. Those who do not have a major in English are encouraged to register as nondegree students while they take courses in areas of deficiency as identified by the advisor. Applicants must also submit Graduate Record Examination (GRE) general test scores, three letters of recommendation, a personal statement of aims and purposes, and an academic writing sample.

Applicants for the MA program in English with a concentration in linguistics and with a concentration in rhetoric and composition may have undergraduate majors in fields such as, but not limited to, anthropology, applied linguistics, cognitive science, communication, comparative languages and literatures, education, English literature, history, law, linguistics, modern languages, philosophy, political science, psychology, religion, rhetoric/composition, sociology, and speech and hearing science. Students should consult with an advisor to determine whether their preparation is deficient in any area. Applicants must also submit three letters of recommendation and a personal statement of aims and purposes. Applicants for the rhetoric and composition concentration must also submit Graduate Record Examination (GRE) general test scores and an academic writing sample. Applicants for the linguistics concentration must show completion of one upper-division course in a linguistics-related field.

Applicants for the MA program in English with a concentration in comparative literature must prove fluency in a foreign language to a level sufficient for graduate study. Applicants must also submit three letters of recommendation and a statement of aims and purposes.

Program of Study. A student may pursue a concentration in comparative literature, English linguistics, literature and language, or rhetoric and composition.

For the concentration in comparative literature, a candidate must complete 36 semester hours of graduate courses, with a minimum of 12 hours being taken in the Department of Languages and Literatures. Included in the hours must be ENG 500 Research Methods; ENG 503 Comparative Literature, Theory, and Practice; and ENG 599 Thesis.

For the concentration in English linguistics, a candidate must complete a minimum of 30 semester hours of graduate-level courses. Two tracks are available. The general linguistics track must include LIN 500, 511, 514, and 515 and one advanced linguistics course. The Applied Linguistics track must include LIN 500; 511 or 514; 515 or 516; and 520 and a course from a selection of advanced linguistics courses. Both tracks require six hours of LIN 599 Thesis. Electives are chosen in consultation with the advisor.

For the concentration in literature and language, a candidate must complete a minimum of 30 semester hours. The hours must include ENG 500 Research Methods; a course in literary theory; ENG 599 Thesis; and a nine-hour distribution requirement. Two courses selected must be graduate

COLLEGE OF LIBERAL ARTS AND SCIENCES

seminars at the 600-level. Electives are chosen in consultation with the advisor.

For the concentration in rhetoric and composition, a candidate must complete a minimum of 30 hours of graduate courses. These hours must include ENG 500 Research Methods, a course in rhetoric theory, a course in composition theory, a six-hour thesis, and 15 elective course hours that must include six semester hours of graduate seminars at the 600-level. Electives are chosen in consultation with the advisor.

Foreign Language Requirements. A reading knowledge of a suitable natural language is required and must be approved by the student's advisor.

Comprehensive Examination. A comprehensive examination is required for students in the comparative literature concentration. (A detailed description of its scope is available in the Department of English.)

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

MTESL

The Master of Teaching English as a Second Language degree is designed for students who seek a professionally oriented graduate education. For information, see ["Teaching English as a Second Language," page 330.](#)

DOCTOR OF PHILOSOPHY

See ["Doctor of Philosophy," page 69,](#) for general requirements.

Admission Requirements. Applicants for the PhD degree in English must submit three letters of recommendation, a personal statement of aims and purposes, and an academic writing sample. GRE general scores are required for both concentrations. The GRE advanced literature section is required for the literature concentration. Deadline for admission applications and requests for financial aid, including teaching assistantships, is February 1. Incomplete files are not considered.

Materials should be sent to

GRADUATE COORDINATOR
DEPARTMENT OF ENGLISH
ARIZONA STATE UNIVERSITY
PO BOX 870302
TEMPE AZ 85287-0302

Areas of Concentration. The PhD degree in English offers concentrations in the following areas:

Literature. At least 60 semester hours of graduate courses (exclusive of dissertation) beyond the bachelor's degree constitute the formal course preparation. Specifically required are six semester hours in theory courses and ENG 500 Research Methods. Students must complete (or have completed at the Master's level or its equivalent) one graduate course in eight of the following 10 categories: Literature to 1500, Literature 1500-1660, Literature 1660-1900, Literature since 1900, Genre, Gender Studies, Ethnic

Studies, Postcolonial/Anglophone literatures, Cultural Studies, and History/Structure of the English Language. Students must take at least five graduate seminars at the 600-level en route to the PhD degree, at least three of which must be taken in the PhD program. Up to 12 semester hours taken outside the department may be counted toward the degree. Students should consult with their supervisory committees when choosing electives.

Foreign Language Requirements. Students must demonstrate evidence of a competent reading knowledge of two languages other than modern English. These are to be selected by the student, subject to the approval of the chair of the dissertation committee. One of the two language requirements must be completed before the student is eligible to take part in the PhD exams. This requirement may be met by

1. earning a "B" (3.00) or higher in a 400- or 500-level course in an appropriate (approved) language;
2. demonstrating comparable proficiency by taking a language examination approved by the student's supervisory committee;
3. demonstrating native speaker proficiency in a language approved by the student's supervisory committee;
4. earning a "B" (3.00) or higher in both ENG 530 Old English and ENG 531 Old English Literature or their equivalent.

Rhetoric/Composition and Linguistics. A minimum of 60 semester hours of graduate courses (exclusive of dissertation) beyond the bachelor's degree constitutes the formal course preparation. Specifically required are ENG 500 Research Methods, a 12-semester-hour foundation distribution (one course in rhetoric, one course in composition studies, and two courses in linguistics), and a 12-semester-hour advanced studies distribution requirement that consists of courses at the 600-level required by the distribution from one area of study (rhetoric, composition, or linguistics), or a combination of areas in which the student would like to concentrate. Up to 12 semester hours of course work taken outside the department may be counted toward the degree. Students should consult with an advisor when choosing these courses.

Foreign Language Requirements. Students must demonstrate evidence of a competent reading knowledge of a language other than modern English. The language can be selected by the student, in consultation with the supervisory committee. The language requirement must be completed before the student is eligible to take Part I of the PhD exams. This requirement may be met by

1. earning a "B" (3.00) or higher in a 400- or 500-level course in an appropriate (approved) language;
2. demonstrating comparable proficiency by taking a language examination approved by the student's supervisory committee;
3. demonstrating native speaker proficiency in a language approved by the student's supervisory committee;

4. earning a “B” (3.00) or higher in both ENG 530 Old English and ENG 531 Old English Literature or their equivalent.

PhD Examinations. The PhD examination consists of three parts.

Part I. Part I is a portfolio consisting of three essays

1. a scholarly paper within the student’s primary area of specialization;
2. a scholarly paper within a secondary area of specialization; and
3. a bibliographic essay that reviews the literature within the primary area of specialization.

Part II. After successful completion of Part I the student may advance to Part II, a four-hour written examination in the student’s area of specialization based on a bibliography compiled by the student and approved by the student’s supervisory committee. An oral component of the examination is administered no later than 10 days after the written examination.

Part III. Part III is a colloquy on the dissertation prospectus.

Dissertation Requirements. (See “[Research and Dissertation Requirements](#),” page 70.) The subject of the dissertation is decided in consultation with the chair of the student’s supervisory committee, subject to approval of the director of the PhD program.

Final Examination. A final examination in defense of the dissertation, arguing for its method and conclusions, is required.

RESEARCH ACTIVITY

Research in English and its various subdisciplines fall into three broad areas of inquiry:

1. historical/textual studies;
2. comparative/interdisciplinary studies; and
3. pedagogical/theoretical studies.

The first category (historical/textual studies) concerns the production, preparation, and publication of texts and explores the historical context of publication. Work in this area encompasses the writing of the creative writing faculty as well as the historical/material criticism of rhetoricians, linguists, and literary historians.

Research in the second category (comparative/interdisciplinary studies) analyzes the dynamic play of language across cultures and disciplines and seeks to establish critical difference and similitude as the vehicle for comprehending the function of language and texts in a broadened context that includes all literatures and disciplines.

The third category (pedagogical/theoretical studies) involves the theory and practice of those subdisciplines currently defining “English Studies.” A concern for operative theories and efficacious practices involves every component of the department, encouraging the exploration of how language and literature interact in the subdisciplines and within wider spheres of cultural authority. For more information about faculty publications and specializations, access the Web site at www.asu.edu/clas/english/who/name.html.

ENGLISH (ENG)

ENG Note 1. Completion of the First-Year Composition requirement (ENG 101 and 102 [or 105] or ENG 107 and 108 with a grade of “C” [2.00] or higher) is a prerequisite for all English courses above the 100 level.

ENG Note 2. A term paper or equivalent out-of-class written work is required in all upper-division (300- and 400-level) ENG courses.

ENG Note 3. English majors and minors are expected to have completed ENG 200 before taking 400-level literature courses.

ENG 400 History of Literary Criticism. (3)

selected semesters

Major critics and critical traditions in the Western world. See ENG Notes 1, 2, 3. Prerequisite: 6 hours in literature or instructor approval.

ENG 401 Topics in Critical Theory. (3)

selected semesters

Major critical schools of recent decades—postcolonialist, psychoanalytic, deconstructionist, feminist, new historicist. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: 6 hours in literature or instructor approval.

ENG 409 Advanced Screenwriting. (3)

selected semesters

Applies the principles taught in a complete feature-length screenplay. See ENG Notes 1, 2. Prerequisite: instructor approval.

ENG 411 Advanced Creative Writing. (3)

fall and spring

Poetry, fiction, and drama for experienced writers, emphasizing individual style. Each genre may be taken once. See ENG Notes 1, 2. Prerequisite: ENG 310 or instructor approval.

ENG 412 Creative Nonfiction. (3)

selected semesters

Lectures, discussion, and criticism concerning techniques of writing creative nonfiction for publication. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 411 or instructor approval.

ENG 413 History of the English Language. (3)

once a year

Development of English from the earliest times to the modern period. See ENG Notes 1, 2. Prerequisite: junior standing or instructor approval.

ENG 415 Topics in Medieval Literature and Culture. (3)

selected semesters

Interdisciplinary approach to medieval literature, emphasizing cultural and historical context. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

ENG 416 Chaucer in Middle English. (3)

once a year

Yearly alternate between Chaucer’s *The Canterbury Tales* and *Troilus and Criseyde*. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

ENG 418 Renaissance Literature. (3)

once a year

Selected topics, authors, contexts, and themes in Renaissance literature. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

ENG 419 English Literature in the Early 17th Century. (3)

once a year

Topics, authors, and themes in English literature, 1603–1660. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

ENG 423 Renaissance Drama. (3)

spring

Topics, authors, and themes in the drama of the Tudor and early Stuart periods. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

ENG 424 Milton. (3)

once a year

Selected prose and poetry, emphasizing *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

ENG 425 Studies in Romanticism. (3)

fall

Romanticism in continental, British, and American literature and culture. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or 241 or instructor approval.

ENG 427 Studies in 18th-Century Literature and Culture. (3)

selected semesters

Literary, social, and cultural issues of the period studied in an interdisciplinary format. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or 222 or instructor approval.

ENG 429 Studies in European Literature and Culture. (3)

selected semesters

Literary, cultural, and historical issues. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Topics may include the following:

- Feminist Political Writing in Contemporary Europe. (3)
Examines the discourse of gender-politics in Central Eastern Europe before and after Soviet hegemony. Cross-listed as FLA 461. Credit is allowed for only ENG 429 or FLA 461.
- Literature and Film in 20th-Century Eastern Europe. (3)
Evaluates literary texts and films as a massive propaganda machine of the totalitarian state. Cross-listed as FLA 476. Credit is allowed for only ENG 429 or FLA 476.
- Literature and Politics in Pre- and Post-Communist Europe. (3)
Interdisciplinary examination of the cultures of Eastern Europe from WWI to the present. Cross-listed as FLA 472. Credit is allowed for only ENG 429 or FLA 472.
- Politics of Drama in 20th-Century Europe. (3)
Interdisciplinary examination of European drama before and after WWII. Cross-listed as FLA 464. Credit is allowed for only ENG 429 or FLA 464.

ENG 430 Studies in Victorian Literature and Culture. (3)

once a year

Literary, social, and cultural issues of the period studied in an interdisciplinary format. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or instructor approval.

ENG 434 Studies in the Literature and Culture of the Americas. (3)

selected semesters

Literature and culture of North America, South America, and the Caribbean. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 241 or 242 or instructor approval.

ENG 436 Studies in Anglophone Literature and Culture. (3)

selected semesters

Literary, social, and cultural issues of English-speaking former colonial territories. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or 242 or instructor approval.

ENG 440 Studies in American Literature and Culture. (3)

once a year

Various genres in their literary, political, theoretical, and historical contexts. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 241 or 242 or instructor approval.

ENG 442 Studies in 20th-Century British and Irish Literature and Culture. (3)

once a year

Major literary genres (novel, poetry, and drama) in their cultural and historical contexts. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or instructor approval.

ENG 444 Studies in American Romanticism. (3)

once a year

Fiction, poetry, and essays of such 19th-century authors as Hawthorne, Emerson, Melville, Thoreau, Fuller, Whitman, and Dickinson. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 241 or instructor approval.

ENG 445 Studies in American Realism. (3)

once a year

Writers and influences that shaped the development of literary realism. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 242 or instructor approval.

ENG 446 Studies in Modernism. (3)

selected semesters

Cultural, historical, and literary problems in American and European modernism. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or 242 or instructor approval.

ENG 447 Studies in Postmodernism. (3)

selected semesters

Literary, social, and cultural issues. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or 242 or instructor approval.

ENG 448 Studies in Irish Literature and Culture. (3)

selected semesters

Themes and problems pertaining to Irish literature, film, and social and cultural history. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3. Prerequisite: ENG 222 or instructor approval.

ENG 452 Studies in the Novel. (3)

selected semesters

May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or 222 or 241 or 242 or instructor approval.

ENG 453 Studies in the American Novel. (3)

fall and spring

Poetics and politics of the novel, 18th through 21st centuries. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 241 or 242 or instructor approval.

ENG 457 Studies in American Poetry. (3)

selected semesters

May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Prerequisite: ENG 241 or 242 or instructor approval.

ENG 459 Studies in African American/Caribbean Literatures. (3)

selected semesters

May be repeated for credit when topics vary. See ENG Notes 1, 2, 3. Topics may include the following:

- African American Short Story
Studies in African American or Caribbean literatures according to genre, period, theory, or selected authors. Cross-listed as AFH 459. Credit is allowed for only AFH 459 or ENG 459.

ENG 461 Studies in Women and Literature. (3)

selected semesters

Advanced topics in literature by or about women. May be repeated for credit when topics vary. See ENG Notes 1, 2, 3.

ENG 464 Studies in Drama. (3)

selected semesters

Selected topics in the history and theory of the genre. See ENG Notes 1, 2, 3. Prerequisite: ENG 221 or 222 or 241 or 242 or instructor approval.

ENG 465 Studies in Film. (3–4)

selected semesters

Advanced topics in cinema. May be repeated for credit when topics vary. Lecture, viewing, discussion. See ENG Notes 1, 2.

ENG 469 Science and Literature. (3)

selected semesters

Historical and theoretical links between science and literature, from Francis Bacon to the present, examined in cultural context. May be repeated for credit when topics vary. Lecture, discussion. See ENG Notes 1, 2, 3.

ENG 470 Symbols and Archetypes in Children's Literature. (3)

fall

Various critical approaches and recurring themes studied in relation to classical and contemporary children's literature. Lecture, discussion, reading. See ENG Notes 1, 2, 3.

ENG 471 Literature for Adolescents. (3)

fall and spring

Prose and poetry that meet the interests and capabilities of junior high and high school students. Stresses recent literature. Requires passing grade of at least "C" (2.00) before students are permitted to student teach in English. See ENG Notes 1, 2, 3.

ENG 480 Methods of Teaching English: Composition. (3)

fall or spring and summer

Methods of instruction, organization, and presentation of appropriate content in the teaching of composition and other writing skills. See ENG Notes 1, 2.

ENG 482 Methods of Teaching English: Language. (3)*fall or spring and summer*

Methods of instruction, organization, and presentation of appropriate content in language and usage for junior and senior high schools. Lecture, discussion, lab. See ENG Notes 1, 2.

ENG 500 Research Methods. (3)*selected semesters*

Studies the methods and practices of the disciplines within the Department of English. Offered in discipline-specific formats. Lecture, discussion.

ENG 502 Contemporary Critical Theories. (3)*once a year*

Studies the principles and techniques of contemporary theory and criticism.

ENG 503 Comparative Literature, Theory, and Practice. (3)*selected semesters*

Problems, methods, and principles of comparative analysis, illustrated by selected critical essays and literary/cultural texts. Lecture, discussion.

ENG 504 Cross-Cultural Studies. (3)*selected semesters*

Theoretical and analytical issues for comparative research across distinct cultural regions and traditions. May be repeated for credit when topics vary.

ENG 505 Writing Workshops. (3)*selected semesters*

Intense poetry and fiction workshops for experienced writers, emphasizing individual style. May be repeated for credit when topics vary. Studio.

ENG 506 Methods and Issues in Teaching Language. (3)*selected semesters*

Methods, issues, and practices in teaching appropriate content in language usage for junior and senior high schools.

ENG 507 Methods and Issues in Teaching Composition. (3)*fall and spring*

Up-to-date theory, practice, and implementation of secondary writing instruction. Prerequisites: teaching experience; instructor approval.

ENG 517 History of the English Language. (3)*selected semesters*

Surveys the development of the English language, with an emphasis on major linguistic transformations. Cross-listed as LIN 517. Credit is allowed for only ENG 517 or LIN 517.

ENG 530 Old English. (3)*selected semesters*

Study of Old English grammar, syntax, and phonology, with selected readings.

ENG 531 Old English Literature. (3)*selected semesters*

Intensive literary, linguistic, and cultural study of Old English literature. May be repeated for credit when topics vary. Prerequisite: ENG 530.

ENG 532 Middle English Dialects. (3)*selected semesters*

Study of the principal dialects of Middle English, with selected readings. Prerequisite: graduate standing.

ENG 533 Studies in Medieval Literature. (3)*selected semesters*

Selected topics in English literature from the 11th through the 15th centuries. May be repeated for credit when topics vary. Prerequisite: graduate standing.

ENG 534 Studies in Renaissance Literature. (3)*selected semesters*

Selected topics and literary works studied in the contexts of English Renaissance culture. May be repeated for credit when topics vary.

ENG 535 Studies in 18th- and 19th-Century British Literature. (3)*selected semesters*

Selected topics, issues, figures, and genres in British literature and culture of the 18th and 19th centuries. May be repeated for credit when topics vary.

ENG 536 Studies in American Literature Before 1900. (3)*selected semesters*

Selected topics, issues, figures, and genres in 17th-, 18th-, and 19th-century American literature, including the literature of conquest and contact. May be repeated for credit when topics vary.

ENG 537 Studies in Modern and Contemporary British Literature. (3)*selected semesters*

Selected topics, issues, figures, and genres in British literature and culture after 1900. May be repeated for credit when topics vary.

ENG 538 Studies in Modern and Contemporary American Literature. (3)*selected semesters*

Selected topics, issues, figures, and genres in American literature and culture after 1900. May be repeated for credit when topics vary.

ENG 539 Studies in Modernist and Postmodernist Literature and Theory. (3)*selected semesters*

Selected topics in Modernist and Postmodernist studies. May include literary and theoretical texts. May be repeated for credit when topics vary.

ENG 540 Issues in Teaching Literature to Adolescents. (3)*selected semesters*

Issues and new approaches in teaching contemporary literature in high school.

ENG 542 Studies in North American Ethnic Literatures. (3)*selected semesters*

Selected works studied in their cultural contexts from authors representing ethnic experiences in the United States. May be repeated for credit when topics vary.

ENG 543 Studies in Anglophone Literatures. (3)*selected semesters*

Selected topics, texts, periods, literary trends in works by world authors writing in English. May be repeated for credit when topics vary.

ENG 544 Studies in Colonial and Postcolonial Literature. (3)*selected semesters*

Selected topics, periods, theories, and figures in works by authors representing colonial and postcolonial regions and/or experiences. May be repeated for credit when topics vary.

ENG 545 Studies in Women's Literatures. (3)*selected semesters*

Selected topics, texts, periods, and figures in works written by and/or about women, studied in their cultural contexts. May be repeated for credit when topics vary.

ENG 546 Gender Studies. (3)*selected semesters*

Selected topics, periods, and themes in the study of gender and sexuality, including attention to theoretical issues. May be repeated for credit when topics vary.

ENG 550 Translation. (3)*selected semesters*

Surveys theories and practices of translation into English. Considers target, audience and market. May be repeated for credit when topics vary. Lecture, studio.

ENG 551 Rhetorical Traditions. (3)*selected semesters*

Examines rhetorical traditions spanning ancient to contemporary rhetorics. May be repeated for credit when topics vary. Lecture, discussion.

ENG 552 Composition Studies. (3)*selected semesters*

Selected topics in the history and theories of composition. May be repeated for credit when topics vary. Lecture, discussion.

ENG 553 Technologies of Writing. (3)*selected semesters*

Critical study and cultural analysis of information technologies and their effects on various writing practices. May be repeated for credit when topics vary.

COLLEGE OF LIBERAL ARTS AND SCIENCES

ENG 554 Rhetorics of Race, Class, and Gender. (3)

selected semesters

Study of interdependent relationships of race, class, and gender in rhetorical constructions of self and community. May be repeated for credit when topics vary. Lecture, discussion.

ENG 556 Theories of Literacy. (3)

selected semesters

Examines various theories of literacy, their embedded values and assumptions, and their influences on academic scholarship and pedagogy. May be repeated for credit when topics vary. Lecture, discussion.

ENG 560 Genre Studies. (3)

selected semesters

Critical analysis and study of works from a single genre or comparative analysis and study of multiple genres. May be repeated for credit when topics vary.

ENG 561 Film Studies. (3)

selected semesters

Analysis and study of film genres, cinematic techniques, and problems of interpretation and representation. May be repeated for credit when topics vary.

ENG 562 Forms of Poetry. (3)

selected semesters

Types, history, criticism, and schools of theory of metrical form. Analyzes lyric, narrative, and dramatic poetry. May be repeated for credit when topics vary.

ENG 563 Forms of Fiction. (3)

selected semesters

Types, history, criticism, and schools of theory in the forms of fiction. Analyzes narrative and dramatic structure. May be repeated for credit when topics vary.

ENG 580 Practicum. (1–12)

selected semesters

ENG 591 Seminar. (3)

fall and spring

Selected topics regularly offered in the various areas of English studies.

ENG 594 Conference and Workshop. (1–12)

selected semesters

ENG 598 Special Topics. (1–4)

selected semesters

ENG 599 Thesis. (1–12)

selected semesters

ENG 602 Advanced Studies in Theory and/or Criticism. (3)

selected semesters

Seminar courses on the principles, strategies, and applications of critical, cultural, and/or literary theory and/or criticism. May be repeated for credit when topics vary.

ENG 603 Advanced Studies in Comparative Literature. (3)

selected semesters

Seminar courses on the problems, methods, and principles of comparative analysis. May be repeated for credit when topics vary.

ENG 604 Interdisciplinary Cultural Studies. (3)

selected semesters

Seminar courses on work from literature, anthropology, and/or other disciplines, with an emphasis on cultural influences and functions. May be repeated for credit when topics vary.

ENG 606 Advanced Studies in English Education. (3)

once a year

Current research, issues, and trends in English education. May be repeated for credit when topics vary.

ENG 632 Advanced Studies in Medieval and Renaissance Literature and Culture. (3)

selected semesters

Seminar in works of the Medieval or Renaissance periods, studied in their cultural contexts. May be repeated for credit when topics vary.

ENG 635 Advanced Studies in British Literature. (3)

selected semesters

Seminar courses on works produced in or about England, Scotland, and Wales, studied in their cultural contexts. May be repeated for credit when topics vary.

ENG 636 Advanced Studies in American Literature. (3)

selected semesters

Seminar courses on works produced in or about the United States, studied in their cultural contexts. May be repeated for credit when topics vary.

ENG 639 Advanced Studies in Modernism and Postmodernism. (3)

selected semesters

Seminar courses on topics in Modernist and Postmodernist studies. May include literary and theoretical texts. May be repeated for credit when topics vary.

ENG 642 Advanced Studies in Ethnic, Anglophone, or Post-Colonial Literatures. (3)

selected semesters

Seminar courses that consider the influence of cultural or geopolitical developments on the production and circulation of texts. May be repeated for credit when topics vary.

ENG 645 Advanced Studies in Gender Issues. (3)

selected semesters

Seminar courses that consider the influence of gender on the production and circulation of texts. May be repeated for credit when topics vary.

ENG 651 Advanced Studies in History and Theories of Rhetoric. (3)

selected semesters

Selected topics in the history and/or theory of rhetoric. May be repeated for credit when topics vary.

ENG 652 Advanced Composition Studies. (3)

selected semesters

Selected topics on particular composition theories, practices, pedagogies, and figures. May be repeated for credit when topics vary.

ENG 654 Advanced Studies in Rhetoric, Writing, Technology, and Culture. (3)

selected semesters

Advanced study of theoretical, methodological, and pedagogical issues concerning the interrelationships among rhetoric, culture, writing, and writing technologies. May be repeated for credit when topics vary. Seminar.

ENG 655 Disciplinary Discourses. (3)

selected semesters

Investigation of professional and disciplinary issues related to English studies. May be repeated for credit when topics vary. Cross-listed as LIN 655. Credit is allowed for only ENG 655 or LIN 655.

ENG 656 Studies in Cross-Cultural Discourse. (3)

selected semesters

Theoretical and methodological issues in the comparative study of discourses between cultures and communities of practice. May be repeated for credit when topics vary. Seminar. Cross-listed as LIN 656. Credit is allowed for only ENG 656 or LIN 656.

ENG 661 Advanced Studies in Film. (3)

selected semesters

Seminar courses on topics, genres, and figures in film studies, including technical and theoretical issues. May be repeated for credit when topics vary.

ENG 662 Poetic Genres. (3)

selected semesters

Creative writing courses in the long poem, the erotic image, death and transfiguration, reading and influence, and others. May be repeated for credit when topics vary.

ENG 663 Fiction Genres. (3)

selected semesters

Creative writing courses in time and fiction, gothic fiction, myth in fiction, science fiction, and others. May be repeated for credit when topics vary.

ENG 664 Mixed Genres. (3)

selected semesters

Creative writing courses in the prose poem, magical realism, the literature of obsession. May be repeated for credit when topics vary.

ENG 665 Creative Methods. (3)

selected semesters

Creative writing courses in theory of the novel, poetics, story into film, and others. May be repeated for credit when topics vary.

ENG 667 Issues in the Writing Professions. (3)*selected semesters*

Focuses on career preparation, resources, the role of writing in the community, creative writing, and the Internet. May be repeated for credit when topics vary.

ENG 680 Practicum. (1–12)*fall, spring, summer*

Topics may include the following:

- First Book Seminar/Applied Project. (3–6)

ENG 792 Research. (1–15)*selected semesters***ENG 799 Dissertation. (1–15)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see [“Omnibus Courses,” page 56.](#)

LINGUISTICS (LIN)**LIN 500 Research Methods. (3)***fall*

Studies the methods and practices of the disciplines within the Department of English. Offered in discipline-specific formats. Lecture, discussion.

LIN 510 Linguistics. (3)*fall*

Overview of linguistics, its subfields, and some of its applications.

LIN 511 Phonetics and Phonology. (3)*spring*

Current trends in phonological theory and its basis in acoustic and articulatory phonetics. Prerequisite: LIN 510.

LIN 513 Semantics. (3)*fall in even years*

Current approaches to linguistic meaning with particular attention to English. Prerequisite: LIN 510 (or its equivalent) or instructor approval.

LIN 514 Syntax. (3)*spring*

Analyzes syntactic structures using a generative theoretical model with a focus on English. Prerequisite: LIN 510 or instructor approval.

LIN 515 American English. (3)*spring*

Development of the English language in America, including regional and social varieties, and its relationship to other immigrant and native languages.

LIN 516 Pragmatics and Discourse Analysis. (3)*fall*

Studies language use in context and language structures in spoken and written texts. Prerequisite: LIN 510 (or its equivalent) or instructor approval.

LIN 517 History of the English Language. (3)*selected semesters*

Surveys the development of the English language, with an emphasis on major linguistic transformations. Cross-listed as ENG 517. Credit is allowed for only ENG 517 or LIN 517.

LIN 520 Second-Language Acquisition Theories. (3)*fall*

Theories of second-language acquisition, including the linguistic, cognitive, and sociocultural aspects.

LIN 521 Methods of Teaching English as a Second Language. (3)*spring*

Methods of teaching English as a second language, language teaching trends, practical applications, and the teaching of different skills. Prerequisite: LIN 520 or instructor approval.

LIN 522 Grammar for TESL. (3)*selected semesters*

Survey of major grammatical structures in English and how they can be taught to ESL speakers. Prerequisite: LIN 510.

LIN 523 Language Testing and Assessment. (3)*selected semesters*

Introduction to the theory and practice of language test construction. Prerequisite: LIN 520 or instructor approval.

LIN 524 Curriculum Design and Materials Development. (3)*once a year*

Practical guide to curriculum and materials development. Lecture, studio. Prerequisite: LIN 520 or instructor approval.

LIN 591 Seminar. (3)*fall and spring*

Selected topics.

LIN 593 Applied Project. (3)*fall and spring*

Preparation of a supervised applied project that is a graduation requirement in the TESL professional major. Independent study with consultation.

LIN 599 Thesis. (1–12)*selected semesters***LIN 610 Advanced Studies in Linguistics. (3)***selected semesters*

Different topics such as morphology, semantics, typology, history of linguistics. May be repeated for credit when topics vary.

LIN 614 Advanced Studies in Syntax. (3)*selected semesters*

Focuses on morphosyntactic feature checking, movement, phrase structure, and their crosslinguistic differences. May be repeated for credit when topics vary.

LIN 615 Advanced Studies in Sociolinguistics. (3)*selected semesters*

Language in its social setting, e.g., social variation among native speakers, sociolinguistics aspects of second-language acquisition, and language policy. May be repeated for credit when topics vary.

LIN 616 Advanced Studies in Discourse Analysis. (3)*selected semesters*

Advanced analysis of spoken and written discourse emphasizing different methodological and theoretical issues. May be repeated for credit when topics vary.

LIN 617 Advanced Studies in Historical Linguistics. (3)*selected semesters*

Overview of theories on language change, the history of languages, and of methods in historical linguistics. May be repeated for credit when topics vary.

LIN 620 Advanced Studies in Second-Language Acquisition. (3)*selected semesters*

Selected topics in second-language acquisition, such as phonetics and phonology, morphology, syntax, and discourse. May be repeated for credit when topics vary.

LIN 655 Disciplinary Discourses. (3)*selected semesters*

Investigation of professional and disciplinary issues related to English studies. May be repeated for credit when topics vary. Cross-listed as ENG 655. Credit is allowed for only ENG 655 or LIN 655.

LIN 656 Studies in Cross-Cultural Discourse. (3)*selected semesters*

Theoretical and methodological issues in the comparative study of discourses between cultures and communities of practice. May be repeated for credit when topics vary. Seminar. Cross-listed as ENG 656. Credit is allowed for only ENG 656 or LIN 656.

LIN 792 Research. (1–15)*selected semesters***LIN 799 Dissertation. (1–15)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see [“Omnibus Courses,” page 56.](#)

Exercise Science**Interdisciplinary Doctoral Program**

See [“Exercise Science,” page 78.](#)

Family and Human Development

Master's Program

www.asu.edu/clas/fhd

480/965-6978

COWDN 106

Richard A. Fabes, Chair

Professors: Christopher, Fabes, Griffin, Ladd, Martin, Roosa

Associate Professors: Dumka, Hanish, Madden-Derdich, Neff, Reiser, Updegraff

Assistant Professors: Gager, Liu, Simpkins, Spinrad, Umaña-Taylor, Valiente

Senior Lecturers: Bodman, Weigand

Students may pursue the MS degree in Family and Human Development with a concentration in family studies. Areas of study are available in child development and family relationships.

Students applying to this program are required to submit scores on the Graduate Record Examination (verbal, quantitative, and analytical sections).

MASTER OF SCIENCE

Admission. Admission to the MS degree program in Family and Human Development is determined by the following criteria:

1. official transcripts of all undergraduate and graduate course work;
2. verbal, quantitative, and analytical Graduate Record Examination scores;
3. statement of goals relevant to the Master of Science program;
4. three letters of recommendation; and
5. an application for admission to the Division of Graduate Studies.

A Test of English as a Foreign Language score of at least 600 is required of all applicants whose native language is not English.

Program of Study. Courses are selected by the student along guidelines of the specific areas, after consultation with the supervisory committee. The program of study should be completed and approved by the supervisory committee by the end of the second semester of full-time graduate study upon completion of 12 semester hours. A program of study may include more than 30 semester hours, and the exact number will be determined by program requirements and the student's supervisory committee. Acceptance of the proposed program of study must be verified by signature of

the student and committee members. After approval within the department or college, the program of study is submitted to the Division of Graduate Studies for final approval. The following requirements must be met for the concentration.

Family Studies. Students complete the requirements for a master's degree in either child development or family relationships.

Core Requirements. All students must take the following courses: FAS 500, FAS 531, CDE 531, CDE 534; or PSY 530 (or equivalent with the approval of the Graduate Committee).

Child Development. The required courses are CDE 533 and six semester hours of CDE elective selected (with approval of the student's advisor). Six semester hours of thesis work are also required.

Family Relationships. The required courses are FAS 539 and six semester hours of FAS electives (selected with approval of the student's advisor). Six semester hours of thesis work are also required.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

RESEARCH ACTIVITY

The research activities of the faculty and students in the Department of Family and Human Development (FHD) are devoted to understanding and finding solutions to some of the most contemporary and critical problems faced by children and families. These topics include issues related to the effects of social and cultural environments on children and families, such as the effects of poverty, schooling, community violence, and child care. For more information, access the Web site at www.asu.edu/clas/fhd.

In addition, FHD faculty research focuses on topics related to family and marital functioning. Specific areas include marital interaction, parenting and parent-child relationships, sexuality, dating relationships, family diversity, divorce, step families, and public policy. Research topics related to children, adolescents, and infants include the development of emotion, gender-role development, early intervention for children who are biologically or socially at risk, the factors that promote positive infant development, the causes and treatment of childhood autism, sibling and peer relationships, and how family relationships influence childhood development. Strong emphasis is placed on the acquisition of sophisticated theoretical, methodological, and statistical skills necessary to conduct and evaluate basic and applied research.

CHILD DEVELOPMENT (CDE)

CDE 430 Infant/Toddler Development in the Family. (3)

fall and spring

Examines the development of infants/toddlers, the socialization processes of families, and the interactions of these processes. Prerequisite: CDE 232 (or its equivalent).

CDE 437 Infant Family Assessment and Observation. (3)

fall

Examines strategies for implementing developmental assessments and observations of young children and their families. Cross-listed as

SWU 437. Credit is allowed for only CDE 437 or SWU 437. Prerequisite: CDE 232 or SWU 301 (or their equivalents).

CDE 444 Risk and Variation in Child Development. (3)

fall and spring

Impact that constitutional and environmental risk factors have on young children and their families. Cross-listed as SWU 446. Credit is allowed for only CDE 444 or SWU 446. Prerequisite: CDE 232 or SWU 301 (or their equivalents).

CDE 531 Theoretical Issues in Child Development. (3)

fall

Major developmental theories, related research, and their application to family interaction. Prerequisites: both CDE 430 and 437 (or their equivalents) or only instructor approval.

CDE 533 Research Issues in Child Development. (3)

spring

In-depth exploration and critique of research focusing on child development in a family setting. Prerequisites: CDE 531; FAS 500.

CDE 534 Applied Child Development. (3)

spring

Integrates child development, family theory, and research to understand developmental problems and provide a foundation for intervention. Prerequisites: CDE 531; FAS 500.

CDE 634 Advanced Applied Child Development. (3)

spring

Advanced training in research and theory-based approaches to developing and evaluating prevention programs for children at risk. Prerequisite: CDE 534 or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

FAMILY STUDIES (FAS)

FAS 431 Parent-Adolescent Relationships. (3)

fall

Dynamics of the relationships between parents and adolescents. Developmental characteristics of adolescence and the corresponding adult stage. Prerequisites: CDE 232; FAS 331.

FAS 435 Advanced Marriage and Family Relationships. (3)

fall and spring

Recent research, issues, and trends relating to marriage and family interaction. Influence of family composition, physical environment, family patterns, and values on family dynamics. Prerequisites: FAS 331, 361.

FAS 440 Fundamentals of Marriage and Family Therapy. (3)

fall and spring

Introduces the fundamental orientations of marriage and family therapy.

FAS 500 Research Methods. (4)

fall

Purposes of research. Experimental design, methods of data collection, and thesis proposal development. Includes practical application research laboratory. 3 hours lecture, 3 hours lab.

FAS 530 Introduction to Marriage and Family Therapy. (3)

fall

Introduces major marriage and family therapy orientations. Reviews history, theory, application, and outcome research for each orientation. Prerequisite: admission to graduate program in Family and Human Development with a concentration in family studies or instructor approval.

FAS 531 Family Theory Development. (3)

spring

Historical and current approaches to theory development, evaluation, and application in family studies. Prerequisite: FAS 435 or instructor approval.

FAS 536 Dysfunctional Marriage and Family Relationships. (3)

fall

Critical review of current theory and empirical evidence connecting marital and family interaction patterns with aberrant behavior. Prerequisite: PGS 466 or PSY 573 (or its equivalent) or instructor approval.

FAS 537 Interpersonal Relationships. (3)

fall

Critical examination of current theoretical and research developments in the area of interpersonal relationships. Emphasizes applications for

research and intervention. Prerequisite: FAS 435 (or its equivalent) or instructor approval.

FAS 538 Advanced Techniques in Marriage and Family Therapy. (3)

spring

In-depth review of assumptions and advanced techniques associated with contemporary marriage and family therapy approaches. Prerequisite: a graduate-level course in marriage and family therapy or instructor approval.

FAS 539 Research Issues in Family Interaction. (3)

fall

Critical review of current and past research in the area of family dynamics. Emphasizes interactional processes within the family. Prerequisite: FAS 435 (or its equivalent) or instructor approval.

FAS 540 Assessment in Marriage and Family Therapy. (3)

spring

Assessment and outcome evaluation of couples and families involved in marital and family therapy. Lecture, lab. Prerequisites: FAS 500 (or its equivalent); PSY 530; instructor approval.

FAS 580 Marriage and Family Therapy Practicum. (1–12)

fall and spring

Supervised clinical experience in marriage and family therapy; includes development of assessment and outcome evaluation skills. Lecture, lab. Topics may include the following:

- First semester. (3)
- Second semester. (3)
- Third semester. (3)

Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Family Science

Doctoral Program

www.asu.edu/clas/fhd

480/965-6978

COWDN 106

Richard A. Fabes, Chair

Professors: Christopher, Fabes, Griffin, Ladd, Martin, Roosa

Associate Professors: Dumka, Hanish, Madden-Derdich, Reiser, Updegraff

Assistant Professors: Gager, Liu, Simpkins, Spinrad, Umaña-Taylor, Valiente

The faculty in the Department of Family and Human Development offer a degree program leading to the PhD degree in Family Science. Programs of study are available in child development and family studies.

DOCTOR OF PHILOSOPHY

The PhD degree in Family Science prepares researchers in the fields of family processes, family relationships, and human development within the context of families. Students can receive advanced training in theory, research methodology, and several substantive fields that are part of family and human sciences.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The program is designed to prepare graduates to assume leadership roles in public or privately funded mental health agencies, governmental posts, or as researchers and academicians in universities.

A description of the program, along with opportunities for assistantships and fellowships, may be obtained from the director of the program.

Admission. Admission to the PhD in Family Science is determined by the following criteria:

1. official transcripts of all undergraduate and graduate course work;
2. verbal, quantitative, and analytical Graduate Record Examination scores;
3. statement of goals relevant to the PhD program;
4. three letters of recommendation; and
5. an application for admission to the Division of Graduate Studies.

A Test of English as a Foreign Language score of at least 600 is required of all applicants whose native language is not English.

Program of Study. Each student must prepare and submit a program of study in conjunction with the chair and members of his or her supervisory committee during the first year in the program. The program of study consists of a minimum of 105 semester hours for students entering after the bachelor's degree and 63 semester hours for students entering after the master's degree. Of the 105 semester hours for a postbaccalaureate program, six are thesis credit and 24 are research and dissertation credit. Postbaccalaureate students complete a master's-in-passing before advancing to their doctoral studies. Correspondingly, the 63 semester hours of the postmaster's program include 24 semester hours of research and dissertation credit. The additional hours in both the postbaccalaureate and postmaster's tracks involve

1. family science courses,
2. statistics and research methods, and
3. a collateral area of study relating to family science taken outside the Department of Family and Human Development.

Foreign Language Requirements. None.

Evaluation and Comprehensive Examinations. Progress through the program involves (1) annual evaluations of the student's performance and (2) comprehensive written examinations at the end of the student's course work.

Dissertation Requirements. The doctoral dissertation must be a work of original scholarship, make a significant contribution to knowledge about families, and reflect a mastery of systemic research methods.

Final Examination. A final oral examination in defense of the dissertation is required.

Research Facilities. The department's research facilities include a marital interaction laboratory, children's social development laboratory, child development laboratory, and collaborative arrangements with the ASU Prevention Intervention Research Center. The Department of Family and Human Development also provides access to sophisticated microcomputing technology within the department as well as to centralized computing services at ASU. The department offers several fellowships that provide students with collaborative research experiences under the supervision of faculty members.

COURSES

For courses, see listings under "Family and Human Development," page 270.

French

See "Department of Languages and Literatures," page 291.

Geographic Information Science

Interdisciplinary Certificate Programs

See "Geographic Information Science," page 79.

Geographic Information Systems

See "Master of Advanced Study," page 273.

Geography

Master's and Doctoral Programs

geography.asu.edu

480/965-7533

SCOB 330

Richard J. Aspinall, Chair

Professors: Arreola, Aspinall, Balling, Brazel, Cerveny, Dorn, Gober, Ó hUallacháin, Pasqualetti, Zehnder

Associate Professors: Ellis, Fall, Kuby, McHugh, Wentz

Assistant Professors: Edsall, Keys, Li, Lukinbeal, Schmeeckle

Lecturer: Shaeffer

The faculty in the Department of Geography offer graduate programs leading to the MA and PhD degrees in Geography. Departmental research and graduate education focus on seven areas of study: climatology, earth-surface processes, natural resources and environment, urban-economic geography, population, Latin America and the Southwestern United States, and spatial analysis methods.

Students admitted to the Master of Education degree program with a major in Secondary Education may also elect geography as the subject matter field. See “[Master of Education](#),” page 142, for information on the Master of Education degree.

MASTER OF ARTS

The MA program is designed to offer a specialized program of academic and professional training in geography so that the student may secure a sound graduate background for further specialization or for immediate employment. The program has sufficient flexibility to allow for individual needs and interests of the student. A minimum of 30 semester hours beyond the bachelor's degree is required. At least 24 semester hours must be in geography.

Admission. Applications for the MA program must be accompanied by the applicant's scores on the Graduate Record Examination (verbal and quantitative) and three letters of recommendation from professors. All applications are reviewed by the Graduate Recruiting and Admissions Committee and the chair of the Department of Geography. To be considered for financial assistance for the next academic year, students must be admitted by February 15.

It is presumed that all students entering the master's program have an adequate background in geography, including course work that is the equivalent of GPH 371 Introduction to Cartography and Georepresentation and GCU 495 Quantitative Methods in Geography. Additional prerequisite course work is required of students insufficiently prepared

in geography. The program of study consists of the following elements:

GCU 529 Contemporary Geographic Thought	3
GCU 585 Advanced Research Methods in Geography	3
GCU 591 Seminar	3
or GPH 591 Seminar (3)	
GCU 599 Thesis	6
or GPH 599 Thesis (6)	
Total	15

The remaining 15 semester hours are composed of a suitable combination of course work and/or research.

A student in the MA program is required to pass an oral and a written examination administered by the student's supervisory committee. The written examination consists of questions from the area of interest. The oral examination serves as a defense of the thesis.

MASTER OF ADVANCED STUDY

The Master of Advanced Study (MAS) degree in Geographic Information Systems (GIS) program is a compact one-year nonthesis degree fostering advanced study in management and the use of GIS technology in public and corporate environments. The degree meets important educational needs of working professionals and recent college graduates seeking to improve their career standing. The program provides a comprehensive professional degree that balances work in the theoretical aspects of GIS, the technical side of the discipline, and the applications domain. Students are exposed to cutting edge technology, management theory and practice, and several societal dimensions associated with the application of GIS technology. Courses are held in the evenings and on weekends, the curriculum is highly adaptable to the work environment, and thus the MAS degree is achievable in a one-year time period.

Admission. In addition to ASU Division of Graduate Studies standards, prospective students seeking the degree must (1) have successfully completed a bachelor's degree in a related area with a minimum GPA of 3.00 (4.00 scale) or (2) demonstrate a minimum of three years of related professional experience and the successful completion of a bachelor's degree in an unrelated area as determined by the MAS-GIS Steering Committee. Applicants must submit two letters indicating support from any combination of current/former instructors, supervisors, or professionals currently employed within GIS or a related discipline. Applicants must prepare a formal, written statement regarding relevant academic experience, professional experience, and overall interest in GIS. Application materials for the coming academic year are accepted and reviewed on a rolling basis until June 30. Applicants are notified of their status within six weeks of receipt of their application materials.

Program of Study. Enrolling students must complete three sequential semesters of course work totaling 30 semester hours. The first semester, offered during the fall, is composed of six two-semester-hour modules (12 hours total). Each module has a minimum of 30 hours of instructor contact time and 60 hours of out-of-class assignments; each module lasts two weeks. Students in the spring semester must complete one mandatory and three elective 15-week

COLLEGE OF LIBERAL ARTS AND SCIENCES

advanced courses, each worth three semester hours (12 hours total). During the final semester, offered through the eight-week summer session, students must complete six semester hours of internship in a GIS or closely allied position approved by the MAS-GIS Steering Committee.

DOCTOR OF PHILOSOPHY

Admission to the PhD program requires a completed master's degree in Geography or equivalent preparation. At a minimum this preparation should include competence in cartography and quantitative methods and basic course work in human and physical geography. Students who have not already acquired these basic skills or taken these basic courses must do so during the first year of their graduate program. These courses are considered prerequisites.

To be considered for financial assistance for the next academic year, students must be admitted by February 15.

The specific academic program is carefully planned by the student in consultation with a supervisory committee. Special efforts are taken to plan a course of study compatible with the student's career objectives.

See "Doctor of Philosophy," page 69, for general requirements.

Program of Study. A minimum of 30 semester hours of course work at ASU beyond the master's degree is required, plus a minimum of 24 semester hours of credit in research and dissertation. All PhD students are required to take

1. GCU 529 Contemporary Geographic Thought
2. GCU 585 Advanced Research Methods in Geography, and
3. two three-semester-hour seminars (GCU 591 or GPH 591).

Foreign Language Requirements. At the discretion of the student's supervisory committee, a reading proficiency in a foreign language may be required.

Research and Field Examination. The Department of Geography requires PhD students to pass a two-week research and field problem examination before taking the comprehensive examination.

Comprehensive Examinations. Written and oral comprehensive examinations are required. These are taken at the completion of all course work. After students have passed the comprehensive examinations and satisfied the other requirements, they are eligible to apply for candidacy.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

CULTURAL GEOGRAPHY (GCU)

GCU 414 Teaching Geography Standards. (3)

fall and summer

Introduces Arizona Geography Standards for K–12 educators, emphasizing exciting curricula and illustrated with best practices by master teachers. Internet.

GCU 421 Geography of Arizona and Southwestern United States. (3)

fall and spring

Geography of the Southwest with an emphasis on Arizona. Divided into physical geography, history, people, and economy.

GCU 423 Geography of South America. (3)

selected semesters

Prerequisite: GCU 323 or instructor approval.

GCU 424 Geography of Mexico and Middle America. (3)

selected semesters

Central America and Mexico. Prerequisite: GCU 323 or instructor approval.

GCU 425 Geography of the Mexican American Borderland. (3)

spring

Geography of a binational and bicultural region. Examines settlement, boundary issues, ethnic subregions, population change, industrial development, and urban growth. Field trips. Fee.

GCU 426 Geography of Russia and Surroundings. (3)

selected semesters

Examines the geography of Russia and other post-Soviet states. Prerequisite: GCU 121 or instructor approval.

GCU 433 Geography of Southeast Asia. (3)

selected semesters

Examines the biophysical and social features of Southeast Asian nations and peoples. Prerequisite: GCU 326 or instructor approval.

GCU 441 Economic Geography. (3)

once a year

Spatial distribution of primary, secondary, and tertiary economic and production activities. Prerequisite: GCU 141 or instructor approval.

GCU 442 Geographical Analysis of Transportation. (3)

fall

Networks, modes, economics, and flows at the urban, national, and international scales. Prerequisite: GCU 141 or 441.

GCU 444 Geographic Studies in Urban Transportation. (3)

selected semesters

Current urban transportation issues in metropolitan Phoenix. Lecture, team project. Fee. Prerequisite: GCU 361.

GCU 453 Recreational Geography. (3)

selected semesters

Examines problems surrounding the organization and use of space for recreation. Introduces geographic field survey methods of data collection and analysis. Possible Saturday field trips.

GCU 455 Historical Geography of U.S. and Canada. (3)

selected semesters

Geographical perspective on the evolution of the United States and Canada from pre-Columbian times to early 20th century.

GCU 474 Public Land Policy. (3)

selected semesters

Geographic aspects of federal public lands, policy, management, and issues. Emphasizes western wilderness and resource development problems.

GCU 495 Quantitative Methods in Geography. (3)

fall and spring

Statistical techniques applied to the analysis of spatial distributions and relationships. Introduces models and theory in geography. Fee. Prerequisite: MAT 119.

GCU 496 Geographic Research Methods. (3)

fall and spring

Scientific techniques used in geographic research. Fee. Prerequisites: GCU 495; GPH 371, 491.

GCU 515 Human Migration. (3)

selected semesters

Economic, political, social, and geographic factors underlying population movements. Migration selectivity, streams and counter-streams, labor migration, and migration decision making. Lecture, seminar. Prerequisite: GCU 351 or instructor approval.

GCU 526 Spatial Land-Use Analysis. (3)

selected semesters

Determination, classification, and analysis of spatial variations in land-use patterns. Examines the processes affecting land-use change. Prerequisite: 15 hours in geography or instructor approval.

GCU 529 Contemporary Geographic Thought. (3)*fall*

Comparative evaluation of current philosophy concerning the nature and trends of geography. Prerequisites: 15 hours in geography; instructor approval.

GCU 585 Advanced Research Methods in Geography. (3)*spring*

Specialized research techniques and methodologies in economic, political, or cultural geography.

GCU 591 Seminar. (1–3)*fall, spring, summer*

Selected topics in economic, political, or cultural geography. Possible field trips. Topics may include the following:

- Transportation Systems Pro-Seminar
- Urban Geographic Information Systems

GCU 596 History of Geographic Thought. (3)*selected semesters*

Historical development of geographic thought from pre-Greek days to the early 20th century.

GCU 598 Special Topics. (1–4)*selected semesters*

Topics may include the following:

- Geography of the Mexican American Borderland. (3)
Fee.
- Urban Geography. (3)

fall and spring

External spatial relations of cities, internal city structure, and spatial aspects of urban problems in various parts of the world, particularly in the United States. Fee.

GCU 599 Thesis. (6)*fall and spring*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

PHYSICAL GEOGRAPHY (GPH)**GPH 401 Topics in Physical Geography. (1–3)***selected semesters*

Open to students qualified to pursue independent studies. Possible field trips. Prerequisite: instructor approval.

GPH 405 Energy and Environment. (3)*spring*

Sources, regulatory and technical controls, distribution, and consequences of the supply and human use of energy. Fee. Prerequisite: a course in physical or life sciences or instructor approval.

GPH 409 Synoptic Meteorology I. (4)*selected semesters*

Diagnostic techniques and synoptic forecasting. Includes techniques of weather analysis, map interpretation, and satellite and radar analysis. Prerequisites: MAT 270; PHY 131, 132.

GPH 410 Synoptic Meteorology II. (4)*selected semesters*

Diagnostic techniques and synoptic forecasting. Includes techniques of weather analysis, map interpretation, and satellite and radar analysis. Prerequisite: GPH 409.

GPH 411 Physical Geography. (3)*once a year*

Introduces physiography and the physical elements of the environment. Credit is allowed for only GPH 411 or 111. Field trips.

GPH 412 Physical Climatology. (3)*once a year*

Physical processes in the earth-atmosphere system on regional and global scales; concepts and analysis of energy, momentum, and mass balances. Prerequisites: both GPH 212 and 213 or only instructor approval.

GPH 413 Meteorological Instruments and Measurement. (3)*once a year*

Design and operation of ground-base and aerological weather measurement systems. Collection, reduction, storage, retrieval, and analysis of data. Field trips. Prerequisites: both GPH 212 and 213 or only instructor approval.

GPH 414 Climate Change. (3)*once a year*

Survey of three climate research areas: paleoclimatology, theories (e.g., greenhouse warming), numerical modeling. Prerequisite: GPH 212 or instructor approval.

GPH 418 Landforms of the Western United States. (3)*once a year*

Studies landforms and geomorphic processes in the western United States, including lecture, topographical maps, aerial photographs, satellite imagery, and field trips. Lecture, critical inquiry, laboratory, field work. Fee. Prerequisites: GPH 211 (or its equivalent); a General Studies L course.

GPH 422 Plant Geography. (3)*once a year*

Plant communities of the world and their interpretation, emphasizing North American plant associations. Cross-listed as PLB 422. Credit is allowed for only GPH 422 or PLB 422. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 or only GPH 111.

GPH 433 Alpine and Arctic Environments. (3)*selected semesters*

Regional study of advantages and limitations of the natural environment upon present and future problems involving resource distribution, human activities, and regional and interregional adjustments. Field trips. Prerequisite: GPH 111 or instructor approval.

GPH 471 Geographics: Interactive and Animated Cartography and Geovisualization. (3)*selected semesters*

Advanced cartography, stressing influence and application of the computer on geographic representation. Emphasizes creation of maps for the Internet. Lecture, lab. Fee. Prerequisite: GPH 371 or instructor approval.

GPH 473 Geographic Information Science II. (3)*fall*

GIS as a basis for microcomputer spatial analysis and synthesis. Includes digitizing, database organization, spatial retrieval, and graphics. Lecture, lab. Fee. Prerequisites: GPH 373 (or instructor approval); CSE 100.

GPH 474 Dynamic Meteorology I. (3)*selected semesters*

Large-scale atmospheric motion, kinematics, Newton's laws, wind equation, baroclinics, vorticity, and the midlatitude depression. Prerequisites: GPH 213, 215; MAT 271; PHY 131, 132.

GPH 475 Dynamic Meteorology II. (3)*selected semesters*

Topics in climate dynamics. General circulation, numerical modeling, teleconnection phenomena, and surface-atmosphere interaction. Prerequisite: GPH 474 or instructor approval.

GPH 481 Environmental Geography. (3)*selected semesters*

Problems of environmental quality, including uses of spatial analysis, research design, and field work in urban and rural systems. Field trips. Prerequisite: instructor approval.

GPH 483 Geographic Information Analysis. (3)*selected semesters*

Basics of spatial data analysis. Topics include point pattern analysis, spatial autocorrelation, spatial regression, and kriging. Lecture, lab. Fee. Prerequisites: both one 200-level or above course in geography or biology or plant biology or geology or planning and one basic statistics course (GCU 495).

GPH 491 Geographic Field Methods. (3)*once a year*

Field techniques, including use of aerial photos, large-scale maps, and fractional code system of mapping; urban and rural field analysis to be done off campus. Fee. Prerequisites: GCU 102, 121; GPH 111.

GPH 494 Special Topics. (1–4)*selected semesters***GPH 511 Fluvial Processes. (3)***selected semesters*

Geographical aspects of processes of river erosion, transportation, sedimentation: emphasizing spatial characteristics of forces, resistance, landforms, sediment; includes computer applications. Prerequisites: both GPH 111 (or GLG 101) and 211 (or GLG 362) or only instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

GPH 533 Snow and Ice. (3)

selected semesters

Processes, distribution, climatic interactions of snow/ice emphasizing mass balance, snow stratigraphy/metamorphism and glacier/snow-pack climatology. Lecture, field work. Prerequisite: instructor approval.

GPH 573 Geographic Information Science III. (3)

spring

In-depth look at programming within GIS. Focuses on programming and methodology, utilizing specific software, and basic scientific computing. Lecture, lab. Fee. Prerequisite: GPH 473 or instructor approval.

GPH 575 Geographic Applications of Remote Sensing. (3)

selected semesters

Uses imaging and nonimaging methods of remote acquisition of data, including satellite sensors, airborne radar, multiband scanning, conventional photographic sensors, and ground-based equipment. Field trips. Prerequisites: GCU 585 (or GPH 491); GPH 372.

GPH 591 Seminar. (1-3)

fall and spring

Selected topics in physical geography. Possible field trips.

GPH 596 Advanced Spatial Statistics. (3)

spring

Multivariate and advanced statistical techniques, including Box-Jenkins modeling and spectral analysis. Requires project papers and presentations. Seminar. Prerequisite: GCU 495 (or its equivalent).

GPH 598 Special Topics. (1-4)

selected semesters

Topics may include the following:

- Energy and Environment
Fee.
- Geographic Information Science I
Fee.
- Geographic Information Science II

GPH 599 Thesis. (6)

fall and spring

GPH 601 Introduction to Geographic Information Systems. (2)

fall

Introduces GIS theory and practice for professionals. Module 1 of the fall semester for MAS-GIS professional degree program. Lecture, lab. Prerequisite: acceptance into the MAS-GIS program.

GPH 602 Intermediate GIS. (2)

spring

Intermediate GIS for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 601.

GPH 603 Spatial Statistics and Modeling. (2)

fall

Spatial statistics and modeling for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 602.

GPH 604 GIS Implementation in the Corporate and Public Sectors. (2)

fall

Uses GIS in the corporate and public sectors. GIS ethics. Required for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 603.

GPH 605 GIS Project: Real-World GIS Project Planning and Implementation for Public Sector Agencies. (2)

fall

GIS project development for the public sector. Required for the MAS-GIS program. Lecture, lab. Prerequisite: GPH 604.

GPH 606 GIS Project Presentation. (2)

fall

Mastering technical project presentation for GIS professionals. Required for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 605.

GPH 610 Programming the GIS Environment. (3)

spring

Programming the GIS environment for the MAS-GIS program. Required for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 606.

GPH 620 Remote Sensing. (3)

spring

Remote sensing for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 606.

GPH 630 Air Photo Interpretation for MAS-GIS. (3)

spring

Air photo interpretation for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 606.

GPH 640 GIS for Business. (3)

spring

Uses GIS in business for the MAS-GIS program. Lecture, hands-on training. Prerequisite: GPH 606.

GPH 650 GIS for the Internet. (3)

spring

GIS for the Internet. Lecture, hands-on training. Prerequisite: GPH 606.

GPH 684 MAS-GIS Internship. (6)

summer

Internship for the MAS-GIS program. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

Geological Sciences

Master's and Doctoral Programs

geology.asu.edu

480/965-5081

PS F686

James A. Tyburczy, Chair

Regents' Professors: Buseck, Christensen, Greeley

Edgar and Helen Korrick Presidential Professor:
Christensen

Dee and John Whiteman Dean's Distinguished Professor: Leshin

Professors: Burt, Farmer, Fink, Holloway, Knauth, Peacock, Reynolds, Shock, Stump, Tyburczy, Williams

Associate Professors: Anbar, Arrowsmith, Leshin, Sharp

Assistant Professors: Clarke, Fouch, Garner, Hartnett, Semken

The faculty in the Department of Geological Sciences offer graduate programs leading to the MS and PhD degrees in Geological Sciences.

Students admitted to the Master of Education degree program in Secondary Education may also elect geological sciences as the subject matter field. See "[Master of Education](#)," page 142, for information on the Master of Education degree.

The faculty also participate in the programs leading to the Master of Natural Science degree when one of the concentrations is geological sciences. See "[Natural Science](#)," page 309, for information on the Master of Natural Science degree.

Students applying for admission to the MS, MNS, or PhD degree program must submit scores on the Graduate Record Examination (GRE) Aptitude Test. The deadline for applications for the fall term is December 15.

MASTER OF SCIENCE

The MS degree consists of a minimum of 30 semester hours of work beyond the bachelor's degree; 20 or more semester hours consist of course work other than research and thesis. The program is designed to provide fundamental graduate training in geology and to prepare the student for certain careers in geology or for further graduate study.

Program of Study. The student, with the approval of the advisor, selects courses that make a coherent program of study. Each MS candidate must include on the program of study one hour of GLG 500 Geology Colloquium and six hours of GLG 592 Research and GLG 599 Thesis, at least three of which must be GLG 599 Thesis. A maximum of six hours of thesis may appear on a program of study. One-half of the credits applicable toward the degree must be in geological sciences courses; the remainder may include work either in geological sciences or related fields.

Thesis Requirements. A thesis based on field, laboratory, and library study is required.

Final Examination. A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

The PhD degree consists of a minimum of 54 semester hours of work beyond the master's degree. At least 25 semester hours must consist of course work other than research and dissertation. The program is designed to develop creative scholarship and to prepare the student for a professional career in geology.

See "Doctor of Philosophy," page 69, for general requirements.

Program of Study. The program of study is selected with the recommendation of the student's supervisory committee. Each PhD candidate must include on the program of study one hour of GLG 500 Geology Colloquium and at least 24 semester hours of a combination of GLG 792 Research and GLG 799 Dissertation.

Foreign Language Requirements. None.

Comprehensive Examination. The student's supervisory committee must determine the content of the comprehensive examination, consisting of a written and an oral examination. Students are required to take the comprehensive examination during their third semester in residence in the PhD program.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

Recent faculty and student research topics include the following.

Biogeochemistry. Sources, cycles, and fates of biogenic elements; cycles of metals and trace nutrients; signatures of

microbial life preserved in the rock record; organic geochemistry; microbial geochemistry; combining genomics and proteomics with geochemical processes; subsurface biosphere; hydrothermal ecosystems; abiotic organic synthesis; development of sensors for continuous observation of biogeochemical reactions; application of thermodynamics to bioenergetics; impact of human activities on natural biogeochemical processes; urban biogeochemical fluxes and processes; dynamics of transport of organic compounds, nutrients, and cells; life detection; habitability; astrobiology; characterization of dissolved organic matter in aquatic and marine systems; bioavailability of dissolved organic compounds in surface waters; electrospray-ionization mass spectrometric methods for quantifying dissolved organic compounds; correlation of in situ rates of geochemical processes; and molecular measures of microbial genetic expression.

Geochemistry. Isotope geochemistry; environmental and aqueous geochemistry; geochemistry and microbiology of hydrothermal systems; paleoclimate records; thermodynamics of fluid-mineral interfaces; synchrotron-based x-ray spectroscopies; secondary ion mass spectrometry; analytical and theoretical chemical studies of meteorites with application to Mars and early solar system evolution; geochemical exploration for ore deposits; trace element partitioning between minerals, fluids, and magmas; atmospheric geochemistry; paleoceanography; and stable isotopic applications in geobiology.

Geomorphology. Fault zone landforms and structure; earthquake surface rupture and paleoseismology; theoretical studies of faulting and hillslope development; engineering geologic field methods.

Geophysics. Seismology; mantle anisotropy; core-mantle boundary region; geodynamics, mantle flow and rheology; seismotectonics; earthquake surface rupture and paleoseismology; environmental geophysics; high pressure experimental geophysics; mantle structure; physics and chemistry of earth and planetary interiors; thermal modeling of subduction zones.

Geoscience Education. Educational research on the learning and teaching of geoscience; studies of geoscience learning in the field, lab, classroom, and online environments; innovative teaching methods; applications of instructional technologies; design of competencies and assessment instruments; spatial and temporal visualization; place-based and culturally-mediated teaching; ethnogeology; mathematics in the geoscience curriculum; teacher preparation and enhancement; curriculum development; and geoscience reform.

Mineral Physics. Electrical properties of silicate minerals, melts, and partial melts; effects of shock on hydrous minerals; shock-induced metamorphism and phase transitions in meteorites; grain boundary diffusion; kinetic processes and reaction mechanisms; mineral deformation and deformation microstructures; high temperature, high pressure studies of mantle materials.

Mineralogy. High-resolution transmission electron microscopy; order/disorder in clays and related minerals; amorphous to crystalline transitions; graphitic carbon and the structures of poorly crystalline materials; polytypism and

COLLEGE OF LIBERAL ARTS AND SCIENCES

stacking sequences in sheet silicates (micas, chlorites, clays); mechanisms of phase transitions; surface studies: scanning tunneling and atomic force microscopy of mineral surfaces; determination of oxidation states and specific site environments through electron energy-loss spectroscopy (EELS); TEM cathodoluminescence studies of defects; airborne minerals: small airborne particles, air quality, air pollution; mineral thermodynamics and spectroscopy; high pressure mineralogy; phase transformation studies.

Paleontology/Paleoecology. Geobiology and the role of organisms in sedimentary processes; early biosphere evolution and the fossil record of early multicellular life; invertebrate paleontology; evolutionary paleoecology; stable isotopic and geochemical techniques; biological response to global change; ichnology; exopaleontology and the exploration for fossil records of extraterrestrial life.

Petrology. High temperature, high pressure phase equilibrium experiments, and models for the origin of major igneous rock types; volatile diffusion in silicate melts; experimental determination of mantle minerals and melts; field and analytical studies of temperature, pressure, and fluids during metamorphism; computer modeling of heat and mass transfer at convergent plate margins; subduction zones; continental extension; mineral equilibria in ore deposits.

Planetary Studies. Compositional and physical properties of the terrestrial planets; comparative geomorphology of the moon, Earth, Mars, Mercury, Venus, and the outer planet satellites; Venus tectonics; thermal infrared spectroscopy of planetary materials; planetary volcanic processes; laboratory simulation of eolian processes on Venus, Mars, and Earth; impact cratering experiments; meteorite studies; micro- and isotopic analysis of meteorites and planetary materials.

Remote Sensing. Geologic mapping based on integrated field and remote sensing studies; multispectral mineralogical investigations; urban environmental studies.

Structure and Tectonics. Structural and tectonic evolution of Arizona and the North American Cordillera; regional geology of the Transantarctic Mountains; Cordilleran tectonics; relation between fluid and tectonic processes; active tectonic processes.

Volcanology. Explosive eruption processes; mechanisms of dike intrusion; structures in lava flows; multiphase flow in volcanic and geothermal systems; textures and volatile contents of volcanic domes; mineralization related to rhyolite domes; laboratory simulation of lava flow processes; field studies throughout the western United States, Hawaii, and Central and South America.

For details about the most current research activity, see the Geological Sciences Web site at geology.asu.edu.

Astrobiology Institute. Astrobiology is broadly defined as “the study of the origin, evolution, and distribution of life in the universe.” ASU is one of 11 partnering institutions in the United States composing the NASA Astrobiology Institute (NAI). In addition to supporting basic research in astrobiology, the NAI seeks to enhance opportunities for graduate students desiring cross-disciplinary training in such areas as the organic chemistry of extraterrestrial materials, origin of life studies, early biosphere evolution, and the exploration

for life elsewhere in our solar system and beyond. The ASU Astrobiology Program is made up of a distributed faculty drawn from the Departments of Geological Sciences, Chemistry and Biochemistry, Biology, Physics and Astronomy, and the School of Life Sciences. The ASU Astrobiology Program also provides opportunities for regular interactions with other institute partners around the country through the use of advanced telecommunications and the next generation Internet.

Center for Solid State Science, Materials Research Science and Engineering Center, and Affiliated Departments. Analytical equipment routinely used by Geological Sciences students includes a JEOL JSX-8600 electron microprobe analyzer/SEM equipped with an image analysis system; 10 transmission electron microscopes specialized for high-resolution imaging ($\leq 1.7 \text{ \AA}$ resolution), EELS and EDS chemical analysis; and surface analytical microscopies (XPS, Auger and probe microscopies). Automated x-ray diffraction and fluorescence facilities are available, as is an ion microprobe. The high-pressure laboratory for experimental petrology is equipped with a complete range of vessels for investigations ranging from hydrothermal alteration to partial melting of planetary mantles.

Space Photography Laboratory. The Space Photography Laboratory contains an extensive research collection of photographs of the moon, Mars, Mercury, and outer planet satellites. A dedicated image processing facility with interactive and hardcopy capabilities is available for research utilizing spacecraft images.

Center for Meteorite Studies. The Department of Geological Sciences houses one of the largest collections of meteorites in the world. Geochemical and cosmochemical research is being undertaken in the Center for Meteorite Studies, including the following topics: trace element geochemistry, nature of asteroidal interiors, computer models of condensation in the nebula, meteorite mineralogy, organic compound investigations, chemical fractionation in meteorites, elemental partitioning in meteoritic minerals, transmission electron microscopy of chondritic meteorites, and fluid-rock interactions on asteroids and Mars.

GEOLOGICAL SCIENCES (GLG)

GLG 404 Fundamentals of Planetary Geology. (3)

fall

Surveys planetary topics, including impacts, tectonics, and volcanism on planetary objects, and use of spacecraft data, including geological mapping. Lectures, problem sets, weekend field trip. Fee. Prerequisite: Geology major or degree or instructor approval.

GLG 405 Geology of the Moon. (3)

selected semesters

Current theories of the origin and evolution of the moon through photogeological analyses and consideration of geochemical and geophysical constraints. Possible field trips to examine Arizona geology. Fee. Prerequisite: GLG 105 or instructor approval.

GLG 406 Geology of Mars. (3)

selected semesters

Geological evolution of Mars through analyses of spacecraft data, theoretical modeling, and study of terrestrial analogs; emphasizes current work. Possible field trips to examine Arizona geology. Fee. Prerequisite: GLG 105 or instructor approval.

GLG 410 Computers in Geology. (3)

fall

Geological computer skills, including data processing, visualization, presentation, numerical analysis, software and hardware applications. 2 hours lecture, 3 hours lab. Prerequisites: both GLG 101 and an upper-division course in geology or only instructor approval.

GLG 412 Geotectonics. (3)

selected semesters

Earthquakes, earth's interior, formation of oceanic and continental crust, and plate tectonics. Emphasizes current work. Prerequisite: GLG 310.

GLG 416 Field Geophysics. (3)

spring

Methods of applied geophysical exploration; seismic refraction, gravity, electrical resistivity, geomagnetics. Includes survey planning, data acquisition, processing, analysis, and interpretation. Lecture, field exercises. Prerequisite: a course in geology or instructor approval.

GLG 418 Geophysics. (3)

fall

Solid earth geophysics; geomagnetism, gravity, seismology, heat flow. Emphasizes crust and upper mantle. Prerequisites: a combination of GLG 310 and MAT 272 and PHY 131 or only instructor approval.

GLG 419 Geodynamics. (3)

selected semesters

Emphasizes application of continuum principles to geological problems, including lithospheric stresses, heat transfer, fluid mechanics, and rock rheology. Prerequisite: PHY 131.

GLG 420 Volcanology. (3)

once a year

Distribution of past and present volcanism, types of volcanic activity, mechanism of eruption, form and structure of volcanoes, and geochemistry of volcanic activity. Possible weekend field trips. Fee. Prerequisite: GLG 424.

GLG 424 Petrology. (3)

fall

Origin of igneous and metamorphic rocks. Optical mineralogy, hand specimen identification, and thin-section analysis. 2 hours lecture, 3 hours lab, possible weekend field trips. Fee. Prerequisite: GLG 321.

GLG 430 Paleontology. (3)

fall

Introduces concepts and analytical techniques in biogeology, paleobiology, paleoecology, and paleoenvironmental reconstruction from the fossil record. 2 hours lecture, 3 hours lab. Fee. Prerequisites: both GLG 102 and MAT 270 (or 290) or only instructor approval.

GLG 435 Sedimentology. (3)

spring

Origin, transport, deposition, and diagenesis of sediments and sedimentary rocks. Physical analysis, hand specimen examination, and interpretation of rocks and sediments. 2 hours lecture, 3 hours lab, possible weekend field trips. Fee. Prerequisites: GLG 102, 321.

GLG 441 Ore Deposits. (3)

selected semesters

Origin, occurrence, structure, and mineralogy of ore deposits. Possible weekend field trips. Fee. Prerequisite: GLG 424 or instructor approval.

GLG 451 Field Geology I. (3)

spring

Geological mapping techniques using topographic maps and aerial photos. Intensive field-based instruction. Lab. Fee. Prerequisites: GLG 310, 321.

GLG 452 Field Geology II. (3)

summer

Continuation of GLG 451. Lab. Fee. Prerequisite: GLG 451.

GLG 455 Advanced Field Geology. (3-4)

once a year

Geologic mapping in igneous, sedimentary, and metamorphic terrains of the Basin and Range province of Arizona. May be repeated for credit. Weekend field trips. Fee. Prerequisite: instructor approval.

GLG 456 Cordilleran Regional Geology. (3)

selected semesters

Systematic coverage through space and time of the geological development of western North America, emphasizing the western United

States. Fee. Prerequisite: senior major or graduate student in Geological Sciences or instructor approval.

GLG 460 Astrobiology. (3)

fall and spring

Origin, early evolution, distribution, and future of life on Earth and elsewhere in the cosmos. May be repeated for credit. Lecture, discussion, video conferences, possible field trips. Cross-listed as AST 460/ BIO 460/CHM 483/MIC 475. Credit is allowed for only AST 460 or BIO 460 or CHM 483 or GLG 460 or MIC 475. Prerequisite: instructor approval.

GLG 461 Geomicrobiology. (3)

spring

Past and present interactions among microbial life, geological materials, and biogeochemical cycles involving carbon, sulfur, phosphate, nitrogen, and minerals. Cross-listed as MIC 461. Credit is allowed for only GLG 461 or MIC 461. Prerequisites: introductory courses in chemistry and microbiology (or geological sciences); instructor approval.

GLG 470 Hydrogeology. (3)

spring

Geology of groundwater occurrence, aquifer and well hydraulics, water chemistry and quality, contaminant transport, remediation. Emphasizes quantitative methods. Prerequisites: GLG 101 (or 103); MAT 270; PHY 121.

GLG 481 Geochemistry. (3)

spring

Origin and distribution of the chemical elements. Geochemical cycles operating in the earth's atmosphere, hydrosphere, and lithosphere. Cross-listed as CHM 481. Credit is allowed for only CHM 481 or GLG 481. Prerequisite: CHM 341 (or 346) or GLG 321.

GLG 485 Meteorites and Cosmochemistry. (3)

selected semesters

Chemistry of meteorites and their relationship to the origin of the earth, solar system, and universe. Cross-listed as CHM 485. Credit is allowed for only CHM 485 or GLG 485.

GLG 490 Topics in Geology. (1-3)

fall, spring, summer

Special topics in a range of fields in geology. May be repeated for credit. Fee. Prerequisite: instructor approval.

GLG 500 Geology Colloquium. (1)

fall and spring

Presentation of recent research by faculty and invited guests. 1 semester required for all Geological Sciences graduate students. May be repeated for a total of 2 semester hours. Requires research paper. Prerequisite: instructor approval.

GLG 501 Geology of Arizona. (3)

once a year

Basic and historical geology, fossils, mining, energy resources, environmental problems, landscape development, and meteorites, cast in examples from Arizona. Requires research paper.

GLG 504 Geology of the Grand Canyon. (2)

selected semesters

Reviews the discovery, history, origin, and geology of the Grand Canyon of the Colorado River in Arizona. Requires 6-day field trip down the river (first 6 days after commencement in May) at student's expense. Requires field research and term paper on trip.

GLG 510 Advanced Structural Geology. (3)

selected semesters

Mechanics of rock deformation, emphasizing relationship between field observation, theory, and experiment. Stress, strain, simple constitutive relationships, failure criteria, and the basis of continuum methods. Possible field trips. Fee. Prerequisites: both GLG 310 and 424 or only instructor approval.

GLG 520 Advanced Physical Volcanology. (2-3)

selected semesters

Selected volcanologic topics, including explosive eruption processes, lava flow mechanics, and intrusive mechanisms. Possible field trips. Fee. Prerequisite: GLG 420 or instructor approval.

GLG 524 Advanced Igneous Petrology. (3)

selected semesters

Theoretical and practical aspects of the genesis of igneous rocks. Study of selected sites. Modern laboratory techniques. 2 hours lecture, 3 hours lab, possible weekend field trips. Fee. Prerequisite: GLG 424.

COLLEGE OF LIBERAL ARTS AND SCIENCES

GLG 547 Science, Technology, and Public Affairs. (3)

selected semesters

Explores the political, economic, cultural, and moral foundations of science and technology policy and governance in democratic society. Cross-listed as BIO 515/PAF 547. Credit is allowed for only BIO 515 or GLG 547 or PAF 547.

GLG 581 Isotope Geochemistry. (3)

selected semesters

Geochemistry and cosmochemistry of stable and radioactive isotopes; geochronology; isotope equilibria. Prerequisite: instructor approval.

GLG 582 Physical Geochemistry. (3)

selected semesters

Applies thermodynamic and kinetic principles to geochemical processes. Prerequisite: CHM 341 (or 346) or GLG 321.

GLG 591 Seminar. (1–3)

fall, spring, summer

Topics in a range of fields in geology. May be repeated for credit. Fee. Prerequisite: instructor approval.

GLG 592 Research. (1–12)

fall, spring, summer

GLG 598 Special Topics. (1–4)

fall, spring, summer

Special topics in geological sciences. May be repeated for credit.

Topics may include the following:

- Advanced Field Geology. (1–3)
Fee.
- Clastic Sedimentology and Petrology. (1–3)
Fee.
- Cordilleran Regional Geology. (1–3)
Fee.
- Fundamental Planetary Geology. (1–3)
- Geology of Mars. (1–3)
Fee.
- Methods in Geoscience Teaching. (1–3)
- Ore Deposits. (1–3)
Fee.
- Orogenic Systems. (1–3)
- Petrology-Petrography. (1–3)
Fee.
- Principles of Stratigraphy. (1–3)
Fee.
- Remote Sensing. (1–3)
- Sedimentology. (1–3)
Fee.
- Volcanology. (1–3)
Fee.

Prerequisite: instructor approval.

GLG 599 Thesis. (1–12)

fall, spring, summer

GLG 792 Research. (1–12)

fall, spring, summer

GLG 799 Dissertation. (1–15)

fall, spring, summer

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

German

See “[Department of Languages and Literatures](#),” page 291.

History

Master’s and Doctoral Programs

www.asu.edu/clas/history/graduate/graduate.html

480/965-5778

COOR 4595

Noel J. Stowe, Chair

CORE FACULTY

Regents’ Professor: Iverson

Professors: Adelson, Batalden, Burg, Davis, Fuchs, Gratton, Green, Hirt, Lavrin, MacKinnon, Rosales, Simpson, Stowe, Tillman, Warnicke

Associate Professors: Barnes, Carroll, El Hamel, Gray, Gullett, Longley, Powers, Rush, Samuelson, Smith, Soergel, Stoner, Thompson, Thornton, VanderMeer, Warren-Findley, Wright

Assistant Professors: Holian, Kaplan, Koopmans, Manchester, Miller, Pitti, Wilson

Senior Instructional Professional: Luey

AFFILIATED FACULTY

Art

Associate Professor: Brown

Chicana and Chicano Studies

Associate Professor: Escobar

Humanities

Associate Professor: Taylor

Women and Gender Studies

Professor: Rothschild

The faculty in the Department of History offer graduate programs leading to the MA and PhD degrees in History. MA candidates are offered an opportunity to develop knowledge of a specific historical field, to study comparative history, and to learn research techniques. Students with various goals benefit from this degree program, including those planning to advance to PhD study, those seeking positions in the public sector, or in business, and those now holding or looking for educational posts in elementary and secondary schools and community colleges.

Students admitted to the Master of Education (MEd) degree program with a major in Secondary Education may elect history as the subject matter field.

MASTER OF ARTS

See “[Master’s Degrees](#),” page 67, for general requirements.

Admission. Applications for the master’s program must be accompanied by the applicant’s scores on the Graduate Record Examination (GRE); three letters of recommendation from faculty members or others who are qualified to

judge the applicant's potential for advanced study in history; a résumé; a writing sample; and a statement of purpose.

Forms and instructions for filling them out are available from the graduate administrative assistant, the Division of Graduate Studies Web site (www.asu.edu/graduate), and the Department of History Web site (www.asu.edu/clas/history). MEd applicants must submit scores from both the GRE aptitude and advanced history tests. For MEd program requirements, see “MEd Degree in Secondary Education,” [on this page](#).

All applications and supporting materials are reviewed by the graduate committee of the department. The committee recommends to the Division of Graduate Studies that the student be granted regular or provisional admission or be denied admission.

Areas of Concentration. In consultation with the supervisory committee, the candidate may select a field of history from the following: Asian, British, European, Latin American, public history, United States, and U.S. Western. For information on the concentration in public history, see “Public History Concentration,” [on this page](#). Under the United States concentration, students may choose to specialize in a variety of areas; some examples are African-American, American Indian, Chicana/Chicano, and women.

Program of Study

MA Degree in History. A minimum of 30 semester hours of graduate course work are required for the MA in History. Upon matriculation, the student, in consultation with the graduate director, selects a faculty advisor in the student's area of concentration. The faculty advisor directs the student toward completion of required course work. The 30 semester hours must conform to the following guidelines:

1. At least 24 semester hours of course work in history is required. With the approval of the supervisory committee, candidates may add to the 24 semester hours, six semester hours of closely related course work in another academic unit (this does not apply to students in the public history concentration).
2. Eighteen of the 24 semester hours must be in 500-level history courses. If 400-level courses are included in the program of study, documented proof must be provided that they were taken for graduate credit. Contact the graduate administrative assistant for details.
3. At least three of the 24 semester hours must be in HST 591 Seminar (in the major field of study).
4. At least six semester hours of HST 599 Thesis are required of students writing an MA thesis. The thesis equivalent substitutes six semester hours of HST 592 in place of six semester hours of HST 599 and incorporates an additional three semester hours of HST 591 into the program.

Public History Concentration. Candidates admitted to the MA degree in History with a concentration in public history select two areas of emphasis, one of which is public history, and must complete HST 502 and at least two short courses (of one semester hour each). Beyond these requirements,

each of the six emphases within public history has other specific requirements, which are listed in the department's graduate handbook. The following is a list of the differing minimum number of semester hours for a degree in each of the six emphases: business, 41 semester hours; community history, 40; historic preservation, 40; historical administration, 37; historical editing and publishing, 44; public sector, 39. Course work taken outside of the department for inclusion in the program of study must be approved in advance by the appropriate program director.

MEd Degree in Secondary Education. Candidates for the MEd degree in Secondary Education with an emphasis in history must complete 15 semester hours of history course work. Overall, 12 of the 15 semester hours must be in 500-level history courses. If 400-level courses are included in the program of study, documented proof must be provided that they were taken for graduate credit. Contact the department for specific details. All candidates for the MEd must maintain at least a 3.00 G.P.A. in HST courses.

Foreign Language Requirements. The student is expected to have a reading knowledge of one foreign language, but some other research skills may be substituted for this requirement by the supervisory committee.

Thesis Requirements. A master's thesis or its equivalent is required. Students have two options: They can either write an MA thesis or take the MA thesis equivalent. The MA thesis is approximately 100 pages in length and is based on original research. Students who choose this option must enroll for six semester hours of thesis work (HST 599).

The MA thesis equivalency is composed of two parts: (1) two three semester hour seminars (HST 591) on a broad topic and (2) two three semester hour research courses (HST 592) on a topic derived from the first research course.

Both the MA thesis and the MA thesis equivalent must be prepared according to Division of Graduate Studies requirements, defended, and approved by a thesis committee. Candidates must supply bound copies of the thesis that will be placed in Hayden Library and in the Department of History.

Final Examination. A final oral defense of the thesis or the thesis equivalent is required.

DOCTOR OF PHILOSOPHY

The PhD degree in History offers candidates the opportunity to study past and contemporary civilizations and to learn research and writing techniques that may be used in scholarly careers at leading academic institutions, in historical societies and agencies, in the public sector, and in business.

Major emphasis is placed upon developing a disciplined and inquiring mind, expertise in a chosen subject area, and competence in research methodology. The program is composed of small classes that bring students into a close working relationship with faculty and other students and offers flexibility in designing degree programs.

The five areas of concentration are Asian history, British history, European history, Latin American history, and United States history. Students must select a minimum of three historical fields for examination.

COLLEGE OF LIBERAL ARTS AND SCIENCES

See “**Doctor of Philosophy**,” page 69, for general requirements.

Admission. Applications for the PhD degree in History must be accompanied by the applicant’s scores on the Graduate Record Examination, three letters of recommendation from faculty members or others who are qualified to judge the applicant’s potential for doctoral study, a writing sample, a résumé, and a statement of purpose. Applications and supporting materials are reviewed by the graduate committee of the Department of History. The committee recommends to the Division of Graduate Studies that the applicant be granted regular or provisional admission or be denied admission.

Program of Study. For students admitted to the doctoral program with a master’s degree or other graduate credits in hand, the requirements for the PhD are an additional 54 semester hours of credit in residence, which should consist of 30 semester hours of historical study and 24 semester hours of dissertation research and writing. All 54 semester hours have to be taken after admission to the program. A minimum of 84 semester hours is required for the doctorate.

For students admitted to the doctoral program directly from a baccalaureate program, the requirements for the PhD are 84 semester hours of course work, which should consist of 60 semester hours of historical study and 24 semester hours of dissertation research and writing. A minimum of 54 semester hours must be taken while the student is in residence after admission to the doctoral program. These hours should conform to the expectations of students who enter with a master’s degree or other graduate credits in hand.

Upon matriculation, the student, in consultation with the graduate director, selects a faculty advisor in the area of concentration. Together the faculty advisor and student select a PhD program committee consisting of at least three faculty members. In consultation with the student, the committee draws up the program of study and helps direct the student to the completion of required course work.

The program of study (a minimum of 60 graduate semester hours of history) required of all students in the doctoral program must conform to the following guidelines:

1. At least 36 semester hours must be at the 500-level or above;
2. If 400-level courses are taken as part of the program of study, the student must have documented proof that they were taken for graduate credit, contact the graduate administrative assistant for details;
3. At least nine semester hours must be in research seminars (HST 591); and
4. 24 semester hours of dissertation research and writing are required.

Foreign Language Requirements. Demonstration of a satisfactory reading knowledge of two foreign languages is required before the student may take the comprehensive examinations. For the second language, the student’s program committee is free to approve the substitution of a demonstrated capacity in some other research skill, such as quantitative or statistical analysis, archival management,

historical preservation, oral history, or educational technology.

Preliminary Reviews. During the first academic year of residence, students are required to schedule a preliminary review with their program committee. A preliminary review is an oral interview during which a student defends the program of study and his or her progress in the program to that point. Students who fail this review must withdraw from the program.

It is recommended that students make arrangements for the preliminary review by February 1 and have the preliminary review completed by March 1. It is further recommended that the student demonstrates a satisfactory reading knowledge of at least one foreign language before scheduling the review.

Comprehensive Examinations. Candidates for the doctoral degree must display a command of the historical knowledge in their chosen fields of study. This command is determined through a series of written and oral assessments known collectively as the comprehensive examinations. Comprehensive examinations are taken after the student has completed 60 semester hours of graduate course work. Students are allowed to retake the written portions of the comprehensive examination only once. Only upon successful completion of the written portions of the examination are students allowed to sit for the oral portion. The comprehensive examinations are conducted by the program committee.

Dissertation Committee. Upon satisfactory completion of the comprehensive examination, a supervisory committee for the dissertation is selected. In consultation with the director of Graduate Studies, the student chooses a chair of the dissertation committee. In consultation with the chair, the student then chooses two other faculty members to serve on the dissertation committee. The role of the committee is to approve the subject and title of the dissertation and to advise the candidate during the completion of the research and writing of the dissertation.

Dissertation Prospectus. Before a candidate is permitted to begin researching a dissertation topic, the candidate must prepare a prospectus of four to seven pages outlining the thesis. The prospectus presents the connection between the thesis and relevant historiography. The prospectus must be presented to the dissertation committee by the end of the semester following the comprehensive exams. The topic must be in one of the candidate’s fields of study and should include the following:

1. a thesis statement;
2. a discussion of relevant literature;
3. a discussion of possible research material and availability of sources;
4. a secondary bibliography; and
5. a historiographical statement.

Consult the graduate handbook for more information on the composition of a dissertation prospectus.

Dissertation Requirements. The dissertation must be an original contribution to knowledge and demonstrate the student's proficiency in independent research.

Final Examination. A final oral defense of the dissertation is required.

Graduate Preparation in Public History

The department offers several public history emphases preparing students to apply the skills of the historian in careers beyond the classroom. Public historians focus their historical insight, expertise, and critical abilities in the broad—that is, public—community. Six areas of emphasis are offered within public history: business applications, community history, scholarly publishing, historic preservation, historical administration, and the public sector. Graduate course work in public history may be included in both master's and doctoral programs of study.

The public history core combines specially designed course work and specific program requirements with traditional degree requirements. The department imposes additional admission requirements and includes periodic evaluations of public history students' progress. (The business applications emphasis requires prerequisites in the business field.) Enrollment is limited to provide careful preparation and advising. The curriculum integrates required course work in a public history component with courses in a geographic area concentration. As a special feature of the program, short courses are taught each year by visiting public historians. Each emphasis requires completion of two short courses. Courses from other disciplines, such as anthropology, business, public administration, fine arts, geography, political science, and architecture (architectural history and preservation planning) may be included in a program of study when students have the necessary prerequisites and if the courses meet particular student needs or are required within the various emphases of the concentration. Students who select the scholarly publishing option must be admitted to the Scholarly Publishing Certificate program and complete all certificate requirements. (See "Scholarly Publishing," page 326, for more information.)

Course work for all areas of the program *begins each fall semester with a required* special workshop during the fall orientation week before classes start. Students are admitted for the fall semester, though some class work outside the public history field may be started earlier. With concentrated full-time study, the master's public history component may be completed in four semesters, depending on the public history area selected for emphasis. In some instances, the mandatory internship or other program requirements must be completed during the *summer* months.

Each student in the program completes a core of courses appropriate to an area of emphasis. Basic to each core is the completion of HIS 502 Public History Methodology during the first semester of study. The work introduced in this methodology class is continued in the public history research seminar (HIS 591), required or optional, depending on the area of emphasis.

At the satisfactory completion of the training work and upon the recommendation of the appropriate director and the department, a certificate of completion is issued by the department. Assistance is provided in job placement.

Students interested in this curriculum should consult the department's graduate handbook, which provides detail about public history work.

HISTORY (HST)

HST 405 Colonial American History to 1763. (3)

once a year

Political, economic, social, and cultural history of the colonial era. Concentrates on English colonies, with some consideration of Spanish, French, and other colonial regions in North America.

HST 406 The American Revolution, 1763–1789. (3)

once a year

Causes, course, and consequences of the American Revolution culminating in the ratification of the Constitution.

HST 407 The Early U.S. Republic, 1789–1850. (3)

once a year

Political, social, economic, and cultural development of the United States from the Revolution to 1850.

HST 408 Civil War and Reconstruction. (3)

once a year

Explores the causes, conduct, and consequences of the American Civil War, concentrating on the years 1848 to 1877.

HST 409 The Emergence of the Modern United States, 1877 to 1918. (3)

once a year

Triumph of modern political, social, and economic structures and values, 1877–1918; role of region, religion, race, and ethnicity.

HST 410 The Modern United States, 1918 to 1945. (3)

once a year

1920s boom and the crash, the Depression and the New Deal response. The Second World War at home and abroad.

HST 411 The Postwar United States, 1945 to 1973. (3)

once a year

Cold War, prosperity, reform, and immense social and political change in the U.S.

HST 412 The Contemporary United States, 1973 to the Present. (3)

once a year

End of the Cold War, political crises, and cultural transformations in the U.S.

HST 414 The Modern U.S. Economy. (3)

selected semesters

Origins of 19th-century slavery and industrialization; 20th-century crisis and regulation; political economy of an advanced capitalist democracy. Prerequisite: ECN 111 (or 112) or HST 109 (or 110).

HST 415 Unequal Sisters: Women and Political and Cultural Change. (3)

once a year

Examines race, ethnic, and class differences among women, focusing on the political and cultural experiences of women in the U.S.

HST 416 Indian History of the Southwest. (3)

once a year

Reviews historical events from prehistoric peoples, the Spanish and Mexican periods, and the U.S. period from 1846 to present.

HST 417 Topics in Mexican American History. (3)

once a year

Focuses on specific topics in Mexican American history, including immigration, civil rights, the Chicano Movement, union activism, and regional and generational differences.

HST 423 The Tudor Monarchy. (3)

once a year

Political, cultural, and social foundations of 16th-century England.

HST 424 The Stuart Transformation of England. (3)

once a year

Political, social, economic, and cultural developments in 17th-century England.

HST 426 The British Empire. (3)

once a year

British imperialism and colonialism in Africa, the Americas, Asia, and the South Pacific. Prerequisite: upper-division standing or instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

HST 427 The French Revolution and the Napoleonic Era. (3)

once a year

Conditions in Pre-Revolutionary and Revolutionary France; organization of France under Napoleon and impact of French changes upon Europe.

HST 428 Modern France. (3)

selected semesters

Social, political, economic, and cultural transformations of French society, 1815–present. Impact of industrialization, war, and revolution on people's lives. Prerequisite: upper-division standing or instructor approval.

HST 429 Modern Germany. (3)

once a year

Germany since 1871.

HST 430 Hitler: Man and Legend. (3)

once a year

Biographical approach to the German Third Reich emphasizing nature of Nazi regime, sociocultural issues, World War II, and historiography.

HST 431 Eastern Europe and the Balkans Before 1914. (3)

selected semesters

Empire and nation in Eastern Europe and the Balkans before World War I, emphasizing Hapsburg and Ottoman lands.

HST 432 Eastern Europe and the Balkans in the 20th Century. (3)

selected semesters

Politics and culture in Eastern Europe and the Balkans from World War I to the present.

HST 435 The Russian Empire. (3)

fall

Development of Russian imperial institutions and civil society from the 17th to the early 20th centuries. Lecture, discussion.

HST 436 The Soviet Experiment. (3)

spring

Communist revolutionaries' rule of Russia, focusing on utopian culture, Stalinist terror, heroism in war, and the breakup of the former USSR.

HST 437 Spain Through the Golden Age. (3)

selected semesters

Cultural, economic, political, and social development of Spain from antiquity to the late 17th century.

HST 438 Modern Spain. (3)

selected semesters

Cultural, economic, political, and social development of modern Spain.

HST 443 The United States and Latin America. (3)

once a year

Latin American struggle for diplomatic recognition, attempts at political union, participation in international organizations since 1810, and relations between the United States and Latin America.

HST 445 20th-Century Cuba. (3)

once a year

History of Cuba from colonial era to formation of the early republic; political, economic, social development in late 20th century. Lecture, discussion.

HST 446 Colonial Mexico. (3)

once a year

Political, economic, social, and cultural developments from pre-Columbian times to 1810.

HST 447 Modern Mexico. (3)

once a year

Political, economic, social, and cultural developments from 1810 to the present.

HST 451 Chinese Cultural History. (3)

selected semesters

China's classics in translation studied both for their intrinsic ideas and for the origins of Chinese thought.

HST 452 Chinese Cultural History. (3)

selected semesters

Evolution of Confucian thought, its synthesis with Taoism and Buddhism, and modern reactions against, and uses of, Confucian traditions.

HST 453 The People's Republic of China. (3)

selected semesters

Analyzes major political, social, economic, and intellectual trends in China since the founding of the People's Republic in 1949.

HST 455 The United States and Japan. (3)

fall

Cultural, political, and economic relations in the 19th and 20th centuries. Emphasizes post-World War II period.

HST 456 The Vietnam War. (3)

once a year

Intersection of American and Asian histories in Vietnam, viewed from as many sides as possible.

HST 460 History of Fire. (3)

fall

Global survey of the natural and cultural history of fire. Lecture, discussion.

HST 480 Methods of Teaching History: Classroom Resources. (3)

fall

Methods in instruction, organization, and presentation of the subject matter of history and closely allied fields. Prerequisites: HST 300; ITC admission. Pre- or corequisites: SED 403, 598.

HST 481 Methods of Teaching History: Community Resources. (3)

spring

Identify community-based resources for teaching history, work with resources, and learn how to integrate them into the secondary classroom. Lecture, lab. Prerequisite: HST 480.

HST 484 Internship. (1–6)

selected semesters

HST 492 Honors Directed Study. (1–6)

selected semesters

HST 493 Honors Thesis. (3)

selected semesters

HST 494 Special Topics. (1–4)

selected semesters

HST 498 History Pro-Seminar. (3)

fall and spring

Required course for majors on topic selected by instructor; writing-intensive course related to the development of research skills and writing tools used by historians. Prerequisites: HST 300; History major.

HST 499 Individualized Instruction. (1–3)

selected semesters

HST 500 Methods of Historical Investigation. (1–12)

selected semesters

HST 502 Public History Methodology. (3)

fall

Introduces historical research methodologies, techniques, and strategies used by public historians. Readings, short papers, and guest speakers. Required for students in the public history concentration.

HST 512 Western Civilization to the Enlightenment. (3)

fall

Systematically examines various interpretations of Western civilization from the ancient Middle Eastern civilizations to the European Enlightenment. Seminar.

HST 513 Western Civilization Since the French Revolution. (3)

selected semesters

Systematically examines various interpretations of Western civilization since the French Revolution. Seminar.

HST 514 Historians of the United States. (3)

selected semesters

Study of the history of American historical writing from the early colonial days to the 20th century.

HST 515 Studies in Historiography. (3)

selected semesters

Methods and theories of writers of history. May be repeated for credit.

HST 525 Historical Resource Management. (3)

fall

Identification, documentation, and interpretation of historic period buildings, sites, and districts. Emphasis on interdisciplinary efforts among historians, architects, and anthropologists.

HST 526 Historians and Preservation. (3)

spring

Preparation of historians for public and private historic preservation programs. Prerequisite: HST 525 or instructor approval.

HST 527 Historical Administration. (3)

fall

Preparation of historians in administration of archives and historical sites, museums, societies, and offices in government agencies.

HST 532 Community History. (3)*selected semesters*

Techniques and methods of community history emphasizing local resources. Required for community history option. Seminar.

HST 551 Comparative Histories of War and Revolution. (3)*selected semesters*

Comparative field course of the themes of war and revolution.

HST 552 Comparative History of Family and Community. (3)*selected semesters*

Comparative course with a focus on family, including minority and ethnic groups, in society.

HST 553 Comparative History of State and Institutions. (3)*selected semesters*

Comparative course that explores the changing nature of central institutions and government.

HST 554 Comparative Historical Population Studies: Ethnicity, Economy, and Migration. (3)*selected semesters*

Comparative course that explores the impact of social, cultural, or economic changes in the population.

HST 555 Comparative Historical Topics. (3)*selected semesters*

Analyzes a variety of specific social, political, cultural, and intellectual topics.

HST 584 Internship. (1–12)*selected semesters***HST 590 Reading and Conference. (1–12)***selected semesters***HST 591 Seminar. (3)***fall and spring*

May be repeated for credit.

HST 592 Research. (1–12)*selected semesters***HST 595 Continuing Registration. (1)***selected semesters***HST 598 Special Topics. (1–4)***selected semesters*

Reading courses designed to increase familiarity with a particular topic and the important writing concerning it. May be repeated for credit. Topics may include the following:

- Asian History. (3)
- English and British History. (3)
- European History. (3)
- Latin American History. (3)
- U.S. History. (3)

HST 599 Thesis. (1–12)*selected semesters***HST 684 Internship. (1–12)***selected semesters***HST 690 Reading and Conference. (1–12)***selected semesters***HST 695 Continuing Registration. (1)***selected semesters***HST 700 Public History Research Methods. (1–12)***selected semesters***HST 790 Reading and Conference. (1–12)***selected semesters***HST 791 Seminar. (1–12)***selected semesters***HST 792 Research. (1–12)***selected semesters***HST 795 Continuing Registration. (1)***selected semesters***HST 799 Dissertation. (1–15)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Humanities

HUMANITIES (HUM)

Applications for the MA degree program in Interdisciplinary Humanities are not being accepted at this time. A limited number of HUM courses are offered each semester. Access www.asu.edu/aad/catalogs/courses for the most current list of courses.

Justice Studies

Master's Programwww.asu.edu/clas/justice

480/965-7682

WILSN 331

Doris Marie Provine, Director, School of Justice and Social Inquiry

Regents' Professor: Altheide**Professors:** Cavender, Haynes, Hepburn, Johnson, Jurik, Lauderdale, Provine, Romero, Schneider, Walker, Zatz**Associate Professors:** Bortner, Lujan, Riding In**Assistant Professors:** Adelman, Hanson, Kupchik, Lopez, Milun, Monahan

The faculty in the School of Justice and Social Inquiry offer a program leading to the MS degree in Justice Studies. Information about the interdisciplinary PhD degree in Justice Studies may be obtained from the graduate coordinator's office. See “Justice Studies,” page 287.

MASTER OF SCIENCE

The study of justice is an interdisciplinary field of scholarship, research, and teaching, embracing those aspects of social and behavioral sciences relevant to an understanding of law, justice, crime, and social deviance. It includes a critical examination of the policies and organizational processes that have evolved for handling attendant problems. The MS degree has been designed to prepare students for professional positions in justice-related agencies, for teaching in community colleges, and for further study and research in the justice field.

Admission. In addition to meeting Division of Graduate Studies requirements, applicants must submit Graduate Record Examination (GRE) scores or their Law School Admission Test (LSAT) score; a one- or two-page statement outlining their educational and career goals related to Justice Studies and their areas of interest; and three letters of recommendation, preferably from academic referees.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Because of enrollment limits, candidates who meet minimum requirements are not automatically admitted into the program.

Selection Criteria. In selecting promising candidates, the admissions committee evaluates past academic performance, scores from the GRE, and potential for success as indicated by recommendations and personal statements.

Applications to the program may be made at any time; however, complete files must be submitted to the Division of Graduate Studies by January 1 for fall admission.

International Applicants. In addition to admission material, international applicants whose native language is not English must submit scores from the Test of English as a Foreign Language. Evidence that sufficient funds are available for financing the student's academic program also must be submitted. See "Admission to the Division of Graduate Studies," page 58, for more information.

Advisory Committee. Typically, by the end of the first year, students form an advisory committee consisting of a chair and two members. The chair and at least one member must be faculty of the School of Justice and Social Inquiry.

The committee members must be appointed by the dean of graduate studies upon the recommendation of the director of the School of Justice and Social Inquiry. The advisory committee works with the student to establish a program of study, to direct the thesis or applied project, and to administer the oral examination.

Program of Study. The MS degree in Justice Studies has two options: a thesis or an applied project. The thesis option requires the completion of 36 semester hours, of which six are thesis hours. The applied project option requires the completion of 42 semester hours, of which three are JUS 593 Applied Project. Each student's program is developed in concert with the advisory committee. The program of study has three major categories: foundation courses, elective courses, and thesis or applied project requirements.

Foundation Courses. The required foundation courses provide students with a fundamental understanding of the theories, methods, and analytic techniques associated with the study of justice. Foundation courses include

JUS 500 Justice Research Methods	3
JUS 501 Justice Theory.....	3
JUS 509 Statistical Problems in Justice Research	3
JUS 521 Qualitative Data Analysis and Evaluation.....	3

Elective Courses. Offered by the School of Justice and Social Inquiry and other academic units, elective courses develop a unique research area in justice studies. Students may choose these courses in consultation with their advisory committees. Alternatively, students may choose one of the following areas within justice studies:

1. adolescence and justice;
2. American Indian justice;
3. comparative justice;
4. crime and justice;
5. dispute resolution;
6. gender and justice;
7. law, ecology, and society;

8. law, policy, and evaluation;
9. race, ethnicity, and justice; or
10. social and economic justice.

Thesis Requirements. To satisfy the research requirement for the Master of Science degree, candidates must write a thesis and defend it in an oral examination.

Applied Project Requirements. Candidates pursuing the applied project option must present their applied project and defend it in an oral examination conducted by the faculty member who supervises the project. The project should be an analytical report.

Concurrent MA Anthropology/MS Justice Studies.

Graduate students in the School of Justice and Social Inquiry and the Department of Anthropology are able to receive a concurrent Master of Science degree in Justice Studies and Master of Arts degree in Anthropology with a concentration in sociocultural anthropology. The program is designed for individuals with combined and complementary knowledge and skills. It prepares them for basic and applied research and administrative and educational activities related to justice studies and anthropology. Students must apply and be admitted separately to each program in accordance with the guidelines of the Division of Graduate Studies, the Department of Anthropology, and the School of Justice and Social Inquiry.

Foreign Language Requirements. None.

Financial Assistance. A limited number of assistantships are available on a competitive basis for well-qualified students at the master's level. To be eligible for an assistantship, students must be admitted to a graduate degree program with regular admission status.

JUSTICE STUDIES (JUS)

JUS 500 Justice Research Methods. (3)

once a year

Theories and methods of research with emphasis on development of designs most relevant to justice data and problems.

JUS 501 Justice Theory. (3)

once a year

Theories and philosophies of social, economic, political, and criminal justice. Applications of theories to contemporary justice issues. Lecture, discussion.

JUS 503 Crime and Social Causation. (3)

once a year

Theories of deviance and crime as they relate to social policies and specific response of the justice complex.

JUS 509 Statistical Problems in Justice Research. (3)

once a year

Methodological problems of research design and statistical methods specific to justice studies.

JUS 521 Qualitative Data Analysis and Evaluation. (3)

once a year

Analyzes qualitative data, e.g., field notes, in-depth interview transcripts, document analysis, coding, and retrieval with a microcomputer; qualitative evaluation.

JUS 542 American Indian Justice. (3)

once a year

Provides a broad overview of American Indian and Alaskan Native issues of justice and injustice in contemporary society.

JUS 555 Migration/Immigration and Justice. (3)

selected semesters

Explores the causes and consequences of immigration to the United States and the incorporation of immigrants into the American economy and society. Seminar.

JUS 560 Women, Law, and Social Control. (3)

once a year

Gender issues in the exercise of formal and informal mechanisms of social control, including economic, social, legal factors, both violent and nonviolent.

JUS 570 Juvenile Delinquency. (3)

once a year

Study of delinquency, including causation theories. Alternative definitions of delinquency, official statistics, and the critique and analysis of the interaction between social institutions and youth.

JUS 575 Race, Gender, and Crime. (3)

fall and spring

Current theoretical and methodological debates and controversies regarding race, ethnicity, gender, class, crime, and the criminal justice system; policy implications. Seminar.

JUS 579 Political Deviance. (3)

once a year

Seminar examines the politics of deviance by integrating the study of conflict with aspects of social organization, especially state formation.

JUS 584 Internship. (3 or 6)

fall, spring, summer

Assignments in a justice agency designed to further the integration of theory and practice. Placements are arranged through consultation with students and agencies. Fee.

JUS 588 Justice and the Mass Media. (3)

once a year

Analyzes the nature and impact of mass media messages about justice concerns for social order. Lecture, discussion.

JUS 591 Seminar. (1–3)

once a year

Topics chosen from various fields of justice studies. May be repeated for credit.

JUS 593 Applied Project. (1–12)

selected semesters

JUS 610 Law and the Social Sciences. (3)

once a year

Analyzes the theoretical grounds underlying diverse studies of law and society; creation and administration of law; and jurisprudence and politics.

JUS 620 Justice Research and Methods. (3)

once a year

Concept development, research design, data collection strategies, legal research, and building computer databases relevant to the study of justice.

JUS 630 Data Analysis for Justice Research. (3)

once a year

Bivariate and multivariate techniques of data analysis and hypothesis testing for justice-related research and use of information and statistical programs.

JUS 640 Theoretical Perspectives on Justice. (3)

once a year

Analyzes philosophical perspectives of justice; linkages between social science theory and justice constructs; application of justice to social issues.

JUS 650 Advanced Qualitative Data Analysis. (3)

spring

Advanced qualitative data collection and analysis techniques, including ethnography, in-depth interviews, field notes, coding, transcribing, content analysis, textual analysis. Seminar.

JUS 669 Political Trials and Indigenous Justice. (3)

once a year

Focuses upon research on political trials, deviance, and conceptions of indigenous and contemporary justice. Lecture, discussion.

JUS 691 Seminar. (1–3)

fall, spring, summer

Topics chosen from various fields of justice studies. May be repeated for credit.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Justice Studies

Interdisciplinary Doctoral Program

www.asu.edu/clas/justice

480/965-7682

WILSN 316

Doris Marie Provine, Director, School of Justice and Social Inquiry

The School of Justice and Social Inquiry offers an interdisciplinary graduate program leading to the PhD degree in Justice Studies. Faculty are from a large number of academic units and provide students with an opportunity to tailor their courses of study to fit individual needs and goals. Committee members represent the College of Law; the Departments of Anthropology, History, Languages and Literatures, Management, Philosophy, Political Science, Psychology, Recreation Management and Tourism, Religious Studies, and Sociology; the Hugh Downs School of Human Communication; and the Schools of Justice and Social Inquiry, Public Affairs, and Social Work.

DOCTOR OF PHILOSOPHY

The PhD degree in Justice Studies integrates philosophical, legal, historical, and social science approaches to the study of law and justice in society.

This interdisciplinary program aims to produce scholars whose research activities contribute to the knowledge and understanding of conflicts and dilemmas surrounding social change. Courses on the study of justice are a part of the curriculum of many academic disciplines, and academic books and journals increasingly stress issues of justice and injustice. In addition to the interdisciplinary programs featuring justice, students may enter academic programs that focus on business administration, class, ecology, gender, law, public administration, and race. Justice Studies graduates from the interdisciplinary PhD program have a strong theoretical background, interdisciplinary training in law, humanities, and the social sciences, and possess the technical skills associated with both qualitative and quantitative research methodologies. These qualifications provide graduates with the opportunity to successfully compete for a variety of positions in academic and justice-related fields.

Admission. Applications are reviewed on an annual basis by the Graduate Programs committee. Recommendations for admission are made by the director of the committee to the dean of graduate studies. In addition to meeting minimum Division of Graduate Studies admission requirements, each applicant must provide a statement of educational and career goals and the reasons for seeking this degree, a sample of written work, and three letters of recommendation, preferably from academic referees. Application to the program may be made at anytime. However, complete files

COLLEGE OF LIBERAL ARTS AND SCIENCES

must be submitted to the Division of Graduate Studies and the School of Justice and Social Inquiry by January 1 for the following fall semester. Because of enrollment limits, candidates who meet minimum requirements are not automatically admitted.

Advisory Committee. An advisory committee consisting of the committee chairperson and at least two other members, must represent a minimum of two disciplines and be from two different academic units. The dean of graduate studies, upon the recommendation of the director of graduate programs, appoints this committee. The advisory committee assists students in developing programs of study, assumes primary responsibility for assessing the students' academic progress, and prepares and evaluates the comprehensive examination.

Core Courses. Five core courses are required of all students in the program. The core courses are taken within the first three semesters of the student's program of study. Each core course is interdisciplinary in nature.

JUS 610 Law and the Social Sciences	3
JUS 620 Justice Research and Methods.....	3
JUS 630 Data Analysis for Justice Research	3
JUS 640 Theoretical Perspectives on Justice	3
JUS 650 Advanced Qualitative Data Analysis.....	3
Total.....	15

Areas of Concentration. Students use elective courses to develop a specialization in an area relevant to justice studies from a law and social sciences perspective. The specialization is developed through consultation with the student's advisory committee. Five areas of concentration have been established, based on the research and teaching expertise of participating faculty.

1. criminal and juvenile justice;
2. dispute resolution;
3. law, justice, and minority populations;
4. law, policy, and evaluation; and
5. women, law, and justice.

From these broad concentrations, students can develop areas of study emphasizing

1. adolescence and justice;
2. American Indian justice;
3. comparative justice;
4. crime and justice;
5. dispute resolution;
6. gender and justice;
7. law, ecology, and society;
8. law, policy, and evaluation;
9. race, ethnicity, and justice; and
10. social and economic justice.

Students may develop other areas of study in consultation with their advisory committee.

Program of Study. Students entering the program with a master's degree in the social sciences, philosophy, a relevant interdisciplinary field, or a Juris Doctor (JD), must complete

a minimum of 54 semester hours of study beyond the master's or JD degree, including 24 semester hours of dissertation and research. Applicants holding only the baccalaureate degree are required to complete a total of 84 semester hours. At least 30 hours of the approved PhD program of study must be completed after admission into the program. The Division of Graduate Studies also requires that two consecutive semesters, subsequent to admission to the program, must be spent in full-time residence at ASU.

Foreign Language Requirements. None.

Comprehensive Examination. Upon completion of course work and before the start of dissertation research, the student is given a written examination. The examination evaluates the student's accumulation of interdisciplinary knowledge and ability to communicate across disciplines. The exam is developed and administered by the student's advisory committee.

Dissertation Committee. After passing the comprehensive examination, a dissertation committee is formed and approved by the dean of graduate studies upon the recommendation of the director of graduate programs. The dissertation committee must consist of at least three faculty members, including the dissertation committee chair. At least one member of the dissertation committee must be a faculty member from the School of Justice and Social Inquiry. The three-member committee must represent at least two disciplines and two different academic units. The dissertation and advisory committees may have different memberships.

Advancement to Candidacy. PhD students will achieve candidacy status in a letter from the dean of Graduate Studies upon (1) passing the comprehensive examination, and (2) successfully defending the dissertation prospectus.

Dissertation Requirements. The dissertation consists of a fully documented written analysis demonstrating an appropriate level of interdisciplinary skills and competence associated with a justice issue. Each student must register for a minimum of 24 semester hours of dissertation and research, 12 of which must be completed in semesters following the one in which the student is advanced to candidacy.

Final Examination. The dissertation must be defended in an oral examination. A candidate must pass the final examination within five years after completing the comprehensive examination.

Concurrent PhD in Justice Studies/JD. The purpose of the concurrent PhD in Justice Studies/JD is to provide a rigorous education for highly qualified students interested in pursuing academic careers in law, law and the social sciences, or law and philosophy. To seek concurrent degrees, the prospective student must first gain separate admission to the College of Law and the interdisciplinary PhD program in Justice Studies. The student must then obtain special approval to pursue concurrently the JD and PhD degrees. No more than three students a year are admitted into the concurrent degree program.

COURSES

For courses, see "Justice Studies (JUS)," page 286.

Kinesiology

Master's Programs

www.asu.edu/clas/kines

480/965-3875

PEBW 218

Lawrence J. Mandarino, Chair

Regents' Professor: Landers

Professors: Darst, Mandarino, Matt, Stelmach

Associate Professors: Hinrichs, Santello, Willis

Assistant Professors: Dounskaia, Kulinna, Ringenbach

The faculty in the Department of Kinesiology offer graduate programs leading to the MS degree in Kinesiology and the Master of Physical Education. Faculty also participate in two interdisciplinary PhD programs: (1) Exercise Science with concentrations in biomechanics, motor behavior/sport psychology, and physiology of exercise, and (2) Curriculum and Instruction with a concentration in physical education.

The Committee on Exercise Science offers an interdisciplinary graduate program leading to the PhD degree in Exercise Science. The present committee is composed of members from several academic units. For more information about this program, see "[Exercise Science](#)," page 269.

The Committee on Curriculum and Instruction offers an interdisciplinary graduate program leading to the PhD degree in Curriculum and Instruction. For more information, see "[Division of Curriculum and Instruction](#)," page 146.

MASTER OF SCIENCE

Applicants for the MS degree program in Kinesiology may choose from five areas of study: biomechanics, exercise physiology, physical education (elementary, secondary, and adapted), motor behavior (motor learning and control, motor development), and sport and exercise psychology. All applicants are required to submit scores from the Graduate Record Examination (GRE). Admission decisions are based upon previous academic training and performance, GRE scores, recommendations, and the ability of potential mentors to devote time to an additional student. International applicants whose native language is not English must also submit a Test of English as a Foreign Language score. Applications are reviewed by department faculty only once a year. To be considered for admission in the fall semester, all application materials must be received by the department by December 1. The program requires a minimum of 30 semester hours, at least 21 of which must be KIN courses. Required courses with corresponding semester hours include KIN 500 (three), 501 (three), and 599 (six). Remaining course work is selected by the student in consultation with an advisor and supervisory committee.

Deficiencies. All applicants recommended for admission are evaluated for deficiencies in their academic preparation. Deficiencies are divided into two areas: (1) those associated with the discipline of kinesiology (human anatomy and physiology, biomechanics, exercise physiology, motor learning and development, and psychosocial aspects of physical activity) and (2) those associated with the area of study (a maximum of six deficiency semester hours pertinent to study may be specified).

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

MASTER OF PHYSICAL EDUCATION

The faculty in the Department of Kinesiology offer a program leading to the Master of Physical Education (MPE) degree. The MPE degree is designed to prepare scholarly professionals (i.e., teachers of physical education). Emphasis is placed on improving instructional effectiveness and developing a quality physical education curriculum in a school setting. Three areas of study are available: elementary, secondary, and adapted physical education.

Admission. Applicants who hold a bachelor's degree in education and who are certified to teach may apply to the MPE degree directly. Applicants with a bachelor's degree in physical education but who are not certified to teach apply to the postbaccalaureate/MPE degree. Deficiencies are assessed where applicable.

Program of Study. A minimum of 33 semester hours of course work is required for the MPE program, with 18 semester hours of required core courses, six semester hours of cognate area courses, and nine semester hours of recommended electives. A total of 58 semester hours is required of students completing both the postbaccalaureate program and the MPE

Foreign Language Requirements. None.

Final Examination. A final written comprehensive examination is required.

KINESIOLOGY (KIN)

KIN 400 Teaching Physical Activity Concepts. (3)

fall and spring

Analyzes and critiques teaching concepts, principles, and skills outlined in Arizona Physical Activity Standards. Evaluates national guidelines for promoting physical activity. Prerequisites: ENG 101 (or 107), 102 (or 108); KIN 200 (or its equivalent).

KIN 413 Qualitative Analysis in Sport Biomechanics. (3)

spring

Develops systematic approach for detecting and correcting errors in human performance using anatomical and mechanical principles. Lecture, lab. Prerequisite: KIN 335.

KIN 414 Electromyographic Kinesiology. (3)

spring

Muscular contributions to human movement, muscle mechanics, electrophysiological basis, and practical application of electromyography. Lecture, discussion. Fee. Prerequisites: KIN 335, 340; instructor approval.



The Arts, Media, and Engineering graduate program is offered collaboratively by the Katherine K. Herberger College of Fine Arts and the Ira A. Fulton School of Engineering.

Tim Trumble photo

KIN 421 Human Motor Control. (3)

spring
Focuses on understanding how the human central nervous system controls, regulates, and learns movements. Prerequisite: KIN 345 or instructor approval.

KIN 422 Motor Control in Special Populations. (3)

spring
Discusses principles of motor control theories and related practical applications for certain special developmental populations. Lecture, discussion. Cross-listed as PSY 422. Credit is allowed for only KIN 422 or PSY 422. Prerequisite: KIN 345.

KIN 423 Motor Control and Aging. (3)

spring
Functional and behavioral changes to the motor control system as humans age, how specifically it impacts motor control and learning. Prerequisite: KIN 345 or instructor approval.

KIN 442 Fuel Metabolism. (3)

fall
Discusses current research concerning the metabolism of carbohydrate, fat, and protein during exercise. Credit is allowed for only KIN 442 or 536. Prerequisite: KIN 340 or instructor approval.

KIN 444 Metabolic Adaptations to Exercise Training. (3)

summer
Examines physiologic adaptations to exercise training as they relate to metabolism and tissue functions. Prerequisite: KIN 340.

KIN 445 Exercise Physiology for Children and Adolescents. (3)

spring
Understanding the influence of physical growth and maturation on the development of the functional capacities of the exercising child. Credit

is allowed for only KIN 445 or 535. Lecture, discussion. Prerequisite: KIN 340 or 530 or instructor approval.

KIN 450 Biopsychosocial Perspectives on Physical Activity and Health. (3)

fall
Uses a biopsychosocial perspective to examine the interrelationships on physical activity and health (physical and mental). Prerequisite: KIN 352.

KIN 452 Exercise Psychology. (3)

spring
Contemporary research and theory as related to human behavior and health in an exercise setting. Prerequisite: KIN 352.

KIN 460 Theory of Strength Training. (3)

fall
Research and theories on developing muscular strength; programs for developing muscular strength. Lecture, discussion. Prerequisites: KIN 335, 340.

KIN 500 Research Methods. (3)

fall
Introduces the basic aspects of research, including problem selection, literature review, instrumentation, data handling, methodology, and the writing of research reports and articles.

KIN 501 Research Statistics. (3)

spring
Statistical procedures; sampling techniques; exercise testing, exercise prescription, hypothesis testing, and experimental designs as they relate to research publications.

KIN 505 Applied Exercise Physiology Techniques. (3)

fall
Investigative techniques used in the applied exercise physiology laboratory. Emphasizes pulmonary function, body composition, and cardiorespiratory assessment. Lecture, lab. Prerequisite: KIN 340.

KIN 510 Introduction to Biomechanics Research Methods. (3)

fall
Applies mechanics to human movement analysis. Includes consideration of 2-D imaging techniques, force measurement, electromyography, and data processing methods. Lecture, discussion, some labs. Prerequisite: KIN 335 or instructor approval.

KIN 512 Biomechanics of the Skeletal System. (3)

fall
Biomechanics of tissues, structures, and major joints of the musculoskeletal system. Discusses injury mechanisms. Lecture, discussion, some labs. Prerequisite: KIN 335 or instructor approval.

KIN 520 Sport Psychology. (3)

fall
Current research in sport psychology with an emphasis on performance enhancement. Includes questionnaire, psychophysiological, and behavioral research methods. Lecture, discussion. Prerequisites: KIN 448, 500.

KIN 521 Motor Development, Control, and Learning. (4)

spring
Theory and research on motor skill acquisition, including learning/control and development (i.e., growth, children and exercise, and development learning). Lecture, discussion, some labs. Prerequisites: KIN 345, 500, 501.

KIN 522 Exercise Psychology. (3)

spring
Contemporary research and theory as related to human behavior and health in an exercise setting. Lecture, discussion. Prerequisite: KIN 500.

KIN 524 Motivation in Sport and Exercise. (3)

fall
Focuses on various issues in human motivation, identifying basic processes and examining their application in sport, exercise, and physical education.

KIN 530 Exercise Physiology. (3)

fall
Immediate and long-term adaptations to exercise with special reference to training and the role of exercise in cardiovascular health. Prerequisite: KIN 340.

KIN 531 Physiology of Women in Sport. (3)*spring*

Physiological aspects of women engaging in physical activity. Emphasizes factors affecting performance and health throughout life. Prerequisite: KIN 340.

KIN 532 Exercise Biochemistry. (3)*fall*

Understanding the basic biochemical principles and enzyme pathways involved in energy transduction during exercise. Lecture, discussion. Prerequisite: KIN 340 or instructor approval.

KIN 533 Exercise Endocrinology. (3)*fall*

Discusses current research and theory concerning hormonal changes during exercise. Lecture, discussion. Prerequisite: KIN 340 or instructor approval.

KIN 535 Exercise Physiology for Children and Adolescents. (3)*spring*

Understanding the influence of physical growth and maturation on the development of the functional capacities of the exercising child. Credit is allowed for only KIN 535 or 445. Lecture, discussion. Prerequisite: KIN 340 or 530 or instructor approval.

KIN 536 Fuel Metabolism. (3)*fall*

Discusses current research concerning the metabolism of carbohydrate, fat, and protein during exercise. Credit is allowed for only KIN 536 or 442. Prerequisite: KIN 340 or instructor approval.

KIN 561 Administration of Athletics. (3)*selected semesters*

Managing an athletic program, including financing, budget policies, staging, and promotion of athletic contests, schedules, travel insurance, and current athletic trends.

KIN 570 Programs and Special Topics in Adapted Physical Education. (3)*fall and spring*

Contemporary adapted, developmental, remedial, and corrective physical education programs; understanding of principles, problems, and recent developments in this area.

KIN 572 Trends and Issues in Physical Education. (3)*spring*

Literature, research, and practices in contemporary physical education, including finances, Title IX, teaching and coaching philosophies, school organization, and nonteaching physical education programs.

KIN 573 Curriculum and Instruction in Secondary Physical Education. (3)*fall and spring*

Current curriculum and instruction practices and research in secondary school physical education. Prerequisite: Kinesiology major or teaching experience.

KIN 576 Physical Education for Elementary School Children. (3)*fall and spring*

Current practices and research pertaining to elementary school physical education programs.

KIN 578 Student Teaching in Secondary Schools. (6–12)*fall and spring*

Practice of teaching. Relationship of theory and practice in teaching. Fee. Prerequisite: completion of all required course work (or its equivalent) before student teaching.

KIN 599 Thesis. (1–12)*selected semesters***KIN 610 Advanced Topics in Biomechanics. (3)***spring*

3-D imaging techniques, data analysis theory, and integration of biomechanics research tools; includes original research project. Lecture, discussion, some labs. Prerequisite: KIN 510 or instructor approval.

KIN 621 Motor Learning/Control. (3)*fall*

Discussion of contemporary research issues in motor learning and control. Includes behavioral and neurophysiological issues. Lecture, discussion. Prerequisite: KIN 521.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Department of Languages and Literatures

Master's and Doctoral Programswww.asu.edu/languages

480/965-6281

LL 440

Pier R. Baldini, Chair**Regents' Professors:** Foster, Keller

Professors: Alexander, Baldini, Ballon-Aguirre, Chambers, Croft, Carlos Garcia-Fernández, Horwath, Lafford, Losse, M. Sanchez, Volek, West, Wetsel, T. Wong

Associate Professors: Acereda, Candela, Canovas, Choi, Colina, Duncan, Carmen Garcia-Fernández, Hernández-G., Orlich, Ossipov, Reiman, A. Sanchez, Suwarno, Tompkins, Urioste-Azcorra, Vitullo

Assistant Professors: Ali, Cashman, George, Gilfillan, Ginsburg, Gruzinska, Haberman, Siegel-Valdes

Senior Lecturers: Foard, Hendrickson

Lecturers: Deal, Lage, Le, Mango, Martinez, Oh, Pang, Petersen, Poudrier, Shimomura, Siriprakob, Stiffel, Walton-Ramirez, E. Wong, Zhang

Academic Associate: Glessner-Calkins**Research Associate Professor:** Sipka**Distinguished Scholars:** Martinez-Assad, Sefchovich

The faculty in the Department of Languages and Literatures offer graduate programs leading to the MA degree in Asian Languages and Civilizations—Chinese/Japanese, French, German, and Spanish. For concentrations available under each major, see the "College of Liberal Arts and Sciences Graduate Degrees and Majors" table, page 242.

Students admitted to the Master of Education degree program in Secondary Education may elect foreign languages as the subject matter field. See "Master of Education," page 142, for information on the Master of Education degree.

The faculty also offer a graduate program leading to the PhD degree in Spanish. See "Doctor of Philosophy," page 69, for general requirements.

It is recommended, but not required, that students applying for admission to the MA, MEd, or PhD program submit scores on the Graduate Record Examination.

The department also offers a Certificate in Translation.

MASTER OF ARTS

Candidates for the MA degree should, upon entrance, present the equivalent of an undergraduate major in the

COLLEGE OF LIBERAL ARTS AND SCIENCES

language in which the degree is sought. Those who lack this background, but who show strong potential and meet Division of Graduate Studies admissions requirements, may be admitted to a graduate program on a provisional basis, pending removal of specified deficiencies. These deficiencies must be completed in addition to the regular program of study for the master's degree.

Students in all graduate programs are expected to maintain a high level of linguistic fluency acceptable to a native speaker. Before acceptance in the program, applicants may be requested to furnish evidence of their proficiency.

The program of study for the MA degree includes a minimum of 30 semester hours of graduate-level work, as approved by the candidate's supervisory committee. The program must include a 500-level Bibliography and Research Methods course offered by the department. When approved by the candidate's supervisory committee, in some programs, nine hours in another language or in closely related courses may be included in the program.

Students who are primarily interested in teaching on the secondary or community college levels may select a program of study with a concentration in language and cultures. Students seeking an MA degree in Asian Languages and Civilization or in Spanish, should consult with the respective director of Graduate Studies.

Comprehensive Examination. All candidates are required to pass a comprehensive written or oral examination designed to evaluate the candidate's knowledge in the area of specialization. A reading list is provided as a guide to preparation for this examination.

Thesis Requirements. There are two options. The thesis option is required for students intending to pursue doctoral studies. In French, there is an applied project option for students intending to teach in K-12 or the community colleges; however, such students may also choose the thesis option. See the director of graduate studies to inquire about the two options. A thesis is required of students seeking an MA degree in Spanish. Consult the *Spanish Graduate Handbook* for more information.

Final Examination. A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

The PhD degree is offered with a major in Spanish with concentrations in literature or cultural studies.

Program of Study. A student's individual program of courses covering the various periods of Spanish and Latin American literature and/or culture, as well as the historical and political background of both areas, is determined in consultation with the supervisory committee. Specifically required as prerequisites are SPA 500 Bibliography and Research Methods, SPA 545 Concepts of Literary Criticism (for a concentration in literature), and SPA 598 ST: Cultural Studies/Semiotics of Culture (for a concentration in cultural studies).

At least 15 graduate credits must be earned in the subfield, and the candidate's program of study in the subfield must be approved by the subfield department. Normally the

comprehensive examination on the subfield, administered by the subfield department, must be satisfied before the comprehensive examination in Spanish. Students are urged to consult the *Spanish Graduate Handbook*.

Foreign Language Requirements. Each candidate is expected to demonstrate a reading knowledge of two languages other than Spanish. The language requirements must be satisfied before the candidate is eligible to take the comprehensive examination.

Comprehensive Examination. A written and oral comprehensive examination, designed to ascertain the candidate's knowledge and orientation in the field of study and competency to proceed with the dissertation, is required at or near the end of course work.

Dissertation Requirements. The candidate must present an acceptable dissertation based on original investigation. The dissertation must represent a significant contribution to knowledge and demonstrate the candidate's ability to do independent, scholarly research.

Final Examination. A final oral examination is required. This examination covers the subject matter of the dissertation and appropriate field.

UNDERGRADUATE CERTIFICATE IN TRANSLATION

The Department of Languages and Literatures offers an undergraduate certificate in translation. The certificate may be of personal or professional interest to graduate students. For more information, see the *ASU General Catalog* (accessible on the Web at www.asu.edu/catalog).

RESEARCH ACTIVITY

Faculty in the Department of Languages and Literatures conducts a wide array of research on topics relating to languages and cultures of the world. Of particular interest are contemporary and urban topics relating to the 20th-century and beyond, with special emphasis on urban studies, gender issues/sexual identities, popular culture, film, theater, and print media. Current pedagogical issues relating to language acquisition figures prominently in the department, as do technological developments. These include the teaching of languages and cultures, and the accessibility to and distribution of information regarding regions and topics of interest to faculty and students.

Asian Languages and Civilizations Research Activity. Within the two areas of China and Japan, the research activity of the faculty in Asian Languages and Civilizations covers a range of disciplines. These include historical as well as applied linguistics (especially language pedagogy), literary history and theory, and literary translation. Current research of the faculty explores such areas as Japanese sinology, the use and transformation of Chinese characters in Japan, premodern and modern fiction in both China and Japan, and the Chinese tradition of pastime fiction.

Spanish Research Activity. In addition to broad coverage of peninsular and Spanish-American literary and cultural topics, particular regional emphases lie within the U.S.

Southwest, Mexico, Central America, the Caribbean, the Andes, and the River Plate. Specific research projects by Spanish faculty members include topics in Chicano and Latino literature, literary translation, Hispanic literary bibliography, contemporary literary theory, Spanish-American colonial literature, Argentine narrative, contemporary Mexican and Centro-American literature, contemporary Spanish and Spanish-American poetry, Spanish-American oral tradition, Hispanic women writers, Latin American popular culture, Spanish-American Jewish writers, gender and queer studies, contemporary Spanish and Spanish-American theater and film, Spanish-American postmodern culture, prose narrative of the Golden Age, Hispanic linguistics and bilingualism/sociolinguistics, second language acquisition, applied linguistics, discourse analysis, and various topics in Brazilian literature.

CHINESE (CHI)

CHI 500 Bibliography and Research Methods. (3)

selected semesters

Introduces research materials on China in Chinese, Japanese, and Western languages. Overview of research methods. Lecture, discussion.

CHI 514 Advanced Classical Chinese. (3)

selected semesters

Close readings in selected premodern texts, with focus on special grammatical features, and increased vocabulary. Lecture, discussion.

CHI 520 Teaching of Chinese as a Second Language. (3)

selected semesters

Theory and practice of teaching Chinese, including presentation, interaction, and evaluation, with consideration given to cultural factors. Lecture, discussion.

CHI 535 Advanced Readings. (3)

selected semesters

Readings in primary and secondary sources in history, art, religious studies, economics, or other fields. Lecture, discussion.

CHI 543 Chinese Language and Linguistics. (3)

fall

Analysis and discussion, within the framework of linguistic theory, of selected problems in Chinese phonetics, morphology, and syntax. Lecture, discussion.

CHI 585 Problems of Translation. (3)

selected semesters

Theories and practice of translation: strategies for handling a variety of Chinese texts. Lecture, discussion.

CHI 591 Seminar. (3)

selected semesters

Topics in literary, linguistic, or cultural studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

FOREIGN LANGUAGES (FLA)

FLA Note 1. Completion of the First-Year Composition requirement (ENG 101 and 102 [or 105] or ENG 107 and 108 with a grade of "C" [2.00] or higher) is a prerequisite for all English courses above the 100 level.

FLA Note 2. A term paper or equivalent out-of-class written work is required in all upper-division (300- and 400-level) ENG courses.

FLA Note 3. English majors and minors are expected to have completed ENG 200 before taking 400-level literature courses.

FLA 461 Feminist Political Writing in Contemporary Europe. (3)

selected semesters

Examines the discourse of gender-politics in Central Eastern Europe before and after Soviet hegemony. Cross-listed as ENG 429. Credit is allowed for only ENG 429 or FLA 461. See FLA Notes 1, 2, 3.

FLA 464 Politics of Drama in 20th-Century Europe. (3)

selected semesters

Interdisciplinary examination of European drama before and after WWII. Cross-listed as ENG 429. Credit is allowed for only ENG 429 or FLA 464. See FLA Notes 1, 2, 3.

FLA 472 Literature and Politics in Pre- and Post-Communist Europe. (3)

selected semesters

Interdisciplinary examination of the cultures of Eastern Europe from WWI to the present. Cross-listed as ENG 429. Credit is allowed for only ENG 429 or FLA 472. See FLA Notes 1, 2, 3.

FLA 476 Literature and Film in 20th-Century Eastern Europe. (3)

selected semesters

Evaluates literary texts and films as a massive propaganda machine of the totalitarian state. Cross-listed as ENG 429. Credit is allowed for only ENG 429 or FLA 476. See FLA Notes 1, 2, 3.

FLA 515 Second-Language Acquisition. (3)

spring

Discusses and applies theories of second-language acquisition. Prerequisite: FLA 400 (or its equivalent).

FLA 525 Trends and Issues in Foreign Language Teaching. (3)

selected semesters

Advanced methods seminar, designed for experienced teachers.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

FRENCH (FRE)

FRE 421 Structure of French. (3)

fall

Phonology, morphology, syntax, semantics, and varieties of French. Prerequisites: both FRE 311 and 312 or only instructor approval.

FRE 422 Applied French Linguistics. (3)

spring

Applies linguistic theory and second language acquisition theory to teaching of French. Prerequisite: ASB 480 or ENG 213 or FLA 400.

FRE 423 French Syntax. (3)

spring

Analyzes French syntactic structure by contemporary theoretical models. Prerequisite: ASB 480 or ENG 213 or FLA 400.

FRE 432 Gay Identities in Modern French Literature. (3)

spring

Examines the representation of homosexuals as well as the emergence of homosexuality as a theme in modern French literature. Lecture, discussion. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 441 French Literature of the 17th Century. (3)

fall

From 1600 to 1660. Prerequisites: both FRE 321 and 6 hours of 300-level French or only instructor approval.

FRE 442 French Literature of the 17th Century. (3)

spring

From 1660 to 1700. Prerequisites: both FRE 321 and 6 hours of 300-level French or only instructor approval.

FRE 445 French Literature of the 18th Century. (3)

selected semesters

Contributions of the philosophers and the development of the novel and drama. Prerequisites: both FRE 321 and 6 hours of 300-level French or only instructor approval.

FRE 451 French Poetry of the 19th Century. (3)

spring

From Romanticism to Parnassian poetry to Symbolism. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 452 French Novel of the 19th Century. (3)

fall

From Constant, Hugo, Balzac, Stendhal, and Sand to Flaubert and Zola, with emphasis on major literary movements. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

FRE 453 Theater of the 19th Century. (3)

spring

From Romantic drama to the Symbolist Theater. Representative plays of Hugo, Musset, Vigny, Dumas, Becque, Rostand, Feydeau, and Mirbeau. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 461 Modern Narrative. (3)

fall

Representative authors from Gide to the new Nouveau Roman. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 462 Modern Poetry. (3)

spring

Representative authors from Mallarmé to Bonnefoy. Lecture, discussion. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 471 The Literature of Francophone Africa and the Caribbean. (3)

fall

Selected prose, poetry, and drama of black authors from Africa and the Caribbean. Prerequisites: both FRE 322 and 6 hours of 300-level French or only instructor approval.

FRE 472 Franco-Canadian Civilization. (3)

spring

Study of the civilization of Quebec in particular through its history, language, literature, music, and customs. Prerequisite: 9 hours of 300-level French or instructor approval.

FRE 480 Translation Theory and Practice. (3)

spring

Theoretical and practical approaches to the fundamentals of meaning-based translation. Lecture, seminar. Prerequisite: FRE 412 or instructor approval.

FRE 485 Literary Translation. (3)

spring

Theory and practice of literary translation with emphasis on application through individual translation project. Prerequisite: FRE 480.

FRE 500 Research and Critical Methods. (3)

fall

Overview of major critical and theoretical frameworks used to study French and Francophone literature. Required of all French graduate students in French literature.

FRE 510 Introduction to Textual Analysis. (3)

fall

Introduces various oral and written techniques aimed at explicating literary texts. Required of all French graduate students focusing on literature. Lecture, discussion.

FRE 521 History of the French Language. (3)

spring

Principal phonological, morphological, and semantic developments of French from Latin to present, with emphasis on Old and Middle French. Prerequisite: some familiarity with Latin recommended.

FRE 531 Medieval French Literature. (3)

fall

Readings in the epics, early drama, Roman courtois, and other representative literary genres of the Middle Ages.

FRE 535 Identity, Gender, and Society in Early Modern French Literature. (3)

fall

Readings in French Renaissance literature with special focus on Rabelais, Montaigne, Marguerite de Navarre. Lecture, discussion.

FRE 580 Translation Theory and Practice. (3)

spring

Theoretical and practical approaches to the fundamentals of meaning-based translation. Lecture, seminar. Prerequisite: FRE 412 or instructor approval.

FRE 585 Literary Translation. (3)

spring

Theory and practice of literary translation with emphasis on application through individual translation project. Lecture, seminar. Prerequisite: FRE 480.

FRE 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Advanced Problems in French Literature. (3)
- Balzac. (3)
- Corneille, Molière, and Racine. (3)
- Diderot, Voltaire, and Rousseau. (3)
- Flaubert. (3)
- French Existentialist Literature. (3)
- French Literary Criticism. (3)
- Proust. (3)
- Realism and Naturalism. (3)
- Romanticism. (3)
- Stendhal and Zola. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

GERMAN (GER)

GER 421 German Literature. (3)

fall

From the beginning to Classicism. Prerequisite: 6 hours of 300-level German.

GER 422 German Literature. (3)

spring

From Romanticism to the present. Prerequisite: 6 hours of 300-level German.

GER 453 German Literary Masterpieces on Film. (3)

fall, spring, summer

Film and literature in their correlation to each other and to cultural, political, and social trends in German-speaking countries. Special arrangements for graduate students and those without a knowledge of German. Lecture, discussion.

GER 500 Bibliography and Research Methods. (3)

selected semesters

Required of all graduate students.

GER 521 History of German Language. (3)

selected semesters

Linguistic development of German from the earliest records to the present.

GER 523 German Drama. (3)

selected semesters

Drama of the 19th and 20th centuries.

GER 527 The *Novelle*. (3)

selected semesters

Special studies in the German short story.

GER 591 Seminar. (1–12)

selected semesters

Special topics are concerned with a figure, theme, or work in German literature or Germanic studies. Topics may include the following:

- Faust. (3)
- Germanic Studies. (3)
- Goethe. (3)
- Grass and Böll. (3)
- Hesse. (3)
- Kafka. (3)
- Kleist. (3)
- Schiller. (3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

JAPANESE (JPN)

JPN 500 Bibliography and Research Methods. (3)

selected semesters

Introduces research materials on Japan both in Japanese and in Western languages. Overview of research methods. Lecture, discussion.

JPN 514 Advanced Premodern Japanese. (3)

selected semesters

Close readings of selected premodern texts, with focus on grammatical and stylistic features. Lecture, discussion. Prerequisite: JPN 414 (or its equivalent).

JPN 520 Teaching of Japanese as a Second Language. (3)*selected semesters*

Theory and practice of teaching Japanese, including presentation, interaction, and evaluation, with consideration given to cultural factors. Lecture, discussion.

JPN 535 Advanced Readings. (3)*selected semesters*

Readings in primary and secondary sources in history, art, religious studies, literature, or other fields. Lecture, discussion. Prerequisite: JPN 414 (or its equivalent).

JPN 543 Japanese Language and Linguistics. (3)*selected semesters*

Analysis and discussion of linguistic theories applied to Japanese phonology, morphology, and syntax, including psychological, sociological, and historical aspects.

JPN 585 Advanced Problems of Translation. (3)*selected semesters*

Theories and practice of translation; strategies for handling a variety of Japanese texts. Lecture, discussion. Prerequisite: JPN 435 (or its equivalent).

JPN 591 Seminar. (3)*selected semesters*

Topics in literary, linguistic, or cultural studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

RUSSIAN (RUS)**RUS 591 Seminar. (3)***selected semesters*

Topics in literary, linguistic, or other cultural studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

SPANISH (SPA)**SPA 500 Bibliography and Research Methods. (3)***fall*

Required of all graduate students.

SPA 536 Generation of 1898. (3)*selected semesters*

Works of Unamuno, Baroja, Azorín, and their contemporaries, studied against the ideological background of the turn of century in Spain.

SPA 540 History of the Spanish Language. (3)*spring*

Analyzes and discusses the development of Spanish from Vulgar Latin to the present day. Prerequisite: FLA 400 (or its equivalent).

SPA 541 Spanish Language in America. (3)*fall*

Discusses and analyzes various regional and social varieties of Spanish in the Americas. Prerequisite: FLA 400 (or its equivalent).

SPA 542 Studies in the Spanish of the Southwest. (3)*spring*

Examines bilingualism and the social and regional dialects of Spanish in the Southwest. Prerequisite: FLA 400 (or its equivalent).

SPA 543 Structure of Spanish. (3)*spring*

Analyzes and discusses data on selected topics in Spanish morphology, semantics, and syntax. Prerequisite: FLA 400 (or its equivalent).

SPA 544 Spanish Phonology. (3)*spring*

Surveys problems of Spanish phonology within the context of recent phonological theory. Prerequisite: FLA 400 (or its equivalent).

SPA 545 Concepts of Literary Criticism. (3)*spring*

Aims and methods of modern literary scholarship. Discusses major theories of literary analysis.

SPA 555 Spanish American Modernism. (3)*selected semesters*

Principal works and figures of literary modernism, 1880–1920, with emphasis on international literary context of the movement.

SPA 557 Contemporary Spanish American Poetry. (3)*selected semesters*

Major works and problems in contemporary poetry and poetics, with emphasis on Paz, Parra, Cardenal, and new poetry since 1960.

SPA 560 Medieval Spanish Literature. (3)*selected semesters*

Major figures and works of the Middle Ages in Spain.

SPA 561 Golden Age Spanish Prose Fiction. (3)*selected semesters*

Major figures and works of the 16th and 17th centuries, with emphasis on the picaresque novel.

SPA 562 Golden Age Spanish Poetry. (3)*selected semesters*

Major figures and works of the 16th and 17th centuries, with emphasis on lyric poetry.

SPA 563 Spanish Romanticism. (3)*selected semesters*

Principal figures and works of Spanish romanticism, with emphasis on international literary context of the movement.

SPA 564 19th-Century Spanish Prose Fiction. (3)*selected semesters*

Principal figures and works of realism in the 19th-century novel, with emphasis on Galdós.

SPA 565 20th-Century Spanish Drama. (3)*selected semesters*

Principal figures and works of Spanish dramatic literature from the Generation of 1898 to the present.

SPA 566 Generation of 1927. (3)*selected semesters*

Major poets of the Generation of 1927, with emphasis on works of Lorca, Guillén, Salinas, and Aleixandre.

SPA 567 Contemporary Spanish Novel. (3)*selected semesters*

Major works of post-Civil War Spanish fiction.

SPA 568 Cervantes. (3)*selected semesters*

Extensive analysis of the prose and theater of Cervantes as a key figure of the Spanish Golden Age. Lecture, seminar.

SPA 570 Indigenous Literatures of Spanish America. (3)*selected semesters*

Indigenous literary traditions, with emphasis on Nahuatl, Mayan, and Quechua literatures through readings in Spanish translations.

SPA 571 Colonial Spanish American Literature. (3)*selected semesters*

Major figures and works from conquest to independence.

SPA 572 Spanish American Drama. (3)*selected semesters*

Major contributions of Spanish American drama, with emphasis on contemporary dramatists.

SPA 573 Spanish American Essay. (3)*selected semesters*

Major works of the essay, within the framework of intellectual history and literary movements.

SPA 574 Spanish American Vanguard Poetry. (3)*selected semesters*

Examines poetic developments, 1920–1940, with emphasis on Huidobro, Vallejo, Neruda, and the international context of their works.

SPA 575 Contemporary Spanish American Novel. (3)*selected semesters*

Principal novels of the *Nueva Narrativa Hispanoamericana*, within the context of contemporary theories of the narrative.

SPA 576 Contemporary Spanish American Short Story. (3)*selected semesters*

Principal short stories of the *Nueva Narrativa Hispanoamericana*, within the context of contemporary theories of the narrative.

SPA 577 Regional Spanish American Literature. (3)*selected semesters*

Figures and works of major national (Peru, Argentina, Chile, and Mexico) and regional (Caribbean) literatures. Topics offered on a rotating basis. May be repeated when topics vary.

COLLEGE OF LIBERAL ARTS AND SCIENCES

SPA 578 Novel of the Mexican Revolution. (3)

selected semesters

Representative works and authors of this genre (Guzmán, Azuela, Urquiza, Muñoz, and Romero), including related or peripheral offshoots in indigenous novels.

SPA 581 Latin American Popular Culture. (3)

selected semesters

Studies in selected topics of Latin American popular culture, with emphasis on appropriate academic models for the critical analysis of these materials.

SPA 582 Studies in Latin American Film. (3)

selected semesters

Examines the role of film in contemporary Latin American culture; films viewed and analyzed as casebook examples. Seminar.

SPA 583 Latin American Feminist Filmmaking. (3)

selected semesters

Examines major Latin American films grounded in theories of women's lives. Seminar.

SPA 591 Seminar. (3)

selected semesters

Spanish and Spanish American literary, cultural, and linguistic topics.

SPA 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Cultural Studies/Semiotics of Culture

SPA 601 Latin American Feminist Cultural Production. (3)

selected semesters

Latin American feminist theory and studies as viewed through cultural production such as literature, film, photography, art. Seminar. Prerequisite: SPA 545 (or its equivalent).

SPA 691 Figures and Works Seminar. (3)

selected semesters

Topics may be selected from Spanish and Spanish American literatures.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Liberal Studies

The College of Liberal Arts and Sciences offers a master's degree designed for students interested in a multidisciplinary approach to human ideas and values. The program is intended for students seeking a graduate degree that explores the integration of the humanities with political, religious, social, and scientific questions within their cultural contexts. The distinctive feature consists of the three integrated core seminars specifically designed for the Master of Liberal Studies. This core series provides a graduate-level, integrated, interdisciplinary, and transdisciplinary approach to problems and issues articulated by the study of individuals in society. Initially, three concentrations are being offered in

1. borders: migration, health, and cultural identity;
2. gender, religion, and culture; and
3. science, society, and creative nonfiction writing.

This master's program has a program fee (in addition to graduate tuition) to cover alternative course delivery methods to accommodate the needs of working adults. For more information, access the CLAS Web site at clas.asu.edu.

MASTER OF LIBERAL STUDIES (MLS)

MLS 501 Writing About Social Issues: Culture, Gender, Society, and Well-being in the Southwest. (3)

fall, spring, summer

Reading and discussion of nonfiction writing on social issues that integrate cultural, gender, and societal issues that affect the well-being of urban communities with special attention to the Southwest. Lecture, in-class and online discussion.

MLS 502 Religion, Culture, and Health: Where Cultures Intersect. (3)

fall, spring, summer

Focuses on how cultural and religious notions may come into conflict around issues of health. Contrasts two societies, not necessarily contemporary, from different continents. Lecture, in-class and online discussion, writing.

MLS 503 Ethics, Science, and Culture. (3)

fall, spring, summer

Introduces ethics related to the practice of art, science, and medical practice in modern and premodern society. Lecture, in-class and online discussion, writing.

MLS 580 Practicum. (1–12)

selected semesters

MLS 584 Internship. (1–12)

selected semesters

MLS 593 Applied Project. (1–4)

selected semesters

MLS 598 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

School of Life Sciences

Master's and Doctoral Programs

sols.asu.edu

480/965-1768

LSE 229

Robert E. Page, Director

Andrew N. Webber, Associate Director for Graduate Programs

Regents' Professors: Alcock, Arntzen, Maienschein, Pyne

Ullman Professors: Collins, Hedrick

Professors: Briggs, Burke, Capco, Chandler, Clark-Curtiss, Curtiss, Creath, Day, Deviche, Dowling, Elser, Faeth, Fisher, Frasch, Grimm, Harrison, Hölldobler, B. Jacobs, M. Jacobs, Klopatek, Lawson, Misra, Moore, Mossman, Nash, Page, Poste, Rutowski, Sarewitz, Schmidt, Smith, Sommerfeld, Trelease, Vermaas, Walsberg, Webber, Young

Associate Professors: Armendt, Chang, Clark, Escalante, Fewell, Garcia-Pichel, Goldstein, Hoffman, Hogue, Joshi, Kumar, Mason, McGregor, Neuer, Orchinik, Pigg, Ramakrishna, Rawls, Roberson, Slater, Stout, Stromberg, Szarek, Towill, Wu

Assistant Professors: Anderies, Chen, Crook, DeNardo, Gadau, Gerber, Kinzig, Laubicher, Liebig, McGraw, Minter,

Mor, Newfeld, Rhoads, Robert, Rosenberg, Sabo, Touchman, Verrelli, Wilson-Rawls, Wojciechowski

Research Professors: Cardineau, Davidson, Mahoney, Pearson

Associate Research Professors: Lopez, Pettit

Assistant Research Professors: Bertram, Hope, Hu, Langland, Walmsley

Research Scientists: Bingham, LoBrutto

Herbarium Curator: Landrum

Museum Curator: Gill

The faculty in the School of Life Sciences offer programs leading to the MS and PhD degrees in biology, microbiology, molecular and cellular biology, and plant biology. A concentration in ecology is available, among other areas of study.

The faculty also participate in the program leading to the Master of Natural Science degree when one of the concentrations is biology, microbiology, or plant biology (see “[Natural Science](#),” page 309).

These programs are designed to prepare students for careers in teaching and research in educational, medical, industrial, and governmental institutions.

Graduate Record Examination. Applicants must submit Graduate Record Examination (GRE) scores. GRE scores in the advanced subject area are required for PhD applicants and are highly recommended for MS applicants.

Application Deadline. Complete college and School of Life Sciences supplemental application materials should be received by December 15 for admission in the fall semester.

FACILITIES

The modern Life Sciences center and Arizona Biodesign Institute house well-equipped research laboratories and teaching facilities. The W. M. Keck Bioimaging Laboratory includes a laser-equipped scanning confocal microscope and an LFO high resolution scanning electronic microscope. The Life Sciences Electron Microscopy Laboratory includes both scanning and transmission electron microscopes as well as a freeze-fracture unit. Housing of laboratory animals and maintenance of breeding colonies are provided by the Animal Research Center. Arizona fauna is well represented in the school's collections. Desert, montane, riparian, and lacustrine habitats are within driving distance; species diversity is high.

RESEARCH ACTIVITY

Faculty in the School of Life Sciences perform research encompassing all aspects of life sciences, ranging from functions inside of individual cells to the interaction of units within entire ecosystems. Topics include investigations in areas such as behavior; biology education; botany; cell and molecular biology; computational, statistical and mathematical biology; conservation biology; developmental biol-

ogy; ecology; evolution; genetics; history and philosophy of biology; microbiology; neuroscience; and physiology. Faculty and students utilize advanced technology (e.g., confocal microscopes, automated sequencers, etc.) to add to the knowledge base by addressing important fundamental and novel questions and to disseminate this knowledge to a wide audience. For more details, access the Web site at sols.asu.edu.

Biology

JOINT BACHELOR AND MASTER OF SCIENCE

This program allows students to pursue a joint MS degree and BS degree in Biology (including those students in the biology and society concentration). Students admitted to the program are concurrently enrolled in both the undergraduate and graduate classes and seminars. The students are not eligible for graduate prerequisites, including teaching and research assistantships, related health insurance, financial aid, or graduate award programs until the BS degree is complete. (See the *General Catalog* for distribution and credit requirements.) The graduate program requires a minimum of 30 semester hours above the 120 required for the undergraduate degree. Consistent with Division of Graduate Studies guidelines, no more than six semester hours of 400-level courses may be applied to the MS degree. Students follow the guidelines provided in the MS summary (see “[Master's Degrees](#),” page 67). A thesis and final oral examination are required at the same level as students in the regular MS program.

Students must be in the BS program in Biology with a GPA of 3.40 or greater at time of admission and should have completed 90 semester hours toward the BS, including at least 16 semester hours in BIO courses, three semester hours of calculus, and 11 semester hours of physical sciences (chemistry or physics preferred).

It is recommended that, by the time of admission, students complete a 300- or 400-level course in the area of the proposed thesis, a biometry or equivalent statistics course, and an upper-division chemistry course.

For more information, call the School of Life Sciences at 480/965-1768.

MASTER OF SCIENCE

The program of each student is prepared in consultation with the supervisory committee, consisting of a major professor and two additional faculty members. A minimum of 30 semester hours is required. The program must include six hours of thesis and one hour of seminar. The remainder of the program of study usually consists of (1) a mixture of course work, readings and conference, and seminars in the student's primary field and related fields and (2) research credits. Courses and research credits can be distributed in any combination appropriate to the student's individual educational goals. A typical program of study consists of six semester hours of thesis, one semester hour of seminar, nine to 15 hours of course work and additional seminars, and eight to 14 semester hours of research credit. A final oral examination covering the thesis and related subject matter is administered by the supervisory committee.

COLLEGE OF LIBERAL ARTS AND SCIENCES

DOCTOR OF PHILOSOPHY

The PhD degree program in Biology allows the student to acquire high research competency in one or more specialized areas while receiving a broad, solid grounding in biological sciences.

See “[Doctor of Philosophy](#),” page 69, for general requirements.

Program of Study. The program of study is planned by the student and the supervisory committee, consisting of a major professor and four additional faculty members. The program is tailored to the needs of the individual student.

Foreign Language Requirements. None.

Comprehensive Examination. The comprehensive examination consists of a written and oral component. To advance to candidacy for the PhD, the student must successfully complete three graduate seminars in areas different from the major area of emphasis. A synthetic, detailed research proposal must be completed by the fourth semester. The student must defend the proposal orally to the supervisory committee within three weeks after successful completion of the written research proposal.

Dissertation Requirements. A dissertation based on original research is required. (See “[Doctoral Dissertations](#),” page 68.)

Final Examination. A final defense of the dissertation is required. (See “[Open Dissertation Defenses](#),” page 69.)

BIOLOGY (BIO)

BIO 406 Computer Applications in Biology. (3)

fall
Computer analysis techniques in biology emphasizing data entry, management and analysis, and graphic portrayal. Employs mainframe and microcomputers. 2 hours lecture, 3 hours lab. Cross-listed as PLB 432. Credit is allowed for only BIO 406 or PLB 432. Fee. Prerequisites: both BIO 187 and MAT 117 (or 210) or only instructor approval.

BIO 410 Techniques in Wildlife Conservation Biology. (3)

fall
Field and analytical techniques used in evaluating population structure, viability and environmental impacts. Lecture, lab. Fee. Prerequisites: both BIO 317 and 320 or only instructor approval.

BIO 411 Advanced Conservation Biology I. (3)

selected semesters
Principles of conservation science, biology of threatened species, management principles that meet conservation goals, emphasizing North American ecosystems. Prerequisites: BIO 317, 320.

BIO 412 Advanced Conservation Biology II. (3)

spring
Global biodiversity patterns, processes, and conservation; global environmental change; sustainable use of natural resources; emphasizing international approaches to conservation biology. Prerequisites: BIO 317, 320.

BIO 415 Biometry. (4)

fall
Statistical methods applied to biological problems, design of experiments, estimation, significance, analysis of variance, regression, correlation, chi square, and bioassay; the use of computers. Does not satisfy laboratory requirements for the College of Liberal Arts and Sciences' General Studies program. 3 hours lecture, 3 hours lab. Fee. Prerequisite: MAT 210 (or its equivalent).

BIO 416 Professional Values in Science. (3)

once a year
Considers issues related to values in science such as collaboration, finances, legal issues, media, mentoring, ownership of ideas, scientific

integrity. Discussion, student projects. Cross-listed as HPS 410. Credit is allowed for only BIO 416 or HPS 410.

BIO 417 Experimental Design. (3)

spring
Fixed, random, mixed models; crossed and nested factorial designs; balanced and unbalanced data; completely randomized, blocked, repeated measure designs; ANCOVA. Prerequisite: BIO 415 (or its equivalent).

BIO 423 Population and Community Ecology. (3)

selected semesters
Organization and dynamics of population and communities, emphasizing animals. Theoretical and empirical approaches. Prerequisite: BIO 320 or instructor approval.

BIO 424 Mathematical Models in Ecology. (4)

selected semesters
Mathematical modeling of populations, communities, and ecosystems, including case studies and student-designed projects. 3 hours lecture, 3 hours lab. Prerequisites: BIO 320; a course in calculus.

BIO 425 Animal Ecology. (3)

selected semesters
Physiological and behavioral adaptations of individual animals to both abiotic and biotic environments. Prerequisite: BIO 320.

BIO 426 Limnology. (4)

selected semesters
Structure and function of aquatic ecosystems, with emphasis on freshwater lakes and streams. 3 hours lecture, 3 hours lab or field trip. Fee. Prerequisite: BIO 320 or instructor approval.

BIO 428 Biogeography. (3)

fall
Environmental and historical processes determining distributional patterns of animals and plants, emphasizing terrestrial life. Prerequisites: BIO 187 (or its equivalent); junior standing.

BIO 435 Research Techniques in Animal Behavior. (3)

selected semesters
Experimental and field studies of animal behavior; description and quantification of animal behavior and interpretation of behavior within an evolutionary framework. 1 hour lecture, 6 hours lab. Prerequisite: BIO 331.

BIO 441 Cytogenetics. (3)

selected semesters
Chromosomal basis of inheritance. Cross-listed as PLB 412. Credit is allowed for only BIO 441 or PLB 412. Prerequisite: BIO 340.

BIO 442 Cytogenetics Laboratory. (2)

selected semesters
Microscopic analysis of meiosis, mitosis, and aberrant cell division. 6 hours lab. Cross-listed as PLB 413. Credit is allowed for only BIO 442 or PLB 413. Pre- or corequisite: BIO 441 or PLB 412.

BIO 446 Principles of Human Genetics. (3)

once a year
Molecular and cellular analysis of the human genome. Prerequisite: BIO 340.

BIO 450 Advanced Developmental Biology. (3)

spring
Current concepts and experimental methods involving differentiation and biosynthetic activities of cells and organisms, with examples from microorganisms, plants, and animals. Prerequisite: BIO 351.

BIO 451 Cell Biotechnology Laboratory. (3)

fall
Mammalian cell culture techniques, including mouse embryonic stem cells, the use of bioreactors, cell fractionation, and digital video imaging. Lecture, lab. Cross-listed as BME 451. Credit is allowed for only BIO 451 or BME 451. Prerequisites: BIO 353; instructor approval.

BIO 453 Animal Histology. (4)

selected semesters
Microscopic study of animal tissues. 3 hours lecture, 3 hours lab. Fee. Prerequisite: BIO 187 or instructor approval.

BIO 460 Astrobiology. (3)

fall and spring
Origin, early evolution, distribution, and future of life on Earth and elsewhere in the cosmos. May be repeated for credit. Lecture, discussion, video conferences, possible field trips. Cross-listed as AST 460/CHM 483/GLG 460/MIC 475. Credit is allowed for only AST 460 or

BIO 460 or CHM 483 or GLG 460 or MIC 475. Prerequisite: instructor approval.

BIO 464 Photobiology. (3)

selected semesters

Principles underlying the effects of light on growth, development, and behavior of plants, animals, and microorganisms. Cross-listed as PLB 440. Credit is allowed for only BIO 464 or PLB 440. Prerequisites: CHM 231 (or 331); 12 hours in life sciences.

BIO 465 Neurophysiology. (3)

spring in even years

Detailed treatment of cellular and organismal neurophysiology and nervous system function. Prerequisite: BIO 360.

BIO 466 Neurophysiology Laboratory. (2)

selected semesters

Intracellular and extracellular electrophysiological recording techniques, histological preparations, and dye-filling techniques. 6 hours lab. Pre- or corequisite: BIO 465.

BIO 470 Systematic Zoology. (4)

spring in odd years

Philosophy, theory, practice of interpreting animal diversity, including species concepts speciation, nomenclature, and evolutionary and phylogenetic classification emphasizing phylogenetics. 3 hours lecture, 3 hours lab. Prerequisites: junior standing; 18 hours in life sciences.

BIO 471 Ornithology. (3)

spring in odd years

Biology of birds. 2 hours lecture, 3 hours lab, weekend field trips. Fee. Prerequisite: BIO 370 or instructor approval.

BIO 472 Mammalogy. (4)

fall in odd years

Classification, structure, habits, ecology, and distribution of mammals, emphasizing North American forms. 3 hours lecture, 3 hours lab or field trip, weekend field trips. Fee. Prerequisite: BIO 370 or instructor approval.

BIO 473 Ichthyology. (3)

spring in odd years

Systematics and biology of recent and extinct fishes. 2 hours lecture, 3 hours lab or field trip, weekend field trips. Fee. Prerequisites: both BIO 370 and 425 or only instructor approval.

BIO 474 Herpetology. (3)

spring in even years

Systematics and biology of recent and extinct reptiles and amphibians. 2 hours lecture, 3 hours lab or field trip. Fee. Prerequisite: BIO 370.

BIO 480 Methods of Teaching Biology. (3)

spring

Methods of instruction, experimentation, organization, and presentation of appropriate content in biology. Prerequisite: 20 hours in the biological sciences.

BIO 495 Undergraduate Thesis. (3)

fall, spring, summer

Guided research culminating in the preparation of an undergraduate thesis based on supervised research done in this and previous semesters. Prerequisites: at least 3 hours of BIO 310 (or 499); formal conference with instructor; instructor and department chair approval.

BIO 502 Transmission Electron Microscopy. (3)

selected semesters

Theory, use, and methods of preparing biological materials for transmission electron microscopy. Lecture, lab. Materials fee. Prerequisite: instructor approval.

BIO 505 Scanning Electron Microscopy. (3)

selected semesters

Theory, use, and methods of preparing biological materials for scanning electron microscopy. 2 hours lecture, 3 hours lab. Materials fee. Prerequisite: instructor approval.

BIO 508 Scientific Data Presentation. (2)

spring

Techniques necessary for presentation of scientific data used in journal publications, grant proposals, and visual presentations. Lecture, lab. Fee. Prerequisite: instructor approval.

BIO 515 Science, Technology, and Public Affairs. (3)

selected semesters

Explores the political, economic, cultural, and moral foundations of science and technology policy and governance in democratic society. Cross-listed as GLG 547/PAF 547. Credit is allowed for only BIO 515 or GLG 547 or PAF 547.

BIO 520 Biology of the Desert. (2)

selected semesters

Factors affecting plant and animal life in the desert regions and adaptations of the organisms to these factors. Prerequisite: 10 hours in biological sciences or instructor approval.

BIO 522 Populations: Evolutionary Ecology. (3)

selected semesters

Principles of population biology and community ecology within an evolutionary framework. 2 hours lecture, 2 hours recitation. Prerequisites: BIO 320, 415 (or MAT 210), 545.

BIO 524 Ecosystems. (3)

selected semesters

Structure and function of terrestrial and aquatic ecosystems, with emphasis on productivity, energetics, biogeochemical cycling, and systems integration. Prerequisite: BIO 320 (or its equivalent).

BIO 526 Quantitative Ecology. (3)

selected semesters

Sampling strategies, spatial pattern analysis, species diversity, classification, and applications of multivariate techniques to ecology. 2 hours lecture, 3 hours lab. Prerequisites: BIO 415 (or its equivalent); a course in ecology.

BIO 529 Advanced Limnology. (3)

selected semesters

Recent literature, developments, methods, and limnological theory; field and lab application to some particular topic in limnology. Prerequisite: BIO 426.

BIO 543 Molecular Genetics. (3)

fall

Nature and function of the gene; emphasis on the molecular basis of inheritance and gene expression in prokaryotes and eukaryotes. Prerequisites: BIO 340; a course in organic chemistry.

BIO 545 Populations: Evolutionary Genetics. (3)

selected semesters

Mathematical models in the description and analysis of the genetics of populations. Prerequisites: a combination of BIO 320 and 345 and 415 or only instructor approval.

BIO 547 Techniques in Evolutionary Genetics. (4)

selected semesters

Practical experience in modern techniques for the study of evolution. Lecture, lab. Prerequisites: BIO 340, 345; instructor approval.

BIO 550 Advanced Cell Biology. (3)

spring

Applications of contemporary electron microscopic and biochemical/molecular techniques for studying eukaryotic cell functions. Mechanisms of intracellular protein trafficking. Prerequisites: BIO 353 (or 360 or its equivalent or ABS 360); CHM 231 (or 331 or its equivalent).

BIO 551 Biomembranes. (3)

selected semesters

Structure and function of biological membranes, emphasizing synthesis, fluidity, exocytosis, endocytosis, and cell responses to hormones and neurotransmitters. Prerequisites: BIO 353 and CHM 231 (or 331) (or their equivalents).

BIO 552 Developmental Genetics. (3)

spring

Genetic approaches to the analysis of development during the life cycle of eukaryotic organisms, and the role of genes in the unfolding of the differentiated phenotype. Prerequisite: BIO 340.

BIO 560 Comparative Physiology. (3)

selected semesters

Analyzes function in invertebrates and vertebrates, emphasizing evolutionary trends in physiological systems. Prerequisite: BIO 360 (or its equivalent).

BIO 566 Environmental Physiology. (3)

selected semesters

Physiological responses and adaptations of animals to various aspects of the physical environment. Prerequisites: BIO 320, 360.

COLLEGE OF LIBERAL ARTS AND SCIENCES

BIO 569 Cellular Physiology. (3)

selected semesters

Emphasizes the molecular basis for cell structure and function. Prerequisites: BIO 360; a course in organic chemistry.

BIO 583 OTS: Fieldwork in Tropical Biology. (6–8)

spring and summer

Intensive field-orientated classes with Organization for Tropical Studies (OTS) in Costa Rica with emphasis on research in ecology and systematics. Lecture, lab, fieldwork. Cross-listed as PLB 583. Credit is allowed for only BIO 583 or PLB 583. Prerequisites: graduate standing; a course in basic ecology.

BIO 584 Internship. (1–12)

fall and spring

BIO 591 Seminar. (1–12)

fall and spring

May be repeated for credit. Topics may include the following:

- Adaptations. (1–3)
- Behavior. (1–3)
- Cell Biology. (1–3)
- Ecology. (1–3)
- Evolution. (1–3)
- Genetic Engineering. (1–3)
- Genetics. (1–3)
- Physiology. (1–3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Microbiology

Applicants are expected to have completed the requirements for an undergraduate major in Biology, Chemistry, or Microbiology or have an adequate background in related courses in biology, chemistry, mathematics, physics, and plant biology.

The graduate programs are designed to prepare students for careers in teaching and in research on various aspects of microbiology in educational institutions, industry, or government agencies.

MASTER OF SCIENCE

See “Master’s Degrees,” page 67, for general requirements.

Program of Study. A minimum of 30 semester hours of graduate credit are required, of which at least six hours must be thesis and research credit. The program is planned by the student in consultation with the supervisory committee.

Foreign Language Requirements. None.

Comprehensive Examination. Students are expected to achieve, through 18 semester hours of course work, a fundamental understanding of the following subdisciplines: bacterial genetics, immunology, molecular biology, physiology and metabolism, and virology. Alternatively, the student may demonstrate this fundamental understanding through the combination of a comprehensive examination, prepared by the student’s supervisory committee, and 12 semester hours of formal course work.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination covering the thesis and related subject matter is required.

DOCTOR OF PHILOSOPHY

See “Doctor of Philosophy,” page 69, for general requirements.

Program of Study. At least 60 semester hours of graduate credit, in addition to 24 hours of dissertation and research, are required; a minimum of 18 semester hours of this total is in formal course work. The program is planned in consultation with the supervisory committee.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations are required.

Dissertation Requirements. A dissertation based on original work of high quality, demonstrating proficiency in the student’s area of interest, is required. (See “Doctoral Dissertations,” page 68.)

Final Examination. A final oral examination in defense of the dissertation is required.

MICROBIOLOGY (MIC)

MIC 420 Immunology: Molecular and Cellular Foundations. (3)

fall

Molecular and cellular foundations of immunology. Antibody/antigen interactions, cellular response, cytokines, immunogenetics, immunoregulation, autoimmunity, psychoneuroimmunology research/medical perspectives. Prerequisites: both CHM 231 (or 331) and MIC 205 (or 220) or only instructor approval.

MIC 421 Experimental Immunology. (2)

fall and spring

Introduces the basic techniques, methods, and assays used in immunology. 6 hours lab. Fee. Prerequisites: a combination of CHM 231 and 331 and MIC 302 or only instructor approval.

MIC 425 Advanced Immunology. (3)

selected semesters

Survey of recent advances in immunology, including lymphocyte membranes, lymphokines/biochemistry, molecular genetics, theoretical immunology, immunoregulation, neuroimmunology, and immunologic diseases. Prerequisite: MIC 420 or instructor approval.

MIC 428 Immunophilosophy. (3)

selected semesters

Integrates immunology and philosophy, including psychoneuroimmunology and the mind-body problem, and immunologic/psychologic perspectives on self and self-identity. Discussion, original literature readings and written assignments. Cross-listed as PHI 428. Credit is allowed for only MIC 428 or PHI 428. Pre- or corequisite: MIC 420 or PHI 317 or instructor approval.

MIC 441 Bacterial Genetics. (3)

spring

Survey of genetic exchange and regulatory processes in bacteria and their viruses. Bacteria and viruses as tools in genetic engineering. Prerequisites: both BIO 340 and MIC 205 (or 220) or only instructor approval.

MIC 442 Bacterial Genetics Laboratory. (1)

fall

Techniques of mutagenesis, mapping, and strain and genetic library construction. 4 hours lab. Prerequisites: MIC 206, 302. Pre- or corequisite: MIC 441.

MIC 445 Techniques in Molecular Biology/Genetics. (2)

fall and spring

Molecular genetic principles: plasmid construction, purification, and characterization; PCR; mutagenesis; hybridization and sequence analysis; protein quantitation; immunologic detection and electrophoresis. Cross-listed as MBB 445. Credit is allowed for only MBB 445 or MIC 445. Prerequisites: both BIO 340 and MIC 302 or only instructor approval.

MIC 446 Techniques in Molecular Biology/Genetics Lab. (2)*fall and spring*

Molecular genetic techniques; plasmid construction, purification, and characterization; PCR; mutagenesis; hybridization and sequence analysis; protein quantitation; immunologic detection and electrophoresis. Cross-listed as MBB 446. Credit is allowed for only MBB 446 or MIC 446. Pre- or corequisite: MBB 445 or MIC 445.

MIC 461 Geomicrobiology. (3)*spring*

Past and present interactions among microbial life, geological materials, and biogeochemical cycles involving carbon, sulfur, phosphate, nitrogen, and metals. Cross-listed as GLG 461. Credit is allowed for only GLG 461 or MIC 461. Prerequisites: introductory courses in chemistry and microbiology (or geological sciences); instructor approval.

MIC 470 Bacterial Diversity and Systematics. (4)*selected semesters*

Biology, classification, and enrichment culture of the nonpathogenic bacteria. 2 hours lecture, 6 hours lab. Fee. Prerequisite: MIC 302.

MIC 475 Astrobiology. (3)*fall and spring*

Origin, early evolution, distribution, and future of life on Earth and elsewhere in the cosmos. May be repeated for credit. Lecture, discussion, video conferences, possible field trips. Cross-listed as AST 460/ BIO 460/CHM 483/GLG 460. Credit is allowed for only AST 460 or BIO 460 or CHM 483 or GLG 460 or MIC 475. Prerequisite: instructor approval.

MIC 484 Internship. (1–12)*fall, spring, summer***MIC 485 General Virology. (3)***fall*

Fundamental principles of viruses, their molecular biology, replication, genetics, and pathogenesis. Prerequisites: a combination of BCH 361 and MIC 206 and 220 or only instructor approval.

MIC 527 Neuroimmunology. (3)*selected semesters*

Studies the mind's influence on immunity and the immune system's influence on the mind, neuroimmunologic diseases, and the neuroimmunological circuitry involved. Seminar. Prerequisite: MIC 420 or instructor approval.

MIC 585 Molecular Virology. (3)*fall*

Selected topics concerning molecular aspects of eukaryotic virus replication and pathogenesis. Prerequisite: instructor approval.

MIC 591 Seminar. (1–12)*fall and spring*

Topics may include the following:

- Advanced Bacterial Studies
- Bacterial Ecology. (1–3)
- Current Research in Microbiology. (1–3)
- Enzymology. (1–3)
- Genetic Engineering. (1–3)
- Genetics. (1–3)
- Immunology. (1–3)
- Molecular Virology. (1–3)
- Neuroimmunology. (1–3)
- Pathogenic Bacteriology. (1–3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Molecular and Cellular Biology

The interdisciplinary MS and PhD degrees in Molecular and Cellular Biology are administered by the School of Life Sciences. The participating faculty are drawn primarily from the Department of Chemistry and Biochemistry and the School of Life Sciences, with additional faculty from the Departments of Anthropology, Bioengineering, Chemical

and Materials Engineering, Kinesiology, Physics and Astronomy and Psychology. See the Web site for a list of participating faculty from other departments. One striking aspect of studies in this broad area of biological science is the interdisciplinary nature of the field. Similar approaches and techniques are used for studies of biological systems whether they are viral, bacterial, plant, or animal.

The graduate degrees offered by the faculty through this program prepare students for careers that span traditional disciplinary boundaries. The broad-based training provides the necessary skills for professional careers in academic institutions, governmental institutions, and industry, particularly those related to health and chemical sciences.

TOEFL and SPEAK Test. Students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). A TOEFL score of 630 (paper) or 267 (computer) is required for admission to the program. Students whose native language is not English must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of at least 55 if they wish to be considered for teaching assistantship support.

MASTER OF SCIENCE

See "Master's Degrees," page 67, for general requirements.

Program of Study. Thirty semester hours are required. A minimum of 10 designated semester hours of MCB courses and six hours of research and thesis are required. The remaining courses are selected by the student in consultation with the supervisory committee.

Thesis Requirements. A written thesis based on original research is required.

Final Examination. A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

See "Doctor of Philosophy," page 69, for general requirements.

Program of Study. Eighty-four semester hours are required. A minimum of 12 designated semester hours of MCB courses, six semester hours of elective course work, and 24 semester hours of research and dissertation are required. The remaining courses are selected by the student in consultation with the supervisory committee.

Comprehensive Examinations. Written and oral comprehensive examinations are required.

Dissertation Requirements. A written dissertation based on original research of high quality that demonstrates proficiency in the area of specialization is required.

Final Examination. The final oral examination in defense of the dissertation is required. Evidence must be presented that the research contribution is publishable in the primary literature.

COLLEGE OF LIBERAL ARTS AND SCIENCES

MOLECULAR AND CELLULAR BIOLOGY (MCB)

MCB 500 Research Methods in Molecular and Cellular Biology. (2)

fall and spring

Rotation laboratory experiences in which students participate in research under the direction of an MCB faculty member. May be repeated for credit.

MCB 501 Seminar: Molecular and Cellular Biology Colloquium. (1)

fall and spring

Presentation of current research by noted researchers in the field. May be repeated for credit.

MCB 555 Advanced Molecular and Cellular Biology I. (3)

fall

Study of structural and functional organization of biomolecules and cells, based on current literature. May be repeated once for credit. 3 hours lecture, discussion. Pre- or corequisites: BCH 461; BIO 543 (or its equivalent).

MCB 556 Advanced Molecular and Cellular Biology II. (3)

spring

Continuation of MCB 555. May be repeated once for credit. 3 hours lecture, discussion. Pre- or corequisites: BCH 462; BIO 543 (or its equivalent).

MCB 576 Functional Genomics. (2)

spring

Functional relevance of genomic sequences; DNA arrays, proteomics, analysis of genomic information for metabolic physiology of organisms. Cross-listed as PLB 576. Credit is allowed for only MCB 576 or PLB 576. Prerequisite: MAT 351.

MCB 591 Seminar: Current Literature in Molecular and Cellular Biology. (1)

fall and spring

Presentation and discussion of current research in the areas of molecular and cellular biology. May be repeated for credit.

MCB 598 Special Topics. (1–4)

selected semesters

MCB 555 and 556 may be taken as one-semester-hour sections listed by the instructor.

MCB 700 Research Methods in Molecular and Cellular Biology. (2)

fall and spring

Rotation laboratory experiences in which students participate in research under the direction of an MCB faculty member. May be repeated for credit.

MCB 701 Seminar: Molecular and Cellular Biology Colloquium. (1)

fall and spring

Presentation of current research by noted researchers in the field. May be repeated for credit.

MCB 791 Seminar: Current Literature in Molecular and Cellular Biology. (1)

fall and spring

Presentation and discussion of current research in the areas of molecular and cellular biology. May be repeated for credit.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

Plant Biology

MASTER OF SCIENCE

Prerequisites. Applicants should have completed the requirements for an undergraduate major in the plant sciences, biology, or related discipline, with an adequate background in related courses in chemistry, mathematical, and physical sciences.

Program of Study. A minimum of 30 semester hours of graduate credit is required. The program must include at least three semester hours of research, three semester hours of thesis, one semester of the core course PLB 502 Perspec-

tives in Plant Biology and one hour of participatory seminar (PLB 591). The program is planned by the student in consultation with the supervisory committee.

Foreign Language Requirements. None.

Comprehensive Examination. Not required.

Thesis Requirements. A thesis is required.

Final Examination. A final research seminar and an oral examination covering the thesis and related subject matter are required.

DOCTOR OF PHILOSOPHY

See ["Doctor of Philosophy," page 69,](#) for general requirements.

Program of Study. A minimum of 84 semester hours of graduate credit is required. The program must include at least 24 hours of research and dissertation credit and at least 30 hours of formal graduate course work. One semester of the core course PLB 502 Perspectives in Plant Biology and two hours of participatory seminar (PLB 591) are included in the required course work. Courses numbered 590 or 790 (Reading and Conference) are not considered formal courses. The program is planned by the student in consultation with a program committee that also administers and evaluates the comprehensive examinations.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations administered and evaluated by the student's program committee are required.

Dissertation Requirements. A dissertation based on original work of high quality, demonstrating proficiency in the student's area of interest, is required. (See ["Doctoral Degrees," page 68.](#))

Final Examination. A final oral examination in defense of the dissertation is required.

MOLECULAR BIOSCIENCES/BIO TECHNOLOGY (MBB)

MBB 445 Techniques in Molecular Biology/Genetics. (2)

fall and spring

Molecular genetic principles: plasmid construction, purification, and characterization; PCR; mutageneses; hybridization and sequence analysis; protein quantitation, immunologic detection, and electrophoresis. Cross-listed as MIC 445. Credit is allowed for only MBB 445 or MIC 445. Prerequisites: both BIO 340 and MIC 302 or only instructor approval.

MBB 446 Techniques in Molecular Biology/Genetics Lab. (2)

fall and spring

Molecular genetic techniques; plasmid construction, purification, and characterization; PCR; mutageneses; hybridization and sequence analysis; protein quantitation; immunologic detection and electrophoresis. Cross-listed as MIC 446. Credit is allowed for only MBB 446 or MIC 446. Pre- or corequisite: MBB 445 or MIC 445.

MBB 484 Internship. (3)

selected semesters

MBB 490 Capstone: Issues in Biotechnology. (2)

fall and spring

Integrates science and humanities within problem-solving exercises dealing with intellectual property, ethics, regulatory issues, business practices, and commercialization. May be repeated for credit. Prerequisite: Molecular Biosciences/Biotechnology major or instructor approval.

MBB 499 Individualized Instruction. (3)*selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

PLANT BIOLOGY (PLB)**PLB 400 Lichenology. (3)***spring in odd years*

Chemistry, ecology, physiology, and taxonomy of lichens. 2 hours lecture, 3 hours lab. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent).

PLB 401 Mycology. (3)*spring*

Fungal morphology and systematics with an introduction to fungal cell biology, ecology, economic significance, and growth and development. 2 hours lecture, 3 hours lab. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent) or only MIC 206.

PLB 402 Service Learning. (3)*fall and spring*

K-12 tutoring and mentoring internship related to academic course work in plant biology; requires weekly reflective reading and writing. May be repeated for credit. Internship. Fee. Pre- or corequisite: BIO 187 or PLB 108 (or 200 and 201).

PLB 404 Phycology. (4)*spring*

Algae (both fresh water and marine forms), emphasizing field collection and identification of local representatives. Morphological, ecological, and economic aspects of the algae. 3 hours lecture, 3 hours lab. Fee. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent).

PLB 407 Plant Fossils and Evolution. (4)*spring in odd years*

Broad survey of plant life of the past, including the structure of plant fossils, their geologic ranges, geographic distribution, and paleoenvironment. 3 hours lecture, 3 hours lab or field trip. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent).

PLB 410 Angiosperm Taxonomy. (3)*spring*

Principles underlying angiosperm phylogeny. 2 hours lecture, 3 hours lab. Prerequisite: PLB 310 or instructor approval.

PLB 411 Trees and Shrubs of Arizona. (3)*fall*

Identification of woody plants from desert, chaparral, and forest habitats in Arizona. 1 hour lecture, 3 hours lab, field trips. Fee. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent) or only instructor approval.

PLB 414 Plant Pathology. (3)*spring*

Identification and control of biotic and abiotic factors that cause common disease problems to plants. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 (or its equivalent) or only instructor approval.

PLB 502 Perspectives in Plant Biology. (3)*fall*

Introduces major areas of research within the department with the goal of broadening knowledge to enable multidisciplinary research and communication. Prerequisite: instructor approval.

PLB 583 OTS: Fieldwork in Tropical Biology. (6-8)*spring and summer*

Intensive field-orientated classes with Organization for Tropical Studies (OTS) in Costa Rica with emphasis on research in ecology and systematics. Lecture, lab, fieldwork. Cross-listed as BIO 583. Credit is allowed for only BIO 583 or PLB 583. Prerequisites: graduate standing; a course in basic ecology.

PLB 591 Seminar. (1)*fall and spring***Environmental Science and Ecology****PLB 420 Plant Ecology: Organisms and Populations. (3)***spring in odd years*

Factors and controls on the physiological ecology and organization of plants and plant populations using empirical and theoretical

approaches. 2 hours lecture, 3 hours lab. Fee. Prerequisite: BIO 320 or PLB 322 (or its equivalent).

PLB 421 Plant Ecology: Communities and Ecosystems. (3)*spring in even years*

Plant community organization, field sampling techniques, and the structure and function of terrestrial ecosystems emphasizing the role of vegetation. 2 hours lecture, 3 hours lab. Fee. Prerequisite: BIO 320 or PLB 322 (or its equivalent).

PLB 422 Plant Geography. (3)*selected semesters*

Plant communities of the world and their interpretation, emphasizing North American plant associations. Cross-listed as GPH 422. Credit is allowed for only GPH 422 or PLB 422. Prerequisites: preferably both PLB 200 and 201 or only BIO 187 or only GPH 111.

PLB 430 Statistical Analyses in Environmental Science. (3)*spring*

ANOVAS, 1-way classification of factorial and partially hierarchic designs; introductory multivariate statistics. Fee. Prerequisite: MAT 210 (or its equivalent).

PLB 432 Computer Applications in Biology. (3)*fall*

Computer analysis techniques in biology emphasizing data entry, management and analysis, and graphic portrayal. Employs mainframe and microcomputers. 2 hours lecture, 3 hours lab. Cross-listed as BIO 406. Credit is allowed for only BIO 406 or PLB 432. Fee. Prerequisites: both BIO 187 and MAT 117 (or 210) or only instructor approval.

PLB 434 Landscape Ecological Analysis and Modeling. (3)*spring in odd years*

Technical methods of landscape ecological analyses. Includes mathematical and statistical examination and modeling of landscape ecological patterns and processes. Prerequisites: both BIO 320 and 406 or only PLB 432 (or its equivalent).

PLB 520 Plant Structural Adaptation. (1-3)*selected semesters*

Adaptive traits of leaf size/unique growth form on energy transfer efficiency; stomatal architecture and water-use efficiency; applications of stable isotopes. Prerequisite: BIO 320 or PLB 306 (or 308 or its equivalent).

PLB 522 Plant Photosynthetic Adaptation. (1-3)*selected semesters*

Evolution and ecology of C4 and CAM; adaptive traits improving competitive ability in natural environments; comparative physiology of desert plants. Prerequisite: PLB 308 or instructor approval.

PLB 524 Methods in Environmental Plant Physiology. (3)*spring in odd years*

Techniques to measure and quantify microclimate and mass transfer. Supporting principles. 2 hours lecture, 3 hours lab. Prerequisite: BIO 320 or PLB 308.

Plant Biochemistry and Molecular Biology**PLB 440 Photobiology. (3)***selected semesters*

Principles underlying the effects of light on growth, development, and behavior of plants, animals, and microorganisms. Cross-listed as BIO 464. Credit is allowed for only BIO 464 or PLB 440. Prerequisites: CHM 231 (or 331); 12 hours in life sciences.

PLB 444 Plant Growth and Development. (3)*spring*

Molecular basis of development, role of signal transduction pathways/gene regulation in control of organ formation, pollination, germination, and growth. Prerequisite: BIO 353.

PLB 530 Introduction to Structural and Molecular Biology. (4)*fall*

Structure and function of cells, proteins, membranes, and the genome; gene expression and biogenesis of structures; application of computer imaging. Cross-listed as CBS 530. Credit is allowed for only CBS 530 or PLB 530. Prerequisites: one year of biology; one semester of organic chemistry.

PLB 540 Plant Biochemistry. (3)*selected semesters*

Structure/function relationships of molecules, emphasizing processes unique to plants: carbon fixation, synthesis of storage products, pigments, and secondary metabolites. Prerequisites: both BCH 361 and PLB 308 or only instructor approval.

PLB 550 Plant Molecular Biology. (2)

spring in odd years

Biochemistry and molecular biology of plant organelles, including protein targeting, plant viruses, and molecular designs for plant improvements. Prerequisite: instructor approval.

PLB 552 Plant Genetic Engineering. (3)

spring

Plant transformation utilization of transgenic plants, transient gene expression assays, and applications of plant genetic engineering. Prerequisite: instructor approval.

PLB 553 Plant Genetic Engineering Laboratory. (2)

spring

Plant transformation, utilization of transgenic plants, transient gene expression assays, and applications of plant genetic engineering. 6 hours lab. Prerequisite: instructor approval.

PLB 554 Plant Biotechnology. (3)

selected semesters

Aseptic, clonal propagation of plants and in vitro culture of cells, organs, and tissues. 2 hours lecture, 3 hours lab. Prerequisite: ABS 363 or PLB 308.

PLB 558 Molecular Mechanisms of Photosynthesis. (3)

spring

Structure and function of photosynthetic complexes; mechanism of energy conversion in plants, bacteria, and model systems. Cross-listed as BCH 568. Credit is allowed for only BCH 568 or PLB 558. Prerequisite: instructor approval.

PLB 576 Functional Genomics. (2)

spring

Functional relevance of genomic sequences; DNA arrays, proteomics, analysis of genomic information for metabolic physiology of organisms. Cross-listed as MCB 576. Credit is allowed for only MCB 576 or PLB 576. Prerequisite: MAT 351.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see [“Omnibus Courses,” page 56.](#)

Linguistics

Certificate Program

For information on the Graduate Certificate in Linguistics, access the Web site at linguistics.asu.edu, or call 480/965-0792. For LIN courses, see [“Linguistics \(LIN\),” page 269.](#)

Materials Science

Interdisciplinary Master’s Program

See [“Materials Science,” page 79.](#)

Mathematics

Master’s and Doctoral Programs

math.la.asu.edu

480/965-3951

PS A216

Andrew Bremner, Chair

Professors: Armbruster, Barcelo, Bremner, Castillo-Chavez, Gardner, Ihrig, Jackiewicz, Kadell, Kawski, Kierstead, Kostelich, Kuang, Kuiper, Lai, Lohr, Lopez, Mahalov, Mittelmann, Nicolaenko, Quigg, Renaut, Ringhofer, Smith, Suslov, Thieme, Young

Associate Professors: Baer, Blount, Carlson, Childress, Farmer, Gelb, Hurlbert, D. Jones, J. Jones, Kaliszewski, McCarter, Moore, Nikitin, Prewitt, Spielberg, Taylor, Welfert

Assistant Professors: Chen, Crook, Czygrinow, Majumdar, Oehrtman, Roudenko, Zandieh

The faculty in the Department of Mathematics and Statistics offer graduate programs leading to the MA and PhD degrees in Mathematics.

The faculty also participate in the program leading to the Master of Natural Science (MNS) degree when one of the concentrations is mathematics. In collaboration with the College of Education, the department offers an option for the MNS degree that leads to high school certification.

In addition, the faculty participate in the interdisciplinary program leading to the MS degree in Statistics (see [“Statistics,” page 83.](#))

It is required that students applying to one of these programs submit scores on the Graduate Record Examination.

Students in the College of Education admitted to the Master of Education (see [“Master of Education,” page 142.](#)) or Doctor of Education (see [“Doctor of Education,” page 143.](#)) degree program in Secondary Education may elect mathematics as the subject matter field. These programs are offered through the College of Education.

MASTER OF ARTS

This degree is designed for students who wish to extend their knowledge of mathematics or prepare for certain careers related to mathematics. To be admitted without deficiencies, the student’s background should include an undergraduate mathematics major or an equivalent preparation such as may be obtained in certain undergraduate programs in engineering or the sciences. In particular, the student’s preparation must include courses in linear algebra and foundations of analysis. A certain degree of familiarity with computer languages may also be required for some areas of study.

Students pursuing the MA degree in Mathematics may choose one of the following areas: general mathematics,

applied mathematics, statistics and probability, mathematics education, and computational mathematics. Information concerning the requirements for each area may be obtained from the department. See “[Master’s Degrees](#),” page 67, for general requirements.

Program of Study. The program of study, including courses in mathematics and related subjects, is selected with the recommendation of the student’s supervisory committee. Ordinarily, a program of study consists of a minimum of 30 semester hours.

Foreign Language Requirements. None.

Thesis Requirements. Students can choose a thesis or a nonthesis MA degree. For details, contact the department.

Comprehensive Examinations. Written examinations are required for both thesis and nonthesis options—one for the thesis option and two for the nonthesis option. For the thesis option, course work can be substituted for the exam. For more information, contact the department.

Final Examination. For students who choose the thesis option, a final oral examination in defense of the thesis is required.

MASTER OF NATURAL SCIENCE

The faculty of the department participate in programs leading to the MNS degree (see “[Natural Science](#),” page 309). This degree is intended for the student who is interested in an interdisciplinary program with a major emphasis in mathematics and a minor emphasis in a related subject. The student’s supervisory committee consists of two faculty members of the department and one faculty member of the department in the related area. The supervisory committee designs a program of study of at least 36 semester hours that is appropriate for the type of interdisciplinary work the student wishes to pursue. One option of the MNS degree leads to high school certification and another focuses on mathematics education. The intention is to develop high school teachers with an excellent subject knowledge in mathematics. For more information, contact the Department of Mathematics and Statistics.

DOCTOR OF PHILOSOPHY

This PhD is intended for the student with superior mathematical ability, emphasizing the development of creative scholarship and breadth and depth in background knowledge. Admission to the degree program is normally granted after completion of the master’s degree. See “[Doctoral Degrees](#),” page 68, for general requirements.

Program of Study. The program of study is constructed with the recommendation of the student’s supervisory committee.

Qualifying Examinations. Qualifying examinations are required. They test a student’s mastery of basic material in two of the following seven areas: algebra, differential equations, discrete mathematics, mathematical statistics, mathematical biology, numerical methods, and real analysis. Each qualifying exam covers a year-long sequence of courses.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral comprehensive examinations are required.

Dissertation Requirements. A dissertation reporting significant, original research suitable for publication in a professional research journal is required. See “[Doctoral Dissertations](#),” page 68.

Final Examination. A final oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

With more than 50 faculty members in the Department of Mathematics and Statistics, research interests cover most aspects of mathematics. In particular, the department has strengths in algebra, analysis, computational mathematics, control and system science, differential equations, discrete mathematics, dynamical systems and chaos, mathematical biology, mathematics education, number theory, and statistics. Research interests of the faculty may be seen by accessing the department’s Web site at math.la.asu.edu.

In addition to the following standard courses, the department also offers many graduate-level special topic courses in most subject areas, especially in the area of mathematical biology.

MATHEMATICS (MAT)

MAT 410 Introduction to General Topology. (3)

once a year
Topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite: MAT 300 or 371 or instructor approval.

MAT 415 Introduction to Combinatorics. (3)

fall
Topics include proof techniques, permutations, combinations; counting techniques, including recurrence relaxations, generating functions, inclusion-exclusion; Ramsey theory and combinatorial designs. Prerequisites: both MAT 300 (or 243) and 342 (or 242 or 343) or only instructor approval.

MAT 416 Introduction to Graph Theory. (3)

spring
Topics include trees, cycles, matchings, planarity, connectivity, hamiltonicity, colorings, graph algorithms, and other advanced topics. Prerequisites: both MAT 300 (or 243) and 342 (or 242 or 343) or only instructor approval.

MAT 419 Introduction to Linear Programming. (3)

spring
Simplex method, duality, and network flows. Applications to game theory, geometry, combinatorics, graph theory, and posets. Prerequisites: a combination of CSE 100 (or 200 or 210) and MAT 300 (or 243) and 342 (or 242 or 343) or only instructor approval.

MAT 420 Scientific Computing. (3)

fall
Surveys and applies programming languages, libraries, and scientific visualization tools. Programming assignments emphasize software development skills. Lecture, lab. Fee. Prerequisites: a combination of CSE 200 and MAT 274 (or 275) and 342 (or 343) (or their equivalents) or only instructor approval.

MAT 421 Applied Computational Methods. (3)

fall and spring
Numerical methods for quadrature, differential equations, roots of non-linear equations, interpolation, approximation, linear equations, floating-point arithmetic, and roundoff error. Prerequisites: both MAT 271 (or its equivalent) and fluency in computer programming (preferably FORTRAN) or only instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

MAT 423 Numerical Analysis I. (3)

fall

Analysis and algorithms for numerical solutions linear/nonlinear equations, direct solvers, iterative procedures, optimization. Determination of eigenvalues. Elementary computer arithmetic. Prerequisites: both MAT 342 (or 343) and fluency in computer programming or only instructor approval.

MAT 425 Numerical Analysis II. (3)

spring

Analysis of and algorithms for numerical interpolation, integration, and differentiation. Numerical solution of ordinary differential equations, and method of lines. Those seeking a methods survey course should take MAT 421. Prerequisites: both MAT 274 (or 275) and fluency in computer programming or only instructor approval. MAT 371 recommended.

MAT 427 Computer Arithmetic. (3)

selected semesters

Number systems, hardware/software arithmetic, overflow, significance, rounding, multiple precision, and automatic error control; impact on languages, architectures, robust programming, and software development. Prerequisite: only CSE 100 (or 200) or both MAT 421 and 423 (or 425) or only instructor approval.

MAT 442 Advanced Linear Algebra. (3)

fall

Fundamentals of linear algebra, dual spaces, invariant subspaces, canonical forms, bilinear and quadratic forms, and multilinear algebra. Prerequisites: both MAT 300 and 342 (or 343) or only instructor approval.

MAT 443 Introduction to Abstract Algebra. (3)

fall

Introduces concepts of abstract algebra. Not open to students with credit for MAT 444. Prerequisites: both MAT 300 and 342 (or 343) or only instructor approval.

MAT 444 Intermediate Abstract Algebra. (3)

spring

Basic theory of groups, rings, and fields, including an introduction to Galois theory. Appropriate as preparation for MAT 543. Prerequisite: MAT 443 or graduate standing or instructor approval.

MAT 445 Theory of Numbers. (3)

spring

Prime numbers, unique factorization theorem, congruences, Diophantine equations, primitive roots, and quadratic reciprocity theorem. Prerequisites: both MAT 300 and 342 (or 343) or only instructor approval.

MAT 447 Cryptography. (3)

fall and spring

Block ciphers, stream ciphers, congruence arithmetic, information theory, public key cryptosystems, key exchange, electronic signatures. Prerequisites: CSE 100 (or 110); MAT 242 (or 342 or 343), 300.

MAT 451 Mathematical Modeling. (3)

spring

Detailed study of 1 or more mathematical models that occur in the physical or biological sciences. May be repeated for credit with instructor approval. Prerequisites: both MAT 242 (or 342 or 343) and 274 (or 275) or only instructor approval.

MAT 452 Introduction to Chaos and Nonlinear Dynamics. (3)

fall

Properties of nonlinear dynamical systems; dependence on initial conditions; strange attractors; period doubling; bifurcations; symbolic dynamics; Smale-Birkhoff theorem; and applications. Prerequisites: MAT 274 (or 275), 342 (or 242 or 343); MAT 371 is recommended.

MAT 455 Introduction to Fractals and Applications. (3)

spring

Fractals; self-similar structures, fractals with iterated function systems of maps, computing fractals, fractal dimensions, chaotic dynamics on fractals, applications. Prerequisites: MAT 274 (or 275), 342 (or 242 or 343); MAT 371 recommended.

MAT 460 Vector Calculus. (3)

spring

Vectors, curvilinear coordinates, Jacobians, implicit function theorem, line and surface integrals, Green's, Stokes', and divergence theorems. Not open to students with credit for MAT 372. Prerequisites: MAT 242 (or 342 or 343), 272, 274 (or 275).

MAT 461 Applied Complex Analysis. (3)

fall and summer

Analytic functions, complex integration, Taylor and Laurent series, residue theorem, conformal mapping, and harmonic functions. Prerequisite: MAT 272 (or its equivalent).

MAT 462 Applied Partial Differential Equations. (3)

spring

Second-order partial differential equations, emphasizing Laplace, wave, and diffusion equations. Solutions by the methods of characteristics, separation of variables, and integral transforms. Prerequisites: MAT 242 (or 342 or 343), 274 (or 275).

MAT 472 Intermediate Real Analysis I. (3)

fall

Introduces analysis in metric spaces with emphasis on the real line. Appropriate as preparation for MAT 570. Prerequisites: MAT 300, 342 (or 343).

MAT 473 Intermediate Real Analysis II. (3)

spring

Analysis in \mathbb{R}^n : implicit function theorem, introduction to manifolds, Lebesgue integration, change of variables formula, convergence theorems for integrals. Prerequisite: MAT 472 or instructor approval.

MAT 475 Differential Equations. (3)

fall

Linear and nonlinear ordinary differential equations, asymptotic behavior of solutions, stability, existence and uniqueness, limit sets, Poincaré-Bendixson theorem. Prerequisites: MAT 242 (or 342 or 343), 274 (or 275), 370 (or 371) (or their equivalents) or instructor approval.

MAT 476 Partial Differential Equations. (3)

spring

First-order quasilinear, second-order linear (wave, Laplace, heat). Characteristics, harmonic functions, maximum principles, Fourier series, separation of variables. Prerequisites: MAT 242 (or 342 or 343), 274 (or 275 or 475), 370 (or 371) (or their equivalents) or instructor approval.

MAT 484 Internship. (1–12)

selected semesters

MAT 485 History of Mathematics. (3)

selected semesters

Topics from the history of the origin and development of mathematical ideas. Prerequisite: MAT 272 (or its equivalent).

MAT 502 Neural Modeling. (3)

fall and spring

Mathematical modeling electrochemical processes in nerve. Cable theory, neuronal branching, spines, bifurcation analysis of excitable membrane models. Prerequisite: MAT 274 or 275.

MAT 503 Mathematical Cell Physiology. (3)

fall and spring

Mathematical modeling of dynamical aspects of cell physiology. Diffusion, membrane transport, intracellular calcium channel kinetics, calcium oscillations and waves. Lecture, computing lab.

MAT 504 Mathematical Aspects of Biotechnology. (3)

fall and spring

Bacterial growth, bacterial genetics, gene expression, stoichiometry of metabolic pathways, random walks, diffusion processes, biofilms. Prerequisite: instructor approval.

MAT 505 Perturbation Methods. (3)

selected semesters

Nonlinear oscillations, strained coordinates, renormalization, multiple scales, boundary layers, matched asymptotic expansions, turning point problems, and WKBJ method. Cross-listed as MAE 505. Credit is allowed for only MAE 505 or MAT 505.

MAT 514 Enumerative Combinatorics I. (3)

fall

First semester of a systematic development of enumerative combinatorics, including elementary counting techniques, sieve methods, and partially ordered sets. Prerequisite: graduate standing or instructor approval.

MAT 515 Enumerative Combinatorics II. (3)

spring

Second semester of a systematic development of enumerative combinatorics, including lattices, exponential structures, symmetric functions, and selected special topics. Prerequisite: MAT 514 or instructor approval.

MAT 516 Graph Theory I. (3)

fall

First semester of a systematic development of graph theory, including matchings, connectivity, arboricity, planarity, coloring, network flows. Prerequisite: graduate standing or instructor approval.

MAT 517 Graph Theory II. (3)

spring

Second semester of a systematic development of graph theory, including dense and sparse graphs, Ramsey theory, hamiltonicity, random graphs, minors. Prerequisite: MAT 516 or instructor approval.

MAT 518 Combinatorial Optimization I. (3)

fall

First semester of a systematic development of combinatorial optimization, including linear programming, duality, primal-dual algorithms, network flow algorithms, weighted matchings. Prerequisite: graduate standing or instructor approval.

MAT 519 Combinatorial Optimization II. (3)

spring

Second semester of a systematic development of combinatorial optimization, including matroid algorithms, theory of NP-completeness, polynomial time approximation, dynamic programming. Prerequisite: MAT 518 or instructor approval.

MAT 520 Numerical Linear Algebra. (3)

fall

Direct solution of linear systems, iterative methods, eigenvalues and eigenvectors, singular value decomposition, the QR algorithm, error propagation, arithmetic, and stability. Prerequisites: both MAT 342 (or 343) and 421 (or 423) or only instructor approval.

MAT 521 Iterative Methods. (3)

spring

Numerical methods for solving linear/nonlinear systems of equations (symmetric, nonsymmetric). Iterative methods for linear systems, conjugate gradients, multigrid methods, preconditioning, Krylov methods. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 523 Numerical Optimization. (3)

selected semesters

Linear programming, unconstrained nonlinear minimization, line search algorithms, conjugate gradients, quasi-Newton methods, constrained nonlinear optimization, gradient projection, and penalty methods. Prerequisite: MAT 342 or 343 or 371 or 460 or 520 (or its equivalent) or instructor approval.

MAT 524 Parallel Numerical Algorithms. (3)

selected semesters

Algorithms for massively parallel, hypercube architectures; "parallel" FORTRAN; solution of linear, nonlinear systems; partial differential equations; iterative methods; multigrid; domain decomposition. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 530 Numerical Solution of Ordinary Differential Equations. (3)

fall

One-step, linear multistep methods; consistency, order, stability, convergence; discretization, roundoff errors, error estimation, adaptive strategy; implementation, software for nonstiff equations. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 531 Numerical Solution of Stiff Differential Systems. (3)

spring

Runge-Kutta methods, order conditions, construction of highly stable methods, order stars, error estimation, stepsize selection, contractivity properties, linear multistep methods. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 533 Computational Elliptic and Parabolic Partial Differential Equations. (3)

fall

Parabolic and elliptic equations, finite difference, finite element methods, stability, consistency, convergence, practical aspects, applications, software. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 534 Computational Hyperbolic Partial Differential Equations. (3)

spring

Numerical solutions of hyperbolic PDEs, finite difference methods, well-posedness, stability, consistency, convergence, adaptive grids; Maxwell's equations, elastic wave propagation; Navier-Stokes. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 535 Spectral Methods for Partial Differential Equations. (3)

selected semesters

Spectral, pseudospectral theory; Galerkin, collocation methods; Tau-methods, global approximation properties, stability; convergence; solutions for linear, nonlinear systems. Prerequisites: both MAT 371 and 423 (or 421) or only instructor approval.

MAT 543 Abstract Algebra. (3)

fall

Groups, modules, rings and fields, Galois theory, homological algebra, and the representation theory. Prerequisite: MAT 444 or instructor approval.

MAT 544 Abstract Algebra. (3)

spring

Continuation of MAT 543. Prerequisite: MAT 543 or instructor approval.

MAT 551 Linear Operators and Integral Equations. (3)

spring

Bounded linear and compact operators on Hilbert spaces. Linear integral equations, Fredholm and Hilbert-Schmidt theory, and approximate methods. Distributions. Prerequisites: MAT 242 and 462 (or their equivalents).

MAT 555 Fractal Geometry. (3)

selected semesters

Geometry and analysis of fractal sets; definitions of dimensions; calculating dimensions; projections, products of fractals; random fractals; multifractal measures; and applications. Prerequisites: MAT 371, 455; MAT 472 recommended.

MAT 560 Dynamical Systems Methods in Fluid Dynamics. (3)

fall

Applies modern dynamical systems methods to fluid mechanics: bifurcations, normal forms, nonlinear dynamics, pattern formation, mixing, and Lagrangian chaos. Prerequisite: graduate standing or instructor approval.

MAT 562 Nonlinear Analysis of PDEs in Fluids. (3)

spring

Sobolev spaces; incompressible Euler and Navier-Stokes equations; weak and strong solutions; attractors and the connection with turbulence; geophysical applications. Prerequisite: graduate standing or instructor approval.

MAT 570 Real Analysis. (3)

spring

Lebesgue integration, selected function spaces, differentiation, abstract measure theory, and elements of functional analysis. Prerequisite: MAT 372 or instructor approval.

MAT 571 Real Analysis. (3)

fall

Continuation of MAT 570. Prerequisite: MAT 570 or instructor approval.

MAT 572 Complex Analysis. (3)

fall

Analytic functions, series and product representations, entire and meromorphic functions, normal families, Riemann mapping theorem, harmonic functions, and Riemann surfaces. Prerequisite: MAT 371 or instructor approval.

MAT 573 Complex Analysis. (3)

spring

Continuation of MAT 572. Prerequisite: MAT 572 or instructor approval.

MAT 574 Theory of Ordinary Differential Equations. (3)

selected semesters

Systems, existence proofs, singularities, asymptotic behavior of solutions, boundedness of solutions, eigenvalues and eigenfunctions, and perturbation theory. Prerequisite: MAT 372 or instructor approval.

MAT 575 Theory of Ordinary Differential Equations and Dynamical Systems. (3)

selected semesters

Geometric approach to ODEs and dynamical systems; (un)stable, center manifolds; structural stability; normal forms; averaging; chaos; persistence. May be repeated for credit with instructor approval. Prerequisites: both MAT 452 and 475 or only MAT 574 or only instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

MAT 576 Theory of Partial Differential Equations. (3)

selected semesters

Existence and uniqueness theorems, boundary value and initial value problems, characteristics, Green's functions, maximum principle, distributions, and weak solutions. Prerequisite: knowledge of Lebesgue integration or instructor approval.

MAT 577 Theory of Partial Differential Equations. (3)

selected semesters

Continuation of MAT 576. Prerequisite: MAT 576 or instructor approval.

MAT 578 Functional Analysis. (3)

selected semesters

Locally convex, normed, and Hilbert spaces. Linear operators, spectral theory, and application to classical analysis. Prerequisite: MAT 472 or 571 or instructor approval.

MAT 579 Functional Analysis. (3)

selected semesters

Continuation of MAT 578. Prerequisite: MAT 578 or instructor approval.

MAT 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Algebra. (1–3)
- Analysis. (1–3)
- Applied Mathematics. (1–3)
- Combinatorial Mathematics. (1–3)
- Mathematical Logic. (1–3)
- Numerical Analysis. (1–3)
- Topology. (1–3)

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

MATHEMATICS EDUCATION (MTE)

MTE 482 Methods of Teaching Mathematics in Secondary School. (3)

fall

Examines secondary school curricular material and analyzes instructional devices. Teaching strategies, evaluative techniques, diagnosis, and remediation and problem solving. Fee. Prerequisite: instructor approval.

MTE 483 Mathematics in the Secondary School. (3)

spring

Topics in geometry, number theory, algebra, and analysis. Emphasizes unifying principles. Prerequisite: MAT 310 or instructor approval.

MTE 585 Modern Geometry for Teachers. (3)

once a year

Euclidean, projective, and non-Euclidean geometries. Fee. Prerequisite: instructor approval.

MTE 587 Analysis for Teachers. (3)

selected semesters

Subject matter in mathematics appropriate for accelerated programs in secondary schools, including analytic geometry and calculus. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

STATISTICS AND PROBABILITY (STP)

STP 420 Introductory Applied Statistics. (3)

fall, spring, summer

Introductory probability, descriptive statistics, sampling distributions, parameter estimation, tests of hypotheses, chi-square tests, regression analysis, analysis of variance, and nonparametric tests. Prerequisite: MAT 113 or 117 (or its equivalent).

STP 421 Probability. (3)

fall

Laws of probability, combinatorial analysis, random variables, probability distributions, expectations, moment-generating functions, transformations of random variables, and central limit theorem. Prerequisite: MAT 272 (or its equivalent).

STP 425 Stochastic Processes. (3)

spring

Markov chains, stationary distributions, pure jump processes, 2-D order processes, and other topics in stochastic processes. Prerequisites: MAT 342; STP 421.

STP 427 Mathematical Statistics. (3)

spring

Limiting distributions, interval estimation, point estimation, sufficient statistics, and tests of hypotheses. Prerequisites: a combination of MAT 371 and STP 420 and 421 or only instructor approval.

STP 429 Experimental Statistics. (3)

spring

Statistical inference for controlled experimentation. Multiple regression, correlation, analysis of variance, multiple comparisons, and non-parametric procedures. Prerequisite: STP 420 (or its equivalent).

STP 525 Advanced Probability. (3)

selected semesters

Measure-theoretic foundations of probability, distribution functions and characteristic functions, laws of large numbers and central limit theorems, conditional probabilities, martingales, and topics in stochastic processes. Prerequisites: both MAT 571 and STP 421 or only instructor approval.

STP 526 Theory of Statistical Linear Models. (3)

fall

Multinomial distribution, distribution of quadratic forms, full and nonfull rank models, generalized inverses, unbalanced data, variance components, and the large sample theory. Prerequisites: STP 427; knowledge of matrix algebra.

STP 530 Applied Regression Analysis. (3)

fall

Method of least squares, simple and multiple linear regression, polynomial regression, analysis of residuals, dummy variables, and model building. Prerequisite: STP 420 (or its equivalent).

STP 531 Applied Analysis of Variance. (3)

spring

Factorial designs, balanced and unbalanced data, fixed and random effects, randomized blocks, Latin squares, analysis of covariance, and multiple comparisons. Prerequisite: STP 420 (or its equivalent).

STP 532 Applied Nonparametric Statistics. (3)

fall

One-sample test, tests of 2 or more related or independent samples, measures of correlation, and tests of trend and dependence. Prerequisite: STP 420 (or its equivalent).

STP 533 Applied Multivariate Analysis. (3)

spring

Discriminant analysis, principal components, factor analysis, cluster analysis, and canonical correlation. Prerequisite: STP 420 (or its equivalent).

STP 534 Applied Discrete Data Analysis. (3)

selected semesters

Models for discrete and count data, measures of association, and log-linear and regression models for contingency tables. Prerequisite: STP 420 (or its equivalent).

STP 535 Applied Sampling Methodology. (3)

spring

Simple random, stratified, cluster sampling; variance estimation in complex surveys; nonparametric superpopulation approaches; non-response models; computational methods. Prerequisite: STP 420 (or its equivalent).

STP 591 Seminar. (1–12)

selected semesters

Topics may include the following:

- Probability. (1–3)
- Statistics. (1–3)

STP 593 Applied Project. (1–12)

selected semesters

STP 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

Medieval and Renaissance Studies

Interdisciplinary Certificate Programs

www.asu.edu/clas/acmrs

480/965-5900

COOR 4432

Robert E. Bjork, Director

Architecture and Landscape Architecture

Professor: Meunier

Art

Associate Professors: Schleif, Wolfthal

Barrett Honors College

Senior Lecturer: Facinelli

English

Professors: Bjork, Gutierrez

Associate Professors: Corse, Mahoney, Perry, Voaden

Assistant Professors: Fox, Thompson

History

Professors: Batalden, Burg, Green, Lavrin, Tillman, Warnicke

Associate Professors: Barnes, Soergel, Thornton

Assistant Professor: Koopmans

Languages and Literatures

Professors: Alexander, Losse

Associate Professors: Candela, Sanchez, Vitullo

Assistant Professor: George

Language, Cultures, and History (West campus)

Associate Professor: Moulton

Law

Professors: Kader, Rose

Music

Associate Professors: Haefel, Holbrook

Assistant Professor: Lingas

Philosophy

Professor: White

Religious Studies

Associate Professor: Clay

Theatre

Professor: Knapp

Graduate students admitted to a degree program in any field may earn one of two MA- or PhD-level certificates: the Certificate in Medieval Studies or the Certificate in Renaissance Studies. Since medieval and Renaissance studies are by nature interdisciplinary, students in the certificate program receive interdisciplinary training. Besides the course work and examinations required in their major field, students take six to nine semester hours outside their discipline

and receive training in a medieval vernacular language or a modern European language.

The core of the program has two components: (1) Latin, the international language for both the Middle Ages and Renaissance, and (2) paleography, the study of the physical medium through which Latin and other languages were transmitted.

The certificate program prepares students for advanced study or for academic positions by augmenting their skills and knowledge, thereby making them more equipped to handle the demands of their fields. For more information, contact the Arizona Center for Medieval and Renaissance Studies.

COURSES

For course information, contact the Arizona Center for Medieval and Renaissance Studies.

Museum Studies

See “[Certificate in Museum Studies](#),” page 246.

Natural Science

Master’s Program

The Master of Natural Science (MNS) degree offers the opportunity for interdisciplinary graduate training in the natural sciences (biological sciences, mathematics, and physical sciences) and cognate areas. The degree program is especially suited for individuals who desire professional training rather than research training. Because of designed flexibility, the degree also offers the opportunity for individualized professional graduate programs depending upon the backgrounds and goals of the students. The major is Natural Science. Students are expected to emphasize course work in two or more areas of concentration. The program must be interdisciplinary.

More information can be found under the various majors in the natural sciences and by contacting faculty offering these concentrations:

1. biology,
2. chemistry,
3. geological sciences,
4. mathematics,
5. microbiology,
6. physics, and
7. plant biology.

Admission. See “[Admission to the Division of Graduate Studies](#),” page 58. A prerequisite for admission is the availability of resources for the proposed program and having a

COLLEGE OF LIBERAL ARTS AND SCIENCES

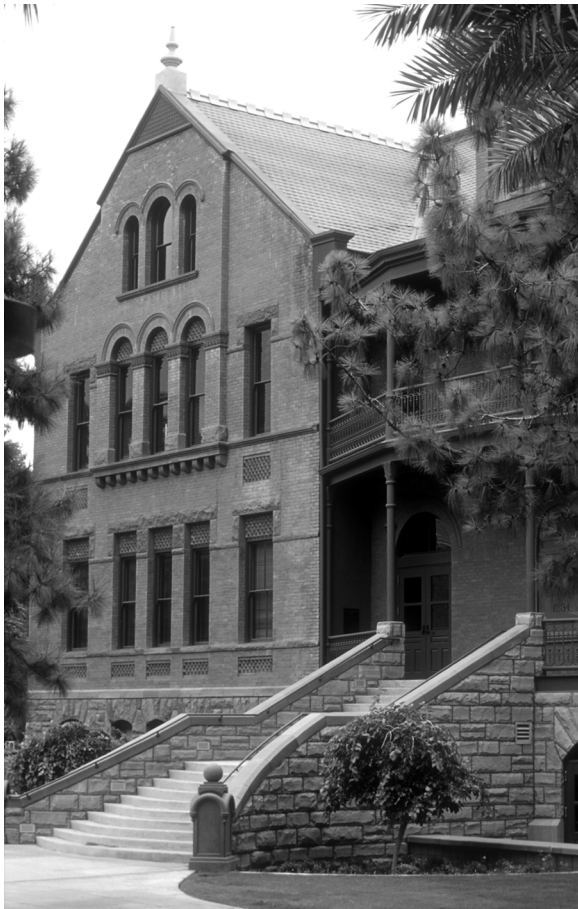
faculty member in one of the departments serve as a graduate advisor. The submission of scores on the GRE (verbal, quantitative, and analytical) is required of all applicants.

Supervisory Committee. The supervisory committee, consisting of three faculty members, is appointed by the dean of graduate studies upon the recommendation of the chair of the academic unit in which the graduate advisor serves as a faculty member. The supervisory committee is formed soon after the student has been admitted to the degree program. The graduate advisor and student suggest names of persons to serve on the supervisory committee. The composition of the supervisory committee must reflect the interdisciplinary nature of the program.

Program of Study. A program of study is recommended by the supervisory committee after conferring with the student. The minimum number of semester hours required for the degree is 30. More may be required by the supervisory committee depending upon the background of the student and the nature of the proposed program. In some cases undergraduate courses may be required to remove deficiencies.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is optional.



Old Main

Tim Trumble photo

Final Examinations. A final written or oral examination, or both, is required. Each examination is administered by the supervisory committee.

COURSES

For course information, refer to the catalog sections of the majors corresponding to the MNS concentrations.

Philosophy

Master's and Doctoral Programs

www.asu.edu/clas/philosophy

480/965-3394

COOR 3309

Stewart M. Cohen, Chair

Regents' Professor: Murphy

Professors: Cohen, Creath, Fitch, French, Humphrey, White

Associate Professors: Armendt, Blackson, de Marneffe, Guleserian, Kobes, McGregor, Reynolds

Assistant Professor: Devlin

Senior Lecturer: Bolton

The faculty in the Department of Philosophy offer a graduate program leading to the MA or PhD degree in Philosophy.

MASTER OF ARTS

See "Master's Degrees," page 67, for general requirements.

Prerequisites. At least 15 semester hours of upper-division course work in philosophy, including history of ancient and modern philosophy, epistemology, metaphysics, and the equivalent of PHI 333 Introduction to Symbolic Logic are required. No course credits in which a grade of less than "B" (3.00) has been earned may count toward meeting this 15-semester-hour requirement. Persons otherwise qualified for admission but lacking the above prerequisites may make up this deficiency by enrolling as a nondegree graduate student and taking those philosophy courses necessary to complete the prerequisite. If some or most of the prerequisites have already been met, the student may be admitted into the program under "provisional status" or under "regular status with deficiencies." All applicants for admission to the program must submit scores for the general section of the Graduate Record Examination.

Admission. All applications for admission to the MA degree program in Philosophy must be accompanied by complete transcripts, the applicant's score in the GRE aptitude exam, three letters of recommendation from persons

qualified to judge the applicant's potential for graduate work in philosophy, a sample of philosophical writing, and a statement of purpose.

Program of Study. The MA degree program in Philosophy is designed to prepare students either to teach philosophy at the community college level, to enter doctoral programs in philosophy at other institutions, or to be employed in any areas that require critical, analytical thinking (such as medicine, law, government, or publishing). The program of study includes at least 30 semester hours of approved graduate-level courses, not including PHI 599 Thesis. An additional six hours of PHI 599 Thesis is required. The student's program of study is selected by the student in consultation with the graduate director and the supervisory committee and is approved by the graduate director and the supervisory committee.

Course Requirements. Each student is required to take an approved graduate-level course of three semester hours or more in each of the following areas and to obtain at least a "B" (3.00) in each course: metaphysics/epistemology, value theory and logic; and any two of the following: history of early philosophy, history of modern philosophy, and history of contemporary philosophy.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required. This written work must demonstrate the ability to carry out independent research in philosophy.

Final Examination. A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

See "Doctoral Degrees," page 68, for general requirements.

Prerequisites. At least 15 semester hours of upper-division course work in philosophy, including history of ancient and modern philosophy, epistemology, metaphysics, and the equivalent of PHI 333 Introduction to Symbolic Logic are required. No course credits in which a grade of less than "B" (3.00) has been earned may count toward meeting this 15-semester-hour requirement. If some or most of the prerequisites have already been met, the student may be admitted into the program under "provisional status" or under "regular status with deficiencies."

Admission. All applications for admission to the PhD degree program in Philosophy must be accompanied by complete transcripts, the applicant's score in the GRE aptitude exam, three letters of recommendation from persons qualified to judge the applicant's potential for graduate work in philosophy, a sample of philosophical writing, and a statement of purpose.

Program of Study. The PhD degree program in Philosophy is designed to prepare students for careers as philosophers and teachers of philosophy, and in areas that may benefit from advanced training in philosophy, such as law, civil service, and publishing. The program of study includes 60 semester hours (30 beyond the MA) of graduate credit

plus 24 semester hours of research and dissertation. The student's program of study is selected by the student in consultation with the graduate director and the supervisory committee and is approved by the graduate director and the supervisory committee.

Course Requirements. To ensure breadth in the traditional areas of philosophy, students are required to pass these courses with a grade of "B" (3.00) or higher:

1. two graduate courses in history of philosophy in two different areas chosen from ancient, modern, and contemporary;
2. two graduate courses in value theory;
3. four graduate courses in metaphysics and epistemology (including areas such as philosophy of language, philosophy of science, and philosophy of mind); and
4. one advanced course in symbolic logic at the 400 or 500 level (students may satisfy the logic requirement by examination).

Foreign Language Requirement. None.

Comprehensive Examination. Students are examined in their area of specialization and competence. The written and oral examinations are based on a bibliography compiled by the student and approved by the student's advisory committee. Normally these examinations are taken after the student has completed at least 60 hours of graduate course work.

Dissertation Prospectus. Each doctoral candidate prepares a prospectus of four to seven pages for the dissertation. The format and design of the prospectus are determined by the candidate and committee chair. The prospectus should include a

1. thesis statement,
2. discussion of relevant literature,
3. discussion of the approach to the project, and
4. bibliography.

Dissertation. A dissertation based on original research is required. Research for the dissertation is supervised by a committee of at least three faculty members, appointed by the graduate director in consultation with the student. Students must enroll for a minimum of 12 semester hours of research or dissertation credit after admission to candidacy.

Final Examination. An oral examination in defense of the dissertation is required.

RESEARCH ACTIVITY

The department offers a solid program in traditional and contemporary philosophy. General areas of research include ethics, political philosophy, metaphysics, epistemology, philosophy of law, philosophy of science, philosophy of language, philosophy of religion, and the history of philosophy. The topics treated in recent and current faculty research include moral psychology and moral emotions, environmental ethics, feminist analysis of law, liberty and paternalism, causation, rational choice theory, contextualism in epistemology, perceptual knowledge, the nature of consciousness, the role of the *a priori* in science and philosophy, truth, reference, externalist theories of mental content, and free will.

PHILOSOPHY (PHI)

PHI 401 Rationalism. (3)

selected semesters

Examines classical philosophical rationalism, as in Descartes, Spinoza, Malebranche, or Leibniz. Contemporary rationalist thought may also be examined. Prerequisites: PHI 302 and 305 (or 309 or 312 or 316 or 317).

PHI 402 Empiricism. (3)

selected semesters

Examines representatives of either classical or contemporary philosophical empiricism, e.g., Bacon, Hobbes, Locke, Butler, Berkeley, Reid, Hume, Mill, Carnap, and Ayer. Prerequisites: PHI 302 and 305 (or 309 or 312 or 316 or 317).

PHI 403 Contemporary Analytic Philosophy. (3)

once a year

Aims and methods of such 20th-century philosophers as Frege, Moore, Russell, Wittgenstein, Carnap, Ayer, Wisdom, Ryle, Austin, Strawson, Quine, and Sellars, with application to metaphysics and epistemology. Prerequisites: PHI 302 and 312 (or 314 or 315 or 316 or 317 or 401 or 402).

PHI 413 Advanced Symbolic Logic. (3)

selected semesters

Properties of formal systems axiomatizing propositional and 1st-order predicate logic. May also include modal logic, number theory, and limits of logicism. Prerequisite: PHI 333.

PHI 420 Topics in Philosophy. (3)

once a year

Course descriptions on file in department. May be repeated for credit. Topics may include the following:

- History of Philosophy
- Metaphysics/Epistemology
- Philosophy of Language/Logic
- Philosophy of Science
- Value Theory

Prerequisite: a relevant upper-division PHI course or instructor approval.

PHI 428 Immunophilosophy. (3)

selected semesters

Integrates immunology and philosophy, including psychoneuroimmunology and the mind-body problem, and immunologic/psychologic perspectives on self and self-identity. Discussion, original literature readings and written assignments. Cross-listed as MIC 428. Credit is allowed for only MIC 428 or PHI 428. Pre- or corequisite: MIC 420 or PHI 317 or instructor approval.

PHI 590 Reading and Conference. (1–12)

selected semesters

PHI 591 Seminar. (1–12)

once a year

Topics may include the following:

- Aesthetics. (1–3)
- Epistemology. (1–3)
- Ethics. (1–3)
- History of Philosophy. (1–3)
- Logic. (1–3)
- Metaphysics. (1–3)
- Philosophy of Language. (1–3)
- Philosophy of Law. (1–3)
- Philosophy of Science. (1–3)
- Social and Political Philosophy. (1–3)

Prerequisite: Philosophy graduate student or instructor approval.

PHI 592 Research. (1–15)

selected semesters

PHI 599 Thesis. (1–12)

fall and spring

PHI 790 Reading and Conference. (1–12)

selected semesters

PHI 792 Research. (1–15)

selected semesters

PHI 799 Dissertation. (1–15)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see [“Omnibus Courses,” page 56.](#)

Physical Education

See [“Master of Physical Education,” page 289.](#)

Physics

Master’s and Doctoral Programs

phy.asu.edu

480/965-3561

PS F470

Barry G. Ritchie, Chair

Regents’ Professors: Smith, Spence, Starrfield

Professors: Alarcon, Bauer, Bennett, Burstein, Chamberlin, Comfort, Cowley, Doak, Dow, Hester, Lindsay, Menéndez, Ponce, Rez, Ritchie, Sankey, Schmidt, Thorpe, Tillery, Treacy, Tsen, Tsong, Venables, Windhorst

Associate Professors: Culbertson, Drucker, Herbots, Marzke, Morse, Newman

Assistant Professors: Belitsky, Desch, Lebed, Ortiz, Shumway

The faculty in the Department of Physics and Astronomy offer graduate programs leading to the MS and PhD degrees in Physics. In the MS program, options are available in physics, physics with an emphasis in astronomy, interdisciplinary physics, technical physics, or physics teaching. In the PhD program, options are available in physics or applied physics. Within the physics program, students may pursue a wide range of studies, including an emphasis in astronomy and astrophysics, biophysics, condensed matter and materials physics, physics education, or subatomic physics.

The faculty in the Department of Physics and Astronomy also participate in the program leading to the Master of Natural Science degree (see [“Natural Science,” page 309](#)) when one of the concentrations is physics, and in the interdisciplinary program leading to the PhD degree in the Science and Engineering of Materials (see [“Science and Engineering of Materials,” page 326](#)).

Students admitted to the Master of Education degree program with a major in Secondary Education may elect physics or science education as the subject matter field. A Doctor of Education degree program option is also available. The MEd (see [“Master of Education,” page 142](#)) and EdD (see [“Doctor of Education,” page 143](#)) are offered and administered through the College of Education.

The master’s and doctoral programs are designed to prepare students for professional research careers in

governmental, industrial, or academic institutions and for teaching at the university, college, or secondary school levels.

An evaluation of the progress of all graduate students is made during the spring semester by the Graduate Program Committee. Students whose progress is considered to be unsatisfactory are placed on probation. Failure to maintain a GPA of 3.00 in courses taken while enrolled as a graduate student, exclusive of research, thesis, and dissertation, is an indication of unsatisfactory progress and may result in dismissal from the program.

Courses can include up to six semester hours of 400-level courses (see “[Graduate Credit Courses](#),” page 63). Timely attempts at examination are also required.

Teaching experience in undergraduate physics, astronomy laboratories, and recitations is valuable training for graduate students and is considered part of the graduate program.

Departmental colloquia are an integral part of the graduate program. Regular attendance at colloquia is expected of all graduate students intending to earn graduate degrees.

MASTER OF SCIENCE

See “[Master’s Degrees](#),” page 67, for general requirements.

Admission. To be admitted without deficiencies, entering graduate students should have adequate undergraduate preparation equivalent to an undergraduate major of 30 semester hours in physics and 20 semester hours in mathematics. Courses in analytic mechanics, electromagnetism, and modern physics, including quantum mechanics, are particularly important. Students applying for admission must submit scores for the verbal, quantitative, and analytical sections of the Graduate Record Examination (GRE).

Applicants for financial support must submit a score on the physics advanced examination of the GRE. Subsequent financial support in the form of teaching or research assistantships is contingent upon satisfactory performance in course work, timely completion of the final examination for the MS degree, and need and availability of such support. Students on probation are offered financial support only under exceptional circumstances.

Program of Study. The faculty in the Department of Physics and Astronomy offer the MS degree, emphasizing either physics solely or in combination with one of the following fields:

1. astronomy and astrophysics,
2. interdisciplinary physics (e.g., with chemistry),
3. technical physics, or
4. physics teaching.

A supervisory committee is formed for each student, usually during the first year of study. In each case an appropriate program of study is selected with the approval of the supervisory committee. A research project resulting in a thesis is required of all students enrolled in the MS program.

Physics. An individual program of study, including courses in physics, astronomy, mathematics, or related subjects, is selected with the approval of the supervisory committee to

make up a coherent program of graduate study. The courses and research project are to be conducted primarily within the Department of Physics and Astronomy.

Astronomy and Astrophysics. The AST graduate courses are taken in addition to the required graduate physics courses for the MS program. The research project must be in the area of astronomy and astrophysics, conducted under the supervision of one or more faculty members of the Department of Physics and Astronomy who specialize in this subject.

Interdisciplinary Physics. The courses taken are approximately half in physics and half in some other subject area. The research project must be in an interdisciplinary area and conducted under the joint supervision of one faculty member from the Department of Physics and Astronomy and one faculty member from another department.

Technical Physics. The research project involves active collaboration with an industrial or government laboratory under the supervision of a faculty member from the Department of Physics and Astronomy and may be conducted either in the Department of Physics and Astronomy or in the outside laboratory. At least half the courses taken must be in physics.

Physics Teaching. The course of study and research are designed to prepare students for a career in physics teaching, with appropriate modifications for teaching at the high school or community college level. At least half the courses taken must be in physics. Students participate in directed, evaluated teaching experiences.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required of all students obtaining the MS degree. Every student must complete at least six semester hours of PHY 592 or PHY 599. However, no more than nine semester hours in these courses can be counted toward the 30 semester hours required for the MS degree.

Final Examination. The final examination for the MS degree is an oral examination on the subject of the student’s thesis and on graduate course work taken.

MASTER OF NATURAL SCIENCE

The Master of Natural Science (MNS) degree curriculum provides interdisciplinary graduate training in physics, physical science, or physics education. The degree is especially suited for individuals who desire professional training rather than research training. Designed for flexibility, the curriculum also features individualized professional graduate programs. These programs are well-suited to the backgrounds and goals of students. The major is Natural Science and students are expected to emphasize course work in two or more areas of concentration. The program must be interdisciplinary.

See “[Master’s Degrees](#),” page 67, for general requirements. See “[Natural Science](#),” page 309, for Master’s of Natural Science degrees based in subjects other than physics.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Admission. Requirements for admission are the availability of resources for the proposed program and a Department of Physics and Astronomy faculty member designated to serve as a graduate advisor. The submission of scores on the GRE (verbal, quantitative, and analytical) is required of all applicants. To obtain application forms, access the department Web site at phy.asu.edu.

Supervisory Committee. The supervisory committee, consisting of three faculty members, is appointed by the dean of graduate studies upon the recommendation of the chair of the Department of Physics and Astronomy. The supervisory committee is formed soon after the student has been admitted to the degree program, and must reflect the interdisciplinary nature of the program. The graduate advisor and the student suggest names of persons to serve on the supervisory committee.

Program of Study. The supervisory committee recommends the program of study, after conferring with the student. A minimum of 30 semester hours is required for the degree. The supervisory committee may require more courses, depending upon the background of the student and the nature of the proposed program. In some cases undergraduate courses may be required to overcome deficiencies. Additional information about the MNS for high school physics teachers is available on the department Web site at phy.asu.edu.

Foreign Language Requirements. None.

Thesis Requirement. A thesis is optional.

Final Examinations. A final written or oral examination, or both, is required. Each examination is administered by the supervisory committee.

DOCTOR OF PHILOSOPHY

See “**Doctor of Philosophy**,” page 69, for general requirements.

Admission. This program is designed for students with a high-level of ability who show promise for independent research. An applicant holding a baccalaureate degree should have the same undergraduate preparation as for admission to the master’s program. An applicant presenting acceptable graduate credit, earned at this or another institution must demonstrate mastery of this material. See “**Written Comprehensive Examination**,” page 315, and “**Oral Comprehensive Examination**,” page 315.

Students applying for admission must submit scores for the verbal, quantitative, and analytical sections of the GRE.

Applicants for financial support must submit a score on the physics advanced examination of the GRE. Subsequent financial support in the form of teaching or research assistantships is contingent upon satisfactory performance in course work, timely completion of examinations, including the written and oral PhD comprehensive examinations, and need and availability of such support. Students on probation are offered support only under exceptional circumstances. The period for which a PhD candidate may receive financial support through the Department of Physics and Astronomy does not normally exceed six years.

Program of Study. In order to accommodate the need for training in preparation for the wide variety of occupations of professional physicists and astrophysicists, in areas ranging from academic faculty to industrial research to administrative positions, doctoral degree programs are offered in physics or applied physics. Within the physics program a wide range of options are offered, as stated below. The goal is to provide, through course work and independent study, competence at advanced levels in fundamental, applied and interdisciplinary branches of physics and astronomy, and demonstrated ability in independent research.

Students enrolled in the PhD program may obtain an “MS degree in passing” by satisfactorily filing and completing an MS Program of Study, obtaining a GPA of at least 3.00 in a set of designated core courses, within a total of at least 30 semester hours, and passing a written comprehensive examination. The courses selected may include those designated as appropriate for the particular emphasis chosen for the student’s doctoral program. Graduate core courses satisfactorily completed at other institutions may be waived upon petition by the Graduate Program Committee. Up to nine semester hours of classroom-based courses may be substituted for core courses that are waived by the Graduate Program Committee.

Each student’s progress is overseen by a supervisory committee appointed for the student usually during the first year of study. This committee also approves the student’s program of study.

The student’s individual program includes courses selected, with the approval of the supervisory committee, to make up a coherent program for the achievement of these goals. Students may pursue a wide range of options, including emphasis on one of the following: astronomy and astrophysics, biophysics, condensed matter and materials physics, physics education, or subatomic physics. The program may be directed toward either theoretical or experimental aspects, and frequently includes courses in cognate fields, particularly mathematics, depending on the student’s selected field.

Applied Physics. With advising from the supervisory committee, a program of study is selected with a major portion in physics and a minor portion (nine semester hours or more to be passed with at least a 3.00 average) in another area. The supervisory committee should include appropriate representation from the minor area.

Astronomy and Astrophysics. The following six graduate courses are required for all students enrolled in the emphasis in astronomy and astrophysics.

AST 521 Stars and Interstellar Medium I.....	3
AST 522 Stars and Interstellar Medium II.....	3
AST 523 Stars and Interstellar Medium III	3
AST 531 Galaxies and Cosmology I	3
AST 532 Galaxies and Cosmology II.....	3
AST 533 Galaxies and Cosmology III.....	3

Condensed Matter and Materials Physics. The following courses are required for all students enrolled in the emphasis on condensed matter and materials physics.

PHY 511 Materials Physics I.....	3
PHY 512 Materials Physics II.....	3

PHY 576 Quantum Theory3
 PHY 577 Quantum Theory3
 PHY 581 Quantum Theory of Solids I3

Subatomic Physics. The following courses are required for all students enrolled in the emphasis on subatomic physics.

PHY 567 Relativistic Quantum Mechanics and Field Theory3
 PHY 568 Particle Physics Phenomenology3
 PHY 576 Quantum Theory3
 PHY 577 Quantum Theory3
 Select two of the following three courses6
 PHY 462 Subatomic Physics (3)
 PHY 561 Nuclear Physics (3)
 PHY 569 The Standard Model and Beyond (3)

Course Requirements. The following basic core of courses or their equivalents is required of all students:

PHY 521 Classical Mechanics3
 PHY 531 Advanced Electricity and Magnetism3
 PHY 532 Electrodynamics3
 PHY 541 Statistical Physics3
 PHY 571 Quantum Physics3
 or PHY 576 Quantum Theory (3)*
 Total15

* PHY 576 is the first half of a two-course sequence with PHY 577, which is taken in its entirety.

Additional course work is selected according to emphasis, with the advice and approval of the supervisory committee. Students should ensure that they have sufficient mathematical experience, and if in any doubt, should take PHY 501 Methods of Theoretical Physics.

Foreign Language Requirements. None.

Comprehensive Examinations. The following examinations are required of all students intending to earn the PhD degree.

Written Comprehensive Examination. The subject matter of this examination is classical and quantum mechanics, statistical mechanics, and electricity and magnetism, as represented by the courses PHY 521, 531, 532, 541 and 571 or 576. The examination is given in two five-hour sessions on separate days, but there is no division of subject matter for the separate sessions.

The written comprehensive examination is normally given twice yearly, approximately during registration weeks of the fall and spring semesters. PhD candidates must attempt the examination before the beginning of their third semester as full-time students in the physics graduate program and must pass the examination before the beginning of the fourth semester. Students enrolled in the PhD degree may be awarded the MS degree in passing.

Additional written examinations may be set to examine areas of emphasis. Any further written examinations will be given at least once yearly and must be passed by the beginning of the sixth semester.

Oral Comprehensive Examination. PhD candidates are required to pass the oral comprehensive examination by the end of their sixth semester as full-time students in the physics graduate program. The examination is administered and graded by the student’s supervisory committee. It tests the

student’s general knowledge of one broad area of current activity in physics, such as:

1. astronomy and astrophysics
2. atomic and molecular physics,
3. biophysics,
4. condensed matter and materials physics, or
5. subatomic physics.

The area tested is to be chosen by the student at the time of scheduling the examination. The student may request to be examined on specific subjects in addition to one of the areas. A proposal for the dissertation topic may be included in the material covered by the examination, subject to prior agreement between the student and the supervisory committee.

Dissertation Requirements. A dissertation representing an original contribution to the field, as a result of independent work suitable for publication in a refereed physics or astronomy journal, is required.

Final Examination. A final oral examination that covers, but is not necessarily limited to, the subject of the dissertation is required.

RESEARCH ACTIVITY

Faculty in the Department of Physics and Astronomy perform frontier research that spans the largest and smallest scales—from the galaxies of the cosmos to the substructure of subatomic particles. Topics include investigations in areas such as astrophysics, biophysics, condensed matter physics, surface physics and materials science, and subatomic physics. Faculty and students regularly conduct experiments using state-of-the-art instruments such as electron microscopes, lasers, computers, space-borne and ground-based observatories, and detector facilities at international accelerator laboratories. This experimental work is completed by theoretical investigations associated with the phenomena explored by these experiments as well as other cutting-edge topics. A major effort in physics education research is influential both locally and nationally. For more details, visit the department’s Web site at phy.asu.edu.

ASTRONOMY (AST)

AST 421 Astrophysics I. (3)

fall

Selected astrophysical topics, including stellar evolution, star formation, interstellar medium, galactic structure, extragalactic astronomy, high-energy astrophysics, and cosmology. Prerequisites: AST 321, 322; PHY 311, 314.

AST 422 Astrophysics II. (3)

spring

Same range of astrophysical topics as for AST 421 but different specific topics are emphasized in a given year. Prerequisites: AST 321, 322; PHY 311, 314.

AST 460 Astrobiology. (3)

fall and spring

Origin, early evolution, distribution, and future of life on Earth and elsewhere in the cosmos. May be repeated for credit. Lecture, discussion, video conferences, possible field trips. Cross-listed as BIO 460/CHM 483/GLG 460/MIC 475. Credit is allowed for only AST 460 or BIO 460 or CHM 483 or GLG 460 or MIC 475. Prerequisite: instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

AST 521 Stars and Interstellar Medium I. (3)

spring

Radiative transfer, atomic and molecular properties, stellar atmospheres, line profiles, nonlocal thermodynamic equilibrium, interstellar gas and dust, star formation. Prerequisites: PHY 521, 531, 571 (or its equivalent).

AST 522 Stars and Interstellar Medium II. (3)

fall

Stellar structure, radiative transport, boundary conditions, equations of state, nuclear reactions, opacity, nucleosynthesis, chemical evolution of the galaxy, stellar evolution. Prerequisite: AST 521 or instructor approval.

AST 523 Stars and Interstellar Medium III. (3)

spring

Structure of the interstellar medium, gaseous nebulae, recombination theory, ionization fronts and shocks waves, galactic magnetic fields, magnetohydrodynamics, molecular clouds. Prerequisite: AST 522 or instructor approval.

AST 531 Galaxies and Cosmology I. (3)

spring

Structure and evolution of the Milky Way, stellar properties, populations and associations/clusters, interstellar medium, dark matter. Prerequisites: PHY 521, 531, 571 (or its equivalent).

AST 532 Galaxies and Cosmology II. (3)

fall

Structure of galaxies and the nearby universe, Hubble sequence, kappa-space, stellar populations, active galaxies, galaxy environments. Prerequisite: AST 531 or instructor approval.

AST 533 Galaxies and Cosmology III. (3)

spring

Issues in modern cosmology, the distance scale, cosmological parameters, cosmological tests, cosmic background radiation, early universe, galaxy formation and evolution. Prerequisite: AST 532 or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56](#).

PHYSICAL SCIENCES (PHS)

PHS 505 Energy and the Environment. (3)

summer

Current problems in energy resources, production, consumption, and conservation. Studio. Prerequisite: instructor approval.

PHS 530 Methods of Physics Teaching I. (3)

summer

Inquiry approach to high school physics teaching. Studio. Prerequisite: instructor approval.

PHS 531 Methods of Physics Teaching II. (3)

summer

Extension of modeling techniques introduced in PHY 580. Studio. Prerequisite: PHS 530 or instructor approval.

PHS 534 Methods of Teaching Physical Science I, II, III. (3)

summer

Design of curriculum and conduct of instruction for physical science courses. Studio. Prerequisite: instructor approval.

PHS 540 Integrated Physics and Chemistry. (3)

summer

Collaborative inquiry methods for teaching and coordinating physics and chemistry. Studio. Prerequisite: CHM 480 or PHS 530 or PHY 480 or instructor approval.

PHS 542 Integrated Mathematics and Physics. (3)

summer

Mathematical models and modeling as an integrating theme for secondary mathematics and physics. Studio. Prerequisite: instructor approval.

PHS 550 Physics and Astronomy. (3)

summer

Astronomy curricula and projects for secondary school, with emphasis on the role of physics in astronomy. Studio. Prerequisite: instructor approval.

PHS 556 Astrophysics. (3)

summer

Structure and evolution of stars, galaxies, and the universe. For secondary school teachers. Studio. Prerequisite: instructor approval.

PHS 560 Matter and Light. (3)

summer

Interactions of light with matter. Lasers and spectroscopy. Studio. Prerequisite: instructor approval.

PHS 564 Light and Electron Optics. (3)

summer

Principles and practice of electron-optical instruments. Studio. Prerequisite: instructor approval.

PHS 570 Spacetime Physics. (3)

summer

Special and general theories of relativity with implications for space and time travel. Studio. Prerequisite: instructor approval.

PHS 581 Structure of Matter and Its Properties. (3)

summer

Models of matter and its properties. Studio. Prerequisite: instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56](#).

PHYSICS (PHY)

PHY 412 Classical Particles, Fields, and Matter III. (3)

fall

Electromagnetic fields of moving charges, Maxwell's equations, harmonic phenomena, oscillations, waves, electromagnetic radiation, covariant electromagnetism, introduction to general relativity. Fee. Prerequisites: PHY 311, 333. Corequisite: PHY 416 or instructor approval.

PHY 416 Quantum Physics III. (3)

fall

Introduces the quantum theory of atoms, molecules, solids and nuclei, Dirac's equation. Fee. Prerequisites: PHY 311, 315. Corequisite: PHY 412 or instructor approval.

PHY 420 Research Paper. (1)

fall and spring

Scientific report writing. Culminates in a paper based on library or laboratory research or both. Taken in conjunction with other courses as approved. Conference. Prerequisite: instructor approval.

PHY 441 Statistical and Thermal Physics I. (3)

fall

Statistical and experimental basis of heat, temperature, and entropy. Mechanical and statistical basis of the laws of thermodynamics. Applications of macroscopic thermodynamics. Phase equilibrium. Prerequisites: PHY 311, 315.

PHY 442 Statistical and Thermal Physics II. (3)

spring

Principles and applications of statistical mechanics. Quantum statistics of ideal gases and simple solids. Equilibrium of phases and chemical species. Transport theory. Irreversible processes and fluctuation. Prerequisite: PHY 441.

PHY 452 Physical Optics. (3)

fall

Principles of reflection, refraction, diffraction. Additional topics from contemporary optics may include Fourier transform spectroscopy, linear systems theory, holography. 2 hours lecture, 2 hours lab. Prerequisites: PHY 302, 311, 315. Corequisite: PHY 412.

PHY 462 Subatomic Physics. (3)

spring

Nuclear properties, models, decays and reactions; fundamental forces, field theories, symmetry principles; hadrons, quarks, and leptons; the Standard Model. Prerequisites: PHY 311, 315.

PHY 465 Advanced Laboratory II. (2)

fall and spring

Continuation of PHY 334. Students are encouraged to substitute laboratory research project in consultation with faculty sponsor. Fee. Prerequisite: PHY 334.

PHY 466 Advanced Laboratory III. (1–3)*fall and spring*

Continuation of PHY 465. Fee. Prerequisite: PHY 465.

PHY 480 Methods of Teaching Physics. (3)*spring*

Evaluation of various approaches to the teaching of high school physics. Preparation of demonstrations and experiments. Organization of a laboratory. Designed for secondary school physics teachers. Prerequisite: instructor approval.

PHY 481 Materials Physics I. (3)*fall*

Fundamentals of materials physics: crystal structure, diffraction, elasticity, point defects, dislocations, lattice vibrations, thermal properties, periodic potential, band structure. Credit is allowed for only PHY 481 or 511. Prerequisites: PHY 311, 315.

PHY 482 Materials Physics II. (3)*spring*

Electronic behavior of materials: energy bands, electronic properties, metals, semiconductors, insulators, optical properties, magnetic properties, superconductivity, biophysics. Credit is allowed for only PHY 482 or 512. Prerequisite: PHY 481 (or its equivalent).

PHY 498 Pro-Seminar. (1–7)*selected semesters***PHY 501 Methods of Theoretical Physics. (3)***fall*

Provides mathematical foundations for graduate students in basic and applied physics. Complex variables, vector spaces, operators, matrices, ordinary differential equations, integral equations and transforms, and special functions. May include additional topics.

PHY 502 Methods of Theoretical Physics. (3)*spring*

Continuation of PHY 501. Prerequisite: PHY 501.

PHY 511 Materials Physics I. (3)*fall*

Fundamentals of materials physics: crystal structure, diffraction, elasticity, point defects, dislocations, lattice vibrations, thermal properties, periodic potential, band structure. Credit is allowed for only PHY 511 or 481. Prerequisites: PHY 311, 315 (or its equivalent).

PHY 512 Materials Physics II. (3)*spring*

Electronic behavior of materials: energy bands, electronic properties, metals, semiconductors, insulators, optical properties, magnetic properties, superconductivity, biophysics. Credit is allowed for only PHY 512 or 482. Prerequisite: PHY 511.

PHY 521 Classical Mechanics. (3)*fall*

Variational principles, Lagrange's and Hamilton's equations, rigid body motion, canonical transformations, Hamilton-Jacobi theory.

PHY 523 Relativity. (3)*selected semesters*

Special and general theories of relativity. Prerequisite: PHY 532 or instructor approval.

PHY 531 Advanced Electricity and Magnetism. (3)*fall*

Electrostatics and magnetostatics; potential theory and theory of constitutive relations; Maxwell's equations; the wave equation, plane electromagnetic waves, cavities, and wave guides.

PHY 532 Electrodynamics. (3)*spring*

Special theory of relativity, covariant formulation of electromagnetic interactions; inhomogeneous wave equations, Lienard-Wiechert potentials, and radiation fields; interactions of charged particles and electromagnetic waves, scattering, dispersion. Prerequisites: both PHY 412 and 531 or only instructor approval.

PHY 541 Statistical Physics. (3)*spring*

Probability theory and principles of statistical inference; evaluating experimental data; foundations of statistical mechanics; general laws of thermodynamics from microscopic theories; calculation of specific properties of bulk matter.

PHY 551 X-Ray and Electron Diffraction. (3)*spring*

Fresnel and Fraunhofer diffraction in integral formulation; diffraction of x rays and neutrons by crystal lattices; structures of solids, including crystal structure analysis; theory and techniques of electron microscopy/diffraction of crystalline/noncrystalline specimens. Prerequisite: PHY 481 or instructor approval.

PHY 552 Electron Microscopy I. (3)*fall*

Kinematical and dynamical electron diffraction and microscopy. Defect structure and composition using STEM imaging, x-ray and electron-energy-loss spectroscopy. Cross-listed as MSE 552/SEM 552. Credit is allowed for only MSE 552 or PHY 552 or SEM 552. Prerequisite: instructor approval.

PHY 553 Electron Microscopy Laboratory I. (3)*fall*

Lab support for PHY 552. Cross-listed as MSE 553/SEM 553. Credit is allowed for only MSE 553 or PHY 553 or SEM 553. Pre- or corequisite: MSE 552 or PHY 552 or SEM 552.

PHY 554 Electron Microscopy II. (3)*spring*

Determination of structure and composition of materials using high-resolution imaging, convergent-beam diffraction, and electron holography. Novel developments and applications. Cross-listed as MSE 554/SEM 554. Credit is allowed for only MSE 554 or PHY 554 or SEM 554. Prerequisite: instructor approval.

PHY 555 Electron Microscopy Laboratory II. (3)*spring*

Lab support for PHY 554. Cross-listed as MSE 555/SEM 555. Credit is allowed for only MSE 555 or PHY 555 or SEM 555. Pre- or corequisite: MSE 554 or PHY 554 or SEM 554.

PHY 561 Nuclear Physics. (3)*fall and spring*

Properties of nuclei, conservation laws, internucleon forces, nuclear structure models, reactions and decays, quark model with applications to nuclei. Prerequisite: PHY 576 or instructor approval.

PHY 562 Nuclear Physics. (3)*fall and spring*

Continuation of PHY 561. Prerequisite: PHY 561 or instructor approval.

PHY 567 Relativistic Quantum Mechanics and Field Theory. (3)*fall*

Relativistic quantum mechanics and introduction to the quantum field theory of scalar, spinor, and electromagnetic fields. QED through renormalization theory. Prerequisite: PHY 577.

PHY 568 Particle Physics Phenomenology. (3)*spring*

Hadron physics, internal symmetry groups, weak interactions, lepton and quark phenomenology. Prerequisite: PHY 577.

PHY 569 The Standard Model and Beyond. (3)*fall*

Introduces and applies the standard model of strong and electroweak interactions. Special topics include recent developments. Prerequisites: PHY 567, 568.

PHY 571 Quantum Physics. (3)*fall and spring*

Reviews modern physics, chemistry, math. Differential equation, operator, matrix formulations. Free particle, bound-state problems. Examples across physics and astronomy. Prerequisites: a combination of modern physics and linear and complex algebra and differential equations or only instructor approval.

PHY 576 Quantum Theory. (3)*spring*

Abstract approach to quantum mechanics in Hilbert space; observables and their corresponding operators, eigenstates, and eigenvalues; quantum dynamics; approximation methods; systems of identical particles; angular momentum and group representation theory; collision processes; relativistic quantum theory. Prerequisite: PHY 521.

PHY 577 Quantum Theory. (3)*fall*

Continuation of PHY 576. Prerequisite: PHY 576.

COLLEGE OF LIBERAL ARTS AND SCIENCES

PHY 580 Practicum. (1–12)

selected semesters

PHY 581 Quantum Theory of Solids I. (3)

fall

Band structure models: pseudopotentials, density functional theory; optical and magnetic response; elementary excitations; transport theory, electron-photon interactions and superconductivity. Prerequisites: PHY 511 (or instructor approval), 576.

PHY 582 Quantum Theory of Solids II. (3)

spring

Continuation of PHY 581: broken symmetry; phase transitions; disorder, topological defects; nano-structures topics; soft condensed matter and current research. Prerequisites: PHY 511 (or instructor approval), 576. Corequisite: PHY 512 or instructor approval.

PHY 587 Quantum Optics. (3)

selected semesters

Quantization of the electromagnetic field. Quantum theory of coherence, photon counting, photon states, lasers, density operators, and atomic Raman scattering. Prerequisite: PHY 576.

PHY 588 Quantum Optics. (3)

selected semesters

Continuation of PHY 587. Prerequisite: PHY 587.

PHY 592 Research. (1–12)

selected semesters

PHY 598 Special Topics. (1–4)

fall and spring

Topics may include the following:

- Surface and Thin Films. (3)

spring

See ASU Online or phy.asu.edu/classes for details. Internet course.

- Topics in Biophysics. (3)

fall

See phy.asu.edu/classes for details.

PHY 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

Students admitted to the Master of Education degree with a major in Secondary Education may also elect political science as the subject matter field.

JOINT BACHELOR/MASTER'S PROGRAM

Program of Study. The Division of Graduate Studies has approved a plan whereby undergraduates can “share” credits for both their undergraduate and graduate degrees. Students can count one 400-level course and two 500-level courses as credit hours for both degrees. Using this system of shared credits, undergraduates will be able to complete both degrees in five years.

Once all existing degree requirements for the undergraduate degree have been completed students will have completed enough courses to be able to finish their master's degree in one academic year. Students are only eligible for research or teaching assistantships, health insurance, financial aid, or graduate awards once they have completed all requirements for the undergraduate degree and the undergraduate degree has been posted.

A minimum of 30 semester hours is required for the Master of Arts degree. All candidates must take POS 503 and the core courses in their major and minor fields. Additional hours must be taken in graduate-level courses and seminars. Students are expected to take seminars each semester until their major, minor, and elective course work is completed. If the thesis option is followed, the program must include a combination of at least six semester hours of research (POS 592) and thesis (POS 599) credit. A maximum of six semester hours in approved courses taken outside of the department or six hours of reading and conference (POS 590) courses may count toward the 30-hour requirement.

Admission. Any undergraduate political science major with a GPA of 3.40 or higher, who has accumulated at least 90 hours toward the undergraduate degree, or who is on the verge of doing so, and who has taken at least one 400-level political science course at ASU can be considered for admission into the joint program.

The following items should be submitted to the director of graduate studies of the Department of Political Science by April 15 in order to ensure recommendation for admission to the five-year program beginning the following fall:

1. the department's graduate application, available in our Graduate Office or online;
2. a statement of purpose that describes the applicant's educational objectives and identifies a faculty member who will serve as an advisor;
3. an official transcript;
4. a writing sample that best represents the applicant's analytical and writing skills;
5. three letters of recommendation, two of which must be written by members of our political science faculty.

Students applying for the five-year program do not need to take the Graduate Record Examination.

Please note that students must also apply for admission to the Division of Graduate Studies at the same time they

Political Science

Master's and Doctoral Programs

www.asu.edu/clas/polisci

480/965-6551

COOR 6801

Patrick J. Kenney, Chair

Professors: Ball, Dagger, Fridkin, Guston, Jones, Kenney, Simon, Youngblood

Associate Professors: Ashley, Crittenden, Dantico, Doty, M. Elman, Herrera, Keating, Mitchell, Simhony, Warner

Assistant Professors: Chin, C. Elman, Espino, Goren, Guston, Hindman, Hoekstra, Kittilson, Lewis, Pantoja, Schatzman

The faculty in the Department of Political Science offer graduate programs leading to the MA and PhD degrees in Political Science. Concentrations are available in American politics, comparative politics, international relations, and political theory.

submit materials to the director of graduate studies of the department.

Foreign Language Requirement. None.

Thesis Option Requirements. MA students seeking admission to the PhD program are expected to complete the thesis early in their fourth semester. A copy of the *Format Manual* is available in the Division of Graduate Studies. A careful review of this document well in advance of preparation of the final copy of the thesis is recommended. An oral examination in defense of the thesis is required.

Non-Thesis Option Requirements. The program of study must include 27 hours of approved course work and at least one three-hour reading and conference course (POS 590) in the fourth semester to enhance the student's research capabilities. A research paper must be defended before a faculty committee appointed by the director of graduate studies, by the end of the third semester.

MASTER OF ARTS

See "[Master's Degrees](#)," page 67, for general requirements.

Admission. The MA degree provides advanced education for those students preparing for teaching, research, or applied careers in political science. It may be taken as a terminal program or as a step toward eventual fulfillment of the requirements for the PhD. Students may apply directly to the doctoral program or master's program.

In addition to the materials sent to the Division of Graduate Studies, the following items should be submitted to the graduate secretary of the Department of Political Science by February 1 in order to ensure recommendations for admission to the MA program beginning the following fall:

1. scores from the verbal, quantitative, and analytical sections of the Graduate Record Examination (GRE);
2. three letters of recommendation from persons who can evaluate the applicant's academic performance and potential;
3. a career overview statement which describes the applicant's educational objectives; and
4. a writing sample that best represents the applicant's thinking and writing skills.

Applicants for financial aid should submit these items and complete the application form for graduate assistantships by February 1. The department also has an early admission deadline of November 1. Candidates who have submitted a complete application by that date will be notified of their status by the end of the calendar year.

Undergraduate course work in political science is not a prerequisite for admission.

However, MA students should have a basic understanding of elementary statistics and the undergraduate content of the political science fields of concentration that they wish to study. Students should allow sufficient time to acquire such a background.

Program of Study. A minimum of 30 semester hours is required for the Master of Arts degree. All candidates must take POS 503 and the core course in the student's major and minor fields. Additional hours must be taken in graduate-level courses and seminars. Each student is expected to take seminars each semester in his/her major field, minor field, and an elective until course work is completed. If the thesis option is followed, the program must include a combination of at least six semester hours of research (POS 592) and thesis (POS 599) credit. A maximum of six semester hours in approved courses taken outside the department or six hours of reading and conference (POS 590) courses may count toward the 30-hour requirement.

Foreign Language Requirement. None.

Thesis Option Requirements. MA students seeking admission to the PhD program are expected to complete the thesis early in their fourth semester. A copy of the *Format Manual* is available in the Division of Graduate Studies. A careful review of this document well in advance of preparation for the final copy of the thesis is recommended. An oral examination in defense of the thesis is required.

Non-Thesis Option Requirements. The program of study must include 27-hours of approved course work and at least one three-hour reading and conference course (POS 590) in the fourth semester to enhance the student's research capabilities. A research paper must be defended by the end of the third semester before a faculty committee appointed by the director of Graduate Studies.

DOCTOR OF PHILOSOPHY

See "[Doctor of Philosophy](#)," page 69, for general requirements.

Admission. In addition to meeting Division of Graduate Studies requirements, an applicant for the PhD program must take the verbal, quantitative, and analytical sections of the GRE; supply a career overview statement that describes the applicant's educational objectives; submit three letters of recommendation from persons who can evaluate the applicant's undergraduate and graduate work; and provide a sample of writing. These items should be submitted to the graduate secretary of the Department of Political Science by February 1. Applicants for financial aid should also complete and submit the application form for graduate assistantships by February 1. The department also has an early admission deadline of November 1. Candidates who have submitted a complete application by that date will be notified of their status by the end of the calendar year.

PhD students should have a basic understanding of elementary statistics and the content of the areas of concentration that they wish to study. Students should allow sufficient time to acquire such a background.

Program of Study. A minimum of 60 semester hours of graduate courses beyond the baccalaureate degree and approved by the student's supervisory committee shall constitute the formal course preparation, followed by a minimum of 24 semester hours of research and dissertation work. The supervisory committee has three members, including the committee chair from the student's major

COLLEGE OF LIBERAL ARTS AND SCIENCES

field, and two members from a minor field. As part of the 60 semester hours, the student must take POS 503 and 603. A maximum of 12 semester hours of approved course work outside the department and 12 semester hours of approved reading and conference courses (POS 590 and 790) may count toward the 60 semester hours. Grades of "A" (4.00), "B" (3.00), or "Y," must be obtained in all course work counted for the PhD degree.

Master's in Passing. For students without an MA who are admitted directly into the PhD program, the department offers a Master's in Passing. Students opting for the Master's in Passing must, in the third semester of residence, pass an oral examination of their work. The examination is conducted by a committee composed of members of the Graduate Committee who represent each student's primary and secondary subfields. Students who pass the oral examination and have completed 30 semester hours of course work toward the PhD are then awarded the MA.

Research Skills/Foreign Language Requirements. All PhD students must show proficiency in research and methodological skills. This requirement may be met by showing proficiency in one or more of the following areas: foreign language, quantitative, or qualitative methods. Supervisory committees determine which among those research tools are appropriate for students in their fields of study.

Comprehensive Examinations. The student is required to take three examinations from the fields and subfields of American politics, international relations, comparative politics, and political theory. In the major field, the student takes a written general examination. Additionally, the student takes a written field or subfield examination in one of the remaining fields of political science. An oral examination over the dissertation proposal follows the written examinations.

Dissertation Requirements. The dissertation must be an original contribution of knowledge and demonstrate the student's proficiency as an independent investigator. The dissertation proposal is approved by the chair of the department upon the recommendation of the student's dissertation committee. The department chair also approves the dissertation committee. This committee must have a minimum of three members from the department of political science, including a chair from the student's major field.

Final Examination. A final oral examination is required. This examination is the occasion for the student to defend the dissertation, both as to methods and conclusions, and to demonstrate general competence in the area of concentration.

RESEARCH ACTIVITY

Political science faculty and the department's curriculum are organized into four areas of concentration. The faculty offer courses and conduct research from a variety of methodological orientations, all with a common thread of theoretically oriented scholarship.

American Politics. Faculty emphasize political behavior and use survey research, experimental designs, and content anal-

ysis to collect data and conduct statistical analyses of mass voting patterns, campaign strategies, party politics, the role of the media in political communication, agenda setting and policy development in Congress, and elite-mass linkages. Other faculty emphasize public law and policy with a focus primarily at the state and local levels of government.

International Relations. One group focuses on foreign policy theory and international security, using event chronologies, institutional differences, archival materials, and public records to guide comparative analyses of foreign policy decision-making by different types of regimes, case studies of leaders and their decision-making strategies, state and nation building, nationalism, and policy analyses of issues in the Asia-Pacific region. Another cluster of faculty emphasize critical theory and the international political economy, employing archival sources, statistical data, and texts of legal norms and state practices to conduct analyses of global inequalities in wealth and income, the evolution of statecraft, and the impact of hierarchically-ordered gender and race categories in North-South relations.

Political Theory. Faculty research interests in the area of political theory cover a range of topics in the history of political thought and contemporary political theory. Historical topics include Rousseau, conceptual history, and positive liberalism of the 19th and 20th centuries. Research in contemporary political theory focuses on such themes as autonomy and freedom, rights and obligations, civic virtues, and the idea of the common good; various issues in democratic theory (with particular attention to education), aspects of political and legal theory regarding corporate personality, conceptions of self in various cultures, analysis of myths in aboriginal societies and politics, social ecology, and peace and nonviolence.

Comparative Politics. Faculty in the area of comparative politics investigate a variety of topics in several regions of the globe. Research interests include the political economy of uneven development in Africa, democratization processes within formerly authoritarian regimes in Europe, Latin America, and East Asia, church and state relations in the Philippines, ethnic minority problems in Brazil, problems of federalism in India, and party leadership in France and Italy.

POLITICAL SCIENCE (POS)

POS 501 Methods of Political Science. (3)

selected semesters

Problems of method and knowledge in political science, strategies of political inquiry, and issues in philosophy of social science.

POS 502 Philosophy of Political Inquiry. (3)

once a year

Problems of knowledge and method in political science, with attention to both empirical and evaluative analysis.

POS 503 Empirical Political Inquiry. (3)

once a year

Research methods and techniques of the discipline, emphasizing empirical foundations and analytic methods employed in subfields. Prerequisites: POS 401 (or its equivalent); instructor approval.

POS 530 American Politics. (3)

once a year

Examines major debates in the study of American political processes and institutions. Covers parties, media, elections, public opinion, interest groups, and the three branches of government. Seminar.

POS 545 Themes in Political Thought. (3)

selected semesters

Examines a particular theme or problem in political thought from both a historical and contemporary perspective. May be repeated with approval of the director of graduate studies. Seminar. Prerequisite: instructor approval.

POS 550 Comparative Politics. (3)

once a year

Surveys major approaches across topical areas such as revolutions, authoritarianism, policy processes, interest groups, and electoral politics. Focus varies with instructor. Seminar.

POS 560 International Relations. (3)

once a year

Surveys major theoretical approaches and debates in international relations. Seminar.

POS 563 Comparative Asian Security Policies. (3)

selected semesters

Analyzes domestic and international constraints, belief systems, and economic components in security decisions by major powers and Asian nations. Seminar. Prerequisite: instructor approval.

POS 590 Reading and Conference. (1–12)

selected semesters

POS 591 Seminar. (1–12)

once a year

Topics may include the following:

- American Politics. (3)
- Comparative Politics. (3)
- Global Politics. (3)
- Political Theory. (3)

POS 592 Research. (1–12)

selected semesters

POS 598 Special Topics. (1–4)

once a year

Topics may include the following:

- American Politics. (3)
- Comparative Politics. (3)
- Global Politics. (3)
- Political Theory. (3)

POS 599 Thesis. (1–12)

selected semesters

POS 601 Advanced Experimental Research. (3)

selected semesters

Introduces experimental and quasi-experimental research designs in political research, including laboratory techniques and topics in the analysis of variance. Prerequisite: POS 503 (or its equivalent).

POS 602 Advanced Survey Research. (3)

selected semesters

Presents design and conduct of political surveys, including sampling, instrument design, scaling, and statistical and graphical analysis of survey data. Prerequisite: POS 503 (or its equivalent).

POS 603 Polometrics I. (3)

once a year

Introduces theory and practice of linear regression analysis. Provides skills to read, understand, and evaluate professional literature using regression analysis. Prerequisites: both POS 401 and 503 or only instructor approval.

POS 604 Polometrics II. (3)

once a year

Applies quantitative techniques to research topics producing publishable papers through exposure to time-series, logit and probit, and simultaneous equations. Prerequisites: a combination of POS 401 and 503 and 603 or only instructor approval.

POS 606 Qualitative and Textual Analysis. (3)

spring in odd years

Method and theory for the analysis of qualitative materials, systematic approaches for case studies, content analysis, critical analysis of texts. Discussion, seminar.

POS 635 State Politics and Public Policy. (3)

selected semesters

Introduces comparative state policy emphasizing policy or performance differences among the states and the reasons for these differences. Seminar. Prerequisites: both POS 530 and 603 or only instructor approval.

POS 636 Electoral Behavior. (3)

selected semesters

Introduces fundamental concepts of electoral behavior. Emphasizes presidential elections and examines why people vote and how their votes are determined. Seminar. Prerequisites: both POS 530 and 603 or only instructor approval.

POS 638 Law and Politics. (3)

selected semesters

Emphasizes research into such topics as constitutional law, women and the law, American legal system, judicial process, and judicial selection. Seminar. Prerequisite: instructor approval.

POS 651 Politics of Change and Development. (3)

selected semesters

Examines contending approaches to national, social, and political change. Seminar. Prerequisite: instructor approval.

POS 660 The Modern World System. (3)

selected semesters

Theoretically driven, historical analysis of the organization and operation of the international political economy since the 16th century. Seminar. Prerequisite: instructor approval.

POS 661 The State. (3)

selected semesters

Examines theories of state, state-society relations, and interstate politics emphasizing questions of sovereignty, territoriality, violence, representation, democracy, and change. Seminar. Prerequisite: instructor approval.

POS 662 International Organization. (3)

selected semesters

History, practical political significance, and future of international institutions, transnational regimes, and other approaches to international organization. Seminar. Prerequisite: instructor approval.

POS 664 War, Peace, and Conflict Processes. (3)

selected semesters

Systematic analysis of the causes of war, the preconditions for peace, and approaches to the resolution of conflict. Seminar. Prerequisite: instructor approval.

POS 665 Foreign Policy Theory. (3)

selected semesters

Examines foreign policy theory and methods. Development and critique of research designs analyzing foreign policy processes within and among nations. Seminar. Prerequisite: instructor approval.

POS 691 Seminar. (1–12)

selected semesters

POS 790 Reading and Conference. (1–12)

selected semesters

POS 792 Research. (3)

fall and spring

Projects in various areas of political science. Prerequisite: doctoral student.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Psychology

Doctoral Program

www.asu.edu/clas/psych

480/965-3326

PSY 237C

Keith Crnic, Chair

Regents' Professors: Cialdini, Eisenberg, Russo, Sandler

Professors: Aiken, Barrera, Braver, Castro, Chassin, Crnic, Gonzales, Homa, Karoly, Kenrick, Killeen, Knight, Lanyon, Linder, MacKinnon, Millsap, Neisewander, Neuberg, Okun, Parkinson, Presson, Reich, Sadalla, Somerville, Van Orden, West, Wolchik, Zautra

Associate Professors: Alexander, Castaneda, Conrad, Davis, Fabricius, Goldinger, Leshowitz, McBeath, Nagoshi, Nemeroff, Saenz, Stone

Assistant Professors: E. Amazeen, P. Amazeen, Lemery, Luecken

Senior Lecturers: Barton, Wosinski

Lecturer: Palmer

The faculty in the Department of Psychology offer graduate programs leading to the PhD degree in Psychology. Concentrations are available in clinical, developmental, and social psychology, as well as in cognitive/behavioral systems, behavioral neuroscience, and quantitative research methods. (Applications to the concentration in environmental psychology are not being accepted at this time.)

Although there is no terminal master's program as such, doctoral students are required to complete a nonterminal master's degree as part of their training.

NONTERMINAL MASTER'S

Program of Study. A minimum of 30 semester hours is required for the nonterminal master's degree.

Foreign Language Requirements. None.

Thesis Requirements. A thesis is required.

Final Examination. A final oral examination in defense of the thesis is required.

DOCTOR OF PHILOSOPHY

See "Doctor of Philosophy," page 69, for requirements.

Application Deadline. Completed applications for the clinical areas, including all letters and supporting documents, must be received by December 15. For all other areas, applications are accepted until January 5.

All applicants are required to submit scores on the Graduate Record Examination (an advanced test in psychology is also required for clinical psychology), as well as transcripts, three letters of reference, and a statement of purpose.

Program of Study. At present, the department offers the PhD degree in the following research areas: clinical, developmental, cognitive/behavioral systems, behavioral neuroscience, quantitative, and social psychology. A minimum of 60 semester hours beyond the bachelor's degree is required, plus 24 semester hours in research and dissertation.

In addition to a core curriculum, students take courses related to their area of interest as determined in consultation with their supervisory committees. Requirements vary across training areas.

Annual Evaluations. At the end of each year of study, each student receives a comprehensive evaluation by the faculty based upon performance in courses, research, and professional or laboratory assignments and upon the evidence of professional responsibility and ethical behavior.

Foreign Language Requirements. None.

Comprehensive Examinations. Written and oral examinations are required near the end or upon completion of all course work. After passing the comprehensive examinations and meeting other requirements (e.g., dissertation prospectus), the student is eligible to apply for candidacy.

Dissertation Requirements. The dissertation must be an original contribution to knowledge, demonstrating the student's proficiency as an independent investigator. (See "Doctoral Degrees," page 68.)

Final Examination. A final oral examination in defense of the dissertation is required.

PSYCHOLOGY (SOCIAL AND BEHAVIORAL) (PGS)

PGS 414 History of Psychology. (3)

fall and spring

Historical development of psychology from its philosophical beginnings to the present. Prerequisites: PGS 101; PSY 230, 290.

PGS 461 Interpersonal Influence. (3)

selected semesters

Principles and procedures that affect the process of social influence; consideration of attitudinal, compliance-inducing, and perceptual influences. Prerequisite: PGS 350.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

PSYCHOLOGY (SCIENCE AND MATHEMATICS) (PSY)

For more PSY courses, see the list of E PSY courses under "Applied Psychology."

M PSY 420 Analysis of Behavior. (3)

selected semesters

Research, applications, and philosophy of the analysis and control of human behavior. Prerequisite: PSY 320.

M PSY 422 Motor Control in Special Populations. (3)

spring

Discusses principles of motor control theories and related practical applications for certain special developmental populations. Lecture, discussion. Cross-listed as KIN 422. Credit is allowed for only KIN 422 or PSY 422. Prerequisite: KIN 345.

M PSY 424 Genetic Psychology. (3)

spring

Introduces the concepts, methodologies, and findings of behavioral genetics for Psychology majors. Prerequisites: PGS 101; PSY 230, 290.

M PSY 425 Biological Bases of Behavior. (3)

selected semesters

Critical study of physiological psychology; brain mechanisms underlying motivation and learning. Prerequisite: PSY 325.

M PSY 426 Neuroanatomy. (4)

selected semesters

Structure and function of mammalian brain, including sheep brain dissection. 3 hours lecture, 3 hours lab. Prerequisite: PSY 325 (or its equivalent).

M PSY 434 Cognitive Psychology. (3)

spring

Human organism as a processor of information, from perception to cognition. Abstract concepts, semantic memory, attention, and mental imagery. Prerequisite: PSY 323 or 324 or instructor approval.

M PSY 437 Human Factors. (3)

fall

Emphasizes human factors in high-technology systems. Specific topics include systems development, systems analysis techniques, displays, and controls. Prerequisites: both PSY 290 and upper-division standing or only instructor approval.

M PSY 470 Psychopharmacology. (3)

fall and spring

Basis of drug action at physiological and behavioral levels. Psychological and medical applications and limitations of drugs used in the treatment of mental illness. Prerequisites: PSY 325; 1 semester each of biology and chemistry.

M PSY 501 Supervised Teaching. (4)

fall

Experience in and examination of perspectives on teaching undergraduate psychology. Prerequisites: graduate standing in psychology; instructor approval.

M PSY 506 Survey of Research in Environmental Psychology. (3)

fall

Major topics and paradigms in the study of person-environment relationships. Prerequisite: instructor approval.

M PSY 512 Advanced Learning. (3)

selected semesters

Principles and theories of learning, emphasizing research literature. Prerequisite: instructor approval.

M PSY 524 Advanced Physiological Psychology. (3)

selected semesters

Contributions of physiological processes and brain function to fundamental behavioral processes. Prerequisite: instructor approval.

M PSY 528 Sensation and Perception. (3)

selected semesters

Principles of sensory and perceptual processes, emphasizing research literature. Prerequisite: instructor approval.

M PSY 530 Analysis of Variance in Psychological Research. (3)

fall

One-way and factorial designs, contrasts, post-hoc tests, probing of interactions, mixed designs, power, computer applications. Prerequisite: undergraduate statistics or instructor approval.

M PSY 531 Multiple Regression in Psychological Research. (3)

spring

Multiple regression and correlation, hierarchical regression, interactions, curvilinear relationships, categorical predictors, ANOVA in regression, regression diagnostics, regression graphics. Prerequisite: PSY 530 or instructor approval.

M PSY 532 Analysis of Multivariate Data. (3)

fall

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, classification, MANOVA, logistic regression, hierarchical linear model. Prerequisites: both PSY 530 and 531 or only instructor approval.

M PSY 533 Structural Equation Modeling. (3)

spring

Path analysis; exploratory and confirmatory factor analysis; recursive and nonrecursive latent variable models; mean and covariance struc-

tures; latent growth models. Prerequisite: PSY 532 or instructor approval.

M PSY 534 Psychometric Methods. (3)

fall and spring

Theory and practice of psychological measurement using classical and modern test theories. Reliability assessment, test validation, test construction, test usage. Prerequisites: both PSY 530 and 531 or only instructor approval.

M PSY 535 Cognitive Processes. (3)

selected semesters

Theoretical/empirical treatment of the human organism as a processor of information, including abstraction, memory structure, problem solving, and thinking. Prerequisite: instructor approval.

M PSY 536 Statistical Methods in Prevention Research. (3)

fall and spring

Statistical methods used in prevention research, including epidemiological methods, logistic regression, program effect estimation, estimation, and mediation analysis. Prerequisites: both PSY 530 and 531 or only instructor approval.

M PSY 537 Longitudinal Growth Modeling. (3)

selected semesters

Growth modeling methodology to describe individual variation in development over time. Employs multilevel and structural equation modeling frameworks. Prerequisite: PSY 533 or instructor approval.

M PSY 538 Advanced Structural Equation Modeling. (3)

selected semesters

Mean and covariance structure analysis. Includes multiple-group modeling, two-level hierarchical modeling, longitudinal growth modeling, analysis with categorical outcomes. Prerequisite: PSY 533 or instructor approval.

M PSY 541 Research in Cognitive Development. (3)

selected semesters

Theoretical and empirical issues in the study of children's knowledge and cognitive processes. Comparison of research in Piagetian and other traditions. Prerequisite: admission to Psychology PhD program or instructor approval.

M PSY 542 Social Development. (3)

selected semesters

Reviews and critiques major issues in the area of social development. Covers theory, research, and content. Prerequisite: instructor approval.

M PSY 550 Advanced Social Psychology. (3)

fall and spring

Theory and research concerning interpersonal perception, decision making, attitude formation and change, group processes, social motivation, and interaction processes. Prerequisite: instructor approval.

M PSY 551 Advanced Social Psychology. (3)

fall and spring

Continuation of PSY 550. Prerequisite: PSY 550 or instructor approval.

M PSY 553 Social Influence. (3)

selected semesters

Researches literature relevant to attitude formation and change, conformity, obedience, power, compliance, altruism, and others. Prerequisite: PSY 551 or instructor approval.

M PSY 555 Experimental and Quasi-Experimental Designs for Research. (3)

selected semesters

Reviews research techniques. Analyzes laboratory and field research; applications to specific topics. Prerequisite: instructor approval.

M PSY 569 Advanced Study of Personality. (3)

selected semesters

Personality as a theoretical concept in psychology, including definitional problems, behavioral and traditional approaches, the measurement of personality, and current research issues. Prerequisite: instructor approval.

M PSY 572 Psychological Assessment. (3)

fall

Theory and research on assessment of personality, psychopathology, and intelligence; construction of psychological assessment instruments. Prerequisite: admission to clinical PhD program or instructor approval.

M PSY 573 Psychopathology. (3)

fall

Theory and research relating to the contribution of psychological, social, physiological, and genetic factors to the development and persistence of abnormal behavior. Prerequisite: admission to Psychology PhD program or instructor approval.

M PSY 574 Psychotherapy. (3)

spring

Detailed survey of the theoretical and empirical literature relating to verbal psychotherapy. Prerequisite: admission to the clinical PhD program or instructor approval.

M PSY 578 Developmental Psychopathology. (3)

selected semesters

Covers major theories and research related to the development of psychological disorders of childhood and adolescence.

M PSY 582 Community Psychology. (3)

summer

Community systems, intervention techniques, consultation models, history and current status of community mental health movement, and conceptualization of the roles of community psychologists in social system intervention. Prerequisite: advanced standing in Psychology PhD program or instructor approval.

M PSY 624 Clinical Neuroscience. (3)

spring

Examines the biological underpinnings of psychological disorders at the molecular, cellular, and system levels (schizophrenia, depression, anxiety, etc.). Lecture, pro-seminar. Prerequisites: graduate standing; instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

Religious Studies

Master's and Doctoral Programs

www.asu.edu/clas/religious_studies

480/965-7145

ECA 377

Joel D. Gereboff, Chair

Professors: Cady, Feldhaus, Foard, Morrison, Samuelson

Associate Professors: Clay, Fessenden, Gereboff, Henn, Moore, Schober, Swanson, Woodward

Assistant Professors: Aguilera, Benn, Carlson, Damrel, Duncan, Espinosa, Park, Umar

The faculty of the Department of Religious Studies offer a graduate program leading to the MA degree in Religious Studies. This program is designed to serve three main purposes. It offers intensive training in research methods and in select special fields for students who seek to qualify for doctoral programs at leading universities. It serves as specialized training for those who plan to teach religious studies subject matter in colleges and high schools or who wish to bring cultural and cross-cultural analytical tools to professions such as business, social work, government, and journalism. It allows qualified persons in nonacademic occupations the opportunity to acquire competence in the study of religions, broadly defined, and in areas of special interest.

For information about the new PhD program in Religious Studies, contact the department.

Course offerings and faculty appointments reflect the commitment of the department to a balance of Western and Asian, historical and conceptual, methodological, and subject-oriented areas of study. This programmatic diversity is maintained in a context of scholarly collegiality involving both faculty and graduate students.

MASTER OF ARTS

See ["Master's Degrees," page 67,](#) for general requirements. The graduate program leading to the MA degree provides two options: (1) a thesis option and (2) a portfolio option. While admission requirements and procedures are identical for both options, requirements for degree completion vary as indicated.

Admission. To be eligible for admission to the graduate program in Religious Studies, an applicant must meet Division of Graduate Studies requirements (see ["Admission to the Division of Graduate Studies," page 58\)](#) and provide the following:

1. The student must submit test scores from the Graduate Record Exam (older returning students may petition the department to have this requirement waived).
2. The student must have completed the equivalent of 15 hours of undergraduate work in the study of religions, including advanced courses in both Western and Asian or other non-Western religions. Students without the necessary background in religious studies may remove deficiencies by taking additional specified courses (which may or may not count toward the fulfillment of degree requirements) at the beginning of their program of study.
3. The student must request three academic letters of reference to be sent to the graduate coordinator of the department.
4. The student must submit an essay of approximately 1,000 words outlining the academic background, career goals, and specific area of interest in religious studies in relation to fields offered by the faculty.

Complete applications are due by February 1. Students will receive notification from the department by April 1. Graduate assistantship awards are also announced on or about April 1. Late applications and applications for spring semester are reviewed on an individual basis.

For more information, send e-mail to religious_studies@asu.edu.

GRADUATE PROGRAM REQUIREMENTS

Thesis Option. This option is recommended for students intending to seek admission to a doctoral program upon completion of the MA degree or planning to teach in the discipline at community colleges. For the thesis option, the student must satisfy the following requirements:

1. reading knowledge of French, German, or another language relevant to the proposed thesis topic is normally required. At the discretion of the student's supervisory committee, the requirement may be

waived for students who either are not planning to enter a doctoral program or are planning to pursue doctoral work that does not require proficiency in foreign languages;

- 24 hours of course work, including six hours in methods and theory (REL 501, 502); six hours of graduate seminar (REL 591), offered each semester on varying topics within the academic study of religion; and three hours of research (REL 592) in the field of the thesis topic;
- a thesis that earns six semester hours of 599 Thesis credit; and
- an oral defense of the thesis.

Portfolio Option. This option is recommended for students intending to augment their primary area of expertise and professional training in fields such as journalism, law, teaching K–12, counseling, social work, the ministry, and others. For the portfolio option, the student must satisfy the following requirements:

- reading knowledge of a foreign language relevant to the proposed area of concentration. At the discretion of the student's supervisory committee, the requirement may be waived;
- 30 hours of course work, including six hours in methods and theory (REL 501, 502); six hours of graduate seminar (REL 591); four courses in a major area of concentration; and two courses in a minor area;
- a portfolio consisting of three papers: one on theory and method, one on the student's minor area of study, and one on the major area of study. Although portfolio papers may germinate from ideas generated in graduate seminars, they will be of publishable quality and make substantive contributions to the scholarship of the field. Credit toward completing the portfolio may be earned as part of the required credit hours outlined in item 2; and
- an oral defense of the portfolio.

RESEARCH ACTIVITY

For information on current research activity, access the Department of Religious Studies Web site at www.asu.edu/clas/religious_studies.

RELIGIOUS STUDIES (REL)

REL 410 Judaism in Modern Times. (3)

selected semesters

Variety of expressions of Judaism and Jewishness in the modern period. Topics may include American Judaism or religious responses to the Holocaust.

REL 420 Religion in American Life and Thought. (3)

selected semesters

Influence of religion on American society, culture, and ideas; the distinctive character of religion in America. Prerequisite: REL 320 or 321 (or its equivalent).

REL 427 American Religious Thought. (3)

selected semesters

Thought of representative American religious thinkers, e.g., Jonathon Edwards, William Ellery Channing, Horace Bushnell, and Reinhold Niebuhr. Prerequisite: REL 320 or 321 (or its equivalent).

REL 444 Religion in Japan. (3)

once a year

Religion in Japanese history, especially the development of Japanese Buddhism, and religion in the modern transformation of Japan. Prerequisite: instructor approval.

REL 460 Studies in Islamic Religion. (3)

selected semesters

Issues in the interpretation and understanding of Islamic texts, history, society, culture, and rituals. Prerequisites: both REL 365 and Religious Studies major or only instructor approval.

REL 470 Religion in the Middle Ages. (3)

selected semesters

Religious aspects of medieval life and thought; variety of forms of dissent, heresy, and reform movements from the 4th to 13th centuries.

REL 471 Reformation and Modern Christianity. (3)

selected semesters

Protestant Reformation to contemporary Christian movements; includes factors in the dissolution of the Medieval Christian synthesis, variety of reform movements and reformation patterns, Catholic counter-reform measures, formation of liberal theology, ecumenical movement, and the World Council of Churches.

REL 483 Religion and Science. (3)

spring

Investigates the correlation between science and religion as an interdisciplinary study from a historical perspective. Readings, film, lecture, discussion. Prerequisite: junior standing or instructor approval.

REL 494 Special Topics in Religious Studies. (3)

fall and spring

Open to all students. Topics may be selected from various areas. Prerequisite for freshmen: instructor approval.

REL 498 Pro-Seminar in Religious Studies. (3)

selected semesters

For students with a major or minor emphasis in Religious Studies.

REL 501 Research Methods in Religious Studies. (3)

fall

Explores the major themes and methods in the study of religion, with primary focus on classical texts. Lecture, discussion.

REL 502 Research Methods in Religious Studies. (3)

spring

Explores the major themes and methods in the study of religion, with primary focus on contemporary texts. Lecture, discussion.

REL 591 Seminar. (3)

fall and spring

Topics on methodological issues in the study of religion. Prerequisite: Religious Studies graduate student or instructor approval.

REL 592 Research. (1–12)

fall and spring

REL 598 Special Topics. (1–4)

fall and spring

May be repeated for credit. Topics may include the following:

- Christianity. (3)
- Islam. (3)
- Judaism. (3)
- Native American Religion. (3)
- Problems in Religious Studies. (3)
- Religion in America. (3)
- Religion in East Asia. (3)
- Religion in South and Southeast Asia. (3)
- Study of Religion, Comparative Religion. (3)
- Western Religious Thought, Ethics. (3)

REL 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Renaissance Studies

See “[Medieval and Renaissance Studies](#),” page 309.

Scholarly Publishing

Certificate Program

[www.asu.edu/clas/history/graduate/
area_publishing.html](http://www.asu.edu/clas/history/graduate/area_publishing.html)

480/965-5775

COOR 4497

Beth Luey, Director

Senior Instructional Professional: Luey

Graduate students in any discipline may pursue a Certificate in Scholarly Publishing in conjunction with their degree programs. The program is also open to students who already hold graduate degrees. Students gain an understanding of the structure of scholarly publishing (scholarly books, journals, reference books, college textbooks, and scholarly electronic media), its role and responsibility in society, the legal and ethical issues that impinge upon it, and its economics. They also learn to perform the responsibilities of editors, designers, or producers of scholarly publications. Course work includes a required core, required courses in editing or design, and electives from a variety of disciplines. The certificate requires 28 hours of course work, including six internship hours. Some courses may be applied to both the certificate and the student's degree program. Applicants are strongly urged to submit Graduate Record Examination aptitude scores; a writing sample is required. The application deadline is February 1. For more information, contact the director, Scholarly Publishing Program, COOR 4497, 480/965-5775.

SCHOLARLY PUBLISHING (PUB)

PUB 501 Introduction to Scholarly Publishing. (3)

once a year

Introduces the purpose, organization, and operation of scholarly publishing, including its history, societal role, and current issues. Lecture, discussion. Prerequisite: graduate standing.

PUB 502 Scholarly Editing. (3)

once a year

Publishing procedures, proofreading, and manuscript editing of scholarly books, textbooks, and scholarly journals. Lecture, discussion. Prerequisite: admission to scholarly publishing certificate program. Pre- or corequisite: PUB 501.

PUB 503 Advanced Scholarly Editing. (3)

once a year

Advanced manuscript editing, acquisitions, developmental editing, and indexing of scholarly books, textbooks, and scholarly journals. Lecture, discussion. Prerequisites: PUB 501, 502.

PUB 510 Research in Scholarly Publishing. (3)

once a year

Individual or group research projects on issues in scholarly publishing, including legal, economic, design, technological, and related topics. Directed research, discussion. Prerequisites: PUB 501; admission to scholarly publishing certificate program.

PUB 584 Scholarly Publishing Internship. (1–6)

once a year

Structured, supervised, practical experience with a scholarly publisher or other appropriate publishing enterprise. Internship. Prerequisites: PUB 501; 9 hours in scholarly publishing core; instructor approval.

PUB 598 Special Topics in Scholarly Publishing. (1)

spring

One-week short courses covering special topics in scholarly publishing, to be taught by visiting publishing professionals. Lecture, discussion. Prerequisites: PUB 501; admission to scholarly publishing certificate program.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Science and Engineering of Materials

Interdisciplinary Doctoral Program

See “[Science and Engineering of Materials](#),” page 80.

Sociology

Master's and Doctoral Programs

asu.edu/clas/sociology/graduate/graduate.html

480/965-3546

COOR 5681

Jennie Jacobs Kronenfeld, Chair

Professors: Cobas, Kronenfeld, Kulis

Associate Professors: Agadjanian, Benin, Glick, Keith, Menjivar, Miller-Loessi, Sullivan

Assistant Professor: Yabiku

Senior Lecturer: Fine

The faculty in the Department of Sociology offer graduate programs leading to the MA and PhD degrees in Sociology.

MASTER OF ARTS

This degree program provides advanced training for those preparing for teaching, research, or applied careers in sociology, and may be taken either as a terminal program or as a step toward eventual fulfillment of requirements for the PhD. A detailed description of the graduate program, including opportunities in teaching and research assistantships, may be obtained from the department chair.

Admission. Admission to the program is determined by the following criteria: Graduate Record Examination (GRE) scores (verbal, quantitative, and analytical), three letters of appraisal from persons familiar with the applicant's academic background, valid transcripts of the student's academic record, and a statement of purpose provided by the applicant. The application deadlines are January 31 for preferential consideration for funding, March 31 for fall admission, and October 15 for spring admission, which is limited to students who have completed at least six semester hours of graduate-level course work in sociology.

Program of Study. A master's degree in Sociology requires the successful completion of a minimum of 32 semester hours, including a 14-hour core curriculum, six hours of theory (SOC 585 and 586), six hours of research methods (SOC 500 and 505), and two hours of Sociology as a Profession (SOC 503 and 504), with the balance to be drawn from substantive courses and six hours earned through the MA thesis (SOC 599).

Foreign Language Requirements. None.

Thesis Requirements. A thesis or applied project is required.

Final Examination. A final oral examination in defense of the thesis is required. This oral examination also tests the student's comprehension of the area of sociology exemplified by the thesis.

DOCTOR OF PHILOSOPHY

This degree provides advanced training in theory, research methodology, and substantive fields to prepare sociologists for teaching and research with special emphasis on family, global political and cultural processes, health, and work issues. A detailed description of this program (including opportunities in teaching and research assistantships) may be obtained from the graduate secretary or viewed on the department's Web site. See "**Doctor of Philosophy,**" page 69, for general requirements.

Admission. Admission to the program is determined by the following criteria: GRE scores (verbal, quantitative, and analytical), three letters of appraisal from persons familiar with the applicant's academic background, valid transcripts of the applicant's academic record, and a statement of purpose provided by each applicant. Applicants should have an MA or its equivalent in Sociology or a related field. The option is available for a few outstanding undergraduates to apply directly to the PhD program. These students must obtain an MA in passing. The application deadline is January 31.

Program of Study. The PhD requires 54 semester hours beyond the master's degree. Three hours each of theory, methods, and statistics are required, and 24 hours are earned through dissertation and research. The remaining 21 hours are in substantive courses reflecting the student's specialization. First-year PhD students are required to take Sociology as a Profession (503 and 504). A minimum of 30 semester hours of the approved PhD program, exclusive of

dissertation and research hours, must be completed after admission to the PhD at ASU.

Foreign Language Requirements. None.

Comprehensive Examinations. Written comprehensive examinations focusing on two areas chosen by the student, and an oral defense of the dissertation proposal are required. Exams are currently offered in demography, family, health, and a statistics course sequence is an option to one written exam. After passing the comprehensive examinations and obtaining a formal approval of the dissertation proposal, the student is eligible to apply for candidacy.

Dissertation Requirements. A dissertation based on original work demonstrating creativity in research and scholarly proficiency in the subject area is required.

Final Examination. A final oral examination in defense of the dissertation is required.

Research Facilities. The department is affiliated with the Institute for Social Science Research, which conducts local and national surveys. The department also has a computer laboratory.

SOCIOLOGY (SOC)

For more SOC courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SOC 500 Research Methods. (1–12)
spring

M SOC 501 Practicum in Survey Research. (3)
fall
Research practicum in survey field work, analysis, and reporting in the Phoenix Area Study. Prerequisite: SOC 391 (or its equivalent).

M SOC 502 Practicum in Survey Research. (3)
spring
Continuation of SOC 501. Prerequisite: SOC 501.

M SOC 503 Sociology as a Profession I. (1)
fall
Becoming and working as a sociologist, including how to write a vita, choose a thesis topic, or find dissertation data. Prerequisite: graduate Sociology major.

M SOC 504 Sociology as a Profession II. (1)
spring
Becoming and working as a sociologist, including how to write a vita, choose a thesis topic, or find dissertation data. Prerequisite: graduate Sociology major.

M SOC 505 Applied Regression Analysis. (3)
fall and spring
Multiple linear regression topics relevant to sociological data analysis. Computer applications. Prerequisites: SOC 390 (or its equivalent); proficiency examination.

M SOC 507 Social Statistics IIA: Categorical Data Analysis. (3)
fall or spring
Logistic regression and related topics relevant to categorical data analysis in sociology. Computer applications. Prerequisite: SOC 505 or instructor approval.

M SOC 508 Social Statistics IIB: Structural Equation Analysis. (3)
fall or spring
Structural equation models using LISREL and other computer packages. Topics include multiple group analyses and ordinal endogenous variable models. Prerequisite: SOC 505 or instructor approval.

COLLEGE OF LIBERAL ARTS AND SCIENCES

M SOC 509 Social Statistics IIC: Event History Analysis. (3)

fall or spring

Proportional hazards models and other methods for analyzing longitudinal data and establishing hazard rates of events for exploratory variables. Prerequisite: SOC 505 (or its equivalent).

M SOC 515 Studies of the Family. (3)

spring

Current developments in the study of marriage and the family. Prerequisite: instructor approval.

M SOC 585 Development of Sociology. (3)

fall

Major sociological theorists, including Durkheim, Weber, Marx, Parsons, Merton, Dahrendorf, Homans, and Mead. Prerequisite: instructor approval.

M SOC 586 Contemporary Sociological Theory. (3)

spring

Analyzes major theories, including structural-functional, conflict, social exchange, symbolic interaction, and role theory. Prerequisite: instructor approval.

M SOC 588 Methodological Issues in Sociology. (3)

fall

Basic methodological issues in the study of human social life. Emphasizes a limited number of key issues and approaches to research.

M SOC 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Spanish

See “[Department of Languages and Literatures](#),” page 291.

Speech and Hearing Science

Doctoral Program

www.asu.edu/clas/shs

480/965-2373

COOR 2211

Julie M. Liss, Director, Executive Committee

Professors: Bacon, Dorman, Ingram, Wilcox

Associate Professors: Azuma, Liss, Restrepo

Assistant Professors: Edgar, Gray, Pittman

Clinical Professor: Wiley

The committee on Speech and Hearing Science offers a graduate program leading to the PhD degree in Speech and Hearing Science.

The program is designed to prepare scholars for careers of basic and applied research in educational, industrial, or health care delivery environments. The student pursues a program with the unifying theme of the influence of the neurologic

system on human communication and its disorders. After a core curriculum, which may include aspects of neuroscience, methodology, or speech and hearing science, the student completes a program of study under the guidance of the program committee. As part of the PhD program, a programmatic research experience prepares the student for basic or applied research leading to the dissertation.

Note: The Department of Speech and Hearing Science offers the MS degree in Communications Disorders and the Doctor of Audiology degree.

DOCTOR OF PHILOSOPHY

Admittance and continuation in the PhD program in Speech and Hearing Science is based on the requirements for admission to the Division of Graduate Studies and for the completion of the PhD degree program as set forth in this catalog. In addition, applicants must meet the following departmental requirements for acceptance into the PhD program.

See “[Doctor of Philosophy](#),” page 69, for general requirements.

Admission Requirements. Applicants typically have completed a master’s degree or equivalent in speech and hearing science, psychology, linguistics, or a related discipline. Applicants with a bachelor’s degree, strong research interests, and a strong academic record are also considered.

Applicants must submit the following evidence for admission review:

1. application for admission to the Division of Graduate Studies and official transcripts of undergraduate and graduate study;
2. Graduate Record Examination (GRE) scores, including the writing score, taken within the last three years;
3. professional résumé or curriculum vitae;
4. a statement describing academic and professional goals, specifying the focus of study desired in the PhD program, and listing the faculty member(s) with whom research interests most closely align;
5. three letters of recommendation, preferably from individuals who are qualified to comment on potential for success in a rigorous PhD program; and
6. one copy of any publications, research manuscripts, and other relevant samples of writing.

All applicants whose native language is not English must submit a score from the Test of English as a Foreign Language and the Test of Spoken English. The department expects scores to meet or exceed those required by the Division of Graduate Studies.

The application form and official copies of transcripts should be submitted to the Division of Graduate Studies. Other application materials should be sent to

DIRECTOR, PHD PROGRAM
DEPARTMENT OF SPEECH AND HEARING
SCIENCE
ARIZONA STATE UNIVERSITY
P O BOX 870102
TEMPE AZ 85287-0102

Applications are reviewed by a three-member admissions committee (the PhD Executive Committee), beginning February 1 for fall admission. Applications received after this date are also reviewed; however, applicants should be aware that the availability of mentors and funding opportunities diminish over the course of the semester. Criteria for admission include

1. evidence of high scholarship and research potential from GRE scores and previous academic record;
2. professional goals compatible with the degree program; and
3. scholarly interests compatible with one or more of the faculty, at least one of whom agrees to serve as the primary mentor and chair of the student's program committee.

General Requirements. The general requirements for the PhD include a minimum of 54 semester hours of graduate work beyond the master's degree or 84 semester hours of graduate work beyond the bachelor's degree. Of the required semester hours, at least 24 are research (SHS 792) and dissertation (SHS 799) credits completed at ASU. A minimum of 30 hours of the approved PhD program, exclusive of dissertation and research hours, are to be completed at ASU. However, students transferring from a doctoral program at another institution may petition the PhD Executive Committee to accept up to 12 transfer credits for application to the program of study.

Full-Time/Part-Time Status. Students admitted to the PhD program are expected to enroll in at least nine semester hours (full-time graduate school status). In rare circumstances, students who wish to take fewer than 9 semester hours per semester may be admitted to the program, pending the approval of the mentor(s) and the PhD Executive Committee.

Master's in Passing. Students admitted to the PhD program without previously earning a master's degree in Communication Disorders or a related field may be eligible to pursue a master's in passing during the course of their PhD program.

Specific Requirements

Advisor (Mentor) and Program Committee. The PhD program in Speech and Hearing Science is a mentor-based program, whereby admission is contingent upon a faculty member agreeing to serve as a mentor for the student. The mentor functions as the chair of the Program Committee. The Program Committee consists of the chair and at least two other members whose areas of expertise reflect both the range and depth of the student's academic focus areas. The purpose of this three-member committee is to guide the student through the completion of the program of study, the initiation of programmatic research, the preliminary examination, and along with a fourth member, the comprehensive examination.

Program of Study. During the first semester of study the student, in conjunction with his/her Program Committee, designs a program of study. This program is tailored to each student's individual interest area(s), and may be modified

throughout the first and second years to best meet the student's educational goals. The curriculum must reflect

1. course work in one or more *areas of concentration*;
2. course work to meet the *research methods and statistics* requirement;
3. continuous enrollment in the *PhD seminar* (one semester hour per semester); and
4. *fulfillment of the research credit (SHS 792)* requirements (12 semester hours).

Areas of Concentration Courses. Eighteen semester hours are required in an area of concentration that focuses on issues related to human communication and its disorders. These credits may be completed in regular graduate-level (500+) courses, in special topic seminars, and independent studies.

Research Methods and Statistics. The student is required to demonstrate proficiency in (a) research methods by successfully completing one or more *graduate-level* courses in research design and (b) two additional *graduate-level* courses in statistics taken during his/her enrollment in the PhD program.

PhD Seminar. Students are required to enroll in a one-semester-hour PhD seminar each semester during their enrollment in the PhD Program; up to three of these seminar hours may be applied toward the 54 hours required for the PhD degree.

Research Experience. Twelve semester hours of research (SHS 792) are required before the dissertation prospectus meeting. At least 12 semester hours of research credits (SHS 799) are required for the PhD dissertation work.

Additional Learning Requirements. Students engage in teaching activities during their PhD program. This may include guest lecturing in courses; assuming responsibility for teaching or developing a section of a course, or an entire course; supervising master's students in their clinical work; and participating in teaching seminars and forums offered by the Division of Graduate Studies.

Preliminary Examination (First-Year Project). The preliminary examination is composed of the first-year research project, a written manuscript in journal style, and an oral presentation and defense of the research project. The first-year project is to be completed by the end of the second semester of the first year of enrollment for all students.

Comprehensive Examination. Near the completion of course work and before commencing dissertation research, the student must pass a comprehensive written examination covering the field of study, which is orally defended. The comprehensive examination is administered and evaluated by the Comprehensive Examination Committee, which consists of the three members of the Program Committee and an additional fourth faculty member.

The Written Examination. The written examination should be completed during the fall semester of the student's third year. Successful completion of the written examination qualifies the student to advance to the oral defense.

The Oral Defense. Students participate in an oral defense within two weeks of passing the written examination.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Successful completion of the oral defense advances the student to doctoral candidacy.

PhD Dissertation. Unless a petition for change is submitted to the Division of Graduate Studies, the Comprehensive Examination Committee members serve as the Dissertation Committee. Before conducting the research for the dissertation, each student must submit a dissertation proposal, or prospectus, that is defended orally and approved by the dissertation committee. The dissertation consists of a fully documented written product of mature and original scholarship. It must be a significant contribution to knowledge that reflects the student's creativity and competence in independent research. A final oral examination in defense of the dissertation, conducted by the dissertation committee, advertised and open to the public, is required.

COURSES

For courses, see "Speech and Hearing Science (SHS)," page 259.

Statistics

Interdisciplinary Master's and Certificate Programs

See "Statistics," page 83.

Teaching English as a Second Language

Master's Program

www.asu.edu/clas/english/linguistics

480/965-2563

LL 226C

Elly van Gelderen, Director

Professors: Adams, Major, Nilsen, van Gelderen

Associate Professors: Bates, Gerson

The faculty in the Department of English offer a professional program leading to the Master of Teaching English as a Second Language (MTESL) degree. This specialized degree program provides students with the knowledge and the skills necessary to teach English as a second language.

Admission Requirements. Applicants for the MTESL degree may have undergraduate majors in fields such as, but not limited to, anthropology, applied linguistics, cognitive science, communication, comparative languages and literatures, education, English literature, history, law, linguistics, modern languages, philosophy, political science, psychol-

ogy, religion, rhetoric/composition, sociology, and speech and hearing science. Students should consult with an advisor to determine whether their preparation is deficient in any area. Applicants must submit three letters of recommendation and a personal statement of aims and purposes. All applicants must meet the general requirements for admission to the Division of Graduate Studies (see "Admission to the Division of Graduate Studies," page 58). International students must submit a TOEFL score of at least 600.

Program of Study. The program requires a minimum of 30 hours of approved graduate course work and must include LIN 500 Research Methods, LIN 510 Linguistics, LIN 520 Second Language Acquisition Theories, LIN 521 Methods of Teaching English as a Second Language, and a three-hour applied project (LIN 593) overseen by the supervisory committee.

Foreign Language Requirements. A foreign language is required. International students whose native language is not English may fulfill the foreign language requirement by (1) providing evidence that English is not the medium of instruction at their native-language universities and (2) satisfactory completion of the TSE.

Applied Project. A three-hour applied project (LIN 593) that is overseen by the director, chosen from the English department linguistics/TESL faculty, is required. Two additional faculty members serve with the director to form a committee for the final oral examination on the project.

Final Examination. An oral examination on the applied project is required.

COURSES

For courses, see "Linguistics (LIN)," page 269.

Translation

See "Undergraduate Certificate in Translation," page 292.

Women and Gender Studies

Although the Women and Gender Studies Program does not offer a graduate degree, it is possible to pursue a graduate degree in some existing programs with a thesis or dissertation topic related to women's studies. For more information, call an academic advisor at 480/965-2358.

WOMEN'S STUDIES (WST)

WST 598 Special Topics. (1–4)

selected semesters

May be concurrently listed with 400-level courses.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

College of Nursing

nursing.asu.edu

Bernadette M. Melnyk, PhD, Dean

PURPOSE

The faculty in the College of Nursing acknowledge their responsibility to health care consumers for the preparation of individuals who provide nursing care of professional quality through teaching, research, and service. The purpose of the College of Nursing is to provide educational programs that prepare professional nurses to meet the health care needs of individuals, groups, and communities. To achieve this purpose, the college offers undergraduate, graduate, and continuing and extended education programs. Within the context of a liberal education, the degree programs prepare professional nurses who

1. provide the highest-quality health care to individuals, groups, and communities and who critically examine and effectively respond to the changing health care needs of society;
2. conduct research and creative activity that strengthen the knowledge base of the discipline, improve theory-based nursing practice, and benefit the health of individuals, groups, and communities; and
3. provide service to the community through a range of nursing activities with diverse populations in a variety of settings.

The continuing and extended education program facilitates lifelong learning by providing opportunities for registered nurses (RNs) to enhance and expand their nursing practice to meet the health care needs of various populations and to further their own professional development.

ORGANIZATION

The College of Nursing recognizes the three major missions of the university, i.e., teaching, research, and service. The responsibility of the associate dean for the Graduate Program and Research is twofold: to oversee the master's program, including the progression of students through the program; and to work with faculty and students to facilitate research activities, such as research development. The associate dean for Undergraduate Programs and Extended Education is responsible for undergraduate degree programs, the progression of students through the program, and extended and continuing education.

The faculty are grouped under two major clinical divisions: adult health/parent-child nursing and community health/psychosocial nursing systems. Each division has a chair, and each faculty member belongs to a division.

NURSING—MS

The graduate curriculum leads to the Master of Science degree in Nursing. The graduate program provides an academic environment that fosters scholarship, critical thinking, and creativity, while preparing nurses for leadership as nurse specialists. The program offers advanced-level courses that can be used as a base for doctoral study and for functional role development in teaching.

Students may select one area of concentration as shown in the “[College of Nursing Graduate Degrees and Majors](#)” table, page 332. Within most concentrations, the student may select a nurse practitioner or clinical specialist role preparation.

Options within the adult health nursing concentration include primary care of chronically ill adults or acute care.

Options within the parent-child nursing concentration include nursing of children and children with special needs.

Students may further select a primary or acute focus in nursing of children.

The curriculum also provides clinical nurse practitioner roles, including adult, pediatrics, women's health, psychiatric, and family, as well as clinical nurse specialist roles in parent-child, adult, community, and mental health.

RN-BSN-MS PROGRAM

The College of Nursing offers a flexible program leading to a Master of Science degree with a major in Nursing. The program features individually designed plans of study for nurses seeking to become advanced practice nurses as nurse practitioners, clinical nurse specialists, and nurse educators.

Students receive a Bachelor of Science in Nursing degree after completing the undergraduate program requirements. Students choose a graduate clinical specialty area from one of the following: adult health nursing, community health nursing, family health, nursing of children, psychiatric/mental health nursing, and women's health.

FEES

In addition to tuition, program fees apply for the MS, graduate certificate, and DNS. For more information, call 480/965-3948.

SPECIAL PROGRAMS AND SERVICES

Continuing Education Programs. This program presents a variety of noncredit offerings on the Tempe and West campuses and off-campus locations. These offerings are designed to assist practicing professional nurses in maintaining and enhancing their competencies, broadening their scientific knowledge base, and further developing their skills in the changing health care environment. Workshops,

College of Nursing Graduate Degrees and Majors

Major	Degree	Concentration ¹	Administered By
Nursing	MS	Adult health nursing, community health nursing, family health nursing, nursing administration, ² parent-child nursing, psychiatric/mental health nursing, or women’s health	College of Nursing
	DNS	—	College of Nursing
Public Health ²	MPH	Community health practice or health administration and policy	College of Nursing

¹ If a major offers concentrations, one must be selected unless noted as *optional*.

² Applications are not being accepted at this time.

conferences, institutes, short evening courses, and special programs are offered at times convenient to the working professional. Some offerings are multidisciplinary and are also open to individuals in professions outside of nursing.

Student Services. The Student Services Office in the College of Nursing provides academic advising, general advising, and referral to university resources. Prospective students with academic questions relating to the College of Nursing should contact the College of Nursing Student Services Office at 480/965-2987.

Scholarships and Financial Assistance. Information about scholarships and loan funds for nursing students may be obtained from the Student Financial Assistance Office, College of Nursing Office of Student Services (call 480/965-2987) or the Graduate Program and Research office (call 480/965-3948).

College Council of Nursing Students. The council is a member of ASASU (Associated Students of Arizona State University) and serves as the governing body of all student activities in the college. The College Council of Nursing Students provides for communication, cooperation, and understanding among undergraduate students, graduate students, and faculty, and represents the college in university and nonuniversity affairs.

Graduate Nurse Organization. The Graduate Nurse Organization is the coordinating body for nursing students in the graduate program. It provides programs, information, and orientation services for graduate students and complements their academic experiences.

Sigma Theta Tau International. Beta Upsilon Chapter of Sigma Theta Tau was chartered at the ASU College of Nursing in 1976. Membership in Sigma Theta Tau is an honor conferred on students in baccalaureate and graduate programs who have demonstrated outstanding academic and professional achievement.

COLLEGE FACILITIES

Learning experiences with patients and their families are provided under the supervision of qualified faculty with the cooperation of a variety of federal, state, county, and private health agencies. The College of Nursing has contracts with more than 300 agencies in the Phoenix metropolitan area. The college also operates a unique nurse-managed clinic in a community setting, as well as three other community or school-based outreach clinical programs.

Computer Facilities. Computers are available for student use in the Learning Resource Center of the college. Also refer to “[Computing Facilities and Services](#),” page 33.

ADVISING

Students are advised by the Student Services Office before admission to the graduate program. Upon admission, each student is assigned a faculty advisor within the area of concentration. Questions may also be directed to the Graduate Program and Research office. For more information, call 480/965-3948.

ACCREDITATION

The baccalaureate and master’s programs of the College of Nursing are accredited by the Arizona State Board of Nursing and the National League for Nursing. Preliminary approval of the baccalaureate and master’s nursing education programs has been granted by the Commission on Collegiate Nursing Education. The continuing education program is accredited by the Western Regional Accrediting Committee of the American Nurses’ Association as a provider of Continuing Education for Nursing. The college is a member of the Council of Member Agencies for the Baccalaureate and Higher Degree Programs of the National League for Nursing, the Western Institute of Nursing, and the American Association of Colleges of Nurses.

Nursing

Master's, Doctoral, and Certificate Programs

nursing.asu.edu/programs/graduate

480/965-3948

NUR 444

Karen H. Sousa, Associate Dean for Graduate Programs and Research

Professors: Fleury, Komnenich, Mattson

Associate Professors: Alpers, Baldwin, Brillhart, Cesarotti, Dirksen, Evans, Ismeurt, Killeen, McCarthy, Ruiz, Sousa

Assistant Professors: Chin, McGrath, Pickens, Rosdahl, Shearer, Tann

Clinical Professor: Bell

Clinical Associate Professors: Armbruster, Fargotstein, Hagler, Jasper, W. Johnson, Kastenbaum, Link, Morris, Nuñez, Stillwell, White

Clinical Assistant Professors: Sayles, Wotring

Faculty Associate: S. Johnson

The faculty in the College of Nursing offer graduate programs leading to the MS degree in Nursing, a graduate certificate, and the Doctor of Nursing Science. Concentrations are available in one of the following areas:

1. adult health nursing with options in primary care of chronically ill adults or acute care;
2. community health nursing;
3. psychiatric/mental health nursing;
4. family health nursing;
5. parent-child nursing with options in nursing of children (acute or primary focus), children with special needs, and neonatal nursing; and
6. women's health nursing.

The purpose of the graduate program is to provide an academic environment that fosters scholarship, critical thinking, creativity, and prepares nurses for leadership as nurse specialists. The graduate program offers advanced level courses that can be used as a base for doctoral study and for functional role development in teaching.

The master's program is designed to prepare graduates to

1. synthesize advanced knowledge using concepts, theories, principles, and research from nursing, humanities, and sciences to develop advanced nursing practice knowledge which emphasizes the holistic approach;
2. demonstrate leadership, management, and teaching abilities in advanced nursing practice;

3. assume leadership, responsibility, and accountability for holistic therapeutic interventions within or across levels of care for diverse clients, including individuals, families, groups, or communities;
4. participate in professional nursing organizations and political arenas;
5. participate in research and utilize research findings;
6. communicate scholarly ideas and professional knowledge to colleagues, other disciplines, and the public;
7. provide leadership in collaboration with clients and other health care professionals in the planning and delivery of holistic health care that is responsive to changing needs and societal trends;
8. examine critically the health of populations and related health care issues; and
9. demonstrate lifelong personal and professional learning.

Functional Areas. The curriculum also provides clinical nurse practitioner roles, including adult, pediatrics, neonatal, women's health, psychiatric, and family as well as clinical nurse specialist in parent-child, adult, community, and mental health.

MASTER OF SCIENCE

See "Master's Degrees," page 67, for general requirements.

Admission. See "Admission to the Division of Graduate Studies," page 58.

Admission to graduate status in the College of Nursing is based upon meeting the following requirements:

1. undergraduate junior or senior GPA equal to 3.00, or a cumulative GPA equal to 3.00 (4.00=A) or higher for any baccalaureate or graduate degree attained;
2. a baccalaureate degree in nursing (or another field) accredited by a nationally recognized accrediting agency;
3. current Arizona unencumbered license to practice as a registered nurse and/or to enroll in some nursing practicum courses;
4. satisfactory completion of the Graduate Record Examination;
5. one year of work experience in a relevant area of professional nursing (additional years may be required for nurse practitioner roles) before enrolling in specialty concentration clinical courses (not required for community health nursing);
6. a descriptive statistics course in a college or university with a grade of "C" (2.00) or higher, and an inferential statistics course with a grade of "B" (3.00) or higher;
7. three professional recommendations from individuals knowledgeable about the applicant's academic and nursing leadership potential;
8. an interview with a representative of the specialty area;
9. eligibility for admission to the Division of Graduate Studies;

COLLEGE OF NURSING

10. completion of the TOEFL with a score of 550 or higher and of all requirements for the Commission on Foreign Graduate Nursing Schools (CFGNS) if considered an international student; and
11. completion of a baccalaureate level health assessment course within the preceding three years may be required for some nurse practitioner concentrations.

Applicants who reside and work, or plan to reside and work, in rural or medically underserved areas are encouraged to apply for admission. Applications to the program are due in January. For more information, contact the Student Services Office in the College of Nursing, call 480/965-2987, or access the Web site at nursing.asu.edu.

A separate application for admission to the graduate program, for students who have completed the RN-BSN-MS track in the undergraduate degree program, is due September 1. For more information, contact the Student Services Office in the College of Nursing at 480/965-2987, or access the college's Web site at nursing.asu.edu.

Supervisory Committee. The dean of graduate studies, upon recommendation of the College of Nursing associate dean for Graduate Programs and Research, appoints the supervisory committee. The supervisory committee recommends the program of study, administers any special qualifying examinations, administers the final oral examination, and approves the thesis or the nonthesis option project.

Program of Study. The program of study for the MS degree consists of a minimum of 40 semester hours for community health areas and from 47 to 53 hours for the nurse practitioner role specialty areas.

The RN-BSN-MS program of study consists of at least 30 semester hours; the exact number depends upon specialty concentration and role.

The program of study for the MS degree in Nursing requires the completion of a strong research component. This requirement can be accomplished by either of two pathways: (1) completion of the required research course and six hours of thesis or (2) completion of the nonthesis option that includes the required research course (three hours), the research utilization course (three hours), the applied project course (one hour), and a presentation of the completed requirements. The completed project and presentation are evaluated by the student's supervisory committee.

Required core courses: NUR 500, NUR 551, NUR 589/593 or NUR 599.

Flexible core courses: NUR 510, NUR 511, NUR 512, NUR 513, NUR 521, NUR 524, NUR 528, NUR 554, NUR 526 or NUR 558 or NUR 559, NUR 527 or NUR 564, NUR 525 or NUR 565 or NUR 582 and NUR 586, NUR 584, CHP 500, CHP 501, CHP 502, and HSM 566.

Foreign Language Requirements. None.

Degree Requirements. The student must successfully complete the following as defined by the supervisory committee and as approved by the dean of graduate studies: (1) the program of study and (2) a thesis and final oral examination in defense of the thesis *or* a nonthesis option project.

DOCTOR OF NURSING SCIENCE

For information on the new Doctor of Nursing Science (DNS) degree, call 480/965-3948.

GRADUATE CERTIFICATE

The college offers a Graduate Certificate in Nurse Education in Academic and Practice Settings. This innovative program is offered mostly online for nurses who have at least a bachelor's degree and who are interested in teaching in academic or practice settings. The 14-semester-hour program of study includes courses covering curriculum development, teaching in the classroom or online, and developing educational infrastructure in clinical and practice settings, plus a teaching practicum. For more information, call the program office at 480/727-6930.

RESEARCH ACTIVITY

Research within the college focuses on understanding and addressing risk behaviors in vulnerable populations for the purpose of optimizing health. For research interests of the faculty, access nursing.asu.edu/facultystaff on the Web.

COMMUNITY HEALTH PRACTICE (CHP)

CHP 500 Foundations for Community Health Practice. (3)

fall

Presents the organization, core functions, and essential services of public health. Presentation, discussion, cooperative learning strategies, student presentations. Prerequisite: admission to graduate Nursing program or admission to the Master of Public Health degree.

CHP 501 Community Health Assessment and Analysis. (3)

spring

Provides theory and practice in community assessment and analysis applicable to community health practice. Presentation, discussion, cooperative learning strategies, group projects. Prerequisite: admission to graduate Nursing program or admission to the Master of Public Health degree or instructor approval. Prerequisite: CHP 500. Corequisite: NUR 581.

CHP 502 Community Health Program Planning and Evaluation. (3)

fall

Utilizes planning and evaluation theory in planning programs to meet identified health needs of communities. Presentation, discussion, cooperative learning strategies, group projects. Prerequisites: both CHP 500 and 501 or only instructor approval. Corequisite: NUR 587.

CHP 575 Environmental and Occupational Health. (3)

spring

Introduces determinants of occupational and environmental health. Health hazard identification and evaluation. Discusses frameworks used to effect hazard control. Lecture, seminar.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

NURSING (NUR)

NUR 500 Research Methods. (3)

fall and spring

Research methods, including research conceptualization and design in nursing. Prerequisites: admission to graduate Nursing program; a graduate-level course in inferential statistics before enrolling in specialty concentration clinical courses. Pre- or corequisite: NUR 551.

NUR 501 Adult Health Assessment Theory. (4)

fall

Expands adult health assessment/promotion skills through knowledge/strategies essential for developing and interpreting data. Lecture, demonstration. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 506.

NUR 502 Adult Health Theory: Primary. (4)*spring*

Includes theory/research that guides the management/maintenance of adults with chronic health alterations. Emphasizes psychophysiological interrelationships of illnesses. Lecture, seminar. Prerequisites: NUR 501; all core and flexible core courses except thesis/project. Corequisite: NUR 507.

NUR 503 Adult Acute: Advanced Theory I. (4)*fall*

Focuses on theoretical, research, and advanced assessment skills required for advanced practice across the acute care continuum. Lecture, lab. Prerequisites: NUR 500, 551, 582, 586. Corequisite: NUR 508.

NUR 504 Adult Acute: Advanced Theory II. (4)*spring*

Second required theory course for advanced practice across the acute care continuum, focusing on acute episodic and common chronic dysfunctions. Lecture, lab. Prerequisites: NUR 500, 503, 551, 582, 586. Corequisite: NUR 509.

NUR 506 Advanced Nursing Practicum: Adult Health. (2–6)*fall*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisite: admission to graduate Nursing program. Corequisite: NUR 501.

NUR 507 Advanced Nursing Practicum: Adult Primary. (2–6)*spring*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: NUR 506; admission to graduate Nursing program. Corequisite: NUR 502.

NUR 508 Advanced Nursing Practicum I: Adult Acute Nursing. (2–6)*fall*

Required practicum for preparation for advanced practice across the acute care continuum. Lecture, lab. Fee. Prerequisites: NUR 500, 551, 582, 586; all core courses. Corequisite: NUR 503.

NUR 509 Advanced Nursing Practicum II: Adult Acute Nursing. (2–6)*spring*

Required practicum for preparation for advanced practice across the acute care continuum. Lecture, lab. Fee. Prerequisites: NUR 503, 508. Corequisite: NUR 504.

NUR 510 Community/Public Health Nursing Theory and Role. (3)*spring*

Analyzes and synthesizes the theoretical and conceptual basis of community/public health nursing applicable to current and future nursing roles. Lecture, discussion, learner-centered strategies. Prerequisites: CHP 500; NUR 551. Corequisite: NUR 584.

NUR 511 Advanced Practice Nursing Role I. (1)*once a year*

First of three courses that focus on the examination and implementation of the advanced practice nurse role, emphasizing its major components and subcomponents. Prerequisite: admission to graduate Nursing program or instructor approval.

NUR 512 Advanced Practice Nursing Role II. (1)*summer*

Second of three courses that focus on the examination and implementation of the advanced practice nurse role, emphasizing its major components and subcomponents. Prerequisite: NUR 511.

NUR 513 Advanced Practice Nursing Role III. (1)*fall*

Third of three courses that focus on the examination and implementation of the advanced practice nurse role, emphasizing its major components and subcomponents. Prerequisite: NUR 512.

NUR 515 Parent-Child Nursing: Neonatal Theory I. (4)*fall*

Concepts, theories, interventions, and research related to the promotion, management, and maintenance of physical, behavioral, and developmental needs of at-risk newborns and infants and their families. Lecture, lab, seminar, conferences. Prerequisites: NUR 525, 526, 527, 528. Corequisites: NUR 513, 516.

NUR 516 Advanced Nursing Practicum I: Parent-Child Nursing/Neonatal Nursing. (6)*fall*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: NUR 525, 526, 527, 528. Corequisites: NUR 513, 515.

NUR 517 Advanced Nursing Practicum II: Parent-Child Nursing/Neonatal Nursing. (2–6)*spring*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: NUR 515, 516; admission to graduate Nursing program. Corequisites: NUR 518.

NUR 518 Parent-Child Nursing: Neonatal Theory II. (3)*spring*

Proactive neonatal theory course focusing on the concepts, theories, and research related to acute and chronic health deviations of neonates and infants. Lecture, lab, seminar, conferences. Prerequisites: NUR 515, 516; admission to graduate Nursing program. Corequisite: NUR 517.

NUR 519 Advanced Nursing Practicum I: Psychiatric/Mental Health Nursing. (2–6)*fall*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 500, 521, 551, 554, 559, 564, 565. Corequisites: NUR 513, 522.

NUR 520 Advanced Nursing Practicum II: Psychiatric/Mental Health Nursing. (2–6)*spring*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 519, 522; admission to graduate Nursing program. Corequisite: NUR 523.

NUR 521 Psychiatric/Mental Health Nursing: Advanced Mental Health Assessment. (3)*fall*

Theories related to holistic health assessment for the promotion of physical/psychological health; develops skill in mental health assessments. Lecture, seminar, lab. Pre- or corequisites: all core and flexible core courses except thesis/project.

NUR 522 Psychiatric/Mental Health Nursing: Advanced Theory I. (3)*fall*

Analyzes issues, theories, and research in restoration and promotion of mental health. Emphasizes developing conceptual framework for psychiatric nursing. Lecture, seminar, lab. Prerequisites: NUR 521; all core and flexible core courses except thesis/project. Corequisite: NUR 519.

NUR 523 Psychiatric/Mental Health Nursing: Advanced Theory II. (3)*spring*

Focuses on development of theoretical basis for intervention and a knowledge base for collaboration and consultation in the mental health area. Lecture, seminar, lab. Prerequisites: NUR 522; all core and flexible core courses except thesis/project. Corequisite: NUR 520.

NUR 524 Psychoneuroimmunology Approaches to Practice. (3)*summer*

Overview of theories, concepts, and research in psychoneuroimmunology, including physiological aspects and application to a holistic nursing model. Seminar. Prerequisite: admission to graduate Nursing program.

NUR 525 Neonatal/Pediatric Physiology and Embryology. (3)*fall*

Prepares advanced practice nurses to use embryology, genetics, and physiology concepts within the nursing process in the care of pediatric and neonatal patients. Lecture, discussion, participative dialogues, case studies. Prerequisites: admission to graduate Nursing program; a course in undergraduate anatomy and a course in undergraduate physiology. Corequisite: NUR 526 or 558.

NUR 526 Advanced Neonatal Physical Assessment. (4)*fall*

Develops assessment skills related to neonate/infant, including history-taking, physical, developmental, behavioral, cultural, and genetics assessment to provide comprehensive advanced practice neonatal nursing care. Lecture, seminar, discussion, case studies. Fee. Pre- or corequisite: NUR 525 or instructor approval.

COLLEGE OF NURSING

NUR 527 Neonatal and Pediatric Pharmacology in Nursing Practice. (3)

spring

Examines and discusses the rationale, action, and therapeutic effect for using each class of medications employed in neonatal and pediatric health care. Lecture, seminar, discussion, case studies, clinical. Corequisite: NUR 528. Pre- or corequisites: both NUR 525 and 526 (or 558) or only instructor approval.

NUR 528 Advanced Developmental and Family-Centered Nursing Care. (4)

spring

Provides the foundation for providing advanced nursing care of children that is developmentally supportive, family centered, and culturally competent. Lecture, seminar, discussion, skills laboratory, clinical. Fee. Corequisite: NUR 527. Pre- or corequisites: both NUR 525 and 526 (or 558) or only instructor approval.

NUR 529 Advanced Nursing Practicum I: Parent-Child Nursing/Nursing of Children. (2–6)

fall

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: admission to graduate Nursing program; all core and flexible core courses. Corequisite: NUR 531.

NUR 530 Advanced Nursing Practicum II: Parent-Child Nursing/Nursing of Children. (2–6)

spring

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 529, 531; admission to graduate Nursing program. Corequisite: NUR 532.

NUR 531 Nursing of Children: Advanced Theory I. (3)

fall

Focuses on current practices, research, and issues related to health promotion and disease prevention for children and adolescents. Lecture, seminar. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 529.

NUR 532 Nursing of Children: Advanced Theory II. (3)

spring

Focuses on concepts, theories, and research as a basis for strategies related to management of illness and health maintenance for children. Lecture, seminar. Prerequisites: NUR 531; all core and flexible core courses except thesis/project. Corequisite: NUR 530.

NUR 534 Women's Health: Advanced Theory I. (4)

fall

Focuses on theories, principles, and research related to managing the health of normal perinatal women and families. Cooperative learning strategies. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 536.

NUR 535 Women's Health: Advanced Theory II. (4)

spring

Focuses on management of nursing care for high-risk perinatal women and women with common health problems. Cooperative learning strategies. Prerequisites: NUR 534; all core and flexible core courses except thesis/project. Corequisite: NUR 537.

NUR 536 Advanced Nursing Practicum I: Women's Health Nursing. (6)

fall

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: admission to graduate Nursing program; all core and flexible core courses except thesis/project. Corequisite: NUR 534.

NUR 537 Advanced Nursing Practicum II: Women's Health Nursing. (6)

spring

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 534, 536; admission to graduate Nursing program. Corequisite: NUR 535.

NUR 551 Theoretical Foundations of Advanced Practice Nursing. (3)

fall and spring

Facilitates exploration and examination of the foundations of advanced nursing practice. Lecture, seminar. Prerequisite: admission to graduate Nursing program.

NUR 554 Population-Based Health Care. (3)

fall and spring

Identification and assessment of specific community health needs and health care patterns of target populations. Addresses promotion, protection, and improvement of health when planning health care services. Lecture, seminar. Prerequisite: admission to graduate Nursing program.

NUR 558 Advanced Pediatric Health Assessment. (3)

fall

Expansion of basic health assessment skills and development of clinical problem-solving skills for advanced practice nurses. Includes assessments of infants, children, and adolescents. Lecture, lab. Fee. Prerequisites: admission to graduate Nursing program; undergraduate health assessment within the last five years. Pre- or corequisites: all core courses.

NUR 559 Advanced Health Assessment. (3)

spring

Expansion of basic health assessment skills and development of clinical problem-solving skills for advanced practice nurses. Includes assessments of infants, children, adolescents, and adults. Lecture, lab. Fee. Prerequisites: admission to graduate Nursing program; undergraduate health assessment within the last five years. Pre- or corequisites: all core courses.

NUR 562 Family Nurse Practitioner Advanced Theory I: Health Promotion, Management, and Maintenance. (4)

fall

First didactic role specialty course. Focuses on concepts and strategies to promote, manage, and maintain health of child, adult, and family. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 568.

NUR 563 Family Nurse Practitioner Advanced Theory II: Health Promotion, Management, and Maintenance. (4)

spring

Second didactic role specialty course utilizing knowledge from previous courses to formulate therapeutic promotion, management, and maintenance for individuals across the life span. Prerequisites: NUR 562; all core and flexible core courses except thesis/project. Corequisite: NUR 569.

NUR 564 Applied Pharmacotherapeutics for Advanced Practice. (3)

spring

Life span course for advanced nurse practitioners to expand knowledge of pharmacotherapeutic concepts and principles. Lecture, discussion, case studies. Prerequisite: admission to graduate Nursing program. Pre- or corequisites: all core courses.

NUR 565 Applied Physiology/Pathophysiology in Advanced Practice. (3)

spring

Advanced nurse practitioner course designed to expand previously acquired anatomy and physiology knowledge and discern pathological alterations across the life span. Lecture, seminar, case studies. Prerequisites: admission to graduate Nursing program; undergraduate anatomy and physiology. Pre- or corequisites: all core courses.

NUR 568 Advanced Nursing Practicum I: Family Health Nursing. (2–6)

fall

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Fee. Prerequisites: admission to graduate Nursing program; all core and flexible core courses except thesis/project. Corequisite: NUR 562.

NUR 569 Advanced Nursing Practicum II: Family Health Nursing. (2–6)

spring

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 562, 568; admission to graduate Nursing program. Corequisite: NUR 563.

NUR 570 Curriculum Development in Academic and Practice Settings. (3)

spring and summer

Includes analyses of historical, philosophical, societal, environmental, cultural, technological, and educational factors of curriculum development in academic and practice settings. Lecture, computer applications, Web-enhanced assignments. Prerequisites: admission to the graduate program; computer proficiency as demonstrated by pre-course assessment.

NUR 571 Teaching in Nursing Programs. (3)*selected semesters*

Analyzes theories, issues, and research related to teaching in nursing. Focuses on the process of teaching/learning. Seminar, cooperative learning. Prerequisite: admission to graduate Nursing program.

NUR 572 Design and Delivery of Mediated Instruction. (3)*fall and summer*

Addresses instructional design issues, theory, and practices related to online and electronically mediated learning. Lecture, computer applications, Web-enhanced assignments. Prerequisites: NUR 570, 571; admission to the graduate program; computer proficiency as demonstrated by precourse assessment.

NUR 573 Producing and Evaluating Programs for Academic and Practice Settings. (3)*spring and summer*

Critical examination of standards, regulatory environment, administrative systems, leadership requirements, technological infrastructure, human factors, future trends regarding mediated education planning, production, and evaluation. Lecture, computer applications, Web-enhanced assignments. Prerequisites: NUR 570, 571; admission to the graduate program; computer proficiency as demonstrated by precourse assessment.

NUR 578 Gestalt Therapy I. (3)*fall*

Introduces theory and methodology of Gestalt therapy and its uses for mental health promotion and restoration.

NUR 579 Gestalt Therapy II. (3)*spring*

Focuses on further development of Gestalt therapy and its application in working with various client populations. Prerequisite: NUR 578.

NUR 580 Practicum. (1–12)*selected semesters*

Topics may include the following:

- Clinical Practicum for Advanced Practice Nursing in Pediatric Acute Care I. (6)
Advanced practice clinical practicum focused on attainment of assessment and management skills to provide specialized care to acutely ill children and facilitate their adaptation. Fee. Prerequisite: admission to graduate Nursing program or instructor approval. Corequisite: NUR 598 ST: Principles of Advanced Practice Nursing in Pediatric Acute Care I.
- Clinical Practicum for Advanced Practice Nursing in Pediatric Acute Care II. (6)
Clinical course emphasizing continued development of advanced practice skills in the nursing care of critically ill children and integration of the subroles of the pediatric acute care nurse practitioner. Fee. Prerequisite: admission to graduate Nursing program or instructor approval. Corequisite: NUR 598 ST: Principles of Advanced Practice Nursing in Pediatric Acute Care II.
- Practicum (Electives). (1–4)
Clinical application of theories, concepts, and principles such as health promotion, health management, health maintenance, teaching, management, and special clinical studies.
- Practicum for Teaching. (2–4)
Seminar, computer applications, Web-enhanced assignments. Prerequisites: NUR 570, 571.

NUR 581 Advanced Nursing Practicum I: Community Health Nursing. (3)*spring*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: CHP 500; admission to graduate Nursing program. Corequisite: CHP 501.

NUR 582 Advanced Human Physiology. (3)*fall*

Analyzes major theories and concepts of human physiology. Explores interrelationship of physiology and health. Prerequisite: admission to graduate Nursing program. Pre- or corequisites: all core courses except thesis/project.

NUR 584 Community Health Nursing Internship. (3–6)*spring*

Students operationalize community health nursing/public health content in leadership roles in a variety of community agencies. Clinical internship. Prerequisite: NUR 581 or 587. Corequisite: NUR 510.

NUR 586 Advanced Pathophysiology. (3)*spring*

Manifestation of altered human physiology and disease. Uses systems theory to analyze the relationships of disease and physiology. Prerequisites: NUR 582; admission to graduate Nursing program.

NUR 587 Advanced Nursing Practicum II: Community Health Nursing. (3)*fall*

Clinical application of theories, concepts, and principles in area of concentration. Lecture, lab, seminar, conferences. Prerequisites: NUR 581; admission to graduate Nursing program. Corequisite: CHP 502.

NUR 589 Research Utilization. (1–2)*fall and spring*

Emphasizes the synthesis and application of research to an identified clinical nursing problem. Must be repeated for credit. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 593. Pre- or corequisite: NUR 513.

NUR 590 Reading and Conference. (1–12)*selected semesters*

Independent study in which a student meets regularly with a faculty member to discuss assignments such as intensive reading in a specialized area, writing synthesis of literature on a specific topic, or writing literature review of a topic. Prerequisite: instructor approval.

NUR 591 Seminar. (2–4)*selected semesters*

Advanced topics, including curriculum development and health promotion. Prerequisite: instructor approval in selected courses.

NUR 593 Applied Project. (1–2)*fall and spring*

Preparation of a supervised applied project that is a graduation requirement in some professional majors. Must be repeated for credit. Prerequisites: all core and flexible core courses. Corequisite: NUR 589. Pre- or corequisite: NUR 513.

NUR 598 Special Topics. (1–4)*selected semesters*

Special study, including issues in health care and organizations, management in nursing, ethical issues, and clinical nurse specialist role.

Topics may include the following:

- Cultural Competence and Health. (3)
summer in even years
Relationship between cultures and health, illness, communication, healing practices, child rearing, aging, and end of life. Lecture, cooperative learning strategies, immersion community experience.
- International Community/Public Health Nursing. (3–4)
summer
Theoretical and clinical application of community assessment, intervention, health education program planning, and culturally competent nursing care. Lecture, discussion, clinical, seminar. Credit is allowed for only NUR 598 or 394 International Community/Public Health Nursing. Prerequisites: both graduate student in an approved nursing graduate program and RN licensure (US) or only RN licensure (US); 2 completed clinical semesters of Nursing major in an approved BSN or ADN program.
- Principles of Advanced Practice Nursing in Pediatric Acute Care I. (3)
Advanced practice specialty course analyzing theories and research that guide development of interventions to support the physiological and psychosocial adaptation of critically ill children. Prerequisite: admission to graduate Nursing program or instructor approval. Corequisite: NUR 580 Clinical Practicum for Advanced Practice Nursing in Pediatric Acute Care I.
- Principles of Advanced Practice Nursing in Pediatric Acute Care II. (3)
Second advanced practice specialty course analyzing theories and research that guide evidence-based practice in the clinical management of critically ill children. Prerequisite: admission to graduate Nursing program or instructor approval. Corequisite: NUR 580 Clinical Practicum for Advanced Practice Nursing in Pediatric Acute Care II.
- School Nursing Practice. (3)

NUR 599 Thesis. (1–6)*fall, spring, summer*

Research proposal development, data collection and analysis, thesis writing, and thesis oral defense. Requires 6 hours. Prerequisites: all core and flexible core courses.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

College of Public Programs

www.asu.edu/copp

Debra Friedman, PhD, Dean

PURPOSE

The College of Public Programs offers graduate students professional research and scholarship opportunities to strengthen capacities in social work, public administration, nonprofit leadership and management, and resources for recreation and tourism management. The college prepares graduate students for career progression and leadership in government, nonprofit agencies, politics, social services, public administration and public management, education, business and industry, and international service.

Established in 1979, the college is home to the School of Social Work, School of Public Affairs, and School of Community Resources and Development. The college was established to bring together academic disciplines that have a focus on public enterprise, community leadership and partnership, and civic engagement. Transdisciplinary degree and certificate programs incorporate the spirit of leadership, scholarship, accountability, and professionalism.

Graduate students benefit from the location and resources of the university to address urban issues, cultural diversity, globalization, and shifting demographics. Academic programs integrate professional training, social science research, community engagement, and the very latest social theories. Academic and student support staff are responsive to graduate student needs and are committed to providing student support services to ensure academic success.

ORGANIZATION

The college is composed of three academic units, each administered by a director. The three academic units are: the School of Community Resources and Development, School of Public Affairs, and School of Social Work. Centers and institutes include: the Advanced Public Executive Program, Center for Nonprofit Leadership and Management, Center for Urban Inquiry, Morrison Institute for Public Policy, and Southwest Interdisciplinary Research Center.

The general administration of the college is the responsibility of the dean, who reports to the senior vice president and provost. For more information, access the college's Web site at www.asu.edu/copp.

School of Community Resources and Development. The faculty in the School of Community Resources and Development offer a graduate program leading to the MS degree in Recreation. The program focuses both on building professional knowledge and developing the ability to analyze topics and issues related to the recreation and tourism fields. Students choose between pursuing a more academic, focused thesis option or the more professionally applied nonthesis option. Each student takes graduate core courses in the school and then can pursue individual interests with related course work and a research project.

School of Public Affairs. The School of Public Affairs pursues its mission through these graduate programs: the Bachelor of Interdisciplinary Studies concentration in public administration and public management, the Master of Public Administration (MPA), the interdisciplinary PhD in Public Administration, the Morrison Institute for Public Policy, and the Advanced Public Executive Program. In addition, the school participates in the graduate certificate in Nonprofit Leadership and Management.

Graduate courses are offered both in the evenings and in intensive formats to fit the scheduling needs of working students. The diversity of the school's programs accommodates both pre-service students and mid-career public administrators. Public and nonprofit internships are available. Students also work with faculty on the school's active research and publications programs, including public policy reports and other community-service projects for state and local governments and nonprofits in Arizona.

School of Social Work. The faculty in the School of Social Work offer programs leading to the Master of Social Work degree and the PhD degree in Social Work. The mission and the goals of the school are consistent with the university's mission and overall objectives, as can be seen in the school's focus on excellence in professional instruction; the advancement of social work research; the understanding of social issues; and public/community service. Central to the mission of the school is the emphasis on the understanding of and respect for the unique cultural diversity of the Southwest and the promotion of social and economic justice.

GRADUATE PROGRAMS

Graduate degree programs as shown in the "College of Public Programs Graduate Degrees and Majors" table, page 339, are offered by the faculty within the college.

One of the unique features of an interdisciplinary program is that it uses faculty research and teaching interests from a large number of academic units. Students may tailor a course of study to fit individual needs and goals.

ADMISSION REQUIREMENTS

Admission requirements of all advanced degree programs within the college are connected with those required by the Division of Graduate Studies. In addition, individual units may require further supporting materials, such as letters of recommendation, scores on the Graduate Record Examination, statements of educational and career goals, and writing samples. Applicants should refer to requirements specified by the academic unit under each degree program in this catalog.

College of Public Programs Graduate Degrees and Majors

Major	Degree	Concentration*	Administered By
Public Administration	MPA	Optional: nonprofit administration*	School of Public Affairs
	PhD	—	School of Public Affairs
Recreation	MS	—	School of Community Resources and Development
Social Work	MSW	Advanced direct practice or planning, administration, and community practice	School of Social Work
	PhD	—	School of Social Work

* If a major offers concentrations, one must be selected unless noted as *optional*.

ADVISING

Advising of graduate students is usually handled by graduate faculty or a committee. Once admitted, students are typically assigned a temporary faculty advisor in the potential areas of specialization who will assist in planning a course of study. For those degree programs requiring the completion of a thesis, a chair and thesis supervisory committee are selected by the director of graduate studies, in consultation with the student, and appointed by the dean of graduate studies.

ACCREDITATION

The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration. The School of Social Work is fully accredited by the council on Social Work Education.

Nonprofit Leadership and Management

Certificate Program

asu.edu/copp/nonprofit

Robert F. Ashcraft, Director, Center for Nonprofit Leadership and Management

The certificate in Nonprofit Leadership and Management, offered through the College of Public Programs, is a graduate program that provides students with an understanding of the nonprofit sector’s role in society and with the skills necessary for effective leadership and management of these organizations. The program is administered through an interdisciplinary faculty committee representing the School of Community Resources and Development, the School of

Public Affairs, and other departments. The objective of this program is to provide students with professional skills needed by leaders in the nonprofit sector, including the understanding of the historical and philosophical context for nonprofit organizations in society, the management of human resources (paid and volunteer), the theory and practice of philanthropy, financial management practices, and other topical content areas.

The certificate program requires a minimum of 15 semester hours of course work. To qualify for the certificate, the student must complete three core classes and two classes from a selected list. A practicum experience is also required of students lacking direct experience in nonprofit sector work. The program is available to students who are pursuing their graduate degree in a chosen field of study and who have expressed interest in pursuing careers in the nonprofit sector. In addition, the program is well suited for working professionals who may or may not be pursuing a graduate degree but who wish to strengthen their skills and connections to the nonprofit community. All applicants must have two years of demonstrable nonprofit experience to obtain the certificate.

For more information, see “[Center for Nonprofit Leadership and Management](#),” page 45, or call 480/965-0607.

NONPROFIT LEADERSHIP AND MANAGEMENT (NLM)

NLM 510 Historical and Philosophical Foundations of Nonprofits in America. (3)

fall

Explores the history and role of the nonprofit sector in American society; contemporary issues and delivery systems. Lecture, case study.

NLM 520 Financial Management in Nonprofit Organizations. (3)

spring

Reviews funding structures utilized by nonprofit organizations; financial tools used by managers; fund raising practices and tools. Lecture, case study.

NLM 540 Volunteer and Human Resources in Nonprofit Organization. (3)

fall

Managing the volunteer and paid staff human resources in nonprofit organizations; practices and theories. Lecture, case study.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Public Administration

Master's Program

spa.asu.edu/programs/mpa.htm

480/965-3926

WILSN 208

Robert Denhardt

Director, School of Public Affairs

Heather E. Campbell

Director, Graduate Studies

Professors: Alozie, Cayer, Chapman, Coor, Crow, J. Denhardt, R. Denhardt, Hall, Lan, Perry

Associate Professors: Campbell, DeGraw, McCabe

Assistant Professors: Catlaw, Corley, Peck, Voorhees

Professor of Practice: Blessing

The mission of the School of Public Affairs is to advance excellence in governance by creating, sharing, and applying knowledge of public administration.

The School of Public Affairs offers a 42-semester-hour professional Master of Public Administration (MPA) degree and an interdisciplinary degree leading to the PhD degree in Public Administration.

MASTER OF PUBLIC ADMINISTRATION

The MPA is an interdisciplinary, professional degree designed to prepare students for public service, public management, and policy analysis at the local, state, and national levels of government. The MPA degree is accredited by the National Association of Schools of Public Affairs and Administration.

Admission. Applicants to the MPA program are considered for admission irrespective of undergraduate major, although students may be required to complete additional courses and/or workshops to prepare themselves for the core courses.

The applicant's undergraduate GPA, GRE scores (verbal, quantitative, and analytical writing), letters of recommendation, statement of educational and career goals, and professional experience are all considered in the admissions process. In addition, TOEFL scores (550 or higher) are required for international students. Admission may be limited by space availability.

Applications for admission can be sent at any time. Students requesting graduate assistantships and tuition scholarships should have their application files completed by March 1.

All applicants must submit the following materials to the Division of Graduate Studies:

1. an official application;

2. official transcripts of all undergraduate and graduate work;
3. scores on the GRE (verbal, quantitative, and analytical writing; special subject tests not required); and
4. TOEFL scores for international students.

All applicants must submit the following materials to the School of Public Affairs:

1. three letters of recommendation, at least two of which should be written by faculty who can evaluate the applicant's academic performance;
2. a written statement of applicant's educational and career goals, which also is used as a sample of the applicant's writing abilities; and
3. résumé or additional documents as the applicant sees fit.

Program of Study. The MPA program consists of 42 hours of graduate credit. Students take 27 of these hours in nine core classes in the School of Public Affairs, and 15 additional hours in elective courses.

No more than nine semester hours of ASU graduate courses taken before admission to the school and approved by the MPA Committee can be included in the Program of Study.

Students enrolling in core courses must demonstrate minimum competency in statistics and American government. Courses taken to fulfill the competency do not count toward the 42-hour degree program. Competency in statistics is met with a grade of "B" (3.00) or higher in an approved course (PAF 401, POS 401, PSY 230, QBA 221, or SOC 390) within the last two years or passing a diagnostic test approved by the MPA Committee. Other courses taken within the last two years may be substituted upon approval of the MPA director. Competency in American government is a demonstrated understanding of American government institutions and processes. Students may be required to take an undergraduate class in American government (PAF 300, PAF 340, POS 110, or POS 310). In addition, competency in computer use is expected of all students.

Internship. A public service internship is recommended for MPA students without previous administrative experience in government. The purpose of the internship is to provide students with practical and professional experience in a specific career area. Students work in and for public organizations applying the knowledge, skills, and abilities acquired in their program of study. During the internship experience, students can develop a professional network that will aid them in their pursuit of a career in government or nonprofit organizations. Students can apply three hours of internship credit to the degree program. To receive course credit for an internship, students are required to attend class sessions and submit a paper to the internship coordinator.

Foreign Language Requirements. None.

Comprehensive Examination. None.

Thesis Requirements. None.

Capstone Requirement. The MPA degree requires students to demonstrate competency for public service by synthesizing and applying core course knowledge, skills, and abilities to public service problems. Students demonstrate their public service competency by earning an “A” (4.00) or a “B” (3.00) in the MPA capstone course, PAF 509 Public Service.

Morrison Institute for Public Policy

As an integral part of the School of Public Affairs, the Morrison Institute is an applied public policy research center that conducts research on public policy, informs policy makers and citizens about issues, and advises leaders on choices and actions. In partnership with government officials, university faculty, and the private sector, the Morrison Institute conducts research, policy forums, program evaluations, and strategic planning for public, private, and non-profit clients. The Institute produces publications on a wide range of topics, including urban growth, education, natural resources, governmental systems and relations, health care, social services, quality of life, and economic development.

Advanced Public Executive Program (APEP)

APEP is a continuing education program designed to provide public-sector executives with analytical approaches and skills in leadership, policy analysis, total quality management, media relations, organizational development, team-building, and communication. Located at the ASU Downtown Center, APEP sponsors the Certified Manager Program, the Institute for Public Executives, Total Quality Management in the Public Sector, the County Elected Officials’ Certification Program, and presents custom-tailored professional development programs for public-sector managers.

PUBLIC AFFAIRS (PAF)

PAF 401 Statistics. (3)

fall and spring

Surveys statistical concepts and techniques with application to public administration. Does not count toward program of study. Satisfies statistics prerequisite requirement for PAF 501 and 502.

PAF 501 Public Service Research I. (3)

fall and spring

Philosophy, scope, and methods; public service research design, values, and ethics. Prerequisite: an approved course in statistics.

PAF 502 Public Service Research II. (3)

fall and spring

Quantitative techniques, including multivariate analysis, data analysis, decision making, and computer applications in public affairs. Prerequisite: PAF 501.

PAF 503 Public Affairs. (3)

fall and spring

Development and context of American public administration and policy, role of administration in governance, and values and ethics in administration.

PAF 504 Public Affairs Economics. (3)

fall and spring

Basics of public sector economics, microeconomic and macroeconomic concepts applied to public sector decisions and policies.

PAF 505 Public Policy Analysis. (3)

fall and spring

Institutional and formal analysis of policy processes, decision making, and problem solving; values, ethics, and the uses of policy analysis. Prerequisites: PAF 504; satisfaction of the statistics requirement.

PAF 506 Public Budgeting and Finance. (3)

fall and spring

Legal, social, economic, political, institutional, and ethical foundations of governmental finance, budgets, and budgeting. Prerequisites: PAF 502, 504.

PAF 507 Public Human Resource Management. (3)

fall and spring

Personnel systems, behavior and management of people in public organizations, collective behavior, unionism, conflict management, motivation, productivity, and ethics.

PAF 508 Organization Behavior. (3)

fall and spring

Theory and application in the management of organizational behavior with emphasis on leadership and the public service.

PAF 509 Public Service. (3)

fall and spring

Capstone application of core course knowledge, skills, and abilities required for public service. Prerequisites: PAF 501, 502, 503, 504, 505, 506, 507, 508.

PAF 511 Governmental Finance. (3)

selected semesters

Sources of funding, management of funds and debts, and general pattern of expenditures in states, counties, cities, and districts. Prerequisite: PAF 504.

PAF 520 Public Management. (3)

selected semesters

Management process in government and public agencies, with emphasis on the executive leadership within the public sector.

PAF 521 Organization Theory. (3)

selected semesters

Organization theory and current research emphasis with application to public administrative organizations.

PAF 522 Public Labor Relations. (3)

selected semesters

Rise of public unionism, managerial policy toward unionism, conflict resolution; impact of unionism on budgets, personnel policies, and public policy.

PAF 523 The City and County Manager. (3)

once a year

Manager’s role and resources in the differing forms of administrative, legislative, and community sectors.

PAF 526 Public Sector Human Resource Development. (3)

selected semesters

Concepts and techniques of organizational development in the public sector, including staffing, supervisor training, executive development, resource planning, and employee training.

PAF 529 Organization Change and Development. (3)

selected semesters

Explores the nature and management of change and development as a tool to achieve organizational goals; effecting planned change.

PAF 530 Management of Urban Government. (3)

selected semesters

Administrative practices and behavior within the urban political administrative environment. Functional areas such as citizen participation, urban planning, urban transportation, and the conflicts between urban politics and administrative efficiency.

PAF 531 Community Conflict Resolution. (3)

selected semesters

Interdisciplinary approach to understanding the dynamics of community conflict. Strategic considerations in policy design and advocacy; potential reaction to conflict. Relevant models and research findings generated by both case studies and comparative methods.

PAF 532 Urban Planning Administration. (3)

selected semesters

Historical and present-day uses of urban planning and procedures for its implementation. Basic principles and practices.

PAF 533 Urban Growth Administration. (3)

selected semesters

Examines the process of urban growth and change. Emphasizes partnership roles played by public and private sectors in management.

COLLEGE OF PUBLIC PROGRAMS

PAF 535 Urban Housing Policy. (3)

selected semesters

Comprehensive consideration of the revitalization of American cities with major emphasis upon the housing process and related institutions and services.

PAF 536 Urban Policy Making. (3)

selected semesters

Analyzes the opportunities and costs of influencing public policy and the roles of officials and bureaucracies in decision making.

PAF 540 Advanced Policy Analysis. (3)

once a year

Emphasizes the structure of policy problems, forecasting policy alternatives, optimizing resources, and reducing uncertainty in policy making. Prerequisite: PAF 505 or instructor approval.

PAF 541 Program Evaluation. (3)

selected semesters

Various methodologies available for the evaluation of public policies and programs. Prerequisite: PAF 501 or instructor approval.

PAF 546 Environmental Policy and Management. (3)

selected semesters

Analyzes environmental policy and planning issues and principles related to the analysis and management of natural and urban/regional resources.

PAF 547 Science, Technology, and Public Affairs. (3)

selected semesters

Explores the political, economic, cultural, and moral foundations of science and technology policy and governance in democratic society. Cross-listed as BIO 515/GLG 547. Credit is allowed for only BIO 515 or GLG 547 or PAF 547.

PAF 548 Women, Politics, and Public Policy. (3)

selected semesters

Explores how political philosophy, politics, and public policy affect and are affected by women.

PAF 549 Diversity Issues and Public Policy. (3)

selected semesters

Examines public policy issues concerning or affecting women, black, Latino, Asian, and American Indian communities, as well as those groups' impact on the policy process.

PAF 550 Information Management. (3)

selected semesters

Concepts and theory of information and information technology in public sector organizations.

PAF 551 Computers in Administration. (3)

selected semesters

Experience in use of computer technology for public administration problem solving.



New buildings continue to emerge on ASU campuses. Facilities that opened in 2004 include, *clockwise from top left*, Adelphi Commons II on the Tempe campus, Williams Campus Union on the East campus, the Brickyard on Mill at the Tempe campus, Parking Structure 7 on the Tempe campus, and CLCC II on the West campus.

Tim Trumble photos

PAF 552 Public Information Systems. (3)*selected semesters*

Systems analysis concepts and theory as applied to administration. Alternative modes of information organization and their impact on public decision making.

PAF 556 Database Management Systems. (3)*selected semesters*

Concept and use of modern database management systems in an administrative organization. Advantages and disadvantages of this approach.

PAF 561 Comparative Administration. (3)*selected semesters*

Literature on comparative public administration theory. Bureaucracies and their impact on the political development process. Studies selected nations.

PAF 562 Intergovernmental Relations. (3)*once a year*

Evolution, growth, present status, and characteristics of the U.S. federal system of government. Federal-state relations, state-local relations, regionalism, councils of government, interstate cooperation, grants-in-aid, and revenue sharing.

PAF 563 Report Preparation. (3)*selected semesters*

Intensive practice in written and oral presentation of reports to conferences with problems in public administration. Visual aid techniques.

PAF 564 Political Economy. (3)*once a year*

Classical and contemporary literature and historical development of governmental and economic arrangements, with special emphasis on the role of the state.

PAF 591 Seminar. (1–12)*fall and spring*

Topics may include the following:

- Business and Government
- Emergency Management
- General Public Administration
- Geographic Information Systems
- Information Management
- Law and Public Administration
- Public Finance Administration
- Public Management
- Public Policy Analysis
- Transportation Systems Pro-Seminar
- Urban Affairs and Urban Planning

PAF 600 Research Design and Methods. (3)*once a year*

Advanced methods of research design and data collection. Prerequisites: formal graduate-level course work in statistics and in research methods.

PAF 601 Seminar: Policy Analysis and Evaluation. (3)*once a year*

Normative and conceptual issues of policy formulation, implementation, and evaluation; methods of policy analysis and evaluation.

PAF 602 Seminar: Foundations of Public Administration. (3)*once a year*

Ethical, social, legal, and philosophical foundations of public administration.

PAF 603 Seminar: Organization and Behavior in the Public Sector. (3)*once a year*

Structure, organization, conduct, and performance of public sector institutions in the administration of public policy. Prerequisite: PAF 602.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Public Administration

Interdisciplinary Doctoral Programspa.asu.edu

480/965-3926

WILSN 208

Robert Denhardt**Director, School of Public Affairs****Heather E. Campbell****Director, Graduate Studies**

Professors: Alozie, Cayer, Chapman, Coor, Crow, J. Denhardt, R. Denhardt, Hall, Lan, Perry

Associate Professors: Campbell, DeGraw, McCabe

Assistant Professors: Catlaw, Corley, Peck, Voorhees

Professor of Practice: Blessing

The School of Public Affairs offers an interdisciplinary graduate program leading to the PhD degree in Public Administration.

The purpose of the degree program is to foster the next generation of public administration scholars in research and university teaching and to prepare skilled professional public administrators for high-level positions in the public sector. The program is designed to emphasize both normative and conceptual content pertaining to value assessments, theoretical assumptions, ethics, and modes of decision making, as well as practitioner problem-solving skills in budgeting, public personnel management, public finance, planning, program evaluation, and policy analysis.

The degree program is interdisciplinary in nature and is offered by faculty from various colleges. One of the unique features of this interdisciplinary program is that, because it utilizes faculty research and teaching interests from a number of academic units, a student may tailor a course of study to fit individual needs and goals.

Admission. Applications are reviewed by an admissions committee appointed by the director of the program. Recommendations for admission are made by the director to the dean of graduate studies. Minimum Division of Graduate Studies admission requirements must be met. See "Admission to the Division of Graduate Studies," page 58, for requirements. Additionally, each applicant must provide a letter of career goals and statement of reasons for seeking the degree, a GRE test score, a professional résumé, and three letters of recommendation. Letters may be a mix of academic and professional references, but all must address the applicant's capacity to successfully complete the doctoral program. International students must submit both TOEFL and TSE scores. Admissions recommendations are made only once each year, with admitted students beginning their studies in the fall semester. To assure consideration for

COLLEGE OF PUBLIC PROGRAMS

the ensuing fall semester, submit applications for admission, graduate assistantship, and tuition waiver by January 15. Only applicants already holding a master's degree are considered. If deficiencies exist in public administration course work at the master's level, appropriate classes are prescribed.

Program of Study. The program of study consists of a minimum of 42 semester hours of graduate course work beyond the master's degree, plus a minimum of 24 semester hours of dissertation and research credit. A minimum of 30 semester hours of approved course work (exclusive of dissertation and research) must be taken at ASU after admission to the program. A sequence of four core courses (12 hours) is required of all students, followed by successfully passing a screening examination. Then students establish a program of study committee that works with them to develop an appropriate interdisciplinary course of study. In addition to the four core courses, an approved program of study must have a course listed in each of the following areas: quantitative research methods, qualitative research methods, political economy, and democratic theory and governance. In addition, students are expected to develop areas of specialization.

Residency. See the graduate director with regard to the residency requirements for this program.

Comprehensive Examinations. Upon completion of course work, and before dissertation research, the student is given a written examination in chosen areas of specialization. The written examination is followed by a single oral examination. If the student should fail one or more components of the examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Approval for this reexamination must be obtained from the supervisory committee, the director of the program, and the dean of graduate studies. A second failure is considered final and dismissal from the program is recommended to the Division of Graduate Studies.

Candidacy. Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree, *except the dissertation*. These requirements include passing the comprehensive examinations and other requirements specified by the program.

Dissertation Requirements. A dissertation is required of each student. The dissertation must consist of a fully documented written analysis demonstrating a high level of skill and competence. Each student must register for a minimum of 24 hours of dissertation and research. The dissertation is supervised by a committee of at least three faculty members appointed by the dean of graduate studies.

Final Examination. The final oral examination in defense of the dissertation is scheduled by the dean of graduate studies and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination. Any exception must be approved by the dissertation committee, the director, and the dean of graduate studies.

Graduation. The student is eligible for graduation when the Division of Graduate Studies scholarship requirements have been met, the final oral examination has been passed, and the dissertation has been approved by the supervisory committee and accepted by the director and the dean of graduate studies.

Applications for graduation should be made no later than the date in the Division of Graduate Studies calendar.

RESEARCH ACTIVITY

The school engages in an extensive research program that includes individual faculty research, applied public service, and contract and grant-funded research. Several units exist in the school for the purpose of furthering research in the public sector and linking that research to the effective management of public organizations. One aspect of that research-service-management link has been the participation on and/or coordination of several Arizona Academy Town Hall research reports. Chief among the research linkages is the Morrison Institute for Public Policy. The Morrison Institute analyzes current and proposed public policies that are important to the future of the greater Phoenix area, Arizona, and the nation. Its mission is to conduct research that informs, advises, and assists Arizona's state and community leaders. For more information on research activity in the School of Public Affairs, access spa.asu.edu.

COURSES

For courses, see "Public Affairs (PAF)," page 341.

Recreation

Master's Program

scrd.asu.edu/grad

480/965-7291

AG 281

Randy J. Virden, Director, School of Community
Resources and Development

Victor B. Teye, Graduate Coordinator

Professors: Allison, Yoshioka

Associate Professors: Ashcraft, Teye, Timothy, Virden

Assistant Professors: Barry, Brown, Budruk, Guo,
Pritchard, White

MASTER OF SCIENCE

The faculty in the School of Community Resources and Development offer a program leading to the MS degree in Recreation. The MS degree program prepares students to analyze and understand critical topics and issues pertinent to the field of community resources and development.

Students choose between two academic options: the thesis or the professional option.

Admission. Students applying to the MS program must have achieved a GPA of 3.00 or the equivalent in the last two years of work leading to the bachelor's degree. Applicants should submit their application, application fee, all undergraduate transcripts, Graduate Record Examination (or Miller's Analogy Test) scores, a statement of professional and academic goals, and three letters of recommendation to the Division of Graduate Studies by March 1 to be considered for fall admission. Only complete application files are reviewed or considered for admission. Students without undergraduate academic work in the recreation/tourism disciplines are required to take six semester hours of deficiency course work in addition to the MS degree requirements. Deficiency course work may be taken in conjunction with MS degree classes.

Program of Study. Completion of the MS degree in Recreation on the average requires approximately two years of study. Students may select a thesis or professional option. The thesis option is a research-oriented degree and is recommended for students planning to continue graduate studies beyond the master's degree. The professional option is intended for students seeking additional knowledge and expertise relevant to professional career development. Advising and direction in both options are under the direct supervision of an assigned faculty member.

Program Requirements: Thesis Option. The thesis option consists of a minimum of 30 semester hours. The 30 semester hours include six hours of thesis (REC 599), which must be defended in an oral examination before a supervisory committee of at least three faculty members, one of which resides in another department.

REC 500 Research Methods.....	3
REC 552 Foundation of the Recreation and Tourism Professions.....	3
REC 555 Social and Psychological Aspects of Recreation and Tourism Behavior.....	3
Advanced inquiry skills	3
Electives	9
Introductory statistics (500-level)	3
Thesis	6
Total minimum semester hours required.....	30

Program Requirements: Professional Option. The professional option consists of 36 semester hours, including six hours of practicum (REC 580). A signed affiliation agreement is required to be on file with the graduate coordinator before registration. The purpose of the 300-hour practicum is to provide graduate students with in-depth agency-based professional experiences. The student committee consists of two school faculty member and one community/agency professional. At the end of the practicum, the student is required to submit a written description and analysis of the project as well as present the results to the committee.

REC 500 Research Methods.....	3
REC 501 Program Evaluation and Information Management.....	3
REC 530 Recreation and Tourism Service Management	3

REC 552 Foundation of the Recreation and Tourism Professions.....	3
REC 555 Social and Psychological Aspects of Recreation and Tourism Behavior	3
REC 580 Practicum	6
Electives	12
Introductory statistics (500-level)	3
Total minimum semester hours required.....	36

Foreign Language Requirements. None.

Thesis Requirements. A thesis is an option.

Final Examination. A final oral examination in defense of the thesis or a practicum is required.

RESEARCH ACTIVITY

The study of recreation, tourism, and community development is a multidisciplinary field of research, scholarship, and program development. Recent scholarly activity of school faculty and students reflects this approach. Major research areas include the following: international travel and tourism; philosophy of leisure; recreation resource planning; social and psychological analyses of leisure behavior; leisure and youth development; travel and tourism policy and planning; urban recreation administration; outdoor recreation and wilderness management; cross-cultural analysis of play and leisure; gender differences in leisure behavior patterns; and nonprofit agency leadership/management. For more information, access the school's Web site at scrd.asu.edu/grad.

RECREATION MANAGEMENT AND TOURISM (REC)

REC 500 Research Methods. (3)

once a year
Introduces recreation research methods, with emphasis on methodological questions, research issues, and techniques relevant to contemporary social research. Prerequisite: 500-level or higher approved statistics course.

REC 501 Program Evaluation and Information Management. (3)

selected semesters
Develops skills in several professional areas, including evaluation, needs assessment, information and data collection, data management/analysis, computer applications, and report writing.

REC 530 Recreation and Tourism Service Management. (3)

spring in even years
Examines and applies organizational behavior, leadership, human resources, development, planning, and risk management to profession.

REC 552 Foundation of the Recreation and Tourism Professions. (3)

once a year
Examines the philosophical and conceptual foundations of play, leisure, recreation and tourism; history of the profession; professional and research issues.

REC 555 Social and Psychological Aspects of Recreation and Tourism Behavior. (3)

once a year
Theoretical review and empirical analysis of social, cultural, and psychological foundations of leisure behavior with practical implications.

REC 569 Current Issues in Tourism. (3)

once a year
General survey of tourism literature with emphasis on relevant theories, concepts, and current research.

REC 570 Social Aspects of Outdoor Recreation Management. (3)

once a year
Analyzes the social aspects of natural resource recreation management and planning. Prerequisite: REC 370 (or its equivalent).

COLLEGE OF PUBLIC PROGRAMS

REC 580 Practicum. (1–12)
selected semesters

REC 593 Applied Project. (1–12)
selected semesters

REC 598 Special Topics. (1–12)
selected semesters

REC 599 Thesis. (1–12)
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “[Omnibus Courses](#),” page 56.

Social Work

Master’s and Doctoral Programs

sww.asu.edu

480/965-3304

WHALL 135

Leslie Leighninger, Director, School of Social Work

Professors: Ashford, LeCroy, Leighninger, MacEachron, Marsiglia, Moroney, Segal

Associate Professors: Brzuzy, Gerdes, Gustavsson, Montero, Napoli, Nichols, Paz, Risley-Curtiss, Steiner, Stromwall, Waller

Assistant Professors: Bacchus, Holley, Kang, Larson, Niles, Okamoto

Senior Instructional Professional: Gonzalez-Santin

Academic Professionals: Knutson-Woods, Rountree

The faculty in the School of Social Work offer programs leading to the Master of Social Work degree and the PhD degree in Social Work.

MASTER OF SOCIAL WORK

The professional program leading to the Master of Social Work (MSW) degree prepares social workers for advanced direct practice or planning, administration, and community practice. The program is designed to prepare social workers to be capable of responding effectively to the needs of special populations in the Southwest. The MSW degree program is accredited by the Council on Social Work Education.

Advanced Standing Program

The advanced standing program is a full-time, 36-semester-hour program available in both Tempe and Tucson.

Program of Study. Students must start the program in summer (beginning with the first summer session) and complete a total of three semester hours in each summer session for a total of six hours. The six semester hours of summer courses are available in Tempe only. Students also complete one internship and select one of two concentra-

tions: advanced direct practice or planning, administration, and community practice. The planning, administration, and community practice courses are generally offered in Tempe only.

Summer Session Course Work

SWG 598 ST: Advanced Standing Bridge Seminar	3
SWG 598 ST: Advanced Standing Bridge Seminar	3
Total	6

The following concentration courses are required:

Advanced Direct Practice (ADP)

SWG 606 Assessment of Mental Disorders	3
SWG 611 Social Work with Families	3
SWG 619 Practice-Oriented Research	3
SWG 621 Integrative Seminar	3
SWG 632 Social Policy and Services II	3
SWG 641 Advanced Practicum: Direct Practice I	3
SWG 642 Advanced Practicum: Direct Practice II	3
One of the following approved advanced courses	3
SWG 613 Social Work with Individuals (3)	
SWG 616 Social Work with Chemically Dependent Families (3)	
SWG 617 Advanced Social Work Practice with Children and Adolescents (3)	
SWG 618 Domestic Violence (3)	
Electives	6
Total	30

Planning, Administration, and Community Practice (PAC)

SWG 623 Agency and Community-Based Research in Social Work	3
SWG 632 Social Policy and Services II	3
SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice I	3
SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II	3
SWG 680 Program Planning in Social Services	3
SWG 681 Social Work Administration	3
SWG 682 Community Participation Strategies	3
Electives	9
Total	30

Electives may be selected from offerings at the School of Social Work or courses offered through other departments with the approval of the MSW program coordinator.

Application Procedures. Applicants must follow the procedures for admission to the Division of Graduate Studies (see “[Admission to the Division of Graduate Studies](#),” page 58). Advanced Standing Program applicants must have a BSW degree from a Council on Social Work Education–accredited program with at least a 3.50 GPA (on a 4.00 scale) in required upper-division social work courses. A GPA of at least 3.00 (on a 4.00 scale) for the last two years of work leading to the BSW degree is also required. In addition, all applicants are required to successfully complete a course in human biology and statistics before enrolling in the advanced standing program. Applications to the advanced standing program are accepted from November 1 to January 2 preceding the summer session to which the applicant is seeking admission. Applicants admitted to the advanced standing program begin classes in the summer.

All advanced standing program applicants must submit the following to the School of Social Work:

1. a School of Social Work MSW application form;
2. an MSW advanced standing application;
3. a statement of educational and career goals;
4. a professional résumé that includes volunteer and paid work experience;
5. a written case example covering areas specified in the advanced standing application; and
6. three letters of reference.

A combination of academic and professional references is desirable. References from friends, family members, or personal therapists are not accepted.

At least one of the three required references must be from the applicant’s BSW field instructor, or if employed in a social work-related job for two or more years, a recommendation from the applicant’s supervisor. Applicants must have received their BSW degree no more than five years before the date of admission. In addition, all applicants must submit the following to the Division of Graduate Studies:

1. a completed Division of Graduate Studies application form;
2. the application fee; and
3. an official transcript of all academic work completed or in progress.

Comprehensive Exam. All students must pass a comprehensive examination administered by the school or complete a thesis before graduation.

Academic Standing and Curriculum Sequencing. To remain in good academic standing, the student must maintain an overall GPA of 3.00 at the end of each semester. Most courses in the program are sequential; successful completion of the prior course in the sequence is required to enroll in the following course.

Standard MSW Program

The standard program consists of 60 hours, including both classroom instruction and field practicum. It is divided into a foundation year (core curriculum) and a concentration year. During both years, students spend two days a week in a practicum setting.

Program of Study. The foundation curriculum is the same for all students and must be completed before entering the concentration year. The following are the required foundation courses:

SWG 501 Human Behavior in the Social Environment I.....	3
SWG 502 Human Behavior in the Social Environment II.....	3
SWG 510 Foundation Practice I.....	3
SWG 511 Foundation Practice II.....	3
SWG 519 Research Methods in Social Work.....	3
SWG 531 Social Policy and Services I.....	3
SWG 533 Diversity and Oppression in a Social Work Context.....	3
SWG 541 Field Practicum I.....	3
SWG 542 Field Practicum II.....	3
SWG 580 Community and Organizational Change.....	3

In the second year, students pursue a concentration in either (1) advanced direct practice or (2) planning, adminis-

tration, and community practice. Six to nine hours of electives are required for students either to take additional course work in their concentration or to increase knowledge and skills in such areas as health and mental health, family and child welfare, or aging.

The following are required concentration courses:

Advanced Direct Practice (ADP)	
SWG 606 Assessment of Mental Disorders	3
SWG 611 Social Work with Families	3
SWG 619 Practice-Oriented Research.....	3
SWG 621 Integrative Seminar	3
SWG 632 Social Policy and Services II	3
SWG 641 Advanced Practicum: Direct Practice I.....	3
SWG 642 Advanced Practicum: Direct Practice II.....	3
One of the following approved advanced courses	3
SWG 613 Social Work with Individuals (3)	
SWG 616 Social Work with Chemically Dependent Families (3)	
SWG 617 Advanced Social Work Practice with Children and Adolescents (3)	
SWG 618 Domestic Violence (3)	
Electives	6
Total	30

Planning, Administration, and Community Practice (PAC)	
SWG 623 Agency and Community-Based Research in Social Work.....	3
SWG 632 Social Policy and Services II	3
SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice I.....	3
SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II.....	3
SWG 680 Program Planning in Social Services.....	3
SWG 681 Social Work Administration.....	3
SWG 682 Community Participation Strategies	3
Electives	9
Total	30

Electives may be selected from offerings at the School of Social Work or courses offered through other departments with the approval of the MSW program coordinator. The total semester hours for each concentration equals 30.

Application Procedures. Applicants must follow the procedures for admission to the Division of Graduate Studies (see “Admission to the Division of Graduate Studies,” page 58). Applications to the standard MSW program are accepted from November 1 to March 1, or for priority review by February 1, preceding the fall semester to which the applicant is seeking admission. Applicants admitted to the standard MSW program begin classes in the fall.

All applicants for the standard MSW program must submit to the School of Social Work the following:

1. a School of Social Work MSW application form;
2. a statement of educational and career goals;
3. a professional résumé that includes volunteer and paid work experience; and
4. three letters of reference.

A combination of academic and professional references is desirable. References from friends, family members, or personal therapists are not accepted.

COLLEGE OF PUBLIC PROGRAMS

Test scores from either the Graduate Record Exam or the Miller Analogies Test are required only if the applicant's GPA was below 3.00 (on a 4.00 scale) during his or her junior and senior years. In addition, all applicants must submit to the Division of Graduate Studies the following:

1. a completed Division of Graduate Studies application form;
2. the application fee; and
3. an official transcript of all academic work completed or in progress.

The school requires one of the following:

1. a liberal arts undergraduate degree;
2. a BSW from a Council on Social Work Education–accredited school of social work; or
3. another undergraduate degree, with 30 semester hours in liberal arts courses at the undergraduate or graduate level.

The 30 semester hours described in item 3 above must include course work from the social/behavioral sciences, natural sciences, and humanities. The distribution should approximate the current curriculum for the BSW program: 18 hours in social and behavioral sciences, six hours in natural sciences with at least one course in human biology, and six hours in humanities.

All students are required to successfully complete a course in human biology before enrollment in the graduate program. Additionally, all students must have successfully completed a course in statistics before admission. If the statistics requirement has not been met, then an equivalent course must be successfully completed either by December 31 or before registering for SWG 519.

Provisional Admission. Applicants with lower test scores or grades below minimal levels may be considered for provisional admission if there is counterbalancing evidence suggesting the potential of outstanding performance in the MSW program. Normally, final determination of the removal of provision status is made by the time the student has completed 12 hours of approved graduate study. The provisional student does not complete field work until this status has been changed. However, the student carries the same academic load as a regularly admitted student and is expected to meet the same standards for continuation in the program.

Part-Time Program. Students are admitted each fall to a planned part-time program. Students interested in this option must specifically apply to the part-time program and complete it in accordance with the plan developed to finish the degree in three years.

Tucson Component. The School of Social Work offers the full foundation year (30 semester hours of credit) at its Tucson Component. Advanced direct practice students may complete their professional degree entirely in Tucson while planning, administration, and community practice students take 12 semester hours at ASU. For more information, or to request an application to the Tucson component, call 520/884-5507.

Transfer Credit. Upon recommendation of the admissions committee, the first year of graduate study (up to 30 graduate semester hours) earned at another CSWE-accredited school of social work may be transferred and applied toward the MSW degree at ASU. Under these circumstances, the student must complete the second full year of graduate study (at least 30 semester hours of graduate work) at ASU, resulting in a 60-hour program composed of the work from both schools. A full report from the school at which the intended transfer credit was obtained is required.

In other cases, with the approval of the MSW program coordinator, up to six semester hours of graduate work completed at another university may be transferred as elective credit.

Consideration for acceptance of prior graduate credits must be applied for at the time of admission. The grades of all transfer credit must be a “B” (3.00) or higher.

Nondegree Course Work. A maximum of nine graduate semester hours earned as a nondegree student in the ASU School of Social Work or six semester hours earned at another graduate degree program at ASU may be applied toward the program of study. A combination of credit earned as a nondegree student—at ASU or transferred from another university—may not exceed nine hours, and of those nine hours, no more than six hours may be electives.

Course work toward a master's degree must be completed within six consecutive years. The six-year period begins with the first course included on the student's approved program of study.

Consideration for acceptance of nondegree work must be applied for at the time of admission.

Exemptions and Waiver Examinations. The number of hours required to complete the standard MSW degree ranges from 45 to 60 semester hours, with 60 hours representing the standard program. In addition to transferring credit (see policy on transfer credit), admitted students may meet requirements of up to 15 hours of credit toward the degree by (1) exempting up to 15 hours of foundation course work without examination or (2) successfully completing examinations in any of the following foundation courses: SWG 501, 502, or 519.

Exemptions. Only students from BSW programs accredited by the CSWE can be considered for exemptions. To be eligible for an exemption from any course, students must have received their BSW degree no more than five years before the date of admission. Admitted BSW students from ASU are exempted from the courses listed below without examination if they meet the stated GPA requirements. BSW students from other accredited programs may also be exempted from the same courses, but must submit their course content material (course description, syllabus, and outline) for review by the MSW program coordinator for an equivalency review to determine exemption. BSW students may be exempted from the following courses:

1. SWG 501, if the student has an “A” (4.00) in SWU 301 or an equivalent social work course;
2. SWG 502, if the student has an “A” (4.00) in SWU 340 or an equivalent social work course;

3. SWG 519, if the student has an “A” (4.00) in SWU 320 or an equivalent social work course;
4. SWG 531, if the student has an “A” (4.00) in SWU 171 and 332 or equivalent social work courses;
5. SWG 533, if the student has an “A” (4.00) in SWU 374 or an equivalent social work course.

Waiver Examinations. Students who believe they have successfully completed equivalent undergraduate courses or have related work experience covering content taught in these courses can take a written waiver examination, before starting the MSW program in the fall, for the following courses:

SWG 501 Human Behavior in the Social Environment I.....	3
SWG 502 Human Behavior in the Social Environment II.....	3
SWG 519 Research Methods in Social Work.....	3

Comprehensive Examination. ASU requires a comprehensive examination or thesis for graduation in all professional master’s programs. All Social Work students must pass a comprehensive examination, administered by the school, or complete a thesis before graduation.

Academic Standing and Curriculum Sequencing. In order to remain in good academic standing, the student must maintain an overall GPA of 3.00 at the end of each semester. Most courses in the program are sequential; successful completion of the prior course in the sequence is required to enroll in the following course. Students may not enroll in any second-year required courses until all foundation courses, including the foundation field (SWG 541 and 542), have been successfully completed.

Financial Assistance. Recent federal reductions in support of human services and educational programs have severely limited the resources available for stipends. Therefore, it is important that applicants have a sound financial plan to cover expenses for the duration of the degree program.

Financial assistance information is available from the Student Financial Assistance Office, Student Services Building, second floor, 480/965-3355.

DOCTOR OF PHILOSOPHY

The program seeks to prepare future social work scholars who are involved in the development and application of theories in social work practice, and who plan to enhance social work knowledge through classroom and field settings.

The program introduces students to the range of roles and responsibilities of faculty leadership, to the challenging expectations of critical thinking and creativity in research and teaching, and to the multiple ways of integrating research, teaching, and service in the social work profession.

The Social Work faculty advocate for and support the human potential in the distinct experiences and perspectives of the Southwest region. The cultural and economic diversity of the Southwest makes it possible for faculty and students to engage in many issues in their community-based research and practice.

Admission. Applicants must hold an MSW degree from an accredited school of social work, preferably have a minimum of two years of post-MSW professional social work paid employment, and apply to both the ASU Division of Graduate Studies and the School of Social Work.

Admission to the PhD program requires completion of all admission requirements and procedures set forth by the Division of Graduate Studies and test scores from the Graduate Record Examination (GRE) (verbal, quantitative, and analytical). Applications are accepted up to February 1 preceding the fall semester to which the applicant is seeking admission.

Application Procedure. The following items should be submitted to

ADMISSIONS OFFICE
 DIVISION OF GRADUATE STUDIES
 ARIZONA STATE UNIVERSITY
 PO BOX 871003
 TEMPE AZ 85287-1003

1. the application for admission to the Division of Graduate Studies;
2. one official transcript from each institution the applicant has attended previously; and
3. test scores from the GRE.

The following items should be submitted to

ACADEMIC SERVICES
 SCHOOL OF SOCIAL WORK
 ARIZONA STATE UNIVERSITY
 PO BOX 871802
 TEMPE AZ 85287-1802

1. an application to the PhD program in Social Work;
2. a writing sample—Social Problem Essay;
3. examples of written work (students may submit samples of their professional and/or academic writing);
4. three letters of reference that must use the reference letter form provided by the School of Social Work; and
5. a curriculum vitae or résumé.

Program of Study. Students must demonstrate scholarly competencies in several broad areas identified during the mentoring and advising process. These areas must include: micro/macro theories and perspectives on critical issues in social work and social welfare (24 semester hours), quantitative/qualitative research methodologies (12 semester hours), and professoriate training and mentoring in research, teaching, and service. The program requires a minimum of 36 semester hours of course work beyond the MSW degree and 84 semester hours beyond the baccalaureate degree. Because students must achieve competency requirements, they may need to take additional course work to achieve these competencies.

The program emphasizes enhancement of scholarship through:

1. applied social work research in diverse community settings and populations of the Southwest;

COLLEGE OF PUBLIC PROGRAMS

2. teaching, from syllabus development to classroom teaching across the professional continuum;
3. participation in collegial decision making; and
4. participation in field education and community services.

Students are expected to participate fully in research, teaching, and field liaison activities during their course of studies.

Advising. The individualized plan for becoming a social work scholar and for learning associated faculty roles is developed by students and their faculty advisors over time.

Residency. The minimum residency requirement for the PhD program is 18 semester hours in courses relating to the program of study, exclusive of dissertation. The residency must be completed in two consecutive semesters, not including summer sessions.

Foreign Language Requirements. None.

Qualifying Examination. Students are given a qualifying examination in the semester following the completion of the first 18 semester hours of approved PhD course work. Students who fail the examination may retake it the following semester. Students failing the qualifying examination twice will be dropped from the program.

Comprehensive Examination. Upon completion of course work and the qualifying examination, but before beginning dissertation research, students are given a written examination covering research, theory, and methods in their substantive area. If students should fail one or more components of the examination, a reexamination may be administered no sooner than three months and no later than one year from the date of the original examination. Approval of the reexamination must be obtained from the supervisory committee and the dean of graduate studies.

Dissertation Requirements. Each candidate must register for a minimum of 24 semester hours of credit for research and dissertation. The final copy of the dissertation must be received by the supervisory committee and dean of graduate studies at least three weeks before the degree conferral date.

Final Examination. The final oral examination in defense of the dissertation is scheduled and conducted by the student's dissertation committee. A candidate must pass the final examination within five years after completing the comprehensive examination.

RESEARCH ACTIVITY

Research within the School of Social Work is multifaceted. The faculty research agendas emphasize an understanding for the unique social, political, and cultural issues of importance to populations of the Southwest. For more details about the research interests of the faculty of the School of Social Work, access the school's Web site at ssw.asu.edu.

Drug Resistance Strategies Project

This is a school-based substance abuse program funded by the National Institute on Drug Abuse. Dr. Flavio Marsiglia is the principal investigator for the project. The pro-

gram is uniquely designed to reflect students' cultural norms and values. Presented to seventh grade classes throughout the City of Phoenix, Drug Resistance Strategies (DRS) is impacting 50 schools and 5,500 students. Latino, non-Latino, and mixed versions of the drug prevention curriculum have been developed. This innovation enables students to recognize themselves in the prevention message and provides solutions that are sensitive to their unique cultural environment. The objective of DRS is to prevent and reduce substance abuse by teaching valuable communication and life skills.

Southwest Interdisciplinary Research Center

The mission of the Southwest Interdisciplinary Research Center (SIRC) is to develop a research infrastructure for conducting multidisciplinary, community-based social work research on family and youth drug use prevention and services. SIRC is funded through a five-year National Institutes of Health/National Institute on Drug Abuse research development grant. Interdisciplinary teams composed of faculty from the Schools of Social Work and Justice Studies; the Departments of Psychology and Sociology; and the College of Education, plus community-based partnerships, collaborate on state-of-the-art research projects. A Community Advisory Board, representing 22 community and government agencies, provides a forum for current research and identification of areas in need of study.

Understanding the Cultural Context: Working with American Indian Children and Their Families

The school's Office of American Indian Projects is working to develop a competency-based training curriculum. The curriculum is intended to assist both state and tribal child welfare staff in developing the necessary cultural competence to work with American Indian families. This grant is a collaborative effort with the Inter Tribal Council of Arizona and Diné College, the only American Indian College in Arizona.

SOCIAL WORK (GRADUATE PROGRAM) (SWG)

For more SWG courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

M SWG 501 Human Behavior in the Social Environment I. (3) fall

Analyzes theories of personality and life span development from methodological, ecological, and systems perspectives up to adolescence.

M SWG 502 Human Behavior in the Social Environment II. (3) spring

Life span development from middle childhood to maturity. Prerequisite: SWG 501.

M SWG 510 Foundation Practice I. (3) fall

Basic social work methods with emphasis on the problem-solving process as it pertains to individuals, families, and small groups. Prerequisite: Social Work major.

M SWG 511 Foundation Practice II. (3) spring

Theory and methods of direct practice with groups and selected practice models. Lecture, lab. Prerequisite: SWG 510.

M SWG 517 Aging and Wellness. (3)

fall and spring

One-on-one service/experiential learning with seniors from the community. Lecture, lab. Cross-listed as GRN 540. Credit is allowed for only GRN 540 or SWG 517.

M SWG 519 Research Methods in Social Work. (3)

spring

Conceptual foundations and methods of nomothetic research in social work. Includes problem identification, hypothesis formulation, measurement, sampling, and experimental design. Prerequisites: Social Work major; an approved course in statistics.

M SWG 531 Social Policy and Services I. (3)

fall

Conceptual, analytical, and historical perspectives on the social welfare institution. Emphasizes poverty and inequality. Principles of policy analysis.

M SWG 533 Diversity and Oppression in a Social Work Context. (3)

fall and spring

Explores issues of social inequality related to disability, ethnicity, gender, race, and sexual orientation. Emphasizes populations of the Southwest.

M SWG 541 Field Practicum I. (3)

fall and spring

With SWG 542, two consecutive semesters (480 hours) of supervised social work practice in an approved placement. Fee. Pre- or corequisite: SWG 510.

M SWG 542 Field Practicum II. (3)

fall and spring

See SWG 541. Fee. Prerequisite: SWG 541. Pre- or corequisite: SWG 511.

M SWG 550 Co-occurring Disorders. (3)

fall

Provides sound theoretical and practical orientations to working with persons who have co-occurring disorders. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 551 Crisis Intervention. (3)

fall

Covers the basics of crisis intervention in social work practice, along with applications to several different populations. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 552 Issues in School Social Work. (3)

fall and spring

Provides knowledge and skills necessary to implement effective social work services in a school setting. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 553 Social Work with American Indians. (3)

spring

Introduces social work issues relevant to Native Americans. Explores effective methods with native American clients. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 554 Substance Abuse. (3)

fall

Psychological and sociocultural determinants of substance abuse. Overview of social policies and treatment approaches. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 580 Community and Organizational Change. (3)

fall and spring

Examines communities and human service organizations as social systems. Introduces strategies for initiating planned change.

M SWG 598 Special Topics. (1–4)

selected semesters

Topics may include the following:

- Advanced Standing Bridge Seminar. (3)

M SWG 605 Social Work Practice in Health/Behavioral Health Settings. (3)

fall

Advanced social work practice in health and behavioral health settings, focusing on enhancement of client functioning and quality of life. Lecture, cooperative learning, small group activity. Prerequisites: SWG 502, 511, 542.

M SWG 606 Assessment of Mental Disorders. (3)

fall

Theories and concepts of mental health and illness. Attention to classification systems and nomenclature used in assessing mental disorders. Prerequisite: SWG 502.

M SWG 608 Ecological Approach to Practice with Children, Youth, and Families. (3)

fall

Provides a theoretical and practical orientation to working with children, youth, and families from an ecological strengths perspective. Lecture, cooperative learning, small group activity. Prerequisites: SWG 502, 511, 542.

M SWG 609 Advanced Social Work Practice with Child Welfare Families. (3)

fall

Focuses on three areas of significance for practice with families and children in the child welfare system: substance abuse, family violence, animal abuse. Lecture, cooperative learning, small group activity. Prerequisite: SWG 608.

M SWG 611 Social Work with Families. (3)

fall

Theory, concepts, and skills for working with diverse family populations. Emphasizes a systems and integrative approach. Prerequisites: SWG 511, 542.

M SWG 612 Social Work with Groups. (3)

selected semesters

Practices applications of knowledge and skill to social work with groups. Prerequisite: graduate standing.

M SWG 613 Social Work with Individuals. (3)

spring

Treatment of prevalent disorders encountered by social workers, selected from the following: anxiety disorders, personality disorders, depression, and schizophrenia. Lecture, seminar. Prerequisite: SWG 611.

M SWG 614 Advanced Social Work Practice in Health. (3)

spring

Addresses the crucial social work practice issues of health and health care in the new millennium. Lecture, cooperative learning, small group activity. Prerequisite: SWG 605.

M SWG 616 Social Work with Chemically Dependent Families. (3)

spring

Examines dynamics of the chemically dependent family and presents clinical approaches for intervening in the family system and sub-systems. Prerequisite: SWG 611.

M SWG 617 Advanced Social Work Practice with Children and Adolescents. (3)

spring

Theory, research, and intervention that focus on children and adolescents. Prerequisite: SWG 608.

M SWG 618 Domestic Violence. (3)

spring

Theory, research, intervention, and prevention strategies relevant to child maltreatment, partner abuse, and elder abuse. Prerequisite: SWG 611.

M SWG 619 Practice-Oriented Research. (3)

fall

Accelerated course in application of scholarly and scientific principles to field practice, problem formulation, interventional procedures, and impact assessment. Prerequisite: SWG 519.

M SWG 621 Integrative Seminar. (3)

spring

Explores the fit between theoretical frameworks and practice with clients. Requires presentation of empirical studies with clients. Prerequisites: SWG 606, 611. Pre- or corequisites: a combination of SWG 613 and 616 and 617 and 641 or a combination of SWG 618 and 619 and 632 and 641.

M SWG 623 Agency and Community-Based Research in Social Work. (3)

spring

Research design techniques and data collection in human service agencies and communities. Analysis for program evaluation and needs assessment. Prerequisites: SWG 519, 541, 542. Corequisite: SWG 680.

M SWG 630 Brief Social Work Intervention. (3)

fall and spring

Concepts and techniques of solution-focused, systematic, and strategic approaches to therapy in the context of brief therapy. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

COLLEGE OF PUBLIC PROGRAMS

M SWG 632 Social Policy and Services II. (3)

spring

Develops advanced knowledge and skills in social welfare policy analysis, policy formulation, and advocacy and intervention for policy change. Prerequisite: SWG 531.

M SWG 633 Child Welfare Services. (3)

fall

Examines, using ecological and system theories, services that supplement, support, and substitute for parental care of children. Prerequisite: SWG 542.

M SWG 641 Advanced Practicum: Direct Practice I. (3)

fall and spring

With SWG 642, two consecutive semesters (480 hours) of supervised social work practice in an approved placement related to the student's career goal. Fee. Prerequisites: SWG 541, 542. Pre- or corequisite: SWG 611.

M SWG 642 Advanced Practicum: Direct Practice II. (3)

fall and spring

See SWG 641. Fee. Prerequisites: SWG 541, 542, 611, 641. Pre- or corequisite: SWG 613 or 616 or 617 or 618.

M SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice I. (3)

fall and spring

With SWG 644, two consecutive semesters (480 hours) in social work practice in an approved placement related to the student's career goal. Fee. Prerequisites: SWG 541, 542. Pre- or corequisites: SWG 681, 682.

M SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II. (3)

fall and spring

See SWG 643. Fee. Prerequisites: SWG 681, 682. Pre- or corequisite: SWG 680.

M SWG 650 Social Work Ethics and the Law. (3)

fall

Identifies the laws and ethics that regulate social work practice; utilizes two models of ethical decision making. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 653 Introduction to Holistic Therapies. (3)

spring

Introduces the theory and history of holistic therapies; demonstrates how to use the therapies with clients. Lecture, cooperative learning, guest speakers. Prerequisite: graduate standing.

M SWG 654 Introduction to Sexual Abuse. (3)

spring

Develops general knowledge and skills for working with persons who have been impacted by sexual abuse. Lecture, cooperative learning, small group activity. Prerequisite: graduate standing.

M SWG 680 Program Planning in Social Services. (3)

spring

Social services planning process; includes needs assessment, goals and objectives, program design, budgeting, management information systems, and program evaluation. Prerequisites: SWG 681, 682. Corequisite: SWG 623.

M SWG 681 Social Work Administration. (3)

fall

Administrative skill building and theory application within human service nonprofit social work settings. Prerequisites: SWG 542, 580.

M SWG 682 Community Participation Strategies. (3)

fall

Reviews strategies to involve citizens and the consumers of social and human services in community decision-making systems. Participation is viewed as a means to facilitate the empowerment of oppressed peoples. Prerequisites: SWG 542, 580.

M SWG 683 Developing Grants and Fund Raising. (3)

selected semesters

Identification of potential funding sources, technical and interpersonal/political aspects of proposal development and fund raising. Prerequisite: graduate standing.

M SWG 720 Philosophy of Science Issues in Social Work. (3)

fall

Critical examination of social science, social work practice, and policy in terms of philosophical assumptions and varying frames of reference.

M SWG 722 Critical Thought in Social Work. (3)

spring

Evaluates and reconstructs social work conceptualizations, research, and practice based on various strains of critical theory. Seminar.

M SWG 731 Social Welfare Policy Analysis and Development. (3)

fall

Methods of policy analysis, critique of social welfare policies against proposed models, and case studies of policy development emphasizing southwestern populations.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

SOCIAL WORK (UNDERGRADUATE PROGRAM) (SWU)

SWU 437 Infant Family Assessment and Observation. (3)

fall

Examines strategies for implementing developmental assessments and observations of young children and their families. Cross-listed as CDE 437. Credit is allowed for only CDE 437 or SWU 437. Prerequisite: CDE 232 or SWU 301 (or their equivalents).

SWU 444 Issues in School Social Work. (3)

fall and spring

Demonstrates how community, family, and school are interdependent using an ecological metaphor, and introduces school social work. Lecture, cooperative learning. Prerequisites: SWU 410, 412, 413; Social Work major.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.



The ASU Foundation building, which opened in January 2005, is home to the university's administrative offices.

Tim Trumble photo

College of Technology and Applied Sciences

technology.east.asu.edu

Albert L. McHenry, PhD, Dean

PURPOSE

The College of Technology and Applied Sciences (CTAS), at the East campus, offers professional degree programs leading to the Master of Science in Technology (MSTech) degree and to the Master of Computing Studies (MCST) degree. These degree programs are intended as preparation for a career in a selected branch of technology or as the foundation for further study. Graduates of these programs are provided with technical and professional skills for use in leadership positions in industry and education.

ORGANIZATION

The MSTech and MCST degrees are offered through the Division of Graduate Studies by the faculty in the College of Technology and Applied Sciences and its units: the Departments of Aeronautical Management Technology, Electronics and Computer Engineering Technology, Information and Management Technology, and Mechanical and Manufacturing Engineering Technology and the Division of Computing Studies. Faculty members administering the programs have been selected because of their relevant backgrounds in industry and business along with their academic training and teaching experience.

GRADUATE PROGRAMS

Graduate programs as shown in the “College of Technology and Applied Sciences Graduate Degrees and Majors” table, page 354, are offered by the faculty within the college.

ADMISSION REQUIREMENTS

Admission to the degree program requires the completion of all general admission requirements and procedures set forth by the Division of Graduate Studies. CTAS also requires an appropriate baccalaureate degree from an accredited college or university, with a minimum of 30 semester hours in technology or its equivalent and 16 semester hours of physical science and mathematics appropriate to the program pursued. The specific requirements vary within each department.

Graduate work presupposes an adequate technical preparation in a selected technology at the undergraduate level. Deficiencies for admission to the graduate program, if any, are specified at the time of admission. The applicant’s past work and professional experience are also evaluated and taken into consideration when determining admission classification. To be considered for regular admission, a 3.00 GPA is required.

ADVISING AND PROGRAM OF STUDY

The program of study is planned in consultation with an appointed supervisory committee. It is designed for flexibility, permitting the student to select a combination of courses in a technological area and a supporting area to meet individual career goals.

A minimum of 33 semester hours is required for the degree program. Of these, a minimum of 15 semester hours must be 500-level courses and part of the approved program. A maximum of 12 hours of course work may be taken from offerings outside CTAS with approval of the appropriate academic program or department. Programs of study for the MSTech, with an interdisciplinary area of concentration, may have up to but not more than 15 hours of course work drawn from areas outside CTAS at the discretion of the program or department in which the concentration is administered. A maximum of nine semester hours of appropriate course work completed before admission may be included in the program of study. Specific credit requirements are as follows:

Thesis Option

Technical area of emphasis	15–18
Supporting area	6–9
Thesis writing course	3
Research	6
Total minimum semester hours required.....	33

Applied Project Option

Technical area of emphasis	15–18
Supporting area	9–12
Research/applied project.....	3
Research/writing course.....	3
Total minimum semester hours required.....	33

A master’s degree candidate forms a supervisory committee, the chair of which is from one of four CTAS departments or the Division of Computing Studies. The chair and the committee members assist the student in selecting and approving appropriate courses to meet the degree requirements and student’s goals.

The Department of Aeronautical Management Technology offers a concentration in aviation management and human factors.

The Department of Electronics and Computer Engineering Technology offers concentrations in electronic systems engineering technology, instrumentation and measurement technology, and microelectronics engineering technology.

The Department of Information and Management Technology provides students the opportunity to study environmental technology management, fire service administration, information technology, and management of technology.

College of Technology and Applied Sciences Graduate Degrees and Majors

Major	Degree	Concentration*	Administered By
Computing Studies	MCST	—	Division of Computing Studies
Technology	MSTech	Aeronautical engineering technology, manufacturing engineering technology, or mechanical engineering technology	Department of Mechanical and Manufacturing Engineering Technology
		Aviation management and human factors	Department of Aeronautical Management Technology
		Computer systems	Division of Computing Studies
		Electronic systems engineering technology, instrumentation and measurement technology, or microelectronics engineering technology	Department of Electronics and Computer Engineering Technology
		Environmental technology management, fire service administration, global technology and development, information technology, or management of technology	Department of Information and Management Technology
		Security engineering technology	College of Technology and Applied Sciences

* If a major offers concentrations, one must be selected unless noted as *optional*.

The Department of Mechanical and Manufacturing Engineering Technology offers concentrations in aeronautical engineering technology, manufacturing engineering technology, and mechanical engineering technology.

The Division of Computing Studies offers the Master of Computing Studies degree and the Master of Technology with a concentration in computer systems.

of leadership in computing through challenging problem-based, laboratory-rich course work and an applied research component. Graduates work in a variety of areas, including digital design applications, distributed Web-based systems, embedded systems, and networks, and some graduates may be involved in some aspect of their employer’s software process. Others pursue careers in allied fields by leveraging computing interests in application areas such as engineering, biology, or business. In addition to academic credentials, faculty administering the program have amassed extensive computing industry experience.

Computing Studies

Master’s Program

www.east.asu.edu/ctas/dcst

480 727-1029

SUTTON 140

Timothy E. Lindquist, Associate Dean and Director

Professor: Lindquist

Associate Professors: Koehnmann, Millard, O’Grady

Assistant Professors: B. Gannod, G. Gannod, Gary

Senior Lecturer: Whitehouse

The faculty of the Division of Computing Studies offer the Master of Computing Studies (MCST) graduate degree program as well as the computer systems concentration of the Master of Science in Technology degree. The Division offers professional bachelor’s and master’s programs in applied computer science through curricular focus on the languages, methods, and tools in use today. Graduate programs prepare students with technical and professional knowledge necessary for career advancement and positions

RESEARCH ACTIVITY

Faculty engage in a broad range of professional and scholarly activities reflecting the practical nature of programs offered. As a consequence, upper-division and graduate course work pace the evolving state of computing practice. Students can study topics such as embedded systems with C and related digital system concepts; software engineering of distributed Web-based applications; distributed systems; software processes and supporting tools for outsourced systems, project management, and software testing; as well as (wireless) networking and related applications such as those found on limited devices (game boxes, cell phones, and digital assistants). Computing Studies teaching and research laboratories provide a learning environment where students can explore these topics, as well as their application to other disciplines. For more information on research areas and laboratories, access the division’s Web site at www.east.asu.edu/ctas/dcst.

MASTER OF COMPUTING STUDIES

The MCST requires a minimum of 33 semester hours of graduate credit, including course work and an applied research component. The program is designed with sufficient flexibility to permit the student to select a combination of courses in a technical specialization augmented with a

breadth requirement. The required research component provides students opportunities to develop special research and application skills directly related to individual needs and objectives. The division offers a number of specializations, all of which are based upon a sound undergraduate degree.

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies with high success in completing a bachelor's degree in computing. Excellent applicants with partial computing background may be admitted with undergraduate computing deficiencies that must be completed early in the graduate program. Applicants must submit scores for the Graduate Record Examination, including verbal, quantitative, and analytical. The subject test in computer science is not required. International applicants must also submit results of the Test of English as a Foreign Language. Applicants for fall semester admission should plan to have all materials arrive at the Division of Graduate Studies by March 1 and applicants for spring semester admission should have all materials in by October 1.

Program of Study

Course Work. The program of study must contain a minimum of 33 semester hours of approved graduate-level work. At least 18 of these hours must be computing studies 500 level credits (excluding computing studies 598 courses). Students in the project option must complete 27 semester hours of course work, and students selecting the thesis option must complete 24 semester hours of course work. At most three semester hours of supervised internship (CST 584) or reading and conference (CST 590) may be used to fulfill course work requirements. All MCST students must take at least three semester hours in three of the four specialization areas:

1. digital systems;
2. embedded systems;
3. software engineering and distributed Web-based applications; and
4. networks.

At least two out of the three area courses must be at the 500 level (excluding CST 598). Students must complete at least four courses in a single area of specialization that is also used as the topical area for the research component. All MCST students must complete three semester hours of seminar and research writing (CST 591 and 500).

The Research Component. MCST students may select either a thesis or project as the research component. Thesis students must register for three semester hours of CST 592 Research and three hours of CST 599 Thesis in consecutive semesters. The thesis should be a rigidly formatted and reviewed work that contributes to the knowledge base or state-of-practice in the selected area of specialization. Students who select a project as the research component must register for three hours of CST 593 Final Project in their final semester. Nonthesis students complete an in-depth project and report that reflect advanced expertise and critical thinking in the selected area of specialization. The project/thesis is carried out under the direction of a Division of

Computing Studies ranked faculty member who serves as the major advisor and two additional faculty committee members. The research component should reflect an advanced level of expertise in the student's specialization area, in accordance with the program's mission of producing graduates with in-discipline knowledge of immediate interest to computing employers. The project/thesis is presented to the committee in a public forum that constitutes a final oral examination.

MASTER OF SCIENCE IN TECHNOLOGY COMPUTER SYSTEMS CONCENTRATION

The Master of Science in Technology (MSTech) degree offered through the College of Technology and Applied Sciences promotes greater depth of understanding in the chosen discipline. A minimum of 33 semester hours of graduate credit is required. The division supports the MSTech concentration in computer systems. The program is designed for sufficient flexibility to permit the student to select a combination of courses in a technical concentration and supporting area to meet individual career goals. The required research component provides students opportunities to develop research and application skills directly related to individual educational objectives. The graduate courses are designed to furnish graduates with technical and professional knowledge necessary for career advancement and positions of leadership in industry, education, government, and the military.

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies with high success in completing a bachelor's degree in computing. Excellent applicants with partial computing background may be admitted with undergraduate computing deficiencies that must be completed early in the graduate program. Neither the Graduate Record Examination nor the subject test in computer science is required to apply. International applicants must submit results of the Test of English as a Foreign Language. Applicants for fall semester admission should plan to have all materials arrive at the Division of Graduate Studies by March 1 and applicants for spring semester should have all admission materials in by October 1.

Program of Study

Course Work. The MSTech with a concentration in computer systems requires a minimum of 33 semester hours, including course work and research components. At most three semester hours of supervised internship (CST 584) or reading and conference (CST 590) may be used to fulfill course work requirements. Students may select the thesis option or nonthesis option. Specialization and supporting area course work are taken from the four areas:

1. digital systems;
2. embedded systems;
3. software engineering and distributed Web-based applications; and
4. networks.

Thesis Option

Specialization	15–16
Supporting area	8–9
Research methods courses.....	7–9
CST 500 Research/writing (2)	
CST 591 Graduate seminar (1)	
CST 592 Research (3)	
CST 599 Thesis (3)	
<hr/>	
Total minimum semester hours	33

A minimum of 20 semester hours must be in 500-level courses. At least nine semester hours of 500-level course work must be included in the technical concentration. Students may take up to 13 semester hours of 400-level course work to broaden their technical knowledge within the specialization or supporting area. Students are required to complete three hours of research (CST 592) and three hours of thesis (CST 599), write a thesis, and make an oral defense. All course work applied toward the minimum 33-hour total must be at the 400 and 500 level.

Nonthesis Option

Specialization	15–18
Supporting area	9–12
Research methods courses.....	4–6
CST 500 Research/writing (2)	
CST 591 Graduate seminar (1)	
CST 593 Project (3)	
<hr/>	
Total minimum semester hours	33

A minimum of 20 semester hours must be in 500-level courses. At least nine semester hours of 500-level course work must be included in the technical concentration. A maximum of three semester hours of Applied Project (CST 593) may be applied toward the 20-hour 500-level minimum. All course work applied toward the minimum 33 semester hour total must be graduate eligible courses at the 400 and 500 level.

The Research Component. MSTech computing systems concentration students may select either a thesis or project as the research component. Thesis students must register for three semester hours of CST 592 Research and three hours of CST 599 Thesis in consecutive semesters. The thesis should be a rigidly formatted and reviewed work that contributes to the knowledge base or state-of-practice in the selected area of concentration. Students who select a project as the research component must register for three semester hours of CST 593 Final Project in their final semester. Nonthesis students complete an in-depth project and report that reflect advanced expertise and critical thinking in the selected area of concentration. The project/thesis is carried out under the direction of a Division of Computing Studies ranked faculty member who serves as the major advisor and two additional faculty committee members. The research component should reflect an advanced level of expertise in the student’s concentration area, in accordance with the program’s mission of producing graduates with in-discipline knowledge of immediate interest to computing employers. The project/thesis is presented to the committee in a public forum that constitutes a final oral examination.

COMPUTING STUDIES (CST)

- CST 400 Software Engineering Technology. (3)**
spring
Software life-cycle models; project management; team development environments; software specification, design, implementation techniques and tools, validation, and maintenance; user documentation. Prerequisite: CST 326.
- CST 415 Software Enterprise III: Inception and Elaboration. (3)**
fall
Third course in the four-course enterprise sequence. Students perform inception (project launch) and elaboration (requirements analysis) activities in project teams. Integrated lecture/lab, project. Prerequisite: CST 316 or 400.
- CST 420 Foundations of Distributed Web-Based Applications in Java. (3)**
fall and spring
Principles underlying design and implementation of distributed software components; sockets, protocols, threads, XML, serialization, reflection, security, and events. Prerequisites: CST 230; CST 386.
- CST 425 Server Software Programming. (3)**
once a year
Design and implementation of software servers, threaded socket servers, servers for distributed Web-based applications; security for the Web. Prerequisite: CST 420 or instructor approval.
- CST 427 Distributed Object Systems. (3)**
fall
Distributed applications with Web services, NET, RMI, CORBA; concepts and frameworks for managing, registering, locating, and securing distributed object applications. Corequisite: CST 420.
- CST 428 Web-Client User Interface Programming. (3)**
fall
Client-server model for window interfaces. Java Swing, Applets, markup and scripting languages; Web tools and related technologies. Prerequisite: CST 420 or instructor approval.
- CST 433 Database Technology. (3)**
fall
Introduces database technologies and DBMS, data models, and languages. Prerequisites: CST 230, 326.
- CST 441 Software for Personal Digital Assistants. (3)**
fall
Mobile computing using Java’s K, Virtual Machine, MIDP for wireless applications; user interfaces, persistent data storage, and networking. Prerequisite: CST 420.
- CST 452 Digital Logic Applications. (4)**
spring
Design of sequential machines using system design techniques and complex MSI/LSI devices with lab. Prerequisite: CST 350.
- CST 456 Microcomputer Systems Interfacing. (4)**
fall
Programming using BIOS and DOS routines. Disk operations, TSR routines, and device drivers. Lecture, lab. Prerequisite: CST 354.
- CST 457 Advanced Assembly Language Applications. (3)**
spring
Applies 32-bit assembly language programming using advanced assembler techniques and interfacing to high-level languages. Prerequisite: CST 354.
- CST 459 Internet Networking Protocols. (3)**
fall
Computer networking for application, transmission control and network layers using the Internet protocols as a model; reliability and security. Prerequisites: CST 200 (or 256), 354.
- CST 486 Embedded C Programming. (3)**
fall
Programming concepts for embedded systems. Interfacing and controlling LED, LCD, keypads, buttons. Embedded OS concepts. Timers and interrupts. Serial communication. Integrated lecture/lab. Prerequisites: CST 326, 354.
- CST 488 Systems Administration of UNIX. (3)**
fall
Administration of UNIX, its processes, system calls, kernel, file structure, and interprocess communication using command line tools. Integrated lecture/lab. Prerequisites: CST 383, 386.

CST 489 Network Administration with TCP/IP. (3)*spring*

Writing C programs and shell scripts to create, control, and administer computer networks. Installation and maintenance of computer networks. Prerequisites: CST 383, 459.

CST 500 Research Methods. (1–12)*selected semesters*

Topics may include the following:

- Research/Writing

CST 520 Computer Architecture. (3)*spring*

Basics of computer architecture. RTN, RISC, CISC concepts; computer arithmetic; ALUs; memory systems; I/O. Prerequisite: CST 364.

CST 533 Database-centric Enterprise Applications Development. (3)*spring*

Solutions for enterprise software systems based on relational database technology. Persistence solutions in middleware frameworks. O/R, XML, and scalability issues. Prerequisites: CST 230, 433; MAT 243.

CST 540 Internet-Enabled Embedded Devices. (3)*spring*

Accessing hardware devices through Internet, including Applets, HTTP, custom byte streams, XML-RPC, SOAP. Building network-based applications that interface hardware. Prerequisite: CST 420.

CST 552 Digital Systems Design. (3)*spring*

Digital system design techniques and applications. Prerequisite: CST 452 or instructor approval.

CST 554 Distributed Computing. (3)*spring*

Topics in distributed systems, including communications, distributed operating systems, fault-tolerance, and performance issues. Prerequisites: CST 354; CST 386.

CST 556 Distributed Applications for Windows Platforms. (3)*fall*

Distributed Web-based applications using Windows frameworks such as .NET. Essential components, XML, remoting, Web services, windows services, user interfaces. Prerequisite: CST 420.

CST 557 Embedded Applications Development. (3)*fall*

Current trends in embedded system development using C, assembly, and special purpose hardware. Development versus target environment issues. Prerequisites: CST 326, 457.

CST 566 Principles and Practices of Operating Systems. (3)*spring*

Principles and practices of operating systems: virtual memory systems, I/O devices and systems, file systems and organization, and other topics. Prerequisite: CST 386.

CST 576 Embedded Real-Time Programming. (3)*fall*

Topics in real-time embedded operating systems such as synchronization, communications, file systems, and memory sharing. Prerequisite: CST 420.

CST 580 Practicum. (1–3)*selected semesters***CST 583 Network Administration with TCP/IP. (3)***spring*

Writing C programs and shell scripts to create, control, and administer computer networks. Installation and maintenance of computer networks. Lecture, project. Prerequisites: CST 383, 458, 473.

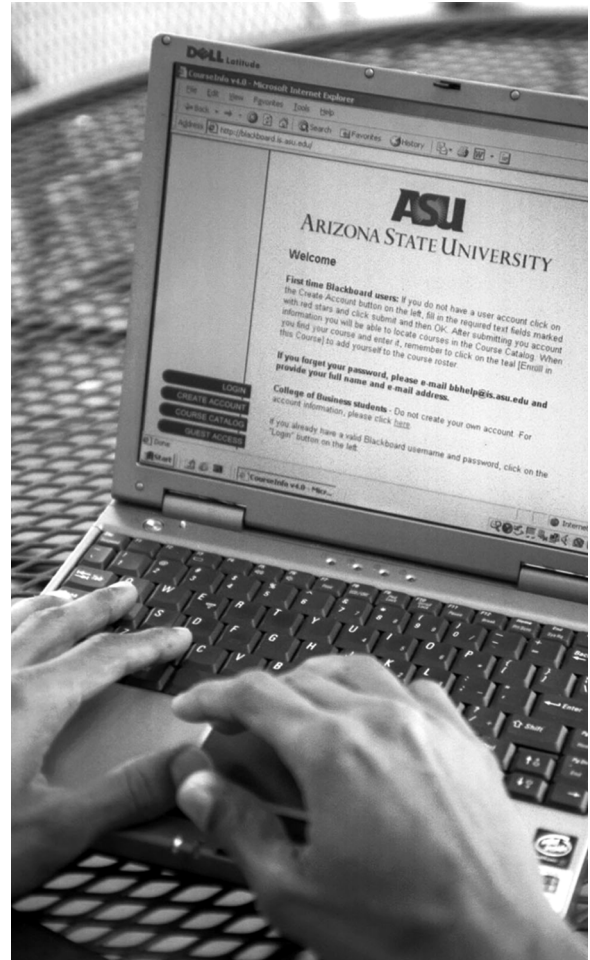
CST 584 Internship. (1–12)*selected semesters*

Topics may include the following:

- Supervised Internship

CST 586 Digital Modeling Techniques. (3)*spring*

Digital system modeling and simulation using hardware description languages. Prerequisites: CST 350, 354.



Many areas on campus accommodate wireless network connections, and wireless zones continue to expand on all ASU campuses.

Tim Trumble photo

CST 590 Reading and Conference. (1–12)*selected semesters***CST 591 Seminar. (1–12)***selected semesters*

Topics may include the following:

- Graduate Seminar

CST 592 Research. (1–12)*selected semesters***CST 593 Applied Project. (1–12)***selected semesters***CST 594 Conference and Workshop. (1–3)***selected semesters***CST 595 Continuing Registration. (1)***selected semesters***CST 598 Special Topics. (1–4)***selected semesters***CST 599 Thesis. (1–12)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Technology

Master's Programs

Department of Aeronautical Management Technology

eastair.east.asu.edu

480/727-1775

SIM 201

Department of Electronics and Computer Engineering Technology

www.east.asu.edu/ctas/ecet

480/727-1514

TECH 101

Department of Information and Management Technology

technology.east.asu.edu/dtm

480/727-1781

TECH 102

Department of Mechanical and Manufacturing Engineering Technology

www.east.asu.edu/ctas/mmet

480/727-1584

SIM 295

Division of Computing Studies

www.east.asu.edu/ctas/dcst

480/727-1029

SUTTON 140

William K. McCurry, Chair, Department of Aeronautical Management Technology

Professors: Gesell, McCurry

Associate Professor: Karp

Assistant Professors: Niemczyk, Pearson

Lecturers: O'Brien, Tripp

Lakshmi V. Munukutla, Interim Chair, Department of Electronics and Computer Engineering Technology

Professors: McHenry, Munukutla, Robertson

Associate Professors: Darveaux, Macia, Sundararajan,
Zeng

Thomas E. Schildgen, Chair, Department of Information and Management Technology

Professors: Duff, Hild, Schildgen

Associate Professors: Grossman, Hirata, Humble, Matson,
Olson

Assistant Professors: Harris, Nelson

Professors of Practice: Kime, Peterson

Senior Lecturer: Wilson

Lecturers: Dolin, Lestar, Parmentier

Scott G. Danielson, Chair, Department of Mechanical and Manufacturing Engineering Technology

Associate Professors: Biekert, Danielson, Nam, Palmgren,
Rajadas, Rogers

Assistant Professor: Post

Timothy E. Lindquist, Associate Dean and Director, Division of Computing Studies

Professor: Lindquist

Associate Professors: Koehnemann, Millard, O'Grady

Assistant Professors: B. Gannod, G. Gannod, Gary

Senior Lecturer: Whitehouse

The Master of Science in Technology (MSTech) degree program is offered by the faculty in four departments of the College of Technology and Applied Sciences—Aeronautical Management Technology, Electronics and Computer Engineering Technology, Information and Management Technology, and Mechanical and Manufacturing Engineering Technology—and the Division of Computing Studies. Courses are offered at the East campus. Both a thesis and applied project option are available.

The professional programs leading to the MSTech degree are intended as preparation for a career in a selected branch of technology or as the foundation for further advanced study. Graduates of this program are provided with technical and professional skills for use in leadership positions in industry and education.

Faculty members administering the program have been selected because of relevant backgrounds in industry and business, along with their academic training and teaching experience.

A Master of Computing Studies (MCST) degree is offered by the Division of Computing Studies. For more information see "[Master of Computing Studies](#)," page 354.

Admission. Admission to the degree program requires the completion of all general admission requirements and procedures set forth by the Division of Graduate Studies. The College of Technology and Applied Sciences also requires an appropriate baccalaureate degree from an accredited college or university, with a minimum of 30 semester hours in technology or equivalent and 16 hours of physical science and mathematics appropriate to the program pursued. The specific requirements vary within each department.

Graduate work presupposes an adequate technical preparation in a selected technology at the undergraduate level. Deficiencies for admission to the graduate program, if any, are specified at the time of admission. The applicant's past work and professional experience are also evaluated and taken into consideration when determining admission classification.

To be considered for regular admission, a 3.00 GPA or higher, as determined by the department, is required.

Program of Study. The program of study is designed to promote greater depth of understanding and preparation in technology as it can be applied to industry and education. The program of study is planned in consultation with a supervisory committee. It is designed for flexibility, permitting the student to select a combination of courses in a technological area and a supporting area to meet individual career goals.

A minimum of 33 semester hours is required for the degree program. Of these, a minimum of 15 semester hours must be 500-level courses and part of the approved program. Specific credit requirements vary within each department. The minimum requirements are as follows:

Thesis Option

Technical area of emphasis	15-18
Supporting area	9-12
Thesis writing course	3
Research.....	3
Total minimum semester hours required.....	33

Applied Project Option

Technical area of emphasis	15-18
Supporting area	9-12
Research writing course.....	3
Research/applied project.....	3
Total minimum semester hours required.....	33

A maximum of nine semester hours of appropriate course work completed before admission may be included in the program of study.

A master's degree candidate forms a supervisory committee, the chair of which is from one of the academic units within the College of Technology and Applied Sciences. The chair and the committee members assist the student in selecting appropriate courses to meet the degree requirements and the student's goals. Specific program patterns are approved by the committee.

The Department of Aeronautical Management Technology provides students the opportunity to select courses, to be included in the technical area of their program of study, in aviation management and human factors.

The Department of Electronics and Computer Engineering Technology offers concentrations in electronics systems engineering technology, instrumentation and measurement technology, and microelectronics engineering technology.

The Department of Information and Management Technology provides students the opportunity to study environmental technology management, fire service administration, global technology and development, information technology, and management of technology.

The Department of Mechanical and Manufacturing Engineering Technology offers concentrations in aeronautical engineering technology, manufacturing engineering technology, and mechanical engineering technology.

The Division of Computing Studies offers the concentration in computer systems and the Master of Computing Studies degree.

The college offers one other concentration: security engineering technology (SET).

SECURITY ENGINEERING TECHNOLOGY (SET)

SET 540 Explosives Surety. (3)

fall

Physical and chemical nature of explosives; detonation models; initiating systems; commercial, military, and improvised explosives; investigations; and counter measures. Integrated lecture/lab. Prerequisite: graduate standing.

SET 560 Physical Security I. (3)

spring

Systems engineering principles and concepts to guide the design, analysis, and implementation of protection systems. Lecture, lab. Prerequisite: graduate standing.

SET 561 Physical Security II. (3)

fall

Scientific theory behind analysis of physical protection systems. Includes probability and statistics, data collection techniques, algorithm processing. Integrated lecture/lab. Prerequisite: SET 560.

SET 570 Security System Instrumentation. (3)

fall

Operating principles, limitations, and test procedures of security instrumentation and sensors. Lecture, lab. Prerequisite: SET 560.

SET 592 Research. (1-12)

selected semesters

SET 598 Special Topics. (1-4)

selected semesters

SET 599 Thesis. (1-12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Department of Aeronautical Management Technology

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. Industrial experience beyond completion of a baccalaureate degree is strongly recommended. Applicants having deficiencies or not meeting the prerequisites may be required to complete them before being admitted to the MSTech degree program.

Program of Study. All candidates for the degree program are required to complete a minimum of 33 semester hours of approved courses. Additional courses may be assigned by the supervisory committee depending on the background of the candidate.

An applied project or thesis is required. Upon completion of the approved course of study or during the last semester, an oral defense of the applied project or thesis is required.

The program is designed for flexibility, permitting the student to select a combination of courses in a technical area and supporting area to meet individual goals.

Students taking courses in aviation management and human factors work with a faculty advisor to define specific classes that satisfy degree requirements.

COLLEGE OF TECHNOLOGY AND APPLIED SCIENCES

Final Examination. A final oral examination in defense of the applied or research project is required.

RESEARCH ACTIVITY

The Department of Aeronautical Management Technology has established a broad research agenda that includes both technical and management disciplines. Current research initiatives include: aviation education and training; human factors in aviation; aviation physiology; hypobarics; hyperbarics; retention of women in aviation; air traffic control enhancement; runway incursion analyses; human factors in aviation maintenance; and the development of broad-based industrial partnerships through teaming arrangements, internships, and capstone course participation.

AERONAUTICAL MANAGEMENT TECHNOLOGY (AMT)

AMT Note 1. Flight instruction costs are not included in university tuition and fees.

AMT 408 National Aviation Policy. (3)

fall

Examines aviation and airspace policies and policy process, including agencies involved in formulation, implementation, and evaluation of aviation policy. Prerequisites: AMT 308; senior standing.

AMT 410 Aviation Safety and Human Factors. (3)

fall

Aviation accident prevention, human factors, life support, fire prevention, accident investigation, and crash survivability. Development and analysis of aviation safety programs. Prerequisites: junior standing; completion of 1 semester of General Studies L requirement.

AMT 442 Aviation Law/Regulations. (3)

fall

Aviation within context of U.S. Common Law system. Public law, administrative rule making, sovereignty, enforcement, and case law analysis. Prerequisite: junior standing.

AMT 444 Airport Management and Planning. (3)

spring

Orientation to administration and management of modern public airports, including overview of planning, funding, and development of airport facilities. Prerequisite: junior standing.

AMT 482 Airline Instrument Procedures. (3)

fall

Advanced instrument flight using airline instrument procedures and airline crew and cockpit resource management. Lecture, lab. Prerequisites: a combination of AMT 200 and 322 and 382 or only instructor approval.

AMT 484 Aeronautical Internship. (1–12)

fall, spring, summer

Work experience assignment with aerospace industry commensurate with student's program. Special project guidance by industry with university supervision. Prerequisites: advisor approval; junior standing.

AMT 489 Airline Administration. (3)

spring

Administrative organizations, economics of airline administration, operational structure, and relationship with federal government agencies. Prerequisite: junior standing.

AMT 491 Aviation Management Capstone. (3)

spring

Integrated group project with industry partner to address current problems in either air carrier or airport management focus area. Prerequisite: senior standing.

AMT 496 Airline Aircraft Systems Capstone. (3)

spring

Commercial airline aircraft systems and flight procedures. Includes theoretical education for large, commercial passenger aircraft. Integrated lecture/lab. Prerequisite: senior standing.

AMT 520 Airline Pricing and Yield Management. (3)

selected semesters

Airline economics at the operating level; historical and current operational strategies; demand, traffic, price, yield, revenues, and costs. Prerequisite: admission to MS in Technology program.

AMT 521 Air Transportation Regulation. (3)

selected semesters

Reviews evolutionary history of government regulations. Explores alternatives for economic, safety, social, and administrative regulatory reform in air transportation. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 522 Aviation Law. (3)

selected semesters

Examines the U.S. legal system with a focus on the aviation perspective, administrative agencies, FAA enforcement, and case law. Prerequisite: admission to MS in Technology program.

AMT 523 Aviation Systems Management. (3)

selected semesters

Systems theory applied to intermodal transportation networks. Survey of air and ground transportation infrastructure, institutional frameworks, and intermediaries promoting connections between modes. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 524 Airport Management and Operations. (3)

selected semesters

Overview of planning, funding, and development of airport facilities; legal and ethical considerations associated with airport management operations. Prerequisite: admission to MS in Technology program.

AMT 525 Airport Planning and Design. (3)

selected semesters

Completion of various phases of airport master planning process. Provides guidance for logical and timely development of airports. Project work groups assigned. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 526 Aviation Labor Relations. (3)

selected semesters

Investigates labor-management relations in the aviation industry, including laws, unionism, collective bargaining, public sector relationships, grievance procedures, and conflict. Prerequisite: admission to MS in Technology program.

AMT 527 Airline Management Strategies. (3)

selected semesters

Since deregulation, airlines have undergone profound changes through mergers, consolidation, and acquisition. In-depth look at airline management strategies for the 21st century. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 528 International Aviation. (3)

selected semesters

Major issues of international aviation, historical review of institutional framework. Bilateral route agreements, freedom versus sovereignty, current legal and political arrangements. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 529 Fixed-Base Operations Management. (3)

selected semesters

Examines FBO role in the national aviation system. Organization of flight line operations, aircraft maintenance, and administration for multiple aircraft types. Prerequisite: AMT 444 or 489 (or its equivalent).

AMT 532 Managing Diversity in Aviation. (3)

selected semesters

Examines group identity and cognitive styles, cross-cultural issues, language and diversity, and effects of aviation culture on management of diversity. Lecture, discussion. Prerequisite: admission to MS in Technology program.

AMT 541 Aviation Physiology. (3)

selected semesters

Surveys human physiology and human performance principles related to modern aircraft and aircraft systems operating in multiple environments. Prerequisite: AMT 410 (or its equivalent).

AMT 542 Human Factors in Automation. (3)

selected semesters

Examines human factors issues associated with automation. Includes impact of automation design, workload, stress, and system complexity on human operators. Prerequisite: admission to MS in Technology program.

AMT 545 Human Factors in Aviation. (3)

selected semesters

Overview of human role in aviation. Issues, problems of unsafe acts and attitudes in human behavior. Human engineering capabilities and limitations. Prerequisite: AMT 410 (or its equivalent).

AMT 546 Crew Resource Management/Line-Oriented Flight Training. (3)

spring

Evaluates in-depth, multicrew coordination issues for commercial aviation pilots. Stresses importance of critical thinking, decision making, integrated resource utilization. Prerequisite: AMT 410 (or its equivalent).

AMT 549 Applied Human Factors Research. (3)

selected semesters

Aviation human factors research principles applied and tested in operational settings. Group projects assigned in conjunction with industry partners. Prerequisite: AMT 410 (or its equivalent).

AMT 580 Practicum. (1-12)

selected semesters

AMT 584 Internship. (1-12)

selected semesters

AMT 590 Reading and Conference. (1-12)

selected semesters

AMT 591 Seminar. (1-12)

selected semesters

Topics may include the following:

- Transportation Systems Pro-Seminar

AMT 592 Research. (1-12)

selected semesters

AMT 593 Applied Project. (1-12)

selected semesters

AMT 595 Continuing Registration. (1)

selected semesters

AMT 598 Special Topics. (1-4)

selected semesters

Topics may include the following:

- Airport Systems

AMT 599 Thesis. (1-12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Department of Electronics and Computer Engineering Technology

The faculty in the Department of Electronics and Computer Engineering Technology offer a graduate program leading to the MSTech. Three concentrations are available: electronics systems engineering technology, instrumentation and measurement technology, and microelectronics engineering technology. The instrumentation and measurement technology concentration is offered in conjunction with the Department of Mechanical and Manufacturing Engineering Technology. A concentration in computer systems is offered by the Division of Computing Studies.

Admission and Proficiency Requirements. For general admission requirements, see "Admission to the Division of Graduate Studies," page 58, and "Technology," page 358. Admission and proficiency requirements and course work may be obtained from the department or from the department Web site at www.east.asu.edu/ctas/ecet.

Program of Study. The minimum requirements for the MSTech degree offered by the Department of Electronics and Computer Engineering Technology are as follows:

Thesis Option

Concentration.....	15-18
Supporting area.....	6-9

Research Methods Courses

EET 500 Research/Writing	2
EET 591 Graduate Seminar.....	1
EET 592 Research.....	3
or CET 592 Research (3)	
EET 599 Thesis	3
or CET 599 Thesis (3)	

Total minimum semester hours required.....33

A minimum of 20 semester hours must be 500-level courses. At least nine hours of 500-level course work must be included in the concentration. Students may take up to 12 semester hours of 400-level course work to broaden their technical knowledge within the technical concentration or the supporting area. Students are required to complete EET 592 or CET 592 (three semester hours) and EET 599 or CET 599 (three semester hours), write a thesis, and present an oral defense.

Applied Project Option

Concentration.....	15-18
Supporting area.....	9-12

Research Methods Courses

EET 500 Research/Writing	2
EET 591 Graduate Seminar.....	1
EET 593 Applied Project	3
or CET 593 Applied Project (3)	

Total minimum semester hours required.....33

A minimum of 20 semester hours must be 500-level courses. At least nine hours of 500-level course work must be included in the technical concentration. A maximum of three semester hours of applied project (EET 593) may be applied toward the 20 semester hour 500-level minimum. The applied project requires a supporting report; the project and report are defended in a final oral examination. All course work applied toward the minimum 33 semester hour total must be at the 400 level or higher.

All course work outside the Department of Electronics and Computer Engineering Technology must be preapproved. Completion of deficiencies or prerequisites may be required before admission to the MSTech degree program.

For more information concerning the MSTech degree, see "Technology," page 358.

RESEARCH ACTIVITY

Research activities in the Department of Electronics and Computer Engineering Technology include systems, circuit applications, and hardware design. Teaching and research are conducted in microelectronics fabrication, utilizing the clean-room facilities of the College of Technology and Applied Sciences Teaching Factory. Various aspects of computer systems are under investigation within the department, such as networking, internet activities, distributed Web-based software applications, and embedded systems. Electronic systems and telecommunications are also topics of research by department faculty and graduate students. MSTech degree candidates will find a broad range of

research that can lead to an applied project or thesis. For more information on research areas and laboratories, access the department's Web site at www.east.asu.edu/ctas/ecet.

Faculty research interests are concentrated in, but not limited to, the following general areas and topics.

Computers and Digital Systems. Digital systems design and applications; digital switching circuits; microcomputer hardware and interfacing; computer networks; digital testing; computer process control hardware, techniques, and applications; and computer architecture.

Software Systems and Distributed Applications. Studies emphasizing software design and architecture for distributed and Web-based applications; embedded and networked systems; software engineering tools and methods supporting system analysis, project management, and software testing; software systems for limited, wireless, and network enabled devices; reconfigurable Web services and client-server software applications; databases and their application in distributed and Web-based systems.

Microelectronics. Solid-state device fabrication, testing, and design; monolithic bipolar and MOS device fabrication and manufacturing techniques; vacuum vapor deposition and sputtering techniques and applications; new photolithography processes; device and system packaging.

Systems Control and Instrumentation. Electrical power equipment and systems, insulator testing, control and distribution; direct solar energy conversion; analog and digital process control components, instrumentation, systems, and process applications; electronic measurements and instrumentation circuits, systems, and applications; automatic test systems, test programming, and failure tolerant design; computer-aided design; analog and digital simulation.

COMPUTER ENGINEERING TECHNOLOGY (CET)

CET 401 Digital Signal Processing for Multimedia. (3)

fall

Applies DSP techniques to multimedia. Digital filter analysis and design. Time and frequency techniques. Computer applications. Cross-listed as EET 401. Credit is allowed for only CET 401 or EET 401. Prerequisites: EET 301; MAT 262.

CET 458 Digital Computer Networks. (3)

spring

Network hardware and software, topologies, protocols, OSI model, LANs, WANs Internet; basic concepts of packet switching, routing, error controlling. Prerequisite: CST 354.

CET 473 Digital/Data Communications. (4)

fall

Signals, distortion, noise, and error detection/correction. Transmission and systems design. Interface techniques and standards. Lecture, lab. Prerequisites: CET 354; EET 372.

CET 501 Digital Signal Processing Applications. (3)

fall

Applies DSP techniques to the design and analysis of digital filters. Solution of filtering problems using computer techniques. Cross-listed as EET 501. Credit is allowed for only CET 501 or EET 501. Prerequisite: EET 401 or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ELECTRONICS ENGINEERING TECHNOLOGY (EET)

EET 401 Digital Signal Processing for Multimedia. (3)

fall

Applies DSP techniques to multimedia. Digital filter analysis and design. Time and frequency techniques. Computer applications. Cross-listed as CET 401. Credit is allowed for only CET 401 or EET 401. Prerequisites: EET 301; MAT 262.

EET 403 PLCs, Sensors, and Actuators. (3)

spring

Applications, programming, and troubleshooting using PLCs. Interfacing to motors, sensors, and actuators. Fluid power principles. Lecture, lab, projects. Prerequisite: EET 208 (or equivalent electrical science course).

EET 406 Control System Technology. (4)

spring

Control system components, analysis of feedback control systems, stability, performance, and application. Lecture, lab, computer simulations. Prerequisites: EET 301; MAT 262.

EET 407 Energy Conversion and Applications. (4)

fall

Electricity, magnetism, mechanics, heat and units, and three-phase circuits. Electrical machines, transformers, generation, transmission, and distribution of electrical energy. Lecture, lab. Prerequisite: EET 208.

EET 410 Electronic Circuits II. (4)

fall and spring

Analysis and design of OP-amps, power amplifiers, and digital logic families. Feedback design using frequency response. Computer analysis and design. Lecture, lab. Prerequisites: EET 301, 310.

EET 422 Electronic Switching Circuits. (4)

once a year

Analysis and design of electronic circuits operating in a switching mode. Waveshaping, timing, and logic. Computer simulation. Lecture, lab. Prerequisites: CET 350; EET 301, 310.

EET 430 Instrumentation Systems. (4)

fall

Measurement principles and instrumentation, techniques. Signal and error analysis. Lecture, lab. Prerequisites: EET 301, 310.

EET 460 Power Electronics. (4)

spring

Analyzes circuits for control and conversion of electrical power and energy. Lecture, lab. Prerequisites: EET 301, 310, 407.

EET 470 Communication Circuits. (4)

spring

Analysis and design of passive and active communication circuits. Coupling networks, filters, and impedance matching. Modulation and demodulation techniques. Computer solutions. Lecture, lab. Prerequisites: EET 372; MAT 262.

EET 500 Research/Writing. (2)

fall and spring

Designed to help master's students develop their projects and write the first three chapters of their projects. Lecture, seminar. Prerequisite: instructor approval.

EET 501 Digital Signal Processing Applications. (3)

fall

Applies DSP techniques to the design and analysis of digital filters. Solution of filtering problems using computer techniques. Cross-listed as CET 501. Credit is allowed for only CET 501 or EET 501. Prerequisite: EET 401 or instructor approval.

EET 506 System Dynamics and Control. (3)

spring

Time, frequency, and transform domain analysis of physical systems. Transfer function analysis of feedback control systems performance and stability. Compensation. Prerequisite: EET 301 or MAT 262.

EET 508 Digital Real-Time Control. (3)

once a year

Sample data control techniques and applications to process control. Prerequisites: CET 354; EET 406.

EET 522 Digital Integrated Circuits and Applications. (3)

spring

Analysis, design, and application of integrated circuits and systems. Prerequisites: CET 350; EET 301, 310.

EET 530 Electronic Test Systems and Applications. (3)*fall*

Analysis, design, and application of electronic test equipment, test systems, specifications, and documentation. Prerequisites: CET 354; EET 301, 310.

EET 560 Industrial Electronics and Applications. (3)*spring*

Analysis, design, and application of special electronic devices and systems to industrial control, power, communications, and processes. Prerequisites: CET 350; EET 301, 310, 407.

EET 578 Digital Filter Hardware Design. (3)*spring*

Hardware design of FIR and IIR filters, including adaptive filters, based on DSP chips. Develop new applications using DSP microprocessor systems. Prerequisites: CET 354; EET 401.

EET 579 Digital Image Communication. (3)*spring*

Image capture, transform, compression, storage, and transmission. Provides computer environment (software and hardware) to emphasize the practical aspect. Prerequisite: EET 401 or instructor approval.

EET 580 Practicum. (1–3)*selected semesters***EET 584 Internship. (1–3)***selected semesters***EET 590 Reading and Conference. (1–3)***selected semesters***EET 591 Graduate Seminar. (1–3)***selected semesters***EET 592 Research. (1–3)***selected semesters***EET 593 Applied Project. (1–3)***selected semesters***EET 594 Conference and Workshop. (1–3)***selected semesters***EET 595 Continuing Registration. (1)***selected semesters***EET 598 Special Topics. (1–4)***selected semesters***EET 599 Thesis. (1–3)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

MICROELECTRONICS ENGINEERING TECHNOLOGY (UET)

UET 411 Layer Deposition Technology. (3)*spring*

Fundamentals, applications, and vacuum technology of layer deposition processes used in IC fabrication. Lecture with Web support. Fee. Credit is allowed for only UET 411 or 511. Prerequisite: UET 331. Corequisite: UET 417.

UET 416 Dopant Control Technology. (3)*fall*

Design and practical realization of charge distribution in microelectronic devices, including ion implantation and diffusion processes. Lecture with Web support. Credit is allowed for only UET 416 or 516. Prerequisite: UET 331. Corequisite: UET 417.

UET 417 Semiconductor Technology Practice. (3)*fall*

Lab-based design and execution of safe and effective semiconductor fabrication operations. Lab. Prerequisite: UET 331 (or its equivalent). Corequisites: UET 411 and 416 and 424 (or their equivalents).

UET 418 Systems on Silicon. (3)*spring*

Factors that drive integration on silicon, including logic, memory, and interfaces. Economics of system-level solutions. Lecture with Web support and team activities. Credit is allowed for only UET 418 or 518. Prerequisite: UET 331. Corequisite: UET 417.

UET 421 IC Device Characterization. (3)*fall*

Design and operation of the major classes of semiconductor devices. Characterization by parameters and their extraction. Future technology trends. Lecture with Web support. Fee. Prerequisite: UET 331.

UET 424 Pattern Transfer Technology. (3)*spring*

Maskmaking, lithography, and etch processes for integrated circuit fabrication. Lecture with Web support. Prerequisite: UET 331. Corequisite: UET 417.

UET 426 Software Tools for the Semiconductor Industry. (3)*spring*

Introduces software tools commonly used in the semiconductor industry, such as SUPREM IV, PSPICE, VIEWLOGIC, and ICED. Prerequisite: UET 331.

UET 432 Semiconductor Packaging and Heat Transfer. (3)*spring*

Packaging theory and techniques; hermetic and plastic assembly; thermal management; electrical characteristics and reliability. Prerequisites: ETC 340 and UET 331 (or their equivalents).

UET 437 Process Control and Validation. (3)*spring*

Statistical process control and its application to IC fabrication. Design, control, and performance validation techniques throughout the manufacturing process. Lecture with Web support. Prerequisite: 300-level statistics course. Corequisite: UET 417.

UET 485 Digital Testing Techniques. (3)*once a year*

Hardware/software aspects of digital testing technology; systems, board, and logic testing and equipment. Lecture, lab. Prerequisites: CET 350; EET 310.

UET 511 Layer Deposition Technology. (3)*spring*

Fundamentals, applications, and vacuum technology of layer deposition processes used in IC fabrication. Lecture with Web support. Fee. Credit is allowed for only UET 511 or 411. Corequisite: UET 417.

UET 513 VLSI Circuit Design and Layout. (3)*fall*

Techniques and practice for the design and layout of very large-scale integrated (VLSI) circuits. Emphasizes "system on silicon" using tools for computer-aided design layout. Seminar. Prerequisite: UET 416.

UET 516 Dopant Control Technology. (3)*spring*

Design and practical realization of charge distribution in microelectronic devices, including ion implantation and diffusion processes. Lecture with Web support. Credit is allowed for only UET 516 or 416. Prerequisite: UET 331 (or its equivalent). Corequisite: UET 417.

UET 518 Systems on Silicon. (3)*spring*

Factors that drive integration on silicon, including logic, memory, and interfaces. Economics of system-level solutions. Lecture with Web support. Credit is allowed for only UET 518 or 418. Prerequisite: UET 305 (or its equivalent). Pre- or corequisite: UET 417.

UET 521 Device Physics. (3)*fall*

Band structure of solids, electron hole-pairs, mobility, lifetime, fermi-level, pn junctions, diodes, and bipolar and MOS transistors. Fee. Prerequisite: graduate standing in the department.

UET 524 Pattern Transfer Technology. (3)*spring*

Maskmaking, lithography, and etch processes for integrated circuit fabrication. Lecture, Web support. Prerequisite: UET 331 (or its equivalent). Corequisite: UET 417.

UET 532 IC Packaging. (3)*spring*

IC packaging theory and techniques; assembly techniques, material issues; thermal management; electrical performance and reliability. Integrated lecture/lab. Prerequisites: ETC 340 and UET 331 (or their equivalents).

UET 580 Practicum. (1–3)*selected semesters*



East campus, the university's polytechnic focal point, maintains facilities at the leading edge of technology.

Tim Trumble photo

UET 584 Internship. (1–3)

selected semesters

UET 590 Reading and Conference. (1–3)

selected semesters

UET 591 Seminar. (1–3)

selected semesters

UET 592 Research. (1–3)

selected semesters

UET 593 Applied Project. (1–3)

selected semesters

UET 594 Conference and Workshop. (1–3)

selected semesters

UET 595 Continuing Registration. (1)

selected semesters

UET 598 Special Topics. (1–4)

selected semesters

UET 599 Thesis. (1–3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Department of Information and Management Technology

The faculty in the Department of Information and Management Technology through the College of Technology and Applied Sciences at the East campus offer the MSTech degree. The student may select one of five technical concentrations: environmental technology management, fire ser-

vice administration, global technology and development, information technology, or management of technology.

Information Technology. The information technology concentration provides students with a seamless graphic user interface from traditional printing and publishing applications to digital/printing/photography/multimedia, 3-D modeling, animation, database management, and Internet/Intranet Web development. Computer hardware/software configurations, information protocols, and networks provide students with an applications-level working knowledge of the different facets of the graphic information industry.

Environmental Technology Management. The environmental technology management concentration for the MSTech degree provides three areas of study: environmental management, emergency management, and international environmental management. Classes are scheduled to minimize disruption of work schedules by meeting six times a semester on alternating Fridays and Saturdays. A Web-based distance learning format is also available.

For more information, access the program Web site at etmonline.asu.edu.

Fire Service Administration. The fire service administration concentration is the advanced study of fire administration and leadership concepts. Students learn concepts and develop skills needed to be effective fire administrators.

This program is designed to build a bridge between grounded theory and applied practice. Students completing this program are able to perform the functions of a fire chief in any size public sector fire department, administer fire-related programs in the private sector, and conduct meaningful research applicable to fire service programs. The technical concentration is 21 semester hours and includes an applied research project. Students select from the list of technical classes or related support electives to complete the balance of the 33 required hours. Course work in the related area of support cannot exceed six semester hours.

Global Technology and Development. The global technology and development (GTD) concentration is an interdisciplinary program offered by the IMT faculty. This concentration gives students a comprehensive understanding of systems of technology, how they interface, and their role in global economic, political, and social development and change. The GTD concentration integrates the study of economic, social, and political development with technology course work to explore issues critical to 21st-century globalization and the role and impact of technological innovations on societies around the world. Students completing the GTD concentration gain the knowledge and skills to become “technology interpreters” for careers in technology-related public policy, government service, international development, and international management.

The GTD concentration consists of two seminars in global technology and development, and technology and the international political system, and one core course (chosen from several that are offered) in each of the four GTD technology content areas: telecommunications, transportation, commerce, and sustainable development. Students are able to select elective courses from a wide range of topics in social science and/or technology to create their own individualized specialization. An emphasis is placed on the acquisition of solid research skills with a required sequence in applied research methodologies and tools.

Management of Technology. The management of technology concentration provides the necessary content and technical knowledge to improve management functions in industry, manufacturing, and public service organizations. The curriculum addresses topics to include data analysis, ethical issues, project management, organizational effectiveness, personnel development, project management, quality assurance, and technological advancements that impact a global marketplace.

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. Industrial experience beyond completion of a baccalaureate degree is strongly recommended. Applicants who have deficiencies or who do not meet the prerequisites may be required to complete them before being admitted to the degree program.

Applicants must submit the following materials for admission review:

1. an online application for admission to the Division of Graduate Studies and official transcripts of all undergraduate and graduate study;

2. a professional résumé;
3. a statement describing academic and professional goals, specifying the focus of study desired in the MS Tech.; and
4. three letters of recommendation required in cases where minimum Division of Graduate Studies requirements are not satisfied.

All applicants whose native language is not English must submit a score from the Test of English as a Foreign Language (TOEFL). Expected minimum scores are 550 on the paper test or a score of 213 on the computer-based TOEFL.

Program of Study. All candidates for the MSTech degree program are required to complete a minimum of 33 semester hours of graduate credit. Additional courses may be assigned by the faculty supervisory committee depending on the background of the candidate.

Thesis Option

Technical area of emphasis	18
Supporting area	9
Research course	3
Thesis	3
<hr/>	
Total	33

Applied Project Option

Technical area of emphasis	18
Supporting area	9
Research course	3
Applied project.....	3
<hr/>	
Total	33

Final Examination. Either an applied project or thesis is required. Upon completion of the approved course of study or during the last semester, an oral defense of the applied project or thesis is required.

Master’s degree candidates are required to complete either a six-semester-hour research block for the applied project option (that includes ITM 549 Research Techniques and Applications and IMC 593 Applied Project) or six hours of 592 Research and three hours of 599 Thesis for the thesis option. The program of study is designed for flexibility, permitting the student to select a combination of courses in a technical area and supporting area to meet individual goals.

For more information concerning the MSTech degree, see “Technology,” page 358.

RESEARCH ACTIVITY

Research interests of faculty in the Department of Information and Management Technology include digital imaging, digital publishing, internet development/e-commerce, information databases, multimedia, animation, 3-D modeling, perishability studies of technology, hazardous materials and waste management, environmental regulations, remediation processes, operations management, quality assurance, industrial training, public policy for fire service, emergency management, fire prevention, and incident command.

COLLEGE OF TECHNOLOGY AND APPLIED SCIENCES

ENVIRONMENTAL TECHNOLOGY MANAGEMENT (ETM)

ETM 401 Hazardous Waste Management. (3)

selected semesters

Definition of hazardous waste, RCRA and CERCLA regulations, hazardous waste classification system. Overview of hazardous waste management. Lecture, full or partial Internet. Prerequisite: ETM 301. Pre- or corequisite: CHM 101.

ETM 402 Unit Treatment Technologies. (3)

selected semesters

Addresses various treatment technologies for contaminated air, water, and soil. Emphasizes design based upon medium, type of contamination, and concentration. Lecture, full or partial Internet. Prerequisite: ETM 302. Pre- or corequisites: CHM 101; MAT 170.

ETM 406 Environmental Chemistry. (3)

selected semesters

Examines reactions, transport, and fates of hazardous chemicals in water, soil, air, and living organisms. Lecture, full or partial Internet. Prerequisites: CHM 101; MAT 170.

ETM 407 Occupational Hygiene. (3)

spring

Overview of occupational health hazards, including recognition, evaluation, and control. Includes regulatory status and health standards. Prerequisites: CHM 101 (or 113 or 114); MAT 170.

ETM 424 Comprehensive Emergency Management. (3)

summer

Addresses theory and management techniques for emergency preparedness, including mitigation, preparedness, response, and recovery. Pre- or corequisite: ETM 301.

ETM 426 Environmental Issues. (3)

spring

Explores the science and policy implications of contemporary problems that threaten the environment. Pre- or corequisites: CHM 113; MAT 170.

ETM 428 International Environmental Management. (3)

selected semesters

Emphasizes technological and economic pressures experienced by developing countries. Lecture, full or partial Internet.

ETM 469 Terrorism Defense. (3)

selected semesters

Explores the background and evolution of terrorism. Presents specific tactics for preparation for and response to acts of terrorism. Lecture, full or partial Internet.

ETM 501 Principles of Hazardous Materials and Waste Management. (3)

selected semesters

Foundation for courses in curriculum. Topics include definitions of toxic and hazardous substances and wastes, RCRA classification, and OSHA criteria. Lecture, full or partial Internet. Pre- or corequisite: CHM 101.

ETM 502 Regulatory Framework for Toxic and Hazardous Substances. (3)

fall

Examines federal, state, and local regulations for hazardous materials and wastes. Includes history and trends in regulatory development. Prerequisite: ETM 501.

ETM 503 Principles of Toxicology. (3)

selected semesters

Interaction of chemicals with life and environment. Mechanisms of toxic action, dose-response relationships, toxicity testing models, predictive toxicology, and epidemiology. Lecture, full or partial Internet. Prerequisite: CHM 231.

ETM 504 Technology for Storage, Treatment, and Disposal of Hazardous Materials. (3)

fall

Current and state-of-the-art technologies and future trends for storage, treatment, and disposal of hazardous materials and waste. Prerequisites: both CHM 113 and 115 or only CHM 114; ETM 501.

ETM 505 Quantitative Analysis and Practical Laboratory Techniques. (3)

fall and spring

EPA methodologies for sampling and analysis of soils and water. Includes quality assurance and regulatory requirements. Lab is

arranged off site. Prerequisites: CHM 114 (or 113 and 115), 231; MAT 170.

ETM 506 Chemistry of Hazardous Materials. (3)

selected semesters

Chemistry and toxicology of hazardous chemicals. Topics include proper handling, storage, transportation, and disposal. Lecture, full or partial Internet. Prerequisite: CHM 231.

ETM 507 Industrial Hygiene. (3)

selected semesters

Emphasizes chemical hazards in industrial settings. Topics include recognizing and measuring hazards, control techniques, and regulatory standards. Prerequisites: both CHM 113 and 115 or only CHM 114; MAT 170.

ETM 520 Sustainability and Sustainable Development. (3)

selected semesters

Explores broad field of environmental sustainability with U.S. and international coverage of "green" living practices. Lecture, full or partial Internet.

ETM 522 Air Pollution and Toxic Chemicals. (3)

selected semesters

Examines issues in the measurement analysis and control of toxic chemicals in air pollution. Lecture, full or partial Internet. Prerequisite: CHM 101.

ETM 523 Soils and Groundwater Contamination. (3)

selected semesters

Theoretical and practical hydrogeology as it applies to cleaning up contamination. Investigative techniques, monitoring, risk assumptions, and assessment methodology. Lecture, full or partial Internet. Prerequisite: CHM 101. Corequisite: CHM 231.

ETM 524 Integrated Emergency Management. (3)

selected semesters

Theory and practice of comprehensive emergency management. Explores scope and function of Department of Homeland Security. Prerequisites: CHM 101; MAT 170.

ETM 525 Risk Assessment for Hazardous Materials. (3)

spring

Applies the risk assessment process in situations ranging from hazardous facilities regulation to toxic substances in the environment. Prerequisites: both CHM 113 and 115 or only CHM 114; ETM 501; MAT 170.

ETM 526 Current Environmental Technology Issues. (3)

fall

In-depth study of current issues in environmental technology facing both the private and public sectors.

ETM 527 Environmental/Resources Regulations Concepts. (3)

spring

Develops environmental regulations from common law to statutory requirements. Emphasizes Superfund, hazardous materials, toxics, and liability contracts. Pre- or corequisite: ETM 501.

ETM 528 International Environmental Management. (3)

selected semesters

Studies environmental issues and laws outside the U.S., impact of free trade, and multinational corporations. Lecture, full or partial Internet.

ETM 540 International Environmental Law and Policy. (3)

selected semesters

Studies international environmental agreements, enforcement mechanisms, and the role of NGOs and international organizations. Lecture, full or partial Internet.

ETM 560 Terrorism and Weapons of Mass Destruction. (3)

selected semesters

Historical evolution of terrorism and weapons of mass destruction. Analyzes current theories and mitigation, preparedness, and response tactics. Prerequisite: MAT 170.

ETM 561 Homeland Security. (3)

selected semesters

Presents skills necessary to develop policies, strategies, programs and organizational structure of an all hazards/all risk homeland security program. Credit is allowed for only ETM 561 or 461. Lecture, case studies. Prerequisite: junior standing or instructor approval.

ETM 567 Information Technology in Emergency Management. (3)
selected semesters

Provides theory and application of computer-based programs in emergency management and the use of various emergency modeling programs. Prerequisites: CHM 101; MAT 170.

ETM 592 Research. (1–12)*selected semesters***ETM 598 Special Topics. (1–4)***spring*

Topics may include the following:

- Advanced Bioremediation. (3)
Management and policy issues related to bioremediation of metal-tailing and animal waste and replacement of chemical control with biological methods. Lecture, case studies.

ETM 599 Thesis (1–12)*selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

GRAPHIC INFORMATION TECHNOLOGY (GIT)**GIT 411 Computer Animation. (3)***fall and spring*

2-D and 3-D computer animation methods: project planning, scripting, storyboards, advanced modeling, lighting, materials mapping, and motion. Integrated lecture/lab. Prerequisites: GIT 312, 334.

GIT 412 Multimedia Authoring, Scripting, and Production. (3)*fall and spring*

Production of multimedia projects using industry-standard authoring applications: project management, client considerations, and project documentation; user interface design, interactivity, media, and databases. Integrated lecture/lab. Prerequisite: GIT 314.

GIT 413 Professional Portfolio Design and Presentation. (3)*spring*

Digital media portfolio design and production: planning, audience analysis, media selection, authoring, media formats, production, copyright considerations, marketing, and delivery. Integrated lecture/lab. Prerequisites: GIT 314, 334.

GIT 414 Web Site Design and Internet/Web Technologies. (3)*spring*

Web site design, authoring, standards, protocols, tools, and development techniques for commercial client-sided Web-based graphic information systems. Integrated lecture/lab. Prerequisites: GIT 334, 337.

GIT 415 Computer Graphics: Business Planning and Management. (3)*spring*

Implementation planning: feasibility and application studies; needs assessment and operational analysis techniques; organization, managerial, and technology considerations; business plan development. Integrated lecture/lab, field trips. Prerequisite: senior standing in Information Technology (graphic information technology concentration).

GIT 417 Advanced Internet Programming. (3)*fall*

Uses industry-standard programming languages and techniques to create interactive graphic information Web sites and applications. Integrated lecture/lab. Prerequisite: GIT 414.

GIT 432 Graphic Industry Business Practices. (3)*selected semesters*

Business practices related to press/prepress/Web industries; trade customs, cost analysis, marketing and management approaches. Integrated lecture/lab, field trips. Prerequisite: GIT 414.

GIT 435 Web Management and E-commerce. (3)*spring*

Internet Web site management, security, online databases, and new e-commerce business models. Integrated lecture/lab. Prerequisite: GIT 414.

GIT 436 Gravure Technology. (3)*spring*

In-depth study of the market profile and production sequences related to the gravure method of printing. Prerequisite: GIT 135.

GIT 437 Color Reproduction Systems. (3)*fall*

Scientific analysis for the engineering of color reproduction systems and color models used in the graphics industry. Prerequisite: GIT 334.

GIT 441 Graphic Information Systems. (3)*selected semesters*

Graphic information systems common to the workplace: graphic user interfaces for online databases, geographic, industrial, architectural, and management applications. Integrated lecture/lab. Prerequisite: senior standing in Information Technology (graphic information technology concentration).

GIT 450 Digital Workflow in Graphic Industries. (3)*fall*

Analyzes digital production systems for input, assembly, and output of graphic information to print and Web, including networking and job tracking. Integrated lecture/lab. Prerequisite: GIT 334.

GIT 510 Computer Graphics Programming: Design, Customization, and Development. (3)*selected semesters*

Advanced design, development, and documentation of graphic application programs. Integrated lecture/lab.

GIT 512 Multimedia-Based Education and Training. (3)*fall*

Creative design, planning, development, documentation, and production of technology-based learning and multimedia-based education and training materials and programs. Integrated lecture/lab. Prerequisite: GIT 412.

GIT 537 Current Issues in Quality Assurance. (3)*selected semesters*

Directed group study of selected issues relating to quality assurance in the printing, publishing, and information industry.

GIT 538 Personnel Development for the Graphics Industry. (3)*selected semesters*

Employee training and development specific to production and management in the graphics industry.

GIT 590 Reading and Conference. (1–12)*selected semesters***GIT 598 Special Topics. (1–4)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

GLOBAL TECHNOLOGY AND DEVELOPMENT (GTD)**GTD 501 Global Technology and Development. (3)***selected semesters*

Major theories of economic, political, and social development, with particular emphasis on the impact of current technologies and globalization. Lecture, hybrid, seminar. Prerequisite: admission to MS in Technology degree with a concentration in global technology and development or instructor approval.

GTD 503 Technology and the International Political System. (3)*selected semesters*

Historical development of international political system, with emphasis on role of technology. Lecture, hybrid, seminar. Prerequisite: GTD admission or instructor approval.

GTD 505 Research Design in Technology and Development. (2)*selected semesters*

Emphasizes techniques of primary data collection, effective uses of secondary sources, for qualitative and quantitative applications. Lecture, hybrid, online. Prerequisite: admission to MS in Technology degree with a concentration in global technology and development or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

COLLEGE OF TECHNOLOGY AND APPLIED SCIENCES

FIRE SERVICE ADMINISTRATION (FSA)

FSA 500 Research Methods. (1–12)

selected semesters

Topics may include the following:

- Fire Administration. (3)
Relationship of fire administration and the role of executive fire administrator in administration of complex issues in a dynamic environment.

FSA 502 Managing Change in the Fire Service. (3)

selected semesters

Dynamics of organizational change and the effect change has on the delivery of fire services to the community.

FSA 503 Fire Service and the Community. (3)

selected semesters

Theoretical concepts of public service to build an understanding of how the fire service fits within the community.

FSA 510 Fire Department Budgeting and Finance. (3)

selected semesters

Functions of budgeting and finance in fire departments within the context of the public sector.

FSA 522 Leadership in the Fire Service. (3)

selected semesters

Leadership theories analyzed in a variety of contexts within public and private organizations, then applied to the leadership challenges in the fire service.

FSA 530 Public Policy in the Fire Service. (3)

selected semesters

Public policy and the fire services' role in the making of public policy in the community.

FSA 540 Applied Research Methods in the Fire Service. (3)

selected semesters

Research methods applicable to problems that arise in the fire service, including assessments of programs and customer service research.

FSA 550 Fire Service Program Management. (3)

selected semesters

Functions of developing and managing fire service programs. Designed for advanced students of fire service administration.

FSA 551 Fire Prevention and Public Fire Education. (3)

selected semesters

Managing fire prevention organizations and administering fire prevention programs in a contemporary society.

FSA 552 Emergency Medical Services Administration. (3)

selected semesters

Complex issues of administering an Emergency Medical Services (EMS) division in a fire department.

FSA 553 Special Operations in the Fire Service. (3)

selected semesters

Focuses on the variety of special emergency services operations provided by contemporary fire departments.

FSA 554 Emergency Fire Operations Administration. (3)

selected semesters

Delivery of emergency services to a community by a contemporary fire department.

FSA 580 Practicum. (1–12)

selected semesters

Topics may include the following:

- Fire Service Practicum. (3)
Structured practical fire service research experience that is supervised by an approved fire service professional or faculty member.

FSA 598 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

FIRE SERVICE MANAGEMENT (FSM)

FSM 598 Special Topics. (1–4)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

INFORMATION AND MANAGEMENT CORE (IMC)

IMC 470 Project Management. (3)

spring

Introduces techniques for managing small groups within larger organizations, including team building, motivating, planning, tracking activities, and computer tools. Prerequisites: ECN 111; IMC 346; ITM 344.

IMC 584 Internship. (1–3)

selected semesters

IMC 590 Reading and Conference. (1–12)

selected semesters

IMC 592 Research. (1–12)

selected semesters

IMC 593 Applied Project. (1–12)

fall and spring

IMC 595 Continuing Registration. (1)

selected semesters

IMC 599 Thesis. (1–12)

fall and spring

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

INDUSTRIAL TECHNOLOGY MANAGEMENT (ITM)

ITM 402 Legal Issues for Technologists. (3)

fall

American legal system and impact on technology management issues: contracts, torts, intellectual property, white collar crime, anti-trust, environmental, and employment.

ITM 405 Forecasting and Evolution of Technology. (3)

selected semesters

History and evolutionary nature of selected technologies, issues in the management of emerging technologies, and methods of technological forecasting. Prerequisite: IMC 346 (or its equivalent).

ITM 430 Ethical Issues in Technology. (3)

spring

Topics in social responsibility for industrial technology and engineering. Prerequisite: IMC 346.

ITM 440 Introduction to International Business. (3)

spring

International business principles and operations, including partnerships, trade agreements, currency issues, international sales, and cultural differences between countries. Prerequisite: IMC 346.

ITM 445 Industrial Internship. (1–10)

fall, spring, summer

Work experience assignment in industry commensurate with student's program. Specialized instruction by industry with university supervision. Pass/fail. Prerequisites: advisor approval; junior standing; 2.50 GPA.

ITM 451 Industrial Distribution and Materials Management. (3)

selected semesters

Surveys topics in industrial distribution, including, but not limited to, materials handling, purchasing, receiving, warehousing, traffic, inventory control, and shipping. Prerequisite: IMC 346 or ITM 343.

ITM 452 Industrial Human Resource Management. (3)

fall

Concepts and practices of human resource management in a global industrial environment. Prerequisite: IMC 346.

ITM 453 Safety Management. (3)

selected semesters

Development and management of safety programs, education and training, and relationships within an organization. Prerequisite: ITM 343 or instructor approval.

ITM 455 Industrial Marketing Concepts. (3)

selected semesters

Customer and sales strategies for industrial organizations, including current practice and future planning. Prerequisites: ECN 111; IMC 346; junior standing.

ITM 456 Introduction to Organized Labor. (3)

spring

Introduces labor relations, unions, federations, collective bargaining, grievances, and labor legislation. Prerequisites: IMC 346; ITM 344.

ITM 461 Operations Management. (3)*fall*

Introduces supervisory principles as applied to production of goods and services. Prerequisites: IMC 346; ITM 344.

ITM 480 Organizational Effectiveness. (3)*spring*

Human aspects of supervisory behavior in the industrial setting and how they influence efficiency, morale, and organizational practices. Prerequisite: IMC 346.

ITM 502 Financial Management. (3)*selected semesters*

Examines corporate financial and managerial accounting systems, budgeting, and financial policy, using microcomputers to analyze, forecast, and report information.

ITM 503 Marketing Management. (3)*selected semesters*

Modern methods and industrial case studies of planning, pricing, promoting, and distributing goods and services in the global marketplace. Prerequisites: ITM 480 (or its equivalent); instructor approval.

ITM 504 Law and Ethics for Technical Professionals. (3)*selected semesters*

Analyzes legal and ethical framework for making managerial decisions in the corporate environment of engineering- and technology-related industries.

ITM 520 Strategic Management of Technology. (3)*selected semesters*

Analyzes entrepreneurial dynamics and technology development, methods of research and development management, new technology implementation, and start-up organization. Prerequisites: ITM 480 (or its equivalent); instructor approval.

ITM 540 International Management. (3)*selected semesters*

Practices and procedures for effective management of multinational business organizations, including partnerships, joint ownerships, and global subsidiaries.

ITM 548 Statistical Methods for Research. (3)*selected semesters*

Multivariate statistical techniques to analyze research data. Uses statistical software and applications. Prerequisite: STP 420 (or its equivalent).

ITM 549 Research Techniques and Applications. (3)*fall and spring*

Selection of research problems, analysis of literature, individual investigations, preparing reports, and proposal writing. Prerequisite: STP 420 (or its equivalent).

ITM 550 Industrial Training and Development. (3)*selected semesters*

Training techniques and learning processes. Planning, developing, evaluating, and managing industrial and governmental programs. Prerequisite: ITM 480.

ITM 552 Global Management Philosophies. (3)*selected semesters*

Analyzes and compares significant supervision philosophies developed in various industrial nations and their potential application in the United States.

ITM 560 Managerial Decision Making. (3)*fall*

Analyzes common decision-making biases and techniques to overcome them. Uses both subjective quantitative decision tools and computerized decision aids.

ITM 570 Advanced Project Management. (3)*spring*

Planning, organizing, coordinating, and controlling staff and project groups to accomplish the project objective.

ITM 593 Applied Project. (1–12)*selected semesters***ITM 598 Special Topics. (1–4)***selected semesters*

Topics may include the following:

- Quantitative Research Analysis

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Department of Mechanical and Manufacturing Engineering Technology

The faculty in the Department of Mechanical and Manufacturing Engineering Technology in the College of Technology and Applied Sciences, the East campus, offer the MSTech degree. A minimum of 33 semester hours of approved courses is required. Both a thesis and applied project option are available. The flexible program permits the student to select a combination of courses in the relevant concentration and supporting area to meet individual career goals in technology or to provide the foundation for further advanced study. A final oral exam is required for both options.

The department provides the student with a number of program of study options that presuppose a sound technical undergraduate degree. The options are designed to provide graduates with technical and professional skills that will facilitate preparation for, and advancement in, leadership positions in industry, education, government, and military. Laboratories and classrooms are well equipped, and the faculty members teaching the classes have relevant teaching, research, industry, and training experience and background. Areas of concentrations include aeronautical engineering technology, instrumentation and measurement technology, manufacturing engineering technology, and mechanical engineering technology. The instrumentation and measurement technology concentration is offered jointly with the Department of Electronics and Computer Engineering Technology.

The student selects courses to meet the emphasis area requirement of 18 semester hours. Careful course selection in coordination with a faculty advisor and/or advisory committee is an essential aspect of building a focused program for the student. The selection process also facilitates the potential for expanding the depth and breadth of education the student receives in related areas. The supporting area (six to nine semester hours) may be selected from outside the department upon approval from the supervisory committee. The thesis option includes six hours of research credits spread over at least two semesters.

Admission. Applicants are expected to satisfy all requirements for admission to the Division of Graduate Studies. Industrial experience beyond completion of a baccalaureate degree is strongly recommended. Applicants with deficiencies or those not meeting the prerequisites may be required to complete them before being admitted to the degree program. Submission of a recent GRE exam score is not required but is recommended for international students. A statement of purpose and current résumé should also be submitted to the department.

Program of Study. All candidates for the MSTech degree program are required to complete a minimum of 33 semester hours of graduate credit as follows:

Thesis Option

Technical area of emphasis	18
Supporting area	6

COLLEGE OF TECHNOLOGY AND APPLIED SCIENCES

Research writing course/graduate seminar.....	3
AET 592 Research or MET 592 Research (3)	3
AET 599 Thesis or MET 599 Thesis (3)	3
Total.....	33

Applied Project Option

Technical area of emphasis.....	18
Supporting area	9
Research writing course/graduate seminar.....	3
Applied project.....	3
Total.....	33

Additional courses may be assigned by the supervisory committee depending on the background of the candidate. The program is designed for flexibility, permitting the student to select a combination of courses in a technical area and supporting area to meet individual goals.

RESEARCH ACTIVITY

Department faculty are engaged in both theoretical and applied research projects, involving undergraduate and graduate students in manufacturing, aeronautical- and mechanical-related topic areas. Graduate students employed in local industry are encouraged to develop research topics that address problems of interest to their employers.

Current research interests of the faculty include manufacturing modeling and simulation, “smart” materials, especially composite materials, hydrogen power and fuel cells, optimization of turbine engines, machinability and manufacturing processes, manufacturing and program management, manufacturing cost economics, automation, and design, and mechanics education.

Applied research projects are carried out in a number of well-equipped laboratories and facilities: computer-aided design and computer-aided manufacturing laboratory, CNC-machining center laboratory, composite materials laboratory, energy conversion and combustion laboratory, automation laboratory, welding and casting laboratory, materials inspection and metrology laboratory, and metallurgy/materials testing laboratory.

For more information on research areas and laboratories, access the department Web site at www.east.asu.edu/ctas/mmet.

AERONAUTICAL ENGINEERING TECHNOLOGY (AET)

AET 415 Gas Dynamics and Propulsion. (3)

spring

Introduces compressible flow, internal and external flow, and aerothermodynamic analysis of propulsion systems. Prerequisite: MET 434.

AET 417 Aerospace Structures. (3)

fall

Analysis and design of aircraft and aerospace structures. Shear flow. Semimonocoque structures. Effects of dynamic loading. Prerequisites: AET 300, 312; MET 313.

AET 420 Applied Aerodynamics and Wind Tunnel Testing. (3)

fall

Introduces viscous and inviscid flow and their relationship to aircraft lift and drag. Wind tunnel design and testing. Integrated lecture/lab. Prerequisites: AET 300; MET 434.

AET 432 Applied Heat Transfer. (3)

fall

Heat transfer by conduction, convection, and radiation. Applies heat transfer to engineering design problems. Prerequisite: ETC 340. Pre- or corequisite: MET 434 or instructor approval.

AET 487 Aircraft Design II. (3)

spring

Basic aerodynamics and airplane performance analysis methods applied to practical design project. Prerequisite: AET 300.

AET 500 Research Methods. (1–12)

selected semesters

AET 524 Application of Heat Transfer. (3)

fall

Energy conservation, steady-state and transient conduction, convection transfer, free and forced convection Reynolds analogy, blackbody and environmental radiation. Prerequisite: MET 434 or instructor approval.

AET 525 Advanced Propulsion. (3)

fall

Mechanics and thermodynamics of propulsion systems. Solid, liquid propellant rocket design performance. Electrical nuclear propulsion systems. Space missions. Prerequisites: both AET 415 and 420 (or MET 434) or only instructor approval.

AET 560 Numerical Methods in Engineering Technology. (3)

selected semesters

Analyzes problems in physical sciences, models physical problems, perturbation techniques, curvefitting, data analysis, numerical solutions, ordinary and partial differential equations.

AET 580 Practicum. (1–12)

selected semesters

AET 583 Field Work. (1–12)

selected semesters

AET 584 Internship. (1–12)

selected semesters

AET 590 Reading and Conference. (1–12)

selected semesters

AET 591 Seminar. (1–12)

selected semesters

AET 592 Research. (1–12)

selected semesters

AET 593 Applied Project. (1–12)

selected semesters

AET 594 Conference and Workshop. (1–12)

selected semesters

AET 595 Continuing Registration. (1)

selected semesters

AET 598 Special Topics. (1–4)

selected semesters

AET 599 Thesis. (1–12)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

MECHANICAL AND MANUFACTURING ENGINEERING TECHNOLOGY (MET)

MET 401 Quality Assurance. (3)

spring

Introduces statistical quality control methods design of experiments, sampling, gauge requirements, specifications, quality assurance tools emphasizing CNC-CMM programming. Integrated lecture/lab. Prerequisite: junior standing.

MET 432 Thermodynamics. (3)

spring

Thermodynamics of mixtures. Combustion process. Applies thermodynamics to power and refrigeration cycles. Prerequisite: ETC 340.

MET 433 Thermal Power Systems. (4)

selected semesters

Analyzes gas power, vapor power, and refrigeration cycles. Components of air conditioning systems. Direct energy conversion. Psychrometry. Analyzes internal combustion engines and fluid machines. Lecture, lab. Prerequisite: MET 432 or instructor approval.

MET 434 Applied Fluid Mechanics. (3)*spring*

Fluid statics. Basic fluid flow equations. Viscous flow in pipes and channels. Compressible flow. Applies fluid measurement and flow in conduits. Prerequisite: ETC 340.

MET 435 Alternate Energy Sources. (3)*selected semesters*

Alternate energy systems, energy use and its impact on the environment, and demonstrating practical alternative energy sources to fossil fuels. Prerequisite: instructor approval.

MET 436 Turbomachinery Design. (3)*selected semesters*

Applies thermodynamics and fluid mechanics to the analysis of machinery design and power cycle performance predictions. Prerequisites: ETC 340; MET 434.

MET 438 Machine Design II. (3)*spring*

Applies mechanics to the design of machine elements and structures. Emphasizes basics of gears, springs, brakes, clutches, and bearings. Prerequisite: AET 312; MET 331.

MET 442 Specialized Production Processes. (3)*fall*

Nontraditional manufacturing processes, emphasizing EDM, ECM, ECG, CM, PM, HERF, EBW, and LBW. Prerequisite: MET 231.

MET 443 CNC Computer Programming. (3)*fall*

Theory and application of N/C languages using CAM software and CNC machine tools. Lecture, lab. Prerequisite: MET 345 or instructor approval.

MET 444 Production Tooling. (3)*spring*

Design and fabrication of jigs, fixtures, and special industrial tooling related to manufacturing methods. Lecture, lab. Prerequisite: MET 345.

MET 452 Implementation of Robots in Manufacturing. (3)*selected semesters*

Robotic workcell design, including end effectors, parts presenters, and optimum material flow. Prerequisite: MET 451 or instructor approval.

MET 460 Manufacturing Capstone Project I. (3)*fall*

Group project designing, evaluating, and analyzing components, assemblies, and systems. Develop products/manufacturing techniques demonstrating state-of-the-art technology. Lecture, lab. Prerequisites: MET 331, 341; senior standing.

MET 461 Manufacturing Capstone Project II. (3)*spring*

Small-group projects applying manufacturing techniques, with emphasis on demonstrating state-of-the-art technology. Integrated lecture/lab. Prerequisite: MET 460 or instructor approval.

MET 500 Research Methods. (1–12)*selected semesters***MET 501 Statistical Quality Control Applications. (3)***spring*

SPC problem-solving techniques for implementation in industrial setting; design and analysis of experiments. Prerequisite: instructor approval.

MET 502 Specialized Production Processes. (3)*fall*

Specialized production processes, including lasers, electronic beam, abrasive and water jet, and chemical and thermal processes. Prerequisite: instructor approval.

MET 504 Applications of Production Tooling. (3)*spring*

Design and fabrication of fixtures, jigs, templates, and specialized industrial tooling for manufacturing. Lecture, lab. Prerequisite: instructor approval.

MET 507 Manufacturing Enterprise. (3)*fall and spring*

Organization and project management of cellular manufacturing methods, including IIT and lean manufacturing. Prerequisite: instructor approval.

MET 509 Applied Engineering Economics. (3)*spring*

Fundamentals of engineering economics in a practical, industry-based approach. Includes effects of depreciation, taxes, inflation, and replacement analysis. Lecture, computer lab experiences.

MET 510 Manufacturing Resource Management. (3)*fall*

Measures like cycle time, throughput, capacity, work-in-process, inventory, variability, and how they drive operating relationships in a factory. Credit is allowed for only MET 510 or 410.

MET 512 Introduction to Robotics. (3)*selected semesters*

Introduces industrial robots. Topics include: robot workspace, trajectory generation, robot actuators and sensors, design of end effectors, and economic justification. Application case studies. Prerequisite: instructor approval.

MET 513 Advanced Automation. (3)*fall*

Analysis and design of hard and flexible automation systems. Particular attention to material-handling technology. Prerequisite: instructor approval.

MET 514 CNC Computer Programming. (3)*fall*

Theory and application of N/C languages using CAM software and CNC machine tools. Lecture, lab. Prerequisite: instructor approval.

MET 515 Manufacturing Simulation. (3)*spring*

Computer simulation of manufacturing operations. Discrete event simulation models range from individual processes to whole factories. Lecture, computer lab experiences.

MET 516 Applied Computer-Integrated Manufacturing. (3)*fall*

Techniques and practices of computer-integrated manufacturing as applied in a broad range of industry. Integrated lecture/lab. Prerequisite: MET 341 or instructor approval.

MET 518 Composites Materials Manufacturing. (3)*spring*

Introduces composite materials and associated manufacturing issues, including tooling, processes, and quality control. Related issues, including testing and joining. Integrated lecture/lab. Credit is allowed for only MET 518 or 418. Prerequisite: instructor approval.

MET 571 Waste Minimization and Waste Prevention. (3)*selected semesters*

Life cycle analysis, selection of environmentally compatible materials, design of waste minimization equipment and operation, economics of waste minimization and prevention. Prerequisite: ETC 340 or instructor approval.

MET 580 Practicum. (1–12)*selected semesters***MET 584 Internship. (1–12)***selected semesters***MET 590 Reading and Conference. (1–12)***selected semesters***MET 591 Seminar. (1–12)***selected semesters***MET 592 Research. (1–12)***selected semesters***MET 593 Applied Project. (1–12)***selected semesters***MET 594 Conference and Workshop. (1–12)***selected semesters***MET 595 Continuing Registration. (1)***selected semesters***MET 598 Special Topics. (1–4)***selected semesters***MET 599 Thesis. (1–12)***selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

International Programs

ipo.asu.edu

William G. Davey, PhD, Director

PURPOSE

Arizona State University is an internationally recognized research and doctoral granting institution. The International Programs Office (IPO) is responsible for developing and implementing a wide variety of international policies and activities. As part of the Office of the Executive Vice President and Provost, IPO administers university study programs abroad, visiting scholar programs at ASU, and protocol for international visitors. In cooperation with academic and administrative units, IPO develops international policies for ASU, represents the international interests of the university to the community at large, administers scholarships for studying abroad, supports faculty exchanges, and facilitates joint international research and training projects. IPO also represents the university's international interests to professional organizations and government agencies. The Office of Immigration Programs for International Faculty and Scholars within IPO assumes responsibility for international visitors who come to work, study, or conduct research on the ASU campuses, and also operates one of the nation's first U.S. Passport Offices located at a state university.

ACADEMIC PROGRAMS

The Department of State-sponsored IIE Open Doors report ranks ASU as one of the nation's top twenty institutions in terms of student international mobility. In increasing numbers, students have chosen ASU because of its excellence in international programs, including extensive international study opportunities.

Two types of programs—study abroad and student exchange—are designed to enhance the academic development, professional preparation, and international perspective of students.

IPO offers more than 200 fall and spring semester and year-long international programs that graduate students may consider for ASU resident credit. Students on an official study abroad or exchange program retain full-time student status and the catalog status they held at the time of their departure. A number of these programs offer graduate-level credit. Additionally, IPO manages a number of unique study abroad and exchange opportunities designed specifically for graduate students. These include dual degree programs and teacher assistantships abroad. Study Abroad and Exchange Programs are available in: Albania, Argentina, Armenia, Australia, Austria, Belgium, Brazil, Canada, Chile, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, England, France, Germany, Ghana, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Jordan, Macedonia, Mexico, Netherlands, New Zealand, Norway,

Poland, Portugal, Russia, Scotland, Senegal, Serbia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, and Vietnam.

For a current list of host universities (in the countries listed in the previous paragraph) and the programs they offer, view the program menu on the IPO Web site at ipo.asu.edu/asu/program.

Procedures. Students interested in participating in such programs should contact the International Programs Office in TMPCT 198.

IPO assists students through every stage of planning, preparation, participation, and return from exciting international educational experiences. International Program coordinators are available to assist students in choosing a program that meets one's academic, personal, and professional goals.

Information on programs can be obtained from the International Programs Office in TMPCT 198, from the IPO Web page at ipo.asu.edu, or by phone at 480/965-5965.

How to Apply. Students interested in applying for an international program start the process by attending a Study Abroad 101 information session, held every Tuesday, Wednesday, and Friday from 3:30 P.M. to 4:30 P.M. at IPO. Students may then set up a personal account called myIPO at ipo.asu.edu/myipo. Through myIPO, students select their program preference and begin the application process. Eligible students then obtain the program specific application packet at IPO. Completed application packets are due to IPO by October 1, for spring programs, and by March 1, for most fall and academic year programs. After the application process is completed, students attend predeparture orientations conducted by IPO. These presentations are designed to prepare participants for a comfortable and rewarding international experience.

Immigration Programs for International Faculty and Scholars. The International Faculty and Scholars Office (Immigration/Employment Visa Services) of the IPO is responsible for administration of the university's Exchange Visitor Program and Employment-Based Visa Programs. The responsibilities of this office also include providing information, guidance, and advice to the various departments, programs, and colleges of the East, Tempe, and West campuses, as well as to the university's faculty, staff, students, and guests on questions and issues related to the university's J-1 Exchange Visitor and Employment-Based Visa programs and other immigration-related issues.

Summer Sessions

www.asu.edu/summer

Carol Switzer, MS, Director

PURPOSE

Summer Sessions offers more than 4,000 fully accredited courses and provides an opportunity for students to begin or continue academic work on a year-round basis. Summer courses are equivalent to fall and spring courses in terms of content, credit awarded, and the standards expected of students regarding academic performance.

The program offers two five-week sessions and one eight-week session. See “[Division of Graduate Studies Calendar](#),” [page 21](#), for specific dates.

All Tempe campus courses (except some KIN courses) are held in air-conditioned classrooms or laboratories. A number of courses are offered at off-campus locations.

Through various summer study programs, ASU also offers students the opportunity to earn credit while studying in foreign countries. These programs are directed by ASU faculty and have been approved by the appropriate academic unit.

For more information, access the Summer Sessions Web site at www.asu.edu/summer.

Admission and Registration. The admission and registration process for summer sessions begins when the *Summer Sessions Bulletin* is distributed in early March.

Admission. All students must be admitted to ASU for the summer as nondegree students before enrolling, except continuing students who attend during the previous spring semester. New students admitted for the fall semester following the current summer must process the summer nondegree admission form before enrolling. The submission of transcripts or test scores is not required to attain this status.

Readmission. ASU students not enrolled during the spring semester preceding the current summer must be readmitted. See “[Readmission to the Division of Graduate Studies](#),” [page 60](#).

Bulletin. The *Summer Sessions Bulletin*, which contains the class schedule and the registration procedure, is available in early March at the Office of Summer Sessions, RITT B160, and at all registrar locations. The *Summer Sessions Bulletin* is also available on the Web at www.asu.edu/summer.

To request the *Summer Sessions Bulletin*, summer study abroad brochures, or other summer information, call 480/965-6611, or write

SUMMER SESSIONS
ARIZONA STATE UNIVERSITY
PO BOX 870601
TEMPE AZ 85287-0601

Food Services. Meal plans are available. For more information, call 480/965-3464, or write

SODEXHO SERVICES
ARIZONA STATE UNIVERSITY
PO BOX 870901
TEMPE AZ 85287-0901

Housing. Air-conditioned residence halls are available for Tempe campus students. For more information, call 480/965-3515, or write

RESIDENTIAL LIFE
ARIZONA STATE UNIVERSITY
PO BOX 870801
TEMPE AZ 85287-0801

Immunization. Students born after December 31, 1956, are not permitted to register without proof of measles (rubeola) immunity or immunization given after January 1, 1980. See “[Immunization](#),” [page 25](#).

Parking. A decal is required to park at ASU. For more information, call 480/965-6124, or write

PARKING SERVICES
ARIZONA STATE UNIVERSITY
PO BOX 870704
TEMPE AZ 85287-0704

Registration. Registration may be completed online, by using SunDial, or in person. For more information, see the *Summer Sessions Bulletin*.

A maximum of seven semester hours in each five-week session or nine semester hours in the eight-week session may be taken. Hours of enrollment in any other institution or independent learning course are included in the maximum allowable course load during any given session.

Tuition and Fees. Summer sessions students pay for the actual number of semester hours enrolled, plus the Associated Students' Association fee, the Financial Aid Trust Fee, and the Student Recreation Complex fee. Students are also required to pay any special fees attached to specific classes. For more information, see the *Summer Sessions Bulletin*.

President's and Regents' Professors

President's Professors

The title "president's professor" is bestowed upon tenured faculty who have made substantial contributions to undergraduate education at ASU through their demonstrated commitment to teaching, creative scholarship, and student success.

RANDALL S. CERVENY

Geography

IAN R. GOULD

Chemistry and Biochemistry

ALICE A. CHRISTIE

Technology and Education

PAUL D. ROTHSTEIN (Posthumous)

Industrial Design

Regents' Professors

The title "regents' professor" is conferred on selected members of the ASU tenured faculty who have achieved and are sustaining the highest level of distinction by their exceptional contributions to the mission of the university in research or other creative activity and in teaching or professional service.

JOHN ALCOCK

Life Sciences

ROBERT B. CIALDINI

Psychology

DAVID L. ALTHEIDE

Justice and Social Inquiry

GEOFFREY A. CLARK

Anthropology

C. AUSTEN ANGELL

Chemistry and Biochemistry

JOHN M. COWLEY

Physics and Astronomy, Emeritus

CHARLES J. ARNTZEN

Life Sciences

NORMAN DUBIE

English

CONSTANTINE A. BALANIS

Electrical Engineering

NANCY H. EISENBERG

Psychology

DAVID C. BERLINER

*Educational Leadership and Policy Studies
and Psychology in Education*

LEROY EYRING

Chemistry and Biochemistry, Emeritus

PETER R. BUSECK

Chemistry and Biochemistry and Geological Sciences

DAVID K. FERRY

Electrical Engineering

RON CARLSON

English

DAVID WILLIAM FOSTER

Languages and Literatures

PHILLIP R. CHRISTENSEN

Geological Sciences

GENE V GLASS

*Educational Leadership and Policy Studies
and Psychology in Education*

PRESIDENT'S AND REGENTS' PROFESSORS

LUIS R. GOMEZ-MEJIA

Management

WILLIAM L. GRAF

Geography, Emeritus

RONALD GREELEY

Geological Sciences

GERALD THOMAS HEYDT

Electrical Engineering

DAVID R. HICKMAN

Music

PETER IVERSON

History

DAVID H. KAYE

Law

GARY D. KELLER

Languages and Literatures

MARK C. KLETT

Art

DANIEL M. LANDERS

Kinesiology

SHENG H. LIN

Chemistry and Biochemistry, Emeritus

JANE MAIENSCHIEIN

Biology and Society

JAMES W. MAYER

Chemical and Materials Engineering and Solid State Science

CARLETON B. MOORE

Chemistry and Biochemistry and Geological Sciences, Emeritus

JEFFRIE G. MURPHY

Law and Philosophy

MICHAEL O'KEEFFE

Chemistry and Biochemistry, Emeritus

CAIO PAGANO

Music

DENNIS J. PALUMBO

Justice and Social Inquiry, Emeritus

G. ROBERT PETTIT

Chemistry and Biochemistry

STEPHEN J. PYNE

Life Sciences

ALBERTO ALVARO RÍOS

English

NANCY FELIPE RUSSO

Psychology

IRWIN N. SANDLER

Psychology

DAVID J. SMITH

Physics and Astronomy and Solid State Science

MARY LEE SMITH

Educational Leadership and Policy Studies and Psychology in Education

JOHN C. H. SPENCE

Physics and Astronomy

SUMNER G. STARRFIELD

Physics and Astronomy

MARY BETH STEARNS

Physics and Astronomy, Emerita

CHRISTY G. TURNER II

Anthropology, Emeritus

J. BRUCE WAGNER JR.

Chemistry and Biochemistry and Solid State Science, Emeritus

KURT WEISER

Art

Administrative Personnel

Arizona Board of Regents

Governor of Arizona	Janet Napolitano
Superintendent of Public Instruction	Tom Horne
Student Regent (voting), appointed to June 2006	Benjamin Graff
Student Regent (nonvoting), appointed to June 2007	Kolby Granville
Regent, appointed to January 2006	Chris Herstam
Regent, appointed to January 2006	Jack Jewett
Regent, appointed to January 2008	Christina Palacios
Regent, appointed to January 2008	Gary L. Stuart
Regent, appointed to January 2010	Fred T. Boice
Regent, appointed to January 2010	Robert B. Bulla
Regent, appointed to January 2012	Ernest Calderón
Regent, appointed to January 2012	Lorraine Frank
Executive Director	Joel Sideman
Counsel to the Board	Paulina Vazquez-Morris

Executive Officers

President	Michael M. Crow
Senior Advisor to the President	James O'Brien
Executive Vice President and Provost of the University	Milton D. Glick
Senior Vice President and Secretary of the University	Christine K. Wilkinson
Senior Vice President and University Planner	Richard Stanley
Executive Vice President and Chief Financial Officer	Carol N. Campbell
Vice President for Public Affairs	Virgil Renzulli
Vice President for Research and Economic Affairs	Jonathan Fink
Vice President for Student Affairs	<i>To Be Appointed</i>
Vice President for University Administration and General Counsel	Paul J. Ward
Vice President for University Athletics	Lisa Love
Vice President for University Undergraduate Initiatives	James A. Rund
Vice President and Provost, ASU at the Downtown Phoenix Campus	Mernoy E. Harrison Jr.
Vice President and Provost, ASU at the East Campus	Jerry Jakubowski
Vice President and Provost, ASU at the West Campus	Mark Searle
President, ASU Foundation	Ira Jackson

President's Office

President	Michael M. Crow
Senior Vice President and Secretary of the University	Christine K. Wilkinson
Senior Vice President and University Planner	Richard Stanley
Executive Director, Institutional Analysis/Data Administration/Strategic Planning	<i>To Be Appointed</i>
Director, Budget Planning and Management	James Sliwicki
Senior Advisor to the President	James O'Brien
Director, Office of the President and Special Assistant to the President	Joyce Smitheran
Executive Director, Office of Sustainability and Special Advisor to the President	James Buizer
Executive Director, Office of University Initiatives and Special Advisor to the President	Kimberly Loui
Director, Office of Pan-American Initiatives and Special Advisor to the President	Jorge De Los Santos
Director, Strategic Projects and Special Assistant to the President	Mariko Silver
Advisor to the President on American Indian Affairs	Peterson Zah
Vice President for University Athletics	Lisa Love
Director, Equal Opportunity/Affirmative Action	Barbara A. Mawhiney
ICA Faculty Athletic Representative	Myles Lynk

Deans

Dean, Barrett Honors College	Mark Jacobs
Dean, College of Architecture and Environmental Design	Wellington Reiter
Dean, College of Education	Eugene E. Garcia
Interim Dean, School of Extended Education	William A. Verdini
Interim Dean, College of Human Services	John Hepburn
Dean, College of Law	Patricia D. White
Dean, College of Liberal Arts and Sciences	David A. Young
Dean, College of Nursing	Bernadette M. Melnyk
Dean, College of Public Programs	Debra Friedman
Dean, College of Teacher Education and Leadership	Joseph Ryan
Dean, College of Technology and Applied Sciences	Albert L. McHenry
Dean, Division of Graduate Studies	Maria T. Allison
Dean, East College	Glenn W. Irvin
Dean, Ira A. Fulton School of Engineering	Peter E. Crouch
Dean, The Katherine K. Herberger College of Fine Arts	J. Robert Wills
Dean, Morrison School of Agribusiness and Resource Management	Raymond A. Marquardt
Dean, New College of Interdisciplinary Arts and Sciences	Emily F. Cutrer
Interim Dean, School of Global Management and Leadership	Leanne Atwater
Dean, University College	Gail Hackett
Dean, University Libraries	Sherrie Schmidt
Dean, W. P. Carey School of Business	Robert E. Mittelstaedt Jr.
Dean, Walter Cronkite School of Journalism and Mass Communication	Christopher Callahan

Business and Finance

Executive Vice President and Chief Financial Officer	Carol N. Campbell
Associate Vice President, Financial Services, and Treasurer	Gerald E. Snyder
Director, Student Business Services	Joanne Wamsley
Director, Financial Services	Marilyn Mulhollan
Associate Director, Financial Services	Terri Deasey
Assistant Director, Financial Services	Laura James
Assistant Director, Financial Services (Financial Controls)	<i>To Be Appointed</i>
Assistant Director, Financial Services (Tax)	Kathleen Rogers
Deputy Executive Vice President, University Services	Scott Cole
Director, University Physical Planning	Steve Nielsen
Director, Capital Programs Management Group	<i>To Be Appointed</i>
Director, Administrative Services	Carrie McNamara-Segal
Director, Facilities Management	Dave Brixen
Director, Environmental Health and Safety	Leon Igras
University Architect	Ronald McCoy
Associate Vice President, University Business Services	Ray Jensen
Director, Purchasing and Business Services	John Riley
Director, Auxiliary Business Services	Sam Wheeler
Director, Real Estate	Steven Bott

Downtown Phoenix Campus

See “Downtown Phoenix Campus Administrative Personnel,” page 380.

East Campus

See “East Campus Administrative Personnel,” page 392.

Intercollegiate Athletics

Vice President for University Athletics	Lisa Love
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ASU Head Coaches

Baseball—Men	Pat Murphy
Basketball—Men	Rob Evans
Basketball—Women	Charli Turner Thorne
Cross Country—Men and Women	Walt Drenth
Diving—Men and Women	Mark Bradshaw
Football—Men	Dirk Koetter
Golf—Men	Randy Lein
Golf—Women	Melissa Luellen
Gymnastics—Women	John Spini

ADMINISTRATIVE PERSONNEL

Soccer—Women	Ray Leone
Softball—Women	Linda Wells
Swimming—Men and Women	Michael Chasson
Tennis—Men	Lou Belken
Tennis—Women	Sheila McInerney
Track and Field—Men and Women	Greg Kraft
Volleyball—Women	Brad Saindon
Water Polo—Women	Vicki Gorman
Wrestling—Men	Thom Ortiz

Public Affairs

Vice President for Public Affairs	Virgil Renzulli
Deputy Vice President for Public Affairs	Charles S. Miller
Associate Vice President for Community Development	Nancy Jordan
Assistant Vice President for Strategic Communication	<i>To Be Appointed</i>
Assistant Vice President for Policy Affairs and Executive Director, Federal Relations	Stuart Hadley
Assistant Vice President for Cultural Affairs and Executive Director, Public Events	Colleen Jennings-Roggensack
Director, Community Relations	Paul Berumen
Director, Public Relations	Wilma Mathews
Director, State Relations	Scott A. Smith
Director, Special Events	Tye Thede
Executive Director, Community Development	Sandra Ferniza
General Manager, Television Station KAET	Greg Giczi

Research and Economic Affairs

Vice President for Research and Economic Affairs	Jonathan Fink
Associate Vice President for Research	Paul C. Johnson
Associate Vice President, Economic Affairs	Robert Melnick
Program Manager, Office of the Vice President for Research and Economic Affairs	Anna-Rosa Lampis
Assistant to the Vice President	Cynthia Ryan
Director, Fiscal and Business Services	<i>To Be Appointed</i>
Executive Director, Financial Services	Jay Murphy
Director, Biodesign Institute at ASU	George H. Poste
Acting Director, Office of Research and Sponsored Projects Administration	Cheryl Conover
Director, Clinical Partnerships	Kathleen Matt
Executive Director, Materials Research	Tom Picraux
Director, Center for the Study of Religion and Conflict	Linell Cady
Director, Flexible Display Center	Greg Raupp
Director, Office of Research Publications	Conrad Storad
Director, International Institute for Sustainability	Charles L. Redman
Director, Partnership for Research in Spatial Modeling Program (PRISM)	Anshuman Razdan
Director, Animal Care and Technology	Michael McGarry
Director, Southwest Center for Environmental Research and Policy	Joseph Zehnder
Director, Radiation Safety Office	Kenneth L. Mossman

School of Extended Education

See “School of Extended Education Administrative Personnel,” page 524.

Student Affairs

Vice President for Student Affairs	<i>To Be Appointed</i>
Associate Vice President and Dean of Students	Bob Soza
Associate Vice President for Facility Development and Residential Life	Kevin Cook
Associate Vice President for Fiscal and Program Development	Sally Ramage
Director, Arizona Prevention Resource Center	Gail Chadwick
Director, Career Services	Raymond I. Castillo
Director, Counseling and Consultation	Martha Dennis Christiansen
Interim Director, Recreational Sports	Tamra Garstka
Director, Student Health and Wellness Center	Gary Septon
Director, Student Media	Kristin Gilger

Tempe Campus

See “Tempe Campus Administrative Personnel,” page 469.

University Administration and General Counsel

Vice President for University Administration and General Counsel Paul J. Ward
Director, Equal Opportunity/Affirmative Action Barbara Mawhiney
Associate Vice President, Human Resources David Butler
 Director, Consulting Services *To Be Appointed*
 Director, Employee Assistance Office/Wellness/Worklife Balance Programs Phillip Potter
 Senior Director, Human Resources Christine Cervantes
Associate Vice President, University Administration LeEtta Overmyer
 Director, Internal Audit and Management Services *To Be Appointed*
 Director, Administration and Finance Information Technology *To Be Appointed*
Associate Vice President for Legal Affairs Nancy Tribbensee
Director/Chief of Police, Department of Public Safety John Pickens

University Undergraduate Initiatives

Vice President for University Undergraduate Initiatives James A. Rund
Associate Vice President and Senior Advisor Patricia Arredondo
Director, Undergraduate Initiatives Technology Services Mike Schaefer
Director, Student Financial Assistance Craig Fennell
Dean, Undergraduate Admissions Tim Desch
University Registrar Lou Ann Denny

West Campus

See “West Campus Administrative Personnel,” page 516.

Downtown Phoenix Campus

www.asu.edu/downtownphoenix

Mernoy E. Harrison Jr., PhD,
Vice President, ASU; Provost, Downtown Phoenix Campus

Arizona State University is partnering with the City of Phoenix to build a modern, vibrant university campus in downtown Phoenix as part of a larger plan to revitalize and redevelop the city's urban core. ASU envisions a campus embedded within the city, embracing the cultural, socio-economic, and physical setting of urban downtown Phoenix in the 21st century. The first phase of the campus will open in the fall semester of 2006. The full manifestation of ASU in downtown Phoenix is likely to take more than 10 years to achieve. When fully developed, the new full-service downtown Phoenix campus will serve 15,000 students, with academic buildings, student and nonstudent housing, compatible retail development, and cultural programs that create an

active 24/7 environment. Current plans call for the College of Nursing, the Walter Cronkite School of Journalism, the College of Public Programs (which includes the School of Community Resources and Development, the School of Social Work, and the School of Public Affairs), the School of Health Management and Policy, KAET (Channel 8), and the Morrison Institute for Public Policy to relocate from the Tempe campus to downtown Phoenix. In addition, University College has been created to provide undergraduate students with an alternative to the existing majors. Construction of the campus is being designed around the planned light rail system, which will provide a 20-minute commute between the downtown Phoenix and Tempe campuses.

Downtown Phoenix Campus Administrative Personnel

Provost, Downtown Phoenix Campus; Vice President, ASU Mernoy E. Harrison Jr.
Vice Provost and Dean, University College Gail Hackett
Vice Provost for Administrative Services Sheila W. Stokes
Dean, College of Nursing Bernadette M. Melnyk
Dean, College of Public Programs Debra Friedman

ASU Administrative Personnel

See "Administrative Personnel," page 376.



Future home of the Downtown Phoenix Campus, scheduled to open in fall of 2006

Tim Trumble photo

East Campus

www.east.asu.edu

Gerald S. Jakubowski, PhD, Vice President, ASU; Provost, East Campus

The East campus of Arizona State University is distinguished by the academic programs it offers and by its residential setting. As the university's polytechnic campus, it offers a variety of professionally oriented undergraduate and graduate programs that are applicable to the real world and require high levels of technological literacy and skill.

The Morrison School of Agribusiness and Resource Management offers bachelor's and master's degrees in Agribusiness that prepare students for careers in sectors of global business that are in high demand. The College of Technology and Applied Sciences offers bachelor's programs and master's degrees in several specialized areas of technology. East College offers a broad range of undergraduate and graduate degrees that teach students how to apply professional and liberal arts studies to real life. The college also provides the general education courses for all the East campus degree programs.

All three academic units at the East campus offer the Bachelor of Applied Science (BAS) degree, a program designed specifically as a career progression degree for students holding the Associate of Applied Science (AAS) degree. The BAS emphasizes management, leadership, and communication skills along with additional technical course work.

Twenty baccalaureate degree programs, nine master's degree programs, and four certificate programs are currently offered at the East campus. Through partnerships with programs at the Tempe campus, select doctoral programs are also offered.

Located 23 miles southeast of the Tempe campus and with a student population of fewer than 5,000, the 600-acre campus offers a small residential college environment. East campus students learn in high-tech, mediated classrooms and practice in fully equipped laboratories. They enjoy small classes, friendly and accessible faculty, opportunities for student leadership, and academic support services dedicated to helping them grow, learn, and graduate. East campus graduates move into the world of work with knowledge and skills that help them succeed in their careers and in their personal and civic lives.

The campus is easily accessible via major interstate routes. See the "[East Campus](#)" map, page 385. For information, call 480/727-EAST (3278) or access the Web site at www.east.asu.edu.

ACADEMIC ORGANIZATION

The chief academic officer of the East campus is the provost. There are two colleges and one school at the East campus administered by deans. These academic units develop

and implement the teaching, research, and service programs of the institution. Additional support for the academic mission of the campus is provided by Library Services and Information Technology, each administered by a director. See "[East Campus Faculty and Academic Professionals](#)," page 387.

ACCREDITATION

The North Central Association of Colleges and Schools accreditation of ASU includes the East campus. In addition, programs in Electronics Engineering Technology, Manufacturing, and Mechanical Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (TAC of ABET). For more information, call 410/347-7700, or write

TECHNOLOGY ACCREDITATION COMMISSION
OF THE ACCREDITATION BOARD FOR
ENGINEERING AND TECHNOLOGY INC
111 MARKET PLACE SUITE 1050
BALTIMORE MD 21202-7102

Both the professional flight and the air transportation management concentrations, in the Department of Aeronautical Management Technology, are fully accredited by the Council on Aviation Accreditation. For more information, call 334/844-2431, e-mail caa@auburn.edu, or write

COUNCIL ON AVIATION ACCREDITATION
3410 SKYWAY DRIVE
AUBURN AL 36830-6444

The Bachelor of Science in Industrial Technology degree (including the environmental technology management, graphic information technology, and industrial technology management concentrations) is fully accredited by the National Association of Industrial Technology (NAIT). For more information, call 734/677-0720, or write

NATIONAL ASSOCIATION OF INDUSTRIAL
TECHNOLOGY
3300 WASHTENAW AVE SUITE 220
ANN ARBOR MI 48104-4200

The BS degree in Nutrition with a concentration in dietetics is accredited as a didactic program in dietetics (DPD) by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. For more information, call 312/899-0040, or write

EAST CAMPUS

COMMISSION ON ACCREDITATION FOR
DIETETICS EDUCATION
AMERICAN DIETETIC ASSOCIATION
120 S RIVERSIDE PLAZA SUITE 2000
CHICAGO IL 60606-6995

The BS degree in Agribusiness with a concentration in professional golf management is accredited by the Professional Golfer's Association of America. For more information, write

PGA EDUCATION DEPARTMENT
PO BOX 109601
PALM BEACH GARDENS FL 33410-9601

PARTNERSHIP WITH CHANDLER-GILBERT COMMUNITY COLLEGE

ASU, Chandler-Gilbert Community College (CGCC), and several other educational and research facilities share the Williams Campus in southeast Mesa. Located side by side on campus, ASU and CGCC formed an innovative academic partnership that combines the strengths of the two institutions. ASU students receive instruction from both institutions. Chandler-Gilbert faculty teach freshman and sophomore General Studies, general interest courses, and prerequisite courses for ASU majors. They deliver learner-centered instruction in small interactive courses that are developed in cooperation with ASU faculty and are 100 percent equivalent to parallel ASU courses.

ASU faculty teach all courses in the majors as well as upper-division general education and general interest courses. ASU students are enrolled concurrently in both institutions. All transactions are handled through ASU. Students pay combined tuition or ASU tuition, whichever is less. Through the partnership with CGCC, ASU students can take all the courses needed to graduate with an ASU baccalaureate degree on the Williams Campus.

CAMPUS AND STUDENT SERVICES

The East campus is a student-centered campus that offers many of the features of a small residential college in a suburban area while providing access to the resources of a major research university and the amenities of a large metropolitan area. The campus includes excellent educational facilities: mediated classrooms and modern laboratories, a 21st-century electronic library, and state-of-the-art computer equipment. Other amenities include a learning center, child care services, student union, bookstore, and copy center. A shuttle service provides transportation between the East campus, Mesa Community College, and the Tempe campus. An additional shuttle is available for transportation from the Tempe campus to the West campus.

Enrollment Services

Enrollment Services provides services for admission, financial aid, business services, and registration. Conveniently located in the Student Affairs Complex, students residing in QUADs one, two, and four, find personnel ready to assist them with registration processes, tuition payment, financial assistance information, student employment, and parking decals. For more information, call 480/727-3278.

Learning Center

In the Learning Center, undergraduate and graduate students can study, utilize computers for research and writing, and access tutoring services. Qualified undergraduate and graduate students provide tutoring to individual students or study groups by appointment or on a drop-in basis. Writing assistance is offered both face-to-face and online through the Learning Center Web site to students seeking help with any written assignment. Other services include workshops on writing, presentation and study skills, and computer-assisted instruction. Learning Center tutors also staff the Freshman Year Experience Hall study room during weekday and evening hours.

The Learning Center is located in the Academic Center Building. For more information or to schedule a tutoring appointment, call 480/727-1452, or visit the Web site at www.east.asu.edu/learningcenter.

Library Services

Strong resources and personal service define the East Campus Library. As a primarily electronic research library, it is designed to take maximum advantage of new technology. Electronic indexes, catalogs, and journals support study and research in many fields, with an emphasis on the majors offered at the East campus. While the library acquires materials in all formats, by intention it prefers electronic text. Thousands of periodicals are available digitally in all subjects, while those available only in print form can be obtained quickly by the library. Documents in electronic form can be delivered directly to students' computers. Librarians and staff pursue service customized to individual students' needs, cultivating a small college atmosphere. The library's Web address is eastlib.east.asu.edu.

Computing Services

Information Technology (IT) at East campus provides computing services to support academic programs. The IT East department provides specialized software and systems to meet the particular needs of East campus programs in support of e-learning initiatives. All classrooms at East are fully mediated (which includes computer equipped instructor lectern, DVD and CD for data and multimedia, and other audiovisual equipment). Multiple classrooms are equipped with computers, allowing students the ability to work on computing applications along with the instructor. IT East maintains computing sites around campus, including the Computing Commons in the Academic Center, offering students computing and printing facilities. IT East has a staff of support personnel to aid the campus community's diverse computing needs, including Web development, academic computing, and administrative computing.

Food Services

The East campus has a variety of food service options on campus to serve student, faculty, staff, and visitor needs. Services include a coffee bar, a sub shop, and a full-service dining facility in the Student Union. Catering services are also available. Food can be purchased on a cash basis; a meal plan can be selected to suit individual preferences. For more information about food service at the East campus, call 480/727-1443.

Student Health Center

The East campus Student Health Center provides confidential, primary health care services for all full- and part-time East campus students at a nominal fee. The clinic offers primary assessment and limited treatment of health problems and minor injuries. The center is staffed by a full-time nurse practitioner and a part-time doctor. Services include physical examinations and immunizations; health screenings, education, and counseling; diagnostic and laboratory tests; women's health care; and referrals to campus and community resources. The center is located at 7153 E. Thistle on the East campus.

For more information, call 480/727-1041, or access the Web site at www.east.asu.edu/students/health.

Student Counseling

Confidential professional counseling services are available to help ASU students achieve their academic goals by addressing a variety of problems and issues often faced in college. Professional help is offered in the following areas: psychological issues, personal concerns, relationship issues, career/life decision making, and crisis intervention. Individual, couples, and group sessions are available at no cost. Students may schedule an appointment by calling 480/727-1255. Appointments may also be made in person at Student Counseling Services in the Student Affairs Complex, Building 370.

Career Preparation Center

Professional career counselors and trained career peer advisors are available to meet with ASU students. They provide individual career advising, group workshops, assistance in researching job and internship possibilities, résumé and cover letter critiques, preparation for employment interviews, and career resources in print and online. For more information, call 480/727-1041, or access the Web site at www.east.asu.edu/students/career.

Student Union

The Student Union is in the center of campus and serves as a common gathering place for students, faculty, staff, and guests. The union has meeting space, study rooms, a computer lab, a TV lounge, dining facilities, a game room, a bookstore, and a ballroom. Programs and services that complement the academic experience and enhance campus life include a film series, dances, live performances, resources for student organizations, cultural awareness activities, leadership workshops, community service information, and holiday celebrations. The union is staffed primarily by students, providing them the opportunity to develop valuable leadership skills and work experience. For more information, call 480/727-1098.

Recreational Facilities and Services

ASU and Chandler-Gilbert Community College are partners in providing recreation, intramural, and group fitness opportunities on the Williams Campus. An optional \$30 per semester fitness membership provides access to the Physical Activity Center (PAC) and the Chandler-Gilbert Physical Education Center. Facilities include

1. a fitness center with state-of-the-art strength training and cardiovascular equipment;

2. two aerobic studios and equipment for step aerobics, fitness cycling, and kickboxing;
3. a martial arts, mat exercise, and yoga studio featuring a fully padded floor;
4. racquetball courts;
5. a gymnasium for intramural and open recreation;
6. an all-weather quarter mile track with an infield for soccer, ultimate Frisbee, and flag football;
7. four tennis courts with lights for evening play; and
8. a seasonal swimming pool (May–September) with lights.

At the fitness center, trained exercise and wellness professionals are available to perform assessments, develop programs, and provide expert advice and personal training assistance.

In addition to the facilities, the PAC operates group fitness programs that are free of charge with the paid fitness membership. Classes are offered Monday through Thursday and include fitness cycling, yoga, aerobic fitstep, aerobic kickboxing, water aerobics (in season), strength and conditioning, and cultural dance classes. A full schedule of intramural programs and special events are also offered at the PAC. Times for open recreation are scheduled at the PAC and the Chandler-Gilbert Physical Education Center.

ASU students have developed clubs that work closely with the recreation programs to offer unique recreation experiences, including hiking, West African dance, flamenco dancing, and sunrise yoga.

For more information, access the PAC Web site at www.east.asu.edu/pac, or call 480/727-1972. The Chandler-Gilbert Fitness Center can be reached at 480/988-8400.

Child Care

Child care programs on campus are offered through Head Start and Early Head Start and the Boys & Girls Club of the East Valley, Williams Campus Branch. Head Start and Early Head Start offer child care programs on campus for individuals who meet certain income criteria. The Boys & Girls Club offers after-school programs for children ages 6 to 18.

For more information, call the Williams Campus Child Development Center at 480/988-3644, the Boys & Girls Club at 480/279-1406, or Head Start at 480/988-9389.

Williams Campus Housing and Residential Life

Living on the East campus provides students with the best opportunity to make the most of their college experience. No matter which housing option a student chooses, the residential life program offers social, academic, and recreational activities that are designed to support and enrich the student's campus life experience. Residential students benefit from easy access to campus resources such as the library, learning center, fitness center, and student union.

The East campus's unique residential environment offers housing options for Williams Campus students throughout their undergraduate and graduate education. This includes residence halls, houses, and special residential communities. Residential students can also take advantage of such amenities as outdoor swimming, sand volleyball, tennis, and picnic areas.

EAST CAMPUS

For more information, call the Williams Campus Housing Office at 480/727-1700, access the Web site at www.east.asu.edu/housing, or send e-mail to easthousing@asu.edu.

Residence Halls. Undergraduate and graduate students are eligible for residence halls with a large private room, featuring a private bath and a shared kitchenette. Each room includes basic furnishings as well as cable TV, local phone service, and high-speed Internet service; the kitchenette includes a refrigerator, microwave, and, in some cases, a stove.

Houses. A large number of two- to four-bedroom houses are available for students with families or for groups of single undergraduate or graduate students. Each house

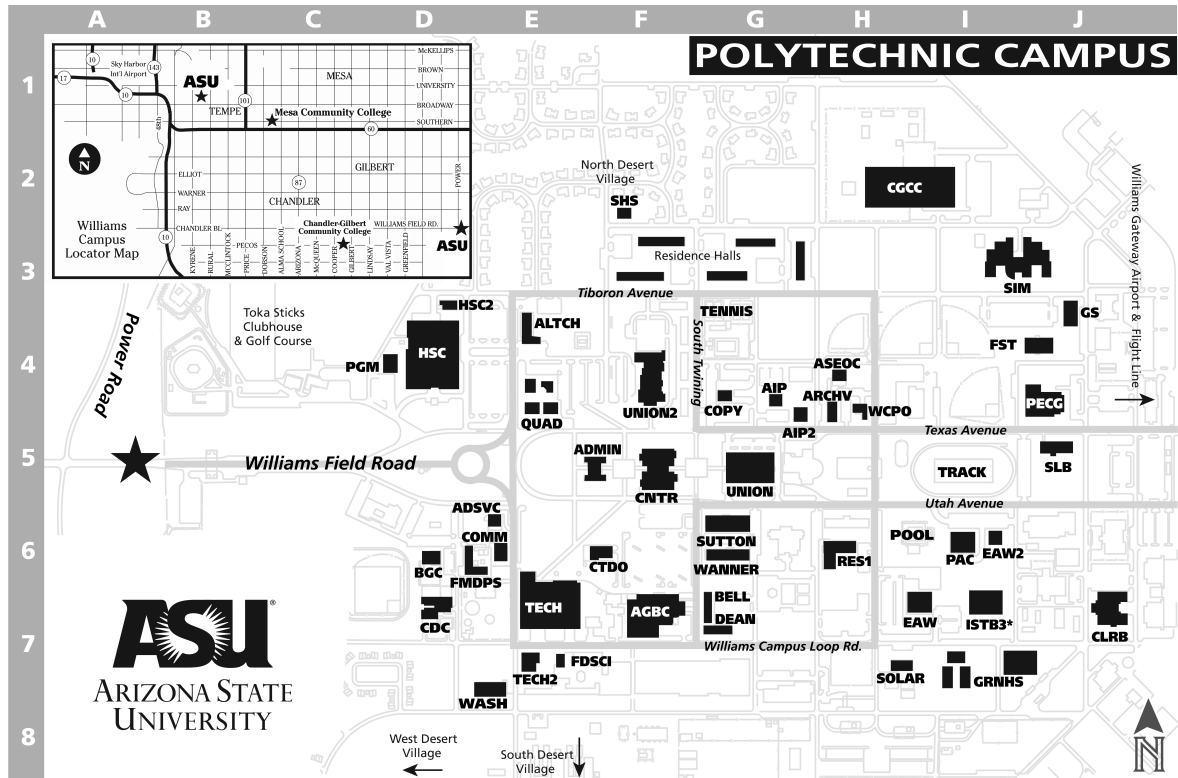
includes basic appliances; cable TV, high-speed Internet service; and water, sewer, and trash service.

Faculty Fellows. The Faculty Fellows program provides opportunities for faculty to interact with students outside of the classroom and to build academic community on campus. Fellows join students for meals in the dining hall, participate in special events, such as the Leadership Conference, and help plan a variety of activities, including field trips, the Faculty Film Series, and community service projects. Through these informal meetings faculty enhance students' opportunities for learning outside of the classroom and develop mentoring relationships, which help students make the most of their college experience. For more information about this program, call 480/727-1452.



The Flight Simulator Building is a prominent facility for East campus Master of Technology programs.

Tim Trumble photo



- | | | | |
|--------------|--|---------------|--|
| ADMIN | Administration Building (F5) | GS | General Studies (J4) |
| ADSV | Administrative Services (E5) | HSC | Health Sciences Center (D4) |
| AGBC | Agribusiness Center (F7) | HSC2 | Health Sciences Center Research (D4) |
| AIP | American Indian Programs (G4) | ISTB3 | Interdisciplinary Science and Technology 3 (I7)* |
| AIP2 | American Indian Programs Annex (IG4) | PAC | Physical Activity Center (I6) |
| ALTCH | Altitude Chamber Building (E3) | PECG | Physical Education Center/Gym (J5) |
| ARCHV | Library Archives (H4) | PGM | Professional Golf Management (D4) |
| ASEOC | Alternate State Emergency Operations Center (H4) | POOL | Swimming Pool (H6) |
| BELL | Bell Hall (F7) | QUAD | Student Affairs (1,2,4), CERTT Lab (3) (E4) |
| BGC | Boys and Girls Club (D6) | RES1 | Freshman Experience Dorm (H6) |
| CDC | Child Development Center (D7) | SHC | Student Health Center (F2) |
| CGCC | Chandler-Gilbert Community College (H2) | SIM | Flight Simulator Building (I3) |
| CLRB | Classroom Building (J7) | SLB | CGCC Science Lab Building (J5) |
| CNTR | Academic Center Building (F5) | SOLAR | Photovoltaic Testing Laboratory (H7) |
| COMM | Communications (D6) | SUTTON | Sutton Hall (G6) |
| COPY | Williams Express Copy Services (G4) | TECH | Technology Center (E7) |
| CTDO | College of Technology Dean's Office (E6) | TECH2 | Technology Center Annex (E7) |
| DEAN | Dean Hall (F7) | TENNIS | Tennis Courts (G4) |
| EAW | Exercise and Wellness Center (I7) | UNION | Williams Campus Union (G5) |
| EAW2 | Exercise Instructional Lab Building (I6) | UNION2 | Campus Union Annex (F4) |
| FDSCI | Agribusiness Food Science Lab (E7) | WANNER | Wanner Hall (G6) |
| FMDPS | Facilities Management/DPS (D6) | WASH | Launderette (D7) |
| FST | Fire Science Technology (I4) | WCPO | Williams Campus Post Office (H4) |
| GRNHS | Greenhouses (I7) | | |

*To Be Completed 2006

East Campus Directory

For the “Tempe Campus Directory,” see page 394. For the “West Campus Directory,” see page 507. For the “School of Extended Education Directory,” see page 524.

Organization	Location	Telephone	Web Address
Agribusiness and Resource Management, Morrison School of Professional Golf Management	WANER 101 PGM	480/727-1585 480/727-1912	www.east.asu.edu/msabr www.east.asu.edu/msabr/pgm
American Indian Programs	AIP	480/727-1075 480/727-1161	www.east.asu.edu/aip —
Bookstore, ASU	UNION	480/727-1168	bookstore.asu.edu
Campus Copy Center, Williams	COPY	480/727-1600	www.east.asu.edu/admin/bus/williamsexpress
Cashiering Services	QUAD 2	480/727-1081	www.east.asu.edu/admin/bus/cashiering
Computing Commons, East campus	CNTR 150	480/727-1118	www.east.asu.edu/infotech/labs
East College Advising	SUTON	480/727-1333 480/727-1333	www.east.asu.edu/ecollege —
Applied Biological Sciences, Department of	WANER third floor	480/727-1444	www.east.asu.edu/ecollege/ appliedbiologicalsciences
Applied Psychology, Faculty of	SUTON third floor	480/727-1333	www.east.asu.edu/ecollege/appliedpsych
Business Administration, Faculty of Education, Faculty of	SUTON SUTON 240	480/727-1333 480/727-1103	www.east.asu.edu/ecollege/businessadmin www.east.asu.edu/ecollege/education
Exercise and Wellness, Department of	EAW 109	480/727-1945	www.east.asu.edu/ecollege/wellness
Human Health Studies, Faculty of	WANER	480/727-1333	www.east.asu.edu/ecollege/humanhealth
Multimedia Writing and Technical Communication, Faculty of	SUTON	480/727-1333	www.east.asu.edu/ecollege/multimedia
Nutrition, Department of	HSC 1386	480/727-1728	www.east.asu.edu/ecollege/nutrition
Fitness Center, Williams Campus	WCFC Bldg.	480/988-8400	www.east.asu.edu/students/recreation
General information	QUAD 2	480/727-3278	www.east.asu.edu
Housing, Williams Campus	BELL	480/727-1700	www.east.asu.edu/housing
Learning Center	CNTR 001	480/727-1452	www.east.asu.edu/learningcenter
Library Services	CNTR 001	480/727-1037	eastlib.east.asu.edu
Parking	FMDPS 109	480/727-2775	www.east.asu.edu/admin/pts
Provost, Office of the	ADMIN	480/727-1028	—
Student Health Center	SHC	480/727-1500	www.east.asu.edu/students/health
Student Union	UNION	480/727-1098	www.east.asu.edu/union
Student Services*	QUAD 2	480/727-3278	www.east.asu.edu/students
Technology and Applied Sciences, College of Aeronautical Management Technology, Department of	CTDO SIM 201	480/727-1874 480/727-1381	technology.east.asu.edu/ eastair.east.asu.edu
Computing Studies, Division of	SUTON 140	480/727-1029	www.east.asu.edu/ctas/dcst
Electronics and Computer Engineering Technology, Department of	TECH 101	480/727-1514	www.east.asu.edu/ctas/ecet
Engineering, Department of	CNTR 110	480/727-2727	www.east.asu.edu/ctas/engineering
Information and Management Technology, Department of	TECH 102	480/727-1781	www.east.asu.edu/ctas/imt
Mechanical and Manufacturing Engineering Technology, Department of	SIM 295	480/727-1584	www.east.asu.edu/ctas/mmet

* Student Services includes Office of the Registrar, Student Business Services, Student Financial Assistance, and Undergraduate Admissions.

East Campus Faculty and Academic Professionals

A

Adams, Troy B. (2002), Assistant Professor of Exercise and Wellness; BS, MS, Brigham Young University; PhD, University of Texas, Austin

Autore, Donald D. (1959), Professor Emeritus of Technology; BSE, University of Michigan; MSE, Arizona State University

B

Backus, Charles E. (1968), Professor Emeritus of Electrical Engineering; BSME, Ohio University; MS, PhD, University of Arizona

Barrett, Thomas W. (1950), Professor Emeritus of Agribusiness and Resource Management; BS, Brigham Young University; MS, PhD, Cornell University

Baxter, Harry R. (1982), Professor Emeritus of Electronics Engineering Technology; BA, New York University; MBA, Fairleigh Dickinson University; MTech, Arizona State University

Bergeron, Bette S. (2000), Professor of Education; Head, Faculty of Education; BSEd, University of Maine, Orono; MEd, PhD, Purdue University

Biekert, Russell G. (2001), Associate Professor of Mechanical and Manufacturing Engineering Technology; BS, MS, Southern Illinois University; EdD, Arizona State University

Brady, Ward W. (1973), Professor of Applied Biological Sciences; Chair, Department of Applied Biological Sciences; BS, MS, PhD, Colorado State University

Brock, John H. (1977), Professor of Applied Biological Sciences; Coordinator, Sustainable Technologies, Agribusiness, and Resources Center; BS, MS, Fort Hayes State University; PhD, Texas A&M University

Brown, Walter C. (1966), Professor Emeritus of Technology; BS, Northwest Missouri State University; MEd, EdD, University of Missouri, Columbia

Brownson, Charles W. (1980), Librarian, East Campus Library Services; Director, East Campus Library Services; BA, South Dakota State University; MFA, University of Oregon; MLS, University of California, Berkeley

Burdette, Walter E. (1956), Professor Emeritus of Technology; BS, MS, Kansas State College of Pittsburg; EdD, University of Missouri, Columbia

Burk, Karl W. (1949), Professor Emeritus of Technology; BA, MA, Arizona State University; EdD, Bradley University

Burkett, Lee N. (1974), Professor of Exercise and Wellness; BA, MA, San Diego State University; PhD, Washington State University

Busch, Jay S. (2001), Lecturer of General Studies; BA, Michigan State University; MA, Arizona State University

Butler, Jay Q. (1972), Associate Professor of Real Estate; Director, Arizona Real Estate Center; BBA, MBA, University of New Mexico; PhD, University of Washington

C

Carlsen, Paul A. (1978), Professor Emeritus of Technology; BAE, MNS, EdD, Arizona State University

Cavaliere, William A. (1946), Professor Emeritus of Technology; BA, MA, Arizona State University

Chalquest, Richard R. (1971), Professor Emeritus of Agribusiness and Resource Management; BS, DVM, Washington State University; MS, PhD, Cornell University

Collins, Donald W. (1989), Professor Emeritus of Mechanical and Manufacturing Engineering Technology; BArch, Virginia Polytechnic Institute and State University; MS, PhD, University of Illinois, Chicago

Cooke, Nancy J. (2003), Professor of Applied Psychology; BA, George Mason University; MA, PhD, New Mexico State University

Corbin, Charles B. (1982), Professor Emeritus of Exercise and Wellness; BS, University of New Mexico; MS, University of Illinois; PhD, University of New Mexico

Cox, Frank E. (1972), Professor Emeritus of Technology; BSME, Purdue University; MSE, Arizona State University

D

D'Angelo, Barbara J. (2001), Lecturer of Multimedia Writing and Technical Communication; BA, Emmanuel College; MS, University of Illinois, Urbana-Champaign

Daneke, Gregory A. (1982), Professor of Agribusiness and Resource Management; BA, MA, Brigham Young University; PhD, University of California, Santa Barbara

Danielson, Scott G. (1999), Associate Professor of Mechanical and Manufacturing Engineering Technology; Chair, Department of Mechanical and Manufacturing Engineering Technology; BS, MS, University of Wyoming; PhD, North Dakota State University

Darst, Paul W. (1976), Professor of Physical Education; BS, MS, University of Akron; PhD, Ohio State University

Darveaux, Robert (2004), Associate Professor of Electronics and Computer Engineering Technology; PhD, North Carolina State University

Dixon, Kathleen S. (2000), Lecturer of Nutrition; BS, University of Arizona; MEd, Northern Arizona University

Dolin, Penny Ann (1998), Lecturer of Information and Management Technology; BA, Bard College; MS, Arizona State University

Duff, Jon M. (1997), Professor of Information and Management Technology; BS, MS, Purdue University; PhD, Ohio State University

E

Eaves, James E. (2003), Assistant Professor of Agribusiness and Resource Management; BA, University of Connecticut, Storrs; PhD, University of California, Davis

EAST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Edwards, Mark R. (1978), Professor of Agribusiness and Resource Management; BSME, United States Naval Academy; MBA, DBA, Arizona State University

Edwards, Marvin J. (1959), Professor Emeritus of Technology; BS, MA, Arizona State University

F

Foley, Dawn (2003), Lecturer of Education; BA, MA, Arizona State University

Fordemwalt, James N. (1987), Professor Emeritus of Electronics and Computer Engineering Technology; BS, MS, University of Arizona; PhD, Iowa State University of Science and Technology

G

Gannod, Barbara D. (1998), Assistant Professor of Computing Studies; BSc, Calvin College; MSc, PhD, Michigan State University

Gannod, Gerald (1998), Assistant Professor of Computer Studies; BS, MS, PhD, Michigan State University

Gary, Kevin (2004), Assistant Professor of Computing Studies; MS, PhD, Arizona State University

Gesell, Laurence E. (1984), Professor of Aeronautical Management Technology; BA, Upper Iowa University; MPA, University of San Francisco; PhD, Arizona State University

Gomez, Conrado L. (2003), Lecturer of Education; BA, MEd, University of Arizona; EdD, Northern Arizona University

Gordon, Richard S. (1980), Professor Emeritus of Agribusiness and Resource Management; BA, University of Rochester; MA, Harvard University; PhD, Massachusetts Institute of Technology

Gray, Robert D. (2001), Assistant Professor of Applied Psychology; BA, Queen's University (Canada); MA, PhD, York University (Canada)

Green, Douglas M. (1990), Associate Professor of Applied Biological Sciences; BS, Humboldt State University; MS, North Dakota State University; PhD, Oregon State University

Grondin, Robert O. (1983), Associate Professor of Electrical Engineering; Director, Student Academic Services, Ira A. Fulton School of Engineering; BS, MS, PhD, University of Michigan

Grossman, Gary M. (1994), Associate Professor of Information and Management Technology; Project Director, International Projects Unit; BA, University of the Pacific; MS, PhD, Purdue University

H

Hall, Richard E. II (2002), Lecturer of Nutrition; BS, Northern Arizona University; MS, Arizona State University

Hampl, Jeffrey (1998), Associate Professor of Nutrition; BS, Liberty University; MS, University of Massachusetts, Lowell; PhD, University of Nebraska

Harris, La Verne Abe (1999), Assistant Professor of Information and Management Technology; BA, MTech, Arizona State University; PhD, University of Arizona

Hefner, Stephen P. (1973), Instructional Professional of Agribusiness and Resource Management; BS, Illinois State University; MS, Arizona State University

Hild, Nicholas R. (1983), Professor of Information and Management Technology; BSME, MSENve, University of Iowa; PhD, Union Graduate School

Hinks, Robert W. (1981), Associate Professor of Engineering; BSc, University of Wales (United Kingdom); MA, MSE, PhD, Princeton University

Hirata, Ernest T. (1974), Associate Professor of Information and Management Technology; BA, San Diego State College; EdD, Arizona State University

Hopper, Lee Ann (2001), Lecturer of Education; BS, Texas Tech University; MA, Arizona State University

Horowitz, Renee B. (1986), Professor Emerita of Information and Management Technology; BA, Brooklyn College; MA, PhD, University of Colorado

Hu, Quaing (1998), Assistant Professor of Applied Biological Sciences; BS, Hubei University (China); MS, Institute of Hydrobiology, Chinese Academy of Sciences (China); PhD, Ben-Gurion University of the Negev (Israel)

Huffman, Holly Ann (2004), Lecturer of Applied Biological Sciences; BS, National University; MS, California State Polytechnic University, Pomona; PhD, University of California, Riverside

Hughner, Renee D. (2002), Assistant Professor of Agribusiness and Resource Management; BS, MBA, University of Massachusetts, Amherst; PhD, Arizona State University

Humble, Jane E. (1989), Associate Professor of Information and Management Technology; BSE, MSE, PhD, Arizona State University

Hutchins, Andrea M. (2001), Assistant Professor of Nutrition; BS, Kansas State University; MS, PhD, University of Minnesota

Hutt, Roger W. (1975), Associate Professor of Business Administration; Head, Faculty of Business Administration; BS, MBA, Ohio State University; PhD, Michigan State University

I

Irvin, Glenn W. (1997), Professor of English; Dean, East College; BA, MA, PhD, Arizona State University

J

Jakubowski, Gerald S. (2004), Professor of Engineering; Provost, East campus; Vice President, ASU; BA, MA, PhD, University of Toledo

Johnston, Carol S. (1986), Professor of Nutrition; BS, University of Michigan; MA, PhD, University of Texas, Austin

K

Kagan, Albert (1992), Professor of Agribusiness and Resource Management; BS, MS, PhD, Iowa State University of Science and Technology

Karp, Merrill R. (1994), Associate Professor of Aeronautical Management Technology; BS, Arizona State University; MA, Central Michigan University; PhD, Walden University

Keith, Marlow F. (1946), Professor Emeritus of Technology; BA, MA, Arizona State University

Kelley, Donald G. (1980), Professor Emeritus of Manufacturing and Aeronautical Engineering Technology; BS, MS, Arizona State University

Kigin, Denis J. (1958–65; 1967), Professor Emeritus of Technology; Dean Emeritus, Continuing Education and Summer Sessions; BS, Mankato State University; MS, University of Wisconsin, Stout; EdD, University of Missouri

Kime, Charles Henry (2000), Professor of Practice, Information and Management Technology; BS, Arizona State University; MBA, University of Phoenix; PhD, Arizona State University

Kisielewski, Robert V. (1978), Professor Emeritus of Technology; BSME, MSME, University of Wisconsin, Madison

Kleemann, Gary L. (1979), Administrative Professional, Academic Programs; Director, E-Learning; BA, MS, San Jose State University; PhD, Arizona State University

Koehnemann, Harry E. (2001), Associate Professor of Computing Studies; BS, Northern Arizona University; MS, PhD, Arizona State University

Kulinna, Pamela Hodges (2003), Assistant Professor of Physical Education; BS, MS, University of Oregon; PhD, University of Illinois, Urbana-Champaign

Kuo, Chen-Yuan (1984), Associate Professor of Computing Studies; BS, National Taiwan University (Taiwan); MS, Northwestern University; PhD, University of California, Berkeley

L

Lawler, Eugene D. (1967), Professor Emeritus of Technology; BS, Northern State College; MA, Arizona State University

Lestar, Dot J. (1995), Lecturer of Information and Management Technology; BS, MTech, Arizona State University

Lindley, James (2001), Senior Lecturer of Preveterinary Medicine; BS, DVM, University of Missouri, Kansas City

Lindquist, Timothy E. (1985), Professor of Computing Studies; Associate Dean and Director, Computing Studies; BS, Purdue University; MS, PhD, Iowa State University

Lytle, Robert G. (1972), Professor Emeritus of Agribusiness and Resource Management; BS, Western Kentucky University; MS, Arizona State University

M

Macia, Narciso F. (1990), Associate Professor of Electronics and Computer Engineering Technology; BS, MS, University of Texas, Arlington; PhD, Arizona State University

Maddy, Kenneth H. (1980), Professor Emeritus of Agribusiness and Resource Management; BS, Pennsylvania State University; MS, University of Wisconsin, Madison; PhD, Pennsylvania State University

Mahoney, Kate (2004), Assistant Professor of Education; BA, State University of New York, Geneseo; MA, New Mexico State University; PhD, Arizona State University

Maid, Barry M. (2000), Professor of Multimedia Writing and Technical Communication; Head, Faculty of Multimedia Writing and Technical Communication; BA, University of Wisconsin, Madison; MA, University of Texas, Austin; PhD, University of Massachusetts, Amherst

Maisel, James E. (1985), Professor Emeritus of Electronics and Computer Engineering Technology; BEngSci, BEE, Fenn College; MSEE, Ohio State University

Manfredo, Mark R. (1999), Assistant Professor of Agribusiness and Resource Management; BS, California State University, Fresno; MS, New Mexico State University; PhD, University of Illinois, Urbana

Manore, Melinda M. (1984), Professor Emerita of Nutrition; BS, Seattle Pacific University; MS, University of Oregon; PhD, Oregon State University

Marble, Cindy S. (2004), Assistant Professor of Education; BS, Western Michigan University; MA, PhD, Michigan State University

Marcum, Kenneth (2003), Assistant Professor of Applied Biological Sciences; BS, Ohio State University; MS, New Mexico State University; PhD, University of Hawaii, Manoa

Marquardt, Raymond A. (1997), Professor of Agribusiness and Resource Management; Dean, Morrison School of Agribusiness and Resource Management; BS, MS, Colorado State University; PhD, Michigan State University

Martin, Chris A. (1990), Associate Professor of Applied Biological Sciences; BS, California Polytechnic State University and University of Southern California; MS, Auburn University; PhD, University of Florida

Matson, John H. (1978), Associate Professor of Information and Management Technology; BS, MS, Illinois State University

Matthews, James B. (1989), Professor Emeritus of Aeronautical Management Technology; BS, Rose-Hulman Institute of Technology; MS, Massachusetts Institute of Technology; PhD, University of Arizona

McBrien, Edward F. (1986), Professor Emeritus of Electronic and Computer Engineering Technology; BSE, Fenn College; MSEE, Cleveland State University

McCurry, William K. (1995), Professor of Aeronautical Management Technology; Chair, Department of Aeronautical Management Technology; BS, Purdue University; MS, Troy State University; PhD, University of Kansas

McHenry, Albert L. (1978), Professor of Electronics and Computer Engineering Technology; Dean, College of Technology and Applied Sciences; BS, Southern University and A&M College; MS, PhD, Arizona State University

Mermis, William L. (1995), Professor of Human Health Studies; Head, Faculty of Human Health Studies; BS, MS, Saint Louis University; PhD, Arizona State University

Millard, Bruce R. (1988), Associate Professor of Computing Studies; BA, MS, Washington State University; PhD, Arizona State University

Miller, Victor J. (1958), Professor Emeritus of Agribusiness and Resource Management; BS, MS, PhD, University of Illinois

Miller, William H. (1984), Associate Professor of Applied Biological Sciences; Director, Executive Committee, Geographic Information Science; BS, MS, PhD, Washington State University

Minter, Marshall R. Jr. (1965), Professor Emeritus of Technology; BSME, Purdue University; MSME, University of Arizona

Molina-Walters, Debi (2004), Assistant Clinical Professor of Education; BA, California State University, Sonoma; MS, California State University, Hayward; EdD, University of the Pacific

Monte, Woodrow (1979), Professor Emeritus of Nutrition; BS, New Mexico Institute of Mining and Technology; MS, PhD, Colorado State University

Moody, E. Grant (1951), Professor Emeritus of Agribusiness and Resource Management; BS, University of Arizona; MS, Kansas State University; PhD, Purdue University

Morgan, Owen W. (1968), Professor Emeritus of Nutrition; BA, Grinnell College; MA, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln

Morrell, Darryl R. (1988), Associate Professor of Electrical Engineering; BS, MS, PhD, Brigham Young University

Munukutla, Lakshmi V. (1987), Professor of Electronics and Computer Engineering Technology; Chair, Department of Electronics and Computer Engineering Technology; BS, MS, Andhra University (India); PhD, Ohio University

EAST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Mushkatel, Alvin H. (1980), Professor of Applied Biological Sciences; BA, Ohio State University; MS, PhD, University of Oregon

N

Nam, Changho (1998), Associate Professor of Mechanical and Manufacturing Engineering Technology; BS, MS, Seoul National University (South Korea); PhD, Purdue University

Nelson, Howard (2004), Assistant Clinical Professor of Information and Management Technology; PhD, Minnesota State University

Newman, Richard L. (2001), Assistant Administrative Professional; Director, Training Services, College of Technology and Applied Sciences; BS, MS, Arizona State University

Niemczyk, Mary C. (2003), Assistant Professor of Aeronautical Management Technology; BA, Benedictine College; MBA, Embry-Riddle Aeronautical University; PhD, Arizona State University

O

O'Brien, Marc H. (1997), Lecturer of Aeronautical Management Technology; BA, Boston University; MS, Indiana State University

O'Grady, E. Pearse (1991), Associate Professor of Computing Studies; BSEE, St. Louis University, Parks; MS, PhD, University of Arizona

Ohmart, Robert D. (1970), Professor of Applied Biological Sciences; BS, MS, New Mexico State University; PhD, University of Arizona

Olson, Larry W. (1995), Associate Professor of Information and Management Technology; BS, Baylor University; PhD, University of Pennsylvania

Orlowicz, Connie J. (2002), Lecturer of Physical Education; BA, MEd, Arizona State University

P

Palmgren, Dale E. (1984), Associate Professor of Mechanical and Manufacturing Engineering Technology; Associate Dean, College of Technology and Applied Sciences; BS, MS, PhD, University of Wisconsin, Madison

Pardini, Louis J. (1967), Professor Emeritus of Technology; BA, AM, Idaho State University; EdD, University of Northern Colorado

Parmentier, Mary Jane (1999), Lecturer of Information and Management Technology; BA, Southern Connecticut State University; MA, San Francisco State University; PhD, University of Colorado, Denver

Patterson, Paul M. (1995), Associate Professor of Agribusiness and Resource Management; BS, Auburn University; MS, PhD, Purdue University

Pearce, Martha V. (1977), Professor Emerita of Technology; BS, Columbia University; MS, Boston University; EdD, Arizona State University

Pearson, Michael W. (1998), Associate Clinical Professor of Aeronautical Management Technology; BA, University of Houston; MBA, JD, Arizona State University

Peterson, Danny M. (1999), Professor of Practice, Information and Management Technology; BS, University of Idaho; MBA, California State University, Sacramento; MS, PhD, Arizona State University

Peterson, Edward R. (1977), Professor Emeritus of Electronics and Computer Engineering Technology; BSEE, Fairleigh Dickinson University; MSEE, Arizona State University

Phillips, Wayne T. (1997), Associate Professor of Exercise and Wellness; CertEd, Cardiff College of Education, Cardiff (United Kingdom); MS, Loughborough University of Technology (United Kingdom); PhD, Arizona State University

Post, Alvin (2000), Assistant Professor of Mechanical and Manufacturing Engineering Technology; BS, University of Arizona; MS, Stanford University; PhD, University of Hawaii

Prest, Alison (2002), Lecturer of Education; BA, Arizona State University; MSED, Northern Arizona University

Prust, Zenas A. (1959), Professor Emeritus of Technology; BS, University of Wisconsin, Stout; MA, University of Minnesota, Twin Cities; EdD, University of Northern Colorado

R

Raccach, Moshe (1980), Associate Professor of Agribusiness and Resource Management; BSc, MSc, The Hebrew University (Israel); PhD, Cornell University

Rajadas, John N. (1996), Associate Professor of Mechanical and Manufacturing Engineering Technology; BTech, Indian Institute of Technology (India); MS, PhD, Georgia Institute of Technology

Reed, William H. (1968), Professor Emeritus of Aeronautical Management Technology; BS, University of Oklahoma; MS, Arizona State University

Richards, Timothy J. (1994), Associate Professor of Agribusiness and Resource Management; Power Chair Distinguished Professor of Agribusiness; BA, University of British Columbia (Canada); MA, PhD, Stanford University

Richardson, Grant L. (1953), Professor Emeritus of Agribusiness and Resource Management; BS, MS, University of Arizona; PhD, Oregon State University

Roberts, Chell (2003), Associate Professor of Engineering; Chair, Department of Engineering; BA, MS, University of Utah; PhD, Virginia Polytechnic Institute and State University

Robertson, John M. (2001), Professor of Electronics and Computer Engineering Technology; BS, University of St. Andrews (United Kingdom); MS, University of Dundee (United Kingdom); PhD, University of Edinburgh (United Kingdom)

Robinson, Daniel O. (1950), Professor Emeritus of Agribusiness and Resource Management; AB, Brigham Young University; MS, University of Arizona; PhD, Ohio State University

Roe, Keith B. (1979), Professor Emeritus of Technology; BS, Wisconsin State College; MA, University of Michigan

Roen, Duane (1995), Professor of English; Head, Humanities, Arts, and English Program; BS, MS, University of Wisconsin, River Falls; PhD, University of Minnesota, Minneapolis

Rogers, Bradley B. (1984), Associate Professor of Mechanical and Manufacturing Engineering Technology; BS, MS, Montana State University; PhD, Arizona State University

Roper, Devon J. (1966), Professor Emeritus of Aeronautical Management Technology; BS, Utah State University; MS, Arizona State University

S

Salmirs, Seymour (1981), Professor Emeritus of Technology; BAE, MSAE, Georgia Institute of Technology

Schildgen, Thomas E. (1981), Professor of Information and Management Technology; Chair, Department of Information and Management Technology; BS, MS, Illinois State University; EdD, Northern Arizona University

Schmidt, Peter A. (1978), Professor Emeritus of Manufacturing and Aeronautical Engineering Technology; BS, Northern Illinois University; MA, EdD, Arizona State University

Schmitz, Troy G. (1998), Associate Professor of Agribusiness and Resource Management; BS, University of Saskatchewan (Canada); MS, PhD, University of California, Berkeley

Schoen, Robert A. (1966), Professor Emeritus of Technology; BS, MS, Arizona State University

Schvaneveldt, Roger W. (2000), Professor of Applied Psychology; Head, Faculty of Applied Psychology; BA, University of Utah; MS, PhD, University of Wisconsin, Madison

Schwalm, David E. (1986), Associate Professor of English; Vice Provost, Academic Programs, East campus; BA, Carlton College; MS, PhD, University of Chicago

Sehren, Ann (2004), Lecturer of Exercise and Wellness; BS, MS, University of Southern Mississippi; EdD, University of North Carolina, Greensboro

Seperich, George J. (1976), Professor of Agribusiness and Resource Management; Associate Dean, Morrison School of Agribusiness and Resource Management; BS, Loyola University, Chicago; MS, PhD, Michigan State University

Shepard, Christina W. (1999), Lecturer of Nutrition; BS, University of Arizona; MS, Arizona State University

Shultz, Clifford J. (1992), Professor of Agribusiness and Resource Management; Marley Foundation Chair in Consumer Food Marketing; BA, DePauw University; MA, PhD, Columbia University

Skilton, Paul F. (2003), Assistant Professor of Business Administration; BA, University of California; MBA, Boston College; PhD, Arizona State University

Smith, Bryan (2004), Assistant Clinical Professor of Education; BA, MA, University of Delaware; PhD, University of Arizona

Sommerfeld, Milton R. (1968), Professor of Life Sciences; BS, Southwest Texas State College; PhD, Washington University

Steele, Kelly P. (2002), Associate Professor of Applied Biological Sciences; BA, PhD, University of California

Stever, Gayle S. (2003), Senior Lecturer of Education; BM, MA, PhD, Arizona State University

Stiles, Philip G. (1969), Professor Emeritus of Agribusiness and Resource Management; BS, University of Arkansas; MS, University of Kentucky; PhD, Michigan State University

Stone, Marian G. (1989), Associate Professor of Multimedia Writing and Technical Communication; BA, State University of New York, Binghamton; MS, Northeastern University

Stone, William J. (1967), Professor of Exercise and Wellness; Chair, Department of Exercise and Wellness; BS, Boston University; MS, Florida State University; EdD, University of California, Berkeley

Strawn, Roland S. (1967), Professor Emeritus of Technology; BSEE, MSEE, University of Illinois; PhD, Arizona State University

Stutz, Jean C. (1981), Professor of Applied Biological Sciences; BS, Ursinus College; MS, University of Delaware; PhD, Pennsylvania State University

Sundararajan, Rajeswari (1996), Associate Professor of Electronics and Computer Engineering Technology; BS, University of Madras (India); MS, Indian Institute of Science (India); PhD, Arizona State University

Swan, Pamela (1994), Associate Professor of Exercise and Wellness; BA, University of California, Santa Barbara; MS, University of North Carolina, Greensboro; PhD, University of Tennessee

T–W

Taysom, Elvin D. (1953), Professor Emeritus of Agribusiness and Resource Management; BS, University of Idaho; MS, Utah State University; PhD, Washington State University

Thomason, Leslie L. (1969), Professor Emeritus of Technology; AB, MA, EdD, University of Oklahoma

Thor, Eric P. (1990), Professor of Agribusiness and Resource Management; BS, MS, PhD, University of California, Berkeley

Tripp, Wayne E. (2002), Lecturer of Aeronautical Management Technology; BS, Liberty University; ME, Lynchburg College

Tudor-Locke, Catrine (2001), Assistant Professor of Exercise and Wellness; BA, University of Lethbridge (Canada); MS, Dalhousie University (Canada); PhD, University of Waterloo (Canada)

Turney, Mary Ann (1999), Professor Emerita of Aeronautical Management Technology; BA, LeMoyne College; MA, Hofstra University; EdD, Nova Southeastern University

Vaughan, Linda A. (1982), Professor of Nutrition; Chair, Department of Nutrition; BS, University of California, Davis; MNS, Cornell University; PhD, University of Arizona

Watkins, Thomas B. (1972), Professor Emeritus of Technology; BS, University of Wyoming; MS, Arizona State University

Watson, Emma J. (1999), Lecturer of Business Administration; BA, Sonoma State University; MEd, Western Washington University

Welty, Ellen L. (1996), Associate Librarian, East Campus Library Services; BA, University of Wyoming; MSLS, University of Illinois, Urbana-Champaign

Wenhart, James C. (1996), Senior Lecturer of Education; BA, MEd, Arizona State University

White-Taylor, Janel D. (2003), Assistant Professor of Education; BA, Loyola Marymount University; MEd, PhD, Arizona State University

Whitehouse, Richard O. (1997), Senior Lecturer of Computing Studies; BS, Worcester State College; MS, University of Tennessee

Whysong, Gary L. (1974), Associate Professor of Applied Biological Sciences; BS, MS, Montana State University; PhD, University of Wyoming

Wilson, Daniel (1978), Senior Lecturer of Information and Management Technology; BS, Drexel University; MSE, PhD, Arizona State University

Winham, Donna M. (2002), Assistant Professor of Nutrition; BS, Keene State College; MA, University of Arizona; PhD, University of California, Los Angeles

Wood, Billy G. (1977), Professor Emeritus of Electronics and Computer Engineering Technology; AB, University of California, Berkeley; BS, Eastern Illinois University; MS, University of Arizona

Woodruff, Larry (1998), Senior Lecturer of Exercise and Wellness; BS, University of Oregon; MS, Western Oregon University

Woolf, Kathleen (2002), Assistant Professor of Nutrition; BS, Arizona State University; MS, University of California, Los Angeles; PhD, Arizona State University

Zeng, Guoliang (1991), Associate Professor of Electronics and Computer Engineering Technology; BS, Chengdu Telecommunication Institute (China); MS, University of California, San Diego; MNS, PhD, Arizona State University

East Campus Administrative Personnel

Academic Administration

Vice President, ASU; Provost, East Campus	Gerald S. Jakubowski
Vice Provost, Academic Programs	David E. Schwalm
Dean, Student Affairs	Gary L. McGrath
Director, Academic Services	C. Vinette Williams
Vice Provost, Administrative Services	Terry C. Isaacson
Director, American Indian Programs	Phillip J. Huebner
Director, Information Technology	Kati L. Weingartner
Director, Public Affairs	C. Vinette Williams
Director, Library Services	Charles W. Brownson
Vice Provost, Planning and Budget	Sheila L. Ainlay
Director, Research and Sponsored Projects	Jean N. Humphries

East College

Dean, East College	Glenn W. Irvin
Chair, Department of Exercise and Wellness	William J. Stone
Chair, Department of Nutrition	Linda A. Vaughan
Chair, Department of Applied Biological Sciences	Ward W. Brady
Head, Faculty of Applied Psychology	Roger W. Schvaneveldt
Head, Faculty of Business Administration	Roger W. Hutt
Head, Faculty of Education	Bette S. Bergeron
Head, Faculty of Human Health Studies	William L. Mermis
Head, Faculty of Multimedia Writing and Technical Communication	Barry M. Maid

College of Technology and Applied Sciences

Dean, College of Technology and Applied Sciences	Albert L. McHenry
Associate Dean, College of Technology and Applied Sciences	Dale E. Palmgren
Associate Dean and Director, Computing Studies	Timothy E. Lindquist
Chair, Department of Aeronautical Management Technology	William K. McCurry
Chair, Department of Electronics and Computer Engineering Technology	Lakshmi V. Munukutla
Chair, Department of Engineering	Chell A. Roberts
Chair, Department of Information and Management Technology	Thomas E. Schildgen
Chair, Department of Mechanical and Manufacturing Engineering Technology	Scott G. Danielson
Project Director, International Projects Unit	Gary M. Grossman

Morrison School of Agribusiness and Resource Management

Dean, Morrison School of Agribusiness and Resource Management	Raymond A. Marquardt
Associate Dean, Morrison School of Agribusiness and Resource Management	George J. Seperich

ASU Administrative Personnel

See "Administrative Personnel," page 376.

Tempe Campus

www.asu.edu

**Milton D. Glick, PhD, Executive Vice President
and Provost of the University**

Founded in 1885, the Tempe campus of Arizona State University is located near the heart of metropolitan Phoenix in the city of Tempe. The Tempe campus comprises more than 700 acres and offers outstanding physical facilities to support the university's educational programs. The campus is characterized by broad pedestrian malls laid out in an easy-to-follow grid plan, with spacious lawns and subtropical landscaping.

ASU is a multicampus state-supported university with a student enrollment of more than 48,900 on the Tempe campus. Among the colleges are more than 90 programs leading to bachelor's degrees and more than 140 programs leading to graduate degrees, including a law degree program. These colleges are located on the Tempe campus:

1. Barrett Honors College;
2. College of Architecture and Environmental Design;
3. College of Education;
4. College of Law;
5. College of Liberal Arts and Sciences;
6. College of Nursing;

7. College of Public Programs;
8. Katherine K. Herberger College of Fine Arts;
9. Ira A. Fulton School of Engineering; and
10. W. P. Carey School of Business.

The Division of Graduate Studies, School of Extended Education, and University Libraries are also administered through the Tempe campus.

The mission of the university is to provide outstanding programs in instruction, research, and creative activity; to promote and support economic development; and to provide service appropriate for the nation, the state of Arizona, and the state's major metropolitan area. The Tempe campus supports the university mission through faculty who are excellent scholars and researchers and who are committed to teaching excellence.

The Tempe campus offers a broad range of educational experiences through a traditional semester calendar and summer and winter sessions. ASU programs offer diversity in academic, athletic, cultural, and social activities to prepare students to be productive citizens in a multicultural society.



A view of Tempe campus looking north with Gammage Auditorium in the foreground, "A" Mountain, *right*, the Papago Buttes, *left*, and Camelback Mountain in the distance

Tim Trumble photo

Tempe Campus Directory

For the “East Campus Directory,” see page 386. For the “West Campus Directory,” see page 507. For the “School of Extended Education Directory,” see page 524.

Organization	Location	Telephone	Web Address
Adelphi Commons	739 E Apache	480/965-2192	www.campushousing.com/asum
Admissions	—	—	—
Graduate	WILSN 101	480/965-6113	www.asu.edu/graduate/admissions
Law	LAW 120	480/965-1474	www.law.asu.edu
Readmissions (undergraduate)	SSV 142	480/965-7550	www.asu.edu/registrar/readmissions
Undergraduate	SSV 112	480/965-7788	www.asu.edu/admissions
Adult Re-Entry	MU 14	480/965-2252	www.asu.edu/studentlife/reentry
Architecture and Environmental Design, College of	ARCH 138	480/965-6384	www.asu.edu/caed
Architecture and Landscape Architecture, School of	AED 162	480/965-3536	www.asu.edu/caed/sala
Design, School of	AED 154	480/965-4135	www.asu.edu/caed/SOD
Herberger Center for Design Research Planning, School of	ARCH 119	480/965-6693	www.asu.edu/caed/HCDE
	AED 158	480/965-7167	www.asu.edu/caed/sop
Arizona Drug and Gang Prevention Resource Center	ASUDC Bldg. D	480/727-5015 1-888-432-2347	www.asu.edu/adgprc
Arizona Prevention Resource Center	ASUDC Bldg. D	480/727-2772 1-800-432-2772	www.azprevention.org
Associated Students of ASU (ASASU) Graduate and Professional Student Association	MU third floor MU 311	480/965-3161 480/965-3162	www.asu.edu/asasu www.asu.edu/gpsa
Programming and Activities Board	MU third floor	480/965-0089	www.asu.edu/pab
Undergraduate Student Government	MU third floor	480/965-4216	www.asu.edu/usg
ASU Alumni Association	MAIN 200	480/965-2586 1-800-258-6687	www.asu.edu/alumni
ASU Operator	—	480/965-9011	www.asu.edu/directory
Bookstore, ASU	BKSTR	480/965-7928	bookstore.asu.edu
Business, W. P. Carey School of	BA 109	480/965-4227	wpcarey.asu.edu
Accountancy, School of	BA 223	480/965-3631	wpcarey.asu.edu/acc
Business Administration (MBA)	BA 160	480/965-3332	wpcarey.asu.edu/mba
Business Administration (PhD)	BA 171	480/965-3368	wpcarey.asu.edu/grad/phd
Economics, Department of	BAC 659	480/965-3531	wpcarey.asu.edu/ecn
Finance, Department of	BAC 519	480/965-3131	wpcarey.asu.edu/fin
Health Management and Policy, School of	BA 318	480/965-7778	wpcarey.asu.edu/hap
Information Systems, Department of	BA 223	480/965-3252	wpcarey.asu.edu/is
International Business Studies	BA 109	480/965-0596	wpcarey.asu.edu/up/ipo.cfm
Management, Department of	BA 323	480/965-3431	wpcarey.asu.edu/mgt
Marketing, Department of	BAC 460	480/965-3621	wpcarey.asu.edu/mkt
Supply Chain Management, Department of	BA 446	480/965-6044	wpcarey.asu.edu/scm
Campus Card (See “Student ID,” page 398.)	—	—	—
Campus Children’s Center	910 S Terrace	480/921-2737	—
Campus Dining at ASU	—	—	www.asucampusdining.com
Administrative Office	MU 138	480/965-3464	—
Distinctive Catering Sales Office	MU 182	480/965-6508	—
Meal Plan Sales	MU 138	480/965-3464	—
Career Services	SSV 329	480/965-2350	career.asu.edu
Career Testing Services	SSV 340	480/965-6777	www.asu.edu/cts

Organization	Location	Telephone	Web Address
Cashiering Services	SSV 244	480/965-7468	www.asu.edu/sbs
Child and Family Services	MU 14C	480/965-9515	www.asu.edu/mu/family
Co-Curricular Programs	MU third floor	480/965-9600	www.asu.edu/vpsa/partnerships
Community Service Program	MU third floor	480/965-0305	www.asu.edu/mu/community
Counseling and Consultation	SSV 334	480/965-6146	counseling.asu.edu
Creative Writing (MFA)	LL 307C	480/965-3528	www.asu.edu/clas/english/creativewriting
Danforth Chapel	CHAPL	480/965-3570	www.asu.edu/studentlife/danforth
Disability Resource Center	MCENT	480/965-6547	www.asu.edu/drc
TTY	—	480/965-9000	—
Voice	—	480/965-1234	—
Drop/add and withdrawal information	SSV 144	480/965-3124	—
East campus (See “East Campus Directory,” page 386.)	—	480/727-3278	www.east.asu.edu
Education, College of	EDB 108	480/965-3306	coe.asu.edu
Computer Support/Student Computer Lab	EDB 122	480/965-2126	coecs.asu.edu
Curriculum and Instruction, Division of	ED 426	480/965-1644	coe.asu.edu/candi
Beginning Educator Support Team (BEST)	EDB 101C	480/965-4339	coe.asu.edu/best
Professional Field Experiences	EDB L1-14	480/965-6255	coe.asu.edu/pfe
Graduate Program Office	ED 434	480/965-4602	coe.asu.edu/candi
Dean’s Office	EDB 104	480/965-3306	coe.asu.edu
Education Policy Studies Laboratory	EDB L1-01	480/965-1886	www.asu.edu/educ/eps1
Educational Leadership and Policy Studies, Division of	ED 120	480/965-6357	coe.asu.edu/elps
Educational Research and Services, Bureau of	ED 140	480/965-3538	bers.asu.edu
Indian Education, Center for	ED 402	480/965-6292	coe.asu.edu/cie
Psychology in Education, Division of	EDB 302	480/965-3384	coe.asu.edu/psyched
Admissions (recording, voice mail)	EDB 302	480/965-6420	coe.asu.edu/psyched
Counselor Training Center	EDB 401	480/965-5067	coe.asu.edu/ctc
Southwest Center for Education Equity and Language Diversity	ED 440	480/965-7134	www.asu.edu/educ/sceed
Student Services, Office of	—	—	—
Academic Advising	EDB L1-13	480/965-5555	coe.asu.edu/oss
Living and Learning Residential Floor	MANZH	480/965-9706	coe.asu.edu/oss
New Student Recruitment	EDB L1-12	480/965-5555	coe.asu.edu/oss
Vice President for University-School Partnerships	EDB 104	480/965-3306	coe.asu.edu
Educational Opportunity Center	1000 E. Apache, No. 118	480/894-8451	www.asu.edu/studentlife/eoc
Engineering, Ira A. Fulton School of	—	480/965-1726	fulton.asu.edu/fulton
Bioengineering, Harrington Department of	ECG 334	480/965-3028	fulton.asu.edu/~bme/new
Chemical and Materials Engineering, Department of	ECG 202	480/965-3313	fulton.asu.edu/~cme
Civil and Environmental Engineering, Department of	ECG 252	480/965-3589	fulton.asu.edu/civil
Computer Science and Engineering, Department of	BYENG 501	480/965-3190	www.eas.asu.edu/~csedept
Construction, Del E. Webb School of	USE 138	480/965-3615	construction.asu.edu
Electrical Engineering, Department of	ENGRC 552	480/965-3424	fulton.asu.edu/ee
Industrial Engineering, Department of	GWC 502	480/965-3185	fulton.asu.edu/ie
Mechanical and Aerospace Engineering, Department of	ECG 346	480/965-3291	fulton.asu.edu/mae
Equal Opportunity/ Affirmative Action	ADM B171	480/965-5057	www.eoaa.asu.edu
TTY	—	480/965-0471	—
Exercise Science (PhD)	PEBW M201	480/965-7906	www.asu.edu/clas/espe

TEMPE CAMPUS DIRECTORY

Organization	Location	Telephone	Web Address
Extended Education, School of (See "School of Extended Education Directory," page 524.)	ASUDC C319	480/965-9696	www.asu.edu/xed
Fine Arts Box Office	FAC	480/965-6447	—
Fine Arts, Katherine K. Herberger College of Art, School of	GHALL 132	480/965-6536	herbergercollege.asu.edu
Dance, Department of	ART 102	480/965-3468	herbergercollege.asu.edu/art
Music, School of	PEBE 107A	480/965-5029	herbergercollege.asu.edu/dance
Theatre, Department of	MUSIC E185	480/965-3371	herbergercollege.asu.edu/music
	GHALL 232	480/965-5337	herbergercollege.asu.edu/theatre
Freshman Year Experience	PVW	480/965-1512	www.asu.edu/fye
Gerontology Program	FAB S121	602/543-6642	www.west.asu.edu/chs/grn
Graduate Studies, Division of	WILSN lobby	480/965-3521	www.asu.edu/graduate
Admissions	WILSN 101	480/965-6113	www.asu.edu/graduate/admissions
Advising/Referral Office	WILSN lobby	480/965-3521	www.asu.edu/graduate
Financial Support	SSV 216A	480/965-3355	www.asu.edu/graduate/financial
Student Academic Services/Format Advising	WILSN lobby	480/965-3521	www.asu.edu/graduate/current/sas.htm www.asu.edu/graduate/format
Graduation Section	SSV 140	480/965-3256	www.asu.edu/registrar/graduation
Commencement Office	RITT B160	480/965-6611	www.asu.edu/ssc/commence
Graduate Division	SSV 140	480/965-6980	—
Greek Life (Fraternities and Sororities)	MU third floor	480/965-5292	www.asu.edu/mu/greeklife
Human Resources Customer Service Center	USB	480/965-2701	asu.edu/hr
Information Technology	—	—	www.asu.edu/it
University Chief Information Officer	—	—	www.asu.edu/cio
Classroom Support Centers	CPCOM 105	480/965-3342	www.asu.edu/classroomsupport
Computer Accounts Office	CPCOM 202	480/965-1211	www.asu.edu/it/tempe/cac
Computing Site hours	—	480/965-6500	www.asu.edu/it/tempe/sites/schedules.htm
Computing Sites	CPCOM Atrium	480/965-4459	www.asu.edu/it/tempe/sites
	BAC 16	480/965-3074	—
	COOR 150	480/965-7992	—
	ECG 150	480/965-6280	—
	GWC 185	480/965-4307	—
Customer Assistance Center	CPCOM 202	480/965-5939	www.asu.edu/cacenter
DMIT Instruction Support Lab	CPCOM 213	480/965-6739	dmit.asu.edu/islab
Help Desk	CPCOM 202	480/965-6500	www.asu.edu/it/tempe/cac
Intergroup Relations Center	SSV 278	480/965-1574	www.asu.edu/provost/intergroup
International Programs Office	TMPCT 198	480/965-5965	ipo.asu.edu
International Student Office	SSV 265	480/965-7451	www.asu.edu/studentlife/iso
Journalism and Mass Communication, Walter Cronkite School of	STAUF A231	480/965-5011	cronkite.asu.edu
Law, College of	LAW 101	480/965-6181	www.law.asu.edu
Admissions Office	LAW 120	480/965-1474	—
John J. Ross–William C. Blakley Law Library	LAWLB	480/965-6144	www.law.asu.edu/?folderid=2587
Learning Resource Center	MU 14	480/965-7728	www.asu.edu/lrc
	PVW	480/965-6254	—
Liberal Arts and Sciences, College of	FOUND 1120	480/965-6506	clas.asu.edu
Aerospace Studies, Department of	SS 352	480/965-3181	www.asu.edu/clas/afrotc
African and African American Studies Program	COWDN 227	480/965-4399	www.asu.edu/clas/aftramstu
American Indian Studies Program	AG 372	480/965-3634	www.asu.edu/clas/americanindian
Anthropology, Department of	ANTH 233	480/965-6213	www.asu.edu/clas/anthropology
Asian Pacific American Studies Program	AG 352	480/965-9711	www.asu.edu/clas/apas
Chemistry and Biochemistry, Department of	PS D102	480/965-3461	chemistry.asu.edu
Chicana and Chicano Studies, Department of	COOR 6633	480/965-5091	www.asu.edu/clas/chicana
Computational Biosciences Program	GWC 642	480/965-9845	www.asu.edu/compbiosci
English, Department of	LL 542	480/965-3168	www.asu.edu/clas/english
Family and Human Development, Department of	COWDN 106	480/965-6978	www.asu.edu/clas/fhd

Organization	Location	Telephone	Web Address
Liberal Arts and Sciences, College of (continued)			
Geography, Department of	SCOB 330	480/965-7533	geography.asu.edu
Geological Sciences, Department of	PS F686	480/965-5081	geology.asu.edu
History, Department of	COOR 4595	480/965-5778	www.asu.edu/clas/history
Human Communication, Hugh Downs School of	STAUF A412	480/965-5095	www.asu.edu/clas/communication
Interdisciplinary Humanities Program	LL 641	480/965-6747	www.asu.edu/clas/humanities
Justice and Social Inquiry, School of	WILSN 331	480/965-7682	www.asu.edu/clas/justice
Kinesiology, Department of	PEBW 218	480/965-3875	www.asu.edu/clas/kines
Languages and Literatures, Department of	LL 440	480/965-6281	www.asu.edu/languages/
Life Sciences, School of	LSC 226	480/965-9537	sols.asu.edu
Graduate Programs	LSE 229	480/965-1768	sols.asu.edu/grad/gdegrees.php
Research and Training Initiatives	LSE 205	480/965-2543	sols.asu.edu/rti
Student Services/advising	LSC 206	480/727-6277	sols.asu.edu/ugrad/uadvising.php
Undergraduate Programs	LSC 226	480/965-9537	sols.asu.edu/ugrad/udegrees.php
Mathematics and Statistics, Department of	PS A216	480/965-3951	math.la.asu.edu
Military Science, Department of	SS 330	480/965-3318	www.asu.edu/clas/military
Philosophy, Department of	COOR 3309	480/965-3394	www.asu.edu/clas/philosophy
Physics and Astronomy, Department of	PS F470	480/965-3561	phy.asu.edu
Political Science, Department of	COOR 6801	480/965-6551	www.asu.edu/clas/polisci
Psychology, Department of	PSY 237	480/965-3326	www.asu.edu/clas/psych
Religious Studies, Department of	ECA 377	480/965-7145	www.asu.edu/clas/religious_studies
Sociology, Department of	COOR 5681	480/965-3546	www.asu.edu/clas/sociology
Speech and Hearing Science, Department of	COOR 2211	480/965-2373	www.asu.edu/clas/shs
Women and Gender Studies Program	ECA 209	480/965-2358	www.asu.edu/clas/womens_studies
Libraries			
Fletcher Library	FLHLB	602/543-8501	library.west.asu.edu
John J. Ross–William C. Blakley Law Library	LAWLB	480/965-6144	www.law.asu.edu?folderid=2587
University Libraries	LIB	480/965-6164	www.asu.edu/libraries
Architecture and Environmental Design Library	AED 153	480/965-6400	www.asu.edu/lib/arch
Archives and Special Collections	LIB 413	480/965-3145	www.asu.edu/lib/archives
Hayden Library (Circulation Desk)	LIB	480/965-3605	www.asu.edu/lib/hayden
Library Administration	LIB	480/965-3417	—
Music Library	MUSIC W302	480/965-3513	www.asu.edu/lib/music
Noble Science and Engineering Library	NOBLE	480/965-7607	www.asu.edu/lib/noble
Reference questions	—	480/965-6164	www.asu.edu/lib/hayden/ref
Memorial Union			
Administration	MU mezzanine	480/965-5310	—
Event and Meeting Services	MU 182	480/965-3406	www.asu.edu/mu/events
Information Desk	MU first level	480/965-5728	—
Lost and Found	MU first level	480/965-5728	—
Montgomery Instructional Lab	MU 178	480/727-6663	—
Sparky's Den	MU lower level	480/965-3642	—
Sun Devil Involvement Center	MU third level	480/965-2255	www.asu.edu/mu/sdic
Multicultural Student Center	SSV 394	480/965-6060	www.asu.edu/studentlife/msc
Nursing, College of			
ASUN Office	NUR 344	480/965-3244	nursing.asu.edu
Community Health Services Clinic	NUR 304	480/965-0123	nursing.asu.edu/asun
Continuing and Extended Education	—	480/941-9283	nursing.asu.edu/anc/chsc/
Dean's Office	CSB 334	480/965-7431	nursing.asu.edu/ce
Graduate Programs and Research Office	NUR 454	480/965-6431	nursing.asu.edu/general/deans_welcome.htm
Learning Resource Office	NUR 444	480/965-3948	nursing.asu.edu/programs/graduate
Student Services Office	NUR 208	480/965-3942	nursing.asu.edu/lrc
Undergraduate Program Office	NUR 108	480/965-2987	nursing.asu.edu/studentsservices
Operator, university	NUR 470	480/965-2668	nursing.asu.edu/programs/undergraduate
Operator, university	—	480/965-9011	www.asu.edu/directory

TEMPE CAMPUS DIRECTORY

Organization	Location	Telephone	Web Address
Parents Association	MARIP A120	480/965-7625	www.asu.edu/admissions/parentprograms/association.html
Parking and Transit Services	UNIVT	480/965-6406	www.asu.edu/dps/pts
Public Programs, College of	WILSN 234	480/965-1034	www.asu.edu/copp
Advanced Public Executive Program	ASUDC C110	480/965-4006	spa.asu.edu/apep
American Humanics Program	AG 213	480/965-5726	scrd.asu.edu/emphasis/ah
Community Resources and Development, School of	AG 281	480/965-7291	scrd.asu.edu
Morrison Institute for Public Policy	UVCMN 203	480/965-4525	www.asu.edu/copp/morrison
Nonprofit Leadership and Management, Center for	AG 356	480/965-0607	www.asu.edu/copp/nonprofit
Public Affairs, School of	WILSN 208	480/965-3926	spa.asu.edu
Social Work, School of	WHALL 135	480/965-6081	ssw.asu.edu
Urban Inquiry, Center for	AG 320	480/965-9216	www.asu.edu/copp/urban
Registrar, University	SSV 144	—	www.asu.edu/registrar
General information (recorded)	—	480/965-4747	—
TTY	—	480/965-3236	—
Voice	—	480/965-3124	—
Residency Classification	SSV 146	480/965-7712	www.asu.edu/registrar/residency
Residential Life	SSV 170	480/965-3515	www.asu.edu/reslife
Safety Escort Service	MU first floor	480/965-1515	—
Science and Engineering of Materials (MS and PhD)	PS A323	480/965-2460	www.asu.edu/graduate/SEM
Speech and Hearing Science (PhD)	CSB 146	480/965-9396	www.asu.edu/clas/shs
Statistics (MS and certificate)	BAC 570	480/965-2671	www.asu.edu/graduate/statistics
Student Accounts	SSV 230	480/965-6341	www.asu.edu/sbs
Student Advocacy and Assistance	SSV 263	480/965-6547	www.asu.edu/studentlife/advocacy
Student Business Services	ADM A107	480/965-6301	www.asu.edu/sbs
Student Development and Memorial Union	MU mezzanine	480/965-5310	www.asu.edu/mu
Student Employment	SSV 216A	—	www.asu.edu/fa/studemp
Off-Campus	—	480/965-6318	—
On-Campus	—	480/965-5186	—
Student Financial Assistance	SSV 216A	480/965-3355	www.asu.edu/fa
Student Health and Wellness Center	SHS	480/965-3346	www.asu.edu/health
Appointments	—	480/965-3349	—
Fax	—	480/965-8914	—
Insurance	—	480/965-2411	—
Measles information	—	480/965-1358	—
Student ID (Sun Card)	MU 190	480/965-2273	www.suncard1.com
Student Judicial Affairs	SSV 263	480/965-6547	www.asu.edu/studentlife/judicial
Student Legal Assistance	MU 329	480/965-6307	www.asu.edu/mu/legal
Student Life	SSV 263	480/965-6547	www.asu.edu/studentlife
Student Media	MCENT 2	480/965-7572	www.statepress.com
State Press Advertising	—	480/965-6555	www.statepress.com
State Press Information	—	480/965-7572	—
State Press Newsroom	—	480/965-2292	—
Web Devil	—	480/727-6941	www.asuwebdevil.com
Student Organization Resource Center	MU third floor	480/965-2255	www.asu.edu/clubs
Student Recreation Complex and Recreational Sports	SRC 220	480/965-8900	www.asu.edu/src
Student Risk Management	SSV 263	480/965-6547	www.asu.edu/studentlife/risk
Summer Sessions	RITT B160	480/965-6611	www.asu.edu/summer
	—	480/965-6611	www.asu.edu/summer/abroad
Sun Card (See “Student ID,” in this section.)	—	—	—

Organization	Location	Telephone	Web Address
Sun Devil Involvement Center	MU third floor	480/965-2255	www.asu.edu/mu/sdic
SunDial	—	480/350-1500	www.asu.edu/registrar/registration/intouch.html
Testing Support Services	SSV 340	480/965-6777	www.asu.edu/testprep
Tickets	—	—	—
Athletic Events, Intercollegiate (Sun Devil Ticket Office)	—	480/965-2381	—
Gammage Auditorium Box Office	GGMA	480/965-3434	—
Public Events Administrative Offices	—	480/965-5062	—
Transcripts (outgoing)	SSV 140B	480/965-7276	www.asu.edu/registrar/transcripts
Transportation Systems (certificate)	ARCH 119	480/965-6395	www.asu.edu/caed/transportation
Tuition Payment Office	SSV 230	480/965-4347	www.asu.edu/sbs
University Evaluation, Office of	ADM B366	480/965-9291	www.asu.edu/oue
University Libraries (See “Libraries,” page 397.)	—	—	—
University Testing Services	EDB 301	480/965-7146	www.asu.edu/uts
Upward Bound	SSV 276	480/965-6483	www.asu.edu/studentlife/ub
Veterans Services section	SSV 148	480/965-7723	www.asu.edu/registrar/veterans
Veterans Upward Bound	1000 E. Apache, No. 106	480/965-3944	www.asu.edu/studentlife/vub
West campus (See “West Campus Directory,” page 507.)	—	602/543-5500	www.west.asu.edu
Fletcher Library	FLHLB	602/543-8501	library.west.asu.edu
Winter Session (See “School of Extended Education Directory,” page 524.)	RITT B132	480/727-9900	www.asu.edu/xed/winter

Tempe Campus Faculty and Academic Professionals

The faculty and academic professionals listed are involved in undergraduate and graduate instruction and research. The year of first appointment follows the name. Emeritae and emeriti are included.

A

Aannestad, Per (1975), Professor Emeritus of Physics and Astronomy; BS, University of Oslo (Norway); PhD, University of California, Berkeley

Abbas, James J. (2002), Associate Professor of Bioengineering; ScB, Brown University; MS, PhD, Case Western Reserve University

Abbaspour-Tamijani, Abbas (2004), Assistant Professor of Electrical Engineering; BS, MS, University of Tehran (Iran); PhD, University of Michigan

Abbaszadegan, Morteza (1999), Associate Professor of Civil and Environmental Engineering and Adjunct Professor of Life Sciences; BS, University of Montana; MS, Northern Arizona University; PhD, University of Arizona

Abbott, David (2004), Associate Professor of Anthropology; BA, Adelphi University; MS, University of Arizona; MA, PhD, Arizona State University

Abele, Deborah (1990), Faculty Associate of Planning; BA, Vassar College

Aberle, James T. (1989), Associate Professor of Electrical Engineering; BS, MS, Polytechnic Institute of New York; PhD, University of Massachusetts, Boston

Abramson, Jay (1999), Senior Lecturer of Mathematics and Statistics; BS, University of New Mexico; MS, University of New Hampshire

Abston, Deborah (1990), Associate Librarian, Hayden Reference Services; BS, MSLS, Wayne State University

Acereda, Alberto (1998), Associate Professor of Latin American Literature; Licenciado, University of Barcelona (Spain); MA, PhD, University of Georgia

Acevedo, Roberto M. (1964), Professor Emeritus of Spanish; BA, University of California, Berkeley; MA, PhD, University of Arizona

Acharya, Raghunath (1976), Professor Emeritus of Physics and Astronomy; BSc, MSc, University of Delhi (India); PhD, University of Rochester

Acker, Barbara (1991), Associate Professor of Theatre; BFA, University of Texas, Austin; MA, Case Western Reserve University; PhD, Wayne State University

Acker, William J. (1970), Professor Emeritus of Geography; BS, Purdue University; MS, University of Kansas; MA, PhD, Syracuse University

Adams, Donna (1983), Professor Emerita of Nursing; BSN, University of Missouri, Columbia; MS, Arizona State University; DNSc, University of San Diego

Adams, James B. (1996), Professor of Chemical and Materials Engineering; Codirector, Science and Engineering of Materials; BS, Duke University; MS, PhD, University of Wisconsin, Madison

Adams, Karen L. (1984), Professor of English; Director, Program for Southeast Asian Studies; BA, MA, PhD, University of Michigan

Adams, Sue (2001), Clinical Associate Professor of Nursing; BSN, University of Arizona; MS, Arizona State University

Adelman, Madelaine (1998), Associate Professor of Justice and Social Inquiry; AB, PhD, Duke University

Adelson, Roger D. (1974), Professor of History; BA, George Washington University; BLitt, University of Oxford (United Kingdom); MA, PhD, Washington University

Adhikari, Ambika P. (2004), Faculty Associate of Planning; BAArch, University of Baroda (India); MArch, University of Hawaii, Honolulu; DDes, Harvard University

Aerni, Wayne (1991), Faculty Associate of Public Affairs; BA, University of Oregon; MPA, PhD, Arizona State University

Agadjanian, Victor (1995), Associate Professor of Sociology; BA, Moscow State University (Russia); MS, PhD, University of Southern California

Aguiar, John L. (1976), Professor Emeritus of Anthropology; BA, University of California, Los Angeles; MA, California State University, Los Angeles; PhD, University of California, San Diego

Aguilera, Miguel (2004), Assistant Professor of Religious Studies; BS, University of California, Riverside; MA, PhD, State University of New York, Albany

Ahn, Seung C. (1990), Associate Professor of Economics; BA, Sogang University (South Korea); MA, PhD, Michigan State University

Ahrendt, Laurie (2000), Faculty Associate of Nursing; BSN, MS, Arizona State University

Aiken, Leona S. (1985), Professor of Psychology; BS, Virginia Commonwealth University; MS, PhD, Purdue University

Akins, William H. (1975), Professor Emeritus of Theatre; BA, Duke University; MA, PhD, University of Denver

Alarcon, Ricardo O. (1989), Professor of Physics and Astronomy; BS, MS, University of Chile; PhD, Ohio University

Alberts, Jess K. (1989), Professor of Communication; BSEd, MA, Abilene Christian University; PhD, University of Texas, Austin



Alcock, John
(1972)

Regents' Professor of Life Sciences; BA, Amherst College; PhD, Harvard University

Alcorn, Marianne (1981), Law Librarian, Reference; BA, University of Washington; MLS, University of Southern California

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Aldrich, Frank T. (1969), Professor Emeritus of Geography; BA, University of Texas, Austin; MS, PhD, Oregon State University

Alexander, Gene (2003), Associate Professor of Psychology; BA, Pomona College; MA, PhD, Loyola University Chicago

Alexander, Robert J. (1975), Professor of German; BA, Macalester College; MA, PhD, University of Wisconsin, Madison

Alford, Terry L. (1993), Professor of Materials Engineering; BS, MS, North Carolina State University, Raleigh; PhD, Cornell University

Ali, Souad T. (2004), Assistant Professor of Arabic and Middle Eastern Studies; BA, University of Khartoum (Sudan); MA, Brigham Young University; PhD, University of Utah

Alisky, Marvin (1957), Professor Emeritus of Political Science; BA, MA, PhD, University of Texas, Austin

Allee, David R. (1991), Associate Professor of Electrical Engineering; BS, University of Cincinnati; MS, PhD, Stanford University

Allen, Craig M. (1991), Associate Professor of Journalism and Mass Communication; BA, Linfield College; MS, University of Oregon; PhD, Ohio University

Allen, James P. (1989), Professor of Chemistry and Biochemistry; BS, Saint Joseph's University; MS, PhD, University of Illinois

Allen, Jonathan (2001), Assistant Professor of Chemical Engineering and Civil and Environmental Engineering; BS, University of Pennsylvania; MS, ScD, Massachusetts Institute of Technology

Allenby, Braden (2004), Professor of Civil and Environmental Engineering; BA, Yale University; MA, JD, University of Virginia; MS, PhD, Rutgers, The State University of New Jersey

Allison, Maria T. (1984), Professor of Community Resources and Development; Vice Provost and Dean of Graduate Studies; BS, MS, University of New Mexico; PhD, University of Illinois

Alozie, Nicholas O. (1991), Professor of Public Affairs; BA, MPA, Texas Southern University; MA, PhD, University of Texas, Dallas

Alpers, Rojann (1995), Associate Professor of Nursing; Chair, Division of Community Public Health/Psycho-Mental Health Nursing; BSN, MS, Arizona State University; PhD, University of Iowa

Alquist, Lewis R. (1984), Professor of Art; BFA, Florida Atlantic University; MFA, Cranbrook Academy of Art



Altheide, David L.
(1973)

Regents' Professor of Justice and Social Inquiry; BA, Central Washington State College; MA, University of Washington; PhD, University of California, San Diego

Alvarado, Ronald H. (1974), Professor Emeritus of Life Sciences; Dean Emeritus, School of Extended Education; BA, University of California, Riverside; MS, PhD, Washington State University

Amazeen, Eric P. (1999), Assistant Professor of Psychology; BA, Franklin and Marshall College; MA, PhD, University of Connecticut

Amazeen, Polemnia G. (1999), Assistant Professor of Psychology; BA, Franklin and Marshall College; MA, PhD, University of Connecticut

Ames, James G. (1985), Senior Research Associate, Institute for Manufacturing Enterprise Systems; BS, San Diego State University

Anbar, Ariel (2003), Associate Professor of Chemistry and Biochemistry, and Geological Sciences; AB, Harvard University; MS, PhD, California Institute of Technology

Anderies, J. Marty (2002), Assistant Professor of Life Sciences; BS, Colorado School of Mines; MS, PhD, University of British Columbia (Canada)

Anderson, Gary (1975), Professor Emeritus of Curriculum and Instruction; BS, MEd, Edinboro State College; PhD, University of Pittsburgh

Anderson, James R. (1984), Senior Research Scientist, Mechanical and Aerospace Engineering; BA, Williams College; PhD, California Institute of Technology

Anderson, Lisa M. (2000), Assistant Professor of Women and Gender Studies; AB, Mount Holyoke College; MA, Smith College; PhD, University of Washington

Anderson, Marcia L. (1986), Librarian, Hayden Reference Services; BA, University of Michigan; MLS, Wayne State University

Anderson, Melvin S. (1967), Professor Emeritus of Finance; BS, MS, Oklahoma State University; EdD, University of Arkansas

Anderson-Rowland, Mary R. (1974), Associate Professor of Industrial Engineering; BA, Hope College; MS, PhD, University of Iowa

Andress, Barbara L. (1972), Professor Emerita of Music; BA, MA, Arizona State University



Angell, C. Austen
(1989)

Regents' Professor of Chemistry and Biochemistry; BS, MS, Melbourne University (Australia); PhD, University of London (United Kingdom)

Anijar, Karen Z. (1998), Associate Professor of Curriculum and Instruction; BA, Florida State University; MA, PhD, University of North Carolina, Greensboro

Appleton, Nicholas R. (1972), Professor of Educational Leadership and Policy Studies and Curriculum and Instruction; Academic Program Coordinator, Social and Philosophical Foundations of Education; BA, San Francisco State University; MA, California State University, Northridge; EdD, University of Massachusetts, Amherst

Aranda, Luis (1975), Professor Emeritus of Legal and Ethical Studies; BM, MEd, University of Arizona; JD, Arizona State University

Arce, Leslie (2001), Lecturer of Mathematics and Statistics; BS, Kansas State University; MA, Arizona State University

Arciniega, G. Miguel (1979), Associate Professor of Counselor Education; BS, MA, New Mexico State University; PhD, University of Arizona

Ariaratnam, Samuel (2001), Associate Professor of Construction; BAsc, University of Waterloo (Canada); MS, PhD, University of Illinois, Urbana-Champaign

Arias, M. Beatriz (1989), Associate Professor of Curriculum and Instruction; BA, MA, Occidental College; PhD, Stanford University

Armbruster, Charlotte (1997), Clinical Associate Professor of Nursing; BSN, MS, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Armbruster, Dieter (1989), Professor of Mathematics and Statistics; Abitur, Zeppelin, Gymnasium (Germany); Diplom, PhD, University of Tübingen (Germany)

Armendt, Brad (1989), Associate Professor of Life Sciences and Philosophy; BA, Rice University; PhD, University of Illinois, Chicago

Arner, Douglas G. (1959), Professor Emeritus of Philosophy; BS, Creighton University; MA, PhD, University of Michigan

Arnold, William E. (1973), Professor Emeritus of Communication; BS, MA, Northern Illinois University; PhD, Pennsylvania State University



Arntzen, Charles J.
(2000)

Regents' Professor of Life Sciences; Florence Ely Nelson Presidential Chair; Director, Center for Infectious Diseases and Vaccinology, Arizona Biodesign Institute at Arizona State University; BS, MS, University of Minnesota; PhD, Purdue University

Aronson, Jerome M. (1966), Professor Emeritus of Life Sciences; BA, PhD, University of California, Berkeley

Arredondo, Patricia (1999), Professor of Psychology in Education; Associate Vice President and Senior Advisor, University Undergraduate Initiatives; BS, Kent State University; EdM, Boston College; EdD, Boston University

Arreola, Daniel (1990), Professor of Geography; BA, University of California, Los Angeles; MA, California State University, Hayward; PhD, University of California, Los Angeles

Arrowsmith, J. Ramon (1995), Associate Professor of Geological Sciences; BA, Whittier College; PhD, Stanford University

Arterian, Hannah R. (1979), Professor Emerita of Law; BA, Elmira College; JD, University of Iowa

Artibise, Alan (2004), Professor of Political Science; Divisional Dean of Social Sciences, College of Liberal Arts and Sciences; Executive Director, Institute for Social Science Research; BA, University of Manitoba (Canada); PhD, University of British Columbia (Canada)

Artiles, Alfredo (2004), Professor of Curriculum and Instruction; Licenciatura in Education, Rafael Landivar University (Guatemala); MEd, PhD, University of Virginia

Arzubiaga, Angela (2004), Assistant Professor of Psychology in Education; BA, Hamline University; PhD, University of California, Los Angeles

Ashbrook, Mark (2000), Lecturer of Mathematics and Statistics; BS, MS, University of Illinois; MA, University of Kansas

Ashcraft, Robert F. (1995), Associate Professor of Community Resources and Development; Director, Center for Nonprofit Leadership and Management; BA, University of Arizona; MA, Northern Arizona University; PhD, Arizona State University

Ashford, Jose B. (1984), Professor of Social Work; BA, Loyola University, New Orleans; MSW, Ohio State University; PhD, Bowling Green State University

Ashforth, Blake (1996), Jerry and Mary Ann Chapman Professorship in Business; BComm, PhD, University of Toronto (Canada)

Ashley, Richard (1981), Associate Professor of Political Science; BA, University of California, Santa Barbara; MA, PhD, Massachusetts Institute of Technology

Askland, Andrew (1999), Director, Center for the Study of Law, Science, and Technology; AB, Holy Cross College; BS, University of Maryland; MA, University of Colorado; JD, University of Maryland; PhD, University of Colorado

Aspinall, Richard (2004), Professor of Geography; Chair, Department of Geography; BSc, University of Birmingham (United Kingdom); PhD, University of Hull (United Kingdom)

Atkinson, Laura (2002), Lecturer of Curriculum and Instruction; BA, Saint Edward's University; MS, University of Wisconsin, Madison

Atkinson, Robert K. (2002), Assistant Professor of Psychology in Education; BA, California State University, Chico; MS, PhD, University of Wisconsin, Madison

Atsumi, Takayori P. (1968), Professor Emeritus of Music; BFA, Kunitachi Music College (Japan); MM, New England Conservatory of Music

Augsburg, Tanya (1997), Senior Lecturer of Interdisciplinary Studies; BA, New York University; MA, PhD, Emory University

Aulerich, Christopher E. (1989), Faculty Associate, Del E. Webb School of Construction

Axelrod, Morris (1972), Professor Emeritus of Sociology; BA, PhD, University of Michigan

Ayyanar, Raja (2000), Assistant Professor of Electrical Engineering; BE, PSG College of Technology (India); MS, Indian Institute of Science (India); PhD, University of Minnesota

Azuma, Tamiko (1998), Associate Professor of Speech and Hearing Science; BA, University of California, Santa Cruz; MA, PhD, Arizona State University

B

Bacchus, Denise N.A. (2003), Assistant Professor of Social Work; BA., Ithaca College; MA, PhD, State University of New York, Albany

Backus, Charles E. (1968), Professor Emeritus of Electrical Engineering; BSME, Ohio University; MS, PhD, University of Arizona

Bacon, Catherine K. (1990), Clinical Associate Professor of Speech and Hearing Science; BA, University of California, Santa Barbara; MA, University of Minnesota

Bacon, Sid P. (1988), Professor of Speech and Hearing Science; Chair, Department of Speech and Hearing Science; BGS, MA, University of Kansas; PhD, University of Minnesota, Twin Cities

Bacon, Thomas (1993), Professor Emeritus of Music; BS, Oakland University

Badger, William W. (1985), Professor of Construction; Director, Del E. Webb School of Construction; BSME, Auburn University; MSCE, Oklahoma State University; PhD, Iowa State University

Baek, Jae-Meen (2001), Assistant Professor of Curriculum and Instruction; BS, Ewha Women's University (South Korea); MS, PhD, University of Wisconsin, Madison

Baer, Steven M. (1988), Associate Professor of Mathematics and Statistics; BS, MS, PhD, University of Illinois

Bagwell, Marilyn (1972), Professor Emerita of Nursing; BSN, University of California, Los Angeles; MA, Arizona State University; PhD, Texas Woman's University

Bahr, Donald M. (1967), Professor Emeritus of Anthropology; AB, MA, PhD, Harvard University

Baier, Leslie (1994), Adjunct Professor of Life Sciences; BA, Lawrence University; PhD, University of Michigan

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Bailey, James E. (1974), Professor Emeritus of Industrial Engineering; BSIE, MSIE, PhD, Wayne State University

Bailey, Wayne A. (2000), Professor of Music; Director, School of Music; BME, Iowa State University; MM, University of Michigan; DMA, University of Colorado

Baker, Aaron (1992), Associate Professor of Interdisciplinary Humanities; BA, Hobart College; MA, PhD, Indiana University

Baker, Brenda J. (1998), Associate Professor of Anthropology; BA, Northwestern University; MA, PhD, University of Massachusetts, Amherst

Baker, Dale R. (1989), Professor of Curriculum and Instruction; BA, University of Oklahoma; MAT, Trenton State College; EdD, Rutgers, The State University of New Jersey

Baker, Marc A. (1988), Adjunct Professor of Life Sciences; BA, San Jose State University; MA, Humboldt State University; PhD, Arizona State University

Baker, Virgil R. (1966), Professor Emeritus of Geography; BS, MS, University of Nebraska; PhD, University of Utah

Bakkaloglu, Bertan (2004), Associate Professor of Electrical Engineering; BSEE, Bogazici University (Turkey); MSc, University of Houston; PhD, Oregon State University



Balanis, Constantine A.
(1983)

Regents' Professor of Electrical Engineering; BSEE, Virginia Polytechnic Institute and State University; MEE, University of Virginia; PhD, Ohio State University

Balasubramanian, Krishnan (1980), Professor Emeritus of Chemistry; MSc, Birla Institute of Technology Science (India); MA, PhD, Johns Hopkins University

Baldini, Pier Raimondo (1978), Professor of Italian; Chair, Department of Languages and Literatures; BA, San Francisco State University; MA, University of British Columbia (Canada); PhD, University of California, Los Angeles

Baldwin, Carol (2004), Associate Professor of Nursing; BSN, MSN, University of Phoenix; PhD, University of Arizona

Baldwin, Marjorie L. (2002), Professor of Health Management and Policy; BS, State University College, Oswego; MA, PhD, Syracuse University

Ball, Terence (1998), Professor of Political Science; BA, University of California, Santa Cruz; MA, PhD, University of California, Berkeley

Balling, Robert C. (1987), Professor of Geography; Director, Climatology Laboratory; AB, Wittenberg University; MA, Bowling Green State University; PhD, University of Oklahoma

Ballon-Aguirre, Enrique (1992), Professor of Spanish; Bachiller en Letras, Bachiller en Derecho, University of Arequipa (Peru); Doctor en Literatura, National University of San Marcos (Peru); Doctorat en Études Iberiques, University of Paris III (France)

Balsas, Carlos (2004), Assistant Professor of Planning; LURP, University of Aveiro (Portugal); MRP, PhD, University of Massachusetts, Amherst

Baniszewski, Christopher (2001), Faculty Associate of Construction; BS, Northern Arizona University; JD, Arizona State University

Baral, Chitta (1999), Professor of Computer Science and Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park

Barcelo, Héléne (1990), Professor of Mathematics and Statistics; MsC, University of Quebec (Canada); PhD, University of California, San Diego

Bardewyck, Loretta A. (1957), Professor Emerita of Nursing; Dean Emerita, College of Nursing; PHN, BS, University of Minnesota, Twin Cities; MS, Cornell University

Bardrick, Richard A. (1956), Professor Emeritus of Psychology; AB, PhD, University of California, Los Angeles

Barefield, Robert (2003), Assistant Professor of Music; BA, Washington University, St. Louis; MBA, University of Maryland, College Park; MM, DMA, University of Cincinnati

Barker, David (1983), Professor of Theatre; BSE, Duquesne University; MFA, Rutgers, The State University of New Jersey

Barkley, Margaret V. (1963), Professor Emerita of Family and Human Development; BS, Millikin University; MS, EdD, University of Illinois

Barkson, Joseph A. (1958), Professor Emeritus of Engineering; BSEE, University of Michigan; MS, PhD, University of Illinois

Barlow, Richard B. (1964), Professor Emeritus of History; BA, MA, PhD, University of Pennsylvania

Barnaby, Hugh J. (2004), Assistant Professor of Electrical Engineering; BA, University of California, Berkeley; MSEE, PhD, Vanderbilt University

Barnard, John P. (1991), Learning Resources Specialist Emeritus; BS, State University of New York; MEd, PhD, Arizona State University

Barnes, Andrew (1996), Associate Professor of History; BA, Wesleyan University; MA, PhD, Princeton University

Barnes, Jennifer (2004), Visiting Professor of Law; Director, Clinical Programs, College of Law; BS, University of Wisconsin; JD, Arizona State University

Barona, Andrés (1986), Professor Emeritus of Psychology in Education; BS, MEd, Texas A&M University; PhD, University of Texas, Austin

Barone, Thomas E. (1990), Professor of Curriculum and Instruction and Educational Leadership and Policy Studies; BA, MA, Loyola University, New Orleans; EdD, Stanford University

Barratt, Mark (2002), Assistant Professor of Supply Chain Management; BA, University of Greenwich (United Kingdom); PhD, Cranfield School of Management (United Kingdom)

Barrera, Manuel (1977), Professor of Psychology; BS, University of Wisconsin, Eau Claire; MA, PhD, University of Oregon

Barrett, Marianne (1994), Associate Professor of Journalism and Mass Communication; BS, Kutztown University; MPS, Syracuse University; PhD, Michigan State University

Barroll-Aschaffenburg, Rayna (1980), Professor Emerita of Music; BM, University of Texas; DMA, University of Maryland, College Park

Barry, Rebecca E. (2002), Assistant Professor of Community Resources and Development; BA, University of Utah; MA, Middlebury College; PhD, University of Utah

Bartels, Robert D. (1981), Professor of Law; BA, University of Michigan; JD, Stanford University

Barto, Michelle (1999), Lecturer of Speech and Hearing Science; BA, MEd, Arizona State University

Bartolomei, Carmen (1999), Faculty Associate of Nursing; BSN, MPS, C.W. Post College, Long Island University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Barton, C. Michael** (1987), Professor of Anthropology; Collections Administrator; BA, University of Kansas; MA, PhD, University of Arizona
- Barton, John L.** (1994), Senior Lecturer of Psychology; BA, University of Nebraska, Lincoln; MA, PhD, Arizona State University
- Bartz, Donna** (1968), Professor Emerita of Theatre; BFA, MA, University of Colorado
- Bashford, Howard H.** (1997), Associate Professor of Construction; BS, MS, University of Wyoming; PhD, Brigham Young University
- Batalden, Stephen K.** (1976), Professor of History; Coordinator of Russian, East European Studies Consortium; BA, Augsburg College; MA, PhD, University of Minnesota
- Bates, Dawn W.** (1989), Associate Professor of English; BA, PhD, University of Washington
- Bates, Mary** (1996), Professor of Art; BFA, Colorado State University; MFA, Indiana University
- Baty, Wayne M.** (1962), Professor Emeritus of Supply Chain Management; BS, Southwest Missouri State College; MA, Northwestern University; PhD, University of Southern California
- Bauer, Ernst** (1990), Distinguished Research Professor of Physics and Astronomy; Diplom., Dr. rer. nat., University of Munich (Germany)
- Bauer, Richard** (2000), Senior Lecturer of Chemistry and Biochemistry; BS, Saginaw Valley State University; MS, PhD, Purdue University
- Bazzi, Rida** (1996), Associate Professor of Computer Science and Engineering; BE, American University of Beirut (Lebanon); MS, PhD, Georgia Institute of Technology
- Beals, Stephen P.** (1996), Adjunct Professor of Speech and Hearing Science; BS, Calvin College; MD, Wayne State University College of Medicine
- Béarat, Hamdallah** (2003), Adjunct Professor of Anthropology; BS, Birzeit University (Palestine); DEA, PhD, Caen University (France)
- Beardmore, Gary D.** (1979), Associate Research Technologist of Geological Sciences; BA, Arizona State University
- Beaulieu, David** (2004), Professor of Educational Leadership and Policy Studies; Director, Center for Indian Education; BA, MA, PhD, University of Minnesota
- Beck, Lasca** (1984), Professor Emerita of Nursing; BSN, Texas Woman's University; MS, Texas A&M University, Commerce
- Beckman, James R.** (1980), Associate Professor of Chemical Engineering; Associate Chair, Department of Chemical and Materials Engineering; BS, MS, University of Wisconsin; PhD, University of Arizona
- Bedard, Roger L.** (1990), Evelyn Smith Family Endowed Professor of Theatre; BA, University of Northern Iowa; MFA, University of Oregon; PhD, University of Kansas
- Bedient, Jack D.** (1963), Professor Emeritus of Mathematics and Statistics; AB, Albion College; MBS, EdD, University of Colorado
- Bedworth, David D.** (1963), Professor Emeritus of Industrial Engineering; BSIE, Lamar College of Technology; MSIE, PhD, Purdue University
- Beer, Lawrence** (2003), Lecturer of Management; BS, Boston University; JD, St. John's University
- Begaye, Timothy** (2003), Assistant Professor of Educational Leadership and Policy Studies; BS, Northeastern University; MEd, EdD, Harvard University
- Beggs, Donald** (1999), Lecturer of Barrett Honors College; AB, University of California, Berkeley; PhD, University of California, Santa Cruz
- Belitsky, Andrei V.** (2003), Assistant Professor of Physics and Astronomy; MS, Yaroslavl State University (Russia); PhD, Bogoliubov Laboratory of Theoretical Physics (Russia)
- Bell, George H.** (1976–82; 1989), Librarian Emeritus, Noble Science Reference Services; BA, William Paterson College; MLS, Pratt Institute
- Bell, James W.** (1966), Professor Emeritus of Curriculum and Instruction; BA, Washburn University of Topeka; MEd, EdD, University of Kansas
- Bell, John E.** (1965), Professor Emeritus of Curriculum and Instruction; BS, University of Nebraska, Lincoln; MA, EdD, University of Wyoming
- Bell, Mary E.** (1970), Professor Emerita of Education; BS, Indiana State Teachers College; MS, Butler University; EdD, Indiana University, Bloomington
- Bell, Shirley** (1988), Clinical Professor of Nursing; BSN, University of Cincinnati; MSN, Wayne State University; EdD, West Virginia University
- Bellamy, Lynn** (1976), Professor Emeritus of Chemical Engineering; BS, Texas A&M University; MS, PhD, Tulane University
- Belok, Michael V.** (1959), Professor Emeritus of Education; BS, Indiana University, Bloomington; MA, Arizona State University; PhD, University of Southern California
- Bender, Bert A.** (1971), Professor Emeritus of English; BA, University of Washington; PhD, University of California, Irvine
- Bender, Diane** (2002), Assistant Professor of Design; BA, MA, PhD, Michigan State University
- Bender, Gordon L.** (1953), Professor Emeritus of Life Sciences; BS, Iowa State College; MS, University of Wisconsin; PhD, University of Illinois
- Bender, Paul** (1984), Professor of Law; AB, LLB, Harvard University
- Benesh, Susan** (1999), Clinical Assistant Professor of Nursing; BSN, MS, Arizona State University
- Benin, David B.** (1970), Professor Emeritus of Physics and Astronomy; AB, Cornell University; MA, PhD, University of Rochester
- Benin, Mary B.** (1979), Associate Professor of Sociology; BA, Vanderbilt University; MA, PhD, University of Nebraska, Lincoln
- Benn, James A.** (2001), Assistant Professor of Religious Studies; BA, University of Cambridge (England); MA, University of London (England); PhD, University of California, Los Angeles
- Bennett, Peter A.** (1984), Professor of Physics and Astronomy; BA, University of Minnesota, Duluth; PhD, University of Wisconsin, Madison
- Benzing, Robert P.** (1970), Professor Emeritus of Design; BSME, University of Wisconsin, Madison; MAE, Chrysler Institute of Engineering
- Berch, Michael A.** (1969), Professor of Law; BA, JD, Columbia University
- Berens, Michael E.** (1995), Adjunct Professor of Life Sciences; BS, Arizona State University; PhD, University of Arizona

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS



Berliner, David C.

(1987)

Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; BA, University of California, Los Angeles; MA, California State University, Los Angeles; PhD, Stanford University

Berman, David R. (1966), Professor Emeritus of Political Science; BA, Rockford College; MA, PhD, American University

Berman, Neil S. (1964), Professor Emeritus of Chemical Engineering; BS, University of Wisconsin; MS, MA, PhD, University of Texas

Bernardi, Daniel (2004), Associate Professor of Chicana and Chicano Studies; BA, MA, University of Arizona; PhD, University of California, Los Angeles

Bernardi, Jose (1995), Associate Professor of Design; BArch, National University of Cordoba (Spain); MS, University of Cincinnati

Bernick, Philip A. (2004), Assistant Professor of English; BS, New Mexico Institute of Mining and Technology; MA, PhD, New Mexico State University

Bernstein, Bianca L. (1987), Professor of Counseling and Counseling Psychology; BA, University of California, Berkeley; MEd, PhD, University of California, Santa Barbara

Bertelsen, Wendle R. (1964), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Michigan; MArch, University of Arizona

Bertram, Susan M. (1998), Research Professor of Life Sciences; HBSc, MSc, Trent University (Canada); PhD, Arizona State University

Bess, Vicki (1994), Adjunct Professor of Life Sciences; MS, Arizona State University

Betz, M. Austin (1974), Professor Emeritus of Education; BS, Lock Haven State College; MEd, Pennsylvania State University; MAT, Brown University; MA, PhD, University of Illinois

Betz, Mathew J. III (1961), Professor Emeritus of Civil Engineering; BS, MS, PhD, Northwestern University

Biblarz, Dora (1980), Librarian Emerita; BA, MLS, University of California, Los Angeles; MA, University of California, Davis

Bickford, William B. (1966), Professor Emeritus of Engineering; BS, MS, Kansas State University; PhD, University of Illinois

Bieber, Allen L. (1963), Professor Emeritus of Chemistry and Biochemistry; Director, Interdisciplinary Committee on Molecular and Cellular Biology; BS, MS, North Dakota State University; PhD, Oregon State University

Bingham, Scott (1989), Senior Research Scientist of Life Sciences; BS, Brown University; PhD, Brandeis University

Binkley, Roberta A. (2001), Lecturer of English; BA, Colorado State University; MA, PhD, University of Arizona

Birchfield, David (2003), Assistant Professor of Arts, Media, and Engineering; BM, University of Cincinnati; MA, DMA, Columbia University

Birge, Edward A. (1972), Professor Emeritus of Life Sciences; BA, PhD, University of Wisconsin, Madison

Birk, James P. (1973), Professor Emeritus of Chemistry and Biochemistry; BA, Saint John's University; PhD, Iowa State University

Birney, Rick (1990), Senior Lecturer of Computer Information Systems; BA, Arizona State University; MS, University of Maryland

Birtcher, Craig R. (1987), Associate Research Professional, Electrical Engineering; BSE, MS, Arizona State University

Bitner, Mary Jo (1987), Professor of Marketing; PETsMART Chair of Services Leadership; BA, MBA, PhD, University of Washington

Bitter, Gary G. (1970), Professor of Curriculum and Instruction and Psychology in Education; BS, Kansas State University; MA, Kansas State Teachers College; PhD, University of Denver

Bivona, Daniel (1996), Associate Professor of English; Divisional Dean of Undergraduate Programs, College of Liberal Arts and Sciences; BA, University of Connecticut; MA, Northeastern University; PhD, Brown University

Bjork, Robert E. (1983), Professor of English; Director, Arizona Center for Medieval and Renaissance Studies; BA, Pomona College; MA, PhD, University of California, Los Angeles

Blackham, Garth J. (1962), Professor Emeritus of Counselor of Education; BS, MS, Utah State University; PhD, Cornell University

Blackledge, Vernon O. (1969), Professor Emeritus of Computer Science and Engineering; BSEE, University of Illinois; MSEE, University of Santa Clara; PhD, Arizona State University

Blackman, William C. (1988), Research Professional Emeritus, International Institute for Sustainability; BS, MS, University of Missouri; MPA, University of Southern California; DPA, University of Colorado

Blackson, Thomas (1995), Associate Professor of Philosophy; BA, DePauw University; PhD, University of Massachusetts

Blakemore, Arthur E. (1979), Professor of Economics; Chair, Department of Economics; BS, MA, University of Detroit; PhD, Southern Illinois University, Carbondale

Blanchard, Jay S. (1988), Professor of Psychology in Education; BA, Drake University; MST, Drake University; PhD, University of Georgia

Blankenship, Robert E. (1985), Professor of Chemistry and Biochemistry; Chair, Department of Chemistry and Biochemistry; BS, Nebraska Wesleyan College; PhD, University of California, Berkeley

Blasingame, James B. Jr. (2000), Assistant Professor of English; BA, University of Northern Iowa; MEd, Drake University; PhD, University of Kansas, Lawrence

Blasko, Vincent J. (1980), Associate Professor of Marketing; BS, MBA, Arizona State University; PhD, University of Texas, Austin

Blessing, Linda (1995), Professor of Practice in Public Affairs; BS, California State Polytechnic University, Pomona; MBA, California State University, San Bernardino; PhD, Arizona State University

Bletzer, Keith (2004), Adjunct Professor of Anthropology; BA, University of South Florida; MA, New York University; MPH, University of Arizona; PhD, Michigan State University

Bley, Patricia (2002), Faculty Associate of Nursing; BSN, Arizona State University; MSN, University of Phoenix

Bloom, Irene (1997), Assistant Research Professional, Center for Research on Education in Science, Mathematics, Engineering, and Technology; BA, MS, University of Miami

Blouin, Deborah K. (1971), Librarian Emerita, Hayden Reference Services; BA, Cedar Crest College; MLS, State University of New York, Albany

Blount, Douglas J. (1990), Associate Professor of Mathematics and Statistics; BS, MS, PhD, University of Wisconsin, Madison

Blumenfeld-Jones, Donald (1990), Associate Professor of Curriculum and Instruction; BA, Rutgers, The State University of New Jersey; MFA, EdD, University of North Carolina, Greensboro

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Boatsman, James R.** (1986), KPMG Professor of Accountancy; Director, School of Accountancy; BS, MS, Oklahoma State University; PhD, University of Texas, Austin
- Boatsman, Joyce L.** (1996), Lecturer of Accountancy; BS, Oklahoma State University; MTax, Arizona State University
- Bodman, Denise** (1996), Senior Lecturer of Family and Human Development; BS, MS, Arizona State University
- Bogardus, Clifton** (1992), Adjunct Professor of Life Sciences; MD, University of Rochester
- Bogart, Quentin J.** (1970), Professor Emeritus of Educational Leadership and Policy Studies; BA, MS, Fort Hayes State College; PhD, University of Texas, Austin
- Boggs, Lohnie J.** (1959–65; 1966), Professor Emeritus of Supply Chain Management; BS, MS, PhD, Ohio State University
- Bohlender, George W.** (1977), Professor Emeritus of Management; BA, San Francisco State College; MBA, University of Southern California; PhD, University of California, Los Angeles
- Bohlman, Herbert M.** (1964), Professor Emeritus of Supply Chain Management; BA, BS, Drake University; MBA, JD, Indiana University
- Bolin, Robert** (1997), Professor of Sociology; BA, PhD, University of Colorado
- Bolton, Cynthia J.** (1997), Senior Lecturer of Philosophy; BGS, University of Michigan; MA, PhD, Michigan State University
- Bolton, Ruth N.** (2004), Professor of Marketing; BComm, Queen's University; MSc, PhD, Carnegie-Mellon University
- Bonanni, Domenico** (1997), Associate Librarian, Hayden Reference Services; BA, University of Alberta (Canada); BA, Arizona State University; MLIS, Dalhousie University (Canada)
- Bontemps, Arna Alexander** (2001), Associate Professor of African and African American Studies; BA, Fisk University; MA, Atlanta University; PhD, University of Illinois
- Booksh, Karl S.** (1996), Associate Professor of Chemistry and Biochemistry; BS, University of Alaska; PhD, University of Washington
- Booth, James R.** (1980), Professor of Finance; BS, MA, PhD, University of Alabama
- Boozer, James L.** (1996), Faculty Associate of Planning
- Boradkar, Prasad** (2000), Assistant Professor of Design; BE, Maharaja Sayajirao University, Baroda (India); MDes, Industrial Design Centre, Bombay (India); MA, Ohio State University, Columbus
- Borgo, Philip E.** (1967), Professor Emeritus of Civil Engineering; BSCE, University of Cincinnati; MS, Ohio State University
- Borovansky, Vladimir R.** (1968), Librarian Emeritus, Collection Development; MLS, PhD, Charles University, Prague (Czechoslovakia)
- Bortner, Peg** (1979), Associate Professor of Justice and Social Inquiry; Director, Center for Urban Inquiry; BA, Edinboro State College; MA, Ohio University; PhD, Washington University
- Borushko, Mark** (1996), Faculty Associate of Planning; BS, Michigan State University; MBA, Arizona State University
- Bossone, Michael** (2004), Assistant Dean, Student Life and Development, College of Law; BA, University of Notre Dame; JD, New York University
- Boswell, Jacquelyn** (1982), Professor Emerita of Music; BME, Murray State University; MME, Louisiana State University; EdD, University of Illinois
- Boulin Johnson, Leonor** (1987), Professor of African and African American Studies; BS, East Tennessee State University; MS, PhD, Purdue University
- Bowen, Benjamin** (2003), Assistant Research Scientist of Bioengineering; BS, University of Arkansas; PhD, Arizona State University
- Bowers, Charles O.** (1948), Professor Emeritus of Music; BS, Southeast Missouri State College; MM, DMA, University of Rochester
- Boyd, Brian** (1996), Associate Professor of Management; BS, Suffolk University; MA, University of Connecticut; PhD, University of Southern California
- Boyd, James H.** (1976), Professor Emeritus of Accountancy; BBA, Texas Christian University; MS, Northeastern University; PhD, University of Texas, Austin; CPA, Texas
- Boyd, Thomas A.** (2002), Lecturer of Computer Science and Engineering; BA, Illinois State University; MS, PhD, Arizona State University
- Boyer, Don L.** (1988), Professor of Mechanical and Aerospace Engineering; BS, Rensselaer Polytechnic Institute; PhD, Johns Hopkins University
- Boyer, Jay M.** (1976), Professor of English; BA, Saint Louis University; MA, PhD, State University of New York, Buffalo
- Boyes, William J.** (1974), Professor of Economics; BS, Idaho State University; PhD, Claremont Graduate School
- Boylan, Amy Cooper** (1986), Academic Associate, University College; Academic Advisor; BSW, MC, Arizona State University
- Boyle, Bernard M.** (1969), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Sydney (Australia); MArch, MA, PhD, Yale University
- Brack, O M Jr.** (1973), Professor of English; BA, MA, Baylor University; PhD, University of Texas, Austin
- Brada, Josef C.** (1978), Professor of Economics; Director, International Business Studies; BS, MA, Tufts University; PhD, University of Minnesota, Twin Cities
- Bramlett-Solomon, Sharon** (1986), Associate Professor of Journalism and Mass Communication; BA, MA, Memphis State University; PhD, Indiana University, Bloomington
- Brandon, Tedd A.** (1981), Senior Research Professional of Bioengineering; Director, Animal Care Facility; BS, University of California, Davis
- Brandt, Beverly K.** (1987), Professor of Design; BFA, University of Michigan; MA, Michigan State University; PhD, Boston University
- Brandt, Elizabeth A.** (1974), Professor of Anthropology; BA, Florida State University; MA, PhD, Southern Methodist University
- Branstetter, Ellamae** (1967), Professor Emerita of Nursing; BS, St. Louis University; MPH, University of Minnesota, Twin Cities; PhD, University of Chicago
- Braun, J. Jay** (1973), Professor Emeritus of Psychology; BA, University of Oregon; MA, PhD, Ohio State University
- Brauner, Yariv** (2004), Associate Professor of Law; JSD, LL.M., New York University; LL.B., Hebrew University (Israel)
- Braunstein, Ethan** (2004), Adjunct Professor of Anthropology; BS, MD, Northwestern University
- Braver, Sanford L.** (1970), Professor of Psychology; BA, Wayne State University; PhD, University of Michigan

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Bray, Sandra** (1987), Librarian Emerita, Technical Services Department; BA, Ottawa University; MLS, Indiana University, Bloomington
- Brazel, Anthony J.** (1974), Professor of Geography; Codirector, Executive Committee, Atmospheric Science; BA, MA, Rutgers, The State University of New Jersey; PhD, University of Michigan
- Breckenridge, Jack D.** (1962), Professor Emeritus of Art; BS, University of Wisconsin, Milwaukee; MFA, University of Iowa
- Brem, Sarah Kate** (1999), Assistant Professor of Psychology in Education; AB, University of Chicago; MS, PhD, Northwestern University
- Bremner, Andrew** (1984), Professor of Mathematics and Statistics; Chair, Department of Mathematics and Statistics; BA, MA, University of Oxford (United Kingdom); PhD, University of Cambridge (United Kingdom)
- Brenenstuhl, Daniel C.** (1978), Professor Emeritus of Management; BS, MBA, Ohio University; MS, St. Bonaventure University; DBA, Indiana University
- Brennan, Dean** (2002), Faculty Associate of Planning; BS, Iowa State University; MPA, Arizona State University
- Brewer, Naala** (2004), Lecturer of Mathematics and Statistics; BS, College of Charleston; MS, Georgia Institute of Technology; PhD, University of Kansas
- Briggs, John M.** (1999), Professor of Life Sciences; Director, Executive Committee, Geographic Information Science; BS, MSc, Pittsburg State University; PhD, University of Arkansas
- Briggs, Ron D.** (2004), Lecturer of Chemistry and Biochemistry; BS, University of California, San Diego; MA, San Diego State University; PhD, University of California, San Diego, and San Diego State University
- Briley, Lane D.** (1970), Associate Research Professional of Chemistry and Biochemistry; BA, Arizona State University
- Brillhart, Barbara** (1996), Associate Professor of Nursing; BSN, MSN, California State University, Los Angeles; PhD, Texas Woman's University
- Brink, Jean R.** (1974), Professor Emerita of English; BA, Northwestern University; MA, Harvard University; PhD, University of Wisconsin, Madison
- Britton, Daniel R.** (1976), Professor of Art; BFA, MFA, University of Colorado
- Britton, David** (1987), Professor of Music; BM, North Texas State University
- Broadley, Hugh T.** (1969), Professor Emeritus of Art; AB, Park College; MA, Yale University; PhD, New York University
- Broman, Tannah** (2003), Lecturer of Kinesiology; BA, New Mexico State University; MS, Arizona State University
- Brooks, Daniel G.** (1981), Associate Professor of Supply Chain Management; Director, Executive MBA Program; BS, MS, Colorado School of Mines; MBA, PhD, Indiana University, Bloomington
- Brooks, Kenneth R.** (2004), Professor of Landscape Architecture; Associate Dean for Academic Affairs, College of Architecture and Environmental Design; BS, Colorado State University; MLA, Utah State University
- Brooks, Talbot** (2001), Assistant Research Professional of Geography; Network Administrator; BS, Rochester Institute of Technology; MS, Arizona State University
- Broome, Benjamin J.** (1999), Professor of Communication; BA, University of Georgia; MA, PhD, University of Kansas
- Brophy, Colleen** (2000), Research Professor of Bioengineering; BS, MD, University of Utah
- Brose, Marianna F.** (1963), Professor Emerita of English; BA, College of William and Mary; Diploma, Royal Academy of Dramatic Art (United Kingdom); MA, Arizona State University
- Brouwer, Daniel C.** (2000), Assistant Professor of Communication; BSc, Ohio University; MA, PhD, Northwestern University
- Brown, Alan R.** (1968), Associate Professor of Education; BA, MA, California State University, Los Angeles; PhD, University of Texas, Austin
- Brown, Brent W.** (1972), Professor Emeritus of Public Affairs; BA, Brigham Young University; MA, Arizona State University; PhD, University of Illinois
- Brown, Claudia** (1998), Associate Professor of Art and History; Director, Center for Asian Studies; BA, MA, MPhil, PhD, University of Kansas
- Brown, David E.** (1993), Adjunct Professor of Life Sciences; BA, San Jose State College
- Brown, Duane** (1950), Professor Emeritus of Chemistry and Biochemistry; BS, Brigham Young University; PhD, Cornell University
- Brown, Eddie F.** (2004), Professor of American Indian Studies; Director, American Indian Studies Program; BS, Brigham Young University; MSW, DSW, University of Utah
- Brown, Jean C.** (1991), Clinical Associate Professor of Speech and Hearing Science; BS, University of Montevallo; MA, University of Tennessee; MSW, Arizona State University
- Brown, Stephen W.** (1974), Professor of Marketing; Edward M. Carson Chair of Services Marketing; Executive Director, Center for Services Leadership; BS, MBA, PhD, Arizona State University
- Brown, Steven** (2003), Senior Lecturer of Supply Chain Management; BS, Trinity University; MBA, Abilene Christian University
- Brown, Theodore M.** (1963), Professor Emeritus of Chemistry and Biochemistry; BS, MS, University of Toledo; PhD, Iowa State University
- Brown, Theresa** (2000), Faculty Associate of Nursing; BSN, Arizona State University
- Brown, William A.** (1999), Assistant Professor of Community Resources and Development; BS, Northeastern University; MA, PhD, Claremont Graduate University
- Bruhn, Karen** (1998), Senior Lecturer of Barrett Honors College; BA, City University of New York; MA, PhD, University of North Carolina, Chapel Hill
- Brune, Daniel C.** (1986), Senior Research Professional of Chemistry and Biochemistry; BA, University of Kansas; PhD, Indiana University, Bloomington
- Bruner, May I.** (1961), Professor Emerita of Nursing; BS, University of Hawaii, Honolulu; MS, University of Colorado
- Brungart, Jennifer** (2002), Assistant Professor of Design; BS, University of Cincinnati; MGD, North Carolina State University
- Brunning, Dennis R.** (1984), Librarian, Collection Development; BA, University of Iowa; MA, MLS, University of Illinois
- Bryan, Harvey** (1999), Professor of Architecture and Landscape Architecture; BArch, Arizona State University; MArch, MSc, PhD, University of California, Berkeley

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Bryan, Karen M. (1997), Assistant Professor of Music; Associate Director, Undergraduate Studies, School of Music; BM, Georgia State University, Atlanta; MA, University of Georgia, Atlanta; PhD, Indiana University, Bloomington

Bryan, Tanis (1992), Adjunct Professor of Speech and Hearing Science; BS, MA, PhD, Northwestern University

Bryant, Edwin H. (2000), Adjunct Professor of Life Sciences; AB, California State University; PhD, University of Kansas

Bryant, Fred O. (1950), Professor Emeritus of Kinesiology; BS, Springfield College; MS, University of Illinois; EdD, Arizona State University

Bruzy, Stephanie (1995), Associate Professor of Social Work; BSW, Indiana University, Bloomington; MSW, University of Illinois, Urbana-Champaign; PhD, Ohio State University

Buck, Elizabeth (2000), Associate Professor of Flute; BA, MM, The Juilliard School; DMA, Rice University

Buck, Nancy (2002), Associate Professor of Music; BM, Oberlin College; MM, The Cleveland Institute of Music

Buckingham, Willis J. (1969), Professor Emeritus of English; AB, Harvard University; MS, University of Wisconsin, Madison; PhD, Indiana University

Budruk, Megha (2004), Assistant Professor of Community Resources and Development; BS, University of Poona (India); MS, Arizona State University; PhD, University of Vermont

Buksbaum, Rebecca (2000), Faculty Associate of Nursing; BA, University of Illinois; MSN, University of Hartford, West Hartford

Buley, Jerry L. (1973), Professor Emeritus of Communication; BA, University of Colorado; MA, Michigan State University; PhD, Florida State University

Buneo, Christopher A. (2005), Assistant Professor of Bioengineering; BS, MS, Long Island University; PhD, University of Minnesota

Burdick, Richard K. (1976), Professor of Economics; BS, University of Wyoming; MS, PhD, Texas A&M University

Burg, B. Richard (1967), Professor of History; BA, University of Colorado; MA, Western State College of Colorado; PhD, University of Colorado

Burgess, Paul L. (1969), Professor of Economics; BA, PhD, University of Colorado

Burgoyne, Edward E. (1951), Professor Emeritus of Chemistry and Biochemistry; BS, Utah State University; MS, PhD, University of Wisconsin, Madison

Burke, Janet M. (1996), Assistant Administrative Professional, Barrett Honors College; Associate Dean, National Scholarship Advisement and Student Internships, Barrett Honors College; BA, Wells College; MA, Syracuse University; PhD, Arizona State University

Burke, Rebecca J. (1981), Librarian Emerita; BA, San Jose State University; MLS, University of Arizona

Burke, William F. Jr. (1977), Professor of Life Sciences; BA, University of Dallas; MS, North Texas State University; PhD, Arizona State University

Burnette, Wendell (2000), Assistant Professor of Architecture and Landscape Architecture

Burns, Elizabeth K. (1983), Professor Emerita of Geography; BA, Smith College; MA, PhD, University of California, Berkeley

Burrows, Veronica (1986), Associate Professor of Chemical Engineering; BS, Drexel University; PhD, Princeton University

Burstein, David (1982), Professor of Physics and Astronomy; BA, Wesleyan University; PhD, University of California, Santa Cruz

Burt, Donald M. (1974), Professor of Geological Sciences; AB, Princeton University; AM, PhD, Harvard University

Burton, Dora (1976), Professor Emerita of Russian; MD, First Leningrad and Kazan Medical Institute (Russia); MA, PhD, University of Washington

Burton, Foster M. (1969), Professor Emeritus of Construction; BSCE, BS, Carnegie Institute of Technology; MBA, New York University; PhD, University of Pittsburgh



Buseck, Peter R.

(1963)

Regents' Professor of Chemistry and Biochemistry and Geological Sciences; BA, Antioch College; MA, PhD, Columbia University

Bush, Jeffrey E. (1997), Associate Professor of Music Education; BM, MM, Northern Illinois University, De Kalb; PhD, University of Arizona

C

Cabana, Graciela S. (2003), Adjunct Professor of Anthropology; BA, University of California, Berkeley; MA, PhD, University of Michigan

Cabianca, William A. (1967), Professor Emeritus of Counselor Education; BEd, Gonzaga University; MEd, PhD, Washington State University

Cady, Linell E. (1983), Professor of Religious Studies; Director, Center for the Study of Religion and Conflict; BA, Newton College; MTS, ThD, Harvard University

Calhoun, Ronald J. (2001), Assistant Professor of Mechanical and Aerospace Engineering; BS, MS, PhD, Stanford University

Calkins, Jerry M. (1992), Adjunct Professor of Bioengineering; BSChE, MSChE, University of Wyoming; PhD, University of Maryland, College Park; MD, University of Arizona

Callahan, Christopher (2005), Professor of Journalism and Mass Communication; Dean, Walter Cronkite School of Journalism and Mass Communication; BS, Boston University; MPA, Harvard University

Callarman, Thomas E. (1980), Associate Professor of Supply Chain Management; Director, Institute for Manufacturing Enterprise Systems; BBA, West Texas State University; MBA, Arizona State University; PhD, Purdue University

Calleros, Charles R. (1980), Professor of Law; BA, University of California, Santa Cruz; JD, University of California, Davis

Calliss, Debra (2004), Lecturer of Computer Science and Engineering; BS, MS, PhD, Arizona State University

Cam, Hasan (2001), Assistant Professor of Computer Science and Engineering; BS, MS, Istanbul Technical University (Turkey); PhD, Purdue University

Cameron, Theresa (1997), Associate Professor of Planning; BA, State University of New York, Buffalo; MUP, University of Michigan; DDes, Harvard University

Campbell, Andrew (2002), Assistant Professor of Music; BA, BM, Oberlin College; MM, Indiana University; DMA, University of Michigan

Campbell, Heather E. (1991), Associate Professor of Public Affairs; Director, Public Administration Master's Program; BA, University of California, San Diego; MPhil, PhD, Carnegie Mellon University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Canary, Daniel J. (1999), Professor of Communication; BA, MA, California State University, Fullerton; MA, PhD, University of Southern California

Candan, Kasim Selcuk (1997), Associate Professor of Computer Science and Engineering; BS, Bilkent University (Turkey); PhD, University of Maryland, College Park

Candela, Giuseppe (1995), Associate Professor of Italian; MA, PhD, University of Wisconsin

Candelaria, Cordelia C. (1992), Professor of English and Chicana and Chicano Studies; BA, Fort Lewis College; MA, PhD, University of Notre Dame

Cannella, Albert (2004), The Hahnco Companies Professor of Management; BS, Tennessee Technological University; MBA, University of Northern Iowa; PhD, Columbia University

Cannella, Gaile (2004), Professor of Curriculum and Instruction; BS, MA, Tennessee Technological University; EdD, University of Georgia

Canovas, Frédéric (1999), Associate Professor of French; Diplôme d'Études Universitaires Générales de Lettres Modernes, Maîtrise de Lettres Modernes, Diplôme d'Études Approfondies de Lettres Modernes, Lyon University (France); PhD, University of Oregon

Canright, James E. (1964), Professor Emeritus of Life Sciences; BA, Miami University; AM, PhD, Harvard University

Cao, Yu (Kevin) (2004), Assistant Professor of Electrical Engineering; BS, Peking University (China); MA, PhD, University of California, Berkeley

Capco, David G. (1984), Professor of Life Sciences; BS, Edinboro State College; MS, University of Houston; PhD, University of Texas, Austin

Caplan, Michael R. (2002), Assistant Professor of Bioengineering; BA, BS, University of Texas, Austin; PhD, Massachusetts Institute of Technology

Cardineau, Guy A. (2003), Research Professor of Life Sciences and Center Faculty Fellow of Law; BS, Auburn University; PhD, University of Alabama, Birmingham

Cardy, Robert L. (1988), Professor of Management; BS, Central Michigan University; PhD, Virginia Polytechnic Institute and State University

Carlson, A. Cheree (1988), Professor of Communication; BA, MA, Colorado State University; PhD, University of Southern California

Carlson, Ingeborg L. (1964), Professor Emerita of German; Abitur, Hölderlin School (Germany); Vorsemaster and cand.phil., University of Heidelberg (Germany); Dr. phil., University of Erlangen-Nuremberg (Germany)

Carlson, Marilyn P. (1995), Associate Professor of Mathematics and Statistics; Interim Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology; BS, Central Missouri State University; MS, PhD, University of Kansas



Carlson, Ron
(1986)

Regents' Professor of English; BA, MA,
University of Utah

Carney, James D. (1967), Professor Emeritus of Philosophy; BA equivalent, Northern Baptist Theological Seminary; MA, Roosevelt University; PhD, University of Nebraska, Lincoln

Carpenter, Ellon D. (1988), Associate Professor of Music; BA, Denison University; MA, Kent State University; PhD, University of Pennsylvania

Carpenter, Ray W. (1981), Professor of Solid State Science; BS, MS, PhD, University of California, Berkeley

Carr, Christopher (1985), Professor of Anthropology; BA, University of Illinois; MA, PhD, University of Michigan

Carroll, Kevin K. (1975), Associate Professor of History; BA, Canisius College; MA, PhD, Harvard University

Carroll, Steven (1985), Professor Emeritus of Life Sciences; BS, Tulane University; MS, Oregon State University; PhD, University of Oregon

Carter, Joseph R. (1991), Avnet Professor of Supply Chain Management; Chair, Department of Supply Chain Management; BS, MBA, Northeastern University; PhD, Boston University

Carter, Phillip L. (1995), Professor of Supply Chain Management; Harold E. Fearon Chair, Purchasing Management; Director, Center for Advanced Purchasing Studies; BSEE, Rose-Hulman Institute of Technology; MBA, DBA, Indiana University

Carver, George L. (1965), Professor Emeritus of Classical Languages; BA, MA, University of Texas, Austin; STB, Saint Mary's Seminary; PhD, Saint Louis University

Caryl, James (2003), Assistant Professor of Military Science; Business Manager, Department of Military Science; BS, Arizona State University

Casanova, Ursula (1987), Professor Emerita of Educational Leadership and Policy Studies; BA, Hunter College; MS, State University of New York, Brockport; PhD, Arizona State University

Casavantes, Michael D. (1990), Lecturer of Journalism and Mass Communication; BA, University of Texas, El Paso; MA, New Mexico State University

Case, James L. (1969), Professor Emeritus of Speech and Hearing Science; BS, Weber State College; MS, PhD, University of Utah

Cashman, Holly (2001), Assistant Professor of Spanish; BA, Hood College; MA, PhD, University of Michigan, Ann Arbor

Cassidy, Virginia L. (1988), Librarian Emerita; AB, Oberlin College; MLS, Pratt Institute

Castaneda, Eddie (1990), Associate Professor of Psychology; BS, MA, University of Texas, El Paso; PhD, University of Michigan

Castillo-Chavez, Carlos (2004), Professor of Mathematics and Statistics; BS, University of Wisconsin, Stevens Point; MS, University of Wisconsin, Milwaukee; PhD, University of Wisconsin, Madison

Castle, Gregory (1992), Associate Professor of English; BA, California State University, Fresno; MA, PhD, University of California, Los Angeles

Castro, Felipe G. (1991), Professor of Psychology; BA, University of California, Santa Barbara; MSW, University of California, Los Angeles; PhD, University of Washington

Cate, Heather E. (1995), Academic Associate; BA, University of New Hampshire, Durham; MA, Arizona State University

Catlaw, Thomas J. (2004), Assistant Professor of Public Affairs; BA, Trinity College; MPA, PhD, George Washington University

Caudle, M. Tyler (1997), Assistant Professor of Chemistry and Biochemistry; BS, University of North Carolina, Charlotte; PhD, Duke University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Cavanaugh, Carolyn J. (1996), Academic Associate of Psychology; AB, Duke University; PhD, Arizona State University

Cavender, Gray (1977), Professor of Justice and Social Inquiry; BS, University of Tennessee; MS, Middle Tennessee State University; PhD, Florida State University; JD, University of Tennessee, Knoxville

Cayer, N. Joseph (1980), Professor of Public Affairs; BA, MPA, University of Colorado; PhD, University of Massachusetts, Amherst



Cervený, Randall S.
(1986)

President's Professor of Geography; BS, MA, PhD, University of Nebraska, Lincoln

Cesarotti, Evelyn L. (1992), Associate Professor of Nursing; BSN, University of West Florida; MS, PhD, University of Arizona

Cesta, John R. (1975), Associate Professor of Finance; BS, Capital University; MBA, PhD, Florida State University

Cevette, Michael J. (1989), Adjunct Professor of Speech and Hearing Science; BA, University of Nevada, Las Vegas; MS, Utah State University; PhD, University of Utah

Chade, Hector (1997), Associate Professor of Economics; Licenciado en Economía, National University of Cuyo (Argentina); MS, PhD, University of Illinois, Urbana-Champaign

Chakrabarti, Chaitali (1990), Professor of Electrical Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park

Chamberland, Bertrand L. (1995), Adjunct Professor of Chemistry and Biochemistry; BA, St. Anselm's College; PhD, University of Pennsylvania

Chamberlin, Ralph V. (1986), Professor of Physics and Astronomy; BS, University of Utah; MS, PhD, University of California, Los Angeles

Chambers, Anthony (1998), Professor of Japanese; BA, Pomona College; MA, Stanford University; PhD, University of Michigan

Chance, John K. (1987), Professor of Anthropology; AB, University of Pennsylvania; AM, PhD, University of Illinois

Chandler, Douglas E. (1980), Professor of Life Sciences; BS, University of Rochester; MA, Johns Hopkins University; PhD, University of California, San Francisco

Chang, Yung (1996), Associate Professor of Life Sciences; MD, Beijing Medical College (China); PhD, University of Iowa

Chapman, Jeffrey (1999), Professor of Public Affairs; AB, Occidental College; MA, PhD, University of California, Berkeley

Chapuis, Jean-Charles (1991), Senior Research Professional, Cancer Research Institute; BS, PhD, University of Lausanne (Switzerland)

Chaput, John (2004), Assistant Professor of Chemistry and Biochemistry; BS, Creighton University; MS, PhD, University of California, Riverside

Chartier, George M. (1971), Professor Emeritus of Psychology; BS, University of Illinois; MA, PhD, University of Oregon

Chase, Marcelle P. (1983), Law Librarian Emeritus; MLS, Ball State University; JD, University of Brussels (Belgium)

Chasey, Allan D. (1995), Associate Professor of Construction; BS, Arizona State University; MS, Air Force Institute of Technology; PhD, Virginia Polytechnic Institute and State University

Chasey, Eugene F. (1965), Professor Emeritus of Education; BS, Northwestern State College; MA, Colorado State College; EdD, University of Wyoming

Chassin, Laurie (1979), Professor of Psychology; BA, Brown University; MS, PhD, Columbia University

Chatha, Karamvir (2001), Assistant Professor of Computer Science and Engineering; BSE, University of Bombay (India); MS, PhD, University of Cincinnati

Chattopadhyay, Aditi (1990), Professor of Mechanical and Aerospace Engineering; MS, PhD, Georgia Institute of Technology

Chaudhuri, Joyotpaul (1985), Professor Emeritus of Political Science; BA, Central State University, Oklahoma; MA, PhD, University of Oklahoma

Chawla, Nikhilesh (2000), Associate Professor of Materials Engineering; BS, New Mexico Institute of Mining and Technology; MS, University of Tennessee, Knoxville; PhD, University of Michigan, Ann Arbor

Chen, Angela Chia-Chen (2004), Assistant Professor of Nursing; BSN, National Taiwan University, Taipei (Taiwan); MS, PhD, University of Washington

Chen, Jiunn-Liang (2004), Assistant Professor of Chemistry and Biochemistry and Life Sciences; BS, National Cheng-Kung University (China); PhD, Indiana University, Bloomington

Chen, Kang Ping (1991), Associate Professor of Engineering; BS, Peking University (China); PhD, University of Minnesota, Twin Cities

Chen, Nai-Kuang (1998), Assistant Professor of Computer Information Systems; BBA, Soochow University (Taiwan); MS, George Washington University; PhD, University of Connecticut

Chen, Sandy (2003), Assistant Librarian, Technical Services Department; BA, Fu Jen Catholic University (Taiwan); MA, University of Missouri; MLS, Emporia State University

Chen, Shu-Chuan (2004), Assistant Professor of Mathematics and Statistics; BS, National Chung-Hsing University (Taiwan); MS, National Donghua University (Taiwan); PhD, Pennsylvania State University

Chen, Stanley S. (1967), Professor Emeritus of Engineering; Diploma, Taipei Institute of Technology (Taiwan); MS, Ohio University; PhD, University of Wisconsin, Madison

Chen, Yinong (2001), Senior Research Scientist of Computer Science and Engineering; BS, MS, Chongqing University (China); PhD, University of Karlsruhe (Germany)

Chen, Yongsheng (2003), Associate Research Professor of Civil and Environmental Engineering; BSE, Northern China Institute of Technology (China); MS, PhD, Nankai University (China)

Childress, Nancy (1991), Associate Professor of Mathematics and Statistics; BS, BSEd, MS, PhD, Ohio State University

Chilton, Leslie Anne (1998), Academic Associate, University College; Coordinator, Writing Center; BA, MA, PhD, Arizona State University

Chin, Michelle (2001), Assistant Professor of Political Science; BS, Andrews University; MA, PhD, Texas A&M University

Chizmeshya, Andrew V.G. (1994), Associate Research Scientist, Center for Solid State Science; BS, University of Toronto (Canada); MSc, PhD, Queen's University, Kingston (Canada)

Chlistowa, Xenia (1980), Professor Emerita of Dance

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Chodorow, Adam (2004), Associate Professor of Law; BA, Yale College; MA, JD, University of Virginia; LL.M., New York University

Choi, Hyaewol (1998), Associate Professor of Korean; BA, MA, Yonsei University (South Korea); PhD, State University of New York, Buffalo

Choi, Thomas (1998), Professor of Supply Chain Management; AB, University of California, Berkeley; PhD, University of Michigan

Chong, Herbert M., Lieutenant Colonel (2002), Professor of Military Science; Chair, Department of Military Science; BS, West Texas A&M University; MS, Kansas State University

Chou, Ju-Hsi (1975), Professor Emeritus of Art; BA, University of Kentucky; MA, PhD, Princeton University



Christensen, Philip R.
(1987)

Regents' Professor of Geological Sciences; Edgar and Helen Korrick Presidential Professor; BS, MS, PhD, University of California, Los Angeles

Christian, Charles W. (1985), Professor of Accountancy; BBA, University of Georgia; JD, University of Virginia; PhD, University of Georgia

Christie, James F. (1988), Professor of Curriculum and Instruction; BA, University of California, Berkeley; MA, Syracuse University; PhD, Claremont Graduate School

Christine, Carol J. (1998), Clinical Assistant Professor of Curriculum and Instruction; Associate Division Director, Initial Teacher Certification; BA, MA, Arizona State University; PhD, University of Arizona

Christopher, F. Scott (1986), Professor of Family and Human Development; BS, MS, University of Nebraska; PhD, Oregon State University

Chubrich, Robert E. (1971), Professor Emeritus of Speech and Hearing Science; BA, Grinnell College; MA, Indiana University, Bloomington; PhD, State University of New York, Buffalo

Church, Kathleen K. (1969), Professor of Life Sciences; Vice Provost; BS, MA, University of Utah; PhD, University of California, Berkeley



Cialdini, Robert B.
(1971)

Regents' Professor of Psychology; BS, University of Wisconsin, Milwaukee; MA, PhD, University of North Carolina, Chapel Hill

Cichacz, Zbigniew A. (1989), Associate Research Professor, Cancer Research Institute; MSc, PhD, Institute of Organic and Physical Chemistry (Poland)

Claiborn, Charles D. (1990), Professor of Counseling Psychology and Counselor Education; AB, University of Missouri; MA, Ohio State University; PhD, University of Missouri

Clark, Caroline (1999), Faculty Associate of Design; BFA, Arizona State University

Clark, Doug (2002), Assistant Professor of Curriculum and Instruction; BA, University of North Carolina, Chapel Hill; MA, Stanford University; PhD, University of California, Berkeley



Clark, Geoffrey A.
(1971)

Regents' Professor of Anthropology; BA, MA, University of Arizona; PhD, University of Chicago

Clark, Lawrence T. (2004), Associate Professor of Electrical Engineering; BS, Northern Arizona University; MS, PhD, Arizona State University

Clark, Robert C. (1981), Professor Emeritus of Music; BMus, Central Methodist College; SMM, Union Theological Seminary

Clark, William Dennis (1976), Associate Professor of Life Sciences; BA, Sacramento State College; PhD, University of Texas, Austin

Clark-Curtiss, Josephine (2004), Professor of Life Sciences; BS, St. Mary's College; PhD, Medical College of Georgia

Clarke, Amanda B. (2003), Assistant Professor of Geological Sciences; BS, BA, University of Notre Dame; PhD, The Pennsylvania State University

Clay, J. Eugene (1993), Associate Professor of Religious Studies; AB, AM, PhD, University of Chicago

Clemens, Katherine (2004), Assistant Librarian; BS, Nazareth College of Rochester; MLS, Florida State University

Clinton, Robert N. (2001), Professor of Law; BA, University of Michigan; JD, University of Chicago

Clothier, Ronald R. (1955), Professor Emeritus of Life Sciences; AB, Fresno State College; MA, Montana State University; PhD, University of New Mexico

Cluff, Gordon L. (1963), Professor Emeritus of Speech and Hearing Science; BA, Arizona State University; MS, PhD, Southern Illinois University

Cobas, José A. (1975), Professor of Sociology; BA, Maryville College; MA, University of Tennessee, Knoxville; PhD, University of Texas, Austin

Cocchiarella, Martha (1998), Lecturer of Curriculum and Instruction; BA, MEd, PhD, Arizona State University

Cochran, Douglas (1989), Associate Professor of Electrical Engineering; MA, University of California, San Diego; PhD, Harvard University

Cochran, Jeffery K. (1984), Professor of Industrial Engineering; BSE, MSNE, MSIE, PhD, Purdue University

Cocke, Robert D. (1983), Professor Emeritus of Art; BFA, University of Arizona; MFA, University of Iowa

Codell, Julie F. (1991), Professor of Art; AB, Vassar College; MA, University of Michigan; MA, PhD, Indiana University

Coghlan, William A. (1990), Adjunct Professor of Chemical Engineering; BS, Montana College of Mineral Science and Technology; MS, PhD, Stanford University

Cohen, Herbert G. (1978), Professor Emeritus of Curriculum and Instruction; BS, Muhlenberg College; MA, Hofstra University; PhD, University of Iowa

Cohen, Stewart M. (1989), Professor of Philosophy; Chair, Department of Philosophy; BA, Wayne State University; MA, University of California, Santa Barbara; PhD, University of Arizona

Cohn, Sanford J. (1979), Associate Professor of Curriculum and Instruction; BA, MEd, PhD, Johns Hopkins University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Colbert, Charles R.** (1998), Academic Associate of American Indian Studies; BS, Northeastern Oklahoma State University; MA, EdD, Arizona State University
- Colbourn, Charles** (2001), Professor of Computer Science and Engineering; BSc, University of Toronto (Canada); MMath, University of Waterloo (Canada); PhD, University of Toronto (Canada)
- Colby, Arthur L.** (1965), Professor Emeritus of English; BA, University of Massachusetts, Amherst; MA, PhD, University of North Carolina, Chapel Hill
- Colby, Barbara F.** (1973), Academic Associate; BA, University of Massachusetts, Amherst; MA, Arizona State University
- Coleman, Vicki** (2004), Librarian; Associate Dean, Library Services; BS, North Carolina Agricultural and Technical State University; MLS, University of Michigan
- Coles, Jeffrey L.** (1994), Professor of Finance; Chair, Department of Finance; BA, Pomona College; PhD, Stanford University
- Colina, Sonia** (1997), Associate Professor of Spanish; BA, University of Compostela (Spain); MA, Southern Illinois University, Carbondale; MA, State University of New York, Binghamton; PhD, University of Illinois, Urbana-Champaign
- Collins, Daniel L.** (1989), Associate Professor of Art; BA, University of California, Davis; MA, Stanford University; MFA, University of California, Los Angeles
- Collins, James P.** (1975), Virginia M. Ullman Professor of Natural History and the Environment; Professor of Life Sciences; BS, Manhattan College; MS, PhD, University of Michigan
- Collins, Scott L.** (2001), Adjunct Professor of Life Sciences; BA, Wittenberg University; MS, Miami University; PhD, University of Oklahoma
- Collofello, James S.** (1979), Professor of Computer Science and Engineering; Associate Chair for Undergraduate Programs, Department of Computer Science and Engineering; BS, MS, Northern Illinois University; PhD, Northwestern University
- Comeaux, Malcolm L.** (1969), Professor Emeritus of Geography; BA, University of Southwestern Louisiana; MA, Southern Illinois University, Carbondale; PhD, Louisiana State University, Baton Rouge
- Comfort, Joseph R.** (1981), Professor of Physics and Astronomy; AB, Ripon College; MS, PhD, Yale University
- Comprix, Joseph** (2000), Assistant Professor of Accountancy; BS, Ohio State University; PhD, University of Illinois, Urbana-Champaign
- Congdon, Justin D.** (2000), Adjunct Professor of Life Sciences; BS, MS, California State Polytechnic University; PhD, Arizona State University
- Conrad, Cheryl D.** (1997), Associate Professor of Psychology; BS, University of California, Irvine; PhD, University of Illinois, Urbana-Champaign
- Conrow, Jane A.** (1968), Associate Dean Emerita, Library Services; BA, MLS, Indiana University, Bloomington
- Cook, Edward A.** (1985), Associate Professor of Architecture and Landscape Architecture; BSLA, Washington State University; MLA, Utah State University; PhD, Wageningen University (Netherlands)
- Cook, Paul** (1987), Senior Lecturer of English; BA, Northern Arizona University; MA, Arizona State University; PhD, University of Utah
- Cook, Phil A.** (1963), Professor Emeritus of Education; BA, Southwestern Oklahoma State College; MA, Colorado State College; EdD, University of Kansas
- Cook, Sue** (2004), Assistant Professor of Nursing; BSN, University of Phoenix; MS, Arizona State University; MEd, Northern Arizona University; PhD, University of Arizona
- Cook, Suzanne M.** (1974), Professor Emerita of Management; BBA, MBA, DBA, Texas Tech University
- Coole, Cheryl** (2004), Assistant Professor of Nursing; BSN, MSN, PhD, University of Washington
- Coombs, Toni** (2002), Lecturer of Mathematics and Statistics; BS, MS, Arizona State University
- Cooper, Allene** (1997), Senior Lecturer of English; BA, MA, University of Utah; PhD, Arizona State University
- Coor, Lattie F.** (1990), Professor of Public Affairs; President Emeritus, Arizona State University; AB, Northern Arizona University; MA, PhD, Washington University
- Corder, Brice W.** (1971), Professor Emeritus of Kinesiology; BA, Lynchburg College; MEd, EdD, Temple University
- Corey, Constance H.** (1973), Librarian Emerita; BA, Denison University; MLS, University of Arizona; MBA, Arizona State University
- Corey, Frederick C.** (1987), Associate Professor of Communication; Associate Dean, University College; Interim Director, School of Interdisciplinary Studies; BS, Central Michigan University; MS, Southern Illinois University, Carbondale; PhD, University of Arizona
- Corley, Elizabeth A.** (2003), Assistant Professor of Public Affairs; BSCE, MS, MSCE, PhD, Georgia Institute of Technology
- Corley, Kevin G.** (2005), Assistant Professor of Management; BS, Miami University; PhD, Pennsylvania State University
- Corman, Steven R.** (1987), Professor of Communication; BS, Illinois State University; MA, PhD, University of Illinois
- Corral, Karen** (1996), Assistant Professor of Computer Information Systems; BA, University of Michigan; MS, PhD, Arizona State University
- Corse, Taylor** (1989), Associate Professor of English; BA, Florida State University; MA, University of Michigan; PhD, University of Florida
- Cosand, Walter A.** (1976), Professor of Music; BM, MM, University of Rochester
- Cota-Cárdenas, Margarita** (1981), Professor Emerita of Spanish; BA, California State University, Turlock; MA, University of California, Davis; PhD, University of Arizona
- Couch, Sanford C.** (1962), Professor Emeritus of Russian; BA, MA, PhD, University of Wisconsin, Madison
- Coudart, Anick** (2004), Adjunct Professor of Anthropology; BA, University of Paris, Sorbonne (France); MA, PhD, University of Paris I, Panthéon-Sorbonne (France)
- Coudroglou, Alik** (1971), Professor Emerita of Social Work; BA, College of Saint Benedict; MSW, University of Minnesota, Twin Cities; DSW, Columbia University
- Coughlin, John Kevin** (1994), Academic Associate, University College; BA (History), BA (Religious Studies), MC, Arizona State University
- Coursen, Jerry** (1987), Senior Lecturer of Bioengineering; BS, MS, Arizona State University; PhD, University of Arizona
- Cowgill, George L.** (1990), Professor Emeritus of Anthropology; AM, University of Chicago; PhD, Harvard University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Cowley, Anne P. (1983), Professor of Physics and Astronomy; BA, Wellesley College; MS, PhD, University of Michigan



Cowley, John M.

(1969)

Regents' and Galvin Professor Emeritus of Physics and Astronomy; BS, MS, DSc, University of Adelaide (Australia); PhD, Massachusetts Institute of Technology

Cox, Ronnie R. (1987), Clinical Associate Professor of African and African American Studies; BS, Fayetteville University; MS, University of North Carolina; PhD, University of Tennessee

Craft, Emalee (2004), Assistant Librarian, Noble Science Reference Service; BA, MLS, University of Alabama

Craft, John E. (1973), Professor of Journalism and Mass Communication; BFA, MA, PhD, Ohio University

Crafts-Brandner, Steven (1996), Adjunct Professor of Life Sciences; BS, Western Kentucky University; MS, PhD, University of Illinois

Crawford, John E. (1980), Professor Emeritus of Communication; BA, Nebraska Wesleyan University; MA, Sacramento State College; PhD, University of Southern California

Crawford, Neil (1997), Adjunct Professor of Bioengineering; BS, University of California, Berkeley; MS, PhD, Arizona State University

Creath, J. Richard (1974), Professor of Life Sciences and Philosophy; BA, Knox College; MA (Philosophy), MA (History and Philosophy of Science), PhD, University of Pittsburgh

Creighton, Judith M. (1967), Professor Emerita of Family and Human Development; BS, University of Arizona; MS, MC, Arizona State University; PhD, University of Arizona

Crewe, Katherine (1998), Associate Professor of Planning; BA, Rhodes University (South Africa); MLA, University of California, Berkeley; PhD, University of Massachusetts, Amherst

Crimm, Nina (2004), Visiting Professor of Law; AB, Washington University; MBA, JD, Tulane University; LLM, Georgetown University

Crittenden, John C. (2004), Richard Snell Presidential Chair Professor of Civil and Environmental Engineering; BSE, MSE, PhD, University of Michigan, Ann Arbor

Crittenden, W. Jackson (1988), Associate Professor of Political Science; BA, Tufts University; MEd, Harvard University; DPhil, University of Oxford (United Kingdom)

Cronic, Keith A. (2004), Professor of Psychology; Chair, Department of Psychology; BA, University of Southern California; PhD, University of Washington

Crocker, Nancy (1996), Academic Associate, University College; Associate Director, Academic Community Engagement Services; BA, MA, PhD, Michigan State University

Croft, Lee B. (1973), Professor of Russian; BS, Arizona State University; MA, University of Arizona; PhD, Cornell University

Cromarty, Ross (1998), Faculty Associate of Planning; BA, C.W. Post College of Long Island University; MEP, PhD, Arizona State University

Cronin, John R. (1966), Professor Emeritus of Chemistry and Biochemistry; BA, College of Wooster; PhD, University of Colorado

Cronkite, Walter (1986), Professor of Journalism and Mass Communication

Crook, Sharon (2004), Assistant Professor of Mathematics and Statistics; BS, University of Southern Mississippi; MA, PhD, University of Maryland, College Park

Cross, James (1986), Adjunct Professor of Art; BA, University of California, Los Angeles

Crouch, Peter E. (1985), Professor of Electrical Engineering; Dean, Ira A. Fulton School of Engineering; BS, MS, University of Warwick (United Kingdom); PhD, Harvard University

Crow, Michael M. (2002), Professor of Public Affairs; President, Arizona State University; BA, Iowa State University; PhD, Syracuse University

Crowder, Troy F. (1970), Professor Emeritus of Journalism and Mass Communication; BA, University of South Dakota; MA, University of Iowa

Crowe, Barbara J. (1981), Professor of Music; Director, Music Therapy; BM, MM, Michigan State University

Crowley, Sharon (1998), Professor of English; BA, MA, University of Nebraska, Lincoln; PhD, University of Northern Colorado

Crozier, Peter A. (1987), Senior Research Scientist, Center for Solid State Science; BSc, PhD, University of Glasgow (United Kingdom)

Cruz, Rhodora (2001), Faculty Associate of Nursing; BSN, Georgia Southwestern State University; MSN, University of Phoenix

Cuciurean, John Daniel (2003), Assistant Professor of Music Theory; BEng, McMaster University, Ontario (Canada); BM, Royal Conservatory of Music, Toronto (Canada); PhD, State University of New York

Culbertson, Robert J. (1991), Associate Professor of Physics and Astronomy; BS, Kent State University; PhD, Pennsylvania State University, University Park

Curran, Mark (1968), Professor Emeritus of Spanish and Portuguese; BS, Rockhurst College; PhD, Saint Louis University

Curtiss, Roy III (2004), Professor of Life Sciences; BS, Cornell University; PhD, University of Chicago

Cutler, Lorraine M. (1991), Associate Professor of Design; Associate Dean, College of Architecture and Environmental Design; BA, BFA, Arizona State University; MA, University of Phoenix

Cvorovic, Jelena (2002), Adjunct Professor of Anthropology; BA, MA, Belgrade University of Philosophy (Serbia); PhD, Arizona State University

Czygrinow, Andrzej M. (1999), Assistant Professor of Mathematics and Statistics; MS, Adam Mickiewicz University (Poland); MS, PhD, Emory University

D

D'Alesandro, Anthony J. (2004), Lecturer of Mathematics and Statistics; BA, MS, Rutgers, The State University of New Jersey; MS, University of Cincinnati

D'Andrea, Frank L. (1972), Professor Emeritus of Music; BA, MA, EdD, Columbia University

D'Angelo, Frank J. (1970), Professor Emeritus of English; BS, Loyola University, New Orleans; MA, Tulane University; PhD, University of Nebraska, Lincoln

Daane, Calvin J. (1963), Professor Emeritus of Counselor Education; BS, University of Wisconsin, Madison; MA, Columbia University; EdD, Indiana University, Bloomington

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Dagger, Richard K.** (1976), Professor of Political Science; BA, University of Missouri, St. Louis; PhD, University of Minnesota, Twin Cities
- Dahl, Jeannine** (1989), Professor Emerita of Nursing; BS, University of Kansas; MA, EdD, University of Northern Colorado
- Dahl, Richard C.** (1966), Professor Emeritus of Law; BA, BLS, University of California, Berkeley; JD, Catholic University of America
- Daley, J. Michael** (1978), Professor Emeritus of Social Work; BS, Spring Hill College; MSW, Saint Louis University; MS, University of Pittsburgh; PhD, Tulane University
- Dalgleish, Donald D.** (1962), Professor Emeritus of Military Science; BA, Carleton College; MA, Columbia University; PhD, University of Colorado
- Dallyn, Selwyn L.** (1983), Clinical Professor of Law; BA, Graceland College; JD, University of Iowa
- Dalton, Kevin Andrew** (1994), Senior Lecturer of Barrett Honors College; BA, Columbia University; MPhil, University of Oxford (United Kingdom); PhD, University of Virginia
- Damrel, David W.** (2000), Assistant Professor of Religious Studies; BA, BJ, MA, University of Texas, Austin; PhD, Duke University
- Dandekar, Hemalata** (2002), Professor of Planning; Director, School of Planning; BArch, University of Bombay (India); MArch, University of Michigan; PhD, University of California, Los Angeles
- Daniel, Norman E.** (1970), Professor Emeritus of Supply Chain Management; BS, MS, University of Tennessee, Knoxville; PhD, Indiana University
- Danielson, Marivel** (2004), Assistant Professor of Chicana and Chicano Studies; BA, Minnesota State University; MA, PhD, University of Michigan
- Dantico, Marilyn** (1981), Associate Professor of Political Science; BA, University of Illinois; MA, PhD, Florida State University
- Danzig, Arnold B.** (2001), Associate Professor of Educational Leadership and Policy Studies; BA, State University of New York; MA, PhD, University of Maryland
- Darling, J. Andrew** (2001), Adjunct Professor of Anthropology; BA, Swarthmore College; MA, PhD, University of Michigan
- Darst, Paul W.** (1976), Professor of Kinesiology; BS, MS, University of Akron; PhD, Ohio State University
- Dasgupta, Partha** (1991), Associate Professor of Computer Science and Engineering; BTech, MTech, Indian Institute of Technology (India); PhD, State University of New York, Stony Brook
- Datta, Manjira** (1995), Associate Professor of Economics; BA, MA, Jadavpur University (India); PhD, Cornell University
- Dauber, M. Robert** (1990), Clinical Professor of Law; BA, University of California, Berkeley; JD, Arizona State University
- Dauten, Joel J.** (1960), Professor Emeritus of Finance; BS, MS, Washington University; PhD, University of Iowa
- Davey, William G.** (1976), Associate Professor of Communication; Director, International Programs; BA, Pennsylvania State University; MA, Columbia University; PhD, Indiana University, Bloomington
- David, Julie Smith** (1995), Associate Professor of Computer Information Systems; BA, MBA, PhD, Michigan State University
- Davidson, Elizabeth T.** (1986), Research Professor of Life Sciences; BS, Mount Union College; MS, PhD, Ohio State University
- Davidson, Joseph K.** (1973), Professor of Engineering; BME, MSc, PhD, Ohio State University
- Davila, Eduardo** (1998), Lecturer of Management; BS, University of Illinois, Urbana-Champaign; MBA, Arizona State University
- Davis, Frank S.** (1978), Senior Research Professional of Chemistry and Biochemistry; BSE, Arizona State University
- Davis, George R.** (1980), Professor Emeritus of Electrical Engineering; BSEE, MS, University of Illinois; PhD, University of Arizona
- Davis, Joseph M.** (1975), Associate Professor of Real Estate; BS, University of South Carolina; MBA, Texas A&M University; PhD, University of Georgia
- Davis, Kirsten** (2001), Legal Writing Instructor; BA, JD, Ohio State University
- Davis, Mary C.** (1994), Associate Professor of Psychology; BS, University of Idaho; MS, PhD, University of Pittsburgh
- Davis, Olga Idriss** (1998), Associate Professor of Communication; BS, University of Redlands; MA, PhD, University of Nebraska, Lincoln
- Davis, Robert E.** (1959), Professor Emeritus of Communication; BA, MA, PhD, University of Illinois
- Davis, Thomas J.** (1996), Professor of History and Law; AB, Fordham University; MA, Ball State University; MA, PhD, Columbia University; JD, State University of New York, Buffalo
- Davulcu, Hasan** (2002), Assistant Professor of Computer Science and Engineering; BS, Middle East Technical University (Turkey); MS, PhD, State University of New York, Stony Brook
- Day, Thomas** (1995), Professor of Life Sciences; BS, Colorado State University; MS, University of Idaho; PhD, Colorado State University
- de Jesús, Melinda L.** (1999), Assistant Professor of Asian Pacific American Studies; BA, Lehigh University; MA, University of York (United Kingdom); PhD, University of California, Santa Cruz
- De la Garza, Sarah Amira** (2002), Associate Professor of Communication; BS, North Texas State University; MA, State University of New York, Buffalo; PhD, University of Texas, Austin
- de los Santos, Alfredo** (1999), Research Professor, Division of Educational Leadership and Policy Studies; BA, MLS, PhD, University of Texas, Austin
- de Marneffe, Peter** (1989), Associate Professor of Philosophy; BA, University of Massachusetts, Amherst; PhD, Harvard University
- Deach, Dorothy F.** (1967), Professor Emerita of Kinesiology; BS, MS, University of Illinois; PhD, University of Michigan
- Deal, Clarice** (1996), Lecturer of Portuguese; BA, Saint Marense Organization of Education and Culture, São Paulo (Brazil); MEd, Arizona State University
- Dean, Arthur G.** (1971), Professor Emeritus of Industrial Engineering; BA, MS, Texas Tech University; PhD, Texas A&M University
- Debenport, Sylvia** (1978), Professor Emerita of Music; BME, BM, MM, Indiana University, Bloomington
- DeFato, Rosalinda** (1970), Librarian, Hayden Reference Services; BA, Saint John's University; MLS, University of California, Los Angeles
- DeGraw, Bette F.** (1986), Administrative Professional Emerita of Public Affairs; Dean Emerita, School of Extended Education; BA, Thiel College; MSW, Rutgers, The State University of New Jersey; PhD, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- DeLamotte, Eugenia** (1997), Associate Professor of English; AB, Duke University; BA, MA, University of Oxford (United Kingdom); MA, PhD, Harvard University
- Deli, Daniel N.** (2001), Assistant Professor of Finance; BA, MS, University of Illinois; PhD, Arizona State University
- DeLibero, Joseph** (1996), Senior Lecturer of Computer Science and Engineering; BS, Iona College; MS, Purdue University
- Dellheim, Charles J.** (1980), Professor Emeritus of History; BA, Harpur College; MA, PhD, Yale University
- DeLusé, Stephanie R.** (1993), Lecturer of Interdisciplinary Studies; BS, MA, PhD, Arizona State University
- Demaine, Linda** (2004), Associate Professor of Law; BA, Arizona State University; JD, University of Arizona; PhD, Arizona State University
- DeMars, James R.** (1981), Professor of Music; BA, Macalester College; MA, PhD, University of Minnesota, Twin Cities
- Demirkan, Haluk** (2002), Assistant Professor of Computer Information Systems; BS, Istanbul Technical University (Turkey); MS, PhD, University of Florida
- DeNardo, Dale** (1998), Assistant Professor of Life Sciences; BS, DVM, University of California, Davis; PhD, University of California, Berkeley
- Denhardt, Janet Vinzant** (1995), Professor of Public Affairs; BA, Washington State University; MPA, DPA, University of Southern California
- Denhardt, Robert** (1999), Professor of Public Affairs; Director, School of Public Affairs; BA, Western Kentucky University; MA, PhD, University of Kentucky
- Desch, Steven** (2003), Assistant Professor of Physics and Astronomy; BS, MS, Rensselaer Polytechnic Institute; MS, University of Chicago; PhD, University of Illinois, Urbana-Champaign
- DeSerpa, Allan C.** (1975), Professor of Economics; BA, University of Santa Clara; PhD, University of California, Santa Barbara
- Detrie, Thomas** (1984), Professor Emeritus of Design; BFA, MFA, Louisiana Tech University
- Deviche, Pierre** (1999), Professor of Life Sciences; BS, PhD, University of Liege (Belgium)
- Devlin, John** (1998), Assistant Professor of Philosophy; BA, University of Toronto (Canada); PhD, University of Michigan
- Dey, Sandwip** (1987), Professor of Materials Engineering; BTech, Banares Hindu University (India); MS, PhD, Alfred University
- Dezelsky, Thomas L.** (1968), Professor Emeritus of Kinesiology; BS, Central Michigan University; MA, University of Michigan; HSD, Indiana University, Bloomington
- Di Adamo, Barbara A.** (1999), Academic Associate, University College; BA, William Paterson University; MA, Sonoma State University
- Di Gangi, Samuel** (1990), Associate Professor of Curriculum and Instruction; Assistant Vice Provost for Information Technology; BA, University of Pittsburgh; MEd, PhD, Arizona State University
- Diaz, Rodolfo E.** (2001), Associate Professor of Electrical Engineering; BS, Yale University; MS, PhD, University of California, Los Angeles
- Dieckmann, Stephan** (2004), Assistant Professor of Finance; Diplom Betriebswirt, Business School of Finance and Management (Germany); MS, PhD, Carnegie Mellon University
- Dierig, David A.** (1996), Adjunct Professor of Life Sciences; BS, MS, Arizona State University; PhD, University of Arizona
- Dietrich, Suzanne Wagner** (1988), Associate Professor of Computer Science and Engineering; BS, MS, PhD, State University of New York, Stony Brook
- Dirksen, Shannon Ruff** (1996), Associate Professor of Nursing; BSN, Arizona State University; MS, PhD, University of Arizona
- Ditsworth, Richard L.** (1959), Professor Emeritus of Engineering; BS, MS, Iowa State College; PhD, Michigan State University
- Dittert, Alfred E. Jr.** (1967), Professor Emeritus of Anthropology; BA, MA, University of New Mexico; PhD, University of Arizona
- Doak, R. Bruce** (1991), Professor of Physics and Astronomy; BS, Cornell University; MS, PhD, Massachusetts Institute of Technology
- Doan, Jerry** (1979), Professor of Music; BME, MM, North Texas State University; DMA, University of Michigan
- Doane, Winifred W.** (1977), Professor Emerita of Life Sciences; BS, Hunter College; MS, University of Wisconsin; PhD, Yale University
- Doebler, Bettie Anne** (1971), Professor Emerita of English; BA, MA, Duke University; PhD, University of Wisconsin, Madison
- Doelle, William H.** (2001), Adjunct Professor of Anthropology; BA, University of Michigan; MA, PhD, University of Arizona
- Doherty, Brian** (2002), Librarian; Head, Music Library; BA, Westminster Choir College; MA, MLS, Rutgers, The State University of New Jersey, New Brunswick
- Doig, Stephen K.** (1996), Professor of Journalism and Mass Communication; BA, Dartmouth
- Dollin, Michael** (1989), Faculty Associate of Planning; Coordinator, Joint Urban Design Studio; Urban Designer, Joint Urban Design Studio; BLA, University of Arizona
- Dolmas, Carole** (2002), Faculty Associate of Nursing; BSN, University of San Francisco; MSN, University of California, San Francisco
- Donelson, Kenneth L.** (1965), Professor Emeritus of English; BA, MA, PhD, University of Iowa
- Dooley, Kevin** (1997), Professor of Supply Chain Management; BS, MS, PhD, University of Illinois, Urbana-Champaign
- Dorman, Michael F.** (1976), Professor of Speech and Hearing Science; BS, University of Washington; MA, Hollins College; PhD, University of Connecticut
- Dorn, Ronald I.** (1988), Professor of Geography; AB, MA, University of California, Berkeley; PhD, University of California, Los Angeles
- Dornfield, Leslie G.** (2004), Faculty Associate of Planning; BA, Vassar College; MCP, University of Pennsylvania
- Doser, Douglas A.** (2000), Academic Associate, University College; Academic Advisor; BA, MS, Eastern Illinois University
- Doty, Roxanne L.** (1990), Associate Professor of Political Science; BS, MA, Arizona State University; PhD, University of Minnesota, Twin Cities
- Doubek, Dennis L.** (1976), Senior Research Professional, Cancer Research Institute; BS, University of Arizona; PhD, University of Illinois
- Dow, John** (1990), Professor of Physics and Astronomy; BS, University of Notre Dame; PhD, University of Rochester
- Dowling, Thomas E.** (1988), Professor of Life Sciences; BS, University of Michigan; PhD, Wayne State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Downs, Catherine A. (1983), Clinical Professor of Life Sciences; BS, Arizona State University; MA, Central Michigan University

Downs, Floyd L. (1988), Lecturer of Mathematics and Statistics; AB, Harvard University; MA, Columbia University

Doyle, David E. (1985), Adjunct Professor of Anthropology; BA, University of Arizona; MA, PhD, California State University, Chico

Doyle, Donald P. (1962), Professor Emeritus of Theatre; BA, Arizona State University; MA, Northwestern University; PhD, University of Minnesota, Twin Cities

Drake, Jackson M. (1974), Professor Emeritus of Education; BS, MS, Southern Illinois University, Carbondale; EdD, Columbia University

Dreyfoos, Dale (1994), Professor of Music; BM, Florida State University; MM, University of Texas, Austin

Driscoll, Michael F. (1971), Professor Emeritus of Mathematics and Statistics; BA, Saint John's University; MS, PhD, University of Arizona

Drucker, Jeffery S. (2000), Associate Professor of Physics and Astronomy; BA, University of California, Irvine; PhD, University of California, Santa Barbara

Duane, Drake D. (1987), Adjunct Professor of Speech and Hearing Science; AB, University of Michigan; MD, Wayne State University



Dubie, Norman
(1978)

Regents' Professor of English; BA, Goddard College; MFA, University of Iowa

Duckworth, William C. (1999), Adjunct Professor of Life Sciences; BS, University of Tennessee, Knoxville; MD, University of Tennessee, Memphis

Dudek, Leona M. (1960), Professor Emerita of Education; BEd, National College of Education; MA, Arizona State University

Duerden, Sarah J. (1998), Senior Lecturer of English; BA, University of Sheffield (United Kingdom); MA, PhD, Arizona State University

Duffy, Dennis M. (1977), Professor Emeritus of Construction; BS, MS, PhD, University of Arizona

Dugan, Jeanne (1994), Senior Lecturer of English; BA, University of Michigan; MA, PhD, Arizona State University

Duman, Tolga (1998), Associate Professor of Electrical Engineering; BS, Bilkent University (Turkey); MS, PhD, Northeastern University

Dumka, Larry E. (1991), Associate Professor of Family and Human Development; BA, University of Manitoba (Canada); MA, Simon Fraser University (Canada); PhD, Purdue University

Duncan, Anne (2001), Assistant Professor of Languages and Literatures; BA, Swarthmore College; MA, PhD, University of Pennsylvania

Duncan, Kate C. (1991), Professor of Art; BA, MA, University of New Mexico; PhD, University of Washington

Dundas, Mary Jane (1975), Professor Emerita of Legal and Ethical Studies; BA, California State University, Long Beach; JD, Loyola Marymount University

Durand, Barbara A. (1992), Professor Emerita of Nursing; BS, College of Saint Teresa; MS, University of California, San Francisco; EdD, University of San Francisco

Durrenberger, Robert W. (1971), Professor Emeritus of Geography; BS, Moorhead State College; BS, California Institute of Technology; MS, University of Wisconsin, Madison; PhD, University of California, Los Angeles

Duttgupta, Chitrallekha (2001), Lecturer of English; BA, Calcutta University (India); MA, Jadavpur University (India); MTESL, Arizona State University; PhD, Jadavpur University (India); PhD, Arizona State University

Duvernay, Jennifer (2000), Assistant Librarian, Noble Science Reference Services; BS, Carroll College; MLS, University of North Carolina, Chapel Hill

Dworkin, Judith (2003), Faculty Associate of Planning; MA, PhD, Clark University; JD, Arizona State University

Dwyer, Karen (1994), Senior Lecturer of English; BA, Lamar University; MA, PhD, Purdue University

Dyer, Becky (2004), Visiting Assistant Professor of Dance; BA, Brigham Young University; MS, University of Oregon; MFA, PhD, Texas Woman's University

E

Eck, Roger (1970), Professor Emeritus of Computer Information Systems; BSChE, Clarkson College of Technology; MBA, University of New Mexico; PhD, Tulane University

Eckard, Bonnie (1996), Professor of Theatre; BFA, University of Illinois; MA, University of Arizona; PhD, University of Denver

Eckert, Thomas W. (1971), Professor of Art; BA, MFA, Arizona State University

Edelsky, Carol (1976), Professor of Curriculum and Instruction; BS, University of Cincinnati; PhD, University of New Mexico, Albuquerque

Eder, James F. Jr. (1975), Professor of Anthropology; Director, Program for Southeast Asian Studies; BS, California Institute of Technology; MA, PhD, University of California, Santa Barbara

Edgar, Julia (2002), Assistant Professor of Speech and Hearing Science; BA, Valparaiso University; MA, University of Kansas; PhD, University of Minnesota

Edsall, Robert M. (2000), Assistant Professor of Geography; BA, Kenyon College; MS, PhD, Pennsylvania State University

Edwards, Andrew (1994), Academic Associate, University College; BA, Northwestern University; MSE, Indiana University, Bloomington

Edwards, Gus (1988), Associate Professor of Theatre

Edwards, John L. (1964), Professor Emeritus of Curriculum and Instruction; BA, Ball State University; MA, EdD, Arizona State University

Eeds, Maryann H. (1975), Professor Emerita of Curriculum and Instruction; BA, California State University, Sacramento; PhD, University of Oregon

Ehteshami, Gholam (2000), Research Scientist of Bioengineering; BS, University of Tehran (Iran); MS, Oregon State University; PhD, University of Arizona



Eisenberg, Nancy H.
(1976)

Regents' Professor of Psychology; BA, University of Michigan; MA, PhD, University of California, Berkeley

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Ekmanis, Rolfs (1963), Professor Emeritus of Russian; BA, MA, University of Wisconsin, Madison; PhD, Indiana University, Bloomington

El-Basyouny, Mohammed (1996), Faculty Research Associate of Civil and Environmental Engineering; BS, Cairo University (Egypt); MS, PhD, Arizona State University

El Hamel, Chouki (2002), Associate Professor of History; BA, University of Muhammad I of Oujda (Morocco); MA, PhD, University of Paris Pantheon-Sorbonne (France)

El-Sharawy, El-Badawy (1989), Associate Professor of Electrical Engineering; BSE, MSE, Mansoura University (Egypt); PhD, University of Massachusetts, Amherst

Ellin, Nan (1998), Associate Professor of Architecture and Landscape Architecture; BA, Bryn Mawr College; MA, PhD, Columbia University

Elliott, Charles S. (1989), Professor Emeritus of Industrial Engineering; BME, General Motors Institute; MS, Indiana University, Bloomington; PhD, Michigan State University

Ellis, Andrew W. (1998), Associate Professor of Geography; BA, MS, PhD, University of Delaware

Ellis, Robert H. (1962), Professor Emeritus of Journalism and Mass Communication; BA, Arizona State University; MA, Case Western Reserve University

Ellman, Ira Mark (1978), Professor of Law; BA, Reed College; MA, University of Illinois; JD, University of California, Berkeley

Ellram, Lisa M. (1990), Professor of Supply Chain Management; BSB, MBA, University of Minnesota, Twin Cities; PhD, Ohio State University

Ellsworth, Kevin H. (1995), Lecturer of Interdisciplinary Studies; Director, Bachelor of Interdisciplinary Studies; BA, MA, Brigham Young University; PhD, Arizona State University

Ellsworth, Lola M. (1938), Professor Emerita of Family and Human Development; BS, Brigham Young University; MA, Columbia University

Elman, Colin (1998), Assistant Professor of Political Science; BA, Nottingham University (United Kingdom); MA, PhD, Columbia University

Elman, Miriam Fendius (1995), Associate Professor of Political Science; BA, MA, Hebrew University (Israel); PhD, Columbia University

Elmore, James W. (1949), Professor Emeritus of Planning; AB, University of Nebraska; MS, Columbia University

Elser, James J. (1990), Professor of Life Sciences; BS, University of Notre Dame; MS, University of Tennessee, Knoxville; PhD, University of California, Davis

Elser, Monica M. (1996), Academic Associate, Educational Liaison, International Institute for Sustainability; BS, University of Notre Dame; MS, University of Tennessee, Knoxville; MED, Arizona State University

Enz, Billie J. (1990), Administrative Professional of Curriculum and Instruction; Associate Director for Professional Development and Induction, Division of Curriculum and Instruction; BA, MA, PhD, Arizona State University

Erickson, Mary L. (1990), Professor of Art; BFA, University of Illinois; MA, PhD, Ohio State University

Ericson, John Q. (2001), Assistant Professor of Music; BM, Emporia State University; MM, Eastman School of Music; DMA, Indiana University

Ernzen, James J. (1996), Associate Professor of Construction; BS, MS, University of Notre Dame; PhD, University of Texas, Austin

Escalante, Ananias (2005), Associate Professor of Life Sciences; Licenciado, MSc, Simón Bolívar University (Venezuela); PhD, University of California, Irvine

Esch, Mark (2003), Lecturer of Curriculum and Instruction; BA, Goshen College; MA, University of Phoenix

Escobar, Edward J. (1993), Associate Professor of Chicana and Chicano Studies and History; BA, California State University, Dominguez Hills; MA, PhD, University of California, Riverside

Espino, Rodolfo (2004), Assistant Professor of Political Science; BA, Luther College; MA, PhD, University of Wisconsin-Madison

Espinosa, Paul D. (2004), Professor of Chicana and Chicano Studies; BA, Brown University; MA, PhD, Stanford University

Essig, Linda (2004), Professor of Theatre; Chair, Department of Theatre; BFA, MFA, New York University

Etnier, Jennifer L. (1998), Associate Professor of Kinesiology; BS, University of Tennessee, Knoxville; MA, University of North Carolina, Chapel Hill; PhD, Arizona State University

Efter, Patricia A. (1988), Archivist, Archives and Special Collections; BA, California State University, Long Beach; MLS, University of Arizona

Evans, Bronwynne (2004), Associate Professor of Nursing; BSN, Washington State University; MA, PhD, University of Washington

Evans, Donovan L. (1966), Professor Emeritus of Engineering; Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology; BSME, University of Cincinnati; PhD, Northwestern University

Evans, John X. (1964), Professor Emeritus of English; BA, Holy Cross College; MA, PhD, Yale University

Eveland, Charles (1974), Professor Emeritus of Health Management and Policy; BS, University of Maryland; MS, Baylor University; PhD, University of Michigan

Ewan, Joseph (1994), Assistant Professor of Architecture and Landscape Architecture; BSD, Arizona State University; MLA, University of California, Berkeley

Ewing, Alison (1993), Law Librarian, Circulation/Reference; BA, MLS, University of Michigan



Eyring, LeRoy

(1961)

Regents' Professor Emeritus of Chemistry and Biochemistry; BS, University of Arizona; PhD, University of California, Berkeley

F

Faas, Larry A. (1967), Professor Emeritus of Curriculum and Instruction; BS, Iowa State University; MA, Colorado State College; EdD, Utah State University

Fabes, Richard A. (1983), Professor of Family and Human Development; Chair, Department of Family and Human Development; BA, University of Colorado; MS, PhD, Oklahoma State University

Fabricius, William (1990), Associate Professor of Psychology; BA, Boston College; MS, Wheelock College; PhD, University of Michigan

Facinelli, Diane A. (1993), Senior Lecturer of Barrett Honors College; BA, MA, PhD, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Faeth, Stanley H. (1980), Professor of Life Sciences; BS, MS, University of Cincinnati; PhD, Florida State University

Fafitis, Apostolos (1984), Associate Professor of Civil and Environmental Engineering; BSE, Aristotelion University of Thessaloniki (Greece); MEng, South Dakota School of Mines and Technology; PhD, Northwestern University

Fahlman, Betsy (1988), Professor of Art; BA, Mount Holyoke College; MA, PhD, University of Delaware

Fain, Jeanne (2004), Lecturer of Curriculum and Instruction; BS, Grand Canyon University; MEd, Arizona State University; PhD, University of Arizona

Falconer, Steven E. (1989), Professor of Anthropology; BA, Washington State University; MA, PhD, University of Arizona

Fall, Patricia L. (1989), Associate Professor of Geography; BA, Prescott College; MS, PhD, University of Arizona

Faltis, Christian J. (1991), Professor of Curriculum and Instruction; BA, San Francisco State University; MA, San Jose State University; MA, PhD, Stanford University

Faltz, Leonard M. (1979), Professor Emeritus of Computer Science and Engineering; BS, City University of New York; MS, Harvard University; PhD, University of California, Berkeley

Fargotstein, Barbara P. (1988), Clinical Associate Professor of Nursing; BS, BSN, Arizona State University; MN, University of California, Los Angeles

Farin, Gerald (1987), Professor of Computer Science and Engineering; BA, MA, PhD, University of Braunschweig (Germany)

Farmer, Frank D. (1970), Associate Professor of Mathematics and Statistics; BA, MA, University of California, Riverside; PhD, University of Washington

Farmer, Jack D. (1998), Professor of Geological Sciences; BA, California State University, Chico; MS, University of Kansas; PhD, University of California, Davis

Farnsworth, Bill (1999), Faculty Associate of Nursing; BSN, University of Massachusetts; MSN, University of Evansville

Fausel, Donald F. (1969), Professor Emeritus of Social Work; AB, STB, STL, Saint Mary's University; MSW, Fordham University; DSW, Columbia University

Fearon, Harold E. (1961), Professor Emeritus of Supply Chain Management; BS, MBA, Indiana University; PhD, Michigan State University

Fehr, Fred S. (1971), Professor Emeritus of Psychology; BS, University of Wisconsin, Madison; MA, PhD, Washington University

Feisst, Sabine (2002), Assistant Professor of Music; MM, Conservatory of Music, Frankfurt (Germany); PhD, Free University of Berlin (Germany)

Felder, Mark (2002), Faculty Associate of Construction; BA, Dartmouth College; MEd, Northern Arizona University

Feldhaus, Anne (1981), Professor of Religious Studies; BA, Manhattanville College; PhD, University of Pennsylvania

Feldstein, Alan (1970), Professor Emeritus of Mathematics and Statistics; BA, Arizona State University; PhD, University of California, Los Angeles

Feller, Joseph M. (1987), Professor of Law; BA, Harvard University; PhD, University of California, Berkeley; JD, Harvard University

Fellmeth, Aaron (2004), Associate Professor of Law; AB, University of California, Berkeley; MA, JD, Yale University

Fenske, Robert H. (1974), Professor of Educational Leadership and Policy Studies; BS, MS, PhD, University of Wisconsin, Madison

Fernando, Harindra (1984), Professor of Mechanical and Aerospace Engineering; Director, Center for Environmental Fluid Dynamics; BSc, University of Sri Lanka; MA, PhD, Johns Hopkins University

Ferrall, J. Eleanor (1969), Librarian Emerita, Reference Service; AB, Heidelberg College; MA, Arizona State University

Ferris, Jean (1985), Professor Emerita of Music; BM, University of Michigan; MA, Arizona State University



Ferry, David K.
(1983)

Regents' Professor of Electrical Engineering; BSEE, MSEE, Texas Technological College; PhD, University of Texas, Austin

Fessenden, Tracy (1994), Associate Professor of Religious Studies; BA, Yale University; PhD, University of Virginia

Fewell, Jennifer H. (1993), Associate Professor of Life Sciences; BA, Cornell University; MA, PhD, University of Colorado

Fidel, Noel (2002), Professor of Law; Associate Dean for Graduate Studies and Program Development, College of Law; AB, Dartmouth College; JD, Harvard University; LL.M., University of Virginia

Figueira-McDonough, Josephina (1990), Professor Emerita of Justice and Social Inquiry and Social Work; BS, University of Lisbon (Portugal); MSW, PhD, University of Michigan

Finch, A. Joyce (1965), Professor Emerita of Nursing; BSN, Augustana College; MS, University of Colorado; PhD, University of Texas, Austin

Findler, Nicholas V. (1982), Professor Emeritus of Computer Science and Engineering; BEng, PhD, Budapest University for Technical Sciences (Hungary)

Fine, Robert (1997), Senior Lecturer of Sociology; BA, Boston University; MA, University of Chicago; PhD, New York University

Finer, Neal (1977), Professor Emeritus of Curriculum and Instruction; BA, University of Houston; MA, University of the Americas (Mexico); PhD, University of Texas, Austin

Fink, Jonathan (1982), Professor of Geological Sciences; Vice President for Research and Economic Affairs; BA, Colby College; PhD, Stanford University

Fiori, Christine (2001), Assistant Professor of Construction; BS, MS, PhD, Drexel University

Firestone, Melvin M. (1968), Professor Emeritus of Anthropology; BA, University of New Mexico; MA, PhD, University of Washington

Firozzaman, M. (2002), Lecturer of Mathematics and Statistics; BS, MS, Jahangirnagar University (Bangladesh); MS, University of Kaiserslautern (Germany)

Fischman, Gustavo E. (1999), Assistant Professor of Curriculum and Instruction; BA, University of Buenos Aires (Argentina); MA, PhD, University of California, Los Angeles

Fish Ewan, Rebecca (1994), Associate Professor of Architecture and Landscape Architecture; BA, MLA, University of California, Berkeley

Fisher, Marvin M. (1958), Professor Emeritus of English; AB, AM, Wayne University; PhD, University of Minnesota, Twin Cities

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Fisher, Stuart G. (1976), Professor of Life Sciences; BS, MA, Wake Forest College; PhD, Dartmouth College

Fisk, R. Leighton (1979), Adjunct Professor of Bioengineering; BS, MS, PhD, University of Alberta (Canada)

Fitch, Frank W. (1997), Adjunct Professor of Life Sciences; MS, MD, PhD, University of Chicago

Fitch, Gregory W. (1974), Professor of Philosophy; BA, Western Washington State College; MA, PhD, University of Massachusetts, Amherst

Fitzgerald, Mary (1998), Assistant Professor of Dance; BA, University of Maine; MFA, Arizona State University

Fixico, Donald (2004), Distinguished Foundation Professor of History; BA, MA, PhD, University of Oklahoma

Flaherty, Richard E. (1978), Professor Emeritus of Accountancy; BS, MS, PhD, University of Kansas; CPA, Kansas

Fleming, Robert C. (1974), Professor Emeritus of Music; Director Emeritus, Sun Devil Marching Band; BS, Indiana University of Pennsylvania; MFA, Carnegie Mellon University; PhD, Southern Illinois University, Carbondale

Fleury, Julie (2001), Hanner Professor of Nursing; BSN, Northern Arizona University; MS, PhD, University of Arizona

Flores, Alfinio (1992), Professor of Curriculum and Instruction; BS, MS, National University of Mexico; PhD, Ohio State University

Florschuetz, Leon W. (1964), Professor Emeritus of Engineering; BS, MS, PhD, University of Illinois

Floyd, Kory (2000), Associate Professor of Communication; BA, Western Washington University; MA, University of Washington; PhD, University of Arizona

Flys, Michael (1975), Professor Emeritus of Spanish; Licenciado en Filosofía y Letras, Doctor en Filosofía y Letras, University of Madrid (Spain)

Foard, Fumiko (1990), Senior Lecturer of Japanese; BA, Keio Gijuku University (Japan); MA, Arizona State University

Foard, James (1977), Professor of Religious Studies; BA, College of Wooster; MA, PhD, Stanford University

Fonow, Mary Margaret (2004), Professor of Women and Gender Studies; Director, Women and Gender Studies Program; BA, Ohio University; MA, PhD, Ohio State University

Forestal, Lawrence H. (2004), Senior Lecturer of Speech and Hearing Science; BA, MS, Gallaudet University; PhD, New York University

Forsyth, Ben R. (1992), Professor Emeritus of Health Management and Policy; MD, New York University



Foster, David William
(1964)

Regents' Professor of Languages and Literatures;
BA, MA, PhD, University of Washington

Foster, Joyce (1972), Professor Emerita of Life Sciences; BA, MA, DePauw University; PhD, Arizona State University

Foster, Michael S. (2001), Adjunct Professor of Anthropology; BA, Colorado State University; MA, PhD, University of Colorado, Boulder

Fouch, Matthew (2001), Assistant Professor of Geological Sciences; BA, Pomona College; ScM, PhD, Brown University

Fouquette, Martin J. Jr. (1965), Associate Professor of Life Sciences; BA, MA, PhD, University of Texas, Austin

Fowler, John W. (1995), Professor of Industrial Engineering; BS, MS, PhD, Texas A&M University

Fox, Cora V. (2001), Assistant Professor of English; BA, Grinnell College; MA, PhD, University of Wisconsin, Madison

Fox, Peter (1990), Professor of Civil and Environmental Engineering; BS, MS, PhD, University of Illinois

Francini, Geraldine (2004), Lecturer of Speech and Hearing Science; BA, MA, Gallaudet University

Francisco, Wilson A. (1999), Assistant Professor of Chemistry and Biochemistry; BS, University of Puerto Rico; PhD, Texas A&M University

Frasch, Wayne D. (1989), Professor of Life Sciences; BA, Hope College; PhD, University of Kentucky

Freeman, Donald J. (1989), Professor Emeritus of Education; BA, Grinnell College; MA, PhD, Michigan State University

Freeman, Sandee (1990), Academic Associate, University College; Academic Advisor; BS, MFA, Arizona State University

French, Peter A. (2000), Professor of Philosophy; Director, Lincoln Center for Applied Ethics; BA, Gettysburg College; MA, University of Southern California, Los Angeles; PhD, University of Miami, Coral Gables

Freund, John E. (1957), Professor Emeritus of Mathematics and Statistics; BA, MA, University of California, Los Angeles; PhD, University of Pittsburgh

Fridkin, Kim (1989), Professor of Political Science; AB, MA, PhD, University of Michigan

Friedman, Debra (2005), Professor of Public Affairs; Dean, College of Public Programs; BA, Adelphi University; MA, PhD, University of Washington

Friesen, Cody (2004), Assistant Professor of Materials and Mechanical Engineering; BS, Arizona State University; PhD, Massachusetts Institute of Technology

Fritzemeyer, Joseph R. (1973), Professor Emeritus of Accountancy; BBA, Baylor University; MBA, DBA, Indiana University; CPA, Texas

Fromme, Petra (2002), Professor of Chemistry and Biochemistry; Assistant Chair for Graduate Studies, Department of Chemistry and Biochemistry; MS, Free University of Berlin (Germany); PhD, Technical University of Berlin (Germany)

Fronske, Jeanne (1975), Professor of Art; BA, BFA, DePauw University; MFA, Ohio State University, Newark

Frost, Melvin Jesse (1965), Professor Emeritus of Geography; BS, Arizona State University; MS, Brigham Young University; PhD, University of Florida

Frost, Michael D. (1995), Faculty Associate of Construction; BS, MS, Arizona State University

Fry, Harold (1958), Professor Emeritus of Engineering; BS, Colorado State University; ME, University of Wyoming; MS, University of Colorado

Fry, Warren D. (1974), Learning Resources Specialist Emeritus; BA, University of Northern Iowa; MA, Arizona State University

Fuchs, Jacob (1951), Professor of Chemistry and Biochemistry; BA, New York University; MS, PhD, University of Illinois

Fuchs, Rachel G. (1983), Professor of History; BA, MA, Boston University; PhD, Indiana University

Fulginiti, Laura C. (1998), Adjunct Professor of Anthropology; BA, Colorado College; MA, PhD, University of Arizona

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Fullerton, Bill J. (1958), Professor Emeritus of Education; BS, Northwestern Oklahoma State College; MA, EdD, University of Oklahoma

Fullinwider, S. Pendleton (1967), Professor Emeritus of History; BS, United States Naval Academy; MS, PhD, University of Wisconsin, Madison

Fulman, Igor (2004), Lecturer of Mathematics and Statistics; MS, Kazan State University (Russia); PhD, Technion (Israel)

Furnish, Dale Beck (1970), Professor Emeritus of Law; AB, Grinnell College; JD, University of Iowa; LLM, University of Michigan

Furnish, Elizabeth (2004), Assistant Research Professor of Bioengineering; BS, University of Iowa; PhD, University of Texas, Austin

Furr-Soloman, Connie (2001), Associate Professor of Theatre; BA, University of North Carolina, Charlotte; MFA, University of Tennessee, Knoxville

Furukawa, Michael F. (2004), Assistant Professor of Health Management and Policy; BS, MS, Georgia Institute of Technology; PhD, University of Pennsylvania

Fuse, Montye (1997), Lecturer of English; BA, California State University, Long Beach; MA, PhD, University of California, Berkeley

G

Gadau, Juergen (2004), Assistant Professor of Life Sciences; Diplom Biologie, Doktorarbeit, Würzburg University (Germany)

Gaffney, Philip D. (1957), Professor Emeritus of Education; BS, Northern Illinois State University; MA, PhD, State University of Iowa

Gager, Constance T. (2003), Assistant Professor of Family and Human Development; BA, Clark University; MA, University of Vermont; PhD, University of Pennsylvania

Gaines, Sylvia W. (1972), Professor Emerita of Anthropology; BA, MA, PhD, Arizona State University

Gale, Betty J. (1982), Professor Emerita of Nursing; BSN, MS, Arizona State University; DNSc, University of San Diego

Galician, Mary-Lou (1983), Associate Professor of Journalism and Mass Communication; BA, Long Island University, Brooklyn; MS, Syracuse University; EdD, Memphis State University

Gallinger, George W. (1977), Associate Professor of Finance; BA, Waterloo Lutheran University (Canada); MBA, York University (Canada); PhD, Purdue University

Gammage, Grady Jr. (1990), Faculty Associate of Planning; BA, Occidental College; JD, Stanford University

Garcia, Antonio A. (1989), Professor of Bioengineering; BS, Rutgers, The State University of New Jersey; PhD, University of California, Berkeley

Garcia, David R. (2004), Assistant Professor of Educational and Leadership and Policy Studies; BA, Arizona State University; MA, PhD, University of Chicago

García, Eugene E. (2002), Professor of Curriculum and Instruction; Vice President for University-School Partnerships and Dean, College of Education; BS, University of Utah; MA, PhD, University of Kansas

Garcia, Heidi (2000), Lecturer of Spanish; BA, University of Puerto Rico; MA, Arizona State University

Garcia, Peter J. (2001), Assistant Professor of Chicana and Chicano Studies; BME, University of New Mexico; MM, PhD, University of Texas, Austin

Garcia, Phyllis M. (1992), Clinical Associate Professor of Curriculum and Instruction; BA, University of Southern Colorado; MA, Adams State College; EdD, University of Northern Colorado

Garcia-Fernández, Carlos (1990), Professor of Spanish; MA, University Pontifica de Salamanca (Spain); MA, PhD, University of California, Davis

Garcia-Fernández, Carmen (2001), Associate Professor of Spanish; BA, Teacher's Training College for Women (Peru); MA, University of Kansas; PhD, Georgetown University

Garcia-Pichel, Ferran (1999), Associate Professor of Life Sciences; BS, MS, Autonomous University of Barcelona, Bellaterra (Spain); PhD, University of Oregon

Gardner, Carl L. (1994), Professor of Mathematics and Statistics; BA, Duke University; PhD, Massachusetts Institute of Technology

Garnero, Edward (1999), Assistant Professor of Geological Sciences; AB, University of California, Berkeley; PhD, California Institute of Technology

Garrison, Eleanor (1973), Professor Emerita of Nursing; BSN, MSN, Wayne State University

Garrity, Marjorie L. (1975), Professor Emerita of Nursing; BS, University of Bridgeport; MS, Case Western Reserve University

Gasowski, Ronald Edward (1971), Professor Emeritus of Art; BSD, University of Michigan; MFA, University of Washington

Gavrilos, Dina (2003), Assistant Professor of Journalism and Mass Communication; BA, University of Illinois, Chicago; MA, University of Kentucky; PhD, University of Iowa

Geiger, Karen (1996), Senior Lecturer of Accountancy; BS, University of Nevada; MS, Arizona State University

Gel, Esma S. (2000), Assistant Professor of Industrial Engineering; BS, Orta Dogu Technical University (Turkey); MS, PhD, Northwestern University

Gelb, Anne (1998), Associate Professor of Mathematics and Statistics; BS, University of California, Los Angeles; ScM, PhD, Brown University

Gentrup, William F. (1991), Associate Research Administrator, Arizona Center for Medieval and Renaissance Studies; BA, MA, PhD, Arizona State University

Gentry, Gregory (2004), Assistant Professor of Music; Associate Director, Choral Activities; BME, University of Denver; MM, DMA, University of Missouri, Kansas City

George, Lisa (1999), Assistant Professor of Classics; BA, Vassar College; MA, Bryn Mawr College; MA, San Francisco State University; PhD, Bryn Mawr College

Gerber, Leah R. (2001), Assistant Professor of Life Sciences; BS, Mills College; MMA, PhD, University of Washington

Gerdes, Karen E. (1995), Associate Professor of Social Work; BS, Florida State University; MSW, Brigham Young University; PhD, Florida State University

Gereboff, Joel D. (1978), Associate Professor of Religious Studies; Chair, Department of Religious Studies; BA, New York University; PhD, Brown University

Gerlach, Vernon S. (1963), Professor Emeritus of Education; BA, Wayne State University; MA, University of Minnesota, Twin Cities; EdD, Arizona State University

Gerson, Marysia Johnson (1997), Associate Professor of English; BA, St. Francis College, Brooklyn; MA, Monterey Institute of International Studies; PhD, Georgetown University

Gharavi, Lance (2001), Assistant Professor of Theatre; BFA, Drake University; MA, PhD, University of Kansas, Lawrence

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Ghirlanda, Giovanna (2002), Assistant Professor of Chemistry and Biochemistry; Laurea, PhD, University of Padua (Italy)

Giard, Jacques (1998), Professor of Design; Director, School of Design; Dip.Des., IAA, Montreal (Canada); H.Dip.Des., Birmingham Polytechnic (United Kingdom); PhD, Concordia University (Canada)

Gibbs, W.R. (1987), Adjunct Professor of Physics and Astronomy; BS, MA, University of Texas; PhD, Rice University

Gibney, John (1992), Adjunct Professor of Bioengineering; BS, St. Peter's College; MD, New Jersey College of Medicine

Gieschen, Donald W. (1959), Professor Emeritus of Philosophy; BS, Northwestern University; MA, PhD, University of Minnesota, Twin Cities

Giffin, Frederick C. (1967), Professor Emeritus of History; BA, Denison University; MA, PhD, Emory University

Gilberg, Mark (2004), Adjunct Professor of Anthropology; BSc, Stanford University; PhD, University of London (United Kingdom)

Gillfillan, Daniel D. (2002), Assistant Professor of German; BA, MA, University of Vermont; PhD, University of Oregon

Gill, Anthony (2003), Assistant Museum Curator, School of Life Sciences; BS, PhD, University of New England (Australia)

Gill, George A. (1966), Professor Emeritus of Education; BS, MA, Arizona State University

Gillingwater, Denis (1973), Professor of Art; BFA, MFA, University of Cincinnati

Giner, Oscar (1998), Professor of Theatre; BA, MFA, DFA, Yale University

Ginsburg, Shai (2001), Assistant Professor of Hebrew; BA, MA, Hebrew University (Israel); PhD, University of Michigan

Gisolo, Margaret (1954), Professor Emerita of Dance; BS, Indiana State University, Terre Haute; MA, New York University



Glass, Gene V
(1986)

Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; Academic Program Coordinator, Educational Leadership and Policy Studies; BA, University of Nebraska; MS, PhD, University of Wisconsin

Glau, Gregory R. (1994), Associate Instructional Professional of English; Director, Writing Programs; BA, University of Arizona; MA, Northern Arizona University; PhD, University of Arizona

Glaunsinger, William S. (1972), Professor Emeritus of Chemistry and Biochemistry; BS, Miami University; PhD, Cornell University

Glessner-Calkins, Beth A. (1995), Academic Associate of Languages and Literatures; Undergraduate Academic Advisor; BA, Grove City College; MA, PhD, Pennsylvania State University

Glick, Jennifer E. (2000), Associate Professor of Sociology; BA, Pennsylvania State University; MA, PhD, University of Texas, Austin

Glick, Milton D. (1991), Assistant Professor of Chemistry and Biochemistry; Executive Vice President and Provost of the University; AB, Augusta College; PhD, University of Wisconsin, Madison

Glick, Paul C. (1982), Adjunct Professor of Sociology; BA, DePauw University; MA, PhD, University of Wisconsin, Madison

Glick, William H. (1995), Professor Emeritus of Management; AB, University of Michigan; PhD, University of California, Berkeley

Glidden-Tracey, Cynthia (1999), Clinical Associate Professor of Psychology in Education; AB, AM, PhD, University of Illinois

Gober, Patricia A. (1975), Professor of Geography; BS, University of Wisconsin, Whitewater; MA, PhD, Ohio State University

Godfrey, Donald G. (1988), Professor of Journalism and Mass Communication; BS, Weber State College; MS, University of Oregon; PhD, University of Washington

Goggin, Maureen Daly (1994), Associate Professor of English; Associate Chair, Department of English; BS, MA, Northeastern University; PhD, Carnegie Mellon University

Goggin, Peter N. (2000), Assistant Professor of English; BS, MA, Northeastern University; PhD, Indiana University of Pennsylvania

Goldberg, Beckian Fritz (1990), Professor of English; BA, MA, Arizona State University; MFA, Vermont College

Goldinger, Stephen D. (1992), Associate Professor of Psychology; BA, PhD, Indiana University, Bloomington

Goldman, Donald (2001), Senior Lecturer of Accountancy; BS, Arizona State University; BA, University of Illinois

Goldstein, Elliott S. (1974), Associate Professor of Life Sciences; BS, University of Hartford; MS, PhD, University of Minnesota, Twin Cities

Golen, Steven P. (1984), Associate Professor of Accountancy; BS, MA, Western Kentucky University; PhD, Arizona State University

Gomez, Reynaldo A. (1980), Associate Professor of Curriculum and Instruction; BA, Southwest Texas State University; MEd, Stephen F. Austin State University; PhD, Pennsylvania State University



Gomez-Mejia, Luis R.
(1989)

Regents' Professor of Management; BA, MA, PhD, University of Minnesota, Twin Cities

Gonzales, Nancy A. (1992), Professor of Psychology; BS, Arizona State University; MS, PhD, University of Washington

González, Josué M. (1998), Professor of Educational Leadership and Policy Studies; Director, Southwest Center for Education Equity and Language Diversity; BA, MA, Texas A&I University, Kingsville; EdD, University of Massachusetts, Amherst

Gonzalez-Santin, Edwin (1979), Senior Instructional Professional of Social Work; BA, Cameron State College; MSW, Arizona State University

Goo, Benjamin (1955), Professor Emeritus of Art; BFA, University of Iowa; MFA, Cranbrook Academy of Art

Goodall, H.L. "Bud" Jr. (2004), Professor of Communication; Director, Hugh Downs School of Human Communication; BA, Shepherd College; MA, University of North Carolina, Chapel Hill; PhD, Pennsylvania State University

Gooding, Elmer R. (1967), Professor Emeritus of Economics; BS, McPherson College; MA, PhD, University of Kansas

Goodnick, Stephen M. (1996), Professor of Electrical Engineering; Chair, Department of Electrical Engineering; BS, Trinity University; MS, PhD, Colorado State University

Gopalan, Sandeep (2004), Associate Professor of Law; Faculty Fellow, Center for the Study of Law, Science, and Technology; BA, LLB, National Law School of India; BCL, Oxford University (United Kingdom)

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Gordon, Leonard (1967), Professor Emeritus of Sociology; BA, Wayne State University; MA, University of Michigan; PhD, Wayne State University

Gordon, Rena J. (1983), Adjunct Professor of Geography; BS, Wayne State University; MA, PhD, Arizona State University

Goren, Paul (2001), Assistant Professor of Political Science; BS, Carnegie Mellon University; MA, PhD, University of Pittsburgh

Gorin, Joanna S. (2002), Assistant Professor of Psychology in Education; BA, University of California, Los Angeles; MA, University of Texas, Austin; PhD, University of Kansas

Gorman, Robert (2001), Professor of Law; AB, LLB, Harvard University

Gorur, Ravi S. (1987), Professor of Electrical Engineering; BS, Bangalore University (India); MS, Indian Institute of Science (India); PhD, University of Windsor (Canada)

Goul, Kenneth Michael (1985), Professor of Computer Information Systems; BS, MBA, PhD, Oregon State University



Gould, Ian R.
(1998)

President's Professor of Chemistry and Biochemistry; BSc, MSc, PhD, University of Manchester (United Kingdom)

Gourley, David R. (1967), Professor Emeritus of Marketing; BS, Miami University; MBA, University of Toledo; DBA, Indiana University

Gover, Kevin (2003), Professor of Law; AB, Princeton University; JD, University of New Mexico

Goyer, Robert S. (1981), Professor Emeritus of Communication; BA, DePauw University; MA, Miami University; PhD, Ohio State University

Grace, Edward E. (1963), Professor Emeritus of Mathematics and Statistics; BS, PhD, University of North Carolina



Graf, William L.
(1978)

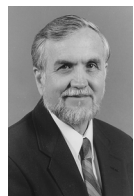
Regents' Professor Emeritus of Geography; BA, MSc, PhD, University of Wisconsin, Madison

Gratton, Brian J. (1983), Professor of History; BA, University of New Mexico; PhD, Boston University

Gray, Shelley (2001), Assistant Professor of Speech and Hearing Science; BS, MS, PhD, University of Arizona

Gray, Susan E. (1991), Associate Professor of History; AB, Earlham College; MA, PhD, University of Chicago

Greathouse, Betty M. (1997), Professor Emerita of Curriculum and Instruction; BA, MA, PhD, Arizona State University



Greeley, Ronald
(1977)

Regents' Professor of Geological Sciences; BS, MS, Mississippi State University; PhD, University of Missouri, Rolla

Green, James L. (1967), Professor Emeritus of English; BA, MA, University of Kansas; PhD, University of Nevada, Reno

Green, Jennifer L. (1991), Adjunct Professor of Chemistry and Biochemistry; BSc, PhD, University of Sydney (Australia)

Green, Mary E. (1967), Professor Emerita of English; BA, Queens College; MA, Saint John's University; PhD, University of Chicago

Green, Monica (2002), Professor of History; BA, Barnard College; MA, PhD, Princeton University

Green, Samuel B. (2000), Professor of Educational Psychology; Academic Program Leader, Educational Psychology; BA, West Virginia University; MS, Marquette University; PhD, University of Georgia

Greenberg, Edward A. (1996), Associate Research Scientist for Nursing; BA, University of California, Los Angeles; PhD, Arizona State University

Greeneich, Edwin W. (1982), Professor Emeritus of Electrical Engineering; BSEE, MSEE, PhD, University of California, Berkeley

Greensfelder, Kirk B. (2001), Assistant Professor of Aerospace Studies; Assistant Department Head, Department of Aerospace Studies; BS, Miami University; MBA, University of South Dakota; MS, Golden Gate University

Greenspan, Ruth L. (1997), Adjunct Professor of Anthropology; BA, Carleton College; MA, PhD, University of Oregon

Greives, Thomas L. (1997), Associate Librarian, Hayden Reference Services; BA, Purdue University; MA, University of Southern California; MLS, Indiana University; ABD, University of Chicago

Grey, Betsy J. (1987), Professor of Law; BA, Barnard College; JD, Georgetown University

Grier, Marvin (1957), Professor Emeritus of Kinesiology; BA, Wisconsin State College, La Crosse; MA, New York University

Gries, Corinna (1998), Academic Associate, CAP LTER Ecological Data Coordinator, International Institute for Sustainability; MS, PhD, Christian Albrechts University (Germany)

Griffin, William A. (1988), Professor of Family and Human Development; BA, Auburn University; MS, Virginia Polytechnic and State University; PhD, Texas Tech University

Griffith, LeRoy H. (1958), Professor Emeritus of Education; BS, MS, Drake University; PhD, University of Iowa

Grigsby, J. Eugene (1966), Professor Emeritus of Art; AB, Morehouse College; MA, Ohio State University; PhD, New York University

Grimm, Nancy B. (1990), Professor of Life Sciences; BA, Hampshire College; MS, PhD, Arizona State University

Grinder, Robert E. (1973), Professor Emeritus of Education; BS, University of California, Berkeley; EdD, Harvard University

Grobe, Edwin P. (1957), Professor Emeritus of French; AB, William Jewell College; MA, PhD, Indiana University, Bloomington

Gross, Douglas R. (1968), Professor Emeritus of Counselor Education; BA, MA, Western Michigan University; PhD, University of Wisconsin, Madison

Grossman, Louis H. (1966), Professor Emeritus of Management; BA, University of Michigan; MBA, PhD, Michigan State University

Groy, Thomas L. (1983), Associate Research Professional of Chemistry and Biochemistry; BS, Adams State College; PhD, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Gruzinska, Aleksandra** (1973), Assistant Professor of French; BA, MA, State University of New York, Buffalo; PhD, Pennsylvania State University
- Gryder, Robert** (1959–63; 1964), Professor of Curriculum and Instruction; BA, Northwestern State University; MEd, Louisiana State University; EdD, University of North Dakota
- Guerin, Sanford M.** (1984), Professor of Law; BS, Boston University; JD, University of San Francisco; LL.M., New York University
- Guerrero, Laura** (1996), Professor of Communication; BA, MA, San Diego State University; PhD, University of Arizona
- Guhathakurta, Subhrajit** (1994), Associate Professor of Planning; BArch, Jadavpur University (India); MCRP, Iowa State University; PhD, University of California, Berkeley
- Guilbeau, Eric J.** (1977), Olin Endowed Professor of Bioengineering; Chair, Harrington Department of Bioengineering; BS, MS, PhD, Louisiana Tech University
- Guinouard, Donald E.** (1966), Professor Emeritus of Counselor Education; BS, MS, Montana State College; EdD, Washington State University
- Guleserian, Theodore** (1971), Associate Professor of Philosophy; BA, University of California, Riverside; PhD, Yale University
- Gullett, Gayle** (1993), Associate Professor of History; BA, MA, Loma Linda University; PhD, University of California, Riverside
- Gully, Anthony Lacy** (1972), Associate Professor of Art; BA, University of California, Riverside; MA, University of California, Berkeley; PhD, Stanford University
- Guntermann, Gail** (1977), Professor Emerita of Spanish; BS, University of Montana; MA, University of New Mexico; PhD, Ohio State University
- Guntermann, Karl L.** (1982), Professor of Real Estate; AB, Knox College; MBA, DBA, Indiana University
- Guo, Chao** (2002), Assistant Professor of Community Resources and Development; BA, MA, Renmin University of China; PhD, University of Southern California
- Gupta, Sandeep Kumar** (2001), Associate Professor of Computer Science and Engineering; BTech, Banaras Hindu University (India); MTech, Indian Institute of Technology (India); MS, PhD, Ohio State University
- Gupta, Sanjay** (1990), Professor of Accountancy; BCom, Bombay University (India); BLaws, Calcutta University (India); MSA, Bowling Green State University; PhD, Michigan State University; CPA, Ohio
- Gust, J. Devens** (1975), Professor of Chemistry and Biochemistry; BS, Stanford University; MS, PhD, Princeton University
- Gustavsson, Nora S.** (1994), Associate Professor of Social Work; AB, MSW, City University of New York; PhD, University of Southern California
- Guston, David** (2005), Professor of Political Science; AB, Yale University; PhD, Massachusetts Institute of Technology
- Guthrie, David W. Col.** (2003), Professor of Aerospace Studies; Chair, Department of Aerospace Studies; BS, Bemidji State University; MS, Troy State University
- Gutierrez, Nancy A.** (1985), Professor of English; Vice Provost; BA, Denison University; MA, PhD, University of Chicago
- Guzzetti, Barbara J.** (1988), Professor of Curriculum and Instruction; BS, MS, Northern Illinois University; PhD, University of Colorado
- Gwinner, Robert F.** (1970), Professor Emeritus of Marketing; BS, University of Southern Mississippi; MBA, PhD, University of Arkansas

H

- Haberman, Donald C.** (1967), Professor Emeritus of English; BA, Rutgers, The State University of New Jersey; MA, PhD, Yale University
- Haberman, Lidia W.** (1967), Assistant Professor of Latin; BA, Bryn Mawr College; MA, Yale University
- Hackbarth, Glenn A.** (1976), Professor of Music; BM, University of Wisconsin, Madison; MM, DMA, University of Illinois
- Hackett, Edward J.** (1998), Professor of Sociology; BA, Colgate University; MA, PhD, Cornell University
- Hackett, Gail** (1988), Professor of Counseling Psychology and Counselor Education; Vice Provost; Dean, University College; BA, MEd, PhD, Pennsylvania State University
- Hadley, Neil F.** (1966), Professor Emeritus of Life Sciences; BA, Eastern Michigan University; PhD, University of Colorado
- Haefler, J. Richard** (1976), Associate Professor of Music; BM, Ohio State University; MM, University of Arizona; PhD, University of Illinois
- Haenn, Nora M.** (1999), Assistant Professor of Anthropology; BA, Fordham University; MA, PhD, Indiana University, Bloomington
- Haeussler, Alice M.** (1997), Adjunct Professor of Anthropology; BA, University of Pennsylvania; MA, PhD, Arizona State University
- Haggerson, Nelson L.** (1961–63; 1964), Professor Emeritus of Curriculum and Instruction; BA, Vanderbilt University; MS, New Mexico Western College, Silver City; PhD, Claremont Graduate School
- Hagler, Debra** (1996), Clinical Associate Professor of Nursing; BSN, New Mexico State University; MS, University of Arizona
- Hajicek, James** (1976), Professor of Art; BFA, Kansas City Art Institute; MFA, University of New Mexico
- Hakac, John** (1966), Professor Emeritus of English; AB, Centre College; MA, PhD, University of Texas, Austin
- Haley, Arthur J.** (1976), Professor Emeritus of Community Resources and Development; BA, Stonehill College; MEd, Springfield College; PhD, Texas A&M University
- Hall, John S.** (1973), Professor of Public Affairs; BA, MA, San Diego State University; PhD, University of Oregon
- Halverson, Roy K.** (1988), Professor Emeritus of Journalism and Mass Communication; BS, MS, University of Wisconsin, Madison; PhD, University of Illinois
- Hamilton, Robert** (1980), Professor of Music; BM, Indiana University, Bloomington; MM, Catholic University of America
- Hammond, Philip C.** (1996), Adjunct Professor of Anthropology; BA, Drew University; MA, PhD, Yale University
- Hanish, Laura** (1997), Associate Professor of Family and Human Development; BS, Arizona State University; MA, PhD, University of Illinois, Chicago
- Hanna, Albert Lyle** (1967), Professor Emeritus of Music; BM, University of Cincinnati; PhD, Indiana University, Bloomington
- Hanna, Michelle M.** (2001), Adjunct Professor of Life Sciences; BS, Arizona State University; PhD, University of California, Davis
- Hanson, Randel D.** (1999), Assistant Professor of Justice and Social Inquiry; BA, PhD, University of Minnesota

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Hanson, Roland C.** (1966), Professor Emeritus of Physics and Astronomy; BS, Michigan College of Mining and Technology; MS, PhD, University of Illinois
- Happel, Stephen K.** (1975), Professor of Economics; BA, University of Missouri; MA, PhD, Duke University
- Hardert, Ronald A.** (1966), Professor Emeritus of Sociology; AB, MA, University of Cincinnati; PhD, Indiana University, Bloomington
- Hardt, Annanelle** (1968), Professor Emerita of Curriculum and Instruction; BA, Southwestern University; MA, Cornell University; PhD, University of Texas, Austin
- Haried, Andrew A.** (1969), Professor Emeritus of Accountancy; BA, Hastings College; MAS, PhD, University of Illinois; CPA, Arizona, Illinois, North Carolina
- Harlan, Sharon L.** (1998), Associate Professor of Sociology; BA, Northeastern University; MA, PhD, Cornell University
- Harrington, Rodney E.** (1992), Professor Emeritus of Life Sciences; AB, University of South Dakota; PhD, University of Washington
- Harris, Jerry D.** (1972), Professor Emeritus of Educational Psychology; BS, Illinois State University; PhD, University of Minnesota, Twin Cities
- Harris, Joseph** (1963), Professor Emeritus of Chemistry and Biochemistry; BS, University of Maryland; MA, PhD, Johns Hopkins University
- Harris, Kathryn M.** (1965), Professor Emerita of English; BA, MA, Arizona State University
- Harris, Mark** (1980), Professor Emeritus of English; BA, MA, University of Denver; PhD, University of Minnesota, Twin Cities
- Harris, Walter Jr.** (1980), Professor Emeritus of Music; BS, Knoxville College; MM, PhD, University of Minnesota, Twin Cities
- Harrison, Jon F.** (1990), Professor of Life Sciences; BS, University of Toronto (Canada); MS, University of Pittsburgh; PhD, University of Colorado
- Harrison, Marsha** (2000), Lecturer of Curriculum and Instruction; BA, MEd, PhD, Arizona State University
- Hartman, Don L.** (2002), Faculty Associate of Planning; BFA, Maryland Institute College of Art
- Hartman, Thomas S.** (1990), Associate Professor of Architecture and Landscape Architecture; DPLG, Paris School of Beaux Arts (France)
- Hartnett, Hilairy** (2003), Assistant Professor of Chemistry and Biochemistry, and Geological Sciences; BS, Vassar; MS, PhD, University of Washington
- Hassett, Matthew J.** (1966), Professor Emeritus of Mathematics and Statistics; BS, Fordham University; MS, PhD, Rutgers, The State University of New Jersey
- Hastings, Vernon L.** (1973), Professor Emeritus of Construction; BSME, University of Nebraska; MSIE, Oklahoma A&M University
- Hatfield, Mary M.** (1988), Professor Emerita of Curriculum and Instruction; BS, MS, PhD, University of Kansas
- Hayden, John** (2000), Adjunct Professor of Life Sciences; BS, MS, Michigan State University; PhD, University of Missouri
- Hayes, Colleen** (1998), Senior Lecturer of Computer Information Systems; BS, MBA, Arizona State University
- Hayes, Mark** (1996), Associate Professor of Chemistry and Biochemistry; BA, Humboldt State University; PhD, Pennsylvania State University
- Haygood, Robert C.** (1970), Professor Emeritus of Psychology; BS, University of Illinois; MS, PhD, University of Utah
- Haynes, Peter** (1975), Professor of Justice and Social Inquiry; BS, University of Southampton (United Kingdom); MA, PhD, University of Toronto (Canada)
- Hazel, Jeffrey R.** (1975), Professor Emeritus of Life Sciences; BA, College of Wooster; MS, PhD, University of Illinois
- He, Jiping** (1994), Professor of Bioengineering; BS, Huazhong University of Science and Technology, Wuhan (China); MS, PhD, University of Maryland
- He, Leping** (2003), Assistant Librarian, Technical Services; BA, East China Normal University; MLS, Emporia State University
- Head, K. Brad** (2002), Assistant Professor of Aerospace Studies; BS, United States Air Force Academy
- Heckman, Christopher** (2004), Lecturer of Mathematics and Statistics; BS, University of Nebraska, Lincoln; PhD, Georgia Institute of Technology
- Hedrick, Philip W.** (1992), Virginia A. Ullman Professor of Natural History and the Environment, and Professor of Life Sciences; BA, Hanover College; MS, PhD, University of Minnesota
- Heenan, Katherine L.** (1998), Senior Lecturer of English; BA, California State University, Chico; MA, PhD, University of Connecticut, Storrs
- Hegmon, Michelle** (1995), Professor of Anthropology; BA, University of Virginia; MA, PhD, University of Michigan
- Heier, William D.** (1966), Professor Emeritus of Management; BS, University of Maryland; MA, George Washington University; PhD, American University
- Hejduk, Renata** (1999), Assistant Professor of Architecture and Landscape Architecture; BA, Barnard College; MA, Tufts University; PhD, Harvard University
- Held, Peter** (2003), Associate Museum Professional; Curator; BS, State University College, Brockport; MA, Oregon State University
- Heller, Jules** (1976), Professor Emeritus of Art; Dean Emeritus, Herberger College of Fine Arts; BA, Arizona State University; MA, Columbia University; PhD, University of Southern California
- Helms, Loyce Randel** (1976), Professor of English; BA, University of California, Riverside; PhD, University of Washington
- Helms Tillery, Stephen** (2000), Assistant Research Professor of Bioengineering; BS, Arizona State University; PhD, University of Minnesota
- Helmstadter, Gerald C.** (1959), Professor Emeritus of Education; BS, MS, Iowa State University; PhD, University of Minnesota, Twin Cities
- Helton, Jon C.** (1973), Professor Emeritus of Mathematics and Statistics; BS, Southwest Texas State College; MA, PhD, University of Texas, Austin
- Hembree, Gary G.** (1986), Senior Research Scientist of Physics and Astronomy; BA, University of California, San Diego; PhD, Arizona State University
- Henderson, Mark** (1984), Professor of Industrial Engineering; BSME, MSME, PhD, Purdue University
- Hendrick, Thomas E.** (1984), Professor Emeritus of Supply Chain Management; BS, MBA, University of Washington; PhD, University of Oregon
- Hendrickson, Lester E.** (1968), Professor Emeritus of Materials Science and Engineering; BS, MS, Michigan Technological University; PhD, University of Illinois

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Hendrickson, Suzanne B. (1990), Senior Lecturer of French; BS, MA, Louisiana State University, Baton Rouge; PhD, Washington University

Hendrickson, William L. (1976), Professor Emeritus of French; BA, Arizona State University; MA, University of Kansas; PhD, Princeton University

Henkel, Ray (1966), Professor Emeritus of Geography; BS, Arizona State University; MS, PhD, University of Wisconsin, Madison

Hennington, Jo Ann (1975), Professor Emerita of Management Communication; BA, MBA, EdD, Arizona State University

Henry, Joseph (1988), Professor Emeritus of Engineering; BS, West Virginia University; MS, PhD, University of Michigan

Hepburn, John R. (1984), Professor of Justice and Social Inquiry; BA, Butler University; MS, University of Kentucky; PhD, University of Iowa

Hepworth, Dean H. (1990), Professor Emeritus of Social Work; BS, MSW, PhD, University of Utah

Herald, Cherry L. (1973), Research Professor, Cancer Research Institute; Associate Director, Cancer Research Institute; BS, MS, PhD, Arizona State University

Herald, Delbert L. (1973), Research Professor, Cancer Research Institute; BA, University of Colorado; PhD, Arizona State University

Herbots, Nicole (1991), Associate Professor of Physics and Astronomy; Engineering Degree, PhD, Catholic University of Louvain (Belgium)

Herckes, Pierre (2004), Assistant Professor of Chemistry and Biochemistry; PhD, Strasbourg University (France)

Herman, George R. (1956), Professor Emeritus of English; MA, University of Kansas

Herman, Richard M. (1992), Research Professor of Bioengineering; BS, Case Western Reserve University; MB, BCh, BAO, Queen's University Faculty of Medicine (United Kingdom)

Hermann, Ria (1986), Academic Associate, University College; Academic Advisor; BA, BS, MS, PhD, Arizona State University

Hernandez, Armand P. (1974), Professor Emeritus of Justice and Social Inquiry; BA, MA, San Jose State University; EdD, University of Southern California

Hernández-G., Manuel de Jesús (1992), Associate Professor of Spanish; BA, University of California, San Diego; MA, PhD, Stanford University

Herrendorf, Berthold (2003), Associate Professor of Economics; BS, University of Bonn (Germany); MA, Indiana University; PhD, European University Institute (Italy)

Herrera, Richard (1989), Associate Professor of Political Science; BA, MA, Saint Mary's University; PhD, University of California, Santa Barbara

Herrera, Tamara (2002), Professor of Legal Writing; BA, Grinnell College; JD, University of Nebraska

Herring, Donald E. (1999), Assistant Professor of Design; BA, American University; BSD, MSD, Arizona State University

Herrington, Scott S. (1982), Librarian, Library Information Systems and Technology; BA, State University of New York, Plattsburgh; MLS, University of Tennessee; PhD, Arizona State University

Hershauer, James C. (1969), Professor of Management; BS, Purdue University; MBA, DBA, Indiana University, Bloomington

Hertzel, Michael G. (1987), Professor of Finance; BA, MBA, MS, University of Rochester; PhD, University of Oregon

Hervig, Richard L. (1981), Professor of Geological Sciences; Senior Research Scientist, Center for Solid State Science; BS, University of Iowa; PhD, University of Chicago

Hestenes, David O. (1966), Professor Emeritus of Physics and Astronomy; BA, Pacific Lutheran College; MA, PhD, University of California, Los Angeles

Hester, John J. "Jeff" (1991), Professor of Physics and Astronomy; BA, MS, PhD, Rice University



Heydt, Gerald Thomas
(1995)

Regents' Professor of Electrical Engineering; Director, Center for Advanced Control of Energy and Power Systems; BSEE, Cooper Union University; MSEE, PhD, Purdue University

Heys, Jeffery (2004), Assistant Professor of Chemical Engineering; BS, Montana State University; MS, PhD, University of Colorado, Boulder

Heywood, William M. (1997), Adjunct Professor of Design; BFA, Minneapolis College of Art and Design; MS, Arizona State University; PhD, Fielding Institute



Hickman, David R.
(1982)

Regents' Professor of Music; BM, University of Colorado; MM, Wichita State University

Higgins, Norman C. (1968), Professor Emeritus of Educational Media and Computers; BS, Central Missouri State College; MS, PhD, Syracuse University

Higgins, Walter T. Jr. (1967), Professor Emeritus of Electrical Engineering; BEE, Manhattan College; MS, PhD, University of Arizona

Hill, Gary W. (1999), Professor of Music; Director of Bands; BME, MM, University of Michigan

Hill, Vanessa (2002), Faculty Associate of Nursing; BSN, MS, Arizona State University

Hillman, Amy (2001), Associate Professor of Management; BA, Trinity University; MBA, University of the Incarnate Word; PhD, Texas A&M University

Hindman, Matthew (2004), Assistant Professor of Political Science; BA, Willamette University; PhD, Princeton University

Hinds, David S. (2002), Assistant Professor of African and African American Studies; BA, University of the District of Columbia; MA, PhD, Howard University

Hinrichs, Richard N. (1987), Associate Professor of Kinesiology; AB, Oberlin College; MA, University of Iowa; PhD, Pennsylvania State University

Hinshaw, Arthur (2004), Associate Clinical Professor of Law; Director, Lodestar Mediation Clinical Program; AB, Washington University; JD, LLM, University of Missouri, Columbia

Hirleman, Edwin D. Jr. (1977), Professor Emeritus of Mechanical and Aerospace Engineering; BSME, MSME, PhD, Purdue University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Hirshorn, Jessica** (2004), Lecturer of Interdisciplinary Studies; BA, Coe College; MIIM, The School for International Training; EdD, University of Houston
- Hirt, Paul W.** (2004), Associate Professor of History; BA, MA, PhD, University of Arizona
- Hiryak, Christopher D.** (2000), Faculty Associate of Public Affairs; BSE, Lock Haven University; MPA, Arizona State University
- Hoekstra, Valerie** (2002), Assistant Professor of Political Science; BA, California State University, Long Beach; MA, PhD, State University of New York, Stony Brook
- Hoffer, Warren W.** (1972), Professor Emeritus of Music; BM, MM, University of Wisconsin, Madison
- Hoffman, Dan** (1999), Professor of Architecture and Landscape Architecture; BArch, Cooper Union
- Hoffman, David R.** (1981–1989; 1995), Lecturer of Finance; BS, Iowa State University; MBA, Arizona State University
- Hoffman, Dennis L.** (1979), Professor of Economics; Associate Dean, Doctoral Programs, W. P. Carey School of Business; Director, L. William Seidman Research Institute; BS, Grand Valley State University; MA, PhD, Michigan State University
- Hoffman, Steven A.** (1985), Associate Professor of Life Sciences; BA, Clark University; MA, PhD, University of Colorado
- Hoffmeister, J. Ronald** (1983), Associate Professor of Finance; BS, Millikin University; MS, PhD, University of Illinois
- Hofstetter, Sheila** (2004), Assistant Librarian; BA, Bluffton College; MLS, Western Michigan University
- Hogan, Fiona** (1984), Assistant Research Professor, Cancer Research Institute; BSc, MSc, PhD, University College, Dublin (Ireland)
- Hogan, Timothy D.** (1970), Professor Emeritus of Economics; AB, University of California, Berkeley; MA, University of California, Davis; PhD, Virginia Polytechnic Institute and State University
- Hogg, Gary L.** (1995), Professor of Industrial Engineering; Chair, Department of Industrial Engineering; BS, Texas A&M University; MS, PhD, University of Texas, Austin
- Hogue, Brenda** (2002), Associate Professor of Life Sciences; BA, Mississippi University; MEd, Duke University; PhD, University of Tennessee
- Hogue, Cynthia** (2003), Maxine and Jonathan Marshall Professor of English; Chair, Modern and Contemporary Poetry; BA, Oberlin College; MAH, State University of New York, Buffalo; PhD, University of Arizona
- Hokin, Jeanne** (1997), Senior Lecturer Emerita of Art; BA, PhD, University of California, Santa Barbara
- Holbert, Keith E.** (1989), Associate Professor of Electrical Engineering; BS, MS, PhD, University of Tennessee
- Holbrook, Amy K.** (1975), Associate Professor of Music; BA, MA, Mills College; PhD, University of Washington
- Holian, Anna Marta** (2004), Assistant Professor of History; BA, MA, PhD, University of Chicago
- Hölldobler, Bert** (2005), Professor of Life Sciences; DrRerNat, Würzburg University (Germany); DrHC, University of Konstanz (Germany)
- Holle, Ronald L.** (2003), Adjunct Professor of Geography; BS, MS, Florida State University
- Holley, Lynn C.** (2000), Assistant Professor of Social Work; BA, MSSW, University of Tennessee, Knoxville; PhD, University of Washington
- Holloway, Allen Jr.** (1992), Adjunct Professor of Bioengineering; BA, Yale University; MD, Harvard University
- Holloway, John R.** (1969), Professor of Chemistry and Biochemistry and Geological Sciences; BS, University of Oregon; PhD, Pennsylvania State University
- Holloway, Victoria** (1995), Associate Professor of Theatre; BA, Boise State University
- Hom, Peter W.** (1984), Professor of Management; BA, New York University; MA, University of California, Berkeley; PhD, University of Illinois
- Homa, Donald L.** (1975), Professor of Psychology; BS, University of Iowa; MS, PhD, University of Wisconsin, Madison
- Homer, Judith** (1998), Clinical Associate Professor of Counseling Psychology and Counselor Education; Director, Counselor Training Center; BA, MS, PhD, University of Oklahoma
- Honegger, Gitta** (2001), Professor of Theatre; PhD, University of Vienna (Austria)
- Hooper, J. Kenneth** (1991), Professor Emeritus of Life Sciences; Director, Molecular Biosciences and Biotechnology Program; BA, Goshen College; MS, PhD, University of Michigan
- Hood, Mary** (2004), Assistant Professor of Art; BFA, Ringling School of Art and Design; MFA, University of Dallas
- Hood, Stafford** (1992), Professor of Psychology in Education; Interim Associate Dean for Research, College of Education; BA, MS, University of Wisconsin, Whitewater; PhD, University of Illinois
- Hoover, Helene M.** (1957), Professor Emerita of Family and Human Development; BS, MS, Louisiana State University; EdD, Oklahoma State University
- Hope, Diane** (1997), Assistant Research Professor of Life Sciences; CAP LTER Field Project Manager, International Institute for Sustainability; BS, University of London (United Kingdom); MS, PhD, University of Aberdeen (United Kingdom)
- Horan, Elizabeth R.** (1989), Professor of English; BA, Barnard College; PhD, University of California, Santa Cruz
- Horan, John J.** (1985), Professor of Counseling Psychology and Counselor Education; AB, MA, University of Detroit; PhD, Michigan State University
- Horwath, Peter** (1973), Professor of German; Abitur, Realgymnasium, Landshut (Germany); BA, MA, Indiana University, Bloomington; PhD, University of Michigan
- Hoskisson, Robert E.** (2004), Professor of Management; The W. P. Carey Chair, Department of Management; BS, MA, Brigham Young University; PhD, University of California, Irvine
- Hotelling, Katsuko T.** (1991), Associate Librarian, Technical Services Department; BA, MA, University of North Carolina, Chapel Hill; MA, University of Oregon
- Houston, Sandra L.** (1984), Professor of Civil and Environmental Engineering; Chair, Department of Civil and Environmental Engineering; BS, University of Oklahoma; MSCE, University of New Mexico; PhD, University of California, Berkeley
- Houston, William N.** (1984), Professor Emeritus of Civil and Environmental Engineering; Professional Degree in Geological Engineering, Colorado School of Mines; MSCE, PhD, University of California, Berkeley
- Howard, John B.** (2004), Librarian; Associate Dean, University Libraries; BA, Connecticut College; MLS, University of Rhode Island; MA, PhD, Bryn Mawr College
- Howard, Pamela** (1996), Lecturer of Speech and Hearing Science; BA, MA, California State University, Fresno

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Howell, Susan (2001), Adjunct Professor of Anthropology; BA, San Jose State University; MA, PhD, Arizona State University

Howells, Edmund G. (1960), Professor Emeritus of Philosophy; BA, University of Utah; MA, University of Michigan; MA, Middlebury College; PhD, Stanford University

Hrabe, David P. (2002), Assistant Professor of Nursing; Director, Continuing and Extended Education, College of Nursing; BSN, Fort Hays State University; MS, Arizona State University; PhD, University of Arizona

Hu, Qiang (2001), Assistant Research Professor of Life Sciences; BS, Hubei University (China); MS, Institute of Hydrobiology, Chinese Academy of Sciences (China); PhD, Ben-Gurion University of the Negev (Israel)

Hubbard, Paul G. (1950), Professor Emeritus of History; AB, Wabash College; MA, PhD, University of Illinois

Hubele, Norma F. (1984), Professor of Industrial Engineering; Director, Strategic Initiatives, Ira A. Fulton School of Engineering; BS, University of Massachusetts; MS, PhD, Rensselaer Polytechnic Institute

Hudak, Thomas (1988), Professor of Anthropology; BA, MA, University of Wisconsin, Madison; PhD, University of Michigan

Hudelson, Sarah J. (1989), Professor of Curriculum and Instruction; BA, College of Wooster; MA, PhD, University of Texas, Austin

Huey, Ben M. (1979), Associate Professor of Computer Science and Engineering; Associate Dean, Planning and Administration, Ira A. Fulton School of Engineering; BS, Harding College; MS, PhD, University of Arizona

Huff, Robert A. (1985), Professor Emeritus of Education; BA, University of Kansas; MA, University of Missouri, Kansas City; EdD, University of Oregon

Hui, Joseph Y. (1999), Professor of Electrical Engineering; BS, MS, PhD, Massachusetts Institute of Technology

Huizingh, William (1959), Professor Emeritus of Accountancy; BSBA, MBA, University of Denver; PhD, University of Michigan; CPA, Arizona, Colorado

Humphrey, Ted (1966), Professor of Philosophy and Barrett Professor of Barrett Honors College; AB, MA, University of California, Riverside; PhD, University of California, San Diego

Humphreys, Jere T. (1987), Professor of Music; BM, University of Mississippi; MM, Florida State University; PhD, University of Michigan

Hunnicutt, Kay Hartwell (1975), Associate Professor of Educational Leadership and Policy Studies; Associate Director, Division of Educational Leadership and Policy Studies; Academic Program Coordinator, DELTA Doctorate and EdD in Educational Administration and Supervision; BS, MA, Murray State University; PhD, Southern Illinois University, Carbondale; JD, Arizona State University

Hunter, Betty A. (1966), Professor Emerita of Family and Human Development; BS, MEd, University of North Carolina, Greensboro

Hurlbert, Glenn (1990), Associate Professor of Mathematics and Statistics; BS, Wake Forest University; MSc, State University of New York, Stony Brook; PhD, Rutgers, The State University of New Jersey

Husman, Jenefer (2002), Assistant Professor of Psychology in Education; BS, Evergreen State College, Olympia; MA, PhD, University of Texas, Austin

Huss, Gary (1998), Senior Research Scientist of Geological Sciences; BA, Rice University; MS, University of New Mexico; PhD, University of Minnesota

Huston, Gerald D. (1962), Professor Emeritus of Computer Information Systems; BSC, MA, PhD, University of Iowa

Hutt, Michael D. (1982), Ford Motor Company Distinguished Professor of Marketing; BBA, MBA, Ohio University; PhD, Michigan State University

Hwang, Yuhchang (1995), Associate Professor of Accountancy; BA, Fu-Jen Catholic University (Taiwan); MS, National Cheng-Chi University (Taiwan); PhD, University of California, Berkeley

I

Iasemidis, Leon D. (2000), Associate Professor of Bioengineering; BS, National Technical University of Athens (Greece); MS, PhD, University of Michigan

Idso, Sherwood J.B. (1984), Adjunct Professor of Geography and Life Sciences; Research Physicist, U.S.D.A. Agricultural Research Service; BS, MS, PhD, University of Minnesota

Iheduru, Okechukwu (2004), Professor of African and African American Studies; Director, African and African American Studies Program; BSc, University of Nigeria; MA, University of Akron; PhD, University of Connecticut

Ihrig, Edwin (1979), Professor of Mathematics and Statistics; BS, MA, University of Maryland; PhD, University of Toronto (Canada)

Ingalls, Todd (2000), Assistant Research Professor of Arts, Media, and Engineering; BM, MM, Arizona State University

Ingram, David (1998), Professor of Speech and Hearing Science; BS, Georgetown University; PhD, Stanford University

Ingram, Kelly D. (1998), Clinical Assistant Professor of Speech and Hearing Science; BA, University of British Columbia (Canada); MS, Purdue University

Innes, Matthew (2001), Assistant Professor of Architecture and Landscape Architecture; BEng, Sheffield City Polytechnic (United Kingdom); MS, University of Cambridge (United Kingdom)

Inskip, Gordon C. (1968), Professor Emeritus of Management; BChE, Ohio State University; PhD, Columbia University

Isaac, Gwyneira (2002), Assistant Professor of Anthropology; BFA, University of Michigan; MP, PhD, Oxford University (United Kingdom)

Ismeurt, Robert L. (1989), Associate Professor of Nursing; BSN, Florida State University; MS, Arizona State University; PhD, University of Texas, Austin

Isom, Matthew (1996), Senior Lecturer of Mathematics and Statistics; Director of First-Year Mathematics and Statistics; BA, Humboldt State University; MA, PhD, University of Northern Colorado

Itule, Bruce D. (1985), Clinical Professor of Journalism and Mass Communication; BA, University of Arizona; MA, University of Colorado



Iverson, Peter
(1986)

Regents' Professor of History; BA, Carleton College; MA, PhD, University of Wisconsin, Madison

Iyer, Govind (1998), Associate Professor of Computer Information Systems; BS, University of Bombay (India); MTx, PhD, Georgia State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

J

- Jabbour, Ghassan** (2004), Professor of Materials Engineering; BS, Northern Arizona University; MS, PhD, University of Arizona
- Jackiewicz, Elzbieta** (1994), Lecturer of Mathematics and Statistics; MSc, University of Gdansk (Poland)
- Jackiewicz, Zdzislaw** (1987), Professor of Mathematics and Statistics; MS, Technical University of Gdansk (Poland); MS, PhD, University of Gdansk (Poland)
- Jacks, Mary L.** (1955), Professor Emerita of Supply Chain Management; BA, MA, Arizona State University; CPS, Arizona
- Jackson Hall, Cheryl** (2002), Lecturer of Interdisciplinary Studies; BA, University of Massachusetts; MA, University of Montana; PhD, University of California, San Francisco
- Jackson, Donald W. Jr.** (1972), Professor of Marketing; BA, Albion College; MBA, PhD, Michigan State University
- Jackson, Naomi M.** (1995), Associate Professor of Dance; BA, McGill University (Canada); MA, University of Surrey (United Kingdom); PhD, New York University
- Jacob, Richard J.** (1963), Professor Emeritus of Physics and Astronomy; BS, PhD, University of Utah
- Jacobowitz, Ronald** (1970), Professor Emeritus of Mathematics and Statistics; BA, City College of New York; MS, University of Chicago; PhD, Princeton University
- Jacobs, Bertram L.** (1985), Professor of Life Sciences; BS, Rutgers, The State University of New Jersey; PhD, University of California, Berkeley
- Jacobs, H. Donald** (1972), Professor Emeritus of Curriculum and Instruction; Director, Reading Clinic; BAEd, MAEd, Central Washington State College; DEd, University of Oregon
- Jacobs, Mark** (2003), Professor of Life Sciences; Dean, Barrett Honors College; BA, Harvard University; PhD, Stanford University
- Jacobson, Arthur** (1956), Professor Emeritus of Art; BS, MS, University of Wisconsin, Madison; PhD, University of Minnesota, Twin Cities
- Jacobson, David** (1992), Professor of Sociology; BA, Hebrew University of Jerusalem, (Israel); MS, London School of Economics (United Kingdom); PhD, Princeton University
- Jacobson, Dean L.** (1974), Professor Emeritus of Materials Science and Engineering; BS, MS, University of Notre Dame; PhD, University of California, Los Angeles
- Jacobson, Diana L.** (1996), Faculty Associate of Nursing; BSN, University of Arizona; MS, Arizona State University
- Jain, Nemi C.** (1976), Professor of Communication; BS, MS, Agra University (India); PhD, Michigan State University
- Jakob, John H.** (1960), Professor Emeritus of Architecture and Landscape Architecture; BArch, Ohio State University; MSArch, Columbia University
- James, Jodi** (2003), Lecturer of Arts, Media, and Engineering; BA, BS, Hope College; MA, University of Utah
- Jankowski, Daniel F.** (1964), Professor Emeritus of Mechanical and Aerospace Engineering; BSE, MSE, PhD, University of Michigan
- Janssen, James G.** (1968), Professor Emeritus of English; BA, MA, Marquette University; PhD, University of Wisconsin, Madison
- Jarrell, Kay** (2002), Clinical Assistant Professor of Nursing; BSN, West Virginia University; MS, Arizona State University
- Jarvis, Cheryl Burke** (2000), Assistant Professor of Marketing; BS, MS, Texas A&M University; PhD, Indiana University
- Jasper, Marcia A.** (1976–86; 1993), Clinical Associate Professor of Nursing; BSN, St. Olaf College; MS, Arizona State University
- Jay, William (Bill)** (1974), Professor Emeritus of Art; Diploma, Institute of Incorporated Photographers, Berkshire College of Art (United Kingdom); Final Diploma, City and Guilds of The London Institute, Berkshire College of Art (United Kingdom); MA, MFA, University of New Mexico
- Jeans, Franklyn** (2002), Director, Communications, College of Law; BS, California State Polytechnical College; MS, Columbia University; JD, Arizona State University
- Jehn, Megan** (2004), Assistant Professor of Health Management and Policy; BS, Arizona State University; MHS, PhD, Johns Hopkins University
- Jelinek, James** (1953), Professor Emeritus of Education; BS, University of Illinois; MA, Northwestern University; EdD, Indiana University, Bloomington
- Jenkins, William** (1979), Associate Professor of Art; BA, Saint Lawrence University; MFA, State University of New York, Buffalo
- Jennings, Marianne M.** (1977), Professor of Legal and Ethical Studies; BS, JD, Brigham Young University
- Jiang, Danwen** (2003), Assistant Professor of Violin; BM, St. Louis Conservatory of Music; MM, Rutgers, The State University of New Jersey; AD, Oberlin College
- Jiang, Nan** (2000), Associate Research Scientist of Physics and Astronomy; BSc, Jilin University (China); MS, Chinese Science Academy (China); PhD, University of Birmingham (United Kingdom)
- Jinks, Derek** (2004), Associate Professor of Law; BA, University of Texas; MA, MPhil, JD, Yale University
- Joehek, Michael D.** (1982), Professor Emeritus of Finance; BS, University of Arizona; MBA, Arizona State University; PhD, University of Arizona
- Joganic, Edward F.** (1996), Adjunct Professor of Speech and Hearing Science; BS, MS, MD, University of Arizona
- Johannes, Tricia** (1998), Faculty Associate of Design; BSD, Arizona State University
- Johanson, Donald C.** (1997), Professor of Anthropology; Director, Institute of Human Origins; BA, University of Illinois, Urbana-Champaign; MA, PhD, University of Chicago
- Johnson, Alan P.** (1967), Professor Emeritus of English; BA, Amherst College; MA, University of Michigan; PhD, University of Minnesota, Twin Cities
- Johnson, Douglas A.** (1974), Professor of Accountancy; BBA, PhD, University of Texas; CPA, Texas
- Johnson, John M.** (1972), Professor of Justice and Social Inquiry; BA, Indiana University, Bloomington; MA, San Diego State College; PhD, University of California, San Diego
- Johnson, Julia K.** (2004), Lecturer of Geological Sciences; BS, MS, Arizona State University
- Johnson, Linda Nelson** (1985), Associate Professor of Design; BA, MA, Iowa State University
- Johnson, Paul C.** (1994), Professor of Civil and Environmental Engineering; Associate Vice President for Research, Research and Economic Affairs; BS, University of California, Davis; MA, PhD, Princeton University
- Johnson, Penelope M.** (1995), Professor Emerita of Nursing; BS, University of Colorado; MS, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Johnson, Robert A.** (1991), Adjunct Professor of Life Sciences; BS, MS, University of Illinois, Urbana-Champaign; PhD, Arizona State University
- Johnson, Roy M.** (1952–53; 1955), Professor Emeritus of Life Sciences; AB, MS, University of Chicago; PhD, University of New Mexico
- Johnson, Sue M.** (1994), Faculty Associate of Nursing; BSN, MS, Arizona State University
- Johnson, Wendee** (1990), Clinical Associate Professor of Nursing; BSN, Gustavus Adolphus College; MSN, University of Pennsylvania
- Johnson, William G.** (1990), Professor of Health Management and Policy; BS, University of Pennsylvania; MA, Temple University; PhD, Rutgers, The State University of New Jersey
- Johnson, William S.** (1990), Executive Director Emeritus, University College; BA, Washington State University; MS, Iowa State University; PhD, University of Southern California
- Johnston, Hubert** (1986), Clinical Associate Professional of Social Work; BS, Cheyney State College; MA, Central Michigan University; PhD, Cornell University
- Jones, Anne Trinkle** (2004), Adjunct Professor of Anthropology; BA, Northern Arizona University; MA, Arizona State University
- Jones, Austin E.** (1968), Professor Emeritus of Psychology; BA, University of Illinois; MS, Purdue University; PhD, University of Rochester
- Jones, Brad** (2001), Faculty Associate of Design; BSD, Arizona State University
- Jones, Don** (1996), Associate Professor of Mathematics and Statistics; Associate Chair, Undergraduate Studies; BS, MS, Georgia Institute of Technology; PhD, University of California, Irvine
- Jones, Elizabeth E. K.** (1996), Lecturer of Mathematics and Statistics; BS, MA, University of Texas; PhD, Arizona State University
- Jones, John** (1990), Associate Professor of Mathematics and Statistics; AB, University of California, Berkeley; PhD, Harvard University
- Jones, Marion K.** (1970), Professor Emerita of Dance; BA, Wayne State University; MA, Arizona State University
- Jones, Nancy** (2003), Academic Associate, International Institute for Sustainability; BS, Old Dominion University
- Jones, Ruth S.** (1981), Professor of Political Science; Vice Provost; BS, Indiana State University; MA, PhD, Georgetown University
- Jonsson, Hjorleifur** (1999), Assistant Professor of Anthropology; BA, University of Iceland; MA, University of Iowa; MA, PhD, Cornell University
- Joo, Youngjoong** (2001), Assistant Professor of Electrical Engineering; BS, MS, Korea University (South Korea); PhD, Georgia Institute of Technology
- Jordan, K. Forbis** (1987), Professor Emeritus of Educational Administration and Supervision; AB, MA, Western Kentucky State College; EdD, Indiana University
- Joshi, Lokesh** (2000), Associate Professor of Bioengineering; BS, MS, University of Rajasthan (India); PhD, University of Bath (United Kingdom)
- Joyce, Jeffery N.** (2000), Adjunct Professor of Life Sciences; BS, PhD, University of Florida, Gainesville
- Juergens, Jennifer L.** (2001), Assistant Professor of Finance; BS, PhD, The Pennsylvania State University
- Jung, Ranu** (2002), Associate Professor of Bioengineering; BTech, Regional Engineering College, Warangal, Andhra Pradesh (India); MS, PhD, Case Western Reserve University
- Jurik, Nancy** (1981), Professor of Justice and Social Inquiry; BA, MA, Southern Methodist University; PhD, University of California, Santa Barbara
- Jurs, James E.** (2003), Clinical Associate Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, MED in Educational Administration and Supervision; BA, Western Illinois University; MSED, Northern Illinois University; EdD, Arizona State University
- Justus, Jerry T.** (1968), Professor Emeritus of Life Sciences; BA, Franklin College; MA, PhD, Indiana University, Bloomington
- Juvet, Richard S. Jr.** (1970), Professor Emeritus of Chemistry and Biochemistry; BS, PhD, University of California, Los Angeles

K

- Kabiri-Badr, Mostafa** (2004), Faculty Research Associate of Civil and Environmental Engineering; BS, University of Missouri; MS, Rensselaer Polytechnic Institute; PhD, University of Arizona
- Kadell, Kevin** (1981), Professor of Mathematics and Statistics; BA, California State University, Sacramento; MA, University of Maryland; PhD, Pennsylvania State University
- Kader, David** (1979), Professor of Law; BA, California State University, Fresno; JD, University of Washington; LLM, University of London (United Kingdom)
- Kagy, Virginia L.** (1947), Professor Emerita of Family and Human Development; BA, Drake University; MS, Iowa State University; PhD, Johns Hopkins University
- Kahler, James M.** (2002), Lecturer of Marketing; BS, Xavier University; MS, Ohio University
- Kahn, B. Winston** (1966), Professor Emeritus of History; BA, National Taiwan University (Taiwan); MA, University of Minnesota, Twin Cities; PhD, University of Pennsylvania
- Kaida, Tamarra** (1980), Professor Emerita of Art; BA, Goddard College; MFA, State University of New York, Buffalo
- Kajikawa, William M.** (1937), Professor Emeritus of Kinesiology; BA, MA, Arizona State University
- Kaliszewski, Steven** (1998), Associate Professor of Mathematics and Statistics; BA, St. Olaf College; MA, PhD, Dartmouth College
- Kaloush, Kamil E.** (2001), Assistant Professor of Civil and Environmental Engineering; BS, MS, Ohio State University; PhD, Arizona State University
- Kambhampati, Subbarao** (1991), Professor of Computer Science and Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Maryland, College Park
- Kaminsky, Elijah Ben-Zion** (1962), Professor Emeritus of Political Science; AB, AM, PhD, Harvard University
- Kaminsky, Selina K.** (1988), Librarian Emerita; BEd, University of Miami; MALS, University of Denver
- Kang, Suk-Young** (2003), Assistant Professor of Social Work; BA, Seoul National University College of Social Work (South Korea); MA, PhD, Columbia University
- Kaplan, Catherine** (2001), Assistant Professor of History; BA, Amherst College; MA, PhD, University of Michigan
- Kaplan, Robert G.** (1984), Professor of Dance; BME, University of Hartford; MM, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Kaplan, Steven (1981), Professor of Accountancy; BS, Arizona State University; MAS, PhD, University of Illinois

Karady, George (1986), Professor of Electrical Engineering; Salt River Project Chair; Diploma, Technical University, Budapest (Hungary); Candidate of Technical Sciences, Hungarian Academy of Science (Hungary); PhD, Budapest University for Technical Sciences (Hungary)

Karam, Lina (1995), Associate Professor of Electrical Engineering; BE, American University of Beirut (Lebanon); MS, PhD, Georgia Institute of Technology

Karcher, Timothy (1989), Associate Research Professional, Center for Solid State Science; BSc, MSc, University of Wisconsin, Milwaukee

Karjala, Dennis S. (1978), Professor of Law; BSE, Princeton University; MS, PhD, University of Illinois; JD, University of California, Berkeley

Karnes, Thomas L. (1968), Professor Emeritus of History; AB, Colorado University; AM, PhD, Stanford University

Karoly, Paul (1982), Professor of Psychology; BA, City College of New York; PhD, University of Rochester

Kashiwagi, Dean T. (1992), Associate Professor of Construction; BS, University of Hawaii, Manoa; MS, PhD, Arizona State University

Kastenbaum, Beatrice (1982), Clinical Associate Professor of Nursing; BSN, University of Michigan; MSN, Wayne State University

Kastenbaum, Robert J. (1981), Professor Emeritus of Gerontology and Communication; BA, Long Beach State College; PhD, University of Southern California

Kastre, Norma (2001), Lecturer of Curriculum and Instruction; BA, MA, PhD, Arizona State University

Katsulis, Yasmina (2005), Assistant Professor of Women and Gender Studies; BA, University of Arizona; MPhil, PhD, Yale University

Katz, Richard C. (1990), Adjunct Professor of Speech and Hearing Science; BA, MA, University of Massachusetts; PhD, University of Florida

Katzman, Elaine Menter (1983), Professor Emerita of Nursing; BS, MS, PhD, Syracuse University

Kaufman, Herbert M. (1973), Professor of Finance; BA, State University of New York, Binghamton; PhD, Pennsylvania State University

Kaufman, Irving (1965), Professor Emeritus of Electrical Engineering; BE, Vanderbilt University; MS, PhD, University of Illinois

Kaufmann, William B. (1968), Professor Emeritus of Physics and Astronomy; AB, MA, PhD, University of California, Berkeley

Kavazanjian, Edward (2004), Associate Professor of Civil and Environmental Engineering; SB, SM, Massachusetts Institute of Technology; PhD, University of California, Berkeley

Kawski, Matthias (1988), Professor of Mathematics and Statistics; PhD, University of Colorado



Kaye, David H.
(1976)

Regents' Professor of Law; BS, Massachusetts Institute of Technology; MA, Harvard University; JD, Yale University

Kazilek, Charles J. (1985), Senior Research Professional of Life Sciences; BFA, MNS, Arizona State University

Kazmier, Leonard J. (1965), Professor Emeritus of Economics; BA, MA, Wayne State University; PhD, Ohio State University

Keane, John L. (1994), Faculty Associate of Planning; BA, Cornell University; MS, Arizona State University

Kearney, James R. III (1968), Professor Emeritus of History; BA, Pomona College; MA, Washington University; PhD, University of Wisconsin, Madison

Keating, Thomas (1972), Associate Professor of Political Science; BA, MA, California State University, Sacramento; MPA, PhD, Indiana University

Keats, Barbara W. (1984), Associate Professor of Management; BA, Louisiana Technical University; MS, Northeast Louisiana University; PhD, Oklahoma State University

Keats, J. Bert (1984), Professor Emeritus of Industrial Engineering; BSIE, Lehigh University; MS, PhD, Florida State University; PhD, Oklahoma State University

Keefe, Donald L. (1987), Associate Professor of Supply Chain Management; BS, Carnegie Mellon University; MS, Stanford University; MS, PhD, University of Michigan

Kefeli-Clay, Agnes (2004), Lecturer of Religious Studies; AM, University of Paris IV, Sorbonne (France); MPhil, School of Higher Studies (France); PhD, Arizona State University

Keha, Ahmet (2003), Assistant Professor of Industrial Engineering; BS, MS, Middle East Technical University (Turkey); PhD, Georgia Institute of Technology

Kehl, Delmar G. (1965), Professor Emeritus of English; BA, Bob Jones University; MS, University of Wisconsin, Madison; PhD, University of Southern California

Keim, Gerald (2001), Professor of Management; Associate Dean, W. P. Carey MBA Program; BS, University of Delaware; MA, PhD, Virginia Polytechnic Institute and State University

Keim, Robert T. (1979), Associate Professor of Computer Information Systems; BS, MBA, PhD, University of Pittsburgh

Keith, Verna M. (1990), Associate Professor of Sociology; BS, University of Central Arkansas; MA, PhD, University of Kentucky



Keller, Gary D.
(1986)

Regents' Professor of Languages and Literatures; Director, Hispanic Research Center; BA, University of the Americas (Mexico); MA, New School for Social Research; MA, PhD, Columbia University

Keller, Thomas (1980), Associate Professor of Management; BEd, MEd, EdSpec, EdD, University of Toledo

Kellgren, Gary (2000), Lecturer of Mathematics and Statistics; BS, Allegheny College; MS, Southern Illinois University

Kelly, Janice M. (1982), Academic Associate, University College; Director, Academic Community Engagement Services; BA, MFA, Arizona State University

Kelly, John B. (1962), Professor Emeritus of Mathematics and Statistics; BA, Columbia University; PhD, Massachusetts Institute of Technology

Kelly, Richard W. (1965), Professor Emeritus of Electrical Engineering; BSE, MSE, PhD, University of Iowa

Kendle, Jeri Cornoyer (2001), Adjunct Professor of Design; BS, Northern Arizona University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Kennedy, Chad** (2003), Assistant Research Scientist of Bioengineering; BS, University of Texas, Austin; MS, PhD, Arizona State University
- Kennedy, Thomas D.** (1974), Professor Emeritus of Justice and Social Inquiry; BA, Tulane University; MA, PhD, Louisiana State University, Baton Rouge
- Kenney, Patrick J.** (1986), Professor of Political Science; Chair, Department of Political Science; BA, MAPA, PhD, University of Iowa
- Kenrick, Douglas T.** (1980), Professor of Psychology; BA, Dowling College; MA, PhD, Arizona State University
- Kerr, Barbara A.** (1990), Professor of Counselor Education and Counseling Psychology; AB, University of Missouri; MA, Ohio State University; PhD, University of Missouri
- Kettner, Peter M.** (1979), Professor Emeritus of Social Work; BA, Valparaiso University; MSW, Washington University; DSW, University of Southern California
- Keuter, Clifford D.** (1988), Professor of Dance
- Kevane, Clement J.** (1956), Professor Emeritus of Physics and Astronomy; BS, PhD, Iowa State University
- Keys, Eric G.** (2002), Assistant Professor of Geography; BA, Macalester College; MA, University of Texas, Austin; PhD, Clark University
- Kiaei, Sayfe** (2001), Professor of Electrical Engineering; Director, Connection One/WINTECH Center; BSEE, MS, PhD, Washington State University
- Kierstead, Henry A.** (1988), Professor of Mathematics and Statistics; BA, MA, PhD, University of California, San Diego
- Kiesow, Milton A.** (1957), Professor Emeritus of Education; BS, University of Wisconsin; MA, PhD, University of Nebraska, Lincoln
- Kihl, Mary** (1996), Professor of Planning; AB, Juniata College; MURP, University of Pittsburgh; MA, University of Michigan; PhD, Pennsylvania State University
- Killeen, Mary** (1982–84; 1986), Associate Professor of Nursing; Associate Dean for Undergraduate Programs and Extended Education, College of Nursing; BSN, MS, Arizona State University; PhD, University of Texas, Austin
- Killeen, Peter R.** (1968), Professor of Psychology; BS, Michigan State University; PhD, Harvard University
- Kim, Bruce** (2000), Associate Professor of Electrical Engineering; BS, University of California, Irvine; MS, University of Arizona; PhD, Georgia Institute of Technology
- Kim, Dongrin** (2001), Lecturer of Mathematics and Statistics; BSEE, University of California, San Diego; MSEE, University of California, Los Angeles; MA, California State University, Los Angeles; MA, PhD, University of Southern California
- Kim, Joochul** (1980), Associate Professor of Planning; BA, University of California, Berkeley; MUP, PhD, University of Michigan
- Kim, Seungchan** (2004), Assistant Professor of Computer Science and Engineering; BS, MS, Seoul National University (South Korea); PhD, Texas A&M University
- Kimball, Bruce A.** (1988), Adjunct Professor of Life Sciences; BS, University of Minnesota; MS, Iowa State University; PhD, Cornell University
- Kimbel, William H.** (1997), Professor of Anthropology; Science Director, Institute of Human Origins; BA, Case Western Reserve University; PhD, Kent State University
- Kimler, Stephen J.** (1967), Professor Emeritus of Education; BEd, Milwaukee State Teachers College; MEd, Marquette University; EdD, Arizona State University
- King, Tracy** (1998), Faculty Associate of Nursing; BSN, MS, Arizona State University
- Kingston, Jerry L.** (1969), Professor of Economics; ICA Faculty Representative; BAE, Wayne State College; MS, Colorado State University; PhD, Pennsylvania State University
- Kinicki, Angelo J.** (1982), Professor of Management; BBA, MBA, DBA, Kent State University
- Kinnier, Richard T.** (1982), Professor of Counseling Psychology and Counselor Education; Training Director, Counseling Psychology; BA, Boston College; EdM, Columbia University; PhD, Stanford University
- Kintigh, Keith W.** (1987), Professor of Anthropology; AB, MS, Stanford University; PhD, University of Michigan
- Kinzig, Ann P.** (1998), Associate Professor of Life Sciences; BS, University of Illinois, Urbana-Champaign; MS, PhD, University of California, Berkeley
- Kirkman-Liff, Bradford L.** (1981), Professor of Health Management and Policy; BS, MS, Carnegie Mellon University; DrPH, University of North Carolina, Chapel Hill
- Kirkwood, Craig W.** (1983), Professor of Supply Chain Management; SB, SM, EE, PhD, Massachusetts Institute of Technology
- Kittilson, Miki** (2004), Assistant Professor of Political Science; BA, Arizona State University; MA, PhD, University of California, Irvine
- Kittrie, Orde** (2004), Associate Professor of Law; BA, Yale University; JD, University of Michigan
- Klann, Margaret L.** (1945), Professor Emerita Kinesiology; BS, University of Illinois; MA, University of Northern Colorado
- Klein, James D.** (1988), Professor of Psychology in Education; Academic Program Leader, Educational Technology; BA, Florida Atlantic University; MS, PhD, Florida State University
- Kleinfeld, Gerald R.** (1962), Professor Emeritus of History; BA, New York University; MA, University of Michigan; PhD, New York University
- Kleinlein, Shirley** (2002), Faculty Associate of Nursing; BSN, Bradley University; MSN, University of Phoenix



Klett, Mark C.
(1982)
Regents' Professor of Art; BS, Saint Lawrence University; MFA, State University of New York, Buffalo

- Kliwer-Britton, Darleen** (1975), Professor Emerita of Music; BME, Bethany College; MM, Wichita State University
- Klock, John W.** (1960), Professor Emeritus of Civil Engineering; BE, University of Southern California; MS, PhD, University of California, Berkeley
- Klopatek, Jeffrey M.** (1981), Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, Oklahoma University
- Knapp, Margaret M.** (1990), Professor of Theatre; Associate Dean, Research and Administration, Herberger College of Fine Arts; BA, LeMoyné College; MA, PhD, City University of New York

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Knaupp, Jonathan E.** (1970), Professor Emeritus of Elementary Education; BS, Oregon State University; MA, PhD, University of Illinois
- Knauth, L. Paul** (1979), Professor of Geological Sciences; BA, University of Chicago; PhD, California Institute of Technology
- Knight, Donald O.** (1981), Professor Emeritus of Industrial Engineering; BEE, Marquette University; MSE, PhD, Arizona State University
- Knight, George P.** (1986), Professor of Psychology; BA, Macalester College; MA, PhD, University of California, Riverside
- Knight, John Costain** (1965–68; 1997), Associate Research Professor, Cancer Research Institute; BSc, PhD, University of Liverpool (United Kingdom)
- Knowlton, John F.** (1964), Professor Emeritus of Spanish; BA, Lewis and Clark College; MA, PhD, University of Oregon
- Knox, Robert L.** (1963), Professor Emeritus of Economics; BS, MS, Oklahoma State University; PhD, University of North Carolina
- Knudsen, Frances S.** (1964), Professor Emerita of Nursing; BS, University of Arizona; MS, University of Colorado; PhD, Arizona State University
- Knutson, Kraig** (1997), Assistant Professor of Construction; BS, MS, PhD, Arizona State University
- Knutson-Woods, Teri** (1997), Assistant Administrative Professional of Social Work; BA, Grand Canyon University; MSW, Arizona State University
- Kobayashi, Yoshihiro** (2001), Assistant Professor of Architecture and Landscape Architecture; BArch, MArch, Waseda University (Japan); PhD, University of California, Los Angeles
- Kobes, Bernard W.** (1986), Associate Professor of Philosophy; BA, Calvin College; MA, PhD, University of California, Los Angeles
- Koblitz, Ann Hibner** (1998), Professor of Women and Gender Studies; AB, Princeton University; PhD, Boston University
- Kocour, Michael** (2004), Associate Professor of Music; Director, Jazz Studies; BS, University of Illinois; MM, Northwestern University
- Koeneman, James B.** (1984), Adjunct Professor of Bioengineering; BS, University of Minnesota; MS, PhD, Case Western Reserve University
- Koerner, Kurt J.** (1993), Faculty Associate of Construction; BS, U.S. Air Force Academy; MS, Golden Gate University
- Koka, Balaji** (1999), Assistant Professor of Management; BE, Madurai Kamaraj University (India); MBA, Indian Institute of Management, Calcutta (India); PhD, University of Pittsburgh
- Kolossa, Katalin** (1994), Senior Lecturer of Mathematics and Statistics; BA, Eötvös University (Hungary); MA, PhD, Arizona State University
- Kommenich, Pauline** (1984), Professor of Nursing; BS, Stanford University; MN, University of Washington; MA, PhD, University of Arizona
- Konjevod, Goran** (2000), Assistant Professor of Computer Science and Engineering; BSc, University of Zagreb (Croatia); MSc, PhD, Carnegie Mellon University
- Konomos, Philip J.** (1991), Learning Resource Specialist; Interim Head, Library Information Systems and Technology; BS, MEd, Arizona State University
- Koonce, Frank W.** (1978), Professor of Music; BM, North Carolina School of the Arts; MM, Southern Methodist University
- Koopmans, Rachel** (2001), Assistant Professor of History; BA, Calvin College; MA, Northwestern University; MA, PhD, University of Notre Dame
- Kopta, Anne Elgar** (1999), Associate Professor of Music
- Koretz, Lora** (2004), Senior Lecturer of Supply Chain Management; BS, Western New England College; MBA, Arizona State University; JD, Suffolk University
- Kortman, Sharon A.** (1998), Assistant Administrative Professional of Curriculum and Instruction; Director, Beginning Educator Support Team; BA, MEd, EdD, Arizona State University
- Koshinsky, Deborah H.** (2000), Associate Librarian; Head, Architecture and Environmental Design Library; BA, Ohio State University; MLIS, Simmons College
- Koss-Chioino, Joan D.** (1992), Professor of Anthropology; BFA, Temple University; MA, PhD, University of Pennsylvania
- Kostelich, Eric** (1989), Professor of Mathematics and Statistics; BS, University of North Carolina; MS, PhD, University of Maryland, College Park
- Kouvetakis, John** (1992), Professor of Chemistry and Biochemistry; BS, PhD, University of California, Berkeley
- Kozacik, Dorothy Piercey** (1968), Professor Emerita of Education; BA, College of St. Francis; MA, Arizona State University; PhD, University of Arizona
- Kozicki, Michael** (1986), Professor of Electrical Engineering; BS, PhD, University of Edinburgh (United Kingdom)
- Krahenbuhl, Gary S.** (1973), Professor Emeritus of Kinesiology; BS, MS, Northern Illinois University; EdD, University of Northern Colorado
- Krajcinovic, Dusan** (1989), Professor Emeritus of Engineering; BSc, MSc, University of Belgrade (Yugoslavia); PhD, Northwestern University
- Krause, Daniel R.** (2000), Associate Professor of Supply Chain Management; BA, Fort Lewis College; MBA, PhD, Arizona State University
- Krause, Stephen** (1981), Professor of Materials Science and Engineering; Associate Chair, Department of Chemical and Materials Engineering; BS, Northwestern University; MS, Illinois Institute of Technology; PhD, University of Michigan
- Kreitner, Robert J. III** (1975), Professor Emeritus of Management; BS, MBA, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln
- Krinsky, Charles** (2004), Lecturer of Interdisciplinary Studies; BA, Wesleyan University; MA, New York University; PhD, University of California, Irvine
- Krinsley, David** (1976), Professor Emeritus of Geological Sciences; PhB, SB, SM, PhD, University of Chicago
- Kroelinger, Michael D.** (1980), Professor Emeritus of Design; BS, University of Alabama; MS, PhD, University of Tennessee, Knoxville
- Kronenfeld, Jennie Jacobs** (1990), Professor of Sociology; Chair, Department of Sociology; BA, University of North Carolina, Chapel Hill; MA, PhD, Brown University
- Kronengold, Eric A.** (1970), Professor Emeritus of Art; BA, MA, San Francisco State University
- Krueger, Janelle** (1984), Professor Emerita of Nursing; Dean Emerita, College of Nursing; BS, MS, PhD, University of Colorado
- Krus, David J.** (1975), Professor Emeritus of Psychology in Education; BA, MA, Charles University; PhD, University of Minnesota, Twin Cities

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Kruschek, Michael (2004), Adjunct Professor of Anthropology; BSc, Arizona State University; MA, PhD, University of Pittsburgh

Krzys, Katherine J. (1990), Associate Archivist, Archives and Special Collections; BA, California State University, Hayward; MFA, Arizona State University

Kuang, Yang (1988), Professor of Mathematics and Statistics; Associate Chair, Graduate Studies; BS, University of Science and Technology (China); PhD, University of Alberta (Canada)

Kuby, Lauren H. (1995), Academic Associate, Communications Manager, International Institute for Sustainability; BA, University of Chicago; MA, Arizona State University

Kuby, Michael (1988), Associate Professor of Geography; BA, University of Chicago; PhD, Boston University

Kuester, James L. (1969), Professor Emeritus of Chemical Engineering; BS, University of Texas, Austin; ME, PhD, Texas A&M University

Kugelmass, Jack (1998), Professor of Interdisciplinary Humanities; BA, McGill University (Canada); MA, PhD, New School for Social Research

Kuiper, Hendrik J. (1971), Professor of Mathematics and Statistics; BS, University of Wisconsin, Milwaukee; MS, MA, PhD, University of Wisconsin, Madison

Kulaga, Jeffrey A. (2001), Faculty Associate of Planning; BS, MPA, Arizona State University

Kulahci, Murat (2002), Assistant Professor of Industrial Engineering; BS, Bogazici University (Turkey); ME, Illinois Institute of Technology; MS, PhD, University of Wisconsin, Madison

Kulinna, Pamela Hodges (2003), Assistant Professor of Kinesiology; BS, MS, University of Oregon; PhD, University of Illinois, Urbana-Champaign

Kulis, Stephen (1984), Professor of Sociology; BA, George Washington University; MA, PhD, Columbia University

Kulkarni, Uday R. (1988), Associate Professor of Computer Information Systems; BTech, Indian Institute of Technology (India); MBA, Indian Institute of Management, Calcutta (India); PhD, University of Wisconsin, Milwaukee

Kumar, Ajith (1991), Professor of Marketing; BS, Indian Institute of Technology (India); Postgraduate Diploma, Indian Institute of Management (India); PhD, University of Massachusetts

Kumar, Sudhir (1998), Associate Professor of Life Sciences; BS, MS, Birla Institute of Technology and Science (India); PhD, Pennsylvania State University

Kuo, Karen (2002), Academic Associate of Asian Pacific American Studies; BA, University of California, Santa Barbara; MA, University of California, Riverside

Kupchik, Aaron (2003), Assistant Professor of Justice and Social Inquiry; BA, Boston University; MA, PhD, New York University

Kurtz, Lynn C. (1967), Professor Emeritus of Mathematics and Statistics; BS, South Dakota School of Mines and Technology; MS, PhD, University of Utah

Kwasnoski, Michael A. (2003), Assistant Professor of Aerospace Studies; BA, Bloomsburg University; MBA, St. Mary's University

L

La Belle, Jeffrey (2002), Assistant Research Scientist of Bioengineering; BSEE, Western New England College; MS, PhD, Arizona State University

La Valley, Mary (2000), Faculty Associate of Nursing; BA, Rhode Island College; MS, Northeastern University

Laananen, David (1983), Professor Emeritus of Mechanical and Aerospace Engineering; BS, Worcester Polytechnic Institute; MS, PhD, Northeastern University

Ladd, Becky (2001), Associate Professor of Psychology in Education; BA, San Diego State University; MS, PhD, University of Illinois, Urbana-Champaign

Ladd, Gary W. (2001), Professor of Family and Human Development; BA, Grove City College; MS, Alfred University; EdD, University of Rochester

Laetz, Hans G. (1964), Professor Emeritus of German; BA, University of California, Berkeley; MA, PhD, Stanford University

LaFaro, Lydia E. (1988), Librarian, Hayden Reference Services; BS, Georgetown University; MLS, Emory University

Lafford, Barbara (1980), Professor of Spanish; BA, Middlebury College; MA, PhD, Cornell University

Lafford, Peter A. (1989), Associate Research Professional of Languages and Literatures; Director, Language Computing Laboratory; BA, Cornell University; MA, Arizona State University; MA, Middlebury College

Lage, Chiara (1998), Lecturer of Italian; GA Farina, Teacher's College, Vicenza (Italy); Laurea, University of Study of Urbino (Italy)

Lai, Richard T. (1973), Professor of Planning; AB, MFA, Princeton University; PhD, University of Pennsylvania

Lai, Ying-Cheng (1999), Professor of Mathematics and Statistics and Electrical Engineering; BS, MS, Zhejiang University (China); PhD, University of Maryland, College Park

Lamorey, Suzanne G. (1998), Clinical Associate Professor of Curriculum and Instruction; BA, University of California, Berkeley; MS, Arizona State University; PhD, University of Oregon

Lan, Zhiyong (1991), Professor of Public Affairs; BA, Nanjing University (China); MPA, North Carolina State University, Raleigh; PhD, Syracuse University

Landeira, Ricardo L. (1962), Professor Emeritus of Spanish; Bachiller Universitario, University of Santiago (Spain); Maestro Nacional, Normal School of Santiago (Spain); PhD, University of Colorado



Landers, Daniel M.

(1981)

Regents' Professor of Kinesiology; BA, San Jose State College; MS, PhD, University of Illinois

Landers, Donna M. (1988), Senior Lecturer of Kinesiology; Undergraduate Advisor; BS, State University of New York, Brockport; MS, University of Washington

Landrum, Leslie R. (1986), Senior Research Scientist of Life Sciences; BS, Syracuse University; MS, PhD, University of Michigan

Landschoot, Thomas (2001), Assistant Professor of Music; MM, Conservatory of Music, Antwerp (Belgium); MM, University of Michigan; Artist Diploma, Indiana University; Artist Diploma, Conservatory of Music, Maastricht (Netherlands)

Laner, Mary R. (1976), Professor Emerita of Sociology; AB, University of Chicago; MA, University of New Mexico; PhD, Virginia Polytechnic Institute and State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Langdon, Debra Seaman** (2000), Senior Lecturer of Supply Chain Management; Recruitment Director; BA, Loretto Heights College; MBA, University of Denver
- Lanyon, Richard I.** (1975), Professor of Psychology; BE, University of Adelaide (Australia); MA, PhD, University of Iowa
- Lara-Valencia, Francisco** (2004), Assistant Professor of Planning; BS, Autonomous University of Baja California (Mexico); MRP, The College of the Northern Border (Mexico); PhD, University of Michigan, Ann Arbor
- Larimer, John W.** (1969), Professor Emeritus of Geological Sciences; BA, MS, PhD, Lehigh University
- Larson, Nancy C.** (1999), Assistant Professor of Social Work; BA, Western Washington University; MSW, PhD, University of Washington
- Larson-Bennett, Donna Rae** (1972), Law Librarian Emerita; BA, MALS, University of Michigan
- Larson-Keagy, Elizabeth** (2004), Lecturer of Geography; BA, University of Wisconsin; MA, Louisiana State University, Baton Rouge; PhD, University of Wisconsin, Milwaukee
- Lastovicka, John L.** (1992), Professor of Marketing; BS, MS, PhD, University of Illinois
- Lattouf, Mirna** (1998), Lecturer of Interdisciplinary Studies; BA, Rutgers, The State University of New Jersey; MA, New York University; PhD, University of Arizona
- Laubichler, Manfred** (2001), Assistant Professor of Life Sciences; MSc, University of Vienna (Austria); MPhil, Yale University; MA, Princeton University; PhD, Yale University; PhD, Princeton University
- Lauderdale, Pat** (1981), Professor of Justice and Social Inquiry; BA, University of Oklahoma; MA, University of Texas, Austin; MA, PhD, Stanford University
- Lavrin, Asuncion** (1995), Professor of History; BA, University of Havana (Cuba); MA, Radcliffe College; PhD, Harvard University
- Lawson, Anton E.** (1977), Professor of Life Sciences; BS, University of Arizona; MA, University of Oregon; PhD, University of Oklahoma
- Le, Thuy-Kim Pham** (1997), Lecturer of Vietnamese; BA, Saigon University (Vietnam); BA, MEd, Arizona State University
- Leaños, John Jota** (2003), Assistant Professor of Chicana and Chicano Studies; BA, MFA, San Francisco State University
- Leathers, Chester R.** (1957), Professor Emeritus of Life Sciences; BS, Eastern Illinois University; MS, PhD, University of Michigan
- Lebed, Richard F.** (2000), Assistant Professor of Physics and Astronomy; BS, Michigan State University; MA, PhD, University of California, Berkeley
- LeCroy, Craig** (1984), Professor of Social Work; BSW, San Jose State University; MSW, Western Michigan University; PhD, University of Wisconsin
- Lee, Deanna** (2001), Assistant Professor of Accountancy; BS, University of Pennsylvania; PhD, University of Illinois
- Lee, James** (1997), Adjunct Professor of Life Sciences; BS, State University of New York, Stony Brook; PhD, California Institute of Technology
- Lee, Nancy** (1997), Adjunct Professor of Life Sciences; BS, Memphis State University; PhD, Cornell University
- Lee, Peggy M.** (2005), Assistant Professor of Management; BA, Stanford University; MA, PhD, University of North Carolina
- Lee, Tae-woo** (1993), Associate Professor of Mechanical and Aerospace Engineering; BS, Ohio State University; MSE, PhD, University of Michigan
- Lee, Yann-Hang** (2000), Professor of Computer Science and Engineering; BS, National Cheng Kung University (Taiwan); MS, Rensselaer Polytechnic Institute; PhD, University of Michigan
- Lefevre, Mary Anne** (1990), Clinical Assistant Professor of Life Sciences; BS, Arizona State University; MA, Central Michigan University
- Lefler, Scott** (2004), Lecturer of Chemistry and Biochemistry; BS, California Polytechnic State University, San Luis Obispo; PhD, Arizona State University
- Lehman, Peter** (1999), Professor of Interdisciplinary Humanities; Director, Interdisciplinary Humanities Program; BS, MA, PhD, University of Wisconsin, Madison
- Leibold, Anne M.** (1977), Librarian Emerita; MA, University of Paris (France)
- Leigh, Frederic A.** (1979), Senior Administrative Professional and Clinical Professor of Journalism and Mass Communication; BA, University of South Dakota; MA, University of Iowa; EdD, Arizona State University
- Leighninger, Leslie** (2000), Professor of Social Work; Director, School of Social Work; BA, Oberlin College; MSW, Syracuse University; DSW, University of California, Berkeley
- Leinenweber, Kurt** (1994), Assistant Research Professional of Chemistry and Biochemistry; BS, Brown University; PhD, Princeton University
- Leket-Mor, Rachel** (2004), Academic Associate, Library Collection Development
- Lemery, Kathryn** (2001), Assistant Professor of Psychology; BA, University of Oregon; MS, PhD, University of Wisconsin, Madison
- Lentz, Richard G.** (1985), Professor Emeritus of Journalism and Mass Communication; AB, University of North Alabama; MA, Southern Illinois University, Carbondale; PhD, University of Iowa
- Leonard, Donald J.** (1974), Professor Emeritus of Management Communication; BS, MBA, Nicholls State University; PhD, Louisiana State University
- Leonard, Philip A.** (1968), Professor Emeritus of Mathematics and Statistics; AB, Boston College; MA, PhD, Pennsylvania State University
- Leong, Karen** (1999), Assistant Professor of Women and Gender Studies; AB, MA, PhD, University of California, Berkeley
- Lersch, Judy** (1999), Clinical Assistant Professor of Nursing; BSN, University of Arizona; MEd, Northern Arizona University; MS, Arizona State University
- Lerum, Vidar** (2000), Assistant Professor of Architecture and Landscape Architecture; BArch, Norwegian Institute of Technology, Trondheim (Norway); MS, Arizona State University; PhD, Norwegian University of Science and Technology, Trondheim (Norway)
- Leshin, Laurie** (1998), Professor of Geological Sciences; Director, Center for Meteorite Studies; BS, Arizona State University; MS, PhD, California Institute of Technology
- Leshowitz, Barry H.** (1970), Associate Professor of Psychology; BS, MA, Brooklyn College; PhD, City University of New York
- Lessard, Elizabeth C.** (1969), Professor Emerita of Dance; BS, Georgia College; MA, PhD, Texas Woman's University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Lester, A. Neal (1997), Bebbling Family Dean's Distinguished Professor of English and Parents Association Professor; Chair, Department of English; BA, State University of West Georgia; MA, PhD, Vanderbilt University

Levan, Frederick D. (1965), Professor Emeritus of Educational Administration and Supervision; BS, MEd, Pennsylvania State University; EdD, Oklahoma State University

Levendowski, Glenda (2004), Lecturer of Accountancy; BBA, Texas Tech University; MS, University of Houston, Clear Lake City

Levine, Gustav (1967), Professor Emeritus of Psychology; BA, MA, College of the City of New York; PhD, Columbia University

Lewenstein, Suzanne (1997), Academic Associate of Interdisciplinary Studies, University College; BA, University of Wisconsin, Madison; MA, Case Western Reserve University; PhD, Arizona State University

Lewis, Charles F. (1963), Research Specialist Emeritus, Center for Meteorite Studies; BA, Adams State College

Lewis, Paul (2005), Assistant Professor of Political Science; AB, Indiana University, Bloomington; MA, PhD, Princeton University

Lewis, William E. (1965), Professor of Computer Science and Engineering; University Chief Information Officer and Vice Provost for Information Technology; BSE, Johns Hopkins University; MS, PhD, Northwestern University

Leyba, Raul L. (1970), Professor Emeritus of Social Work; BA, Western New Mexico University; MSW, University of Denver

Li, Baoxin (2004), Assistant Professor of Computer Science and Engineering; BS, MS, University of Science and Technology of China; PhD, University of Maryland, College Park

Li, Qunying (2001), Assistant Librarian, Collection Development; MA, Beijing Foreign Studies University (China); MLS, University of Alabama

Li, Wei (2001), Associate Professor of Asian Pacific American Studies and Geography; BS, Beijing Normal College (China); MS, Peking University (China); PhD, University of Southern California

Licon, Lawrence Wendell (2003), Clinical Assistant Professor of Finance; BBA, MBA, PhD, University of Texas, Austin

Liddell, Paul A. (1990), Assistant Research Professional of Chemistry and Biochemistry; BSc, Massey University (New Zealand); PhD, Arizona State University

Liebig, Jurgen (2005), Assistant Professor of Life Sciences; Diplom Biologie, Doktorarbeit, Würzburg University (Germany)

Lightfoot, Marjorie J. (1964), Professor Emerita of English; BA, Brown University; MA, PhD, Northwestern University

Lin, Jerry (2004), Professor of Chemical Engineering; BS, Zhejiang University (China); MS, PhD, Worcester Polytechnic



Lin, Sheng H.
(1965)

Regents' Professor Emeritus of Chemistry and Biochemistry; BS, MS, National Taiwan University (Taiwan); PhD, University of Utah

Lin, Su (1997), Associate Research Professional of Chemistry and Biochemistry; BA, Beijing Normal University, (China); PhD, University of Rochester

Linder, Darwyn E. (1972), Professor of Psychology; BA, Macalester College; PhD, University of Minnesota, Twin Cities

Linderman, Earl W. (1966), Professor Emeritus of Art; BS, State University of New York, Buffalo; MEd, EdD, Pennsylvania State University

Lindquist, Barbara (2001), Lecturer of Interdisciplinary Studies; BSW, MSW, MA, PhD, University of Wisconsin, Milwaukee

Lindsay, Stuart M. (1978), Professor of Physics and Astronomy; Nadine and Edward Carson Presidential Chair in Physics; BSc, PhD, University of Manchester (United Kingdom)

Lindsey, Laura (2003), Assistant Professor of Finance; BA, MA, PhD, Stanford University

Lineberry, Heather S. (1990), Senior Curator, University Art Museum; Associate Museum Professional; BA, MA, University of Texas, Austin

Lingas, Alexander (2001), Assistant Professor of Music; BA, Portland State University; PhD, University of British Columbia (Canada)

Link, Denise (2002), Clinical Associate Professor of Nursing; BSN, Gwynedd-Mercy College; MSN, University of Pennsylvania; DNSc, Widener University

Liskovec, Richard F. (1958), Professor Emeritus of Mathematics and Statistics; BS, MA, Kent State University

Liss, Julie M. (1994), Associate Professor of Speech and Hearing Science; Director, Executive Committee, Speech and Hearing Science; BA, University of Wisconsin, Madison; MA, University of Denver; PhD, University of Wisconsin, Madison

Littlewood, Mary L. (1965), Professor Emerita of Kinesiology; BS, Miami University; MS, University of Colorado

Liu, C.H. (1965), Professor Emeritus of Chemistry and Biochemistry; BA, PhD, University of Illinois

Liu, Danny D. (1982), Professor of Engineering; BS, National Taiwan University; MS, Georgia Institute of Technology; PhD, University of Southampton (United Kingdom)

Liu, Huan (2000), Associate Professor of Computer Science and Engineering; BEng, Shanghai Jiao Tong University (China); MSc, PhD, University of Southern California

Liu, Marjory Bon-Ray (1973), Professor Emerita of Philosophy; BM, Alverno College; MM, University of Southern California; CPhil, PhD, University of California, Los Angeles

Liu, Xianchen (2001), Assistant Professor of Family and Human Development; BA, MS, Shandong University (China); PhD, University of Tokyo (Japan)

Liu, Zhenquan (2000), Senior Research Specialist, Center for Solid State Science; BSc, MSc, Peking University (China); PhD, University of Sydney (Australia)

LoBrutto, Russell (1991), Senior Research Scientist of Life Sciences; BA, Cornell University; PhD, State University of New York, Buffalo

Lock, Ethan (1981), Associate Professor of Legal and Ethical Studies; BA, University of California, Berkeley; MBA, Arizona State University; JD, University of North Carolina, Chapel Hill

Lockard, Joe (2002), Assistant Professor of English; BA, University of California, Santa Cruz; PhD, University of California, Berkeley

Lockwood, Charles (2004), Adjunct Professor of Anthropology; BS, Duke University; PhD, University of Witwatersrand (South Africa)

Lockwood, Ralph G. (1972), Professor Emeritus of Music; BM, Baldwin-Wallace College; MM, New England Conservatory of Music

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Lohr, Dennis E.** (1979), Professor of Chemistry and Biochemistry; BS, Beloit College; PhD, University of North Carolina, Chapel Hill
- Lohr, Sharon** (1990), Professor of Mathematics and Statistics; BS, Calvin College; PhD, University of Wisconsin, Madison
- Lombardi, Eugene P.** (1957), Professor Emeritus of Music; BMusEd, Westminster College; MA, Columbia University; EdS, George Peabody College; DM, Westminster College
- Longley, Kyle** (1995), Snell Family Dean's Distinguished Professor of History; Director, Graduate Studies; BA, Angelo State University; MA, Texas Technological; PhD, University of Kentucky
- Loope, R. Nicholas** (1990), Associate Professor of Architecture and Landscape Architecture; BArch, University of Maryland, College Park; MArch, Yale University; PMD, Harvard University
- Lopez, Juan** (1998), Professor of Mathematics and Statistics; BSc, PhD, Monash University (Australia)
- Lopez, Linda C.** (2003), Associate Research Professor of Life Sciences; BS, University of Houston; PhD, The University of Texas
- Lopez, Vera** (2001), Assistant Professor of Justice and Social Inquiry; BA, MA, PhD, University of Texas, Austin
- Lorton, Dianne** (2000), Adjunct Professor of Life Sciences; BS, PhD, Indiana State University
- Losse, Deborah N.** (1973), Professor of French; Divisional Dean of Humanities, College of Liberal Arts and Sciences; BA, Connecticut College; MA, PhD, University of North Carolina, Chapel Hill
- Loveless, Richard L.** (1991), Professor Emeritus of Art; MEd, Pennsylvania State University
- Low, Stuart A.** (1979), Professor of Economics; BS, MS, PhD, University of Illinois
- Lowe, John W.** (1956), Professor Emeritus of Economics; BS, Arizona State University; MS, University of Wisconsin, Madison; PhD, University of Florida
- Lowe, Robert W.** (1966), Professor Emeritus of Romance Languages; MA, Columbia University; Doctorat, University of Paris (France)
- Lowenthal, Gary T.** (1976), Professor of Law; AB, Harvard College; JD, University of Chicago
- Luchsinger, Wayne W.** (1966), Professor Emeritus of Chemistry and Biochemistry; BS, MS, PhD, University of Minnesota, Twin Cities
- Luckingham, Bradford F.** (1971), Professor Emeritus of History; BS, Northern Arizona University; MA, University of Missouri, Columbia; PhD, University of California, Davis
- Ludemann, Ruth S.** (1984), Professor Emerita of Nursing; BSN, Columbia University; MSN, Wayne State University; PhD, Arizona State University
- Luderer, Gottfried W.R.** (1990), Professor Emeritus of Electrical Engineering; MSEE, PhD, Technical University Braunschweig (Germany)
- Ludlow, Elizabeth A.** (1972), Professor Emerita of Nursing; BSN, University of New Mexico; MS, Arizona State University
- Ludwig, Ann** (1979), Professor Emerita of Dance; BS, North Dakota State University; MS, University of Kansas
- Luecken, Linda J.** (2000), Assistant Professor of Psychology; BS, Ohio State University; MA, University of North Carolina; PhD, Duke University
- Luenow, Paul F. Jr.** (1958), Professor Emeritus of Foreign Languages; BA, MA, University of Washington; PhD, University of New Mexico
- Luey, Beth** (1980), Senior Instructional Professional of History; Director, Scholarly Publishing Program; BA, Radcliffe College; AM, Harvard University
- Lujan, Carol Chiago** (1987), Associate Professor of Justice and Social Inquiry; BA, MAPA, PhD, University of New Mexico
- Lukas, Ronald J.** (2000), Adjunct Professor of Life Sciences; BS, State University of New York, Cortland; PhD, State University of New York, Downstate Medical Center, Brooklyn
- Lukinbeal, Christopher L.** (2003), Assistant Professor of Geography; BS, MA, California State University, Hayward; PhD, San Diego State University and University of California, Santa Barbara
- Lund, Giuliana** (1997), Assistant Professor of Interdisciplinary Humanities; BA, Stanford University; MA, PhD, University of Pennsylvania
- Lundgren, Harry R.** (1962), Professor Emeritus of Civil and Environmental Engineering; BSCE, Purdue University; MS, Arizona State University; PhD, Oklahoma State University
- Lundin, Robert F.** (1962), Professor Emeritus of Geological Sciences; BA, Augustana College; MS, PhD, University of Illinois
- Lussier, Mark S.** (1994), Associate Professor of English; BA, University of Saint Thomas; MA, PhD, Texas A&M University
- Lyman, Jeffrey** (1996), Associate Professor of Music; BMus, Temple University; MMus, DMus, University of Michigan
- Lynch, David H.** (1976), Professor Emeritus of Management Communication; BS, University of Illinois; MS, EdD, Northern Illinois University
- Lynch, Jacquelyn** (2001), Lecturer of Barrett Honors College; Faculty Chair, Barrett Honors College; BA, Kalamazoo College; MA, Harvard University; PhD, Arizona State University
- Lynch, John M.** (1994), Lecturer of Barrett Honors College; BSc, PhD, University College, Dublin (Ireland)
- Lynk, Myles** (2000), Professor of Law; Kiewit Foundation Professor of the Legal Profession; ICA Faculty Athletic Representative; AB, JD, Harvard University

M

- Maatta, Robert** (1996), Human Resources Assistant, Department of Military Science; BS, Lake Superior State University
- Maccracken, Harriet** (1995), Senior Lecturer of Accountancy; BS, Ohio State University; MA, Arizona State University
- MacEachron, Ann** (1984), Professor of Social Work; BA, Cornell University; MSW, University of Pittsburgh; PhD, Cornell University
- Macey, Donna J.** (1994), Clinical Associate Professor of Educational Administration and Supervision; Internship Coordinator and Certification, Educational Administration and Supervision; BA, DePaul University; MA, St. John's College; MA, MST, University of Chicago; PhD, Northwestern University
- MacKinnon, David** (1990), Professor of Psychology; BA, Harvard University; MA, PhD, University of California, Los Angeles
- MacKinnon, Stephen R.** (1971), Professor of History; BA, MA, Yale University; PhD, University of California, Davis
- Mackulak, Gerald T.** (1980), Associate Professor of Industrial Engineering; BSIE, MSIE, PhD, Purdue University
- MacSwan, Jeff** (1998), Associate Professor of Curriculum and Instruction; BA, MA, California State University, Long Beach; PhD, University of California, Los Angeles
- Madden, Dennis D.** (1990), Archivist Emeritus; BA, Wright State University; MA, Colorado State University

Madden-Derdich, Debra (1994), Associate Professor of Family and Human Development; BA, Washington and Jefferson College; MA, Hollins College; PhD, Virginia Polytechnic Institute and State University

Maddox, Robert A. (1993), Adjunct Professor of Geography; BS, Texas A&M University; MS, PhD, Colorado State University

Maderazo, Catherine (2003), Lecturer of Curriculum and Instruction; BA, University of California, Irvine; MA, University of California, Berkeley; PhD, Arizona State University

Magaña, Lisa (1997), Associate Professor of Chicana and Chicano Studies; BA, California Polytechnic University; MA, PhD, Claremont Graduate School

Magenta, Muriel (1969), Professor of Art; BA, Queens College; MA, MFA, PhD, Arizona State University

Magers, William D. (1971), Professor Emeritus of Music; BA, University of California, Santa Barbara; MM, DMA, University of Southern California

Magill, Harry (1984), Professor Emeritus of Accountancy; BS, Miami University; MS, University of Illinois

Mahajan, Subhash (1997), Professor of Chemical and Materials Engineering; Chair, Department of Chemical and Materials Engineering; BS, Punjab University (India); BE, Metallurgy Indian Institute of Science (India); PhD, University of California, Berkeley

Mahalov, Alex S. (1991), Professor of Mathematics and Statistics; MS, Leningrad University (Russia); PhD, Cornell University

Mahoney, Dhira B. (1989), Associate Professor of English; BA, MA, University of Oxford (United Kingdom); PhD, University of California, Santa Barbara

Mahoney, Richard (2003), Research Professor of Life Sciences; BS, Purdue University; PhD, University of California, San Diego



Maienschein, Jane
(1981)

Regents' Professor of Biology and Society; BA, Yale University; MA, PhD, Indiana University, Bloomington

Major, Roy C. (1992), Professor of English; BA, University of Akron; MA, University of Arizona; MA, PhD, Ohio State University

Majumdar, Anandamayee (2004), Assistant Professor of Mathematics and Statistics; BS, Indian Statistical Institute (India); MS, Michigan State University; PhD, University of Connecticut

Malone, Charles F. (1966), Professor Emeritus of Curriculum and Instruction; BS, Emporia State University; MEd, EdD, University of Kansas

Maltz, Arnold B. (1997), Associate Professor of Supply Chain Management; BS, Trinity College, Hartford; MA, University of California, Santa Barbara; MS, Northwestern University; PhD, Ohio State University

Mamlouk, Michael S. (1984), Professor of Civil and Environmental Engineering; BSCE, Cairo University (Egypt); MSCE, PhD, Purdue University

Manchester, Laurie (2000), Assistant Professor of History; BA, Wellesley College; MA, MPhil, PhD, Columbia University

Mandarino, Lawrence J. (2005), Professor of Kinesiology; Chair, Department of Kinesiology; BA, MA, PhD, Arizona State University

Mandel, Naomi (2000), Assistant Professor of Marketing; AB, Dartmouth College; MBA, Arizona State University; MIM, American Graduate School of International Management; PhD, University of Pennsylvania

Manelli, Alejandro (1997), Professor of Economics; Licenciatura, National University of Buenos Aires (Argentina); MA, PhD, University of California, Berkeley

Manera, Elizabeth S. (1967), Professor Emerita of Curriculum and Instruction; BS, MA, Towson State College; EdD, Arizona State University

Mangini, Margaret A. (1990), Director, Bureau of Educational Research and Services; BS, MEd, Edinboro State College; EdD, Arizona State University

Mango, Oraib Lecturer of Arabic; BA, University of Jordan (Jordan); MA, Arizona State University

Mankin, Lawrence D. (1973), Professor Emeritus of Public Affairs; BBA, City College; MA, PhD, University of Illinois

Manuelito, Kathryn (2001), Assistant Professor of Curriculum and Instruction; BA, MA, University of New Mexico, Albuquerque; PhD, Arizona State University

Marc, Stephen Smith (1998), Professor of Art; BA, Pomona College; MFA, Temple University

Marchant, Gary E. (1999), Professor of Law; Executive Director, Center for the Study of Law, Science, and Technology; BSc, University of British Columbia (Canada); MPP, JD, Harvard University; PhD, University of British Columbia (Canada)

Marean, Curtis W. (2001), Professor of Anthropology; Research Associate, Institute of Human Origins; BA, Pennsylvania State University; MA, PhD, University of California, Berkeley

Margolis, Eric (1995), Associate Professor of Educational Leadership and Policy Studies; BA, State University of New York, New Paltz; PhD, University of Colorado, Boulder

Marin, Christine N. (1985), Associate Archivist, Archives and Special Collections; BA, MA, Arizona State University

Maris, Mariana (2000), Lecturer of Mathematics and Statistics; BS, MA, Arizona State University

Markiw, Michael (1990), Associate Librarian, Technical Services Department; BA, University of Alberta (Canada); MLS, University of Western Ontario (Canada)

Marks, Pamela (2002), Lecturer of Chemistry and Biochemistry; BS, St. Olaf College; MS, University of Arizona

Marlowe, Stephen (2004), Associate Director, Communications, College of Law; BA, Miami University; MFA, University of Iowa; JD, University of Toledo

Marohnic, Charles S. (1981), Professor Emeritus of Music; BA, MM, University of Miami

Marrero, Robert (1998), Adjunct Professor of Life Sciences; BS, City College of New York; PhD, University of Maryland, Baltimore

Marshall, Kimberly (1998), Professor of Music; Associate Director for Graduate Studies, School of Music; BA, University of North Carolina, Chapel Hill; DPhil, University College, Oxford (United Kingdom)

Marsiglia, Flavio F. (1994), Professor of Social Work; BLaw, SS, MSW, University of the Republic (Uruguay); PhD, Case Western Reserve University

Martin, Carol L. (1988), Professor of Family and Human Development; BA, University of Georgia; MS, Rutgers, The State University of New Jersey; PhD, University of Georgia

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Martin, J. Spencer (2000), Assistant Professor of Finance; BS, MBA, University of Texas, Austin; AM, PhD, University of Pennsylvania

Martin, John F. Jr. (1966), Professor of Anthropology; BA, Beloit College; MA, PhD, University of Chicago

Martin, Judith N. (1990), Professor of Communication; BA, Eastern Mennonite College; MA, PhD, Pennsylvania State University

Martin, Linda J. (1980), Professor Emerita of Finance; BA, University of Louisville; MS, University of Kansas; MBA, DBA, Louisiana Technological University

Martin, Scott (2000), Lecturer of Mathematics and Statistics; BS, University of Nebraska, Lincoln; MA, University of Illinois, Springfield

Martinez, Jacqueline M. (2000), Associate Professor of Communication; BA, California State University, Northridge; MS, PhD, Southern Illinois University

Martinez, Jeanne L. (2000), Lecturer of Spanish; BA, Indiana University, South Bend; MAT, Indiana University, Bloomington

Martinez Assad, Carlos (2005), Distinguished Scholar of Spanish; BA, MA, National Autonomous University of Mexico (Mexico); PhD, University of Paris (France)

Martinez-Brawley, Emilia E. (1992), Professor of Social Work; BA, National University of Tucumán (Argentina); MSS, Bryn Mawr College; EdD, Temple University

Martinez-Roldan, Carmen (2002), Assistant Professor of Curriculum and Instruction; BA, MA, University of Puerto Rico, Rio Piedras; PhD, University of Arizona

Marzke, Mary W. (1978), Professor Emerita of Anthropology; BA, University of California; MA, Columbia University; PhD, University of California, Berkeley

Marzke, Robert F. (1969), Associate Professor of Physics and Astronomy; AB, Princeton University; PhD, Columbia University

Masilamani, Purushothama (2000), Lecturer of Mathematics and Statistics; BS, University of Madras (India); MS, DA, Adelphi University

Mason, Bruce B. (1960), Professor Emeritus of Political Science; BS, North Texas State College; MA, Texas Christian University; PhD, University of Texas, Austin

Mason, Hugh S. (2002), Associate Professor of Life Sciences; BS, University of Texas, Austin; PhD, University of Arizona

Mason, Marshall W. (1994), Professor Emeritus of Theatre; BS, Northwestern University

Mass, Diana (1974), Clinical Professor of Life Sciences; BS, University of Texas, Austin; MS, Central Michigan University

Massia, Stephen (1998), Associate Professor of Bioengineering; BS, Southwestern University; PhD, University of Texas

Matera, Frances R. (1989), Associate Professor of Journalism and Mass Communication; BS, Florida International University; MA, Goddard College; PhD, University of Miami

Matheson, Alan A. (1967), Professor Emeritus of Law; BA, MS, JD, University of Utah

Mathews, Mookencheryl (2004), Visiting Eminent Scholar; MTech, PhD, India Institute of Technology, Madras (India)

Mathur, Sarup (2002), Clinical Associate Professor of Curriculum and Instruction; BA, BEd, MA, MEd, Agra University (India); MEd, PhD, Arizona State University

Mathy, Pamela A. (1998), Clinical Professor of Speech and Hearing Science; Director, Clinical Services; BA, University of Massachusetts; MA, Washington State University; PhD, University of Wisconsin, Madison

Matt, Kathleen S. (1987), Professor of Kinesiology; Director of Clinical Partnerships, Department of Kinesiology; BA, MS, University of Delaware; PhD, University of Washington

Matt, Pamela (1980), Professor Emerita of Dance; BA, University of Washington; MA, University of Illinois

Matthias, Judson S. (1967), Professor Emeritus of Civil and Environmental Engineering; BS, United States Military Academy; MS, Oregon State University; PhD, Purdue University

Mattox, John H. (1995), Adjunct Professor of Life Sciences; BA, MD, University of Colorado

Mattson, Susan (1993), Professor of Nursing; Chair, Division of Adult Health/Parent-Child Nursing; BS, MA, MS, California State University, Los Angeles; PhD, Claremont Graduate University

Matyushov, Dimitry (2000), Assistant Professor of Chemistry and Biochemistry; BS, Moscow Institute of Physics and Technology (Russia); PhD, Vienna University of Technology (Austria)

Maxwell, Katherine Davis (1996), Clinical Assistant Professor of Nursing; BS, University of Utah; MS, Arizona State University

Maxwell, Kathryn (1988), Professor of Art; BA, Northwestern University; MFA, University of Wisconsin, Madison

May, Judy (1986), Associate Professor of Music; MM, The Juilliard School



Mayer, James W.
(1992)

Regents' Professor of Chemical and Materials Engineering and Solid State Science; BS, PhD, Purdue University

Mayer, Lawrence S. (1983), Professor of Economics; BS, MS, Ohio State University; MD, Associated Medical Schools of the Caribbean; PhD, Ohio State University

Mayer, Michael (1978), Associate Professor of Communication; BA, MA, University of Wyoming; PhD, University of Kansas

Mays, Larry W. (1989), Professor of Civil and Environmental Engineering; BS, MS, University of Missouri, Rolla; PhD, University of Illinois

McBeath, Michael K. (1998), Associate Professor of Psychology; BA, Brown University; MS, University of California, Santa Barbara; PhD, Stanford University

McBride, Ingrid (2001), Clinical Assistant Professor of Communication Disorders; BS, MS, Arizona State University

McCabe, Barbara (1997), Associate Professor of Public Affairs; BA, MPA, Florida Atlantic University; PhD, Florida State University

McCarter, Joan H. (1961), Associate Professor of Mathematics and Statistics; BS, MA, University of Arizona

McCarthy, Marianne (1994), Associate Professor of Nursing; BSN, Mount Saint Mary College; MSN, Seton Hall University; PhD, University of California, San Francisco

McCarthy, Matthew J. (2003), Lecturer of Computer Information Systems; BS, Arizona State University; MS, Northern Arizona University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- McCartney, Martha R.** (1989), Senior Research Scientist, Center for Solid State Science; BS, The Evergreen State College; PhD, Arizona State University
- McCartney, Peter** (2000), Assistant Research Scientist, Data Manager, International Institute for Sustainability; BA, MA, University of Arizona; PhD, University of Calgary (Canada)
- McCarty, Teresa** (2004), Professor of Educational Leadership and Policy Studies; BA, Ohio State University; MA, PhD, Arizona State University
- McClure, Sue** (2004), Lecturer of Mathematics and Statistics; BS, Ball State University; MA, Purdue University
- McCormack, Brian** (2000), Senior Lecturer of Interdisciplinary Studies; BA, BS, University of Nebraska, Omaha; BA, Australian National University (Australia); MA, PhD, Arizona State University
- McCoy, Janetta Mitchell** (1999), Assistant Professor of Design; BLS, St. Edwards University; MS, Cornell University; PhD, University of Wisconsin, Milwaukee
- McCoy, Kathleen M.** (1976), Associate Professor of Curriculum and Instruction; BS, University of Portland; MS, Portland State University; PhD, University of Oregon
- McCoy, Ronald** (1995), Professor of Architecture and Landscape Architecture; Director, School of Architecture and Landscape Architecture; BS, University of Southern California; MArch, Princeton University
- McDaniel-Doran, Noreen** (2004), Lecturer of Curriculum and Instruction; BA, Northeastern Illinois University; MA, University of York (England); PhD, Fielding Graduate Institute, Santa Barbara
- McDermott, Lauren** (1990), Associate Professor of Design; BFA, MFA, Rochester Institute of Technology
- McDonald, Arlys** (1970), Librarian Emeritus; BMus, St. Mary of the Plains College; MMus, University of Illinois
- McDonald, John N.** (1969), Professor Emeritus of Mathematics and Statistics; AB, King's College; MS, PhD, Rutgers, The State University of New Jersey
- McDonald, Kelly M.** (2000), Assistant Instructional Professional of Communication; Director of Forensics; BA, Pacific Lutheran University; MA, PhD, University of Kansas
- McDonough, Peter** (1990), Professor Emeritus of Political Science; BS, Saint Louis University; PhD, University of Michigan
- McDowell, John M.** (1978), Professor of Economics; BS, MS, PhD, University of California, Los Angeles
- McGaughey, Robert W.** (1971), Professor Emeritus of Life Sciences; BA, Augustana College; MA, University of Colorado; PhD, Boston University
- McGaw, Dickinson L.** (1968), Professor Emeritus of Public Affairs; BA, MA, PhD, Indiana University, Bloomington
- McGehee, Shelley** (1985), Librarian Emerita; BMus, Converse College; MMus, MLS, University of Alabama
- McGibbney Vlahoulis, Michelle** (2004), Lecturer of Women and Gender Studies; BA, University of Massachusetts, Amherst; MA, Arizona State University
- McGill, John R.** (2004), Adjunct Professor of Life Sciences; BS, MS, Southwest Texas State University; PhD, The University of Texas
- McGowan, Patrick J.** (1979), Professor Emeritus of Political Science; BA, University of the South; MA, Johns Hopkins University; PhD, Northwestern University
- McGrath, Jacqueline** (1999), Assistant Professor of Nursing; BSN, University of Akron; MSN, Kent State University; PhD, University of Pennsylvania
- McGraw, Kevin** (2004), Assistant Professor of Life Sciences; BS, Lawrence University; MS, Auburn University; PhD, Cornell University
- McGregor, Joan L.** (1989), Associate Professor of Life Sciences and Philosophy; Lincoln Associate Professor of Bioethics; BA, University of California, Davis; MA, PhD, University of Arizona
- McHugh, Kevin E.** (1985), Associate Professor of Geography; BS, Pennsylvania State University; MA, Arizona State University; PhD, University of Illinois, Urbana-Champaign
- McIsaac, Marina Stock** (1980), Professor Emerita of Educational Technology; BA, Pomona College; MA, PhD, University of Wisconsin, Madison
- McIver, Beverly** (1996), Associate Professor of Art; BA, North Carolina Central University; MFA, University of Pennsylvania
- McKelvy, Michael J.** (1976), Senior Research Scientist, Center for Solid State Science; BS, University of California, Berkeley; MS, PhD, Arizona State University
- McKenzie, Patrick Bruce** (1970), Professor Emeritus of Accountancy; BS, MS, Kansas State University; PhD, Michigan State University
- McLaughlin, Ilene** (1995), Assistant Librarian, Hayden Reference Services; BA, Lake Forest College; MLS, Simmons College
- McLin, Katherine** (1997), Associate Professor of Music; BM, Oberlin College Conservatory, Ohio; MM, Indiana University, Bloomington; DMA, University of Michigan, Ann Arbor
- McMahon, Jeff** (2001), Senior Lecturer of Theatre; BA, State University of New York; MFA, Columbia University
- McManus, Elizabeth B.** (2000), Lecturer of Barrett Honors College; BA, MA, PhD, University of Virginia
- McMillan, Paul F.** (1983), Professor Emeritus of Chemistry and Biochemistry; BSc, University of Edinburgh (United Kingdom); PhD, Arizona State University
- McMillen, Phyllis** (2000), Faculty Associate of Nursing; BSN, Union College, Lincoln; MSN, University of Nebraska Medical Center
- McNally, T.M.** (1999), Associate Professor of English; BA, Rockford College; MFA, Arizona State University
- McNamara, Allen K.** (2004), Assistant Professor of Geological Sciences; BS Michigan State University; MS, PhD, University of Michigan
- McNeil, Elizabeth A.** (1998), Academic Associate of English; Academic Advisor; BA, California State University, Chico; MFA, PhD, Arizona State University
- McNeill, Barry W.** (1976), Associate Professor of Mechanical Engineering; Assistant Dean, Academic Affairs, Ira A. Fulton School of Engineering; BS, MS, PhD, Stanford University
- McPhee, Robert D.** (1998), Professor of Communication; BA, MA, PhD, Michigan State University
- McPheters, Lee R.** (1976), Professor of Economics; Director, Bank One Economic Outlook Center; Associate Dean, Executive and Professional Programs, W. P. Carey School of Business; AB, San Francisco State University; PhD, Virginia Polytechnic Institute and State University
- McSheffrey, Gerald R.** (1982), Professor Emeritus of Architecture and Landscape Architecture; DiplArch, University College, London (United Kingdom); DiplCD, Edinburgh University (United Kingdom)

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

McTaggart, W. Donald (1971), Professor Emeritus of Geography; MA, University of St. Andrews (United Kingdom); PhD, Australian National University (Australia)

McWhirter, J. Jeffries (1970), Professor Emeritus of Counseling Psychology and Counselor Education; BA, Saint Martin's College; MEd, Oregon State University; MEd, PhD, University of Oregon

Mehall, Gregory Lawrence (1992), Associate Research Professional of Geological Sciences; MS, Stanford University

Meir, Baruch I. (2000), Assistant Professor of Music; BMus, MMus, Tel Aviv University (Israel); DMA, Arizona State University

Meissinger, Ellen Murray (1986), Professor of Art; BFA, MFA, University of North Carolina, Greensboro

Melendez, Ryan A. (2004), Lecturer of Mathematics and Statistics; BA, College of New Jersey; MA, Arizona State University

Melichar, Dudley W. (1974), Professor Emeritus of Justice and Social Inquiry; BS, MS, South Dakota State University; EdD, Arizona State University

Melnick, Robert (1987), Senior Research Scientist for Public Affairs; Associate Vice President, Economic Affairs; Director, Morrison Institute for Public Policy; BA, Dartmouth College; MA, PhD, Arizona State University

Melnyk, Bernadette M. (2005), Professor of Nursing; Dean, College of Nursing; BS, West Virginia University; MS, University of Pittsburgh; PhD, University of Rochester

Melody, Noeleen (1991), Assistant Research Professor, Cancer Research Institute; BS, PhD, University College, Galway (Ireland)

Melvin, Michael (1980), Professor of Economics; BBA, University of Houston; MA, San Diego State University; PhD, University of California, Los Angeles

Méndez, José A. (1980), Professor of Economics; BA, MA, University of Texas, Austin; MA, PhD, Southern Methodist University

Menéndez, José (1987), Professor of Physics and Astronomy; Licenciado en Física, Balseiro Institute (Argentina); Dr. rer. nat., Stuttgart University (Germany)

Mengeling, Kristina (1999), Assistant Law Librarian, Ross-Blakley Law Library; BA, Northern Illinois University; MLS, Rosary College

Menjivar, Cecilia (1995), Associate Professor of Sociology; BA, MS, University of Southern California; PhD, University of California, Davis

Menke, Robert F. (1947), Professor Emeritus of Education; BS, Oshkosh State College; MA, PhD, Northwestern University

Merbs, Charles F. (1973), Professor Emeritus of Anthropology; BS, MS, PhD, University of Wisconsin, Madison

Merrill, Bruce D. (1971), Professor of Journalism and Mass Communication; Director, Media Research Program; MA, Brigham Young University; PhD, University of Michigan

Mesch, Claudia (2001), Assistant Professor of Art; BA, Yale University; MA, University of California, Los Angeles; PhD, University of Chicago

Messman, Susan J. (2000), Assistant Professor of Communication; BA, University of Missouri, Columbia; MS, Illinois State University; PhD, Ohio University

Metcalf, V. Alonzo (1971), Professor Emeritus of International Studies; BS, MS, University of Arkansas; PhD, University of Missouri, Columbia

Metha, Arlene (1971), Professor Emerita of Counseling Psychology; BA, Arizona State University; MA, Ohio State University; PhD, University of Southern California

Metos, Thomas H. (1965), Professor Emeritus of Educational Administration and Supervision; BS, MS, PhD, University of Utah

Metz, John (1980), Professor Emeritus of Music; BA, MM, Syracuse University; DMA, The Juilliard School

Meunier, John (1987), Professor of Architecture and Landscape Architecture; BArch, University of Liverpool (United Kingdom); MArch, Harvard University; MA, University of Cambridge (United Kingdom)

Middleton, James Arthur (1998), Associate Professor of Curriculum and Instruction; Interim Director, Division of Curriculum and Instruction; BA, California State University, Chico; MS, PhD, University of Wisconsin, Madison

Mignolet, Marc P. (1987), Professor of Mechanical and Aerospace Engineering; BS, University of Liege (Belgium); PhD, Rice University

Mikellides, Pavlos G. (2002), Assistant Professor of Mechanical and Aerospace Engineering; BS, MS, PhD, Ohio State University

Miller, Barbara K. (1976), Professor Emerita of Nursing; BSN, MSED, University of Akron; PhD, University of Texas, Austin

Miller, Christopher (2004), Academic Associate of Collection Development; BM, North Carolina School of the Arts; MS, Northern Illinois University

Miller, Donald S. (1981), Associate Professor of Computer Science and Engineering; BS, Syracuse University; MS, PhD, University of Southern California

Miller, Ian (2004), Assistant Professor of History; BA, Earlham College; MA, University of Illinois, Urbana-Champaign; MA, PhD, Columbia University

Miller, Keith D. (1987), Professor of English; BA, Texas Christian University; MA, State University of New York, Albany; PhD, Texas Christian University

Miller, Rosanna (1974), Librarian Emerita; BA, MA, Arizona State University; MLS, University of Arizona

Miller, Susan A. (2001), Assistant Professor of American Indian Studies; BA, MA, University of Oklahoma; PhD, University of Nebraska, Lincoln

Miller, Terri (1997), Senior Lecturer of Mathematics and Statistics; BS, MA, Arizona State University

Miller-Loessi, Karen A. (1984), Associate Professor of Sociology; BA, University of California, Berkeley; MA, PhD, Stanford University

Mills, Robert (2004), Assistant Professor of Music; BA, University of Maryland, College Park; MM, Arizona State University

Millsap, Roger E. (1997), Professor of Psychology; BS, University of Washington; MA, PhD, University of California, Berkeley

Milner, Joe W. (1967), Professor Emeritus of Journalism and Mass Communication; BA, East Texas State University; MA, University of Oklahoma; EdD, University of Wyoming

Milun, Kathryn (2000), Assistant Professor of English and Justice and Social Inquiry; BA, MA, PhD, University of Minnesota

Mings, Robert C. (1971), Professor Emeritus of Geography; BS, MAT, Indiana University, Bloomington; PhD, Ohio State University

Minteer, Ben (2003), Assistant Professor of Life Sciences; BA, University of Albany; MS, PhD, University of Vermont

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Misra, Rajeev (1991), Professor of Life Sciences; BS, Kanpur University (India); MS, GB Pant University (India); PhD, Adelaide University (Australia)

Mitchell, Frederic F. (1961), Professor Emeritus of Education; BA, MA, University of Arizona; PhD, Columbia University

Mitchell, John (1990), Associate Research Professional of Dance; Director, Dance Multimedia Learning Center; BM, Webster University, St. Louis; MM, University of South Florida

Mitchell, Michael J. (1990), Associate Professor of Political Science; BA, Fordham University; MA, PhD, Indiana University, Bloomington

Mitkova, Maria (1999), Associate Research Professor of Electrical and Materials Engineering; BS, MSc, PhD, Technological University of Sofia (Bulgaria)

Mitropoulos, Panagiotis (2004), Assistant Professor of Construction; BS, University of Patras (Greece); MS, Virginia Polytechnic Institute and State University; PhD, Stanford University

Mittelmann, Hans Detlef (1982), Professor of Mathematics and Statistics; MA, University of Mainz (Germany); PhD, Habilitation, University of Darmstadt (Germany)

Mittelstaedt, Robert E. Jr. (2004), Professor of Management; Dean, W. P. Carey School of Business; BS, Tulane University; MBA, The Wharton School, University of Pennsylvania

Mobasher, Barzin (1991), Professor of Civil and Environmental Engineering; BS, University of Wisconsin, Platteville; MS, Northeastern University; PhD, Northwestern University

Mogey, John M. (1987), Adjunct Professor of Sociology; BA, MA, DSc, Queen's University (United Kingdom)

Mokwa, Michael P. (1979), Professor of Marketing; Chair, Department of Marketing; BBA, MBA, PhD, University of Houston

Molnar, Alex (2001), Professor of Educational Leadership and Policy Studies; Director, Education Policy Studies Laboratory; BA, North Park College; MA, Northwestern University; PhD, University of Wisconsin, Milwaukee

Monahan, Torin (2003), Assistant Professor of Justice and Social Inquiry; BA, MA, California State University, Northridge; MS, PhD, Rensselaer Polytechnic Institute

Monczka, Robert M. (1999), Research Professor of Supply Chain Management; BA, MBA, PhD, Michigan State University

Mongeau, Paul A. (2002), Professor of Communication; BS, MA, Arizona State University; PhD, Michigan State University

Montenegro, Leonard Jose (1986), Senior Research Professional of Mechanical and Aerospace Engineering; BS, State University of New York, Albany

Montero, Darrel (1979), Associate Professor of Social Work; BA, California State University, Sacramento; MA, PhD, University of California, Los Angeles

Montgomery, Douglas C. (1988), Professor of Industrial Engineering; Codirector, Executive Committee on Statistics; BSIE, MS, PhD, Virginia Polytechnic Institute and State University

Montgomery, Eric (1997), Faculty Associate of Design; BFA, Arizona State University

Montiel, Miguel (1974), Professor Emeritus of Chicana and Chicano Studies; Motorola Presidential Professor in Community Revitalization; BS, University of Arizona; MSW, Arizona State University; DSW, University of California, Berkeley

Montilla, Jorge (2004), Assistant Professor of Music; BM, University Institute of Musical Studies, Caracas (Venezuela); MM, Indiana University

Montoya, Janet (1999), Adjunct Professor of Anthropology; BA, MA, University of Houston, Clear Lake

Mooney, Elina (1988), Associate Professor of Dance

Moor, William C. (1968), Associate Professor of Industrial Engineering; Associate Chair, Department of Industrial Engineering; BS, MS, Washington University; PhD, Northwestern University

Moore, Ana L. (1989), Professor of Chemistry and Biochemistry; B of Pharmacy, National University of La Plata (Argentina); MSc, Federal University of Rio de Janeiro (Brazil); PhD, Texas Tech University



Moore, Carleton B.
(1961)

Regents' Professor Emeritus of Chemistry and Biochemistry and Geological Sciences; BS, Alfred University; PhD, California Institute of Technology

Moore, Diane B. (1980), Librarian Emerita, Noble Science Reference Services; BS, College of William and Mary; MLS, University of Wisconsin, Madison

Moore, Elsie G.J. (1981), Professor of Psychology in Education; Director, Division of Psychology in Education; BA, Elmhurst College; MA, PhD, University of Chicago

Moore, J. Douglas (1969), Associate Professor of Mathematics and Statistics; BS, MS, Idaho State University; PhD, Syracuse University

Moore, Michael (1982), Professor of Life Sciences; BA, Indiana University; MS, PhD, University of Washington

Moore, Moses N. (1989), Associate Professor of Religious Studies; BA, Eckerd College; MDiv, Yale University; MPhil, PhD, Union Theological Seminary

Moore, Nancy (2002), Grant Writing Resource Specialist; BA, University of Maryland; MA, PhD, Princeton University

Moore, Patricia (1984), Professor Emerita of Nursing; BSN, Loyola University, Chicago; MS, Catholic University of America; MPH, DrPH, Johns Hopkins University

Moore, Patricia A. (2000), Adjunct Professor of Design; BFA, Rochester Institute of Technology; MA, Columbia University

Moore, Thomas A. (1976), Professor of Chemistry and Biochemistry; BA, PhD, Texas Tech University

Moorhead, Gregory (1978), Associate Professor of Management; BSIE, MBA, PhD, University of Houston

Mor, Tsafir (2000), Assistant Professor of Life Sciences; BSc, MSc, PhD, Hebrew University of Jerusalem (Israel)

Morgan, Don (2000), Associate Professor of Kinesiology; BME, Northwestern University; MS, University of Tennessee, Knoxville; PhD, Arizona State University

Morgan, Miriam J. (1965), Instructor Emerita of French; Licence-ès-Lettres, University of Paris (France); MA, Arizona State University

Morgan, Owen W. (1968), Professor Emeritus of Family and Human Development; BA, Grinnell College; MA, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln

Moroney, Robert M. (1981), Professor of Social Work; AB, MSW, Boston College; MPH, Harvard University; PhD, Brandeis University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Morris, Brenda C. (1994), Clinical Associate Professor of Nursing; BSN, MS, University of Arizona; EdD, Arizona State University

Morris, Donald H. (1962), Professor Emeritus of Anthropology; BA, Arizona State University; MA, PhD, University of Arizona

Morrison, Kenneth M. (1983), Professor of Religious Studies; BA, Saint Dunstan's University; MA, PhD, University of Maine

Morse, Jon (2003), Associate Professor of Physics and Astronomy; BA, Harvard University; MS, PhD, University of North Carolina

Moses, Michele (2000), Assistant Professor of Educational Leadership and Policy Studies; BA, University of Virginia; MEd, University of Vermont; MA, PhD, University of Colorado

Mossman, Kenneth L. (1990), Professor of Life Sciences; Director, Radiation Safety Office; BS, Wayne State University; MEd, University of Maryland, College Park; MS, PhD, University of Tennessee, Knoxville

Moulton, Gerald L. (1967), Professor Emeritus of Counselor Education; BA, Hamline University; MEd, EdD, University of Oregon

Mowrer, Donald E. (1965), Professor Emeritus of Speech and Hearing Science; BA, MA, Florida State University; PhD, Arizona State University

Moyer, Joan E. (1971), Professor Emerita of Curriculum and Instruction; BS, Kutztown State University; MEd, Pennsylvania State University; PhD, University of Maryland, College Park

Muccino, Julia Catherine (1997), Associate Professor of Civil and Environmental Engineering; BCE, Villanova University; MS, PhD, University of Notre Dame

Mueller-Alexander, Jeanette M. (1989), Librarian, Hayden Reference Services; BA, Moorhead State University; MLS, Indiana University, Bloomington

Mulligan, Donald E. (1985), Professor Emeritus of Construction; BSE, MSME, Arizona State University

Mulvihill, Josepha Anne (1983), Associate Librarian, Hayden Reference Services; BS, University of Kansas; MLS, Emporia State University

Munk, Morton E. (1961), Professor Emeritus of Life Sciences; BS, Northwestern University; MS, University of Miami; PhD, Wayne State University

Munshi, Perseus B. (2001), Lecturer of Accountancy; BCom, Bangalore University (India); MBA, Ohio State University; CPA, Arizona

Murdough, John M. (1993), Faculty Associate of Construction; BS, MBA, Arizona State University

Murff, Scott (1998), Clinical Associate Professor of Architecture and Landscape Architecture; BSD, Clemson University; BArch, The Cooper Union

Murphey, Claudia (1996), Professor of Dance; Chair, Department of Dance; BA, Western College; MA, George Washington University



Murphy, Jeffrie G.
(1981)

Regents' Professor of Law and Philosophy;
Codirector, Committee on Law and Philosophy;
BA, Johns Hopkins University; PhD, University of Rochester

Murphy, Juanita F. (1971), Professor Emerita of Nursing; Dean Emerita, College of Nursing; BA, Oklahoma Baptist University; MS, PhD, Case Western Reserve University

Murphy, Kurt R. (1986), Librarian; Associate Dean, Personnel, University Libraries; BS, MLS, University of Illinois; MBA, Arizona State University

Murranka, Patricia A. (1977), Professor Emerita of Supply Chain Management; BA, Trenton State College; MA, Rider College; EdD, Utah State University

Murray, Roger N. (1968), Professor Emeritus of English; BA, BS, Moorhead State Teachers College; MA, Stanford University; PhD, University of Iowa

Musheno, Michael C. (1977), Professor Emeritus of Justice and Social Inquiry; BA, Lycoming College; MA, PhD, American University

Muthuswamy, Jitendran (2000), Assistant Professor of Bioengineering; BTech, Indian Institute of Technology (India); MS, PhD, Rensselaer Polytechnic Institute

Myhajlenko, Stefan (1986), Associate Research Scientist and Associate Director, Center for Solid State Electronics Research; PhD, University of Manchester, Victoria (United Kingdom)

Myler, Charles E. Jr. (1968), Professor Emeritus of Real Estate; BBA, Loyola University; MBA, Harvard University; PhD, University of Florida

N

Nagasawa, Richard H. (1969), Professor Emeritus of Sociology; BA, University of Hawaii, Manoa; MA, PhD, University of Washington

Nagoshi, Craig (1989), Associate Professor of Psychology; BA, MA, PhD, University of Hawaii, Manoa

Nagrin, Daniel (1982), Professor Emeritus of Dance; BS, City College of New York

Nagy, Bethel (2000), Adjunct Professor of Anthropology; BA, Arizona State University; MA, University of Toronto (Canada); PhD, Arizona State University

Nagy, John D. (1999), Adjunct Professor of Life Sciences; BS, Eastern Michigan University; BS, University of Michigan, Ann Arbor; PhD, Arizona State University

Nagy, Sandra Griffiths (1984), Academic Associate, University College; Assistant Director, Academic Success Programs; BEd, MA, PhD, Arizona State University

Nakagawa, Kathryn (1996), Associate Professor of Psychology in Education; BA, MA, University of Notre Dame; PhD, Northwestern University

Nakamura, Mutsumi (2002), Lecturer of Computer Science and Engineering; BS, MS, University of Texas, El Paso; PhD, University of Texas, Arlington

Nakayama, Thomas K. (1991), Professor of Asian Pacific American Studies and Communication; Director, Asian Pacific American Studies Program; AB, Georgia State University; MA, PhD, University of Iowa

Napoli, Maria (1996), Associate Professor of Social Work; BA, H. H. Lehman College; MSW, PhD, New York University

Nardari, Federico (1999), Assistant Professor of Finance; BS, University of Bergamo (Italy); MSBA, PhD, Washington University, St. Louis

Nardella, Francis A. (1992), Adjunct Professor of Bioengineering; AB, West Virginia University; MD, West Virginia University, School of Medicine

Nash, Leanne T. (1971), Professor of Anthropology; BA, University of California, Davis; MA, PhD, University of California, Berkeley

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Nash, Thomas H. III** (1971), Professor of Life Sciences; BS, Duke University; MS, PhD, Rutgers, The State University of New Jersey
- Navabi, Faye** (1997), Lecturer of Computer Science and Engineering; BS, MS, University of Southwestern Louisiana
- Neal, Berna E.** (1988), Librarian Emerita; BA, MLS, Syracuse University
- Nebeker, Helen E.** (1958), Professor Emerita of English; BA, MA, Arizona State University
- Neff, Patricia M.** (1987), Associate Professor of Family and Human Development; BS, MEd, Iowa State University; PhD, Oklahoma State University
- Neisewander, Janet L.** (1991), Professor of Psychology; BS, Rockford College; MS, PhD, University of Kentucky
- Nelsen, Edward A.** (1975), Professor Emeritus of Educational Psychology; BS, University of Wisconsin, Madison; PhD, Stanford University
- Nelson, Ben A.** (1995), Professor of Anthropology; Associate Chair, Department of Anthropology; BA, MA, Florida State University; PhD, Southern Illinois University
- Nelson, G. Lynn** (1973), Associate Professor of English; BA, Kearney State College; PhD, University of Nebraska, Lincoln
- Nelson, Harold D.** (1967–1991), Professor Emeritus of Engineering; BS, South Dakota School of Mines and Technology; MS, Kansas State University; PhD, Arizona State University
- Nelson, J. Russell** (1981), Professor Emeritus of Finance; President Emeritus of the University; BA, Pacific Union College; MBA, PhD, University of California, Los Angeles
- Nelson, John C.** (1967), Professor Emeritus of Curriculum and Instruction; BS, MA, Arizona State University; PhD, Vanderbilt University
- Nelson, Kelly** (1999), Senior Lecturer of Interdisciplinary Studies; BA, Michigan State University; MS, University of Southern Maine; PhD, Brandeis University
- Nelson, Margaret** (1995), Professor of Anthropology; Associate Dean, Barrett Honors College; BA, Occidental College, Los Angeles; PhD, University of California, Santa Barbara
- Nemeroff, Carol** (1988), Associate Professor of Psychology; BA, McGill University (Canada); MA, PhD, University of Pennsylvania
- Nemiro, Jay S.** (1995), Adjunct Professor of Life Sciences; BA, Temple University; MD, George Washington University School of Medicine
- Nering, Evar D.** (1960), Professor Emeritus of Mathematics and Statistics; BA, Indiana University, Fort Wayne; MA, PhD, Princeton University
- Neuberg, Steven L.** (1988), Professor of Psychology; AB, Cornell University; MS, PhD, Carnegie Mellon University
- Neuer, Susanne** (2004), Associate Professor of Life Sciences; BS, Kiel University (Germany); MS, University of Washington; PhD, Oregon State University
- New, Frances Y.** (1986), Librarian Emerita; BS, Seattle Pacific University; MLS, University of Arizona
- Newcombe, Dennis** (2003), Faculty Associate of Planning; BSP, Arizona State University
- Newfeld, Stuart J.** (1997), Assistant Professor of Life Sciences; BS, Hobart College; MA, MS, University of Hawaii; PhD, Emory University
- Newhouse, Beth G.** (2004), Lecturer of Mathematics and Statistics; BS, University of Wisconsin, Whitewater; MA, Northern Arizona University
- Newman, Nathan** (2000), Professor of Materials Engineering; BS, University of Southern California; MS, PhD, Stanford University
- Newman, Timothy J.** (2002), Associate Professor of Physics and Astronomy; BA, University of Oxford (United Kingdom); PhD, University of Manchester (United Kingdom)
- Newport, Mark** (2001), Associate Professor of Art; BFA, Kansas City Art Institute; MFA, Art School of the Art Institute of Chicago
- Ney, James W.** (1969), Professor Emeritus of English; BA, MA, Wheaton College; EdD, University of Michigan
- Nichols, Ann W.** (1970), Associate Professor of Social Work; AB, Stanford University; MSW, DSW, Columbia University
- Nickel, James** (2002), Professor of Law; Codirector, Committee on Law and Philosophy; BA, Tabor College; PhD, University of Kansas
- Nicolaenko, Basil** (1989), Professor of Mathematics and Statistics; MS, University of Paris (France); PhD, University of Michigan
- Nielsen, Michael J.** (1969), Professor Emeritus of Design; BPD, North Carolina State University, Raleigh; MA, Stanford University
- Nielson, Gregory M.** (1970), Professor of Computer Science and Engineering; BS, MS, PhD, University of Utah
- Nieman, Ronald** (1983), Senior Research Professional of Chemistry and Biochemistry; BA, University of Colorado; PhD, Arizona State University
- Nikitin, Sergey** (1994), Associate Professor of Mathematics and Statistics; MS, Moscow State University (Russia); PhD, Academy of Science of Russia, Research Institute of System Studies
- Niles, Michael** (1994), Assistant Professor of Social Work; BA, University of Missouri, Columbia; MSW, Arizona State University; PhD, University of Wisconsin, Madison
- Nilsen, Alleen P.** (1975), Professor of English; BA, Brigham Young University; MEd, American University; PhD, University of Iowa
- Nilsen, Don L.F.** (1973), Professor of English; BA, Brigham Young University; MA, American University; PhD, University of Michigan
- Noreuil, Chad** (2001), Professor of Legal Writing; BA, JD, University of Illinois, Urbana-Champaign
- Northey, William T.** (1959), Professor Emeritus of Life Sciences; BA, University of Minnesota, Twin Cities; MA, PhD, University of Kansas
- Norton, Janice** (1998), Senior Lecturer of English; BA, MA, University of Tennessee, Knoxville; PhD, University of Iowa
- Norton, Kay** (1999), Associate Professor of Music; BME, MFA, University of Georgia; PhD, University of Colorado
- Norton, M. Scott** (1973), Professor Emeritus of Educational Leadership and Policy Studies; BS, MEd, EdD, University of Nebraska, Lincoln
- Nowlis, Stephen** (1996), Professor of Marketing; Dean's Council of 100 Distinguished Scholars, W. P. Carey School of Business; BA, Stanford University; MBA, University of California, Berkeley; PhD, University of California, San Diego
- Nuñez, Diane E.** (1995), Clinical Associate Professor of Nursing; BSN, MS, Arizona State University

O

- O'Brien, Carmen A.** (1959), Professor Emerita of Education; BA, MA, Arizona State University
- O'Brien, Robin K.** (1995), Lecturer of Speech and Hearing Science; BA, Gallaudet University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

O'Connor, Elinor J. (1970), Professor Emerita of Family and Human Development; BS, St. Catharine College; MS, University of Iowa

O'Dell, Michael A. (1980), Professor Emeritus of Accountancy; BS, MBA, University of California, Los Angeles; PhD, University of Texas, Austin; CPA, Colorado

O'Donnell, Ed (1999), Assistant Professor of Accountancy; BBA, Texas A&M University; PhD, University of North Texas, Kingsville

O'Grady, Catherine (1991), Professor of Law; Executive Director, Clinical Programs; BA, University of Michigan; JD, Arizona State University

O'Haver, Judy (1999), Faculty Associate of Nursing; BSN, Niagara University; MS, Arizona State University

Ó hUallacháin, Breandán (1987), Professor of Geography; BA, National University of Ireland; MA, Indiana University, Bloomington; PhD, University of Illinois, Urbana-Champaign



O'Keefe, Michael
(1963)

Regents' Professor Emeritus of Chemistry and Biochemistry; BS, PhD, University of Bristol (United Kingdom)

O'Leary, Timothy J. (1978), Associate Professor of Computer Information Systems; BS, Westminster College; MBA, DBA, Kent State University

O'Sullivan, Peggy (1998), Director, Advanced Public Executive Program; BS, Northern Arizona University; MPA, Arizona State University

Odenkirk, James E. (1967), Professor Emeritus of Kinesiology; BS, MA, Ohio State University; EdD, Columbia University

Odish, Faris (1997), Senior Lecturer of Mathematics and Statistics; BS, University of Baghdad (Iraq); MA, Wayne State University

Oehrtman, Michael (2002), Assistant Professor of Mathematics and Statistics; BS, Oklahoma State University; PhD, University of Texas, Austin

Oetting, Edward (1983), Librarian, Hayden Reference Services; BA, University of Michigan; MA, University of Illinois; MSLS, Wayne State University

Oh, Young (1999), Lecturer of Korean; BA, Sogang University Graduate School (South Korea); MA, University of Wisconsin, Madison

Ohlson, James (2004), Professor of Accountancy; W. P. Carey Chair, School of Accountancy; MBA, PhD, University of California, Berkeley

Ohnersorgen, Michael A. (2002), Adjunct Professor of Anthropology; BA, University of California, Santa Barbara; MA, PhD, Arizona State University

Okamoto, Scott K. (2000), Assistant Professor of Social Work; BS, University of California, Los Angeles; MSW, San Jose State University; PhD, University of Hawaii, Manoa

Okun, Morris A. (1976), Professor of Psychology; BA, Brooklyn College; MS, PhD, Pennsylvania State University

Oldani, Robert W. (1982), Professor of Music; BA, University of Illinois; MA, PhD, University of Michigan

Olivas, Louis (1979), Associate Professor of Management; Assistant Vice President for Academic Affairs; BA, MA, EdD, Arizona State University

Oliver, Robert S. (1963), Professor Emeritus of Architecture and Landscape Architecture; BA, MA, University of California, Berkeley; MFA, Allende Institute (Mexico)

Olson, Clark D. (1984), Instructional Professional of Communication; BA, Iowa State University; MS, University of Utah; PhD, University of Minnesota, Twin Cities

Orchinik, Miles (1995), Associate Professor of Life Sciences; BA, San Francisco State University; PhD, Oregon State University

Orlich, Ileana (1996), Associate Professor of Romanian; BA, University of Bucharest (Romania); MA, PhD, Arizona State University

Orlowicz, Connie (2002), Lecturer of Kinesiology; BAE, Arizona State University

Ormiston, Michael B. (1984), Professor of Economics; BS, Michigan State University; MA, PhD, Johns Hopkins University

Ortiz, Luanna G. (2002), Assistant Professor of Physics and Astronomy; BS, University of New Mexico; MS, PhD, University of Washington

Osmond, Charles Barry (2002), Adjunct Professor of Life Sciences; BS, MS, University of New England (Australia); PhD, University of Adelaide (Australia)

Ossipov, Helene (1987), Associate Professor of French; BA, City University of New York; MA (French Linguistics), MA (Russian Area Studies), PhD, Indiana University, Bloomington

Osterhoudt, Robert G. (1976), Professor Emeritus of Kinesiology; BS, MS, Pennsylvania State University; PhD, University of Illinois

Osterman, Marie (2002), Asian Studies Advisor/Outreach Coordinator; AB, Douglas College; MA, Rutgers, The State University of New Jersey; PhD, Columbia University

Ostrom, Amy (1996), Associate Professor of Marketing; BA, Arizona State University; PhD, Northwestern University

Ostrom, Lonnie L. (1973), Professor of Marketing; Director, Development, Institutional Advancement; President, Arizona State University Foundation; BBA, University of Wisconsin; MS, Southern Illinois University, Carbondale; PhD, University of Alabama

Ovando, Carlos Julio (2001), Professor of Curriculum and Instruction; BA, Goshen College; MA, MAT, PhD, Indiana University

Owen, Jeanette (2003), Assistant Professor of Russian; BA, Knox College; MA, PhD, Bryn Mawr College

Owusu-Antwi, Emmanuel B. (1997), Assistant Professor of Civil and Environmental Engineering; BS, University of Science and Technology (Ghana); MS, University of Alberta (Canada); PhD, University of Texas, Austin

Ozel, Filiz (1995), Professor of Architecture and Landscape Architecture; Associate Dean, Academic Programs, Division of Graduate Studies; BArch, MArch, Middle East Technical University (Turkey); DArch, University of Michigan

P

Packer, Merle A. (1959), Professor Emerita of Kinesiology; BA, MA, Arizona State University; EdD, University of Northern Colorado

Padilla, Peter A. (1997), Assistant Professor of Sociology; BA, MA, University of Northern Colorado; PhD, Arizona State University



Pagano, Caio (1986)
Regents' Professor of Music; BLaws, University of Sao Paulo (Brazil); DMA, Catholic University of America

Page, John B. (1969), Professor Emeritus of Physics and Astronomy; BS, PhD, University of Utah

Page, Robert E. (2004), Professor of Life Sciences; Director, School of Life Sciences; BS, San Jose State University; PhD, University of California, Davis

Palais, Elliot S. (1959-62; 1966), Librarian Emeritus; BA, Bowdoin College; AMLS, University of Michigan

Palais, Joseph C. (1964), Professor of Electrical Engineering; Director of Graduate Studies, Department of Electrical Engineering; BSEE, University of Arizona; MSE, PhD, University of Michigan

Palmer, Michael B. (1998), Lecturer of Psychology; BA, Arizona State University; MA, Michigan State University; PhD, Arizona State University



Palumbo, Dennis J. (1983)
Regents' Professor Emeritus of Justice and Social Inquiry; MA (Social Science), MA (Political Science), PhD, University of Chicago

Pan, George (1995), Professor of Electrical Engineering; BE, Peking Institute of Petroleum Technology (China); MS, PhD, University of Kansas

Panchanathan, Sethuraman (1997), Professor of Computer Science and Engineering; Chair, Department of Computer Science and Engineering; Director, Center for Cognitive Ubiquitous Computing; Director, Institute for Computer and Information Sciences and Engineering; BSc, University of Madras (India); MTech, Indian Institute of Technology, Madras (India); PhD, University of Ottawa (Canada)

Panchmatia, Bella (1998), Faculty Associate of Nursing; BSN, University of Alberta (Canada); MSN, University of Wisconsin, Madison

Pang, Patty (1999), Lecturer of Chinese; BA, Tamkang University (Taiwan); MA, Arizona State University

Pangrazi, Robert P. (1973), Professor Emeritus of Kinesiology; BA, MS, PhD, Washington State University

Panitch, Alyssa (1999), Assistant Professor of Bioengineering; BS, PhD, University of Massachusetts

Pantoja, Adrian (2004), Assistant Professor of Political Science; BA, University of San Francisco; MA, PhD, Claremont Graduate University

Pany, Kurt J. (1978), Professor of Accountancy; BSBA, University of Arizona; MBA, University of Minnesota, Twin Cities; PhD, University of Illinois; CPA, Arizona

Papandreou-Suppappola, Antonia (1999), Associate Professor of Electrical Engineering; BS, MS, PhD, University of Rhode Island

Parchesky, Jennifer (2002), Assistant Professor of English; BA, Trinity University, San Antonio; PhD, Duke University

Park, Chan Beum (2002), Assistant Professor of Chemical and Materials Engineering; BS, MS, PhD, Pohang University of Science and Technology (South Korea)

Park, Pori (2002), Assistant Professor of Religious Studies; BA, Sookmyung Women's University (South Korea); MA, University of Iowa; MA, California State University, Hayward; PhD, University of California, Los Angeles

Parker, Harold E. (1987), Senior Research Technologist, Engineering Computer Services

Park-Fuller, Linda M. (2000), Assistant Professor of Communication; BA, University of North Dakota; MA, University of Missouri, Columbia; PhD, University of Texas, Austin

Parkhe, Smita (2001), Assistant Librarian, Technical Services Department; BS, University of Pune (India); MLS, Clarion University of Pennsylvania

Parkinson, Stanley R. (1971), Professor of Psychology; AB, University of California, Berkeley; MA, PhD, University of California, Davis

Parrish, H. Wayne (1967), Professor Emeritus of Curriculum and Instruction; AB, San Diego State College; MEd, EdD, University of Oregon

Parrish, Mila (2000), Assistant Professor of Dance; BFA, University of Michigan; MA, Columbia University; PhD, Ohio State University

Pasqualetti, Martin J. (1977), Professor of Geography; BA, University of California, Berkeley; MA, Louisiana State University, Baton Rouge; PhD, University of California, Riverside

Pastin, H. Mark (1980), Professor Emeritus of Management; BA, University of Pittsburgh; AM, PhD, Harvard University

Patel, Mookesh (1990), Associate Professor of Design; BFA, National Institute of Design (India); MFA, Rhode Island School of Design

Patten, Duncan T. (1965), Professor Emeritus of Life Sciences; AB, Amherst College; MS, University of Massachusetts, Amherst; PhD, Duke University

Patterson, Robert A. (1957), Professor Emeritus of Life Sciences; BS, University of Michigan; PhD, Ohio State University

Patterson, Shirley L. (1994), Professor Emerita of Social Work; BA, North Texas State University; MA, McCormick Theological Seminary; MSW, University of Kansas; PhD, University of Wisconsin, Madison

Patton, David W. (2004), Assistant Research Professor of Health Management and Policy; BS, Arizona State University; MHA, University of Minnesota; MA, EMBA, PhD, Claremont Graduate University

Pauken, Christine (2001), Research Scientist of Bioengineering; BS, University of Toledo; PhD, Temple University

Paulsen, George E. (1959), Professor Emeritus of History; BA, Hobart College; MA, Rutgers, The State University of New Jersey; PhD, Ohio State University

Paz, Juan J. Jr. (1988), Associate Professor of Social Work; BA, University of Texas, El Paso; MS, University of Houston; DSW, Howard University

Peacock, Simon M. (1985), Professor of Geological Sciences; Divisional Dean of Natural Sciences and Mathematics, College of Liberal Arts and Sciences; BS, MS, Massachusetts Institute of Technology; PhD, University of California, Los Angeles

Pearce, Martha V. (1977), Professor Emerita of Technology; BS, Columbia University; MS, Boston University; EdD, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Pearce, Michael J. (2004), Faculty Associate of Planning; BA, University of Michigan; JD, University of Arizona

Pearson, David L. (1988), Research Professor of Life Sciences; BS, Pacific Lutheran University; MS, Louisiana State University, Baton Rouge; PhD, University of Washington

Pearson, John N. (1981), Professor of Supply Chain Management; BS, MBA, Florida Atlantic University; PhD, Georgia State University

Pearson, Nancy B. (1989), Research Professional Emerita of Life Sciences; BA, Earlham College; MS, Louisiana State University, Baton Rouge

Peccia, Jordan (2001), Assistant Professor of Civil and Environmental Engineering; BS, MS, Montana State University, Bozeman; PhD, University of Colorado, Boulder

Peck, Laura (2002), Assistant Professor of Public Affairs; BA, Arizona State University; MPA, MPhil, PhD, New York University

Peck, Robert E. (1984), Professor of Engineering; Chair, Department of Mechanical and Aerospace Engineering; BS, University of California, Berkeley; MS, PhD, University of California, Irvine

Pecuch-Herrero, Marta (1981), Lecturer of Mathematics and Statistics; BS, University of Buenos Aires (Argentina); PhD, University of Chicago

Pei, Ker-Wei (1986), Professor of Accountancy; Associate Dean, Asia Pacific Programs; BA, National Chung-Hsing University (Taiwan); MA, Southern Illinois University, Carbondale; PhD, North Texas State University

Peles, Joseph (1997), Adjunct Professor of Bioengineering; BE, Vanderbilt University; MS, PhD, Arizona State University

Penley, Larry E. (1985), Professor Emeritus of Management; BA, MA, Wake Forest University; PhD, University of Chicago

Peralta, Pedro D. (1998), Associate Professor of Mechanical Engineering; BS, Simón Bolívar University (Venezuela); MS, PhD, University of Pennsylvania

Permana, Paska (2000), Adjunct Professor of Life Sciences; BA, Smith College; PhD, Ohio State University

Perrill, Norman K. (1966), Professor Emeritus of Communication; BS, MA, Northwestern University; PhD, University of Southern California

Perry, Curtis (1995), Associate Professor of English; BA, Cornell University; MA, PhD, Harvard University

Perry, Patsy (1985), Professor Emerita of Nursing; BS, Columbia Union College; MS, University of Colorado; PhD, University of Michigan

Perry, Ronald W. (1983), Professor of Public Affairs; BSc, MA, Arizona State University; PhD, University of Washington

Pessler, Anthony J. (1994), Associate Professor of Art; BFA, MA, St. Cloud State University; MFA, University of Wisconsin, Madison

Peterman, Gordon G. (1966), Professor Emeritus of Construction; BSCE, University of Iowa

Peters, Kathleen A. (1967), Professor Emerita of Family and Human Development; BS, MS, Kansas State University

Petersen, Kenneth J. (2001), Assistant Professor of Supply Chain Management; BS, University of Alabama; MBA, University of Akron; PhD, Michigan State University

Petersen, Michael (2001), Assistant Professor of Accountancy; BS, MBA, MAcc, Brigham Young University; PhD, University of Iowa

Petersen, Michelle C. (1997), Lecturer of Spanish; BA, Western Illinois University; MA, University of Iowa

Peterson, John R. (1963), Professor Emeritus of Architecture and Landscape Architecture; Graduate Coordinator of School of Architecture and Landscape Architecture; BA, St. Olaf College; BArch, University of Minnesota, Twin Cities; MArch, Harvard University

Peterson, Ralph (1976), Professor Emeritus of Curriculum and Instruction; BA, Eastern Washington State College; MA, EdD, Columbia University

Petrucci, Darren (1998), Associate Professor of Architecture and Landscape Architecture; BSD, Arizona State University; MArch, Harvard University



Pettit, G. Robert

(1964)

Regents' Professor of Chemistry and Biochemistry; Director, Cancer Research Institute; BS, Washington State University; MS, PhD, Wayne State University

Pettit, Robin K. (1997), Associate Research Professor, Cancer Research Institute; BS, University of Arizona; MS, Washington State University; PhD, University of Montana

Petuskey, William T. (1983), Professor of Chemistry and Biochemistry; Associate Chair, Department of Chemistry and Biochemistry; Codirector, Science and Engineering of Materials; BS, University of Utah; ScD, Massachusetts Institute of Technology

Pfister, A.J. (1991), Distinguished Research Fellow Emeritus of Public Affairs; BS, JD, University of Arizona

Pfuhl, Erdwin H. Jr. (1968), Professor Emeritus of Sociology; AB, Whitman College; AM, University of Idaho; PhD, Washington State University

Pfund, Michele E. (2004), Senior Lecturer of Industrial Engineering; BS, Case Western Reserve University; MS, Purdue University; PhD, Arizona State University

Pheanis, David C. (1975), Professor Emeritus of Computer Science and Engineering; BS, Case Institute of Technology; MS, PhD, Arizona State University

Phelan, Patrick E. (1996), Associate Professor of Mechanical and Aerospace Engineering; BS, Tulane University; MS, Massachusetts Institute of Technology; PhD, University of California, Berkeley

Philippakis, Andrew S. (1967), Professor Emeritus of Computer Information Systems; BS, Gannon College; MBA, PhD, University of Wisconsin, Madison

Phillips, Stephen M. (2002), Professor of Electrical Engineering; BS, Cornell University; MS, PhD, Stanford University

Phillips, William W. (1958), Professor Emeritus of History; PhB, MA, University of North Dakota; PhD, University of Missouri

Pian, Richard H.J. (1959), Professor Emeritus of Civil Engineering; BSCE, Kung Shang University (China); MSE, PhD, Cornell University

Piburn, Michael D. (1989), Professor Emeritus of Curriculum and Instruction; BS, University of California, Davis; PhD, Princeton University

Pickens, Judith M. (1987–99; 2000), Assistant Professor of Nursing; BSN, Marymount College; MS, University of Missouri; PhD, Arizona State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Pickus, David** (1999), Lecturer of Barrett Honors College; BA, Lawrence University; MA, PhD, University of Chicago
- Picraux, Tom** (2001), Professor of Materials Science and Engineering; Executive Director, Materials Research Program; BS, University of Missouri, Columbia; MS, PhD, California Institute of Technology
- Piersol, Bonnie L.** (1999), Academic Associate, University College; Academic Advisor; BS, Golden Gate University; MA, John F. Kennedy University
- Pierson, Ruth E.** (1990), Academic Associate, University College; BA, MEd, Miami University
- Pigg, Kathleen B.** (1988), Associate Professor of Life Sciences; BS, MS, Ohio University; PhD, Ohio State University
- Pijawka, K. David** (1982), Professor of Planning; Director, PhD Program in Environmental Design and Planning; BA, Brock University (Canada); MA, PhD, Clark University
- Pilafian, J. Samuel** (1995), Professor of Music; BM, University of Miami
- Pile, James** (1971), Professor of Art; BFA, MFA, University of Nebraska, Lincoln
- Pinkard, Mary-Margaret** (1982), Librarian Emerita; BS, University of New Hampshire; MLS, University of Arizona
- Pinkava, Donald J.** (1964), Professor Emeritus of Life Sciences; BS, MS, PhD, Ohio State University
- Pinto, Ana C.** (2003), Adjunct Professor of Anthropology; BA, Rovira i Virgili University (Spain); MA, University of Barcelona (Spain); PhD, University of Oviedo (Spain)
- Piper, Christopher J.** (2003), Faculty Associate of Planning; BSD, Arizona State University
- Pitti, Gina-Marie** (2003), Assistant Professor of History; BA, Yale University; MA, PhD, Stanford University
- Pittman, Andrea** (2004), Assistant Professor of Speech and Hearing Science; BA, Point Loma Nazarene University; MA, San Diego State University; PhD, University of Wisconsin, Madison
- Pittman, Anne M.** (1952), Professor Emerita of Kinesiology; BS, University of Texas, Austin; MA, New York University; EdD, Stanford University
- Pittsley, Janice M.** (1987), Professor of Art; BFA, University of North Carolina, Chapel Hill; MFA, University of Georgia
- Pizziconi, Vincent B.** (1987), Associate Professor of Bioengineering; BS, University of Lowell; MSE, PhD, Arizona State University
- Plotkin, Wendy** (2003), Assistant Professor of History; BA, University of Illinois, Urbana; MA, Tufts University; PhD, University of Illinois, Chicago
- Plunkett, Paul E.** (2004), Visiting Professor of Law; BA, MA, JD, Harvard University
- Podlich, William F.** (1949), Professor Emeritus of Education; BS, Maryland State Teachers College; PhD, University of Iowa
- Poe, Jerry B.** (1974), Professor Emeritus of Finance; BA, Drury College; MBA, Washington University; DBA, Harvard University
- Pokora, Syndee** (1995), Academic Associate, University College; Academic Advisor; BFA, University of Wisconsin, Milwaukee; MFA, University of Arizona
- Polenz, G. Donald** (1967), Professor Emeritus of Social Work; BA, Wartburg College; MA, University of Iowa; DSW, University of Southern California
- Ponce, Fernando A.** (1999), Professor of Physics and Astronomy; BS, National University of Engineering (Peru); MS, University of Maryland, College Park; PhD, Stanford University
- Popko, Sigmund** (2001), Legal Writing Instructor; BA, JD, University of Arizona
- Poste, George H.** (2003), Del E. Webb Distinguished Professor of Biology; Director, Biodesign Institute at ASU; DVM, PhD, University of Bristol (England)
- Potts, Claude H.** (2003), Assistant Librarian, Hayden Reference Services; BA, University of California, Berkeley; MA, MLIS, University of California, Los Angeles
- Poudrier, Almirer** (2002), Lecturer of Latin; BA, Beloit College; MA, University of Minnesota, Minneapolis; PhD, State University of New York, Buffalo
- Poweleit, Christian D.** (1995), Associate Research Professional of Physics and Astronomy; BA, Thomas Moore College; MA, Purdue University; PhD, University of Cincinnati
- Powers, Doris C.** (1960), Professor Emerita of English; BA, Wellesley College; MA, Occidental College; PhD, University of California, Berkeley
- Powers, Jeanne M.** (2001), Assistant Professor of Educational Leadership and Policy Studies; BA, Tufts University; MA, University of California, Irvine; PhD, University of California, San Diego
- Powers, Karen** (2002), Associate Professor of History; BA, Herbert H. Lehman College; MA, PhD, New York University
- Prather, Elizabeth M.** (1978), Professor Emerita of Speech and Hearing Science; BS, University of Nebraska, Lincoln; MA, PhD, University of Iowa
- Pratt, Melvin W.** (1987), Senior Research Technologist, Center for Solid State Electronics Research
- Prescott, Edward C.** (2004), Professor of Economics; Nobel Laureate in Economics; W. P. Carey Chair, Department of Economics; BA, Swarthmore College; MS, Case Western Reserve University; PhD, Carnegie-Mellon University
- Presson, Clark C.** (1980), Professor of Psychology; BA, Pomona College; MS, PhD, Columbia University
- Prewitt, Kathryn A.** (1992), Associate Professor of Mathematics and Statistics; BA, University of Kansas; MS, PhD, University of California, Davis
- Prichard, Robin** (2004), Visiting Assistant Professor of Dance; BFA, State University of New York, Purchase; MFA, University of California, Los Angeles
- Priest, Janice** (2001), Faculty Associate of Nursing; BSN, Weber State University; MSN, University of Utah
- Prigatano, George P.** (1993), Adjunct Professor of Speech and Hearing Science; BS, Loyola University, Los Angeles; MA, California State University, Long Beach; PhD, Bowling Green State University
- Primas, Phyllis J. Krause** (1987), Professor Emerita of Nursing; BSN, University of Pennsylvania; MPH, PhD, University of Pittsburgh
- Pritchard, Mark P.** (1998), Assistant Professor of Community Resources and Development; BS, MS, PhD, University of Oregon
- Pritchard, Melissa** (1994), Associate Professor of English; BA, University of California, Santa Barbara; MA, Western Washington University
- Privateer, Paul** (1991), Associate Professor of Interdisciplinary Humanities; BA, MA, California State University, Stanislaus; PhD, University of California, Davis

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Prochazka, Michal (2000), Adjunct Professor of Life Sciences; MD, University of Zurich (Switzerland)

Province, Martin (2002), Assistant Professor of Music; Associate Director of Bands; BA, Wake Forest University, Winston-Salem; MM, DMA, University of Colorado, Boulder

Provine, Doris Marie (2001), Professor of Justice and Social Inquiry; Director, School of Justice and Social Inquiry; AB, University of Chicago; JD, PhD, Cornell University

Pruden, Kristin (2004), Research Scientist of Bioengineering; BS, Tufts University; MSE, PhD, Arizona State University

Puglia, Mary (2001), Adjunct Professor of Life Sciences; BS, University of Arizona; MS, PhD, Arizona State University



Pyne, Stephen J.
(1986)

Regents' Professor of Life Sciences; BA, Stanford University; MA, PhD, University of Texas, Austin

Q

Qian, Gang (2003), Assistant Professor of Arts, Media, and Engineering and Electrical Engineering; BE, University of Science and Technology of China; MS, PhD, University of Maryland

Quay, Ray (1990), Adjunct Professor of Planning; BS, Baylor University; MSCRP, University of Texas, Austin

Quesada, Eugene R. (1973), Professor Emeritus of Design; BA, Arizona State University

Quigg, John C. (1981), Professor of Mathematics and Statistics; BS, MS, PhD, Drexel University

Quinn, Paul M. (1995), Lecturer of Speech and Hearing Science; BA, California State University, Northridge

R

Rabinovich, Elliot (2001), Assistant Professor of Supply Chain Management; BS, School of Engineering of Antioquia (Columbia); MS, PhD, University of Maryland

Raby, William (1982), Professor Emeritus of Accountancy; BS, Northwestern University; MBA, PhD, University of Arizona

Rader, Martha (1975), Associate Professor of Curriculum and Instruction; BS, MBE, University of Mississippi; PhD, Kansas State University

Radke, Judith J. (1960), Professor Emerita of French; BS, MA, University of Wisconsin, Madison; PhD, University of Colorado

Ragan, Donal M. (1967), Professor Emeritus of Geological Sciences; BA, Occidental College; MS, University of Southern California; PhD, University of Washington

Ragsdale, Bruce D. (1989), Adjunct Professor of Anthropology; BS, University of California; MD, University of California, San Francisco

Rajan, Subramaniam D. (1983), Professor of Civil and Environmental Engineering; BTech, Indian Institute of Technology (India); MS, PhD, University of Iowa

Ralston, Mack A. (1956), Professor Emeritus of Education; BS, MS, Indiana State University; EdD, Indiana University

Ramage, John (1990), Associate Professor of English; BA, Whitman College; PhD, Washington State University

Ramakrishna, B.L. (1999), Associate Professor of Life Sciences and Solid State Science; BSc, Bangalore University (India); MSc, Indian Institute of Technology, Kanpur (India); PhD, Indian Institute of Technology, Madras (India)

Ramer, Michael, Captain (2002), Assistant Professor of Military Science; BS, DeVry Institute of Technology

Ramsey, Kirby, Major (2004), Assistant Professor of Military Science; BS, Eastern Michigan University

Ranalli, Ronald, Captain (2004), Assistant Professor of Military Science; BA, University of Ohio

Rankin, Robert L. (1971), Professor Emeritus of Engineering; BS, University of Texas, El Paso; PhD, William Marsh Rice University

Rankin, W. Parkman (1982), Professor Emeritus of Journalism and Mass Communication; BS, Syracuse University; MBA, PhD, New York University

Rapp, James R. (1962), Professor Emeritus of Architecture and Landscape Architecture; BArch, University of Detroit; MSArch, Columbia University

Raupp, Gregory B. (1985), Professor of Chemical Engineering; Director, Flexible Display Center; BS, MS, Purdue University; PhD, University of Wisconsin, Madison

Rausch, Jack D. (1965), Professor Emeritus of Music; BS, MA, Ohio State University

Rave, Wallace J. (1967), Professor Emeritus of Music; BS, Illinois State University; MM, PhD, University of Illinois

Ravesloot, John C. (1993), Adjunct Professor of Anthropology; BA, MA, PhD, Southern Illinois University, Carbondale

Ravindran, Suryanarayanan (2001), Assistant Professor of Computer Information Systems; BA, Indian Institute of Technology (India); MBA, Indian Institute of Management (India); PhD, University of Texas, Austin

Rawls, J. Alan (1997), Associate Professor of Life Sciences; BS, University of Western Ontario (Canada); PhD, Saint Louis University

Ray, Tushar (2001), Adjunct Professor of Life Sciences; BS, MS, PhD, University of Calcutta (India)

Ray, William J. (1968), Professor Emeritus of Curriculum and Instruction; BS, MS, State University of New York, Buffalo; EdD, Wayne State University

Rayle, Andrea Dixon (2002), Assistant Professor of Counseling Psychology; BA, MA, University of North Carolina, Charlotte; PhD, University of North Carolina, Greensboro

Read, Anne-Marie (2002), Assistant Professor of Educational Leadership and Policy Studies; BA, State University of New York, New Paltz; MS, State University of New York, Oswego; PhD, University of North Carolina, Chapel Hill

Reader, Mark (1967), Professor Emeritus of Political Science; AB, AM, PhD, University of Michigan

Reaven, Peter (2000), Adjunct Professor of Life Sciences; BS, University of Chicago; MD, University of Chicago, Pritzker

Reber, William (1991), Professor of Music; Director, Music Theatre Program; BM, MM, University of Utah; DMA, University of Texas, Austin

Reckers, Philip M.J. (1980), Professor of Accountancy; BS, Quincy College; MBA, Washington University; PhD, University of Illinois

Redman, Betsy J. (1988), Associate Librarian; Management Team, Technical Services Department; BS, MLS, University of Arizona

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Redman, Charles L.** (1983), Professor of Anthropology; Director, International Institute for Sustainability; BA, Harvard University; MA, PhD, University of Chicago
- Reed, Kaye E.** (1997), Associate Professor of Anthropology; Research Associate, Institute of Human Origins; BS, Portland State University; MA, PhD, State University of New York, Stony Brook
- Reeves, Henry C.** (1969), Professor Emeritus of Life Sciences; BS, Franklin and Marshall College; MA, PhD, Vanderbilt University
- Reffett, Kevin L.** (1995), Associate Professor of Economics; BBA, MA, University of Iowa; PhD, Purdue University
- Regier, Philip R.** (1987), Associate Professor of Accountancy; Director, Business Honors Program; Associate Dean, W. P. Carey School of Business; BA, St. John's College; PhD, University of Illinois
- Reich, John W.** (1965), Professor of Psychology; BA, MS, University of Oklahoma; PhD, University of Colorado
- Reif, William E.** (1970), Professor Emeritus of Management; BBA, MA, PhD, University of Iowa
- Reiman, Etsuko Obata** (1978), Associate Professor of Japanese; BA, Keio University (Japan); MA, Seton Hall University; MA, PhD, University of Wisconsin, Madison
- Reingen, Peter H.** (1982), Davis Distinguished Research Professor of Marketing; BBA, Cologne College (Germany); MBA, PhD, University of Cincinnati
- Reiser, Castle O.** (1958), Professor Emeritus of Chemical Engineering; BS, Colorado State University; PetE, Colorado School of Mines; PhD, University of Wisconsin, Madison
- Reiser, Mark P.** (1988), Associate Professor of Biostatistics and Health Management and Policy; BS, University of Michigan; PhD, University of Chicago
- Reiser, Mark R.** (1988), Associate Professor of Biostatistics; BS, University of Michigan; PhD, University of Chicago
- Reiss, Peter W.** (1976), Professor Emeritus of Business Administration; BS, Marquette University; MA, Arizona State University; JD, Marquette University
- Reisslein, Martin** (2000), Assistant Professor of Electrical Engineering; MS, PhD, University of Pennsylvania
- Reiter, Wellington** (2003), Professor of Architecture and Landscape Architecture; Dean, College of Architecture and Environmental Design; BSD, Tulane University; MArch, Harvard University
- Renaut, Rosemary** (1987), Professor of Mathematics and Statistics; Director, Computational Biosciences Program; BS, Durham University; PhD, University of Cambridge (United Kingdom)
- Restrepo, Maria Adelaida** (2004), Associate Professor of Speech and Hearing Science; BA, University of Florida; MA, University of Massachusetts; PhD, University of Arizona
- Reuter, Vincent G.** (1961), Professor Emeritus of Operations Management; BSC, MA, PhD, University of Iowa
- Reyes, Angelita** (2002), Professor of African and African American Studies; BA, City University of New York; MA, New York University; PhD, University of Iowa
- Reyes, Guillermo** (1996), Associate Professor of Theatre; BA, University of California, Los Angeles; MFA, University of California, San Diego
- Reynolds, Richard** (2002), Lecturer of Mathematics and Statistics; BS, New Mexico Institute of Mining and Technology; MS, PhD, New Mexico State University
- Reynolds, Robert D.** (1970), Professor Emeritus of Music; BM, Texas Christian University; MM, University of Texas, Austin; PhD, Ohio State University
- Reynolds, Stephen J.** (1991), Professor of Geological Sciences; BS, University of Texas, El Paso; MS, PhD, University of Arizona
- Reynolds, Steven L.** (1988), Associate Professor of Philosophy; BA, University of Chicago; MA, PhD, University of California, Los Angeles
- Rez, Peter** (1985), Professor of Physics and Astronomy and Solid State Science; BA, University of Cambridge (United Kingdom); PhD, University of Oxford (United Kingdom)
- Reznikoff, Sivan C.** (1973), Professor Emerita of Design; Certificate, New York School of Interior Design; BA, University of Southwestern Louisiana; MA, Louisiana State University, Baton Rouge
- Rhoads, David M.** (2000), Assistant Professor of Life Sciences; BS, Pennsylvania State University; PhD, Michigan State University
- Rhodes, Jewell Parker** (1997), Professor of English; BA, MA, DA, Carnegie Mellon University
- Ribic, Catherine** (2000), Adjunct Professor of Anthropology; BA, MA, PhD, Arizona State University
- Rice, Glen E.** (1986), Professor Emeritus of Anthropology; BA, Reed College; MA, PhD, University of Washington
- Rice, Warren** (1958), Professor Emeritus of Engineering; BS, MS, PhD, Texas A&M University
- Richa, Andrea W.** (1998), Associate Professor of Computer Science and Engineering; BSc, MSc, Federal University of Rio de Janeiro (Brazil); MSc, PhD, Carnegie Mellon University
- Richard, Thelma Shinn** (1975), Professor Emerita of English; BA, Central Connecticut State College; MA, PhD, Purdue University
- Richards, Gale L.** (1965), Professor Emeritus of Communication; BA, University of Akron; MA, PhD, University of Iowa
- Richardson, Deane E.** (1970), Professor Emeritus of Kinesiology; BS, Bradley University; MA, EdD, Stanford University
- Richardson, Diane** (2004), Lecturer of Mathematics and Statistics; BS, University of Arkansas; MS, Arizona State University
- Richardson, Jeanne** (1985), Librarian; Team Leader, Collection Development; BA, Lawrence University; MS, MLS, Columbia University
- Richardson, Richard C. Jr.** (1977), Professor Emeritus of Higher Education; BS, Castleton State College; MS, Michigan State University; PhD, University of Texas, Austin
- Richert, Ranko** (1999), Associate Professor of Chemistry and Biochemistry; PhD, Philipps University, Marburg (Germany)
- Ridenour, Ronda L.** (1970), Associate Librarian; Management Team, Technical Services Department; BA, Arizona State University; MSLS, University of Southern California
- Riding In, James** (1990), Associate Professor of Justice and Social Inquiry; BA, Fort Lewis College; MA, PhD, University of California, Los Angeles
- Rigual, Michelle** (2001), Assistant Law Librarian; BA, University of Texas, Austin; MLS, JD, University of Illinois
- Rikakis, Thanassis** (2001), Professor of Music; Director, Institute for Studies in the Arts; BA, Ithaca College; MA, DMA, Columbia University
- Ringebach, Shannon D.** (1998), Assistant Professor of Kinesiology; BPe, MS, McMaster University (Canada); PhD, Purdue University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Ringenoldus, Garrit M. (1989), Instructor of Military Science; BS, Illinois State University

Ringhofer, Christian (1983), Professor of Mathematics and Statistics; MA, PhD, University of Vienna (Austria)

Rio, Robin (1998), Associate Professor of Music; BM, East Carolina University; MA, New York University



Ríos, Alberto Alvaro
(1982)

Regents' and Katherine C. Turner Professor of English; BA, MFA, University of Arizona

Ripley, Catherine (2004), Adjunct Professor of Anthropology; BA, University of North Carolina, Charlotte; MA, University of Toronto (Canada); PhD, Arizona State University

Rippon, Stephen (1989), Academic Associate, University College; Director, Academic Success Programs; BA, MA, Arizona State University

Riske, Marc C. (1985), Associate Professor of Theatre; BFA, North Dakota State University; MFA, PhD, Wayne State University

Risley-Curtiss, Christina (1992), Associate Professor of Social Work; BA, University of Connecticut; MSSW, University of Tennessee; PhD, University of Maryland, Baltimore

Risseuw, John L. (1980), Professor of Art; BS, MA, MFA, University of Wisconsin, Madison

Ritchie, Barry G. (1984), Professor of Physics and Astronomy; Chair, Department of Physics and Astronomy; BS, Appalachian State University; MS, PhD, University of South Carolina

Rittmann, Bruce E. (2005), Professor of Civil and Environmental Engineering; Director, Biodesign Institute; BS, MS, Washington University; PhD, Stanford University

Rivera, Daniel E. (1990), Associate Professor of Chemical Engineering; BS, University of Rochester; MS, University of Wisconsin, Madison; PhD, California Institute of Technology

Rivera-Servera, Ramon (2004), Assistant Professor of Theatre; BA, University of Rochester; MA, City University of New York; PhD, University of Texas, Austin

Roanhorse-Dineyazhe, Maxine (2003), Lecturer of Curriculum and Instruction; BA, MEd, EdD, Arizona State University

Robbins, Earl R. (1961), Professor Emeritus of Computer Science; BSEE, Texas Technological College; MSE, PhD, Arizona State University

Roberson, Loriann (1992), Professor of Management; BA, PhD, University of Minnesota, Twin Cities

Roberson, Robert W. (1989), Associate Professor of Life Sciences; BS, MS, Stephen F. Austin State University; PhD, University of Georgia

Robert, Jason (2004), Assistant Professor of Life Sciences; BA, Queen's University (Canada); MS, PhD, McMaster University (Canada)

Roberts, Carolyn (1982), Professor Emerita of Nursing; BSN, University of Western Ontario (Canada); MEd, Columbia University; PhD, Wayne State University

Roberts, Lauren C. (1984), Clinical Associate Professor of Life Sciences; BS, Saint Norbert College; MS, University of Illinois

Roberts, Nancy H. (1980), Senior Lecturer of Economics; BA, University of Texas, Arlington; MS, PhD, Arizona State University

Roberts, Thomas G. (1970), Professor Emeritus of Curriculum and Instruction; BA, Wake Forest University; MA, PhD, University of North Carolina, Chapel Hill

Robertson, Ian G. (2002), Adjunct Professor of Anthropology; BA, MA, University of Calgary (Canada); PhD, Arizona State University

Robillard, Alyssa (2004), Assistant Professor of African and African American Studies; BS, Xavier University of Louisiana; MSPH, PhD, University of Alabama, Birmingham

Robinette, Martin (2000), Adjunct Professor of Speech and Hearing Science; BS, MS, University of Utah; PhD, Wayne State University

Robinson, Dahlia M. (2000), Assistant Professor of Accountancy; BS, MS, University of the West Indies (Barbados); MS, Pennsylvania State University; PhD, University of Georgia

Robinson, Helene M. (1967), Professor Emerita of Music; BA, University of Oregon; MM, Northwestern University

Robinson Kurpius, Sharon E. (1978), Professor of Counseling Psychology and Counselor Education; BS, MS, University of Wisconsin, LaCrosse; PhD, Indiana University, Bloomington

Rockmaker, Jody (1997), Associate Professor of Music; BM, New England Conservatory, Boston; MFA, PhD, Princeton University

Rodriguez, Armando (1990), Professor of Electrical Engineering; BS, Polytechnic Institute of New York, Brooklyn; MS, PhD, Massachusetts Institute of Technology

Rody, Joseph (1994), Senior Lecturer of Mathematics and Statistics; BS, MS, University of Akron

Roe, Sue (2000), Faculty Associate of Nursing; BSN, MS, University of Arizona; DPA, Arizona State University

Roedel, Ronald J. (1981), Professor of Electrical Engineering; Associate Dean, Academic Affairs, Ira A. Fulton School of Engineering; Director, Engineering Core and Special Studies; BSE, Princeton University; MS, PhD, University of California, Los Angeles

Rogers, Joseph (1988), Adjunct Professor of Life Sciences; BA, Emory University; PhD, University of California, San Diego

Rogers, Rodney (1987), Professor of Music; BM, University of Iowa; MM, Arizona State University; PhD, University of Iowa

Rogerson, Richard (2001), Rondthaler Professor of Economics; BSc, University of Alberta (Canada); PhD, University of Minnesota

Roher, Alex E. (1997), Adjunct Professor of Life Sciences; MD, National University of Mexico School of Medicine; PhD, University of Cambridge (United Kingdom)

Rolstad, Kellie (1999), Assistant Professor of Curriculum and Instruction; BA, MA, PhD, University of California, Los Angeles

Romanovsky, Andrej (2001), Adjunct Professor of Life Sciences; PhD, Institute of Physiology, Belarusian Academy of Sciences (Belarus)

Romero, Mary (1995), Professor of Justice and Social Inquiry; Director, Asian Pacific American Studies Program; BA, Regis College; PhD, University of Colorado

Romero, Mary Eunice (2004), Assistant Professor of Curriculum and Instruction; BA, MA, University of New Mexico; PhD, University of California, Berkeley

Romeyn, Esther (1998), Assistant Professor of Interdisciplinary Humanities; BA, MA, University of Amsterdam (Netherlands)

Roosa, Mark W. (1980), Professor of Family and Human Development; BS, Ohio State University; MA, PhD, Michigan State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Rosa, John P.** (2000), Assistant Professor of Asian Pacific American Studies; BA, Northwestern University; MA, PhD, University of California, Irvine
- Rosales, F. Arturo** (1980), Professor of History; BA, Arizona State University; MA, Stanford University; PhD, Indiana University, Bloomington
- Rosdahl, Dana** (1994), Assistant Professor of Nursing; BSN, Montana State University; MS, Arizona State University; PhD, University of Arizona
- Rose, Jonathan** (1968), Professor of Law; BA, University of Pennsylvania; LLB, University of Minnesota, Twin Cities
- Rose, Seth D.** (1976), Professor of Chemistry and Biochemistry; BS, University of California, Berkeley; PhD, University of California, San Diego
- Rosen, Bernice M.** (1986), Instructional Professional Emerita; BA, Brooklyn College; MA, New York University
- Rosen, Seymour L.** (1986), Professor Emeritus of Music; Dean Emeritus, Herberger College of Fine Arts; BS, The Juilliard School
- Rosenberg, Erica** (2004), Associate Clinical Professor of Law; Director, Program of Public Policy, College of Law; BA, Harvard University; JD, Boston College
- Rosenberg, Michael** (2003), Assistant Professor of Life Sciences; BA, Northwestern University; PhD, State University of New York, Stony Brook
- Rosier, Kathlene** (2000), Director, Indian Legal Program; BA, Capital University; JD, University of Utah
- Ross, Katherine B.** (2002), Adjunct Professor of Speech and Hearing Science; BA, University of North Carolina, Chapel Hill; MS, PhD, Vanderbilt University
- Rossi, Patrick J.** (1967), Professor Emeritus of Psychology; BS, Saint Mary's College; MA, San Fernando Valley State College; PhD, University of California, Riverside
- Rothschild, Mary Logan** (1975), Professor of History and Women and Gender Studies; BA, MA, PhD, University of Washington
- Rotondi, Michael** (1999), Professor of Architecture and Landscape Architecture; DiplArch, Southern California Institute of Architecture
- Roudenko, Svetlana** (2004), Assistant Professor of Mathematics and Statistics; MS, Nuclear Power Engineering Institute (Russia); PhD, Michigan State University
- Rountree, Michele** (1999), Assistant Administrative Professional of Social Work; Coordinator of Field Education, School of Social Work; BA, University of Arizona; MSW, Boston University
- Roussinov, Dmitri** (2001), Assistant Professor of Computer Information Systems; BS, MS, Moscow Institute of Physics and Technology (Russia); MA, Indiana University, Bloomington; PhD, University of Arizona
- Rowe, Casey** (2001), Assistant Professor of Accountancy; BS, Northern Arizona University; MS, San Diego State University; PhD, University of Pittsburgh
- Rowe, Kenneth L.** (1962), Professor Emeritus of Marketing; BA, MA, Northern Iowa University; PhD, Michigan State University
- Roy, Asim** (1983), Professor of Computer Information Systems; BE, Calcutta University (India); MS, Case Western Reserve University; PhD, University of Texas, Austin
- Roy, Ramendra P.** (1981), Professor of Engineering; BSc, University of Calcutta (India); MS, University of Washington; MSc, PhD, University of California, Berkeley
- Ruch, William A.** (1968), Professor Emeritus of Management; BS, MBA, DBA, Indiana University, Bloomington
- Ruedemann, Richard** (1997), Senior Lecturer of Mathematics and Statistics; BS, MA, Arizona State University; PhD, University of South Florida
- Ruiz, Ester** (1986), Associate Professor of Nursing; BSN, MS, PhD, Arizona State University
- Rummel, John R.** (1975), Professor Emeritus of Architecture and Landscape Architecture; BA, MS, Stanford University
- Rund, James A.** (2001), Associate Professor of Educational Leadership and Policy Studies; Vice President, University Undergraduate Initiatives; BA, Moorehead State University; MS, North Dakota State University; EdD, Arizona State University
- Runger, George** (1996), Professor of Industrial Engineering; BS, Cornell University; PhD, University of Minnesota
- Rungtusanatham, Manus** (1998), Associate Professor of Supply Chain Management; Director, W. P. Carey MBA Online Program; BS, Birmingham-Southern College; PhD, University of Minnesota
- Ruppert, K.D.** (1976), Research Specialist Emeritus of Geography; BSEE, University of Iowa
- Rush, James** (1990), Associate Professor of History; Director, Program for Southeast Asian Studies; BA, Gettysburg College; MA, PhD, Yale University
- Russell, Dennis E.** (1991), Associate Professor of Journalism and Mass Communication; BS, MMC, Arizona State University; PhD, University of Utah
- Russell, Paul E.** (1967), Professor Emeritus of Electrical Engineering; BSEE, BSME, New Mexico A&M University; MSEE, PhD, University of Wisconsin, Madison; PE
- Russell, Scott C.** (1990), Adjunct Professor of Anthropology; BA, University of New Mexico; MA, PhD, Arizona State University
- Russell, Timothy** (1993), Professor of Music; BMed, Northwestern University; MA, PhD, Ohio State University



Russo, Nancy Felipe
(1985)

Regents' Professor of Psychology; BA, University of California, Davis; PhD, Cornell University

Russomanno, Joseph A. (1994), Associate Professor of Journalism and Mass Communication; BA, University of Colorado, Denver; MA, University of Missouri, Columbia; PhD, University of Colorado

Rutherford, Robert B. Jr. (1976), Professor of Curriculum and Instruction; Director, Interdisciplinary PhD Program in Curriculum and Instruction; Associate Director of Research and Graduate Education, Division of Curriculum and Instruction; BS, MEd, University of Virginia; EdS, PhD, Vanderbilt University

Rutowski, Kathleen (2001), Lecturer of Curriculum and Instruction; BA, University of California, Santa Cruz; MA, San Francisco State University; PhD, Arizona State University

Rutowski, Ronald L. (1976), Professor of Life Sciences; Associate Director, School of Life Sciences Undergraduate Program; BA, University of California, Santa Cruz; PhD, Cornell University

Ryu, Kyung Dong (2001), Assistant Professor of Computer Science and Engineering; BS, MS, Seoul National University (South Korea); MS, PhD, University of Maryland, College Park

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

S

Sabo, John S. (2001), Assistant Professor of Life Sciences; BS, University of Notre Dame; MS, University of Washington; PhD, University of California, Berkeley

Sacks, Benjamin (1963), Professor Emeritus of History; BA, University of New Mexico; MA, McGill University (Canada); PhD, Stanford University

Sackton, Frank J. (1976), Professor Emeritus of Public Affairs; BS, University of Maryland, College Park; MPA, Doctor of Humane Letters, Arizona State University

Sadalla, Edward K. (1974), Professor of Psychology; BA, University of California, Berkeley; PhD, Stanford University

Sadowski-Smith, Claudia (2004), Assistant Professor of English; BA, University of Leipzig (Germany); MA, Free University, Berlin (Germany); PhD, University of Delaware

Saenz, Delia S. (1989), Associate Professor of Psychology; BA, Pan American University; MA, PhD, Princeton University

Sager, Harvey M. (1977), Librarian Emeritus; BA, San Francisco State College; MA, California State University, Chico; MA, University of Denver

St. Louis, Robert D. (1982), Professor of Computer Information Systems; Chair, Department of Information Systems; AB, Rockhurst College; MS, PhD, Purdue University

Saks, Michael (2000), Professor of Law; BA, BS, Penn State University; MSL, Yale University; MA, PhD, Ohio State University

Saldaña, Johnny (1981), Professor of Theatre; BFA, MFA, University of Texas, Austin

Salerno, Nicholas A. (1961), Professor Emeritus of English; BA, MA, Arizona State University; PhD, Stanford University

Saltz, Charlene (2000), Academic Associate, Environmental Education Coordinator, International Institute for Sustainability; BA, Emory University; MS, Antioch New England Graduate School

Salvatore, Joseph Raphael (1998), Adjunct Professor of Life Sciences; MD, Autonomous University of Guadalajara (Mexico)

Salvucci, Michael E. (1995), Adjunct Professor of Life Sciences; BS, Pennsylvania State University; MS, PhD, University of Florida

Samuelson, Hava Tirosh (1999), Professor of History; BA, State University of New York, Stony Brook; PhD, Hebrew University of Jerusalem (Israel)

Samuelson, Norbert M. (1998), Professor of Religious Studies; Harold and Jean Grossman Chair in Jewish Studies; BA, Northwestern University; BHL, MHL, Hebrew Union College Jewish Institute of Religion; PhD, Indiana University

Sanchez, Angel (1990), Associate Professor of Languages and Literatures; Licenciatura, Complutense University (Spain); MA, University of Minnesota, Twin Cities; PhD, University of Minnesota, Minneapolis

Sanchez, Marta (2004), Professor of Chicano and Latin American Studies; BA, Mount St. Mary's College; MA, John Carroll University; PhD, University of California, San Diego

Sanders, Bevie T. (1957), Professor Emeritus of Accountancy; BBA, North Texas State University; MS, Texas A&M University; PhD, University of Texas; CPA, Arizona, Texas



Sandler, Irwin N.

(1970)

Regents' Professor of Psychology; BA, Brooklyn College; PhD, University of Rochester

Sands, Kathleen M. (1977), Professor Emerita of English; BA, Fort Wright College of the Holy Names; MA, PhD, University of Arizona

Sanft, Alfred C. (1990), Associate Professor of Design; BFA, Brigham Young University; MFA, Basel School of Design (Switzerland)

Sankey, Otto F. (1982), Professor of Physics and Astronomy; BS, University of Missouri, St. Louis; MS, PhD, Washington University

Sansone, Fred J. (1965), Professor Emeritus of Mathematics and Statistics; BSE, MSE, University of Michigan; MS, PhD, Rutgers, The State University of New Jersey

Santanam, Raghu (1998), Assistant Professor of Computer Information Systems; BE, National Institute of Engineering (India); MS, Indian Institute of Technology (India); MS, PhD, State University of New York, Buffalo

Santello, Marco (1999), Associate Professor of Kinesiology; BSc, Higher Institute of Physical Education (Italy); MPhil, PhD, University of Birmingham (United Kingdom)

Santorico, Ann (2003), Academic Associate, University College; Academic Advisor; BA, University of Phoenix; MEd, Arizona State University

Santos, Manuel (1999), Professor of Economics; Licenciatura, Autonomous University of Madrid (Spain); MA, PhD, University of Chicago

Santos de Barona, Maryann (1989), Professor of Psychology in Education; Interim Associate Dean; Academic Programs and Personnel, College of Education; BS, City University of New York; MA, PhD, University of Texas, Austin

Sarewitz, Daniel R. (2004), Professor of Geological Sciences and Life Sciences; Director, Center for Science, Policy, and Outcomes; BS, Haverford College; MS, Oregon State University; PhD, Cornell University

Sargent, Charles S. Jr. (1971), Professor Emeritus of Geography; BA, University of Wyoming; MA, PhD, University of California, Berkeley

Sarjoughian, Hessam S. (2001), Assistant Professor of Computer Science and Engineering; BS, Mississippi State University; MS, PhD, University of Arizona

Sater, Vernon E. (1962), Professor Emeritus of Chemical Engineering; BSChE, MSChE, PhD, Illinois Institute of Technology

Satterlie, Richard A. (1980), Professor Emeritus of Life Sciences; BA, Sonoma State University; PhD, University of California, Santa Barbara

Satterthwaite, Lester L. Jr. (1968), Professor Emeritus of Educational Media and Computers; BS, MS, EdD, Indiana University, Bloomington

Sattler, Howard E. (1967), Professor Emeritus of Education; BS, MS, PhD, Arizona State University

Saubolle, Michael (1998), Adjunct Professor of Life Sciences; BS, PhD, University of California, Davis

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Saucan, Lucian** (2000), Adjunct Professor of Life Sciences; MD, University of Cluj (Romania)
- Savage, Nevin W.** (1959), Professor Emeritus of Mathematics and Statistics; BS, MA, Pennsylvania State University; PhD, University of California, Los Angeles
- Savage, Stephen H.** (1998), Adjunct Professor of Anthropology; BA, Cincinnati Bible Seminary; MA, University of South Carolina; PhD, Arizona State University
- Savard, Jeannine A.** (1990), Associate Professor of English; BS, State University of New York, Plattsburg; MA, University of New Hampshire
- Savenye, Wilhelmina C.** (1991), Associate Professor of Psychology in Education; BA, University of Washington; MEd, PhD, Arizona State University
- Sawhney, Anil** (1999), Associate Professor of Construction; BSE, Institution of Engineers (India); MS, School of Planning and Architecture (India); PhD, University of Alberta (Canada)
- Sayles, Judy** (1997), Clinical Assistant Professor of Nursing; BSN, University of Michigan; MS, Arizona State University
- Schabacker, Joseph C.** (1963), Professor Emeritus of Management; BS, Temple University; MBA, PhD, University of California, Los Angeles
- Schade, Thomas V.** (1974), Professor Emeritus of Justice and Social Inquiry; BA, Hope College; MA, PhD, Western Michigan University
- Schall, Merri H.** (1960-66; 1967), Professor Emerita of Curriculum and Instruction; BA, Albion College; MS, EdD, Arizona State University
- Schatzki, George** (2000), Professor of Law; Dean of Faculty, College of Law; AB, LLB, LLM, Harvard University
- Schatzman, Christina** (2005), Assistant Professor of Political Science; BA, MA, University of New Mexico
- Scheatzle, David G.** (1979), Professor Emeritus of Architecture and Landscape Architecture; BS, Kent State University; MSE, Arizona State University; ArchD, University of Michigan
- Scheck, Adrienne C.** (1997), Adjunct Professor of Life Sciences; BA, University of Rochester; PhD, Rensselaer Polytechnic Institute
- Scheiner, Georganne** (1983), Associate Professor of Women and Gender Studies; BA, Ithaca College; MA, University of Western Ontario (Canada); PhD, Arizona State University
- Scheiner, Samuel M.** (2000), Adjunct Professor of Life Sciences; BS, MS, PhD, University of Chicago
- Schexnayder, Clifford J.** (1994), Visiting Eminent Scholar Emeritus of Construction; BCE, MSCE, Georgia Institute of Technology; PhD, Purdue University
- Schildkret, David** (2002), Professor of Music; BA, Rutgers, The State University of New Jersey, New Brunswick; MM, DMA, Indiana University, Bloomington
- Schlacter, John L.** (1969), Professor Emeritus of Marketing; BBA, Case Western Reserve University; MBA, PhD, Ohio State University
- Schlee, Edward E.** (1990), Professor of Economics; BA, North Texas State University; MS, PhD, University of Illinois
- Schleif, Corine** (1988), Associate Professor of Art; BA, Concordia College; MA, Washington University; PhD, University of Bamberg (Germany)
- Schleifer, Thomas** (2001), Visiting Eminent Scholar of Construction; BS, MS, East Carolina University; PhD, Heriot-Watt University (United Kingdom)
- Schmeackle, Mark W.** (2003), Assistant Professor of Geography; BS, MS, University of Washington; PhD, University of Colorado, Boulder
- Schmid, Maureen** (1990), Associate Research Scientist; Director, Tandem Translation Project; BA, Saint Mary's College of Notre Dame; MA, University of Notre Dame; PhD, State University of New York, Buffalo
- Schmidt, Jean M.** (1966), Professor of Life Sciences; Associate Director, Cancer Research Institute; BA, MS, University of Iowa; PhD, University of California, Berkeley
- Schmidt, Kevin E.** (1989), Professor of Physics and Astronomy; AB, Washington University; MS, PhD, University of Illinois
- Schmidt, Margaret** (2001), Assistant Professor of Music; BME, Lawrence University; MM, State University of New York, Stony Brook; PhD, University of Michigan
- Schmidt, Randall B.** (1968), Professor of Art; BA, Hamline University; MA, University of New Mexico
- Schmidt, Sherrie** (1990), University Librarian; Dean, University Libraries; BA, Ohio State University; MLS, Emory University
- Schneberger, Lois I.** (1969), Librarian Emerita; BA, Viterbo College; MLS, Emporia State University
- Schneider, Anne L.** (1989), Professor of Justice and Social Inquiry; BA, MA, Oklahoma State University; PhD, Indiana University, Bloomington
- Schneider, Elizabeth** (2002), Assistant Professor of Art; BA, University of Michigan; BFA, Art Institute of Chicago; MFA, Mills College
- Schneller, Eugene S.** (1985), Professor of Health Management and Policy; BA, Post College; PhD, New York University
- Schober, Juliane** (1991), Associate Professor of Religious Studies; BA, University of Northern Colorado; MA, PhD, University of Illinois
- Schoebel, Henry L.** (1990), Professor of Art; BFA, Syracuse University; MFA, University of Maryland, College Park
- Schoenhoff, Molly** (2002), Assistant Professor of Design; BS, University of Cincinnati; MFA, Rhode Island School of Design
- Schoenwetter, James** (1967), Professor Emeritus of Anthropology; AB, University of Chicago; MS, University of Arizona; PhD, Southern Illinois University
- Schroder, Dieter K.** (1981), Professor of Electrical Engineering; Codirector, Center for Low Power Electronics Research; BSEE, MSEE, McGill University (Canada); PhD, University of Illinois
- Schroeder, Milton R.** (1969), Professor of Law; BA, Wesleyan University; JD, University of Chicago
- Schuback, Gertrud B.** (1966), Professor Emerita of German; BA, MA, Arizona State University
- Schultz, Joseph J.** (1983), Professor of Accountancy; BS, MBA, Mississippi State University; PhD, University of Texas, Austin; CPA, Mississippi
- Schupp, Karen** (2003), Senior Lecturer of Dance; BFA, State University of New York, Buffalo; MFA, Arizona State University
- Schuring, Martin** (1992), Associate Professor of Music; BM, Curtis Institute of Music; MA, Arizona State University
- Schutte, Jerry** (1988), Associate Professor of Art; BA, Fort Hays State University; MFA, Arizona State University
- Schwalbe, Carol** (2002), Assistant Professor of Journalism and Mass Communication; BA, Smith College; MA, George Washington University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Schwalm, David E.** (1986), Associate Professor of English; Dean, East College, Vice Provost of Arizona State University East Campus; BA, Carleton College; MA, PhD, University of Chicago
- Schwartz, Andrew B.** (1993), Research Professor of Bioengineering; BA, PhD, University of Minnesota
- Schwartz, Gary** (2004), Assistant Professor of Anthropology; BA, State University of New York, Stony Brook; MA, PhD, Washington University
- Schwenke, Dawn C.** (2002), Associate Research Professor of Health Management and Policy; BA, Whitman College; MS, Wake Forest University; PhD, Cornell University
- Scoggin, Janet** (1989), Professor Emerita of Nursing; BSN, University of Portland; MS, PhD, Arizona State University
- Scott, Mark C.** (2003), Assistant Librarian, University Libraries, Government Documents and Maps; BA, LeMoyne College; MLS, University of Albany
- Scowen, Paul A.** (1992), Assistant Research Professor of Physics and Astronomy; BS, University of Birmingham (United Kingdom); MS, PhD, Rice University
- Seal, Charles** (2004), Lecturer of Mathematics and Statistics; BS, Northern Arizona University; MA, University of New Mexico
- Searfoss, Lyndon W.** (1973), Professor Emeritus of Curriculum and Instruction; BS, West Chester State College; MA, PhD, Syracuse University
- Sears, Robert L.** (1986), Senior Research Administrator Emeritus, Center for Energy Systems Research; BS, U.S. Military Academy; MSE, Arizona State University
- Seaton, Helen J.** (1987), Librarian Emerita, Noble Science Reference Services; BA, Rutgers, The State University of New Jersey; MLS, University of Missouri, Columbia
- Sefchovich, Sara** (2004), Distinguished Scholar of Languages and Literatures; BA, MA, PhD, National Autonomous University of Mexico (Mexico)
- Segal, Elizabeth A.** (1995), Professor of Social Work; Associate Dean, College of Public Programs; BA, Brandeis University; MSW, Boston University; PhD, University of Illinois, Chicago
- Segura, Joseph M.** (1979), Associate Professor of Art; BA, MFA, Southern Illinois University, Carbondale
- Sehsted, Colene R.** (1967), Professor Emerita of Nursing; BSN, University of Arkansas, Fayetteville; MSN, University of Maryland, Baltimore
- Seipp, Kenneth F.** (1963), Professor Emeritus of Music; BS, Hartwick College; MM, University of Kansas; MusEdD, Indiana University, Bloomington
- Selkirk, Susan** (1977), Senior Research Professional of Geological Sciences; BA, MA, Arizona State University
- Sellheim, Eckart** (1989), Professor of Music; Concert Diploma, Cologne Academy of Music (Germany)
- Semken, Steven** (2003), Assistant Professor of Geological Sciences; BS, Massachusetts Institute of Technology; MS, University of California, Los Angeles; PhD, Massachusetts Institute of Technology
- Sen, Arunabha** (1986), Associate Professor of Computer Science and Engineering; Associate Chair for Graduate Programs, Department of Computer Science and Engineering; BE, Jadavpur University (India); PhD, University of South Carolina
- Sender, Darin** (2003), Faculty Associate of Planning; BSD, Arizona State University; JD, DePaul University
- Senner, Wayne M.** (1973), Professor Emeritus of German; BA, Portland State University; MA, University of Washington; PhD, University of Illinois
- Sensibar, Judith L.** (1985), Professor Emerita of English; BA, Vassar College; MA, PhD, University of Chicago
- Seo, Dong-Kyun** (2001), Assistant Professor of Chemistry and Biochemistry; BS, MS, Seoul National University (South Korea); PhD, North Carolina State University
- Serwint, Nancy J.** (1988), Associate Professor of Art; BA, University of Illinois; MA, University of Chicago; MA, PhD, Princeton University
- Shackle, Linda A.** (1984), Librarian; Team Leader, Noble Science Reference Services; BA, State University of New York, Oswego; MLS, State University of New York, Albany
- Shaefter, J. Duncan** (2000), Lecturer of Geography; BS, Brigham Young University; MA, PhD, Arizona State University
- Shah, Jami** (1984), Professor of Engineering; BSME, University of Karachi (Pakistan); MS, University of Pittsburgh; PhD, Ohio State University
- Shao, Benjamin** (1999), Assistant Professor of Computer Information Systems; BS, MS, National Chiao Tung University (Taiwan); PhD, State University of New York, Buffalo
- Shapiro, Joan Rankin** (1997), Adjunct Professor of Life Sciences; BS, Westminster College; MA, Hofstra University; PhD, Cornell University Medical College
- Sharer, Jon W.** (1975), Professor of Art; Director, School of Art; BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Ohio State University
- Sharma, Renu** (1985), Associate Research Scientist, Center for Solid State Science; BS, BEd, Punjab University (India); MS, PhD, University of Stockholm (Sweden)
- Sharp, Thomas** (1996), Associate Professor of Geological Sciences; BS, University of Minnesota; MS, PhD, Arizona State University
- Sharp, William P.** (1979), Senior Research Specialist of Life Sciences; BA, University of Northern Iowa; MS, Arizona State University
- Shaw, Milton C.** (1978), Professor Emeritus of Engineering; BSME, Drexel University; MEd, ScD, University of Cincinnati; DrHC, University of Louvain (Belgium)
- Shearer, Nelma B.C.** (1993), Assistant Professor of Nursing; BS, South Dakota State University; MEd, University of Missouri, St. Louis; MS, Southern Illinois University, Edwardsville; PhD, University of Arizona
- Shearman, Harriett Joy** (1995), Professor Emerita of Nursing; BSN, University of Iowa; MS, Boston University
- Shears, Brenda L.** (1987), Adjunct Professor of Anthropology; Associate Research Administrator, Research Coordinator, International Institute for Sustainability; BA, Arizona State University; MA, Hunter College, City University of New York
- Shell, Leon G.** (1967), Professor Emeritus of Counselor Education; BA, University of Colorado; AM, EdD, University of Northern Colorado
- Shellans, Michael J.** (1992), Senior Lecturer of Music; BM, University of Arizona; MM, Arizona State University
- Shen, Jun** (1996), Professor of Electrical Engineering; BS, South China University of Science and Technology; MS, Texas Tech University; PhD, University of Notre Dame

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Shen, Yong** (2000), Adjunct Professor of Life Sciences; BSc, Nanjing University (China); MSc, Shanghai Institute of Physiology (China); PhD, State University of New York, Binghamton
- Sheppard, Douglas C.** (1971), Professor Emeritus of Spanish; BA, Montana State University; MA, PhD, University of Wisconsin, Madison
- Sherman, Thomas L.** (1964), Professor Emeritus of Mathematics and Statistics; BA, University of California, Los Angeles; MS, PhD, University of Utah
- Sheydayi, E. Yury** (1973), Professor Emeritus of Architecture and Landscape Architecture; BSCE, University of Arizona; MSCE, Arizona State University
- Shigo, Peter** (2002), Faculty Associate of Design; BSD, Arizona State University
- Shimansky, Yury** (2000), Assistant Research Professor of Bioengineering; MS, Polytechnic Institute of Kiev (Ukraine); PhD, Institute of Physiology of Kiev (Ukraine)
- Shimomura, Tomoko** (2002), Lecturer of Japanese; BA, Kwassui Women's College (Japan); MA, Ohio State University
- Shin, Dosun** (2004), Assistant Professor of Design; BFA, Keimyung University (South Korea); MFA, University of Illinois, Urbana-Champaign
- Shinn, Randall A.** (1978), Professor of Music; BA, Southwestern Oklahoma State University; MM, University of Colorado; DMA, University of Illinois
- Shipp, Vernon E.** (1966), Professor Emeritus of Art; BS, Grand Canyon College; MA, Arizona State University
- Shlyakhtenko, Luda** (1993), Adjunct Professor of Life Sciences; MS, PhD, Moscow Physical Technical Institute (Russia)
- Shock, Everett L.** (2002), Professor of Chemistry and Biochemistry and Geological Sciences; BS, University of California, Santa Cruz; PhD, University of California, Berkeley
- Shrednick, Harvey R.** (1995), Senior Lecturer of Computer Information Systems; BS, City College of New York; MBA, Bernard M. Baruch College
- Shriver, Keith A.** (1982), Professor Emeritus of Accountancy; BS, Linfield College; MS, Arizona State University; PhD, University of Texas, Austin; CPA, Arizona
- Shumway, John** (2001), Assistant Professor of Physics and Astronomy; BS, MS, University of Missouri, Columbia; PhD, University of Illinois, Urbana-Champaign
- Shunk, Dan L.** (1984), Professor of Industrial Engineering; BSIE, MSIE, PhD, Purdue University
- Si, Jennie** (1991), Professor of Electrical Engineering; BS, MS, Tsinghua University (China); PhD, University of Notre Dame
- Siegel-Valdes, Rebeca** (2002), Assistant Professor of Spanish; BA, Manuel del Castillo Negrete National School of Conservation, Restoration and Museum Studies (Mexico); MA, PhD, University of Texas, Austin
- Sieradzki, Karl** (1994), Professor of Chemical and Materials Science Engineering and Mechanical and Aerospace Engineering; BS, Utica College of Syracuse University; MS, PhD, Syracuse University
- Sierks, Michael R.** (2000), Associate Professor of Chemical Engineering; BS, Stanford University; MS, Colorado State University; PhD, Iowa State University
- Siferd, Sue Perrott** (1989), Associate Professor of Supply Chain Management; Director, Undergraduate Supply Chain Management Program; BS, Denison University; MBA, Wright State University; MA, PhD, Ohio State University
- Sigler, Mary** (2003), Associate Professor of Law; BA, MA, Arizona State University; JD, University of Pennsylvania
- Silcock, B. William** (2001), Assistant Professor of Journalism and Mass Communication; BA, MA, Brigham Young University; PhD, University of Missouri
- Silver, Benjamin** (1971), Professor Emeritus of Journalism and Mass Communication; BA, MA, University of Iowa
- Simhony, Avital** (1994), Associate Professor of Political Science; BA, MA, University of Haifa (Israel); DPhil, University of Oxford (United Kingdom)
- Simmons, Douglas J.** (1963), Professor Emeritus of French; AB, Wabash College; MAT, Harvard University; Certificat de français usuel, degré supérieur, Certificat de prononciation française, Sorbonne University (France)
- Simmons, Howard** (1996), Professor Emeritus of Educational Leadership and Policy Studies; BS, Spring Hill College; MAT, Indiana University; PhD, Florida State University
- Simon, Arleyn W.** (1989), Associate Research Professor of Anthropology; BA, Montana State University; MA, Oregon State University; PhD, Arizona State University
- Simon, Sheldon** (1975), Professor of Political Science; BA, University of Minnesota, Twin Cities; MA, Princeton University; PhD, University of Minnesota, Twin Cities
- Simonson, Mark** (1998), Clinical Assistant Professor of Finance; BS, University of Northern Colorado; MS, PhD, University of Oregon
- Simper, David** (2005), Research Professor of Bioengineering; MD, Charles University (Czech Republic)
- Simpkins, Sandra** (2005), Assistant Professor of Family and Human Development; BA, University of California, Santa Barbara; MA, PhD, University of California, Riverside
- Simpson, Brooks** (1990), Professor of History; BA, University of Virginia; MA, PhD, University of Wisconsin, Madison
- Sinclair, Mark R.** (1985), Adjunct Professor of Geography; BSc, Otago University (New Zealand); PhD, U.S. Naval Postgraduate School, Monterey
- Singh, Amarjit** (2002), Associate Research Professor of Bioengineering; BSc, Ranchi University (India); MSc, PhD, University of Bombay (India)
- Singhal, Avi C.** (1977), Professor of Civil and Environmental Engineering; BScMath, Agra University (India); BScEngr, BScHons, St. Andrews University (United Kingdom); SM, CE, ScD, Massachusetts Institute of Technology
- Sinha, Rajiv K.** (1989), Associate Professor of Marketing; BA, MA, Delhi University (India); PhD, Pennsylvania State University
- Sipka, Danko** (2002), Research Associate Professor of Russian and Slavic Languages; BA, University of Sarajevo (Bosnia); MA, PhD, University of Belgrade (Serbia); PhD, Polish Academy of Sciences (Poland)
- Siriprakob, Prakorn** (2000), Lecturer of Languages and Literatures; BA, Chulalongkorn University (Thailand); MPA, Arizona State University
- Sirkis, Murray D.** (1968), Professor Emeritus of Electrical Engineering; BS, Massachusetts Institute of Technology; MS, PhD, University of Illinois
- Skiba, Christopher J.** (1987), Senior Research Professional of Geological Sciences; BS, Arizona State University
- Skibo, Edward B.** (1982), Professor of Chemistry and Biochemistry; BS, MS, Drexel University; PhD, University of California, San Francisco

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Skindlov, Jonathan A. (1993), Adjunct Professor of Geography; BA, St. Olaf College; MA, Ohio University; PhD, University of Delaware

Skoldberg, Phyllis (1977), Professor Emerita of Music; BM, MM, New England Conservatory of Music; MME, DM, Indiana University, Bloomington

Skromme, Brian J. (1989), Associate Professor of Electrical Engineering; BS, University of Wisconsin, Madison; MS, PhD, University of Illinois

Slater, Steven C. (2004), Associate Professor of Life Sciences; BSc, MSc, James Madison University; PhD, Case Western Reserve University

Small, Leigh (2004), Assistant Professor of Nursing; BS, Keuka College; MS, PhD, University of Rochester

Smith, Andrew T. (1978), Professor of Life Sciences; AB, University of California, Berkeley; PhD, University of California, Los Angeles

Smith, Arthur B. Jr. (1967), Professor Emeritus of General Business; BS, Hardin-Simmons University; MBA, EdD, University of Houston

Smith, Beth (2000), Associate Law Librarian; Assistant Director, Ross-Blakley Law Library; BA, Centenary College; MLS, JD, University of Washington

Smith, Cheryl Aubin (1996), Faculty Associate of Nursing; BSN, University of Arizona; MS, Arizona State University

Smith, David F. (2004), Adjunct Professor of Life Sciences; BS, Mississippi State University; PhD, University of Texas



Smith, David J.
(1984)

Regents' Professor of Physics and Astronomy and Solid State Science; Director, Center for Solid State Science; BSc, PhD, DSc, University of Melbourne (Australia)

Smith, Hal L. (1979), Professor of Mathematics and Statistics; BA, PhD, University of Iowa

Smith, Harvey A. (1977), Professor Emeritus of Mathematics and Statistics; BS, Lehigh University; MS, AM, PhD, University of Pennsylvania

Smith, Henry Charles (1989), Professor Emeritus of Music; BA, University of Pennsylvania; Artist Diploma, Curtis Institute of Music

Smith, Jeffrey B. (1990), Professor of Music; MM, University of Illinois; DMA, University of North Texas

Smith, Karen Ann (1999), Associate Professor of Curriculum and Instruction; BA, University of the Americas (Mexico); MA, PhD, Arizona State University

Smith, L. Christian (1971), Associate Professor of History; BA, Union College; MA, PhD, University of Illinois

Smith, Lehi T. (1959), Professor Emeritus of Mathematics and Statistics; BS, MA, Arizona State University; EdD, Stanford University

Smith, Marion W. (1952), Professor Emerita of Music; BS, Capital University; MM, American Conservatory of Music



Smith, Mary Lee
(1986)

Regents' Professor of Educational Leadership and Policy Studies and Psychology in Education; BA, MPS, PhD, University of Colorado

Smith, Ralph E. (1970), Professor Emeritus of Accountancy; BBA, Washburn University of Topeka; MS, PhD, University of Kansas; CPA, Kansas

Smith, Richard L. (1967), Professor Emeritus of Industrial Engineering; BS, Washington University; MS, Ohio State University; PhD, Arizona State University

Smith, Ronald D. (1962), Professor Emeritus of History; AB, San Diego State College; PhD, University of Southern California

Smith, Stanley E. (1977), Professor Emeritus of Journalism and Mass Communication; BA, Colgate University; MA, Purdue University

Smith, Thomas H. (2003), Associate Research Professor, Cancer Research Institute; BS, Niagara University; PhD, Arizona State University

Smith-Daniels, Dwight E. (1987), Associate Professor of Supply Chain Management; BBA, University of Michigan; PhD, University of Arizona

Smith-Daniels, Vicki L. (1987), Professor of Supply Chain Management; BBA, University of San Diego; PhD, Ohio State University

Sneed, Jimmie R. (1988), Faculty Associate of Construction; BS, Arizona State University

Snow, Robert (1970), Professor Emeritus of Sociology; BS, MA, PhD, University of Minnesota, Twin Cities

Snyder, Ernest E. Jr. (1958), Professor Emeritus of Physics and Astronomy/Science Education; AB, MA, Colorado State University; EdD, New York University

Snyder, Lester M. Jr. (1967), Professor Emeritus of Counseling Psychology; BS, Millersville State College; MEd, Western Maryland College; PhD, University of Michigan

Soergel, Philip M. (1989), Associate Professor of History; BA, Muskingum College; AM, PhD, University of Michigan

Sola, Anthony (1995), Faculty Associate of Design; BA, Ottawa University; MBA, University of Phoenix

Solis, Theodore (1989), Professor of Music; BA, Arizona State University; MA, University of Hawaii, Manoa; PhD, University of Illinois

Somerville, Susan C. (1977), Professor of Psychology; BA, University of New England (Australia); PhD, Australian National University (Australia)

Sommerfeld, Milton R. (1968), Professor of Life Sciences; BS, Southwest Texas State College; PhD, Washington University

Song, Iris (2002), Faculty Associate of Design; BSD, Arizona State University

Song, Yuwu (1999), Assistant Librarian; BA, Luo Yang Foreign Languages University, China; MA, Clemson University; MLIS, University of Texas, Austin

Sorensen, Vibeke (2004), Professor of Arts, Media, and Engineering; BA, Royal Academy of Art and Architecture (Denmark); MAH, State University of New York, Buffalo

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Soroka, Susan C. (2003), Lecturer of Curriculum and Instruction; BS, University of South Alabama; MA, Arizona State University

Sousa, Karen H. (1998), Associate Professor of Nursing; Associate Dean for Graduate Programs and Research, College of Nursing; BS, MS, PhD, University of California, San Francisco

Spanias, Andreas S. (1988), Professor of Electrical Engineering; BSEE, MSEE, PhD, West Virginia University

Spanias, Photini (1998), Lecturer of Curriculum and Instruction; BA, MEd, EdD, Arizona State University

Speer, Therese (1997), Faculty Associate of Nursing; BSN, Salve Regina University; MS, University of Arizona

Spellman, Catherine (1995), Associate Professor of Architecture and Landscape Architecture; BA, BArch, Rice University; MArch, University of California, Los Angeles



Spence, John C. H.
(1976)

Regents' Professor of Physics and Astronomy; MSc, PhD, University of Melbourne (Australia)

Spencer, Lillian (2004), Adjunct Professor of Anthropology; BA, University of California; MA, PhD, State University of New York, Stony Brook

Spencer, Mark (2004), Assistant Professor of Anthropology; BA, Indiana University; MA, PhD, State University of New York, Stony Brook

Spielberg, John (1990), Associate Professor of Mathematics and Statistics; BS, Stanford University; PhD, University of California, Berkeley

Spielmann, Katherine A. (1987), Professor of Anthropology; AB, Harvard University; MA, PhD, University of Michigan

Spiers, James V. (1990), Senior Lecturer of Marketing; BS, Weber State College; MA, University of Northern Colorado

Spindler, Robert P. (1988), Archivist; Head, Archives and Special Collections; BA, MA, Boston University; MS, Simmons College

Spinosa, Frank (1965), Professor Emeritus of Music; BM, MA, Boston University; DMA, University of Illinois

Spinrad, Tracy (2000), Assistant Professor of Family and Human Development; BA, University of California, Irvine; MS, PhD, Pennsylvania State University

Spring, Robert S. (1988), Professor of Music; BM, MM, DMA, University of Michigan

Spritzer, Ralph S. (1986), Professor of Law; BS, LLB, Columbia University

Squires, Kyle D. (1997), Professor of Mechanical and Aerospace Engineering; BS, Washington State University; MS, PhD, Stanford University

Squires, Rose L. (1981), Professor Emerita of Nursing; BS, Duquesne University; MA, EdD, Columbia University

Staab, Wayne J. (2001), Adjunct Professor of Speech and Hearing Science; BA, Fort Hays State University; MS, University of Wisconsin; PhD, Michigan State University

Stafford, Kenneth R. (1957), Professor Emeritus of Education; BA, MEd, PhD, University of Oklahoma

Stage, Christina W. (1992), Senior Lecturer of Interdisciplinary Studies; 401 Coordinator, Bachelor of Interdisciplinary Studies; BJ, University of Nebraska, Lincoln; MA, Ohio University; PhD, Arizona State University

Stahl, Robert (1978), Professor of Curriculum and Instruction; BA, MA, EdD, University of Florida

Stahlman, Rebecca (2003), Lecturer of Curriculum and Instruction; MEd, Arizona State University

Staley, Federick A. (1970), Professor Emeritus of Curriculum and Instruction; BA, MA, Western Michigan University; PhD, Michigan State University

Stalzer, Frank S. (1955), Professor Emeritus of Music; BMEd, University of Kansas; MM, Eastman School of Music

Stamm, Jill (1998), Clinical Associate Professor of Psychology in Education; BA, DePauw University; MA, PhD, Arizona State University

Stanford, Michael (1992), Senior Lecturer of Barrett Honors College; BA, Duke University; MA, PhD, University of Virginia

Stange, Jean B. (1970), Professor Emerita of Family and Human Development; BS, Iowa State University; MS, University of Minnesota, Twin Cities

Stanley, James T. (1968), Professor Emeritus of Materials Science and Engineering; BS, MS, PhD, University of Illinois

Stanton, Ann M. (1980), Professor of Law; BA, University of Minnesota, Twin Cities; PhD, JD, Stanford University

Stanton, Dan (2000), Assistant Librarian, Government Documents/Maps Collection; BA, Trinity College; MLS, University of Arizona

Stark, Barbara L. (1972), Professor of Anthropology; BA, Rice University; MPhil, PhD, Yale University

Starkey, Timothy (2003), Faculty Associate of Planning; BS, Purdue University



Starrfield, Sumner G.
(1972)

Regents' Professor of Physics and Astronomy; BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles

Stauffer, Sandra L. (1990), Professor of Music; BS, West Chester University; MM, PhD, University of Michigan

Steadman, Lyle B. (1971), Professor Emeritus of Anthropology; BA, Occidental College; MA, University of California, Los Angeles; PhD, Australian National University (Australia)



Stearns, Mary Beth
(1981)

Regents' Professor Emerita of Physics and Astronomy; BS, University of Minnesota, Twin Cities; PhD, Cornell University

Stearns, Robert (2004), Professor of Practice; BA, Harvard University; MBA, University of Chicago; JD, DePaul University

Steere, Caryl J. (1960), Professor Emerita of Education; BA, Albion College; MA, Arizona State University

Steffl, Bernita M. (1961), Professor Emerita of Nursing; BSN, MPH, University of Minnesota, Twin Cities

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Steimle, Timothy C.** (1985), Professor of Chemistry and Biochemistry; BS, Michigan State University; PhD, University of California, Santa Barbara
- Steinbart, Paul** (1997), Professor of Computer Information Systems; BA, University of Illinois; MBA, Southern Illinois University; PhD, Michigan State University
- Steiner, Sue** (1996), Associate Professor of Social Work; BA, Brandeis University; MSW, San Francisco State University; PhD, University of Washington
- Steinmetz, Peter N.** (2005), Assistant Professor of Bioengineering; BS, University of Minnesota; PhD, Johns Hopkins University
- Stelmach, George E.** (1990), Professor of Kinesiology; BS, University of Illinois; MA, EdD, University of California, Berkeley
- Stephan, Dietrich A.** (2003), Adjunct Professor of Life Sciences; BS, Carnegie Mellon University; PhD, University of Pittsburgh
- Stephens, Nancy J.** (1979), Associate Professor of Marketing; Director, Night MBA Program; BS, MS, University of Illinois; PhD, University of Texas, Austin
- Stephenson, Alan** (2004), Faculty Associate of Planning; BA, MEP, Arizona State University
- Stephenson, Christine F.** (1995), Adjunct Professor of Life Sciences; BS, University of Ulster (United Kingdom); PhD, The Queen's University of Belfast (United Kingdom)
- Sterling, Pamela** (1999), Assistant Professor of Theatre; BFA, MFA, University of Washington
- Steverson, Norris J.** (1932), Professor Emeritus of Kinesiology; BA, Arizona State University; MS, University of Southern California
- Stewart, Donald G.** (1964), Professor Emeritus of Mathematics and Statistics; BA, MS, Utah State University; PhD, University of Tennessee, Knoxville
- Stiftel, Ruthy Z.** (1997), Lecturer of Hebrew; BA, Hebrew University of Jerusalem (Israel); MA, Ohio State University
- Stillwell, Susan B.** (1997), Clinical Associate Professor of Nursing; BS, College of Saint Teresa; MSN, University of Florida
- Stinson, Judith M.** (1997), Senior Instructional Professional of Law; Director, Legal Research and Writing and Academic Success Program; BS, JD, University of Arizona
- Stites, William H.** (1954), Professor Emeritus of Communication; BA, Louisiana Polytechnic Institute; MA, PhD, University of Denver
- Stock, William A.** (1984), Professor Emeritus of Kinesiology; BA, Blackburn College; MS, PhD, Iowa State University
- Stocker, David Allen** (1978), Professor Emeritus of Music; BS, Concordia Teachers College; MM, PhD, Northwestern University
- Stokrocki, Mary L.** (1990), Professor of Art; BS, State University of New York, New Paltz; MS, Massachusetts College of Art; DEd, Pennsylvania State University
- Stone, Anne C.** (2003), Associate Professor of Anthropology; BA, University of Virginia; MA, PhD, Pennsylvania State University
- Stone, Gregory O.** (1986), Associate Professor of Psychology; BA, Harvard University; PhD, University of California, San Diego
- Stoner, K. Lynn** (1985), Associate Professor of History; BS, George Peabody College for Teachers; MA, PhD, Indiana University
- Stout, Robert** (1978), Professor Emeritus of Educational Administration and Supervision; BA, Carleton College; PhD, University of Chicago
- Stout, Valerie** (1991), Associate Professor of Life Sciences; BS, University of Wisconsin, Madison; PhD, Kansas State University
- Stowe, Noel J.** (1967), Professor of History; Chair, Department of History; BA, PhD, University of Southern California
- Strange, Richard E.** (1974), Professor Emeritus of Music; BME, Wichita State University; MME, University of Colorado; DMA, Boston University
- Streufert, Hildegard** (1961), Professor Emerita of Design; BS, University of Minnesota, Twin Cities; MS, Iowa State University
- Strickland, Deon** (2004), Assistant Professor of Finance; BA, Harvard University; MBA, Boston College; PhD, University of North Carolina
- Strickland, Patricia L.** (1999), Academic Associate, University College; Academic Advisor; BA, Cornell College; MS, Iowa State University
- Strittmatter, Connie** (2000), Assistant Law Librarian; BA, Indiana University of Pennsylvania; MLS, Kent State University
- Strom, Robert** (1969), Professor of Psychology in Education; BS, Macalester College; MS, University of Minnesota, Twin Cities; PhD, University of Michigan
- Stromberg, Juliet C.** (1988), Associate Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, Arizona State University
- Stromwall, Layne** (1996), Associate Professor of Social Work; BA, MSSW, University of Wisconsin, Madison; PhD, Case Western Reserve University
- Strouse, Daniel S.** (1990), Professor of Law; AB, SM, Harvard University; JD, University of Wisconsin, Madison
- Stuler, John H.** (1962), Professor Emeritus of Art; BA, MFA, Arizona State University
- Stump, Edmund** (1976), Professor of Geological Sciences; AB, Harvard University; MS, Yale University; PhD, Ohio State University
- Stump, Glenda** (2000), Faculty Associate of Nursing; BSN, University of Pittsburgh; MSN, Wayne State University
- Stumpf, Angela M.** (1959), Professor Emerita of Nursing; BSN, Marquette University; MA, University of Chicago
- Sudol, David E.** (1996), Senior Lecturer of English; BA, Simpson College; MA, Drake University; PhD, University of Arizona
- Sugar, Thomas G.** (1999), Assistant Professor of Mechanical and Aerospace Engineering; BSE, MSE, PhD, University of Pennsylvania
- Sugiyama, Saburo** (1999), Associate Research Professor of Anthropology; BS, Tokyo-Keizai University (Japan); PhD, Arizona State University
- Suiter, Scott** (2003), Instructor of Military Science
- Sullivan, Deborah A.** (1976), Associate Professor of Sociology; BS, University of Massachusetts, Amherst; MA, University of California, Irvine; PhD, Duke University
- Sullivan, Howard** (1971), Professor of Psychology in Education; BS, Oregon College of Education; MEd, PhD, University of Oregon
- Sullivan, Jill M.** (2000), Assistant Professor of Music; BM, Illinois State University; MM, University of Michigan; PhD, University of Iowa
- Sullivan, John J.** (1976), Professor Emeritus of Education; BA, Villanova University; MA, PhD, Arizona State University
- Sullivan, Kenneth** (2004), Assistant Professor of Construction; BS, MS, MBA, PhD, University of Wisconsin, Madison

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Sumner, Anthony** (2003), Faculty Associate of Planning; BSD, Arizona State University
- Sundaram, Hari** (2002), Assistant Professor of Arts, Media, and Engineering and Computer Science and Engineering; BTech, Indian Institute of Technology, New Delhi (India); MS, State University of New York, Stony Brook; PhD, Columbia University
- Sunkett, Mark E.** (1976), Professor of Music; BM, Curtis Institute of Music; MM, Temple University; PhD, University of Pittsburgh
- Surbeck, Elaine** (1988), Professor of Curriculum and Instruction; Interim Associate Dean for Teacher Education, College of Education; BA, University of Washington; MEd, EdD, University of Georgia
- Surgent, Scott** (1997), Senior Lecturer of Mathematics and Statistics; BS, MS, University of California, Riverside
- Sushka, Marie E.** (1984), Professor of Finance; BA, Sweet Briar College; MA, PhD, Georgetown University
- Suslov, Sergei K.** (1997), Professor of Mathematics and Statistics; MSc, Moscow Institute of Physics and Technology (Russia); PhD, Kurchatov Institute of Atomic Energy (Russia)
- Susser, Eric** (1997), Senior Lecturer of Barrett Honors College; BA, University of Michigan; MA, PhD, University of Virginia
- Sutton, Sam** (2004), Visiting Professor of Law; BA, BS, University of Arizona; JD, George Washington University
- Suwarno, Peter** (1993), Associate Professor of Indonesian; BA, Satya Wacana Christian University (Indonesia); MA, PhD, Ohio University
- Svoboda, William S.** (1969), Professor Emeritus of Education; BS, MS, EdD, University of Kansas
- Swadener, Beth Blue** (2001), Professor of Curriculum and Instruction; BA, Indiana University, South Bend; MS, PhD, University of Wisconsin, Madison
- Swafford, James R.** (1971), Professor Emeritus of Life Sciences; BS, MS, Arizona State University
- Swaim, S. Daniel** (1975), Professor of Music; BM, Cincinnati College Conservatory of Music; MME, Indiana University, Bloomington; DMA, North Texas University
- Swanson, Tod D.** (1988), Associate Professor of Religious Studies; Director, Latin American Studies Center; BA, University of Minnesota, Twin Cities; MDiv, Luther Theological Seminary; PhD, University of Chicago
- Swartz, Jonathan** (2001), Assistant Professor of Music; BM, Rice University; MM, Mannes College of Music; DMA, Rice University
- Swaty, Mary A.** (1968), Associate Librarian, Technical Services Department; BA, University of Missouri, Columbia; MLS, Indiana University, Bloomington
- Sweeney, J. Gray** (1986), Professor of Art; BA, University of New Mexico; MA, PhD, Indiana University, Bloomington
- Sweeney, James D.** (1989), Associate Professor of Bioengineering; ScB, Brown University; MS, PhD, Case Western Reserve University
- Swimmer, Alvin** (1963), Professor Emeritus of Mathematics and Statistics; BS, Pennsylvania State University; MS, New York University; PhD, University of California, Berkeley
- Sylvester, Douglas J.** (2002), Associate Professor of Law; BA, University of Toronto; LL.M., New York University; JD, University of Buffalo
- Sylvester, Edward J.** (1982), Professor of Journalism and Mass Communication; AB, Princeton University; MA, City College of New York
- Sylvester, Ginny** (1981), Librarian; Head, Access Services/ Interlibrary Loan and Document Delivery; BA, Hobart and William Smith Colleges; MLS, Rutgers, The State University of New Jersey
- Syrotiuk, Violet R.** (2002), Assistant Professor of Computer Science and Engineering; BSc, University of Alberta (Canada); MSc, University of British Columbia (Canada); PhD, University of Waterloo (Canada)
- Szarek, Stanley R.** (1974), Associate Professor of Life Sciences; BS, California Polytechnic State University, Pomona; PhD, University of California, Riverside
- Szkupinski-Quiroga, Seline** (2003), Assistant Professor of Chicana and Chicano Studies; BA, University of California, Irvine; PhD, University of California, Berkeley

T

- Tambs, Lewis A.** (1969), Professor Emeritus of History; BS, University of California, Berkeley; MA, PhD, University of California, Santa Barbara
- Tan, Rui** (1990), Assistant Research Professor, Cancer Research Institute; BS, Beijing Medical University (China); MS, PhD, Chinese Academy of Medical Sciences (China)
- Tann, Sheila** (2001), Assistant Professor of Nursing; BSN, Northern Arizona University; ND, University of Colorado Health Sciences Center, School of Nursing
- Tao, Nongjian** (2001), Professor of Electrical Engineering; BS, Anhui University (China); PhD, Arizona State University
- Tatro, B.J.** (1990), Faculty Associate of Public Affairs; BA, MSSW, University of Louisville; PhD, Arizona State University
- Taylor, Jack J.** (1960), Professor Emeritus of Art; BS, Kutztown State College; MEd, Pennsylvania State University
- Taylor, Jacqueline** (1984), Professor Emerita of Nursing; BSN, University of Washington; MS, University of North Carolina, Chapel Hill; PhD, University of Arizona
- Taylor, Nora** (1998), Associate Professor of Interdisciplinary Humanities and History; BA, Brown University; MA, PhD, Cornell University
- Taylor, Thomas** (1983), Associate Professor of Mathematics and Statistics; BS, California State University; PhD, Harvard University
- Tenney, Lester I.** (1969), Professor Emeritus of Finance; BA, University of Miami; MA, San Diego State College; DBA, University of Southern California
- Tepedelenlioglu, Cihan** (2001), Assistant Professor of Electrical Engineering; BS, Florida Institute of Technology; MS, University of Virginia; PhD, University of Minnesota
- Tescarollo, Hamilton** (2004), Visiting Assistant Professor of Music; BM, Saint Marceline Faculty, Sao Paulo (Brazil); MM, DMA, Arizona State University
- Teye, Victor B.** (1984), Associate Professor of Community Resources and Development; Graduate Coordinator, School of Community Resources and Development; BA, University of Ghana; MA, PhD, University of Manitoba (Canada)
- Tharp, Julie** (1991), Associate Librarian, Hayden Reference Services; BA, University of Hawaii; MLS, University of Arizona
- Theobald, Clarabelle** (1962), Professor Emerita of Nursing; BSN, Arizona State University; MS, University of California, Los Angeles; PhD, Arizona State University
- Thibeau Catsis, Connie** (2001), Assistant Professor of Design; BSc, University of Maryland; MSc, PhD, Oklahoma State University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Thieme, Horst R.** (1988), Professor of Mathematics and Statistics; MS, PhD, University of Münster (Germany)
- Thomas, David A.** (1999), Senior Lecturer of Interdisciplinary Studies; BS, California State Polytechnic University; MBA, PhD, University of Southern California
- Thomas, George M.** (1981), Professor of Sociology; BA, Arizona State University; MA, PhD, Stanford University
- Thomas, Keith J.** (1975), Professor Emeritus of Reading and Library Science; BS, Illinois State University; MA, Loyola University, Chicago; EdD, University of Arizona
- Thompson, Ayanna** (2004), Assistant Professor of English; BA, Columbia University; MA, Sussex University; PhD, Harvard University
- Thompson, Janice Catherine** (1977), Professor of Music; BME, MME, University of Wisconsin; MM, Western Michigan University; DM, Northwestern University
- Thompson, Lynette** (2004), Lecturer of Curriculum and Instruction; BS, Lewis and Clark College; MS, Portland State University
- Thompson, Marilyn S.** (1999), Assistant Professor of Educational Psychology; BA, Carleton College; MA, PhD, University of Kansas
- Thompson, Victoria E.** (1999), Associate Professor of History; BA, University of California, Berkeley; PhD, University of Pennsylvania
- Thompson, William J.** (2004), Senior Lecturer of Industrial Engineering; Director, Graduate Studies; BSIE, University of Texas, Arlington; MSE, PhD, Arizona State University
- Thomson, Jeffrey** (1981), Professor of Theatre; BA, Ripon College; MA, University of Washington; MFA, Wayne State University
- Thomson, Tom R.** (1961), Professor Emeritus of Chemistry and Biochemistry; BA, University of California, Berkeley; MS, PhD, Kansas State University
- Thorne, Anita** (1984), Professor Emerita of Nursing; Diploma, Allegheny General Hospital; BSNed, MA, University of Pittsburgh
- Thornton, Leslie-Jean** (2004), Assistant Professor of Journalism and Mass Communication; BS, Mercy College; MA, New York University
- Thornton, Sybil** (1994), Associate Professor of History; BA, University of California, Berkeley; BA, University of Cambridge (United Kingdom); MA, San Francisco State University; MA, PhD, University of Cambridge (United Kingdom)
- Thornton, Trevor John** (1998), Professor of Electrical Engineering; Director, Center for Solid State Electronics Research; BS, Saint Catherine's College (United Kingdom); MA, PhD, Cambridge University (United Kingdom)
- Thorpe, Michael** (2003), Professor of Physics and Astronomy; BS, Manchester University (United Kingdom); PhD, Oxford University (United Kingdom)
- Thorpe, Scott P.** (1999), Academic Associate, University College; Assistant Director, University College; BS, Kennesaw State College; MA, University of Colorado, Denver
- Thurber, Frances** (1991), Professor Emerita of Nursing; BSN, Saint Anselm College; MSN, University of Pennsylvania; PhD, University of Michigan
- Tice, Thomas E.** (1967), Professor Emeritus of Electrical Engineering; BSEE, MSEE, PhD, Ohio State University
- Tidwell, Victor H.** (1971), Professor Emeritus of Accountancy; BS, Illinois College; MBA, DBA, Indiana University; CPA, Arizona, Iowa
- Tiger, Fern** (2004), Professor of Practice of Planning; BFA, MS, Pratt Institute; MFA, Pennsylvania State University
- Tillery, Bill W.** (1973), Professor of Physics and Astronomy and Science Education; BS, Northeastern State College; MA, EdD, University of Northern Colorado
- Tillman, Hoyt C.** (1976), Professor of History; BA, Belhaven College; MA, University of Virginia; AM, PhD, Harvard University
- Timothy, Dallen J.** (2000), Associate Professor of Community Resources and Development; BS, Brigham Young University; MA, University of Western Ontario (Canada); PhD, University of Waterloo (Canada)
- Tipton, Gary P.** (1969), Professor Emeritus of Chinese; BA, Brigham Young University; PhD, Indiana University, Bloomington
- Tobiason, Sarah J.** (1963–67; 1974), Professor Emerita of Nursing; BSN, Vanderbilt University; MA, Columbia University
- Tobin, Beth Fowkes** (2001), Professor of English; BA, Earlham College; MA, PhD, University of Chicago
- Tobin, Joseph** (2001), Nadine Mathis Basha Professor of Curriculum and Instruction; BA, Earlham College; PhD, University of Chicago
- Tohe, Laura** (1994), Associate Professor of English; BA, University of New Mexico; MA, PhD, University of Nebraska
- Tom, Beth** (1997), Faculty Associate of Design; BFA, Arizona State University
- Tompkins, Cynthia M.** (1992), Associate Professor of Spanish; Licenciada en Letras Modernas, National University of Cordoba (Argentina); MA, PhD, Pennsylvania State University
- Tongret, JoAnn** (2000), Lecturer of Music; BA, MA, Arizona State University
- Torrest, Robert S.** (1980), Professor Emeritus of Chemical Engineering; BS, Polytechnic Institute of Brooklyn; PhD, University of Minnesota, Twin Cities
- Touchman, Jeffrey** (2003), Assistant Professor of Life Sciences; BA, University of California, San Diego; PhD, University of Texas M. D. Anderson Cancer Center
- Towe, Bruce C.** (1984), Professor of Bioengineering; BS, MS, PhD, Pennsylvania State University
- Towill, Leslie R.** (1975), Associate Professor of Life Sciences; BS, MS, University of Wisconsin, Milwaukee; PhD, University of Michigan
- Traaen, Teresa** (1993), Faculty Associate of Public Affairs; BA, Northern Arizona University; MA, Wheaton College; EdD, DPA, Arizona State University
- Tracey, Terence J.G.** (1999), Professor of Psychology in Education; Academic Program Leader, Counseling and Counseling Psychology; BA, Cornell University; MSED, University of Kansas, Lawrence; PhD, University of Maryland, College Park
- Tracogna, Stefania** (2000), Lecturer of Mathematics and Statistics; Laurea, University of Trieste (Italy); PhD, Arizona State University
- Tracy, Sarah J.** (2000), Assistant Professor of Communication; BA, University of Southern California; MA, PhD, University of Colorado
- Trapido-Lurie, Barbara** (1987), Associate Research Professional of Geography; BA, Pomona College; MA, University of Hawaii
- Trapuzzano, Michael** (1989), Senior Lecturer of Mathematics and Statistics; BS, United States Air Force Academy, Colorado; MBA, University of Utah

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Treacy, Michael (2003), Professor of Physics and Astronomy; BA, PhD, Cambridge University (United Kingdom)

Treasure, Darren C. (1998), Associate Professor of Kinesiology; BA, West London Institute of Higher Education (United Kingdom); MS, PhD, University of Illinois, Urbana-Champaign

Trelease, Richard N. (1971), Professor of Life Sciences; BS, MS, University of Nevada, Reno; PhD, University of Texas, Austin

Trennert, Robert A. (1974), Professor Emeritus of History; BA, Occidental College; MA, Los Angeles State College; PhD, University of California, Santa Barbara

Trethewey, Angela (1996), Associate Professor of Communication; BA, MA, California State University, Chico; PhD, Purdue University

Trotta, Victoria K. (1996), Associate Dean, Information Technology; Director, Ross–Blakley Law Library; BA, Occidental College; MLS, University of California, Los Angeles; JD, University of Southern California

Tsai, Wei-Tek (1999), Professor of Computer Science and Engineering; SB, Massachusetts Institute of Technology; MS, PhD, University of California, Berkeley

Tsakalis, Konstantinos S. (1988), Professor of Electrical Engineering; BS, National Technical University of Athens (Greece); MSEE, PhD, University of Southern California

Tsen, Kong-Thon (1984), Professor of Physics and Astronomy; BS, Fu-Jen Catholic University (Japan); MS, PhD, Purdue University

Tseng, Ampere A. (1995), Professor of Mechanical and Aerospace Engineering; BS, National Technical University of Athens; PhD, Georgia Institute of Technology

Tsong, Ignatius S.T. (1981), Professor of Physics and Astronomy; BSc, MSc, University of Leeds (United Kingdom); PhD, University of London (United Kingdom); DSc, University of Leeds (United Kingdom)

Tsosie, Rebecca A. (1993), Professor of Law; Executive Director, Indian Legal Program; BA, JD, University of California, Los Angeles

Tsui, Anne S. (2003), Motorola Professor of International Management; BA, University of Minnesota, Duluth; MA, University of Minnesota; PhD, University of California, Los Angeles

Tsukayama, Jennifer (1998), Assistant Professor of Dance; BFA, George Mason University; MFA, New York University

Tu, Eugenia Y. (1973), Professor Emerita of Chinese; BEd, Taiwan Normal University (Taiwan); BA, University of Mary Hardin-Baylor; MS, University of Arizona

Tucker, Bonnie P. (1987), Professor of Law; BS, Syracuse University; JD, University of Colorado

Turban, Renee C. (2002), Lecturer of Computer Science and Engineering; BS, MS, Rensselaer Polytechnic Institute

Turk, Rudy H. (1967), Professor Emeritus of Art; BS, University of Wisconsin; MA, University of Tennessee

Turkon, Paula (2004), Adjunct Professor of Anthropology; BA, University of Pennsylvania; MA, State University of New York, Buffalo; PhD, Arizona State University

Turner, Caroline Sotello Viernes (1999), Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, EdD in Higher and Postsecondary Education; BA, MA, University of California, Davis; EdS, PhD, Stanford University



Turner, Christy G. II
(1966)

Regents' Professor Emeritus of Anthropology; BA, MA, University of Arizona; PhD, University of Wisconsin, Madison

Turner, Terry (2000), Lecturer of Mathematics and Statistics; BS, College of Charleston; MS, Northern Arizona University

Tyburczy, James A. (1985), Professor of Geological Sciences; Chair, Department of Geological Sciences; BA, Whitman College; PhD, University of Oregon

Tylavsky, Daniel J. (1982), Associate Professor of Electrical Engineering; BSE, MSE, PhD, Pennsylvania State University

U

Uhl, Rebecca S. (1989), Associate Librarian; Management Team, Technical Services Department; BS, MA, Colorado State University; MSLIS, University of Illinois

Umaña-Taylor, Adriana (2004), Assistant Professor of Family and Human Development; BA, MA, University of Texas, Austin; PhD, University of Missouri

Umar, Muhammad Sani (1996), Assistant Professor of Religious Studies; BA, University of Jos (Nigeria); MA, Bayero University (Nigeria); PhD, Northwestern University

Umberger, Emily (1982), Associate Professor of Art; BA, University of Pennsylvania; MA, University of Texas, Austin; PhD, Columbia University

Umberson, George E. (1977), Professor Emeritus of Music; BME, Eastern New Mexico University; MA, University of Iowa; EdD, University of Northern Colorado

Underhill, Michael J. (1990), Professor of Architecture and Landscape Architecture; BArch, Massachusetts Institute of Technology; MCPUD, Harvard University

Underiner, Tamara (2001), Associate Professor of Theatre; BA, University of Dayton; MA, Arizona State University; PhD, University of Washington, Seattle

Underwood, Max (1985), Professor of Architecture and Landscape Architecture; BS, University of Southern California; MArch, Princeton University

Upchurch, Jonathan E. (1982), Professor Emeritus of Civil and Environmental Engineering; BS, MS, University of Illinois; PhD, University of Maryland

Updegraff, Kimberly (1997), Associate Professor of Family and Human Development; BS, MS, PhD, Pennsylvania State University

Urban, Joseph E. (1989), Professor of Computer Science and Engineering; BS, Florida State Institute of Technology; MS, University of Iowa; PhD, University of Southwestern Louisiana

Urban, Susan D. (1989), Professor of Computer Science and Engineering; BS, MS, PhD, University of Southwestern Louisiana

Urioste-Azcorra, Carmen (1995), Associate Professor of Spanish; Licenciatura, University of Seville (Spain); MA, PhD, Arizona State University

Usman, Arribidesi (2001), Assistant Professor of African and African American Studies; BA, MA, University of Ibadan (Nigeria); PhD, Arizona State University

Utley, Elliott M., Sergeant First Class (2004), Instructor of Military Science

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Uttal, William R. (1988), Professor Emeritus of Industrial Engineering; BS, University of Cincinnati; PhD, Ohio State University

V

Valdivieso, L. Teresa (1971), Professor Emerita of Spanish; BA, MAE, PhD, Arizona State University

Valenti, F. Miguel (2004), Professor of Theatre and Lincoln Professor of Ethics in the Arts; BA, JD, Yale University

Valentine, Kristin B. (1976), Professor Emerita of Communication; BS, University of Wisconsin, Madison; MA, University of Washington; PhD, University of Utah

Valiente, Carlos (2003), Assistant Professor of Family and Human Development; BS, MS, PhD, Arizona State University

Vallejo, Carlos J. (1975), Associate Professor of Curriculum and Instruction; BS, Chadron State College; MA, PhD, University of Nebraska, Lincoln

Valverde, Leonard A. (1992), Professor of Educational Leadership and Policy Studies; BA, California State University, Los Angeles; PhD, Claremont Graduate School

van der Leeuw, Sander (2004), Professor of Anthropology; Chair, Department of Anthropology; BA, PhD, University of Amsterdam (Netherlands)

Van Duzer, Leslie (1996), Associate Professor of Architecture and Landscape Architecture; BArch, MArch, University of California, Berkeley

van Gelderen, Elly (1995), Professor of English; Director, Teaching English as a Second Language Program; BA, MA, Utrecht University (Netherlands); PhD, McGill University (Canada)

Van Hook, Barry L. (1976), Associate Professor of Management; BS, Illinois State University; MS, EdD, Northern Illinois University

Van Orden, Guy C. (1987), Professor of Psychology; BS, University of Oregon; MA, PhD, University of California, San Diego

Van Schilfgaarde, Mark (2002), Professor of Chemical and Materials Science and Mechanical and Aerospace Engineering; BA, University of California, San Diego; PhD, Stanford University

Van Wagenen, R. Keith (1963), Professor Emeritus of Education; BA, Pacific Union College; MA, Arizona State University; PhD, University of Utah

Vana, Kimberly (2001), Faculty Associate of Nursing; BSN, Arizona State University; MSN, University of Arizona

Vanacour, Martin (1987), Faculty Associate of Public Affairs; BA, State University of New York, Buffalo; MPA, New York University; PhD, Arizona State University

Vanderhoff, Barbara A. (1968), Associate Librarian, Technical Services Department; BA, Fort Hays State University; MA, University of Denver

VanderMeer, Philip R. (1985), Associate Professor of History; BA, Calvin College; MA, PhD, University of Illinois

Vasileska, Dragica (1997), Assistant Professor of Electrical Engineering; BS, MS, University Cyril and Methodius (Macedonia); PhD, Arizona State University

Vaz, Paul (1997), Senior Lecturer of Mathematics and Statistics; BS, MS, PhD, Bombay University (India); PhD, Arizona State University

Vega, Santos C. (1989), Senior Research Specialist Emeritus, Hispanic Research Center; BA, MEd, University of Arizona; PhD, Arizona State University

Vekstein, Claudio (2002), Assistant Professor of Architecture and Landscape Architecture; BS, Buenos Aires University (Argentina); MArch, Academy of Arts Stadelschule (Germany)

Vélez-Ibáñez, Carlos (2005), Professor of Chicana and Chicano Studies; Chair, Department of Chicana and Chicano Studies; BA, MA, University of Arizona; MA, PhD, University of California, San Diego

Venables, John A. (1986), Professor of Physics and Astronomy; BA, PhD, University of Cambridge (United Kingdom)

Verdini, William A. (1976), Associate Professor of Supply Chain Management; Interim Dean, School of Extended Education; BS, Case Western Reserve University; MBA, DBA, Kent State University

Vermaas, Willem F.J. (1986), Professor of Life Sciences; Associate Director, School of Life Sciences Research Initiatives; DSc, Agricultural University (Netherlands)

Vernon, Brent (2000), Assistant Professor of Bioengineering; BSE, Arizona State University; PhD, University of Utah

Verrelli, Brian (2004), Assistant Professor of Life Sciences; BA, University of Delaware; PhD, State University of New York, Stony Brook

Verstegen, Clare M. (1989), Professor of Art; BS, University of Wisconsin, Stevens Point; MFA, Cranbrook Academy of Art

Vestre, Norris D. (1972), Professor Emeritus of Psychology; BA, PhD, University of Minnesota, Twin Cities

Vicenti Carpio, Myla (2001), Assistant Professor of American Indian Studies; BA, University of New Mexico; MA, PhD, Arizona State University

Villalobos, J. Rene (1999), Associate Professor of Industrial Engineering; BS, Institute of Technology of Chihuahua (Mexico); MS, University of Texas, El Paso; PhD, Texas A&M University

Vining, David C. (1975), Professor Emeritus of Theatre; BA, University of Redlands; MFA, University of Minnesota, Twin Cities

Vinze, Ajay (1998), Professor of Computer Information Systems; Director, Center for Advancing Business through Information Technology; BCom, University of Delhi (India); MBA, University of Connecticut; PhD, University of Arizona

Virden, Randy J. (1984), Associate Professor of Community Resources and Development; Director, School of Community Resources and Development; BS, MS, Arizona State University; PhD, Utah State University

Virgillo, Carmelo (1965), Professor Emeritus of Romance Languages; AB, State University of New York, Albany; AM, PhD, Indiana University

Viri, Denis (1998), Associate Research Professional; BA, San Francisco State University; MEd, PhD, University of Arizona

Vissicaro, Pegge (1983), Assistant Professor of Dance; BFA, University of Michigan; MFA, University of North Carolina; PhD, Arizona State University

Vittal, Vijay (2004) Professor of Electrical Engineering; BE, BMS College of Engineering (India); MT, Indian Institute of Technology (India); PhD, Iowa State University

Vitullo, Juliann (1990), Associate Professor of Italian; BA, University of Illinois; MA, PhD, Indiana University, Bloomington

Voaden, Rosalynn (1998), Associate Professor of English; BA, BEd, Queen's University, Kingston (Canada); MA, University of Victoria, British Columbia (Canada); PhD, University of York (United Kingdom)

Voeller, Kytja (2000), Adjunct Professor of Speech and Hearing Science; BA, Reed College; MA, Bryn Mawr College; MD, Columbia University

Vogus, Brad T. (1999), Assistant Librarian; Head, Government Documents/Map Collection; BA, Indiana University, Bloomington; MILS, University of Michigan, Ann Arbor

Volek, Emil (1975), Professor of Spanish; Prom.Phil., PhD, Charles University, Prague (Czechoslovakia)

Voller, Sandra L. (1999), Academic Associate, University College; Assistant Director, University College; BA, Saint John Fisher College; MA, State University of New York, Albany

Voorhees, William R. (2002), Assistant Professor of Public Affairs; BA, University of South Florida; MPA, Georgia State University; PhD, Indiana University, Bloomington

Voss, Howard G. (1964), Professor Emeritus of Physics and Astronomy; AB, Hope College; MNS, Arizona State University; MS, Purdue University

Voth, Annette (1978), Librarian Emerita; BMus, University of Kansas; MLS, MA, University of California, Berkeley

Votichenko, T. Alexander (1956), Professor Emeritus of Philosophy; AB, Princeton University; MA, Columbia University

Vrudhula, Sarma (2005), Professor of Computer Science and Engineering; BMath, University of Waterloo (Canada); MS, PhD, University of Southern California

W

Wachter, Rebekka (2001), Assistant Professor of Chemistry and Biochemistry; BA, University of California, Santa Cruz; PhD, University of Oregon



Wagner, J. Bruce Jr.
(1977)

Regents' Professor Emeritus, Chemistry and Biochemistry and Solid State Science; BS, PhD, University of Virginia

Wagner, Ronald F. (1962), Professor Emeritus of Art; BS, University of Wisconsin, Madison; MFA, University of Iowa

Walker, Beth A. (1988), State Farm Professor of Marketing; BS, Virginia Polytechnic Institute and State University; MS, PhD, Pennsylvania State University

Walker, John E. (1970), Professor Emeritus of Educational Administration and Supervision; BA, Albion College; MA, Michigan State University; EdD, Utah State University

Walker, Margaret U. (2002), Professor of Justice and Social Inquiry and Lincoln Professor of Ethics, Justice, and the Public Sphere; BA, University of Illinois, Chicago; MA, PhD, Northwestern University

Walker, Stephen G. (1969), Professor Emeritus of Political Science; BA, Creighton University; MA, PhD, University of Florida

Wall, Gerard (1992), Adjunct Professor of Life Sciences; BS, State University of New York, Stony Brook; MS, PhD, Kansas State University

Wallace, Charles E. (1958), Professor Emeritus of Mechanical and Aerospace Engineering; BS, Lewis and Clark College; MS, Oregon State University; PhD, Stanford University

Wallen, Carl (1973), Professor Emeritus of Curriculum and Instruction; BA, University of California, Santa Barbara; MA, San Francisco State College; EdD, Stanford University

Waller, Margaret Ann (1997), Associate Professor of Social Work; BM, DePaul University; MSW, University of Illinois; PhD, University of Chicago

Walmsley, Amanda (2001), Assistant Research Professor of Life Sciences; BS, PhD, University of Queensland (Australia)

Walsberg, Glenn E. (1978), Professor of Life Sciences; BS, California State University, Long Beach; PhD, University of California, Los Angeles

Walt, Henry J. (2002), Adjunct Professor of Anthropology; BA, University of California, Santa Barbara; MA, PhD, University of New Mexico

Walters, Sheila A. (1971), Librarian Emerita; BA, University of Oklahoma; MLS, Louisiana State University

Walton-Ramirez, Anne (1999), Lecturer of Spanish; BA, University of South Alabama; MA, Arizona State University

Wamacks, Naomi W. (1968), Professor Emerita of Curriculum and Instruction; BA, MA, EdD, Arizona State University

Wang, Alan P. (1970), Professor Emeritus of Mathematics and Statistics; BA, Washington State University; MA, PhD, University of California, Los Angeles

Wang, Cecilia (1971), Professor Emerita of Mathematics and Statistics; BA, Immaculate Heart College; MA, PhD, University of California, Los Angeles

Wang, Edward Y. (1979), Professor Emeritus of Electrical Engineering; BS, Morningside College; MS, Purdue University; PhD, Tufts University

Wang, Joseph (2004), Professor of Chemical Engineering and Chemistry and Biochemistry; BSc, MSc, DSc, Technion—Israel Institute of Technology

Ward, James C. (1986), Yellow Corporation Professor of Marketing; BA, MBA, PhD, University of Minnesota, Twin Cities

Ward, Lance (1997), Lecturer of Mathematics and Statistics; BS, MS, Brigham Young University

Wardwell, Sandra W. (1974), Research Specialist Emerita of Geography; BS, University of Michigan

Wargo, Rebecca (2003), Assistant Librarian, University Libraries, Archives and Special Collections; BA, Pennsylvania State University; MLIS, University of Pittsburgh

Warne, Donald K. (2003), Clinical Professor of Health Management and Policy; BS, Arizona State University; MPH, Harvard; MD, Stanford University

Warner, Carolyn (1994), Associate Professor of Political Science; BA, University of California, San Diego; MA, PhD, Harvard University

Warnicke, Retha M. (1972), Professor of History; AB, Indiana University; MA, PhD, Harvard University

Warren-Findley, Jannelle (1992), Associate Professor of History; BA, Texas Woman's University; MPhil, PhD, George Washington University

Watson, Clyde W. (1971), Professor Emeritus of Art; BFA, Bethany College; MA, Kansas State University

Watson, George L. (1969), Professor of Journalism and Mass Communication; BA, Phillips University; MA, PhD, Duke University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Webb, L. Dean (1978), Professor of Educational Leadership and Policy Studies; Academic Program Coordinator, PhD in Educational Administration and Supervision; BA, MAT, PhD, University of Florida

Webb, Patricia R. (1998), Associate Professor of English; BA, MA, Illinois State University, Normal; PhD, University of Illinois, Urbana-Champaign

Webber, Andrew N. (1989), Professor of Life Sciences; Associate Director, School of Life Sciences Graduate Programs; Director, Center for the Study of Early Events in Photosynthesis; Director, Interdisciplinary Committee for Molecular and Cellular Biology; BSc, PhD, University of Essex (United Kingdom)

Weed, Andrew (1999), Clinical Associate Professor of Design; BFA, Arizona State University; MFA, Basel School of Design (Switzerland)

Weidemaier, William (1977), Professor Emeritus of Barrett Honors College; BA, Northern Arizona University; MA, PhD, Arizona State University

Weierstall, Uwe (1994), Assistant Research Scientist of Physics and Astronomy; BS, University of Tübingen (Germany); MS, PhD, Institute of Applied Physics in Tübingen (Germany)

Weigend, Guido G. (1976), Professor Emeritus of Geography; Dean Emeritus, College of Liberal Arts and Sciences; BS, MS, PhD, University of Chicago

Weiner, Gordon M. (1968), Professor Emeritus of History; AB, PhD, University of Pennsylvania

Weinstein, James (1986), Professor of Law; Amelia D. Lewis Professor of Constitutional Law; BA, JD, University of Pennsylvania



Weiser, Kurt
(1989)

Regents' Professor of Art; BFA, Kansas City Art Institute; MFA, University of Michigan

Weiss, Jane (2000), Assistant Professor of Accountancy; BBA, University of Wisconsin, Whitewater; MAcc, University of Georgia; PhD, University of Wisconsin

Weiss, Karl H. (1984), Senior Research Professional, Center for Solid State Science; BSc, Ursinus College; MSc, University of Arizona

Weiss, Neil A. (1970), Professor Emeritus of Mathematics and Statistics; BA, MA, PhD, University of California, Los Angeles

Weitz, Rose (1978), Professor of Sociology and Women and Gender Studies; BA, City University of New York; MA, PhD, Yale University

Weitzman, Irene (1998), Adjunct Professor of Life Sciences; BS, Brooklyn College; MA, PhD, Columbia University

Welch, H. William (1967), Professor Emeritus of Electrical Engineering; BA, DePauw University; MS, PhD, University of Michigan; PE

Welfert, Bruno (1990), Associate Professor of Mathematics and Statistics; MA, University of Paris VI (France); PhD, University of California, San Diego

Wellner, Karen (2003), Lecturer of Curriculum and Instruction; BS, State University of New York, Oneonta; MA, PhD, University of Iowa

Wells, Barrie E. (1981), Professor Emeritus of Music; BM, MM, University of the Pacific; DMA, University of Oregon

Wells, Christine L. (1976), Professor Emerita of Kinesiology; BS, University of Michigan; MS, Smith College; PhD, Pennsylvania State University

Wells, David (1998), Senior Lecturer of Interdisciplinary Studies; Assistant Director, Bachelor of Interdisciplinary Studies Program; BA, Bucknell University; PhD, University of Southern California

Wells, Valana L. (1987), Associate Professor of Aerospace Engineering; Vice Chair, Undergraduate Programs in Mechanical and Aerospace Engineering; AB, MS, PhD, Stanford University

Welsh, Peter H. (1986), Associate Professor of Anthropology; BA, Northern Arizona University; MA, PhD, University of Pennsylvania

Wenger, Tisa (2004), Assistant Professor of Religious Studies; BA, Eastern Mennonite University; MA, Claremont Graduate University; PhD, Princeton University

Wentz, Elizabeth A. (1997), Associate Professor of Geography; BA, MA, Ohio State University; PhD, Pennsylvania State University

Wentz, Richard E. (1972), Professor Emeritus of Religious Studies; AB, Ursinus College; BD, Lancaster Theological Seminary; MPhil, PhD, George Washington University

Wesbury, Stuart A. Jr. (1994), Professor Emeritus of Health Management and Policy; BS, Temple University; MHA, University of Michigan; PhD, University of Florida

Weschler, Louis (1980), Professor Emeritus of Public Affairs; BA, California State University, Long Beach; MA, PhD, University of California, Los Angeles

West, Stephen G. (1981), Professor of Psychology; BA, Cornell University; MA, PhD, University of Texas, Austin

West, Stephen H. (2004), Professor of Chinese; BA, MA, University of Arizona; PhD, University of Michigan; PhD, Australian National University (Australia)

Westerhoff, Paul (1995), Associate Professor of Civil and Environmental Engineering; BS, Lehigh University; MS, University of Massachusetts, Amhurst; PhD, University of Colorado, Boulder

Westie, Frank R. (1983), Adjunct Professor of Sociology; BS, Central Michigan University; PhD, Ohio State University

Wetsel, W. David (1989), Professor of French; BA, University of Texas, Austin; MA, University of Chicago; MA, PhD, Brandeis University

Wexler, Kathryn (1992), Clinical Assistant Professor of Speech and Hearing Science; BA, University of Michigan; MS, Tulane University

Wheatley, John C. (1983), Senior Research Professional of Physics and Astronomy; BS, Arizona State University

Wheeler, Jacqueline (1994), Senior Lecturer of English; BS, MA, Northern Arizona University; PhD, Arizona State University

Wheeler, Michael D. (1975), Senior Research Professional of Chemistry and Biochemistry; BS, University of Wisconsin, Madison

Whitaker, Matthew (2001), Assistant Professor of History; BA, MA, Arizona State University; PhD, Michigan State University

Whitam, Frederick L. (1966), Professor Emeritus of Sociology; BA, Millsaps College; AM, PhD, Indiana University, Bloomington

White, Barbara G. (1990), Clinical Associate Professor of Nursing; BS, MS, Virginia Commonwealth University

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- White, Dave D.** (2001), Assistant Professor of Community Resources and Development; BA, George Mason University; MA, University of Idaho; PhD, Virginia Polytechnic Institute and State University
- White, Harold C.** (1966), Professor Emeritus of Management; BS, MS, University of Oregon; PhD, University of Florida
- White, James R.** (1981), Professor of Art; BFA, MFA, Ohio University
- White, Joann** (1997), Faculty Associate of Design; BS, Northwestern University
- White, Michael J.** (1974), Professor of Law and Philosophy; BA, Arizona State University; MA, PhD, University of California, San Diego
- White, Patricia D.** (1999), Professor of Law; Dean, College of Law; BA, MA, JD, University of Michigan
- Whitcotton, Stacey** (1997), Associate Professor of Accountancy; BA, Texas Tech University; MAcc, PhD, University of Oklahoma
- Whitehurst, Harry B.** (1958), Professor Emeritus of Chemistry and Biochemistry; BA, MA, PhD, Rice University
- Whitley, David S.** (2003), Adjunct Professor of Geography; AB, MA, PhD, University of California, Los Angeles
- Wie, Bong** (1989), Professor of Engineering; BS, Seoul National University (South Korea); MS, PhD, Stanford University
- Wiesel, Avi** (1995), Associate Professor of Construction; BScCE, Polytechnic Institute of Timisoara (Romania); MScCE, PhD, Technion—Israel Institute of Technology (Israel)
- Wigal, Kathy D.** (2000), Lecturer of Accountancy; BS, Arizona State University; MBA, MEd, EdD, Northern Arizona University
- Wiggins, Harry B.** (1987), Senior Lecturer Emeritus of Supply Chain Management; BS, U.S. Merchant Marine Academy; BS, University of Vermont; MBA, Harvard University
- Wilcox, M. Jeanne** (1990), Professor of Speech and Hearing Science; BA, Kansas State; MA, PhD, Memphis State University
- Wiley, Terrence G.** (2000), Professor of Educational Leadership and Policy Studies; Director, Division of Educational Leadership and Policy Studies; BA, MA, California State University, Long Beach; PhD, University of Southern California
- Wiley, Terry L.** (2002), Clinical Professor of Speech and Hearing Science; BA, University of Northern Iowa; MS, Colorado State University; PhD, University of Iowa
- Wilkens, Barry J.** (1992), Senior Research Professional, Center for Solid State Science; BA, Columbia Union College; MSc, Rutgers, The State University of New Jersey
- Wilkinson, Christine K.** (1970), Associate Professor of Educational Leadership and Policy Studies; Senior Vice President and Secretary of the University; BA, Arizona State University; MA, University of California, Berkeley; PhD, Arizona State University
- Wilkinson, Joseph W.** (1964), Professor Emeritus of Accountancy; BS, Carnegie Institute of Technology; MBA, Stanford University; DBA, University of Oregon
- Williams, Carol E.** (1984), Academic Associate, University College; Assistant Director, Academic Success Programs; BA, Trinity University, San Antonio; MA, Arizona State University
- Williams, David P. III** (1978), Instructor of Sociology; BA, BS, MA, University of Pennsylvania; PhD, Arizona State University
- Williams, Douglas** (2000), Lecturer of Mathematics and Statistics; BS, University College of Belize; MS, Arizona State University
- Williams, Frank G.** (1975), Professor Emeritus of Health Management and Policy; BS, MA, Oregon State University; MA, PhD, University of Iowa
- Williams, Jenny L.** (1967), Librarian Emerita; BA, MLS, Indiana University
- Williams, Lynda B.** (2004), Associate Research Professor of Geological Sciences; AB, Smith College; MS, Dartmouth College; PhD, University of Calgary (Canada)
- Williams, Peter** (1981), Professor of Chemistry and Biochemistry; BS, PhD, University of London (United Kingdom)
- Williams, Philip F.C.** (1986), Professor of Chinese; BA, University of Arkansas; MA, PhD, University of California, Los Angeles
- Williams, Robert C.** (1978), Professor of Anthropology; BA, MA, University of Cambridge (United Kingdom); BA, MA, PhD, University of Michigan
- Williams, Stanley N.** (1991), Professor of Geological Sciences; BS, Beloit College; MA, PhD, Dartmouth College
- Williamson, Madeline J.** (1976), Professor of Music; BA, Ohio Wesleyan University; MM, Western Michigan University; PhD, Arizona State University
- Willis, Wayne T.** (1989), Associate Professor of Kinesiology; AB, University of California, Berkeley; MA, San Francisco State University; PhD, University of California, Berkeley
- Wills, J. Robert** (1994), Professor of Theatre; Dean, Herberger College of Fine Arts; BA, College of Wooster; MA, University of Illinois; PhD, Case Western Reserve University
- Wilson, Angela Cavender** (2000), Assistant Professor of History; BA, University of Minnesota, Minneapolis; MA, PhD, Cornell University
- Wilson, Gail Eugene** (1972), Associate Professor of Music; BS, Ohio State University; MM, Arizona State University
- Wilson, Gloria N.** (1961), Professor Emerita of Educational Media and Computers; BA, Montclair State College; MA, EdD, Columbia University
- Wilson, Jeffrey R.** (1985), Associate Professor of Statistics; Director, School for Health Management and Policy; BA, University of the West Indies (Trinidad and Tobago); MS, PhD, Iowa State University
- Wilson, Lorna A.** (1968), Professor Emerita of French; BEd, University of Saskatchewan (Canada); MA, Arizona State University
- Wilson-Rawls, N. Jeanne** (1997), Assistant Professor of Life Sciences; BS, McMaster University (Canada); PhD, Saint Louis University
- Wilt, Glenn A. Jr.** (1963), Professor Emeritus of Finance; AB, Occidental College; MBA, Miami University; PhD, University of Michigan; CFA
- Windhorst, Rogier A.** (1987), Professor of Physics and Astronomy; BSc, MSc, PhD, University of Leiden (Netherlands)
- Winer, Laurence H.** (1983), Professor of Law; BA, MA, PhD, Boston University; JD, Yale University
- Winkelman, Michael** (1988), Associate Professor of Anthropology; BA, Rice University; PhD, University of California, Irvine
- Winkelman, Richard D.** (1965), Professor Emeritus of Economics; BA, Southern Illinois University; MA, PhD, University of Illinois

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

- Wintergalen, Barbara A.** (1992), Professor Emerita of Nursing; BSN, Loretto Heights College; MS, Arizona State University
- Wirtz, Dorothy** (1959), Professor Emerita of French; BA, University of Iowa; MA, PhD, University of Wisconsin
- Wiseman, Douglas E.** (1976), Professor Emeritus of Curriculum and Instruction; BS, MA, Eastern Michigan University; PhD, University of Illinois
- Witczak, Matthew W.** (1999), Professor of Civil and Environmental Engineering; BSCE, MSCE, PhD, Purdue University
- Witt, Tom** (1975), Associate Professor of Design; BA, MA, MFA, University of California, Los Angeles
- Wixted, J. Timothy** (1978), Professor Emeritus of Asian Languages; BA, University of Toronto (Canada); AM, Stanford University; DPhil, University of Oxford (United Kingdom)
- Wodrich, David L.** (2002), Associate Professor of Psychology in Education; BS, MA, Northern Arizona University; PhD, Arizona State University
- Wojciechowski, Martin F.** (2001), Assistant Professor of Life Sciences; BS, Northern Michigan University; PhD, University of Northern Colorado
- Wolchik, Sharlene** (1980), Professor of Psychology; BA, Vassar College; MS, PhD, Rutgers, The State University of New Jersey
- Wolf, Donald J.** (1969), Professor Emeritus of Political Science; BA, MA, Gonzaga University; STM, University of Santa Clara; PhD, Georgetown University
- Wolf, George H.** (1986), Associate Professor of Chemistry and Biochemistry; BA, University of California, San Diego; MS, PhD, University of California, Berkeley
- Wolf, Robert** (1985), Professor Emeritus of Design; BS, Southern Illinois University, Carbondale; MA, University of Missouri; Certificate, Konstindustriskolan (Sweden)
- Wolf, W. Shapard Jr.** (1983), Associate Research Administrator, Sociology; Director, Survey Research Laboratory, Sociology; BFA, Florida State University; MED, University of Georgia
- Wolfe, Philip M.** (1988), Professor of Industrial Engineering; BS, University of Missouri; MSE, PhD, Arizona State University
- Wolfthal, Diane** (1995), Associate Professor of Art; BA, MA, City University of New York; PhD, Institute of Fine Arts, New York University
- Wollam, Owen A.** (1964), Professor Emeritus of French; BA, MA, Montana State University; PhD, University of Washington
- Wong, Elizabeth** (1996), Lecturer of Japanese; BA, William Smith College; MA, Washington University, St. Louis; PhD, Stanford University
- Wong, Timothy C.** (1995), Professor of Chinese; Director, Center for Asian Studies; BA, Saint Mary's College; MA, University of Hawaii; PhD, Stanford University
- Wonka, Peter** (2004), Assistant Professor of Computer Science and Engineering; MS, PhD, Vienna University of Technology (Austria)
- Wood, Byard D.** (1970), Professor Emeritus of Mechanical and Aerospace Engineering; BSME, MSME, Utah State University; PhD, University of Minnesota, Twin Cities
- Wood, Steven D.** (1975), Professor Emeritus of Marketing; BS, MA, California State University, San Diego; PhD, University of Wisconsin, Madison
- Woodbury, Neal W.** (1987), Professor of Chemistry and Biochemistry; BS, University of California, Davis; PhD, University of Washington
- Woodfill, Marvin C.** (1966), Professor Emeritus of Computer Science and Engineering; BS, MS, PhD, Iowa State University
- Wooding, Robert R.** (1971), Professor Emeritus of Construction; BS, United States Naval Academy; BCE, MCE, Rensselaer Polytechnic Institute
- Woodley, Ann E.** (2000), Professor of Law; Director, Lodestar Mediation Clinic; BA, University of Arizona; JD, Arizona State University
- Woodman, Natalie J.** (1969), Professor Emerita of Social Work; BA, New York University; MSS, Smith College
- Woods, David R.** (2004), Clinical Assistant Professor of Speech and Hearing Science; BA, Brigham Young University; MS, University of Arizona
- Woodson, Stephani E.** (2000), Assistant Professor of Theatre; BFA, MA, University of Texas, Austin; PhD, Arizona State University
- Woodward, Mark R.** (1985), Associate Professor of Religious Studies; BA, MA, PhD, University of Illinois
- Woolf, Charles M.** (1961–63; 1964), Professor Emeritus of Life Sciences; Dean Emeritus, College of Liberal Arts and Sciences and Division of Graduate Studies; BS, MS, University of Utah; PhD, University of California, Berkeley
- Wootten, William W.** (1959), Professor Emeritus of History; BA, University of Chicago; MA, University of Iowa; PhD, University of Minnesota, Twin Cities
- Wootton, Richard T.** (1964), Professor Emeritus of Education; BS, MS, EdD, University of Utah
- Wosinski, Marek** (1995), Senior Lecturer of Psychology; BA, MA, PhD, University of Warsaw (Poland)
- Wotring, Roxena A.** (1994), Clinical Assistant Professor of Nursing; BSN, MS, Arizona State University
- Wright, David** (1981), Associate Research Professional, Center for Solid State Science; BS, Arizona State University
- Wright, Johnson Kent** (1994), Associate Professor of History; BA, Kalamazoo College; MA, PhD, University of Chicago
- Wright, M. Lin** (1973), Professor Emerita of Theatre; BA, MA, PhD, University of Minnesota, Twin Cities
- Wu, Ai-Hwa** (1964), Librarian Emerita; BA, National Taiwan University (Taiwan); MLS, University of Washington
- Wu, Jianguo** (1995), Professor of Life Sciences; BS, University of Inner Mongolia (China); MS, PhD, Miami University
- Wu, Teresa** (2001), Assistant Professor of Industrial Engineering; BS, MS, Beijing University of Aeronautics and Astronautics (China); PhD, University of Iowa
- Wu, Xu** (2005), Assistant Professor of Journalism and Mass Communication; LLB, People's University of China; MA, University of Florida
- Wulk, Ned W.** (1957), Professor Emeritus Kinesiology; BS, Wisconsin State University; MED, Xavier University
- Wurzburger, Marilyn J.** (1960), Librarian; Archives and Special Collections; BA, MacMurray College
- Wurzell, Carol A.** (1965), Professor Emerita of Nursing; BS, California State College, Chico; MS, University of Maryland, College Park

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Wyckoff, Susan (1979), Professor Emerita of Physics and Astronomy; BA, Mount Holyoke College; PhD, Case Western Reserve University

Wyndelts, Robert W. (1974), Professor Emeritus of Accountancy; BBA, MPA, Georgia State University; PhD, University of Georgia; CPA, Arizona, Georgia

Wynne, Mary (2004), Associate Professor of Law; BA, Augustana College; JD, University of Minnesota

Wysoki, Ken (1984–1986, 2001), Faculty Associate of Nursing; BSN, University of Wisconsin, Milwaukee; MS, Arizona State University; PhD, University of Arizona

Wytko, Joseph R. (1975), Professor of Music; BME, West Virginia University; MM, DM, Northwestern University

X

Xia, X. James (2002), Adjunct Professor of Life Sciences; MS, Arizona State University; MD, China Medical University (China)

Xu, Jun-Ping (1991), Associate Research Professor, Cancer Research Institute; BS, Shanghai College of Traditional Chinese Medicine (China); PhD, Tokyo College of Pharmacy (Japan)

Xue, Guoliang (2001), Associate Professor of Computer Science and Engineering; BS, MS, Qufu Teachers University (China); PhD, University of Minnesota, Minneapolis

Y

Yabes, Ruth Ammerman (1990), Associate Professor of Planning; BS, BA, University of California, Davis; MCP, University of Pennsylvania; PhD, Cornell University

Yabiku, Scott (2002), Assistant Professor of Sociology; BA, University of Chicago; MA, Pennsylvania State University; PhD, University of Michigan

Yamamori, Tetsumao (1989), Adjunct Professor of Sociology; BA, Northwest Christian College; BD, Texas Christian University; PhD, Duke University

Yan, Hao (2004), Assistant Professor of Chemistry and Biochemistry; BS, Shandong University (China); MS, PhD, New York University

Yancy, Margaret Lee (1997), Faculty Associate of Nursing; BSN, MS, Arizona State University

Yao, Lun-Shin (1981), Professor of Engineering; BSE, Cheng Kung University; MS, University of Texas, Austin; PhD, University of California, Berkeley

Yao, Winberta M. (1975), Librarian Emerita; BA, University of California, Berkeley; MS, Columbia University

Yates, Ann M. (1978), Research Professional Emerita of Chemistry and Biochemistry; BS, Saint Lawrence University; PhD, Arizona State University

Yau, Stephen S. (1994), Professor of Computer Science and Engineering; BS, National Taiwan University (Taiwan); MS, PhD, University of Illinois, Urbana-Champaign

Ye, Nong (1998), Professor of Industrial Engineering; BS, Peking University (China); MSE, Chinese Academy of Sciences (China); PhD, Purdue University

Yeater, James W. (1958), Professor Emeritus of Theatre; BA, Baker University; MA, University of Washington; PhD, University of Illinois

Yepez, Eleanor (1984), Associate Administrative Professional Emerita of Social Work; BA, Michigan State University; MA, Western Michigan University; MSW, University of Michigan

Yoshioka, Carlton F. (1988), Professor of Community Resources and Development; Director of Research and Academic Affairs, Center for Nonprofit Leadership and Management; BA, University of California, Santa Barbara; MA, California State University, Chico; PhD, University of Oregon

Young, Bernard (1988), Professor of Art; BFA, Temple University; MFA, PhD, Cornell University

Young, David A. (2001), Professor of Life Sciences; Vice President and Dean, College of Liberal Arts and Sciences; BA, MA, California State University, Fullerton; PhD, Claremont Graduate University

Young, Dennis L. (1975), Professor of Mathematics and Statistics; Codirector, Executive Committee on Statistics; BS, Saint Louis University; MS, PhD, Purdue University

Young, Hewitt H. (1967), Professor Emeritus of Industrial Engineering; BSME, MSIE, Case Institute of Technology; PhD, Arizona State University

Young, Joseph E. (1979), Professor Emeritus of Art; BA, California State University, Los Angeles; MA, University of California, Los Angeles

Young, Josephine Peyton (1998), Associate Professor of Curriculum and Instruction; MA, University of West Florida; PhD, University of Georgia

Young, Otis E. Jr. (1963), Professor Emeritus of History; AB, AM, PhD, Indiana University

Young, Sheila (2002), Assistant Librarian; Noble Science Reference Services; BED, University of Toledo; MS, University of Arkansas; MLS, University of Oklahoma

Youngblood, Robert L. (1973), Professor of Political Science; BA, Willamette University; MA, University of Hawaii, Manoa; PhD, University of Michigan

Z

Zandieh, Michelle (1997), Assistant Professor of Mathematics and Statistics; BA, Northwestern University; MS, PhD, Oregon State University

Zapata, Claudia (1996), Faculty Associate of Civil and Environmental Engineering; BS, National University of Colombia (Colombia); MSE, PhD, Arizona State University

Zaslow, Bertram (1956), Professor Emeritus of Chemistry and Biochemistry; BA, Cornell University; MS, University of Minnesota, Twin Cities; PhD, Iowa State University

Zatz, Marjorie S. (1982), Professor of Justice and Social Inquiry; Associate Dean, Student Support Services, Division of Graduate Studies; BA, University of Massachusetts, Amherst; MA, PhD, Indiana University, Bloomington

Zautra, Alex (1976), Professor of Psychology; Director, Clinical Program in Psychology; BA, Antioch College; MS, PhD, University of Utah

Zehnder, Joseph A. (2000), Professor of Geography; Director, Southwest Center for Environmental Research and Policy; Codirector, Executive Committee, Atmospheric Science; BS, MS, University of Illinois, Chicago; PhD, University of Chicago

Zeitlin, Marilyn A. (1992), Director, ASU Art Museum; AB, MA, Harvard University

Zell, Ann (2000), Academic Associate of Electrical Engineering

TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Zenhausern, Frederic (2003), Associate Research Professor of Chemical and Materials Engineering; Director, Center for Applied Nanobiosciences; BS, University of Geneva (Switzerland); MBA, Rutgers, The State University of New Jersey; PhD, University of Geneva (Switzerland)

Zhang, Junshan (2000), Assistant Professor of Electrical Engineering; BE, Huazong University of Science and Technology (China); MS, University of Georgia; PhD, Purdue University

Zhang, Xia (2002), Lecturer of Chinese; BA, Sichuan University (China); MA, University of Victoria (Canada); PhD, University of Alberta (Canada)

Zhang, Yong-Hang (1997), Professor of Electrical Engineering; Nanjing Normal University (China); MSc, Institute of Semiconductors, Chinese Science and Technology University (China); PhD, University of Stuttgart (Germany)

Zhou, Lin (2001), Lincoln Professor of Economics; BS, Fudan University (China); PhD, Princeton University

Zhu, Anmin (1997), Senior Lecturer of Mathematics and Statistics; BS, Anhui University (China); MS, Milin University (China); PhD, Arizona State University

Zimiles, Herbert (1988), Professor Emeritus of Educational Psychology; BA, New York University; PhD, University of Rochester

Zimmer, Carl R. (1959), Professor Emeritus of Engineering; BSEE, Cornell University; MSEE, PhD, Syracuse University

Zottola, Adelina (1997), Academic Associate, University College; Program Coordinator, Science and Math Service Learning; BS, State University of New York, Binghamton

Zucker, Stanley H. (1975), Professor of Curriculum and Instruction; BA, State University of New York, Stony Brook; MS, Hofstra University; PhD, University of Missouri, Columbia

Zwiebel, Imre (1979), Professor Emeritus of Chemical Engineering; BS, University of Michigan; MS, PhD, Yale University

Zygas, K. Paul (1984), Associate Professor of Architecture and Landscape Architecture; AB, MArch, Harvard University; PhD, Cornell University

Zygmund, Linda (2004), Academic Associate, University College; Academic Advisor; BA, Montana State University, Billings; MSW, Western Michigan University; MEd, Montana State University

Tempe Campus Administrative Personnel

Academic Affairs

Executive Vice President and Provost of the University	Milton D. Glick
Vice Provost and Dean, Graduate Studies	Maria T. Allison
Vice Provost and Dean, University College	Gail Hackett
Vice Provost	Kathleen K. Church
Vice Provost	<i>To Be Appointed</i>
Vice Provost	Ruth S. Jones
University Chief Information Officer and Vice Provost for Information Technology	William E. Lewis
Assistant Vice President for Academic Affairs	Louis Olivas
Assistant to the Executive Vice President and Provost of the University	Linda Van Scoy
Assistant to the Executive Vice President and Provost of the University	Alan Carroll
Special Assistant to the Executive Vice President and Provost for Web Development	Jake Kupiec
Director, Fiscal and Business Services	Lynn Carpenter
Director, Academic Articulation	Zoila Gamero de Tovar
Director, Data Warehousing and Data Administration	John Rome
Director, International Programs	William G. Davey
Director, Center for Learning and Teaching Excellence	<i>To Be Appointed</i>
Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology	Marilyn Carlson
Director, Summer Sessions	Carol Switzer
Director, University Evaluation	<i>To Be Appointed</i>

Barrett Honors College

Dean, Barrett Honors College	Mark Jacobs
Associate Dean	Margaret Nelson
Associate Dean, National Scholarship Advisement and Student Internships	Janet M. Burke
Assistant Dean, Student Services	Kristen J. Nielsen

College of Architecture and Environmental Design

Dean, College of Architecture and Environmental Design	Wellington Reiter
Associate Dean, College of Architecture and Environmental Design	Lorraine M. Cutler
Associate Dean for Academic Affairs, College of Architecture and Environmental Design	Kenneth R. Brooks
Director, PhD Program in Environmental Design and Planning	K. David Pijawka
Director, School of Architecture and Landscape Architecture	<i>To Be Appointed</i>
Director, School of Design	Jacques Giard
Director, School of Planning	Hemalata Dandekar
Director, Herberger Center for Design Research	<i>To Be Appointed</i>
Coordinator, Joint Urban Design Program	John McIntosh
Coordinator, Joint Urban Design Studio	Michael Dollin

College of Education

Vice President for University-School Partnerships and Dean, College of Education	Eugene E. Garcia
Interim Associate Dean for Academic Programs and Personnel	Maryann Santos de Barona
Interim Associate Dean, Teacher Education	Elaine Surbeck
Interim Associate Dean for Research	Stafford Hood
Assistant Dean, Office of Student Services	Inta "Maggie" Tolan
Interim Director, Division of Curriculum and Instruction	James Middleton
Associate Director of Research and Graduate Education, Division of Curriculum and Instruction	Robert B. Rutherford Jr.
Associate Director for Professional Development and Induction, Division of Curriculum and Instruction	Billie J.ENZ
Associate Director of Initial Teacher Certification, Division of Curriculum and Instruction	Carol J. Christine
Director, Division of Educational Leadership and Policy Studies	Terrence G. Wiley
Associate Director, Division of Educational Leadership and Policy Studies	Kay Hartwell Hunnicutt
Director, Education Policy Studies Laboratory	Alex Molnar
Academic Program Coordinator, DELTA Doctorate and EdD in Educational Administration and Supervision	Kay Hartwell Hunnicutt

TEMPE CAMPUS ADMINISTRATIVE PERSONNEL

Academic Program Coordinator, EdD in Higher and Postsecondary Education	Caroline Sotello Viernes Turner
Academic Program Coordinator, Educational Leadership and Policy Studies	Gene V Glass
Academic Program Coordinator, MEd in Educational Administration and Supervision	James E. Jurs
Academic Program Coordinator, MEd in Higher and Postsecondary Education	Caroline Sotello Viernes Turner
Academic Program Coordinator, Social and Philosophical Foundations	Nicholas R. Appleton
Internship Coordinator and Certification, Educational Administration and Supervision	Donna J. Macey
Director, Division of Psychology in Education	Elsie G.J. Moore
Training Director, Counseling Psychology	Richard T. Kinnier
Academic Program Leader, Counseling and Counseling Psychology	Patricia Arredondo
Academic Program Leader, Educational Psychology	Samuel B. Green
Academic Program Leader, Educational Technology	James D. Klein
Training Director, School Psychology	Mary E. Stafford
Director, Counselor Training Center	Judith Homer
Director, Southwest Center for Education Equity and Language Diversity	Josué M. González
Director, Bureau of Educational Research and Services	Margaret A. Mangini
Director, Center for Indian Education	David Beaulieu
Director, Office of Professional Field Experiences	Karen Kimerer

College of Law

Dean, College of Law	Patricia D. White
Associate Dean of Information Technology and Director, Ross–Blakley Law Library	Victoria K. Trotta
Assistant Dean, Academic Affairs	Leslie Mamaghani
Assistant Dean, Institutional Operations	Christopher Baier
Assistant Dean, Student Life and Development	Michael Bossone
Executive Director, Indian Legal Program	Rebecca A. Tsosie
Executive Director, Center for the Study of Law, Science, and Technology	Gary E. Marchant
Executive Director, Clinical Programs	Catherine O’Grady
Director, Communications	Franklyn Jeans
Associate Director, Communications	Stephen Marlowe
Director, Center for the Study of Law, Science, and Technology	Andrew Askland
Director, Legal Research and Writing and Academic Success Program	Judith M. Stinson
Director, Indian Legal Program	Kathlene Rosier
W. P. Carey Assistant Dean of Career Services	Iona DeRemer

College of Liberal Arts and Sciences

Vice President and Dean, College of Liberal Arts and Sciences	David A. Young
Divisional Dean of Humanities	Deborah N. Losse
Divisional Dean of Social Sciences	Alan Artibise
Divisional Dean of Natural Sciences and Mathematics	Simon M. Peacock
Divisional Dean of Undergraduate Programs	Daniel Bivona
Chair, Department of Aerospace Studies	Colonel David W. Guthrie
Chair, Department of Anthropology	Sander van der Leeuw
Chair, Department of Chemistry and Biochemistry	Robert E. Blankenship
Chair, Department of Chicana and Chicano Studies	Cordelia C. Candelaria
Chair, Department of English	Neal A. Lester
Chair, Department of Family and Human Development	Richard A. Fabes
Chair, Department of Geography	Richard Aspinall
Chair, Department of Geological Sciences	James A. Tyburczy
Chair, Department of History	Noel J. Stowe
Chair, Department of Kinesiology	Lawrence Mandarino
Chair, Department of Languages and Literatures	Pier Raimondo Baldini
Chair, Department of Mathematics and Statistics	Andrew Bremner
Chair, Department of Military Science	Lieutenant Colonel Herbert M. Chong
Chair, Department of Philosophy	Stewart Cohen
Chair, Department of Physics and Astronomy	Barry G. Ritchie
Chair, Department of Political Science	Patrick J. Kenney
Chair, Department of Psychology	Keith A. Crnic
Chair, Department of Religious Studies	Joel D. Gereboff
Chair, Department of Sociology	Jennie Jacobs Kronenfeld
Chair, Department of Speech and Hearing Science	Sid P. Bacon
Director, African and African American Studies Program	Okechukwu Iheduru

TEMPE CAMPUS ADMINISTRATIVE PERSONNEL

Director, American Indian Program	Eddie F. Brown
Director, Asian Pacific American Studies Program	Mary Romero
Director, Hugh Downs School of Human Communication	H.L. "Bud" Goodall, Jr.
Director, School of Justice and Social Inquiry	Doris Marie Provine
Director, School of Life Sciences	Robert E. Page
Director, Center for Asian Studies	Claudia Brown
Director, Cancer Research Institute	G. Robert Pettit
Director, Center for the Study of Early Events in Photosynthesis	Andrew N. Webber
Director, Climatology Laboratory	Robert C. Balling
Director, Computational Biosciences Program	Rosemary Renaut
Director, Hispanic Research Center	Gary D. Keller
Director, Interdisciplinary Humanities Program	Peter Lehman
Director, Interdisciplinary Committee for Molecular and Cellular Biology	Andrew N. Webber
Director, Institute of Human Origins	Donald C. Johanson
Director, Latin American Studies Center	Tod D. Swanson
Director, Arizona Center for Medieval and Renaissance Studies	Robert E. Bjork
Director, Center for Meteorite Studies	Laurie Leshin
Director, Center for Solid State Science	David J. Smith
Director, Program for Southeast Asian Studies	James F. Eder Jr.
Director, Women and Gender Studies Program	Mary Margaret Fonow

College of Nursing

Dean, College of Nursing	Bernadette M. Melnyk
Associate Dean for Graduate Programs and Research	Karen H. Sousa
Associate Dean for Undergraduate Programs and Extended Education	Mary Killeen
Director, Continuing and Extended Education	David P. Hrabe
Director, Student Services	Jean Craig Stengel
Chair, Division of Adult Health/Parent-Child Nursing	Susan Mattson
Chair, Division of Community Public Health/Psych-Mental Health Nursing	Rojann Alpers
Manager, Community Health Services Clinic	M. Christina Lyons

College of Public Programs

Dean, College of Public Programs	Debra Friedman
Associate Dean, College of Public Programs	Elizabeth A. Segal
Assistant Dean, College of Public Programs	Nancy Gwilliam
Director, Academic Services	Rudy R. Garcia
Director, Alumni and Media Relations	Debra Palka
Director, Student Services	Cheryl Herrera
Coordinator, Student Services	Sara Lyness
Director, School of Community Resources and Development	Randy J. Virden
Director, School of Public Affairs	Robert Denhardt
Director, School of Social Work	Leslie Leighninger
Director, Advanced Public Executive Program	Peggy O'Sullivan
Director, Morrison Institute for Public Policy	Robert Melnick
Director, Center for Nonprofit Leadership and Management	Robert F. Ashcraft
Director, Center for Urban Inquiry	Peg Bortner

Division of Graduate Studies

Vice Provost and Dean of Graduate Studies	Maria T. Allison
Associate Dean, Student Support Services	Marjorie S. Zatz
Associate Dean, Academic Programs	Filiz Ozel
Assistant Dean, Academic Programs	Sarah B. Lindquist
Assistant Dean, Administrative Services and Information Systems	Kent D. Blaylock
Assistant Dean	Michael A. Dickson

Ira A. Fulton School of Engineering

Dean, Ira A. Fulton School of Engineering	Peter E. Crouch
Associate Dean, Academic Affairs	Ronald J. Roedel
Associate Dean, Planning and Administration	Ben M. Huey
Interim Executive Associate Dean, Research	Edward Hall
Assistant Dean, Business and Fiscal Services	Ruth Bettenhausen
Assistant Dean and Director, Center for Professional Development	Jeffrey S. Goss
Assistant Dean, Academic Administration	Marilyn L. Hart
Assistant Dean, Academic Affairs	Barry W. McNeill

TEMPE CAMPUS ADMINISTRATIVE PERSONNEL

Director, Del E. Webb School of Construction	William W. Badger
Chair, Harrington Department of Bioengineering	Eric J. Guilbeau
Chair, Department of Chemical and Materials Engineering	Subhash Mahajan
Chair, Department of Civil and Environmental Engineering	Sandra L. Houston
Chair, Department of Computer Science and Engineering	Sethuraman Panchanathan
Chair, Department of Electrical Engineering	Stephen M. Goodnick
Chair, Department of Industrial Engineering	Gary L. Hogg
Chair, Department of Mechanical and Aerospace Engineering	Robert E. Peck
Director, Engineering Core and Special Studies	Ronald J. Roedel
Director, Center for Flexible Panel Display Research	Gregory B. Raupp
Codirector, Center for Low Power Electronics Research	Dieter K. Schroder
Director, Center for Solid State Electronics Research	Trevor John Thornton
Director, Institute for Manufacturing Enterprise Systems	Thomas E. Callarman

The Katherine K. Herberger College of Fine Arts

Dean, Katherine K. Herberger College of Fine Arts	J. Robert Wills
Associate Dean, Research and Administration	Margaret M. Knapp
Assistant Dean, Student Academic Services	Gina Stephens
Director, School of Art	Jon W. Sharer
Chair, Department of Dance	<i>To Be Appointed</i>
Director, School of Music	Wayne A. Bailey
Chair, Department of Theatre	Linda Essig
Director, Communications	Stacey Shaw
Director, Community Programs	Melanie Ohm
Director, Fine Art Programs	Catherine Fletcher
Director, Institute for Studies in the Arts	Thanassis Rikakis
Director, Public Art	Dianne Cripe
Director, ASU Art Museum	Marilyn A. Zeitlin
Senior Business Operations Manager	Marty Booher
Director, Enrollment and Student Success	Heather Landes

School of Extended Education

See "School of Extended Education Administrative Personnel," page 524

University College

Vice Provost and Dean, University College	Gail Hackett
Assistant Dean	Elaine Sweet
Associate Dean, University College	Frederick C. Corey
Assistant Dean, University College	Shelly Potts
Director, Academic Community Engagement Services	Janice M. Kelly
Director, Academic Success Programs	Stephen Rippon
Director, Academic Advising Services	Casey Self
Director, Bachelor of Interdisciplinary Studies	Kevin H. Ellsworth
Director, Communications and Marketing	Randy Bailey
Director, Downtown Center at ASU and Property Administration	Cathie Fox
Interim Director, School of Interdisciplinary Studies	Frederick C. Corey
Senior Program Coordinator, General Studies	Phyllis Lucie
Senior Business Manager	Kathleen Renshaw

University Libraries

University Librarian and Dean	Sherrie Schmidt
Associate Dean, Library Services	Vicki Coleman
Associate Dean	John B. Howard
Associate Dean, Personnel	Kurt R. Murphy
Head, Access Services/Interlibrary Loan and Document Delivery	Ginny Sylvester
Head, Architecture and Environmental Design Library	Deborah H. Koshinsky
Head, Archives and Special Collections	Robert P. Spindler
Head, Government Documents/Map Collection	Brad T. Vogus
Interim Head, Library Information Systems and Technology (LIST)	Philip J. Konomos
Head, Music Library	Brian Doherty
Management Team, Technical Services Department	Betsy J. Redman, Ronda L. Ridenour, and Rebecca S. Uhl
Team Leader, Noble Science Reference Services	Linda A. Shackles
Team Leader, Collection Development	Jeanne Richardson
Team Leader, Hayden Reference Services	Julie Tharp

W. P. Carey School of Business

Dean, W. P. Carey School of Business	Robert E. Mittelstaedt Jr.
Deputy Dean	Philip R. Regier
Associate Dean, Asia Pacific Programs	Ker-Wei "Buck" Pei
Associate Dean, Doctoral Programs	Dennis L. Hoffman
Associate Dean, Executive and Professional Programs	Lee R. McPheters
Associate Dean, W. P. Carey MBA Program	Gerald Keim
Associate Dean, Undergraduate Programs	Kay Faris
Assistant Dean, Fiscal and Business Services	Anne Nguyen
Director, School of Accountancy	James R. Boatsman
Chair, Department of Economics	Arthur E. Blakemore
Chair, Department of Finance	Jeffrey L. Coles
Director, School of Health Management and Policy	Jeffrey R. Wilson
Chair, Department of Information Systems	Robert D. St. Louis
Chair, Department of Management	William H. Glick
Chair, Department of Marketing	Michael P. Mokwa
Chair, Department of Supply Chain Management	Joseph R. Carter
Director, Center for Advanced Purchasing Studies	Phillip L. Carter
Director, Center for the Advancement of Small Business	Mary Lou Bessette
Director, Center for Advancing Business through Information Technology	Ajay Vinze
Research Manager, Center for Business Research	Tom Rex
Executive Director, Center for Services Leadership	Stephen W. Brown
Director, Bank One Economic Outlook Center	Lee R. McPheters
Director, L. William Seidman Research Institute	Dennis L. Hoffman

Walter Cronkite School of Journalism and Mass Communication

Dean, Walter Cronkite School of Journalism and Mass Communication	Christopher Callahan
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ASU Administrative Personnel

See "Administrative Personnel," page 376.

West Campus

www.west.asu.edu

Mark S. Searle, PhD, Vice President, ASU; Provost, West Campus

The West campus, a community-focused metropolitan campus of Arizona State University located in Phoenix, serves the community and more than 7,300 residential and commuter students of diverse ages, ethnic backgrounds, and experiences through 30 baccalaureate programs, nine master's programs, and eight certificate programs. The West campus focuses on developing a learning community that addresses the needs of a dynamic metropolitan environment. It does this by offering learner-centered academic programs that enhance learning through teaching, service, and enrichment opportunities; promoting discovery and innovation; pursuing new knowledge; introducing insights and creative ideas through instruction; encouraging direct involvement in new fields of inquiry; investigating important community-based issues; and integrating with the community through service. The vision of the West campus is to enhance the intellectual, social, cultural, and economic qualities of its urban environment through research and creative activity and to provide access to a quality liberal arts education for undergraduates, professional programs grounded in the liberal arts, and an array of graduate programs.

The West campus commitment to integrated learning extends to Las Casas, an apartment-style, living-learning-based housing facility. Las Casas features faculty and academic advisors who live in the residence, faculty mentors, courses taught on site at the community center, and student affinity groups focusing on topics such as global awareness, leadership, and the arts.

Faculty and staff are dedicated to serving the evolving needs of high school graduates, working adults, and returning and continuing students. Expanding campus facilities and programs, along with a diverse student body, faculty, and staff, contribute to a culturally rich academic and social campus environment.

The West campus offers many on-campus services and facilities, all fully accessible for those with disabilities. These include a multimedia resource library, state-of-the-art computer classrooms and labs, housing facilities, tutoring services, a disability resource center, bookstore, cafeteria, credit union, fitness center, recreational facilities, child care, and post office, plus many student activities, clubs, and organizations. Classes are offered days, evenings, weekends, and via television and the Internet.

The West campus occupies approximately 300 square acres between 43rd and 51st Avenues on West Thunderbird Road in Phoenix, easily accessed from Interstate 17 and Loop 101. Its architecture and courtyards are modeled on those of the University of Oxford in England, enhanced by a beautifully landscaped natural environment featuring widely acclaimed public art.

ACCREDITATION

The West campus is accredited by the Higher Learning Commission and is a member of the North Central Association. For more information, call 312/263-0456, access the Web site at www.ncahigherlearningcommission.org, or write

HIGHER LEARNING COMMISSION
30 N LASALLE ST
SUITE 2400
CHICAGO IL 60602-2504

Professional programs in various academic areas are also accredited.

The Business and Accountancy degree programs in the School of Global Management and Leadership are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. The Accountancy program is also an Endorsed Internal Auditing Program by the Institute of Internal Auditors. In the College of Human Services, the Department of Recreation and Tourism Management is accredited by the National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation, and the Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education.

See the “Academic Accreditation at West Campus” table, page 527.

ACADEMIC ORGANIZATION AND ADMINISTRATION

The provost provides executive leadership for the continuing development and management of the campus and reports to the executive vice president and provost of ASU. The provost is aided in the administration of the campus by vice provosts, deans, directors, department chairs, faculty, and other officers. There are four schools and colleges at the West campus administered by deans. These academic units develop and implement the teaching, research, and service programs of the institution, aided by the Fletcher Library and other services.

The faculty and students of the institution play an important role in campus governance, with the Academic Senate, Associated Students of the West Campus, and numerous cross-campus and joint West campus–Tempe campus–East campus committees serving the needs of a rapidly growing institution.

See “West Campus Faculty and Academic Professionals,” page 509, and “West Campus Administrative Personnel,” page 516.

West Campus Graduate Degrees and Majors

Major	Degree	Concentration*	Administered By
Business Administration	MBA	—	School of Global Management and Leadership
Communication Studies	MA	—	Department of Communication Studies
Criminal Justice	MA	—	Department of Criminal Justice and Criminology
Educational Administration and Supervision	MEd	—	Department of Graduate Studies and Professional Development
Elementary Education	MEd	Optional: bilingual education, educational technology, ESL education, or reading*	Department of Graduate Studies and Professional Development
Interdisciplinary Studies	MA	Optional: gerontology*	New College of Interdisciplinary Arts and Sciences
Secondary Education	MEd	Optional: educational technology*	Department of Graduate Studies and Professional Development
Social Work	MSW	Advanced generalist practice	Department of Social Work
Special Education	MEd	Infants and young children	Department of Graduate Studies and Professional Development

* If a major offers concentrations, one must be selected unless noted as *optional*.

ADMISSION

Degree-Seeking Students

Any student admitted to ASU may take courses at the West campus. To be admitted to a West campus degree program, the student must meet university admission requirements and the specific admission requirements of the West campus program. A student who is admitted to a West campus degree program is defined as a West campus student.

For more information on applying to West campus graduate degree programs, see “[Graduate Studies at West Campus](#),” page 477. For applications and admission information, call 602/543-4567, access the Web site at westcgi.west.asu.edu/acadaffairs/gradstudies, or write

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Application of Course Credit. The application of transfer course credit to the degree program is determined by the department of the student’s major. Because of these constraints, students should seek advice from the appropriate advisor for their major before registering for classes at another university or ASU campus.

DEGREE PROGRAMS

See the “[West Campus Graduate Degrees and Majors](#)” table, on this page.

The College of Teacher Education and Leadership offers postbaccalaureate programs for teacher certification in elementary education, secondary education, and special education. Students who complete the approved program, including student teaching, are recommended for certification to the Arizona Department of Education.

For more information on West campus degree requirements, see the specific college and program descriptions.

Certificates

The West campus offers postbaccalaureate certificates in Accountancy, Professional Accountancy, and Communication and Human Relations.

Gerontology. The ASU Gerontology program is a university-wide multidisciplinary program with its administrative home at the West campus. The graduate Certificate in Gerontology is designed so that students may take related course work on any of the three ASU campuses. For program details, see “[Gerontology](#),” page 491.

Course Information

For information on course offerings, see the current *Schedule of Classes*.

LIBRARY SERVICES

The Fletcher Library provides resources that support the curricula of the West campus with a collection of 331,000 volumes, 1.4 million microforms, 9,600 videos, and 15,000 slides. As participants in the shared resources environment of ASU, users can access more than 74,000 print and e-journals, and nearly four million monographic titles. Approximately 95 percent of electronic databases are available to ASU registered users from home computers.

A wide range of information and research tools are available through the Fletcher Library Web site at library.west.asu.edu. Knowledgeable staff members are available to provide reference service and instruction in the use of the library’s considerable resources. Individual consultations with subject specialist librarians are available by appointment. The Library Instruction Program provides introduction to the tools and resources available for research in academic disciplines, including Internet resources.

WEST CAMPUS



The area's pleasant climate affords university groups, such as this West campus Women's Studies class, the opportunity to meet outdoors.

Tim Trumble photo

For library hours and information, call 602/543-8501.

STUDENT AFFAIRS

Student Affairs is responsible for the delivery of a variety of services and developmental programs. These services support both the administrative needs and educational pursuits of students and include

1. admission and enrollment services,
2. career services and personal counseling,
3. disability support services,
4. financial aid,
5. testing services,
6. multicultural student services,
7. recruitment and outreach,
8. registration services,
9. residential life,
10. student employment,
11. student health services,
12. student life, and

13. veterans services.

For more information, visit the University Center Building, access the Web site at www.west.asu.edu/sa, call 602/543-8152, or write

STUDENT AFFAIRS
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

STUDENT HOUSING

A new 400-bed student housing facility opened at the West campus in August 2003: Las Casas. The facility features two three-story buildings of apartment-style residential units with full kitchens, laundry facilities, a community hall with multipurpose rooms and a computer lab, a swimming pool, and convenient parking. Amenities include tutoring services, academic advising, in-room Internet access, coordinated educational and social activities, and dining services close by on campus. The expense to residents is competitive with the rental costs of nearby apartment complexes. For more information, call 602/543-CASA.

Graduate Studies at West Campus

westcgi.west.asu.edu/acadaffairs/gradstudies

**Joan F. Brett, PhD, Associate Vice Provost
for Graduate Studies and Academic Programs**

ADMISSION TO GRADUATE STUDIES

Eligibility. To be eligible for admission to Graduate Studies at West campus, applicants must hold a U.S. bachelor's degree from a regionally accredited institution. A bachelor's degree in the U.S. is considered to be a four-year degree that was preceded by 12 years of primary and secondary school-work. Undergraduate deficiencies may be assigned if the undergraduate degree is based on credits not accepted by ASU, such as life experience or noncredit workshops and seminars.

Graduate Studies Requirements. Generally, an applicant must have a GPA of 3.00 (4.00 = "A"), or the equivalent, in the last two years of work leading to the bachelor's degree.

Recognition of a degree. Recognition of a degree is acknowledgment that the program leading to the degree is equivalent to a program offered by ASU or is an acceptable program for the proposed graduate major at ASU. A student who enters a graduate degree program at ASU is expected to have undergraduate educational experiences, including general education studies that are appropriate for the program.

Requirements of the Academic Unit. Academic units or programs may have admission requirements in addition to those of Graduate Studies. Some graduate programs require scores from a national admissions test such as the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT). Some programs also require additional materials such as a portfolio, letters of recommendation, or a statement of goals. Applicants should contact the academic unit regarding specific requirements.

Submission of an Application. U.S. citizens and permanent residents should submit the following items:

1. application (available on the Web at westcgi.west.asu.edu/acadaffairs/gradstudies);
2. application fee;
3. two transcripts from every college and university in which the applicant was previously enrolled;
4. appropriate test score reports (e.g., GRE, GMAT); and
5. a domicile affidavit if the applicant is a resident of Arizona.

The items should be sent in one envelope (clearly labeled "application") to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
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PHOENIX AZ 85069-7100

If all materials are not available, what is completed can be submitted with the application and fee. The rest of the materials should be submitted as soon as possible. Graduate Studies accepts as official all transcripts submitted in sealed envelopes, stamped, and verified by the issuing institution, or transcripts sent directly from another college or university. The applicant must ask the appropriate testing service to send the test results directly to Graduate Studies. The process of providing all necessary records may take two months or longer. Portfolios, letters of recommendation, and statements of goals should be sent directly to the academic unit.

Application Fee. Each application for entry to West campus graduate programs must be accompanied by a nonrefundable application fee. The fee is \$50 to apply for admission to a degree program and \$50 to apply for nondegree studies.

Nondegree or degree students at the West campus who have not been enrolled for one or more semesters must apply to reenter the university in their previous degree or nondegree status. Reentry applications must be accompanied by a nonrefundable \$50 application fee.

ASU faculty and staff who are eligible for reduced tuition rates are granted waivers of the application fee.

International Applicants. Applicants who will attend the university while holding F-1 or J-1 visas must meet the regulations of the Citizenship and Immigration Services (CIS) in addition to the requirements of Graduate Studies and the degree programs to which they apply.

Among the additional materials required of international students are scores from English language examinations. All applicants whose native language is not English must submit a score report from the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS). All international applicants who do not speak English as a primary language and who wish to apply for teaching assistantships must pass an examination that certifies their skill in speaking English, either the Test of Spoken English (TSE), which may be taken in the student's home country, or the SPEAK test, which is administered by Testing Services on the Tempe campus. Some degree programs also require TSE or SPEAK scores of all applicants whose native language is not English. For specific information about TSE requirements, contact the head of the academic unit.

GRADUATE STUDIES AT WEST CAMPUS

As required by the U.S. CIS, international applicants must also verify that they have the financial resources to cover their expenses during graduate study at ASU. Graduate Studies provides the Financial Guarantee form to international applicants, who then must see that the form with a verification from a bank or sponsoring organization is completed and returned to Graduate Studies. The SEVIS I-20 or the IAP66 (documents needed to obtain a student visa) are issued only after the completed, properly verified Financial Guarantee form has arrived. International students may enroll at ASU only if they have been admitted to a degree program. They must meet all appropriate immigration standards and requirements.

Applications are processed when they are received. However, international applicants should submit all materials in December or January in order to begin study the following fall semester and in August or September in order to begin study the following spring semester. An application fee of \$50 (in U.S. funds) must accompany the formal application, which otherwise is not evaluated. All F-1 or J-1 visa students must have insurance coverage against illness and accident before being permitted to register. Insurance must be maintained throughout the student's enrollment in the university and may be obtained at the time of registration.

International Applications. International applicants should submit the following items in one envelope:

1. application (available on the Web at westcgi.west.asu.edu/acadaffairs/gradstudies);
2. application fee;
3. two copies of all college and university academic records;
4. English translation of all college and university academic records;
5. TOEFL or IELTS score;
6. appropriate test score report (e.g., GRE, GMAT); and
7. Financial Guarantee form. (This item may be submitted at a later time.)

All records must be in English. If the registrar of the institution does not issue records in English, original language records must be submitted with translations. Translations must be literal and complete versions of original records. Documents must be translated by a university or government official, not the applicant.

The envelope, clearly labeled "applicant," should be sent to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Application Deadlines. Graduate Studies does not have deadlines. Applications are processed as they are received. However, many academic units have specific and early deadlines. Applicants are urged to contact the specific academic unit regarding deadlines.

Application Procedures. Once Graduate Studies has a complete file (the application, Domicile Affidavit, applica-

tion fee, transcripts, and applicable national admissions test scores) for an applicant, one copy is forwarded to the academic unit. The second copy becomes part of the applicant's permanent record. Academic units review the file and the supporting materials (such as applicable test scores, portfolios, and letters of recommendation) and, following admission policies established by Graduate Studies and the faculty of the academic unit, make a recommendation (regular admission, regular admission with deficiencies, provisional admission, or denial) to Graduate Studies. All recommendations are reviewed and approved by admissions officers in Graduate Studies. If there are questions about the likelihood of a student succeeding in the designated program, Graduate Studies admissions officers communicate with the academic unit, perhaps agreeing on a provisional admission or arranging for the student in question to have a special faculty advisor or an advanced graduate student assigned as a mentor. In other situations they may suggest that the student take some preliminary courses as a nondegree student. International students, however, may enroll at ASU only if they have been admitted to a degree program and therefore may not pursue nondegree studies. They must meet all appropriate immigration standards and requirements.

Academic units, which must indicate their willingness to admit applicants, frequently set higher standards than those established by Graduate Studies. Denial decisions may be based on the limitations of program resources as well as on the relative qualifications of those competing for admission in a particular semester.

Notice of Admission Decisions. Only the associate vice provost for academic programs and graduate studies can make formal offers of admission. The Office of Graduate Studies notifies all applicants in writing of the admission decision.

All documents received by the university in connection with an application for admission become the property of ASU. If the applicant does not enroll in the university within one year, the admission documents may be destroyed.

Applicants are admitted into the university for the semester indicated on their admission letter and initiate their programs by registering for classes in the semester for which they were admitted. Classes taken before the semester of admission are considered nondegree and/or transfer credit. For more information, see "Transfer Credit," page 480.

Readmission to Graduate Studies. Any former graduate student who has not been in attendance at the university for one or more semesters must submit an application for reinstatement to Graduate Studies. The application should be submitted at least one month before the beginning of the semester in which the student plans to reenter.

ADMISSION CLASSIFICATIONS

Regular Admission. Applicants who fulfill all requirements for admission and are acceptable to both the academic unit and Graduate Studies are granted regular admission.

Regular Admission with Deficiencies. A student whose grades and test scores are at an acceptable level but who

does not have the undergraduate background expected by the academic unit and the university may be assigned deficiency courses. The letter of admission specifies the deficiencies that must be completed before the student is awarded a graduate degree. Deficiency courses are taken in addition to those normally required for a degree.

Provisional Admission. A student who does not meet minimum academic standards but has counterbalancing evidence to suggest the potential for success may be admitted on a provisional basis. Provisional admission provides an academic unit with more evidence on which to base its decision. Normally the academic unit reviews the student's status following completion of 12 semester hours of approved graduate study. At that time, the academic unit recommends to Graduate Studies a change in status to either regular admission or withdrawal from the program. After completing their provisional requirements, students should check with their advisors to make sure that the change of status has been recommended. A provisional student may also be assigned deficiency courses.

Nondegree Admission. A student not interested in earning a degree or not yet ready to apply to a particular degree program may enroll as a nondegree student. The application process is streamlined, does not require submission of transcripts or test scores, and can be completed during a single visit to the Admissions and Registration Services office or the Office of Graduate Studies. This process may also be completed by mail.

A maximum of nine hours taken at ASU while in this category may be applied toward a master's degree at ASU if appropriate for the student's program of study. The six-year maximum time limit applies to nondegree semester hours appearing on a master's program of study.

GRADUATE STUDIES POLICIES AND PROCEDURES

Change in Graduate Degree Program. A change from one graduate degree program to another requires a new application to Graduate Studies. The usual admission procedures must be followed.

Determination of Catalog Requirements. In determining graduation requirements, a student may use only one catalog. A student graduates under the curriculum, course requirements, and regulations for graduation in effect at the time of admission to a graduate degree program at ASU. A student may also choose to graduate under any subsequent catalog issued.

Some changes in policies and procedures affect all students regardless of the catalog used by the student. These policies and procedures may appear in the catalog or in other university publications.

Registration. Graduate students, like all university students, register during the intervals indicated in the *Schedule of Classes*. Details regarding registration and course drop-add procedures are also provided in the current *Schedule of Classes*. Day and evening graduate classes, offered on or off campus, during the two regular semesters and the summer sessions, are considered part of the regular program.

Audit Enrollment. Graduate students may register as auditors in one or more courses; see the academic unit's graduate advisor for more information. The student must be registered properly and pay the fees for the course. An audited course is counted in the student's maximum course load. It does not count for students who must take a minimum number of credits, e.g., graduate assistants or students receiving financial assistance. The mark of "X" is recorded for completion of an audited course, unless the instructor determines that the student's participation or attendance has been inadequate, in which case a "W" may be recorded.

Summer Sessions. Work taken during the summer sessions carries the same scholastic recognition as that taken during regular semesters. A complete schedule of offerings is available in the *Summer Sessions Bulletin*, which may be obtained from the Registration Services office.

Course Load. The course load is determined by the student's advisor but is not to exceed 15 semester hours of credit during each of the two semesters, seven semester hours during each five-week summer session, or nine semester hours of credit during an eight-week summer session. An audited course is counted toward the student's maximum load.

All graduate assistants and associates must enroll for a minimum of six semester hours during each semester (fall and spring) of their appointment. The six hours cannot include audit enrollment. Enrollment in continuing registration (595 or 695) does not fulfill the six-hour requirement. A half-time (50 percent) graduate assistant or associate working 20 clock hours per week may not register for more than 12 hours of course work each semester; a one-third-time (33 percent) assistant or associate for more than 13 hours; and a quarter-time (25 percent) assistant or associate for more than 15 hours.

During the summer sessions, graduate assistants employed 25 percent time may enroll for a maximum of six semester hours during a five-week session or nine hours during the eight-week session; those employed 50 percent time may enroll for a maximum of five hours during a five-week session or seven hours during the eight-week session; and those employed 100 percent time may enroll for a maximum of three hours during a five-week session or four hours during the eight-week session.

All graduate students doing research, working on theses, taking comprehensive examinations, or using university facilities or faculty time must be registered for a minimum of one semester hour of credit (not audit) that appears on the program of study or is an appropriate graduate-level course, such as 595 or 695 Continuing Registration.

Summer Course Loads. The maximum load for each five-week session is seven semester hours and nine semester hours for an eight-week session. A student registering for any combination of sessions may not exceed a total of 14 semester hours.

Course Withdrawal. During the first 10 weeks of a semester, or the first three weeks of a summer session, a student may withdraw from any course with a mark of "W."

GRADUATE STUDIES AT WEST CAMPUS

Failure to withdraw officially from a course results in a grade of “E” (0.00), which is used in the computation of the GPA. The *Schedule of Classes* lists the procedures for withdrawal.

An instructor may withdraw a student from a class with a mark of “W” or a grade of “E” (0.00) for disruptive classroom behavior. A student may appeal an instructor-initiated withdrawal to the standards committee of the unit in which the course is offered. The decision of the committee is final.

Withdrawal from the University. A graduate student who does not enroll for one calendar year is considered withdrawn and must reapply for admission to a degree program.

To withdraw from all classes after having paid registration fees, a student must initiate a complete withdrawal from the university online at ASU Interactive (www.asu.edu/interactive), by SunDial at 480/350-1500, or in person at Registration Services. A student may withdraw from all courses with marks of “W” through the semester/session transaction deadline (i.e., the last day of instruction for the semester or session). Until officially withdrawn, the student is registered in all courses and, at the end of the semester, receives grades appropriate for the performance in each course.

Academic Integrity. The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual colleges.

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policies are available in the Office of Graduate Studies.

Misconduct in Scholarly Research and Creative Activities. Students are expected to maintain the highest standards of integrity and truthfulness in scholarly research and creative activities. Misconduct in scholarly research and creative activities includes, but is not limited to, fabrication, falsification or misrepresentation of data, and plagiarism. Misconduct by any student may result in suspension or expulsion from the university and other sanctions as specified by the individual programs. Policies on misconduct are available in the Office of Graduate Studies.

Policies and Procedures of the Graduate Council Appeals Board at the West Campus. The Graduate Council Appeals Board at the West campus (GCABW) acts as the appeals body for graduate students seeking redress on academic decisions regarding their graduate program. Before initiating an appeal, the graduate student should fully use all other appeal and review procedures in the academic unit or academic college. The GCABW reviews written appeals of graduate students concerning

1. retention in graduate programs (with the limitations described below);
2. procedural matters in graduate student programs (e.g., procedures relating to programs of study, supervisory committee, thesis, dissertation, preliminary or comprehensive exams); or

3. other academic issues that are not covered by other university policies or processes.

The GCABW does not review appeals of course grades, allegations of academic dishonesty or scientific misconduct, matters relating to employment or assistantships, or allegations of discrimination. The GCABW normally does not review appeals related to application of department and program policies regarding satisfactory academic progress and performance. These include GPA requirements, time limits, comprehensive exam results, and other performance measures related to continuance in or dismissal from a program. Students should be aware of courses of action for other issues:

1. Grade appeals are subject to review by the dean of the academic college.
2. Allegations of academic dishonesty are subject to review under the ASU Student Academic Integrity Policy.
3. Allegations of scientific misconduct are subject to review under ASU policy RSP 210 (“Misconduct in Research”) in the Research and Sponsored Projects Policy and Procedures Manual.
4. Allegations of discrimination should be directed to the ASU Office of Equal Opportunity/Affirmative Action.

The “Guidelines for Graduate Appeals” describing further the GCABW appeal procedures, process, and jurisdiction are available from the Graduate Studies and Academic Programs office and on the Web site at westcgi.west.asu.edu/acadaffairs/gradstudies.

GRADUATE STUDIES DEGREE REQUIREMENTS

Graduate Advising. Advising is much more than technical support; it is an integral part of graduate education. Students’ programs of study are generally tailored to meet individual needs and students should seek advice from faculty or advisors as they plan their course work, examinations, and other degree requirements.

Student Responsibility. It is the responsibility of the graduate student to know and observe all procedures and requirements of Graduate Studies as defined in this catalog and the *Schedule of Classes*. Each student should also be informed about the requirements concerning the student’s degree program and any special requirements within the academic unit.

Admission to All Master’s Degree Programs. See “Admission to Graduate Studies,” page 477, and see also specific program descriptions. Since graduate work presupposes adequate preparation in a selected field at the undergraduate level, deficiencies are specified at the time of admission by the academic unit involved.

Transfer Credit. Transfer of credit is the acceptance of credit from another institution for inclusion in a program of study leading to a degree awarded by West campus. The number of hours transferred from other institutions may not exceed 20 percent of the total minimum semester hours

required for a master's degree unless stated otherwise for a specific degree program.

Transfer credit taken before admission to a graduate degree program at ASU is nondegree credit. Nondegree credit taken at ASU combined with transfer credit taken at another institution may not exceed nine hours on the master's program of study.

Transfer credits must be acceptable toward graduate degrees at the institution where the courses were completed. Certain types of graduate credits cannot be transferred to ASU, including the following:

1. credits awarded by postsecondary institutions in the U.S. that lack candidate status or accreditation by a regional accrediting association;
2. credits awarded by postsecondary institutions for life experience;
3. credits awarded by postsecondary institutions for courses taken at noncollegiate institutions (e.g., government agencies, corporations, and industrial firms);
4. credits awarded by postsecondary institutions for noncredit courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education programs; and
5. credits given for extension and correspondence courses.

Acceptable academic credits earned at other institutions that are based on a different unit of credit than the ones prescribed by the Arizona Board of Regents are subject to conversion before being transferred to ASU.

Graduate Studies policy does not permit credits used for completion of a degree at another institution to be applied toward completion of a degree of equal or lower level at ASU. For transfer hours to be used toward the completion of a program of study, students must provide evidence that these hours were not counted toward a previous degree.

Only resident graduate courses with a grade of "B" (3.00) or higher may be transferred. A course with the grade of pass, credit, or satisfactory may not be transferred.

Official transcripts of any transfer credit to be used on a program of study must be sent directly to Graduate Studies from the office of the registrar at the institution where the credit was earned.

Correspondence and Extension Courses. Correspondence and extension courses cannot be used to meet the requirements for a graduate degree.

Credit Requirements. A minimum of 30 semester hours of graduate work approved by a student's advisor is required. More than 30 semester hours are required in certain programs.

Program of Study. Upon receiving regular admission status, the student should contact appropriate faculty and/or academic advisors. Such advising contact helps students form a committee (when applicable) and create an official program of study. The student must complete and file a program of study before one-third of the semester hours required for the graduate degree program are completed.

The program of study must be approved first by the faculty and/or academic advisor, then the director of the graduate program, and finally by the associate vice provost for academic programs and graduate studies.

Courses appearing on an approved West campus graduate degree program of study must be 500 or higher, with the exception of one 400 level course. The faculty and/or academic advisor, the director of the graduate program, and the associate vice provost for academic programs and graduate studies must also approve changes to the program of study.

Forms for program of study submission are available in the Office of Graduate Studies (FAB S301) and online at westcgi.west.asu.edu/acadaffairs/gradstudies/forms.cfm.

Students who have not filed a program of study in compliance with the one-third rule are prevented from further registration. A student may not apply for the comprehensive or final examination until a program of study has been approved and any foreign language requirement completed.

Grading

The "Grades" table below defines grades and gives their values.

Grades		
Grade	Definition	Value
A+	—	4.33 ¹
A	Excellent	4.00
A-	—	3.67
B+	—	3.33
B	Good	3.00
B-	—	2.67
C+	—	2.33
C	Passing	2.00
D	No graduate credit	1.00
E	Failure	0.00
I	Incomplete	—
NR	No report	—
W	Withdrawal ²	—
X	Audit	—
Y	Satisfactory	—
Z	Course in progress ³	—

¹ Although the scale includes a grade of A+ with a value of 4.33, the cumulative GPA is capped at 4.00.

² A grade of "W" is given whenever a student officially withdraws.

³ This grade is usually given pending completion of courses such as practicum, research, applied project, and thesis (580, 593, 599, 680, 692, and 693).

A grade of "P" (pass) in a 400-level course may not appear on a program of study. Grades of "D" (1.00) and "E" (0.00) cannot be used to meet the requirements for a graduate degree, although they are used to compute the GPAs. A student receiving a grade of "D" (1.00) or "E" (0.00) must repeat the course in a regularly scheduled (not an individualized instruction) class if it is to be included in the program

GRADUATE STUDIES AT WEST CAMPUS



West campus graduation ceremonies are held in the Sundome Center for the Performing Arts.

Tim Trumble photo

of study. However, both the grade of “D” (1.00) or “E” (0.00) and the new grade are used to compute the GPAs. Grades on transfer work or ASU law credit are not included in computing GPAs.

Graduate course work (500- and 600-level courses) reported as an “I” (incomplete) must be completed within one calendar year. At the time the “I” grade is given, the student must complete a “Request for Grade of Incomplete” form. The form first serves as a record of the “I” grade and the work required to complete it. When the student has completed the work, the instructor initiates a “Change of Grade” authorization.

If the work specified on the form is not completed within one calendar year, the “I” grade (500- and 600-level courses) becomes part of the student’s permanent transcript. The student is not allowed to complete the course work as specified on the “Incomplete” form. The student may, however, repeat the course after the “I” has become permanent, by reregistering, paying fees, and fulfilling all course requirements. The grade for the repeated course appears on the transcript but does not replace the permanent “I.”

Repeating ASU Courses. Graduate students (degree or nondegree) may retake any courses at any level at ASU, but

all grades remain on the student transcript as well as in GPA calculations.

Standards and Retention. To be eligible for a degree, a student must achieve two GPAs of 3.00 or better. The first GPA is based on all courses numbered 500 or higher that appear on the transcript. (Courses noted as deficiencies in the original letter of admission are not included.) The second GPA is based on all courses that appear on the program of study.

The designation of academic recognition (summa cum laude, magna cum laude, and cum laude) is reserved for undergraduates. Graduate Studies does not use these academic distinctions.

Academic excellence is expected of students doing graduate work. Upon recommendation from the head of the academic unit, the associate vice provost for academic programs and graduate studies can withdraw a student who is not progressing satisfactorily.

Graduate-Level Courses. Courses at the 500 and 600 level are graduate-level courses. Courses at the 400 level apply to graduate degree requirements when appearing on an approved program of study. However, 400-level courses

are not graduate-level courses by definition and cannot be certified as such for purposes of employment or transferring to other institutions.

Reserving Course Credit by Undergraduates. Seniors at ASU within 12 semester hours of graduation may enroll in a 400-level or graduate course and reserve the credit for possible use in a future graduate program. The course cannot be used to meet a baccalaureate graduation requirement. Before registration in the class, the student must submit a Graduate Studies Petition form requesting credit reservation; the form must be signed by the student's advisor, the head of the academic unit offering the class, and the associate vice provost for academic programs and graduate studies.

Permission to reserve a course does not guarantee admission to a graduate degree program or that the course may be used toward graduate degree requirements. A maximum of nine hours of credit may be reserved, and only courses with a grade of "B" (3.00) or higher are applicable. Reserved credit earned before admission to a graduate degree program is classified as nondegree credit. The maximum course load for a student enrolled in a reserved course is 15 semester hours during a regular semester and six hours during a summer session.

College of Law Credit. Graduate Studies accepts a numerical grade of 70 or above for courses taken in the College of Law at ASU as part of an approved program of study for a master's degree program. These grades are not used in the two GPAs calculated for graduation: the courses within the program of study and all courses numbered 500 and above. A maximum of six semester hours taken in the College of Law may be included in a 30-hour program of study for a master's degree. For a 36- to 45-hour program, the number of hours is limited to a maximum of nine semester hours of course work in the College of Law.

Comprehensive Examinations. A comprehensive examination, written, oral, or both, administered by the academic unit, is required in all professional master's programs that do not have a thesis or equivalent requirement. A comprehensive examination is optional in other programs. Students are not eligible to apply for the comprehensives equivalent until they have been regularly admitted, have filed an approved program of study, removed any deficiencies, and fulfilled any foreign language requirements. Students are required to register for at least one hour of credit that appears on the program of study or one hour of appropriate graduate-level credit (such as Continuing Registration 595 or 695) during the semester or summer session in which they take their comprehensive examination. Failure in the comprehensive examination is considered final unless the graduate academic advisor and the head of the academic unit recommend, and the associate vice provost for academic programs and graduate studies approves, a reexamination. Only one reexamination is permitted. A reexamination may be administered no sooner than three months and no later than one year from the date of the original examination.

Graduation. A student is eligible for graduation when all course work is successfully completed, the Graduate Stud-

ies scholarship requirements have been met, and any required comprehensive examinations have been passed. Approval to take the examinations must be granted by the graduate academic advisor and confirmed by the head of the academic unit and the associate vice provost for academic programs and graduate studies.

Application for Graduation. Students should apply for graduation no later than the date specified in the university calendar; see "[Division of Graduate Studies Calendar](#)," page 21. All fees are payable at that time. Students applying for graduation after the deadline are required to pay a late fee. At the end of the semester in which they apply for graduation, students are officially notified of any requirements for their degree that they have not yet completed. Students who do not complete all degree requirements by their anticipated graduation date are required to pay a refiling fee.

Maximum Time Limit. Unless stated otherwise for a specific degree program, all work offered toward a master's degree must be completed within six consecutive years. The six years begin with the first course included on a student's approved program of study. For example, if the first course listed was taken fall semester 2000, the student must complete all requirements by August 2006. The six-year maximum time limit applies to nondegree transferred semester hours appearing on a program of study.

Withdrawal Policy. A master's degree student who does not enroll for one calendar year is considered withdrawn and must reapply for admission to a degree program.

Programs Leading to Two Master's Degrees. A student may pursue concurrent master's degrees or a second master's degree provided that a maximum of one-sixth of the minimum total semester hours required for the completion of both degrees is common to the two programs of study. The total number of hours common to both degree programs may vary from this maximum value only when the Graduate Council at the West campus has formally approved coordinated degree programs.

In all cases these guidelines must be followed:

1. course work common to both programs must constitute a well-planned and meaningful part of each of the programs;
2. the course work common to both programs may not include Thesis (599) or Research (592) credits leading to the thesis or equivalent in either degree program;
3. graduate credit transferred from another institution may be applied toward only one degree program; and
4. when two degree programs are pursued at the same time, the student must have the approval of the head of both academic units involved.

RESEARCH AND TEACHING ASSISTANTSHIPS, SCHOLARSHIPS, AND LOANS

Application Procedure. Since it is necessary for all applicants to be admitted to degree programs before awards are made, students should apply for admission through

GRADUATE STUDIES AT WEST CAMPUS

Graduate Studies at the same time they apply for financial assistance.

Definitions. The following definitions are provided to assist in interpreting awards. “Resident tuition” refers to the fee charged to all students who register for classes at ASU. “Nonresident tuition” refers to additional charges assessed to nonresidents.

Assistantships and Associateships. Appointments as research or teaching assistants (RAs and TAs) and associates are available in most academic units offering graduate work to students admitted with regular status. Students who have completed a master’s degree or the equivalent may be considered for graduate associateships when available.

A number of academic units administer assistantships under research programs sponsored and supported by government, industry, and foundations. Inquiries concerning requirements and deadlines as well as applications should be sent to the head of the appropriate academic unit.

Research and teaching assistants and associates are treated as residents for tuition purposes. To be eligible, RAs and TAs must be 25 percent FTE or more and their first working day must occur before the end of the first five days of instruction during the semester in question. RAs and TAs also receive partial resident tuition waivers/remission, and RAs/TAs at 50 percent FTE are eligible for university provided student health insurance.



West campus continues to expand its programs and facilities, including this state-of-the-art computer lab.

Tim Trumble photo

Assistantships, Associateships, and Commercial Services. All graduate students who are hired for class/course support or who hold assistantships or associateships for a specific course—including teaching assistants, research assistants, and graduate assistants—may not take or provide notes for that course to commercial notetaking services or students. An exception may be made by the course instructor(s) on a case-by-case basis as an authorized support service for a disabled student. This policy covers all commercial activities (e.g., notetaking and paid review sessions) that might be associated with a course for which the assistant/associate has assigned responsibilities.

Graduate Studies Awards for Tuition. Graduate Studies Awards for Tuition (GSAT) are available on a competitive basis to graduate students with outstanding academic records. This scholarship covers the resident tuition only (not nonresident tuition) and is granted for the academic year or one semester only (not including summer sessions). Applicants must be regularly admitted to a graduate degree program; continuing students must also be in good standing (3.00 postbaccalaureate GPA at ASU). A graduate student may be nominated for this scholarship by the head of the student’s academic unit. Application forms and further information may be obtained from each academic unit. Graduate Studies does not accept direct applications. Applicants must meet deadlines established by the academic units and Graduate Studies.

Seeking Talent, Expanding Participation, Unleashing Potential. Seeking Talent, Expanding Participation, Unleashing Potential (STEP-UP) awards are available on a competitive basis to graduate students with outstanding academic records; granted for the academic year or one semester only (not including summer sessions). Applicants must be regularly admitted to a graduate degree program; continuing students must also be in good standing (3.00 postbaccalaureate GPA at ASU). Application forms and further information may be obtained from each academic unit. Applications should be completed and returned to the academic unit. Graduate Studies does not accept direct applications. Applicants must meet deadlines established by their academic unit and Graduate Studies.

Other Forms of Scholarship Support. Students are encouraged to contact the academic unit in which they intend to study to determine if other sources of support are available.

The Division of Graduate Studies publishes E-Communi-qué (asu.edu/graduate/ecommm), a newsletter listing current grant and scholarship information. The college also maintains a file and reference books and posts announcements of national and regional scholarships for which students may be eligible. Announcements are available for review in the center lobby of Wilson Hall on Tempe campus. Funding source information is available on reserve at Hayden Library.

Loans. Loans are available to students enrolled in graduate programs to meet reasonable educational expenses. For more information, visit Financial Aid Services, UCB 120, or call 602/543-8178.

New College of Interdisciplinary Arts and Sciences

www.west.asu.edu/newcollege

Emily F. Cutrer, PhD, Dean

PURPOSE

The New College of Interdisciplinary Arts and Sciences offers academic programs that prepare students to take their places as active participants in a rapidly changing social, political, and natural environment. These programs seek to provide students with the skills necessary for independent thinking and effective expression; an understanding and appreciation of diverse cultures past and present; sensitivity to the aesthetic dimensions of human endeavor and the natural environment; and, an appreciation and understanding of scientific perspectives and methods as tools for understanding nature and society. The college's integrating principle or focus is social concern and community engagement.

The college has built a blend of interdisciplinary, integrative, and disciplinary programming that transcends academic boundaries while providing much of the general studies for the campus. The college's teaching and research are guided by a linkage of theory and practice, engaging the local community through service learning activities, internships, and arts programming.

ORGANIZATION

The New College of Interdisciplinary Arts and Sciences houses the following academic units:

Department of Integrated Natural Sciences
Department of Integrative Studies
Department of Interdisciplinary Arts and Performance
Department of Language, Cultures, and History
Department of Social and Behavioral Sciences
Department of Women's Studies

GRADUATE PROGRAMS

The Master of Arts degree in Interdisciplinary Studies is a collegewide interdisciplinary program offered by faculty representing the different disciplines that make up the college.

Interdisciplinary Studies

Master's Program

www.west.asu.edu/mais

602/543-6241

FAB N230D

Candice D. Bredbenner, PhD,
Director and Associate Dean

Professors: Cutrer, Kirby, Lerman, McGovern, Mueller

Associate Professors: Anokye, Bredbenner, Broaddus, Collins-Chobanian, Cuádriz, Elenes, Gilkeson, Hattenhauer, Mengesha, Miller, Murphy Erfani, Sabatini, Stryker, Taylor, Vaughan, Wertheimer

Assistant Professors: Cabrera, Clark, Marshall, Simmons, Ukpanah

Senior Lecturer: Soto

Fine Arts Specialists: Kennedy, St. Clair

MASTER'S PROGRAM

The Master of Arts degree in Interdisciplinary Studies is a graduate program designed to fulfill the needs of postbaccalaureate students who wish to pursue an advanced degree for

1. job advancement or redirection,
2. personal development and intellectual growth, or
3. preparation for further graduate study.

Prospective students include those working in the public educational system, particularly secondary education teachers who intend to increase and integrate their knowledge in content areas; those employed in the corporate sector and social service system; and professionals who wish to return to the university and pursue enrichment in liberal arts areas.

The degree is composed of 30 semester hours of course work. Three required core courses develop advanced critical thinking skills and knowledge of current research tools, technologies, and methodologies in a variety of fields. Working with a faculty mentor, each student plans a set of emphasis courses to meet their educational goals. Emphasis courses may be selected from graduate course offerings

NEW COLLEGE OF INTERDISCIPLINARY ARTS AND SCIENCES

from departments throughout the New College of Interdisciplinary Arts and Sciences, as well as from other colleges and schools with approval from the director. Examples include a plan to study ethics and environment, media and ethnicity, urban studies, and the arts. The program of study may include one elective course and will conclude with a capstone experience requiring a written or applied project.

Admission. Admission to the master's program is open to individuals who meet the following criteria:

1. holders of baccalaureate degrees from institutions with regional accreditation,
2. demonstrated promise of success through previous schooling and experience,
3. have academic and career goals that are compatible with the educational objectives of the program, and
4. have taken the Graduate Record Examination (GRE).

The GRE requirement may be waived if the applicant has attended a graduate or professional school that required a standardized admission test.

Application. Application packets are available from the Office of Graduate Studies and the Master of Arts in Interdisciplinary Studies Program Office. The Office of Graduate Studies must receive the application, application fee, and an official transcript from every university or institution attended before an application can be considered. GRE scores must be sent directly to ASU by ETS. The appropriate program forms, letters of recommendation, a résumé, a writing sample, and a personal statement must be sent to the program office. The application deadline is March 15 for fall semester.

Students may elect to take the degree in conjunction with the graduate Certificate in Gerontology.

Send application, application fee, and transcripts to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

All other information for admission processing should be sent to

MA IN INTERDISCIPLINARY STUDIES PROGRAM
NEW COLLEGE OF INTERDISCIPLINARY ARTS
AND SCIENCES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Admission Process. Each application is reviewed by a faculty committee. Candidates are selected after consideration of the undergraduate GPA, GRE scores, academic and work experiences, letters of recommendation, personal statement, and writing sample, as specified by program application forms.

Program Requirements. This 30-semester-hour degree program includes the following courses:

Required courses

MAS 500 Perspectives in Interdisciplinary Studies.....	3
MAS 501 Models of Inquiry for Contemporary Issues	3

MAS 505 20th Century Thought: Concepts of Change, Culture, and Mind	3
MAS 585 Capstone Course.....	3
Emphasis area.....	15-18
Elective	0-3
Total.....	30

Emphasis Area. Working with a faculty mentor, students select 15 to 18 semester hours of graduate-level course work that reflects a particular area of specialty or interest.

MASTER OF ARTS IN INTERDISCIPLINARY STUDIES (MAS)

MAS 500 Perspectives in Interdisciplinary Studies. (3)

fall and spring
Introduction to interdisciplinary studies through explorations of epistemological and rhetorical practices that bridge traditional disciplines.

MAS 501 Models of Inquiry for Contemporary Issues. (3)

fall, spring, summer
Provides a critical survey of current models of inquiry, tools, processes, and methods in different fields.

MAS 505 20th-Century Thought: Concepts of Change, Culture, and Mind. (3)

fall, spring, summer
Introduces graduate-level interdisciplinary study of key thinkers, movements, theories, and paradigms in 20th-century thought.

MAS 510 Science and Religion: Cosmologies and World Views. (3)

once a year
Examines science and religion, stressing modern scientific findings and philosophical/ historical debates and dialogues.

MAS 511 Technology, Environment, and Humanity. (3)

once a year
Critically analyzes technology in relation to human and environmental issues.

MAS 512 History and Philosophy of the Social Sciences. (3)

once a year
Examines the development, historical context, and long-term importance of major theories of human nature from the 17th century until today.

MAS 513 Sociology of Everyday Life. (3)

once a year
Examines institutional ethnography, a way of exploring the particular and generalized social relations that shape people's everyday experiences. Prerequisite: graduate standing or instructor approval.

MAS 553 Latin American Cities. (3)

once a year
Interdisciplinary study of Latin American world cities (e.g., Mexico City, Santiago), emphasizing integration with U.S. cities, including Los Angeles and Phoenix.

MAS 585 Capstone Course. (3)

fall, spring, summer
Assists students in preparing their capstone project, which represents the culmination of their study for the MA in Interdisciplinary Studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

SOCIOLOGY (SOC)

For more SOC courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SOC 400 Perspectives on Aging. (3)

selected semesters
Broad overview of gerontological issues, including physical aging, retirement, living options, caregiving, theoretical background, death. Cross-listed as W GRN 400. Credit is allowed for only W GRN 400 or W SOC 400.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

College of Human Services

www.west.asu.edu/chs

John Hepburn, PhD, Interim Dean

PURPOSE

The College of Human Services serves students and the community by combining forward-reaching education with world-class faculty. The college focuses on expanding research and influence in areas of violence prevention, life-long learning, quality of life issues, communication assessment, and advocacy and leadership effectiveness.

ORGANIZATION

The college houses the following academic units:

Department of Communication Studies
Department of Criminal Justice and Criminology
Department of Recreation and Tourism Management
Department of Social Work
Gerontology Program

GRADUATE PROGRAMS

The college offers the MA degree in Communication Studies, the MA degree in Criminal Justice, and the Master of Social Work degree.

SPECIAL ACADEMIC PROGRAMS

Certificate in Gerontology
Postbaccalaureate Certificate in Communication and Human Relations

Communication and Human Relations

Postbaccalaureate Certificate Program

www.west.asu.edu/chs/compostbac

602/543-6266

FAB S116-1

For more information on the Postbaccalaureate Certificate in Communication and Human Relations, access the Web site at www.west.asu.edu/chs/compostbac, or see the *West Campus Catalog*.

Communication Studies

Master's Program

www.west.asu.edu/chs/cmaste

602/543-6606

FAB S141C

Jeffrey W. Kassing, PhD, Director of Graduate Studies

Nature of the Program. The MA degree in Communication Studies provides students with advanced analytical, oral, and written communication skills applicable in today's technological and information-based society.

Career Outlook. In today's technological and information-based society, advanced degrees that educate and train individuals in analytical, oral, and written communication skills make graduates suitable for a variety of occupations.

Graduate degrees in Communication Studies are among the few degrees that blend the best attributes of a professional degree (training in specific areas and skills for particular vocations) with the best attributes of a liberal arts degree (ability to think critically, conceptualize new theories, and apply skills across a variety of occupational situations and challenges). This blend of intellectual skills is of great social and community consequence with respect to advocacy and social justice.

Admission. Admission to the program is competitive, based on an applicant's undergraduate scholarly activities, research abilities, and professional experience. All applicants must submit the following:

1. a completed application and official transcripts of all undergraduate and graduate work;
2. a 500-word personal statement indicating professional goals and addressing how the program will aid in the achievement of those goals;
3. official Graduate Record Examination (GRE) scores;
4. three letters of recommendation, up to two of which may come from appropriate professional, nonacademic sources;
5. a writing sample of scholarly work or an example of professional activities (i.e., technical reports, grants, creative campaign); and

COLLEGE OF HUMAN SERVICES

6. a minimum score of 450 on the Test of English as a Foreign Language and a minimum score of 220 on the Test of Spoken English for all applicants who are nonnative English speakers.

Application. The application, application fee, transcripts, and official GRE scores (sent by ETS) should be sent to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Letters of recommendation, a résumé, personal statement, and writing sample must be sent to

DIRECTOR OF GRADUATE STUDIES
DEPARTMENT OF COMMUNICATION STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

The completed application and all supporting materials must be received before applicants are considered for admission. The suggested application deadline is the second Tuesday in April for fall semester.

Program Requirements. The degree consists of 36 semester hours of course work at the 500 level or above, including

COM 502 Theory and Practice in Communication and Persuasion.....	3
COM 505 Methods in Applied Communication Research.....	3
COM 506 Humanistic Inquiry and Field Research in Communication	3
Electives*	21
Thesis or applied project	6
or a written comprehensive exam plus six semester hours of course work	
Total.....	36

* At least 21 semester hours of electives are selected in consultation with the student's program advisor. When appropriate, students may take up to six semester hours outside the department.

Additional Requirements. COM 502, 505, and 506 must be completed with a grade of 3.00 or higher. In addition, the student must earn a cumulative GPA of 3.00 or higher in all courses numbered 500 or above that appear on the transcript and all courses that appear on the program of study.

The determination of requirements for each student's program of study is the mutual responsibility of the student and his or her advisor. Students are permitted to take comprehensive examinations only concurrent with, or subsequent to, completion of their 36th semester hour of course work. Students who choose to complete the thesis or applied project option are permitted to register for thesis or applied project semester hours only concurrent with, or subsequent to, completion of their 24th semester hour of course work.

Thesis or Applied Project. The thesis or applied professional project must demonstrate intellectual, academic, and/or professional growth and ability. The prospectus and thesis or applied project are supervised and approved by the student's advisor and committee. An oral defense is required for the thesis or applied project.

Descriptions of current program options and requirements are available from the Department of Communication Studies office in the FAB S116-1.

Research Activity. Faculty in the Department of Communication Studies investigate the various ways in which communication shapes social contexts, constructs people's realities, and constitutes human relationships. Collectively, the work explores the connection between communication and advocacy in diverse social settings. To achieve this aim, departmental scholars call upon rhetorical, philosophical, critical, cultural, postcolonial, feminist, and social scientific approaches to address issues related to justice and community. For more information, access the department's Web site at www.west.asu.edu/chs/comm.

COMMUNICATION STUDIES (COM)

For more COM courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W COM 502 Theory and Practice in Communication and Persuasion. (3)

once a year

Theoretical exploration of communicative and persuasive practices as applied in various contexts. Surveys classical, modern, and contemporary theories of persuasion.

W COM 505 Methods in Applied Communication Research. (3)

once a year

Examines the intellectual, practical, and ethical dimensions of engaging in applied research. Emphasizes empirical and quantitative methods.

W COM 506 Humanistic Inquiry and Field Research in Communication. (3)

once a year

Examines interpretive, critical, and rhetorical approaches to communication and advocacy; including hermeneutics, ethnography, and cultural studies.

W COM 515 Ethical Issues in Communication. (3)

selected semesters

Examines the ethical issues or concerns related to communication. Variable topics; may examine research, theory, and/or practice. Prerequisite: COM 502.

W COM 516 Conflict and Negotiation. (3)

selected semesters

Surveys conflict strategies in interpersonal, group, and organization settings. Examines theoretical and practical approaches to conflict and negotiation.

W COM 520 Communication Campaigns. (3)

selected semesters

Explores theory and practice of developing effective public communication strategies aimed at general or specific audiences. Prerequisite: COM 502.

W COM 522 Argumentation and Advocacy. (3)

selected semesters

Introduces various models of argumentation and their applications to various spheres of advocacy.

W COM 531 Communication and Social Change. (3)

selected semesters

Examines human communication and technologies of communication as agents of social change within groups, communities, organizations, and/or cultures. Prerequisite: COM 502.

W COM 532 Relational Dynamics in Communication. (3)

selected semesters

Examines relational communication through principles of personal relationships and social interaction. Includes discussion of reciprocity, dialogue, and equality. Prerequisite: COM 502.

W COM 551 Democracy and Power in Organizations. (3)

selected semesters

Examines structural, relational, and symbolic dimensions of organizational communication and discourses. Prerequisite: COM 502.

W COM 557 Communication and Technology. (3)

selected semesters

Assesses technology's role in the social dynamics of human interaction. Focuses on the impact of technology and related policy issues. Prerequisite: COM 502.

W COM 565 Communication, Globalization, and Diversification. (3)

selected semesters

Explores the forces leading to increased intergroup contact and their impact on social, economic, and political dynamics. Prerequisite: COM 502.

W COM 570 Communication and Social Advocacy in Context. (3)

selected semesters

Variable topics course exploring the intersection of communication and advocacy in specific contexts and addressed in other elective courses.

W COM 593 Applied Project. (1-6)

selected semesters

Preparation of a supervised applied professional project.

W COM 599 Thesis. (1-6)

fall and spring

Supervised research focused on preparation of thesis, including literature review, research, data collection and analysis, and writing.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Criminal Justice

Master's Program

www.west.asu.edu/chs/macj

602/543-6225

FAB S3231

Charles Katz, PhD, Director of Graduate Studies

Associate Professors: Britt, Haarr, Katz, Rodriquez

Assistant Professors: G. Armstrong, T. Armstrong, Griffin

Nature of the Program. The Master of Arts degree in Criminal Justice is designed to provide criminal justice agency professionals with advanced training in management, operations analysis, research, and evaluation. The degree consists of 30 semester hours of course work that enables students to develop skills in agency data analysis, policy analysis, program planning, and program evaluation allowing them to apply scientific criminology to crime prevention and criminal justice practice. Students are also required to complete a major policy analysis, agency data analysis, or agency planning project.

The master's program is offered to both full-time and part-time students. Full-time students can earn the degree in as few as 12 months. Part-time students may complete the degree on a longer schedule but may not exceed six years.

Admission. Admission to the master's program is open to individuals who

1. hold a baccalaureate degree from an institution with regional accreditation;

2. show promise of success as demonstrated by scores on the Graduate Record Examination (GRE), previous schooling, and experience; and
3. have career goals that are compatible with the educational objectives of the program.

Application. An official transcript from every university or college attended must be received by the Office of Graduate Studies at West campus before an application can be considered. Official GRE scores must be sent by ETS to ASU. Letters of recommendation, a résumé, and a personal statement must be sent to the MA in Criminal Justice Program Office.

The suggested application deadlines are April 1 for fall semester and November 1 for the spring semester. The application, application fee, and transcripts should be sent to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

All other information for admission processing should be sent to

MA IN CRIMINAL JUSTICE PROGRAM
COLLEGE OF HUMAN SERVICES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Program Requirements. The 30-semester-hour master's program includes 15 semester hours of required core courses, a six-semester-hour applied project, and nine semester hours of electives. Students can develop specializations in areas such as policing, corrections, and management by combining required and elective course work. The planning of specializations is done jointly by the student and his or her faculty program committee.

Core Courses

CRJ 531 Seminar in Criminal Justice	3
CRJ 532 Seminar in Criminology	3
CRJ 533 Criminal Justice Planning	3
CRJ 534 Program Evaluation in Criminal Justice	3
CRJ 535 Statistical Tools for Criminal Justice	3
Total	15

Applied Project

CRJ 593 Criminal Justice Policy Analysis Project	6
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Electives*

Choose three from the following courses	9
CRJ 551 Applied Data Analysis in Criminal Justice (3)	
CRJ 552 Seminar in Policing (3)	
CRJ 553 Courts and Sentencing (3)	
CRJ 554 Seminar in Corrections (3)	
CRJ 555 Seminar in Women and Crime (3)	
CRJ 556 Seminar in Criminal Justice Organization and Management (3)	
CRJ 598 Special Topics in Criminal Justice (3)	—

Program total hours	30
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* These courses should be selected in consultation with the faculty program committee.



West campus, located in northwest Phoenix, serves more than 7,300 residential and commuter students.

Tim Trumble photo

CRIMINAL JUSTICE (CRJ)

CRJ 531 Seminar in Criminal Justice. (3)

fall

Overview of the American criminal justice system with emphasis on policy issues in police, courts, sentencing, corrections. Prerequisite: admission to MACJ program or instructor approval.

CRJ 532 Seminar in Criminology. (3)

spring

Theory and research on the nature, causes, and prediction of criminal careers and events. Prerequisite: admission to MACJ program or instructor approval.

CRJ 533 Criminal Justice Planning. (3)

spring

Examines the application of alternative models of strategic planning to the criminal justice systems. Prerequisite: admission to MACJ program or instructor approval.

CRJ 534 Program Evaluation in Criminal Justice. (3)

fall

Covers methods of program evaluation, principals of research design, and evaluation tools and resources. Prerequisite: admission to MACJ program or instructor approval.

CRJ 535 Statistical Tools for Criminal Justice. (3)

fall

Focuses on essential statistical analysis that can be used by persons working in criminal justice and related agencies. Prerequisite: admission to MACJ or instructor approval.

CRJ 552 Seminar in Policing. (3)

fall

Graduate-level review of policing and police organizations. Examines research on police strategies and practices designed to address crime. Prerequisite: admission to MACJ program or instructor approval.

CRJ 553 Courts and Sentencing. (3)*spring*

Overview of the nature, proposed principles, and theoretical doctrine of the courts and sentencing policies in criminal justice.

CRJ 554 Seminar in Corrections. (3)*spring*

Theory, research, and policy issues regarding community-based and institutional correction programs. Prerequisite: admission to MACJ program or instructor approval.

CRJ 556 Seminar in Criminal Justice Organization and Management. (3)*spring*

Graduate-level review of policing and police organizations. Seminar examines research on police strategies and practices designed to address crime. Prerequisite: admission to MACJ program or instructor approval.

CRJ 593 Criminal Justice Policy Analysis Project. (1–6)*fall, spring, summer*

Applies statistical, evaluation, and planning skills and tools to criminal justice policy and operational issues. Prerequisite: admission to MACJ program or instructor approval.

CRJ 598 Special Topics in Criminal Justice. (1–3)*fall and spring*

Topics may include restorative justice, drugs and crime, juvenile justice, community policing, community corrections, crime prevention, and legal issues.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Gerontology

Interdisciplinary Certificate Program

www.west.asu.edu/chs/grn

602/543-6642

FAB S117

Richard Gitelson, Director

Anthropology (Tempe campus)

Professor: Carr

Communication Studies (West campus)

Professor: V. Waldron

Associate Professors: Di Mare, Kelley

Design (Tempe campus)

Associate Professor: Cutler

English (Tempe campus)

Professor: Kehl

Exercise and Wellness (East campus)

Associate Professors: Phillips, Swan

Geography (Tempe campus)

Associate Professor: McHugh

Gerontology (West campus)

Lecturer: K. Waldron

Health Management and Policy (Tempe campus)

Professor: Schneller

History (Tempe campus)

Professor: Gratton

Integrative Studies (West campus)

Professor: McGovern

Kinesiology (Tempe campus)

Regents' Professor: Daniel Landers

Professor: Stelmach

Associate Professor: Etnier

Senior Lecturer: Donna Landers

Language, Cultures, and History (West campus)

Associate Professor: Hattenhauer

Marketing (Tempe campus)

Associate Professor: Stephens

Music (Tempe campus)

Professor: Crowe

Associate Professor: Rio

Nursing (Tempe campus)

Professor: Komnenich

Associate Professors: Killeen, McCarthy

Nutrition (East campus)

Professor: Vaughan

Assistant Professor: Woolf

Psychology (Tempe campus)

Professors: Karoly, Okun, Reich, Sadalla, Zautra

Associate Professors: Alexander, Leshowitz

Psychology in Education (Tempe campus)

Professor: Strom

Recreation and Tourism Management (West campus)

Professors: Gitelson, Knopf, Searle

Social and Behavioral Sciences (West campus)

Professor: Nández

Associate Professor: Burlison

Assistant Professor: Anastasi

Social Work (Tempe campus)

Assistant Professor: Kang

Social Work (West campus)

Associate Professor: Fitzpatrick

Assistant Professors: Bushfield, McCabe

Lecturer: Ealy

Sociology (Tempe campus)

Professors: Kronenfeld, Kulis

Associate Professors: Keith, Miller-Loessi, Sullivan

The Gerontology Program is a university-wide, multidisciplinary program designed so that students may take course work at any of the four ASU campuses and apply it toward the graduate Certificate in Gerontology. The program has an affiliated faculty of more than 50 members housed in 24 different departments throughout the university. Courses related to aging are taught by faculty who are active contributors to research, theory, and public policy and practice.

Program activities are designed for students who wish to study the psychological, sociological, biological, and

COLLEGE OF HUMAN SERVICES

policy-related aspects of aging, as well as for those interested in the health, economic, and social concerns of older people. Students study the aging process from multiple perspectives and develop knowledge and skills to prepare them for careers in an aging society. Students may also gain practical experience in working with older adults through field-based experiences and internships.

Since older Americans are becoming an increasing percentage of the population, there is a growing need for professionals with gerontology expertise. This is especially the case in Arizona due to the large number of retirement communities located here. Careers are available in a broad range of fields, including recreation, social work, nursing, counseling, public policy, and long-term care administration.

Certificate in Gerontology

An interdisciplinary, 21-semester-hour Certificate in Gerontology, administered by the Committee on Gerontology, is open to individuals who have earned a baccalaureate degree. Students enrolled in the certificate program may simultaneously pursue a major in an academic unit offering a graduate degree or may enter the program as nondegree graduate students.

Requirements. The 21-semester-hour Certificate in Gerontology consists of seven courses distributed as follows. Students must earn a 3.00 GPA or higher in course work completed for the certificate.

Core Classes

GRN 400 Perspectives on Aging	3
Select one course from the following.....	3
GRN 420 Health Aspects of Aging (3)	
GRN 450 Biology of Aging (3)	
GRN 494 ST: Psychology of Aging (3)	
PGS 427 Psychology of Aging (3)	

Capstone Experience

Select one course from the following.....	3
GRN 584 Internship (3)	
GRN 590 Reading and Conference (3)	
GRN 592 Applied Research (3)	

Electives

Select four courses at the 500 level	12
Total.....	21

For more information, call 602/543-6642, or access the program Web site at www.west.asu.edu/chs/grn.

GERONTOLOGY (GRN)

Tempe and West Campuses

W GRN 400 Perspectives on Aging. (3)

selected semesters

Broad overview of gerontological issues, including physical aging, retirement, living options, caregiving, theoretical background, death. Cross-listed as W SOC 400. Credit is allowed for only W GRN 400 or W SOC 400.

W GRN 420 Health Aspects of Aging. (3)

spring

Examines biological, social, and behavioral aspects of health in the later years. Considers the organization and delivery of care.

M GRN 450 Biology of Aging. (3)

selected semesters

Examines normal biological aging and changes in functional capabilities in the elderly. Lecture, lab.

W GRN 494 Special Topics. (3)

fall, spring, summer

Topics may include the following:

- Aging and Social Policy. (3)
- Aging and the Family. (3)
- Communication and Aging. (3)
- Leisure and Aging. (3)
- Mental Health and Aging. (3)
- Psychology of Aging. (3)
- Spirituality and Aging. (3)
- Women and Aging. (3)

M GRN 530 Multidisciplinary Approaches to Gerontology. (3)

selected semesters

Examines literature that each discipline brings to the study of gerontology. Covers both theory and practice. Lecture, discussion.

M GRN 531 Caregiving. (3)

selected semesters

Examines theory and practice of caregiving for the senior population. Lecture, discussion.

M GRN 540 Aging and Wellness. (3)

selected semesters

One-on-one service/experiential learning with seniors from the community. Lecture, lab. Cross-listed as SWG 517. Credit is allowed for only GRN 540 or SWG 517.

M GRN 550 Biology of Aging. (3)

selected semesters

Examines normal biological aging and changes in functional capabilities in the elderly. Lecture, lab.

M GRN 560 Alzheimer's and Related Dementias. (3)

selected semesters

Familiarization with Alzheimer's disease and related dementias from a caregiver's perspective. Lecture, lab.

M/W GRN 584 Graduate Internship. (3-6)

fall, spring, summer

M/W GRN 590 Graduate Reading and Conference. (3)

fall, spring, summer

M/W GRN 591 Graduate Seminar. (1-6)

fall and spring

M/W GRN 598 Special Topics. (3)

selected semesters

Selected topics in gerontology.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

Social Work

Master's Program

www.west.asu.edu/chs/msw

602/543-4679

FAB S149

Gary Lowe, PhD, Chair, Department of Social Work

Nature of the Program. The Master of Social Work (MSW) program requires 60 semester hours of course work with 900 clock hours of fieldwork. The program is flexible to accommodate the needs of working professionals and can be completed on a part-time basis in three years or on a full-time basis in two years. The MSW program is practice-oriented and prepares advanced generalist practitioners—social workers who are able to work with individuals, families, groups, organizations and communities. Students also

gain expertise in a particular aspect of diversity such as ethnic minorities of the Southwest, physical disability, religious diversity, immigrants, or gender.

An Advanced Standing program is designed for applicants who have completed a BSW from an accredited social work program within the past six years. The successful applicant has social work experience that demonstrates competence in generalist practice skills. Advanced Standing requires 34 semester hours, beginning with a summer preparatory bridge class.

Career Outlook. There is a shortage of master’s level social workers in the U.S. Considering Arizona’s rapidly growing population, the need for more social services and social service providers is greater than in other parts of the country. Locally, the need for professional social workers is expected to increase faster than average in comparison to all occupations. There is a significant shortage of social workers in behavioral health and services for children and their families. Furthermore, services for aging adults continue to expand.

Admission. Admission to the MSW program is open to individuals who

1. hold a baccalaureate degree from an institution with regional accreditation;
2. show promise of success as demonstrated by optional scores on the Graduate Record Examination (GRE), Miller Analogies Test (MAT) (recommended of applicants with a GPA less than 3.00), previous schooling, and experience; and
3. have career goals that are compatible with the educational objectives of the program.

Application. An official transcript from every university or institution attended must be received by the Office of Graduate Studies at West campus before an application can be considered. Three letters of recommendation, a résumé, and a personal statement must be sent to the MSW program office. The suggested application deadline is March 1 for fall semester.

The application, application fee, transcripts, and official GRE or MAT scores (sent by the testing service to ASU) should be sent to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

All other information for admission processing should be sent to

MSW PROGRAM
DEPARTMENT OF SOCIAL WORK
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

Program Requirements. The MSW program is composed of 42 semester hours of course work plus 18 semester hours of fieldwork.

Note: One semester hour of fieldwork requires 50 clock hours in the field setting.

Required Foundation Courses

W SWG 503 Development of Families in Oppressive Context	...3
W SWG 504 Theories of Human Behavior	.....3
W SWG 512 Values and Ethics of Social Work Practice I	.....3
W SWG 513 Advanced Social Work Generalist Practice II	.....3
W SWG 520 Research and Advocacy	.....3
W SWG 532 Policy and Social Change	.....3
W SWG 534 Diversity and Underserved Populations	.....3
W SWG 540 The Professional Experience I	.....3
W SWG 543 The Professional Experience II	.....5
Total	.....29

Advanced Standing Required Bridge Course

W SWG 600 Foundation for Advanced Practice3
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Advanced Generalist Practice Concentration

Required Courses

W SWG 610 Advanced Social Work Practice III3
W SWG 612 Advanced Generalist Social Work Practice IV	.....3
W SWG 631 Advanced Policy Analysis	.....3
W SWG 645 The Professional Experience III	.....5
W SWG 646 The Professional Experience IV	.....5
W SWG 693 Applied Project	.....3
W SWG 697 Special Topics in Working with Diverse Groups	.....3
Total	.....25

Electives in Specialized Area of Practice*

Choose two from the following	.....6
W SWG 607 Social Work Perspective in Alcohol and Drug Addiction (3)	
W SWG 615 Effective Intervention with Children and Adolescents (3)	
W SWG 625 Violence Across the Life Cycle (3)	
W SWG 626 Crisis Intervention and Short-Term Treatment (3)	
W SWG 651 Theories of Aging (3)	
W SWG 652 Human Services for At-Risk Youth (3)	
W SWG 653 Theory and Practice of Family Therapy (3)	
W SWG 655 Issues in Prevention (3)	
Other approved course (3)

Program total60
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Advanced standing total34
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* These courses should be selected in consultation with a faculty advisor. Students select two courses based on field placement, intended area of practice, final project, and specific diversity emphasis.

RESEARCH ACTIVITY

Faculty in the Department of Social Work have a wide diversity of teaching experience and research interests. The focus of the curriculum includes human behavior and the social environment, and ethnic and cultural variables as they impact practice. Faculty and students are engaged in research in the areas of behavioral health care, differential assessment, child sexual abuse, poverty and gender, ethical dilemmas in practice, aging and long-term care, and ethnic diversity and older adults. For more information, access the department’s Web site at www.west.asu.edu/chs/msw.

COLLEGE OF HUMAN SERVICES

SOCIAL WORK (GRADUATE) (SWG)

For more SWG courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SWG 503 Development of Families in Oppressive Context. (3) *fall*

Addresses the development of healthy families and children. Explores essential tasks of human development and theories that inform practice. Prerequisite: admission to MSW program or instructor approval.

W SWG 504 Theories of Human Behavior. (3)

spring

Addresses development of healthy adults and human behavior in groups, organizations, and communities. Prerequisite: SWG 503.

W SWG 512 Values and Ethics of Social Work Practice I. (3)

fall

Develops a basic understanding of diverse ethical systems and their application to a broad range of human problems in various social and cultural contexts. Prerequisite: admission to MSW program or instructor approval.

W SWG 513 Advanced Social Work Generalist Practice II. (3)

spring

Building on SWG 512, assists students in continuing to develop and apply a generalist framework of social work practice. Examines theories of practice. Prerequisite: SWG 512 or instructor approval.

W SWG 520 Research and Advocacy. (3)

spring

Develops knowledge and skills needed to utilize and engage in social research related to advocacy issues and the evaluation of social work practice. Prerequisites: undergraduate statistics course; admission to MSW program (or instructor approval).

W SWG 532 Policy and Social Change. (3)

fall

Overview of the history, development, pertinent concepts, skills, and definitions associated with social welfare problems and policies. Prerequisite: admission to MSW program or instructor approval.

W SWG 534 Diversity and Underserved Populations. (3)

fall

Examines issues of privilege and oppression, including their impact on the social work process, with the goal of developing a culturally competent master's level social worker. Prerequisite: admission to MSW program or instructor approval.

W SWG 540 The Professional Experience I. (3)

fall

150 clock hours of supervised social work practice. Provides opportunities to apply classroom learning in the field setting. "Y/E" grade only. Fee. Prerequisite: admission to MSW program or instructor approval. Corequisite: SWG 512.

W SWG 543 The Professional Experience II. (5)

spring

250 hours of supervised social work practice. Provides opportunities to apply classroom learning in the field setting. "Y/E" grade only. Fee. Prerequisite: SWG 512. Corequisite: SWG 513.

W SWG 598 Special Topics. (1-4)

fall and spring

Topics in social work related to in-depth theory and practice in a specific social work area, including child welfare, gerontology, domestic violence, mental health, disability, culturally-sensitive practice, family intervention, advocacy, crime and delinquency, school-based practice, and others. Prerequisite: admission to MSW program or instructor approval

W SWG 600 Foundation for Advanced Practice. (3)

summer

Prepares student for advanced generalist study and practice through an exploration of social work research and theory. Prerequisites: admission into advanced standing; undergraduate statistics course.

W SWG 610 Advanced Social Work Practice III. (3)

fall

Assists in advanced theoretical understanding and practice with families, groups, and communities. Prerequisite: completion of foundation courses or advanced standing or instructor approval. Corequisites: SWG 645, 693.

W SWG 612 Advanced Generalist Social Work Practice IV. (3)

spring

Integration of a multilevel approach to practice with critical choice theories and interventions. Focus on groups, organizations, and communities and their impact on social work practice. Prerequisite: SWG 610. Corequisites: SWG 646, 693.

W SWG 626 Crisis Intervention and Short-Term Treatment. (3)

once a year

Comprehensive analysis of crisis- and solution-focused brief intervention strategies and approaches used in advanced social work practice. Prerequisite: SWG 610 or instructor approval.

W SWG 631 Advanced Policy Analysis. (3)

fall

Supports advanced generalist practice with emphasis on policy analysis and philosophy and politics of resource allocation and social welfare. Prerequisite: completion of foundation courses or advanced standing or instructor approval.

W SWG 645 The Professional Experience III. (5)

fall and summer

250 hours of supervised social work practice. Provides opportunities to apply classroom learning in the field setting. "Y/E" grade only. Fee. Prerequisites: SWG 543; completion of foundation courses or advanced standing or instructor approval. Corequisites: SWG 610, 693.

W SWG 646 The Professional Experience IV. (5)

fall and spring

250 hours of supervised social work practice. Provides opportunities to apply classroom learning in the field setting. "Y/E" grade only. Fee. Prerequisites: SWG 645; completion of foundation courses or advanced standing or instructor approval;. Corequisites: SWG 612, 693.

W SWG 653 Theory and Practice of Family Therapy. (3)

selected semesters

Provides advanced theoretical knowledge and family treatment models for the practice of social work with families. Prerequisite: completion of foundation courses or advanced standing or instructor approval.

W SWG 693 Applied Project. (1-3)

fall and spring

Preparation of a supervised professional project. Corequisites: SWG 645 or 646.

W SWG 697 Special Topics in Working with Diverse Groups. (3)

fall, spring, summer

Provides practice strategies for clients of specific marginalized groups; addresses access to resources; describes the larger political context and policy issues that impact the particular group. Prerequisite: completion of foundation courses or advanced standing or instructor approval.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

School of Global Management and Leadership

www.west.asu.edu/som

Leanne Atwater, PhD, Interim Dean

PURPOSE

The ASU School of Global Management and Leadership provides a technology-rich learning environment with outstanding research-intensive faculty devoted to delivering a state-of-the-art curriculum. The school focuses on preparing leaders who understand what it means to work successfully in a global environment, in Arizona or elsewhere in the world. The school's name emphasizes its leadership and global themes, which are embedded within the curriculum.

ORGANIZATION

The school houses the following academic units:

Department of Accounting and Information Systems
Management
Department of Economics, Finance, and Marketing
Department of Management

GRADUATE PROGRAMS

The school offers the Master of Business Administration.

SPECIAL ACADEMIC PROGRAMS

Postbaccalaureate Certificate in Accountancy
Postbaccalaureate Certificate in Professional
Accountancy

Business Administration

Master's Program

www.west.asu.edu/som/mba

602/543-6201

FAB N150

Mohan Gopalakrishnan, PhD, Director

Professors: Anders, Bellizzi, Van Fleet, Waldman

Associate Professors: Anderson, Balthazard, Brett, Carey, Davidson, Duncan, Gopalakrishnan, Lowe, Mizzi, Prosch, Sen, Swenson

Assistant Professors: Bristol, McCabe, Mesquita, Mohan

Lecturers: Goldman, Macfie, Thording

Nature of the Program. The Master of Business Administration (MBA) degree is designed for those who seek a broad, integrated program with an opportunity to prepare for leadership roles in business in the new century.

An emphasis is placed upon the following skills:

1. analytical: conceptualization, critical thinking, decision making, and problem solving;
2. managerial: change; communication; creativity; interpersonal, political, and professional behavior; and leadership; and
3. technical: accounting, economics, finance, information technology, quantitative analysis, and research.

The MBA program is professionally accredited by the AACSB International—The Association to Advance Collegiate Schools of Business, the nation's leading accreditation agency for business schools. Rigorous entrance standards assure that all students are academically and professionally prepared for the demanding intellectual experience and the pace of each program. Faculty members are PhD-qualified as well as nationally and internationally recognized for their teaching, research, and business credentials.

The MBA program is designed for individuals who seek to expand their career opportunities and to move into leadership roles in organizations. The program has an innovative management training component called Leadership in Residency. This hands-on component includes projects with community-based partnerships, global awareness activities, 360 degree feedback assessment, and other skill development activities.

Offered on-campus at night, the program is flexible to accommodate the needs of working professionals and can be completed on a part-time basis in three years or on a full-time basis in two years. Students have the opportunity to interact with a wide variety of other students to hone their skills in coping with change. Students whose jobs and/or personal situations make it difficult to commit to a program that requires attendance every term find this program option particularly appealing.

Career Outlook. Graduates of the MBA program are finding steady demand for their skills in a rapidly changing economy. The MBA degree gives individuals an edge in the competitive global business environment. Graduates are working in leadership positions in many large multinational corporations, local companies, and leading nonprofit organizations.

Admission. Students with strong academic backgrounds, good GMAT scores, and demonstrated leadership potential are model candidates for the MBA program. Admission to the graduate program in business is open to

1. holders of baccalaureate, or higher, degrees from institutions accredited by a Council on Postsecondary Accreditation institutional accrediting agency; and

SCHOOL OF GLOBAL MANAGEMENT AND LEADERSHIP

2. those who show high promise of success as demonstrated by previous schooling, experience, and testing.

Application. A transcript of all undergraduate and graduate work and, where applicable, TOEFL scores must be received by the Office of Graduate Studies before an application can be considered. Letters of recommendation, a résumé, GMAT scores, and a personal statement must be sent to the MBA Program Office.

The application, application fee, and transcripts should be sent to

GRADUATE STUDIES
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

The priority application deadlines are April 15 for the summer session, June 15 for the fall semester, and November 1 for the spring semester. International students should apply by May 1 for fall semester and October 1 for spring semester.

All other information for admission processing should be sent to:

MBA PROGRAM OFFICE (FAB N150)
SCHOOL OF GLOBAL MANAGEMENT AND
LEADERSHIP
ARIZONA STATE UNIVERSITY
PO BOX 37100
PHOENIX AZ 85069-7100

GPA and GMAT. Admission is partly based on GPA and Graduate Management Admission Test scores. The GMAT must be completed within five years of the date that the application is reviewed. To obtain an application for the test, call 609/771-7330, access the Web site at www.mba.com, or write

GRADUATE MANAGEMENT ADMISSION TEST
EDUCATIONAL TESTING SERVICE
PO BOX 6103
PRINCETON NJ 08541-6103

International Students. Students whose native language is not English and who have not completed a degree in a country whose native language is English are required to submit Test of English as a Foreign Language scores before admission. For more information, call 609/771-7330, or write

EDUCATIONAL TESTING SERVICE
BOX CN6108
PRINCETON NJ 08541-6108

Admission Process. Each application for admission is reviewed, and the GPA, GMAT score, managerial experience, other work experience, letters of recommendation, personal statement, and application itself are weighed in the decision to admit a student. All applicants are notified of their status as soon as possible after the deadline.

Program Requirements

Prerequisites. Although there are no prerequisites to the MBA program, students are expected to have strong mathematical skills, computer literacy, and good communication skills. “Strong mathematical skills” implies knowledge of

basic calculus and statistics. “Computer literacy” implies working knowledge of spreadsheet programs, word processing, e-mail, the Internet, and simple Windows commands. Most of the computer work in the MBA program utilizes personal computers. “Good communication skills” implies the ability to write clearly and to prepare and deliver professional presentations. Students who are uncertain about the sufficiency of their knowledge level in any of these areas should meet with an MBA staff member.

Comprehensive Examinations. All students must successfully complete the comprehensive requirement established by Graduate Studies for the MBA degree. The comprehensive exam is integrated with MGT 593 Applied Project. Students completing this course with a grade of “B” (3.00) or higher satisfy the comprehensive exam requirement.

Course Requirements. The MBA program of study includes courses designed to provide a foundation in business knowledge and skills. Many of these courses are prerequisites for classes to be taken in subsequent semesters.

Courses that build upon the business core outlined below are designed to focus on the further development of communication, decision-making, and problem-solving skills required of effective business leaders.

The courses that compose the MBA program are as follows:

W ACC 502	Corporate Financial Reporting.....	3
W ACC 503	Managerial Accounting and Cost Control	3
W CIS 502	Information Systems Concepts in Practice	3
W ECN 502	Business Economics	3
W FIN 502	Financial Decision Analysis.....	3
W LES 579	Legal and Ethical Studies	3
W MGT 502	Managing People and Organizations	3
W MGT 589	Global Strategic Management	3
W MGT 593	Applied Project	3
W MKT 502	Strategic Marketing.....	3
W MKT 593	Applied Project	3
W OPM 502	Management of Operations Technology.....	3
W QBA 502	Managerial Decision Making.....	3
	Focused courses.....	9
	Total.....	48

Waiver/Transfer Policy. Selected core courses (numbered 502) may be waived on the basis of a transcript evaluation if the student has completed an undergraduate major or minor (at least 18 semester hours) in the functional area within the last five years with a grade of “B” (3.00) or higher at an AACSB International–accredited institution. Students then take advanced courses in the subject area to maintain the total of 48 semester hours. In addition, nine hours of graduate credit may be transferred from another AACSB International–accredited program. Every student must complete a minimum of 48 semester hours, 39 of which must be completed in the School of Global Management and Leadership.

RESEARCH ACTIVITY

Given the wide array of disciplines housed in the School of Global Management and Leadership, faculty members investigate issues and challenges surrounding finance, accounting, marketing, information systems, and leadership and management in organizations. Examples include consumer behavior in budget allocation decisions, pricing financial instruments, the impact of directors’ equity owner-

ship on corporate governance, teenage consumer behavior patterns, the nature of effective CEO leadership, inter-firm collaboration and its effects on costs, the effects of multi-source feedback, supply chain management, and the economic impact of casino gambling. Faculty members have published works in a wide array of specialized areas, including risk management, information security, internal controls, cost measurement and allocation, auditing, and tax compliance and policy. All contribute to the management field and the advancement of business theory and practice.

Accountancy

Certificate Programs

www.west.asu.edu/som/Programs/accountancy/acc.htm

602/543-6275

FAB S190

For information on the Postbaccalaureate Certificate in Accountancy and the Postbaccalaureate Certificate in Professional Accountancy, access the Web site at www.west.asu.edu/som/Programs/accountancy/acc.htm, or see the *West Campus Catalog*.

ACCOUNTANCY (ACC)

For more ACC courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W ACC 502 Corporate Financial Reporting. (3)

fall, spring, selected summers

Contemporary financial accounting and reporting systems with emphasis on the interpretation and evaluation of a company's external financial reports.

W ACC 503 Managerial Accounting and Cost Control. (3)

fall, spring, selected summers

Managerial accounting concepts and procedures for internal reporting applied to the decision-making activities of the professional managers. Prerequisite: ACC 502.

W ACC 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

BUSINESS (BUS)

For more BUS courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W BUS 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

COMPUTER INFORMATION SYSTEMS (CIS)

For more CIS courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W CIS 502 Information Systems Concepts in Practice. (3)

fall, spring, selected summers

Organizational, strategic, and technical issues of the management of information. Evaluation, design, and use information systems as competitive advantage.

W CIS 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

ECONOMICS (ECN)

For more ECN courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W ECN 502 Business Economics. (3)

fall, spring, selected summers

Impact of the economic environment on business. Tools and techniques of economic analysis used in marketing, finance, and strategy. Prerequisite: QBA 502 recommended.

W ECN 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

FINANCE (FIN)

For more FIN courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W FIN 502 Financial Decision Analysis. (3)

fall, spring, selected summers

Develops analytical techniques and financial theories used to make optimal decisions in a corporate setting. Prerequisites: ACC 502; ECN 502; QBA 502.

W FIN 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

LEGAL AND ETHICAL STUDIES (LES)

For more LES courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W LES 579 Legal and Ethical Studies. (3)

fall, spring, selected summers

Managerial decision making within the bounds of ethics, social responsibility, and legal and regulatory constraints. Strong international focus. Prerequisites: ECN 502; MGT 502; MKT 502; QBA 502.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

MANAGEMENT (MGT)

For more MGT courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W MGT 502 Managing People and Organizations. (3)

fall, spring, selected summers

Understanding human side of organizations through management theories and applications. Develops knowledge and skills for successful management of self and others.

SCHOOL OF GLOBAL MANAGEMENT AND LEADERSHIP

W MGT 589 Global Strategic Management. (3)

fall, spring, selected summers

Interaction among the strategic forces within a corporation with the competitive forces in the global environment from the perspective of the CEO. Prerequisites: ACC 503; FIN 502; LES 579; MGT 502; MKT 502; completion of at least 30 hours of program of study credits. Corequisite: MGT 593.

W MGT 591 Seminar. (3)

selected semesters

W MGT 593 Applied Project. (3)

selected semesters

Corequisite: MGT 589.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

MARKETING (MKT)

For more MKT courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W MKT 502 Strategic Marketing. (3)

fall, spring, selected summers

Marketing concepts and philosophy and their importance to strategic decision making, general management, and organizational success; market and environmental analyses. Corequisite: MKT 593.

W MKT 591 Seminar. (3)

selected semesters

W MKT 593 Applied Project. (3)

selected semesters

Corequisite: MKT 502.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

OPERATIONS AND PRODUCTION MANAGEMENT (OPM)

OPM 502 Management of Operations Technology. (3)

fall, spring, selected summers

Design, control, and improvement of operations technology. Concepts and modeling tools required for strategic decisions in manufacturing and service operations. Prerequisites: QBA 502.

OPM 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.

QUANTITATIVE BUSINESS ANALYSIS (QBA)

For more QBA courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W QBA 502 Managerial Decision Making. (3)

fall, spring, selected summers

Fundamentals of qualitative and quantitative analysis to aid management decision making in a competitive and uncertain environment. Prerequisites: MAT 210 (or its equivalent); general computer proficiency in Microsoft Excel.

W QBA 591 Seminar. (3)

selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "[Omnibus Courses](#)," page 56.



View of the West campus from Fletcher Library

Arthur Holeman photo

College of Teacher Education and Leadership

www.west.asu.edu/coe

Joseph M. Ryan, PhD, Interim Dean

PURPOSE

The college prepares tomorrow's educators to teach in ever-changing settings through commitment to high standards of innovative teaching, broad-based scholarship, and quality service to the university and the community.

The College of Teacher Education and Leadership balances academic concepts with current research and practices, accompanied by prompt exposure to the classroom environment. This integration of theory with practical experience strengthens future teachers' abilities to refine their instruction skills continually.

Programs in the College of Teacher Education and Leadership offer flexible scheduling, and small classes. The college prepares students to be leaders in the field of education.

ORGANIZATION

Department of Elementary Education
Department of Graduate Studies and Professional Development
Department of Secondary Education
Department of Special Education

GRADUATE PROGRAMS

The college offers the Master of Education (MEd) degree in four areas:

Educational Administration and Supervision
Elementary Education
Secondary Education
Special Education

SPECIAL ACADEMIC PROGRAMS

Postbaccalaureate Teacher Certification in Elementary Education
Postbaccalaureate Teacher Certification in Secondary Education
Postbaccalaureate Teacher Certification in Special Education

Education

Master's Program

www.west.asu.edu/coe/graduate/index.htm

602/543-3634

FAB S220

Stephen B. Lawton, PhD, Chair, Department of Graduate Studies and Professional Development

Professors: Cardelle-Elawar, Haladyna, Lawton, Malian, Moore, Ryan, Wetzel

Associate Professors: Buss, Christie, De La Cruz, Glass, Haas, Hess, Kelley, Painter, Perry, Rillero, Zambo

Assistant Professors: Beckett, Brown, Hansen, Onofrey, Reese, Renne, Ruff, Wilhelm

Lecturer: Gable

Nature of the Programs. The College of Teacher Education and Leadership offers the MEd degree in four program areas: Educational Administration and Supervision, Elementary Education, Secondary Education, and Special Education. In addition to master's degree course work, the Educational Administration and Supervision program also offers courses which meet the state certification requirements for supervision, principalship, and superintendency.

The faculty of the college also offer course work that meets the personal and professional development needs of west Valley teachers. For specific information about the four graduate programs in Education, visit FAB S220, or call 602/543-3634.

Admission Requirements. Individuals pursuing any of the MEd programs must apply to Graduate Studies at West campus and to the specific program area to which they seek admission. Admission to a degree program is based on undergraduate and/or graduate GPAs. Also considered are letters of recommendation, personal statements, work and academic experiences, and the availability of faculty to supervise academic areas of interest. Applicants to the elementary or secondary programs must hold valid Arizona teaching certificates for those grade levels. Admission to graduate programs is selective. Meeting minimum requirements does not ensure admittance to the program.



West campus with the University Center Building and Faculty and Administration Building in the foreground

Mark Boisclair photo

Graduation/Exit Requirements. Candidates for the MEd degree are required to complete a comprehensive exam unless their program requires an applied project or its equivalent.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

Program Requirements

Core Requirements

W COE 501 Introduction to Research and Evaluation in Education	3
W COE 504 Learning and Instruction	3
W COE 505 American Education System	3
Total	9

Required Elementary Education Courses

EED 511 Principles of Curriculum Development.....	3
or ECD 555 Modern Practices in Childhood Education (3)	
Electives*	21
Total	24

Program total 33

* These courses must be selected in consultation with an advisor.

Elementary Education Concentrations. Elementary Education majors have the option of crafting 21 hours of electives or completing a concentration in bilingual education, English as a second language education, educational technology, or reading.

Concentration in Bilingual Education

Required Courses

W BLE 511 Introduction to Language Minority Education	3
W BLE 515 Instructional Methods for Bilingual Students	3
W BLE 520 ESL for Children	3
W BLE 522 Literacy/Biliteracy Development	3
W BLE 541 Nature of Bilingualism/Second Language Acquisition	3
W BLE 561 Parent Involvement in Language Minority Education Programs	3
W BLE 580 Practicum*	3
or BLE elective (3)	
Total	21

* This course is not required of teachers with two years of verifiable ESL teaching experience.

Concentration in ESL Education

Required Courses

W BLE 511 Introduction to Language Minority Education	3
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W BLE 520	ESL for Children	3
W BLE 522	Literacy/Biliteracy Development.....	3
W BLE 541	Nature of Bilingualism/Second Language Acquisition	3
W BLE 561	Parent Involvement in Language Minority Education Programs	3
W BLE 580	Practicum*.....	3
	or BLE elective (3)	
W BLE 598	ST: Assessment and Curriculum.....	3
Total		21

*This course is not required of teachers with two years of verifiable ESL teaching experience.

Concentration in Educational Technology

Required Courses

W EDT 530	Technology Integration Across the Curriculum	3
W EDT 575	Critical Issues in Technology	3
W EDT 593	Applied Project.....	3
W EDT	electives*.....	9
	Other electives*.....	3
Total		21

* These courses must be selected in consultation with an advisor.

Concentration in Reading

Required Courses

W RDG 505	Developmental Reading	3
W RDG 550	Practicum Experiences in Reading.....	3
W RDG 556	Assessment Procedures in Reading.....	3
W RDG	electives*	6
	Other electives*.....	6
Total		21

* These courses must be selected in consultation with an advisor.

MASTER OF EDUCATION IN SECONDARY EDUCATION

Program Requirements

Core Requirements

W COE 501	Introduction to Research and Evaluation in Education.....	3
W COE 504	Learning and Instruction	3
W COE 505	American Education System	3
Total		9

Required Secondary Education Courses

W SED 522	Secondary School Curriculum Development	3
W SED 533	Improving Instruction in Secondary Schools	3
W SED 577	Issues and Trends in Secondary Education	3
W SED	electives*	9
Total		18

Electives

Electives*	6
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Program total.....	33
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* These courses must be selected in consultation with an advisor.

In the Secondary MEd program, students may complete a concentration in educational technology by taking 18 semester hours of W EDT courses.

Concentration in Educational Technology

Required Courses

W EDT 530	Technology Integration Methods Across the Curriculum.....	3
W EDT 575	Critical Issues in Technology	3
W EDT 593	Applied Project.....	3
W EDT	electives*.....	9
Total		18

* These courses must be selected in consultation with an advisor.

MASTER OF EDUCATION IN SPECIAL EDUCATION

For the MEd in Special Education, students must complete 12 semester hours of core requirements plus a concentration in infants and young children.

Program Requirements

Core Requirements

W COE 501	Introduction to Research and Evaluation in Education.....	3
W SPE 540	Family Centered Practices	3
W SPE 541	Consultation Frameworks and Issues	3
W SPE	elective*	3
Total		12

* This course must be selected in consultation with an advisor.

Concentration in Infants and Young Children

Required Courses

Choose 15 to 21 hours from the courses below*			15–21
W ECD 542	Systems, Policies and Program Practices for Infants and Young Children (3) or W SPE 542 Systems, Policies and Program Practices for Infants and Young Children (3)		
W ECD 543	Issues in the Development of Infants and Young Children (3) or W SPE 543 Issues in the Development of Infants and Young Children (3)		
W ECD 544	Assessment and Evaluation of Infants and Young Children (3) or W SPE 544 Assessment and Evaluation of Infants and Young Children (3)		
W ECD 545	Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3) or W SPE 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children (3)		
W ECD 546	Communication, Language, and Early Literacy (3) or W SPE 546 Communication, Language, and Early Literacy (3)		
W ECD 547	Supporting Motor Development (3) or W SPE 547 Supporting Motor Development (3)		
W ECD 580	Practicum (3) or W SPE 580 Practicum (3)		

Electives: select courses from the following area(s)*.....0–6
 Bilingual/ESL education
 Counselor education
 Early childhood education
 Educational administration and supervision
 Educational psychology
 Educational technology

COLLEGE OF TEACHER EDUCATION AND LEADERSHIP

Ethnic studies
 Music education
 Reading and language arts
 Social and behavioral sciences
 Social work

Total.....	21–27
Program total.....	33–40

* Courses selected vary depending upon previous academic background and career goals.

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Program Requirements

Core Requirements

W COE 501 Introduction to Research and Evaluation in Education	3
W COE 504 Learning and Instruction.....	3
W COE 505 American Education System.....	3
Total	9

Educational Administration Requirements

W EDA 501 Competency/Performance in Educational Administration	3
W EDA 511 School Law	3
W EDA 526 Instructional Supervision	3
W EDA 548 Community Relations in Education.....	3
W EDA 571 School Business Management	3
W EDA 573 School Personnel Administration.....	3
W EDA 576 The School Principalship	3
W EDA 634 Instructional Leadership	3
Total.....	24

Internship

Choose one of the following	3
W EDA 584 Supervision Internship (3)	
W EDA 684 Principal Internship (3)	
W EDA 784 Superintendent Internship (3)	
Program total.....	36

Internship. To be eligible to participate in the internship program, students must have completed 12 semester hours of EDA course work and obtain a certified K–12 administrator’s agreement to supervise the internship.

Teacher Certification

Postbaccalaureate Programs

www.west.asu.edu/coe

602/543-6367

FAB S210B

For information on postbaccalaureate programs leading to initial teaching certification, access the Web at www.west.asu.edu/coe, or see the *West Campus Catalog*.

BILINGUAL EDUCATION (BLE)

For more BLE courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W BLE 511 Introduction to Language Minority Education. (3) *selected semesters*

Historical, philosophical, theoretical, and pedagogical foundations of language minority education in the United States.

W BLE 515 Instructional Methods for Bilingual Students. (3) *selected semesters*

Introduces general dual language teaching approaches. Focuses on the effective teaching of limited English proficient populations. Prerequisite: BLE 511.

W BLE 520 ESL for Children. (3) *selected semesters*

Examines approaches to second language development for children congruent with recent research in second-language acquisition in children. Prerequisite: BLE 511.

W BLE 522 Literacy/Biliteracy Development. (3) *selected semesters*

Examines approaches to first- and second-language reading and writing for bilingual/second language learners from a whole language perspective (Spanish-English emphasis). Prerequisite: BLE 511.

W BLE 535 Sociolinguistic Issues in Bilingual Education. (3) *selected semesters*

Survey of major theoretical issues (e.g., language situations, communicative competence, language attitudes) interrelating language, social processes, and bilingual education. Prerequisite: BLE 511.

W BLE 541 Nature of Bilingualism/Second-Language Acquisition. (3) *selected semesters*

Bilingual and second-language acquisition, with emphasis on children and adolescents. Stresses cognitive, social, and cultural aspects. Prerequisite: BLE 511.

W BLE 561 Parent Involvement in Language Minority Education Programs. (3) *selected semesters*

Examines issues, approaches, and strategies for improving parental and community involvement in the schooling of language minority children and youth. Prerequisite: BLE 511.

W BLE 578 Student Teaching in Diverse Language Classrooms. (9) *fall and spring*

Student teaching in diverse language classrooms for postbaccalaureate students; focuses on use of English language learning and bilingual strategies; integration of all previous course work. Fee. Prerequisites: W BLE 413, 414; W EED 411, 412, 496. Corequisite: W BLE 479.

W BLE 580 Practicum. (3) *selected semesters*

Provides for practical application in school settings of principles of bilingual education or English as a second language. Prerequisite: instructor approval.

W BLE 598 Special Topics. (1-4) *selected semesters*

Topics may include the following:

- Assessment and Curriculum

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

COLLEGE OF EDUCATION CORE (COE)

For more COE courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W COE 501 Introduction to Research and Evaluation in Education. (3) *fall, spring, summer*

Overview of educational inquiry from controlled, quantitative to qualitative, naturalistic. Emphasis on locating and critically interpreting published research.

W COE 504 Learning and Instruction. (3)*fall, spring, summer*

Introduces psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as EDP 504. Credit is allowed for only COE 504 or EDP 504.

W COE 505 American Education System. (3)*fall, spring, summer*

Political, social, historical, and philosophical analyses of American education at all levels. Examines primary sources, legal findings, and case studies.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

EARLY CHILDHOOD EDUCATION (ECD)

For more ECD courses, see ["Course Prefix Index,"](#) or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W ECD 542 Systems, Policies, and Program Practices for Infants and Young Children. (3)*spring in even years*

Analyzes historical, political, social, and legal factors affecting services for infants and young children. Examines critical issues. Cross-listed as W SPE 542. Credit is allowed for only W ECD 542 or W SPE 542. Prerequisites: W COE 315; W SPE 222 (or their equivalents).

W ECD 543 Issues in the Development of Infants and Young Children. (3)*spring in even years*

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as W SPE 543. Credit is allowed for only W ECD 543 or W SPE 543. Prerequisites: W COE 315; W SPE 222 (or their equivalents).

W ECD 544 Assessment and Evaluation of Infants and Young Children. (3)*fall in even years*

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as W SPE 544. Credit is allowed for only W ECD 544 or W SPE 544. Prerequisites: COE 315; SPE 222 (or their equivalents).

W ECD 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children. (3)*fall in even years*

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasizes cognitive development, social competence. Cross-listed as W SPE 545. Credit is allowed for only W ECD 545 or W SPE 545. Prerequisites: COE 315; SPE 222 (or their equivalents).

W ECD 546 Communication, Language, and Early Literacy. (3)*spring in odd years*

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as W SPE 546. Credit is allowed for only W ECD 546 or W SPE 546. Prerequisites: COE 315; SPE 222 (or their equivalents).

W ECD 547 Supporting Motor Development. (3)*spring in odd years*

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as W SPE 547. Credit is allowed for only W ECD 547 or W SPE 547. Prerequisites: COE 315; SPE 222 (or their equivalents).

W ECD 555 Modern Practices in Early Childhood Education. (3)*spring*

Trends and practices, instructional and resource materials, and methods and techniques in early childhood education.

W ECD 580 Practicum. (1–12)*selected semesters*

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see ["Omnibus Courses," page 56.](#)

EDUCATIONAL ADMINISTRATION AND SUPERVISION (EDA)

For more EDA courses, see ["Course Prefix Index,"](#) or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EDA 501 Competency/Performance in Educational Administration. (3)*fall*

Nature of educational administration and the concept of competency as it applies to educational administration.

W EDA 511 School Law. (3)*fall*

Interpreting state and federal law for application in school setting. Includes statutory authority for administrators, liability, and student constitutional rights.

W EDA 521 Evaluation of Teaching Performance. (3)*selected semesters*

In-depth analysis of legal basis of teacher appraisal, teacher competency, measurement of teacher performance, and application of performance appraisal systems.

W EDA 524 Theory and Application of Educational Administration. (3)*selected semesters*

History and development of public school administration in the United States; current organizational patterns for public education at local, intermediate, state, and national levels; current theoretical positions in educational administration.

W EDA 526 Instructional Supervision. (3)*fall*

Administering curriculum improvement, in-service education, evaluating, and improving teaching competence; administrative instructional responsibilities.

W EDA 544 Public School Finance. (3)*selected semesters*

Measures of ability, efforts, and educational need; capital outlay funding; tax revenues; federal, state, and local financing alternatives; major issues and trends in the financing of public education.

W EDA 548 Community Relations in Education. (3)*spring*

Administrative factors of primary importance in developing community involvement in public schools. Emphasizes theory and skill of school system and individual communication.

W EDA 555 Educational Facility Planning. (3)*selected semesters*

School building needs, educational planning for facilities, responsibilities of architects, duties of contractors, and equipping and furnishing of school buildings.

W EDA 571 School Business Management. (3)*spring*

Purchasing, budgeting, accounting, payroll management, auditing, financial reporting, insurance, and administration of nonteaching personnel and services.

W EDA 573 School Personnel Administration. (3)*fall*

Organization for personnel services; development of policy to govern selection, orientation, placement, remuneration, transfers, separations, and development of morale among instructional and noninstructional personnel.

W EDA 576 Critical Issues in Educational Leadership. (3)*spring*

Explores current critical issues in school leadership, including student support and relationships with governmental agencies and the community. Field assignments.

W EDA 584 Internship. (1–12)*selected semesters*

Topics may include the following:

- Supervision Internship

COLLEGE OF TEACHER EDUCATION AND LEADERSHIP

W EDA 634 Instructional Leadership. (3)

spring

Theory, practice, and issues in school change and reform with a focus on leading change efforts at the school site.

W EDA 675 Politics of Education. (3)

selected semesters

Uses social science theory and research to consider the political context of educational policy making.

W EDA 679 Administration of Special Programs in Education. (3)

summer

For personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, audiovisual, library science, and others.

W EDA 684 Internship. (1–12)

selected semesters

Topics may include the following:

- Principal Internship

W EDA 784 Internship. (1–12)

selected semesters

Topics may include the following:

- Superintendent Internship

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

EDUCATIONAL PSYCHOLOGY (EDP)

For more EDP courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EDP 504 Learning and Instruction. (3)

fall, spring, summer

Introduces psychology of learning and instruction. Includes the foundations of learning theories and their application to educational practice. Cross-listed as EDP 504. Credit is allowed for only COE 504 or EDP 504.

W EDP 510 Essentials of Classroom Learning. (3)

fall and spring

Theoretical and empirical foundations of learning in the classroom milieu. Critical exposure to research and method in instructional psychology. Prerequisite: admission to postbaccalaureate programs for teacher certification. Corequisite: SED 397.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

EDUCATIONAL TECHNOLOGY (EDT)

For more EDT courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EDT 530 Technology Integration Methods Across the Curriculum. (3)

spring

Examines a constructivist approach to technology in education. Investigates technology as a catalyst for rethinking instructional goals and practices. Prerequisite: EDT 321 or instructor approval.

W EDT 545 Using the Internet in Education. (3)

summer

Explores the Internet as an educational tool for research, inquiry-based learning, and online learning communities. Incorporates constructivist theory. Hands-on lab. Prerequisite: EDT 530.

W EDT 546 Using Technologies for Presentations. (3)

summer

Students create presentations appropriate for educational settings and electronic portfolios on CD-ROMs using scanners, digital/video cameras, and multimedia software. Hands-on lab. Prerequisites: EDT 530, 545.

W EDT 547 Technology in Language Arts and Social Studies Education. (3)

fall in odd years

Examines numerous ways technology is used to enhance teaching and learning in language arts and social studies classrooms. Hands-on lab. Prerequisite: EDT 530.

W EDT 548 Technology in Mathematics and Science Education. (3)

fall in even years

Examines numerous ways technology is used to enhance teaching and learning in mathematics and science classrooms. Hands-on lab. Prerequisite: EDT 530.

W EDT 549 Using the Internet and Case Studies to Solve Educational Problems. (3)

selected semesters

Provides a model of the use of distance education technologies.

W EDT 555 Advanced Web Site Design and Development. (3)

fall

Prepares technology leaders to design and create interactive school and district Web sites. Prerequisites: EDT 530, 545, 546.

W EDT 556 Managing School Information Systems. (3)

spring

Based on constructivist theory, examines the techniques and strategies of networking information systems within educational settings. Prerequisites: EDT 530; plus two other EDT courses.

W EDT 575 Critical Issues in Technology. (3)

fall

Exploration and critical analysis of theoretical issues related to using technology in education. Literature reviews for EDT 593. Prerequisites: EDT 530; plus three other EDT courses.

W EDT 593 Applied Project. (3)

spring

Preparation of a supervised applied project that synthesizes students' EDT master's experience. Students create a final electronic portfolio. Prerequisites: EDT 530, 575; plus three other EDT courses.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

ELEMENTARY EDUCATION (EED)

For more EED courses, see “Course Prefix Index,” or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W EED 511 Principles of Curriculum Development. (3)

fall and summer

Contemporary curriculum theories. Curriculum as an interrelated entity. Principles of conceiving and effecting change.

W EED 564 Middle-School Curriculum and Organization. (3)

fall and summer

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as W SED 564. Credit is allowed for only W EED 564 or W SED 564.

W EED 578 Student Teaching in the Elementary School (9)

fall and spring

Supervised student teaching in elementary school classrooms for postbaccalaureate students; integration of all previous course work. Fee. Prerequisites: EED 411, 412, 496; RDG 413. Corequisite: preferably EED 479 or ECD 479.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see “Omnibus Courses,” page 56.

READING EDUCATION (RDG)

For more RDG courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W RDG 505 Developmental Reading. (3)

fall

For classroom and special reading teachers. Specific professional skills in decoding, comprehension, and evaluation. Required for Special Reading Endorsement. Prerequisite: teaching certificate.

W RDG 507 Content Area Reading. (3)

fall and spring

Theory, teaching strategies, and practical application concerning learning from text across subject matter disciplines. Prerequisite: admission to postbaccalaureate programs for teacher certification.

W RDG 550 Practicum Experiences in Reading. (3)

fall

Experience utilizing reading diagnostic and instructional techniques for classroom and clinic settings. Lab sections. Recommended for State of Arizona reading endorsement. Prerequisite: RDG 505 or equivalent.

W RDG 556 Assessment Procedures in Reading. (3)

spring

Techniques for classroom and clinical reading assessment and instruction. Emphasizes continuous assessment. Recommended for State of Arizona reading endorsement. Prerequisite: RDG 505.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

SECONDARY EDUCATION (SED)

For more SED courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SED 501 Introduction to Effective Instruction. (3)

fall and spring

Introductory course for postbaccalaureate certification program in secondary education. Emphasis upon developing basic classroom management, instruction, and evaluation. Includes a field assignment of at least 120 hours. Prerequisite: admission to postbaccalaureate programs for teacher certification. Corequisite: COE 396.

W SED 522 Secondary School Curriculum Development. (3)

fall and summer

Social processes, issues, principles, patterns, and procedures in curriculum development.

W SED 533 Improving Instruction in Secondary Schools. (3)

spring

Analyzes procedures, methods, techniques, and experiments in teaching in secondary schools. Prerequisites: SED 478, 578.

W SED 564 Middle-School Curriculum and Organization. (3)

fall and summer

Educational implications of the characteristics of a diverse adolescent population on middle-level organization and components, curriculum, instructional strategies, assessment. Cross-listed as W EED 564. Credit is allowed for only W EED 564 or W SED 564.

W SED 577 Issues and Trends in Secondary Education. (3)

selected semesters

Analyzes lay and professional reports; problems and issues in American secondary education. Prerequisites: SED 478, 578.

W SED 578 Student Teaching in the Secondary School. (12)

fall and spring

Practice of teaching. Relationship of theory and practice in teaching. Postbaccalaureate students only. Fee. Prerequisites: completion of approved postbaccalaureate program; minimum 2.50 GPA; approval of Offices of Field Experiences and Academic Advising.

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

SPECIAL EDUCATION (SPE)

For more SPE courses, see "Course Prefix Index," or access www.asu.edu/aad/catalogs/courses. The campus designation—E (East), M (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

W SPE 511 The Exceptional Child. (3)

fall and spring

Educational needs of exceptional children and adults. Not recommended for students who have completed SPE 222 (or its equivalent).

W SPE 540 Family Centered Practices. (3)

fall in odd years

Issues associated with families and family systems. Effects of disabilities on families. Strategies for family support and empowerment.

W SPE 541 Consultation Frameworks and Issues. (3)

fall in odd years

Models, activities, and roles of educational consultants working with families, professionals, and support personnel across disciplines and agencies.

W SPE 542 Systems, Policies, and Program Practices for Infants and Young Children. (3)

spring in even years

Analyzes historical, political, social, and legal factors affecting services for infants and young children. Examines critical issues. Cross-listed as W ECD 542. Credit is allowed for only W ECD 542 or W SPE 542. Prerequisites: COE 315; SPE 222 (or their equivalents).

W SPE 543 Issues in the Development of Infants and Young Children. (3)

spring in even years

Factors and conditions that affect early development. Strategies for promoting attachment, self-regulation, resilience, adaptation, and coping. Cross-listed as W ECD 543. Credit is allowed for only W ECD 543 or W SPE 543. Prerequisites: SPE 222; COE 315 (or their equivalents).

W SPE 544 Assessment and Evaluation of Infants and Young Children. (3)

spring

Developmental assessment and related program planning for infants and young children. Emphasis on authentic, individualized, family-centered and culturally competent approaches. Cross-listed as W SPE 544. Credit is allowed for only W ECD 544 or W SPE 544. Prerequisites: COE 315; SPE 222 (or their equivalents).

W SPE 545 Curricula, Methods, Technology, and Adaptations for Infants and Young Children. (3)

fall in even years

Developmentally appropriate practices. Serving young children with diverse abilities in natural, inclusive settings. Emphasizes cognitive development, social competence. Cross-listed as W ECD 545. Credit is allowed for only W ECD 545 or W SPE 545. Prerequisites: COE 315; SPE 222 (or their equivalents).

W SPE 546 Communication, Language, and Early Literacy. (3)

spring in odd years

Early communication development and language acquisition. Facilitating communicative competence and early literacy for infants and young children with diverse abilities. Cross-listed as W ECD 546. Credit is allowed for only W ECD 546 or W SPE 546. Prerequisites: COE 315; SPE 222 (or their equivalents).

W SPE 547 Supporting Motor Development. (3)

spring in odd years

Early sensorimotor development. Strategies to facilitate the acquisition of motor skills and address the needs of children with motor disabilities. Cross-listed as W ECD 547. Credit is allowed for only W ECD 547 or W SPE 547. Prerequisites: COE 315; SPE 222 (or their equivalents).

W SPE 580 Practicum. (1–12)

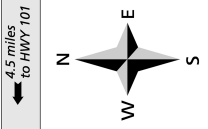
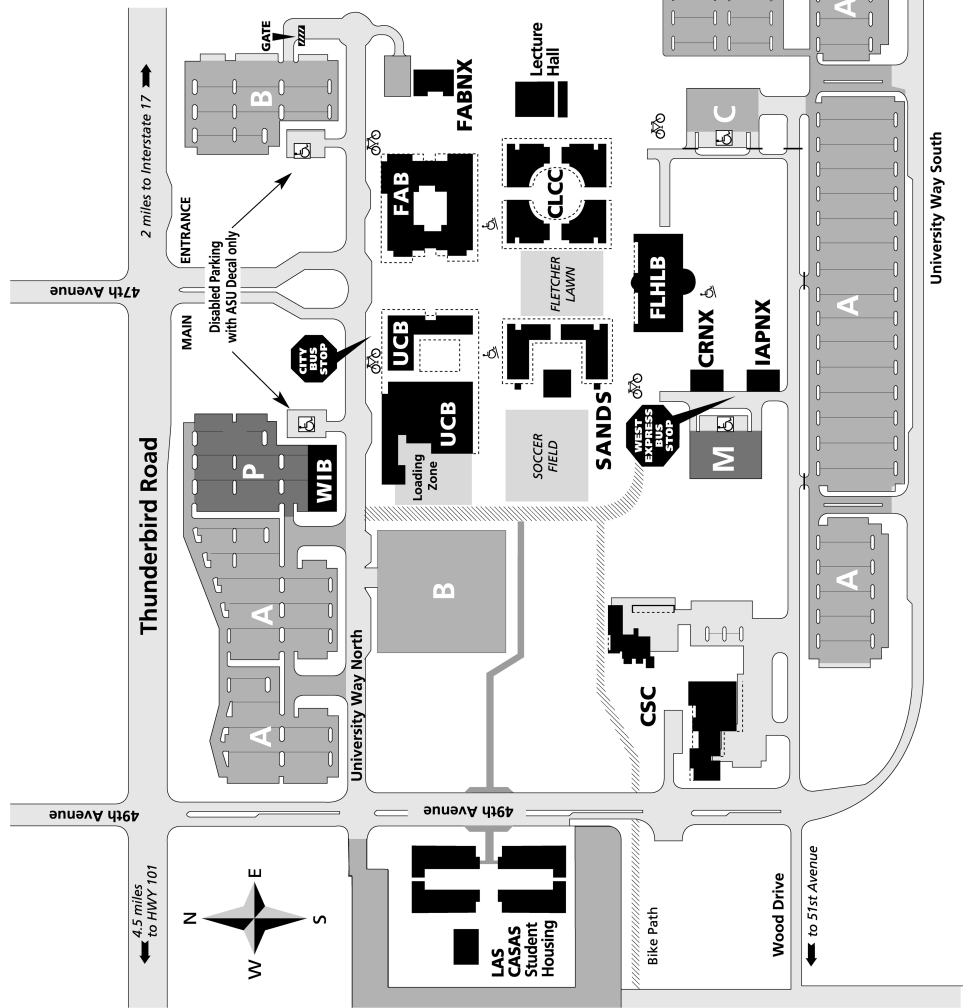
selected semesters

Omnibus Courses. For an explanation of courses offered but not specifically listed in this catalog, see "Omnibus Courses," page 56.

BUILDING LEGEND

- Welcome & Information Building (WIB)**
 Arizona State Savings & Credit Union
 Campus Information Center
 Parking Services Office
 Testing Services
- Las Casas Student Housing (UCB)**
 Admission Services
 Bank of America ATM
 Barrett Honors College
 Bookstore
 Cafeteria
 Career Services/Personal Counseling Center
 Cashier's Office
 Child Care Center
 Devil's Den game room
 Disability Resource Center
 Division of Collaborative Programs
 Financial Aid/Student Employment
 Information Desk
 La Sita A,B,C
 Multicultural Student Services
 Registration Services
 Second Stage West Theatre
 Student Affairs Administration
 Student Health Services
 Student Life
 Student Support Services Program
 University-College Center
 Veteran Student Services
 Wellness/Fitness Center
 Campus Advising Center
 Women's Studies Resource Center
- Faculty/Administration Building (FAB)**
 Academic Affairs
 Basement classrooms
 College of Human Services
 College of Teacher Education & Leadership
 Copy Center
 Information Desk
 Institutional Planning & Research
 Instructional Technology Lab
 New College of Interdisciplinary Arts & Sciences
 Office of Administrative Affairs/Planning & Budget
 Office of the Provost
 Public Affairs
 School of Global Management & Leadership
- FAB Annex (FABNX)**
 Human Resources
 Information Technology
 Lecture Hall
 Life Sciences
 Fletcher Library (FLHLB)
 Technopolis
- Learning Enhancement Center
 Interdisciplinary Arts Annex (IAPNX)
 Classroom Annex (CRNX)
 Sands Classroom Building (SANDS)**
 Kiva Lecture Hall
 Sand Trap snack bar
 Central Services Complex (CSC)
 Central Plant
 DPS/University Police
 Facilities Development & Management
 Mail Services

- Faculty/Administration Building (FAB)**
 Academic Affairs
 Basement classrooms
 College of Human Services
 College of Teacher Education & Leadership
 Copy Center
 Information Desk
 Institutional Planning & Research
 Instructional Technology Lab
 New College of Interdisciplinary Arts & Sciences
 Office of Administrative Affairs/Planning & Budget
 Office of the Provost
 Public Affairs
 School of Global Management & Leadership
- FAB Annex (FABNX)**
 Human Resources
 Information Technology
 Lecture Hall
 Life Sciences
 Fletcher Library (FLHLB)
 Technopolis
- Learning Enhancement Center
 Interdisciplinary Arts Annex (IAPNX)
 Classroom Annex (CRNX)
 Sands Classroom Building (SANDS)**
 Kiva Lecture Hall
 Sand Trap snack bar
 Central Services Complex (CSC)
 Central Plant
 DPS/University Police
 Facilities Development & Management
 Mail Services



4.5 miles to HWY 101

2 miles to Interstate 17

SYMBOLS LEGEND

- Disabled Permit Parking
- Metered Parking (25¢ per 15 minutes)
- Visitor Parking (\$1.00 per hour, to a maximum of \$5.00 24 hours)
- Accessible Ramp
- Permit Parking (Students, faculty & staff only)
- Faculty/Staff Permit Parking (7 a.m. to 5:30 p.m.; Student decal parking allowed after 5:30 p.m.)
- Faculty/Staff Permit Parking (24 hours/day)
- Bicycle Racks

Parking regulations are enforced at all times. Permits are required on campus from 7am through 10pm, Monday through Friday. Meters are enforced from 7am until 10pm.



West campus

(602) 543-5500 • www.west.asu.edu
 Street Address: 4701 West Thunderbird Road • Glendale, AZ 85306-4908
 Mailing Address: PO Box 37100, Phoenix, AZ 85069-7100

605

Joan De Arc Avenue
 (to 43rd Avenue)

West Campus Directory

For the “East Campus Directory,” see page 386. For the “Tempe Campus Directory,” see page 394. For the “School of Extended Education Directory,” see page 524.

Organization	Location	Telephone	Web Address
Academic Affairs	FAB N301	602/543-4509	westcgi.west.asu.edu/acadaffairs
Admission and Enrollment Services	UCB 120	602/543-8203	www.west.asu.edu/admissions
Arts and Sciences, New College of Interdisciplinary	FAB N201	602/543-6000	www.west.asu.edu/newcollege
Bachelor of Applied Science Program	FAB N206	602/543-4BAS	www.west.asu.edu/bas
Ethnic Studies Program	FAB N205A	602/543-6007	www.west.asu.edu/ethnic
Integrated Natural Sciences, Department of	CLCC 217	602/543-6050	www.west.asu.edu/lifesci
Integrative Studies, Department of	FAB N279	602/543-6003	www.west.asu.edu/ias
Interdisciplinary Arts and Performance, Department of	FAB N290A	602/543-6057	www.west.asu.edu/iap
Language, Cultures, and History, Department of	FAB N220	602/543-6090	www.west.asu.edu/lch
MA in Interdisciplinary Studies	FAB N230D	602/543-6241	www.west.asu.edu/mais
Social and Behavioral Sciences, Department of	FAB N250	602/543-6058	www.west.asu.edu/sbs
Women's Studies Program	FAB N291	602/543-3300	www.west.asu.edu/ws
Associated Students of the West campus	UCB 226	602/543-8186	www.west.asu.edu/asasuw
Barrett Honors College	UCB 201	602/543-3410	westcgi.west.asu.edu/honors
Bookstore, ASU	UCB 140	602/543-6800	www.west.asu.edu/adaff/auxs/bookstore
Campus Advising Center	UCB 201	602/543-WCAC	www.west.asu.edu/dcp/wcac1.htm
Career Services and Personal Counseling Center	UCB 320	602/543-8124	www.west.asu.edu/cspc
Disability Resource Center	UCB 130	602/543-8145	www.west.asu.edu/drc
TTY	—	602/543-4327	—
Financial Aid Services	UCB 120	602/543-8178	www.west.asu.edu/financialaid
Freshman Experience Office	UCB 201	602/543-4600	www.west.asu.edu/dcp
Global Management and Leadership, School of	FAB N101	602/543-6200	www.west.asu.edu/som
Accounting and Information Systems Management, Department of	FAB S190	602/543-6275	www.west.asu.edu/som/Programs/ accountancy/acc.htm
Economics, Finance, Marketing and Quantitative Business Analysis, Department of	FAB N120A	602/543-6101	www.west.asu.edu/som
Management, Department of	FAB N120D	602/543-6204	www.west.asu.edu/som
Master of Business Administration Program	FAB N150	602/543-6201	www.west.asu.edu/som/MBA
Graduate Studies	FAB S301	602/543-4567	westcgi.west.asu.edu/acadaffairs/ gradstudies
Human Services, College of	FAB S105A	602/543-6600	www.west.asu.edu/chs
Communication Studies, Department of	FAB S141C	602/543-6606	www.west.asu.edu/chs/comm
Criminal Justice and Criminology, Department of	FAB S323	602/543-6225	www.west.asu.edu/chs/macj
Gerontology Program	FAB S121	602/543-6642	www.west.asu.edu/chs/GRN
Nursing (Tempe campus program)	FAB S331	602/543-6605	nursing.asu.edu
Recreation and Tourism Management, Department of	FAB S115A	602/543-6603	www.west.asu.edu/chs/RTM
Social Work, Department of	FAB S149	602/543-4679	www.west.asu.edu/chs/msw
Information Desk	FAB Lobby	602/543-5500	www.west.asu.edu/adaff/auxs/info
Learning Enhancement Center	FLHLB LL2	602/543-6151	www.west.asu.edu/lec
Library	FLHLB	602/543-8501	library.west.asu.edu
Multicultural Student Services	UCB 220	602/543-8148	www.west.asu.edu/multicultural
Native American Student Services Programs	UCB 220	602/543-8138	www.west.asu.edu/nativeamerican
Parking Services (Permits, Appeals)	WIB 101	602/543-7275	www.west.asu.edu/adaff/auxs/parking

WEST CAMPUS DIRECTORY

Organization	Location	Telephone	Web Address
Provost, Office of the	FAB N303	602/543-7000	westcgi.west.asu.edu/acadaffairs/provost
Recruitment and Outreach	UCB 105	602/543-8550	www.west.asu.edu/recruitment
Research Consulting Center	CLCC 107	602/543-6117	www.west.asu.edu/rcc
Residency Classification	UCB 120	602/543-8203	www.west.asu.edu/admissions
Residential Life	LCR	602/543-2272	www.west.asu.edu/lascasas
Student Employment	UCB 120	602/543-8178	www.west.asu.edu/financialaid
Student Health Services	UCB 170	602/543-8019	www.west.asu.edu/studenthealth
Student Life	UCB 221	602/543-8200	www.west.asu.edu/studentlife
Student Support Services Program (TRiO)	UCB 220	602/543-8121	www.west.asu.edu/trio
Teacher Education and Leadership, College of	FAB S210A	602/543-6300	www.west.asu.edu/coe
Elementary Education, Department of	FAB S218	602/543-6315	www.west.asu.edu/coe/elem
Graduate Studies and Professional Development, Department of	FAB S220	602/543-3634	www.west.asu.edu/coe/graduate
Secondary Education, Department of	FAB S251A	602/543-6445	www.west.asu.edu/coe/sed
Special Education, Department of	FAB S252	602/543-6380	www.west.asu.edu/coe/spe
Testing Services	WIB 102	602/543-8136	www.west.asu.edu/testing
University-College Center	UCB 201	602/543-4222	www.west.asu.edu/ucc
Veteran Student Services	UCB 120	602/543-8220	www.west.asu.edu/veteran/vetinfo.htm
West campus	—	602/543-5500	www.west.asu.edu
Women's Studies Resource Center	UCB 323	602/543-3426	www.west.asu.edu/ws

West Campus Faculty and Academic Professionals

A

- Achilles, Elayne R.** (1986), Professor Emerita of Education; BMed, Temple University; MM, EdD, Arizona State University
- Ackroyd, William S.** (2000), Lecturer, Department of Social and Behavioral Sciences; BA, MA, MS, Portland State University; PhD, University of Arizona
- Aleshire, Peter** (1993), Senior Lecturer, Department of Language, Cultures, and History; BA, MA, Stanford University
- Allgood, Tammy** (2002), Assistant Librarian, Fletcher Library; BA, University of Arizona; MS, University of North Carolina
- Amobi, Olufunmilayo A.** (2001), Assistant Professor, Department of Secondary Education; BA, University of Ibadan (Nigeria); MEd, EdD, Arizona State University
- Anastasi, Jeffrey S.** (2001), Assistant Professor, Department of Social and Behavioral Sciences; BA, MA, PhD, State University of New York at Binghamton
- Andereck, Kathleen L.** (1993), Professor, Department of Recreation and Tourism Management; BS, University of Wisconsin, Stevens Point; MS, Texas A&M University; PhD, Clemson University
- Anders, Gary C.** (1989), Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; Director, Institute for International Business; BS, West Texas State University; MA, PhD, University of Notre Dame
- Anders, Kathleen K.** (2003), Lecturer, Department of Management; BA, University of Notre Dame; MBA, University of Alaska; PhD, Arizona State University
- Anderson, Laurel A.** (1989), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BSN, University of Minnesota, Twin Cities; MN, University of Washington; PhD, Arizona State University
- Anderson, Owen** (2004), Lecturer, Department of Integrative Studies; BA (History), BA (Philosophy), MA (Philosophy), MA (Religious Studies), Arizona State University
- Anokye, Akua Duku** (1999), Associate Professor, Department of Language, Cultures, and History; BA, Michigan State University; MA, Federal City College, District of Columbia; MA, PhD, City University of New York Graduate School and University Center
- Armstrong, Gaylene S.** (2000), Assistant Professor, Department of Criminal Justice and Criminology; BA, University of Manitoba (Canada); MA, PhD, University of Maryland
- Armstrong, Todd A.** (1999), Assistant Professor, Department of Criminal Justice and Criminology; BA, MA, PhD, University of Maryland, College Park
- Atwater, Leanne E.** (1993), Professor, Department of Management; Interim Dean, School of Global Management and Leadership; BA, MA, San Diego State University; PhD, Claremont Graduate School
- Ávalos, Manuel** (1990), Associate Professor, Department of Social and Behavioral Sciences; Associate Vice Provost for Research and Faculty Development; BA, MA, University of Arizona; PhD, University of New Mexico

Awender, Michael A. (2000), Professor, Department of Graduate Studies and Professional Development; Vice Provost, Academic Affairs; BA, MA, University of Windsor (Canada); MEd, University of Toronto (Canada); PhD, Claremont Graduate School

B

- Baldwin, Bruce A.** (1989), Professor Emeritus of Accounting; BA, MBA, Michigan State University; PhD, Arizona State University
- Balthazard, Pierre A.** (1999), Associate Professor, Department of Accounting and Information Systems Management; BS, McGill University (Canada); MS, PhD, University of Arizona
- Beardsley, Audrey L.** (2004), Assistant Professor, Department of Elementary Education; BA, University of Arizona; MEd, PhD, Arizona State University
- Beckett, E. Carol** (1996), Assistant Professor, Department of Elementary Education; BA, MEd, EdD, Arizona State University
- Bellizzi, Joseph A.** (1988), Professor and Chair, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, MA, PhD, University of Nebraska, Lincoln
- Berger, Roger L.** (2004), Professor, Department of Integrative Studies; Director, Undergraduate Mathematics; BA, University of Kansas; MS, PhD, Purdue University
- Bernat, Frances P.** (1993), Associate Professor, Department of Criminal Justice and Criminology; BS, MA, JD, State University of New York, Buffalo; PhD, Washington State University
- Bixby, Patrick W.** (2004), Assistant Professor, Department of Language, Cultures, and History; BA, University of California, Los Angeles; MA, California State University, Long Beach; PhD, Emory University
- Brawley, E. Allan** (1992), Professor Emeritus of Human Services; Certificate of Social Work, University of Strathclyde (United Kingdom); DSW, University of Pennsylvania
- Bredbenner, Candice D.** (1990), Associate Professor, Department of Language, Cultures, and History; Associate Dean, New College of Interdisciplinary Arts and Sciences; Director, Interdisciplinary Studies Program; BA, Russell Sage College; MA, PhD, University of Virginia
- Brett, Joan F.** (1999), Associate Professor, Department of Management; Associate Vice Provost, Graduate Studies and Academic Programs; BA, BS, Ohio State University; PhD, New York University
- Bristol, Terry** (2000), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, MS, San Diego State University; PhD, Virginia Polytechnic Institute
- Britt, Chester L. III** (1999), Associate Professor and Chair, Department of Criminal Justice and Criminology; BS, University of Iowa; MA, Washington State University; PhD, University of Arizona
- Broadus, Dorothy C.** (1990), Associate Professor, Department of Language, Cultures, and History; BA, Eastern Kentucky University; MEd, PhD, University of Louisville

WEST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Brown, Lee H. (2001), Assistant Professor, Department of Secondary Education; BA, Union College; MA, EdD, State University of New York, Albany

Buenker, Joe (2000), Assistant Librarian, Fletcher Library; BA, University of Wisconsin-Parkside; MS, University of Illinois, Urbana

Burk, John E. (2004), Lecturer, Department of Communication Studies; BA, Carroll College; MS, PhD, Southern Illinois University

Burleson, Mary H. (1997), Associate Professor, Department of Social and Behavioral Sciences; BA, MS, New Mexico State University; PhD, Arizona State University

Buscher, Dick (2002), Lecturer, Department of Elementary Education; BS, MS, Eastern Illinois University; EdD, Arizona State University

Bushfield, Suzanne Y. (2002), Assistant Professor, Department of Social Work; BM, Southern Methodist University; MSW, University of Southern Mississippi; PhD, University of Idaho

Buss, Ray R. (1990), Associate Professor, Department of Graduate Studies and Professional Development; Assistant Dean, College of Teacher Education and Leadership; BS, MS, PhD, University of Wisconsin, Madison

Byam, L. Dale (2004), Assistant Professor, Department of Interdisciplinary Arts and Performance; BAdmin, Concordia University; MA, PhD, New York University

C

Cabrera, Luis (2002), Assistant Professor, Department of Social and Behavioral Sciences; BA, Western Washington University; MFA, Eastern Washington University; MA, PhD, University of Washington

Cardelle-Elawar, Maria (1987), Professor, Department of Graduate Studies and Professional Development; BA, Liberator Experimental pedagogical University (Venezuela); MS, University of Southern California; PhD, Stanford University

Cárdenas, Lupe (1986), Associate Professor, Department of Language, Cultures, and History; BA, MA, PhD, Arizona State University

Carey, Jane M. (1988), Associate Professor, Department of Accounting and Information Systems Management; BS, MBA, Eastern Illinois University; PhD, University of Mississippi

Carter, Heather Lynn (2003), Lecturer, Department of Elementary Education; BS, Arizona State University; MEd, Arizona State University West

Champion, Kelly M. (2001), Assistant Professor, Department of Social and Behavioral Sciences; AB, University of Michigan, Ann Arbor; MS, Eastern Michigan University; PhD, University of Kansas

Chavez, José G. (2000), Assistant Professor, Department of Language, Cultures, and History; BA, MA, California State University, Sacramento; PhD, Arizona State University

Chisholm, Inés M. (1991), Professor Emerita of Education; BA, MEd, University of Puerto Rico; PhD, University of Florida



Christie, Alice A. (1995)

President's Professor, Department of Graduate Studies and Professional Development; BA, Denison University; MEd, Boston University; PhD, Arizona State University

Cisler, Sherry A. (2003), Lecturer, Department of Language, Cultures, and History; BA, MA, California State University, San Marcos

Clark, Patricia (2003), Assistant Professor, Department of Interdisciplinary Arts and Performance; BFA, MFA, Arizona State University

Cleland, Jo Ann V. (1991), Professor Emerita of Education; BA, Saint Olaf College; MA, EdD, Northern Arizona University

Collins-Chobanian, Shari C. (1994), Associate Professor and Chair, Department of Integrative Studies; BA, Colorado State University; MA, PhD, Washington University

Coon, David W. (2004), Associate Professor, Department of Social and Behavioral Sciences; BA, MA, University of Oklahoma; PhD, Stanford University

Coulter, Cathy A. (2004), Assistant Professor, Department of Elementary Education; BA, Lewis and Clark College; PhD, Arizona State University

Cuádras, Gloria H. (1994), Associate Professor, Department of Language, Cultures, and History; Director, Ethnic Studies Program; BA, University of California, Santa Cruz; MA, PhD, University of California, Berkeley

Cutrer, Emily F. (1990), Professor, Department of Language, Cultures, and History; Dean, New College of Interdisciplinary Arts and Sciences; BA, MA, PhD, University of Texas, Austin

Cutrer, Thomas W. (1992), Professor, Department of Language, Cultures, and History; BA, MA, Louisiana State University; PhD, University of Texas, Austin

D

Dallmus, John T. (2000), Lecturer, Department of Accounting and Information Systems Management; BS, Towson University; MBA, Loyola College in Maryland

Davidson, Ronald (1997), Associate Professor, Department of Accounting and Information Systems Management; BComm, University of Manitoba (Canada); MBA, York University (Canada); PhD, University of Arizona

De Backer, Stephanie Fink (2003), Assistant Professor, Department of Language, Cultures, and History; BSFS, Georgetown University; MA, Catholic University of America; PhD, University of Arizona

De La Cruz, Yolanda (1991), Associate Professor, Department of Elementary Education; BA, MA, California State University, Northridge; EdD, University of California, Berkeley

Dennis, Douglas E. (2003), Professor and Chair, Department of Integrated Natural Sciences; BA, Adrian College; PhD, University of Tennessee, Knoxville

Deutch, Charles E. (2002), Associate Professor, Department of Integrated Natural Sciences; BA, Reed College; PhD, University of California, Riverside

Di Mare, Lesley (1992), Associate Professor, Department of Communication Studies; Associate Vice Provost, Undergraduate Initiatives; BA, California State University, Chico; MA, California State University, Hayward; PhD, Indiana University, Bloomington

Dorsey, Jennifer Hull (2004), Assistant Professor, Department of Language, Cultures, and History; BA, Emory University; MA, Boston College; PhD, Georgetown University

Duarte, Marisa (2004), Assistant Librarian, Fletcher Library; BA, University of Arizona; MSLIS, Catholic University America

Duncan, William A. (1991), Associate Professor and Chair, Department of Accounting and Information Systems Management; BS, Portland State University; PhD, University of Texas, Austin

E

- Ealy, Sandra A.** (2002), Field Director and Lecturer, Department of Social Work; BSW, Temple University; MSW, University of Michigan, Ann Arbor
- Elenes, C. Alejandra** (1992), Associate Professor, Women's Studies Program; Licenciada en Ciencias de la Información, University of Monterrey (Mexico); MA, PhD, University of Wisconsin, Madison

F

- Farone, Diane Weis** (2001), Assistant Professor, Department of Social Work; BA, University of Colorado at Boulder; MBA, University of Tennessee; JD, Vanderbilt University; MS, DSW, Columbia University
- farrelly, deg** (1991), Associate Librarian, Fletcher Library; BA, Illinois State University; MLS, Rutgers, The State University of New Jersey
- Finger, Catherine A.** (2004), Lecturer, Department of Accountancy and Information Systems Management; BS, University of the Pacific; MBA, University of Southern California; PhD, University of California, Berkeley
- Fitzpatrick, Tanya R.** (2000), Associate Professor, Department of Social Work; BA, Clark University; MSW, Simmons School of Social Work; PhD, Boston College
- Forster, Bruce A.** (2000), Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, University of Guelph (Canada); PhD, Australian National University (Australia)
- Foster, Will** (2001), Assistant Professor, Department of Accounting and Information Systems Management; BA, Williams College; PhD, University of Arizona
- Foulger, Teresa S.** (2004), Assistant Professor, Department of Elementary Education; BS, University of Utah; MS, Arizona State University; EdD, Pepperdine University
- French, Kathryn J.** (2004), Lecturer, Department of Communication Studies; BS, Northern Arizona State University; MA, Arizona State University; PhD, University of Southern California, Los Angeles
- Friedrich, Patricia Marques** (2003), Assistant Professor, Department of Language, Cultures, and History; Director, Writing Certificate Program; BA, University of São Paulo (Brazil); MA, PhD, Purdue University

G

- Gable, Karla** (2003), Lecturer, Department of Graduate Studies and Professional Development; BA, MA, MC, Arizona State University
- Gallegos, Bee** (1984), Librarian, Fletcher Library; BS, University of North Alabama; MLS, George Peabody College for Teachers
- Gater, Helen L.** (1970), Dean Emerita of the Fletcher Library; BA, Fort Hays State University; MA, University of Denver
- George, Peggy J.** (2001), Lecturer, Department of Elementary Education; BA, Arizona State University; MEd, EdD, University of Massachusetts, Amherst
- Gilkerson, John S.** (1991), Associate Professor, Department of Language, Cultures, and History; AB, Amherst College; MA, University of Oklahoma; PhD, Brown University
- Gitelson, Richard** (1994), Professor, Department of Recreation and Tourism Management; Director, Gerontology Program; BA, MAT, MS, University of North Carolina, Chapel Hill; PhD, Texas A&M University

- Glass, Ronald D.** (1996), Associate Professor, Department of Graduate Studies and Professional Development; BA, Harvard College; MA, PhD, Stanford University; EdM, Harvard University; CPhil, University of California, Berkeley
- Glavac, Sonya M.** (2004), Assistant Professor, Department of Social and Behavioral Sciences; BA, MA, University of Queensland (Australia); PhD, University of Arizona
- Goldman, Alan** (2002), Lecturer, Department of Management; BEd, University of Miami, Coral Gables; MA, San Francisco State University; PhD, University of Colorado, Boulder
- Gonzales, David S.** (2002), Associate Professor, Department of Integrated Natural Sciences; BS, Metropolitan State College, Denver; MS, PhD, University of Wisconsin, Madison
- Gonzalez-Jensen, Margaret** (1994), Professor Emerita of Education; BA, Our Lady of the Lake University; MA, EdD, Texas A&M University
- Gopalakrishnan, Mohan** (1998), Associate Professor and Director, Master of Business Administration Program, Department of Management; BE, College of Engineering (India); MS, PhD, University of Alabama, Tuscaloosa
- Greenhut, John G.** (1989), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, PhD, Texas A&M University
- Griffin, Marie** (1997), Assistant Professor, Department of Criminal Justice and Criminology; BS, Santa Clara University; PhD, Arizona State University
- Gruber, Diane** (1995), Assistant Professor, Department of Communication Studies; BA, Rutgers, The State University of New Jersey; MA, PhD, Purdue University
- Guevarra, Anna Romina P.** (2004), Assistant Professor, Department of Social and Behavioral Sciences; BA, BS, University of California, Irvine; PhD, University of California, San Francisco
- Gutierrez, Sara E.** (1990), Associate Professor, Department of Social and Behavioral Sciences; BS, MA, PhD, Arizona State University

H

- Haarr, Robin N.** (1994), Associate Professor, Department of Criminal Justice and Criminology; BS, State University of New York, Brockport; MS, PhD, Michigan State University
- Haas, Nancy S.** (1986), Associate Professor and Chair, Department of Secondary Education; BA, MEd, PhD, Arizona State University
- Haladyna, Thomas M.** (1986), Professor, Department of Elementary Education; BS, Illinois State University; MA, San Jose State University; PhD, Arizona State University
- Hansen, Cory C.** (2002), Assistant Professor, Department of Elementary Education; BEd, University of Calgary (Canada); MEd, Arizona State University West; PhD, Arizona State University
- Harken, Henry R. Jr.** (1986), Associate Librarian, Fletcher Library; BA, Hofstra University; MSLS, Long Island University
- Harrington, Gregory Nigel** (2004), Assistant Professor, Department of Integrated Natural Sciences; BSc, BSc, PhD, University of Newcastle (Australia)
- Harris, Kathleen C.** (1990), Professor Emerita of Education; BA, MEd, Rutgers, The State University of New Jersey; PhD, Temple University
- Hattenhauer, Darryl** (1988), Associate Professor, Department of Language, Cultures, and History; BA, MA, California State University; PhD, University of Minnesota, Twin Cities
- Hayden, Mary** (1998), Lecturer, Department of Management; BA, MPA, DPA, Arizona State University

WEST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Henderson, Katherine Andrews (2004), Assistant Librarian, Fletcher Library; BS, Arizona State University West; MLIS, University of Wisconsin, Milwaukee

Hess, Robert K. (1990), Associate Professor, Department of Secondary Education; BA, MEd, University of Georgia; PhD, University of South Carolina

Hinde, Elizabeth R. (2004), Assistant Professor, Department of Elementary Education; BA, University of Arizona; MEd, PhD, Arizona State University

Hull, Frank Montgomery (2004), Visiting Professor, Department of Management; BA, MA, University of Mississippi; MPhil, PhD, Columbia University

Hultsman, Wendy Z. (1990), Associate Professor and Chair, Department of Recreation and Tourism Management; BSE, State University of New York, Cortland; MS, Indiana University, Bloomington; PhD, Pennsylvania State University

Hurwitz, Sally (2001), Lecturer and Director of Field Experience; BAE, MEd, PhD, Arizona State University

I

Inman, Thomas E. (2002), Lecturer, Department of Integrative Studies; BA, MA, Arizona State University

Irwin, Leslie H. (1995), Associate Professor, Department of Elementary Education; BS, University of Wisconsin, Superior; BEd, MEd, University of Ottawa (Canada); EdD, Brigham Young University

Isbell, Dennis (1991), Associate Librarian, Fletcher Library; BS, MA, Northern Arizona University; MLS, University of Arizona

J

Johnson, Carolyn R. (1995), Librarian Emerita, Fletcher Library; BA, Montclair State College; MSLS, University of Illinois; MBA, University of Minnesota

Joshi, Smita (2004), Assistant Librarian, Fletcher Library; BLIS, Gujarat University (India); MLIS, IGNOU (India); MA, University of Arizona

Jurutka, Peter W. (2004), Assistant Professor, Department of Integrated Natural Sciences; BS, University of Nevada, Las Vegas; PhD, University of Arizona

K

Kammerlocher, Lisa (1988), Associate Librarian, Fletcher Library; BS, MLS, University of Oklahoma

Kassing, Jeffrey W. (1998), Associate Professor and Director of Graduate Studies, Department of Communication Studies; BA, William Jewell College; MA, Murray State University; PhD, Kent State University

Katz, Charles (1997), Associate Professor and Director of Graduate Studies, Department of Criminal Justice and Criminology; BS, Truman State University; MA, PhD, University of Nebraska, Omaha

Keil, Thomas J. (1999), Professor, Department of Social and Behavioral Sciences; BA, King's College; MA, PhD, Temple University

Kelley, Douglas L. (1994), Associate Professor, Department of Communication Studies; BA, Westmont College; MC, Arizona State University; PhD, University of Arizona

Kelley, Michael F. (1990), Associate Professor and Chair, Department of Elementary Education; BS, MS, Arizona State University; EdD, University of Georgia

Kennedy, Jeffrey T. (2000), Fine Arts Specialist and Associate Artistic Director, Department of Interdisciplinary Arts and Performance; BA, California State University, Fullerton; MA, New York University

Kirby, Andrew (1995), Professor, Department of Social and Behavioral Sciences; Associate Dean, Barrett Honors College; BA, PhD, University of Newcastle (United Kingdom)

Knopf, Richard C. (1986), Professor, Department of Recreation and Tourism Management; Director, Partnership for Community Development; BS, MS, PhD, University of Michigan

Koptiuch, Kristin (1992), Associate Professor, Department of Social and Behavioral Sciences; BA, State University of New York, Binghamton; MA, PhD, University of Texas, Austin

Kwiatkowski, Matthew A. (2004), Lecturer, Department of Integrated Natural Sciences; BS, New Mexico State University, Las Cruces; MA, University of South Dakota, Vermillion; PhD, Arizona State University

L

Langer, Carol L. (2004), Assistant Professor, Department of Social Work; BA, Peru State College; MSW, University of Nebraska, Omaha; PhD, University of Nebraska, Lincoln

Larson, Susan E. (2003), Lecturer, Department of Elementary Education; BS, Bucknell University; MS, Fitchburg State College

Lawton, Stephen B. (2005), Professor, Department of Graduate Studies and Professional Development; Chair, Department of Graduate Studies and Professional Development; BA, University of California, Santa Barbara; MA, PhD, University of California, Berkeley

Lee, Lloyd L. (2004), Assistant Professor, Department of Language, Cultures, and History; BA, Dartmouth College; MA, Stanford University; PhD, University of New Mexico, Albuquerque

Lentz, Daniel (1991), Professor Emeritus of Arts and Sciences; BA, Saint Vincent College; MFA, Ohio University, Athens

Lerman, Richard (1995), Professor, Department of Interdisciplinary Arts and Performance; BA, MFA, Brandeis University

Lewallen, Gary (2004), Lecturer, Department of Elementary Education; BA University of Northern Colorado; MEd, Arizona State University West

Lietz, Cynthia A. (2004), Lecturer, Department of Social Work; BA, Valparaiso University; MSW, University of Illinois, Chicago

Limb, Gordon Earl (2003), Assistant Professor, Department of Social Work; BS, Brigham Young University; MSW, University of Utah; PhD, University of California, Berkeley

Lowe, D. Jordan (2003), Associate Professor, Department of Accounting and Information Systems Management; BS, MAcc, Brigham Young University; PhD, Arizona State University

Lowe, Gary R. (2004), Professor and Chair, Department of Social Work; BA, University of North Carolina, Chapel Hill; BSW, University of Denver; PhD, University of Iowa

M

Macfie, Brian P. (2004), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Seton Hall University; MA, MS, MA, Rutgers, The State University of New Jersey; MBA, Monmouth College

Malian, Ida M. (1990), Professor and Chair, Department of Special Education; Interim Chair, Department of Graduate Studies and Professional Development; BA, Oakland University; MA, PhD, University of Michigan

WEST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Marshall, Pamela A. (2003), Assistant Professor, Department of Integrated Natural Sciences; BS, Southern Methodist University; PhD, University of Texas Southwestern Medical Center, Dallas

McCabe, Deborah Brown (2004), Assistant Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, MA, California State University, Hayward; PhD, Arizona State University

McCabe, James (2000), Assistant Professor, Department of Social Work; BA, St. Ambrose College; MPH, MSW, University of Hawaii; DSW, University of California, Berkeley

McGovern, Thomas V. (1990), Professor, Department of Integrative Studies; AB, Fordham University; MA, PhD, Southern Illinois University, Carbondale

McKennon, Edward (2000), Assistant Librarian, Fletcher Library; BA, Rutgers University; MA, University of Arizona

McQuiston, Dawn E. (2003), Assistant Professor, Department of Social and Behavioral Sciences; BS, Eastern New Mexico University; MA, PhD, University of Texas, El Paso

Meân, Lindsey J. (2003), Assistant Professor, Department of Communication Studies; BSc, Plymouth Polytechnic (United Kingdom); PhD, University of Sheffield (United Kingdom)

Mengesha, Astair Gebre Mariam (1991), Associate Professor and Chair, Women's Studies Program; BA, Purdue University; MA, Michigan State University; PhD, Iowa State University

Mesquita, Luiz F. (2003), Assistant Professor, Department of Management; BS, University of São Paulo (Brazil); MS, PhD, Purdue University

Messner, Kyle Ann (2004), Lecturer, Department of Elementary Education; BA, Lycoming College; MEd, PhD, Arizona State University

Mezner, Martin (1994), Associate Professor, Department of Management; BA, BS, Bryan College; MS, University of Texas, Dallas; PhD, University of South Carolina

Miller, Paul A. (1988), Associate Professor, Department of Social and Behavioral Sciences; BS, Saint Vincent College; MS, North Carolina State University, Raleigh; MA, PhD, University of Texas, Austin

Mizzi, Philip J. (1988), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Rockford College; PhD, Texas A&M University

Mohan, Srimathy (1999), Assistant Professor, Department of Management; BS, MS, University of Alabama, Tuscaloosa; MS, Massachusetts Institute of Technology; PhD, University of Montreal (Canada)

Montaño, Henry (2000), Lecturer, Department of Social Work; BA, California State University, Northridge; MSW, University of California, Los Angeles

Moore, David W. (1989), Professor, Department of Secondary Education; BA, MEd, University of Arizona; PhD, University of Georgia

Morris, Richard (1999), Professor, Department of Communication Studies; BA, San Jose State University; MA, PhD, University of Wisconsin, Madison

Moulton, Ian F. (1995), Associate Professor, Department of Language, Cultures, and History; BA, University of Manitoba, Winnipeg (Canada); MA, University of Western Ontario (Canada); PhD, Columbia University

Mueller, Carol M. (1988), Professor and Interim Chair, Department of Social and Behavioral Sciences; BA, University of California, Berkeley; MA, Rutgers, The State University of New Jersey; PhD, Cornell University

Muller, Barbara J. (1991), Senior Lecturer, Department of Accounting and Information Systems Management; BS, MBA, Arizona State University

Murphy Erfani, Julie A. (1989), Associate Professor, Department of Social and Behavioral Sciences; BA, Knox College; MA, PhD, University of Minnesota, Twin Cities

Myers, Marilyn (1987), Librarian and Dean, Fletcher Library; BA, MA, Kansas State University; MS, University of Illinois

N

Nadesan, Majia H. (1994), Associate Professor, Department of Communication Studies; BA, MA, San Diego State University; PhD, Purdue University

Nadir, P. Aneesah (1994), Assistant Professor, Department of Social Work; BSW, Adelphi University; MSW, PhD, Arizona State University

Nahavandi, Afsaneh (1989), Professor, Department of Management; Interim Director, Division of Collaborative Programs; BA, University of Denver; MA, PhD, University of Utah

Náñez, José E. Sr. (1988), Professor, Department of Social and Behavioral Sciences; BA, MA, California State University; PhD, University of Minnesota, Twin Cities

Nevin, Ann (1991), Professor Emerita of Education; BA, Westminster College; MEd, University of Vermont; PhD, University of Minnesota, Twin Cities

Noronha, Gregory M. (1995), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BSE, University of Michigan; MBA, PhD, Virginia Polytechnic Institute and State University

O

Olander, George A. (2000), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, Xavier University, MBA, Pepperdine University

Onofrey, Karen A. (2002), Assistant Professor, Department of Elementary Education; BS, Westfield State College; MEd, American International College; PhD, University of Arizona

P

Pagán, Eduardo Obregón (2004), Associate Professor and Chair, Department of Language, Cultures, and History; BA, Arizona State University; MA, University of Arizona; MA, PhD, Princeton University

Painter, Suzanne R. (1995), Associate Professor, Department of Graduate Studies and Professional Development; BS, Eastern Oregon State College; MEd, PhD, University of Oregon

Pambuccian, Victor V. (1994), Associate Professor, Department of Integrative Studies; Baccalaureat, German Lyceum (Romania); MS, University of Bucharest (Romania); PhD, University of Michigan

Perry, Eleanor A. (1996), Associate Professor, Department of Graduate Studies and Professional Development; BA, Douglas College; MEd, Rutgers, The State University of New Jersey; PhD, University of Oregon

Persau, Linda (1999), Lecturer, Department of Integrative Studies; Department Coordinator of Internships and Fieldwork; BA, University of California, Davis; MA, Ottawa University

Peterson, Suzanne J. (2005), Visiting Assistant Professor, Department of Management; BA, University of Southern California; MBA, PhD, University of Nebraska, Lincoln

WEST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

Plascencia, Luis F. B. (2005), Assistant Professor, Department of Social and Behavioral Sciences; BA, San Diego State University; MA, PhD, University of Texas, Austin

Popp, Sharon Osborn (2004), Assistant Professor, Department of Elementary Education; BS, Rutgers, The State University of New Jersey; MA, PhD, Arizona State University

Prosch, Marilyn (2000), Associate Professor, Department of Accounting and Information Systems Management; Director, Undergraduate Global Business Program and Assessment; BBA, University of Houston; PhD, Temple University

Puckett, Kathleen S. (2004), Associate Professor, Department of Special Education; BS, MS, EdS, PhD, University of Tennessee

R

Raiser, Tiffany C. (2002), Lecturer, Department of Language, Cultures, and History; BA, Fu-Jen Catholic University (Taiwan); MA, Sussex University (United Kingdom); MEd, PhD, Arizona State University

Ramsey, R. Eric (1994), Associate Professor, Department of Communication Studies; BA, Rutgers, The State University of New Jersey; MA, PhD, Purdue University

Reese, Ruth (1988), Assistant Professor, Department of Elementary Education; BS, University of Wisconsin, Madison; MS, PhD, University of Wisconsin, Milwaukee

Renne, Dianne (2000), Assistant Professor, Department of Special Education; BS, MS, University of Kansas; EdD, University of Kentucky

Ridley, Dale Scott (1990), Associate Professor, Department of Elementary Education; BS, New Mexico State University; MA, PhD, University of Texas, Austin

Rillero, Peter (1994), Associate Professor, Department of Secondary Education; BA, State University of New York, Buffalo; MA, Columbia University; PhD, Ohio State University

Rodriguez, Nancy (1998), Associate Professor, Department of Criminal Justice and Criminology; BS, Sam Houston University; PhD, Washington State University

Ruff, William G. (2002), Assistant Professor, Department of Graduate Studies and Professional Development; BS, Colorado State University, Fort Collins; MA, Webster University; MA, EdD, University of Texas, San Antonio

Ryan, Joseph M. (1995), Professor, Department of Graduate Studies and Professional Development; Interim Dean, College of Teacher Education and Leadership; Director, Research Consulting Center; AB, MEd, Boston College; PhD, University of Chicago

S

Sabatini, Arthur J. (1991), Associate Professor, Department of Interdisciplinary Arts and Performance; BA, MA, Ohio University; PhD, New York University

Samuels, Janet A. (2003), Assistant Professor, Department of Accounting and Information Systems Management; BBA, University of Wisconsin, Milwaukee; PhD, Arizona State University

Sander-Staudt, Maureen (2003), Assistant Professor, Department of Integrative Studies; BA, Alverno College; MA, University of Wisconsin, Milwaukee; PhD, University of Colorado, Boulder

Schmidtke, Paul C. (1998), Senior Lecturer, Department of Integrative Studies; BS, Rose-Hulman Institute of Technology; PhD, Ohio State University

Schnebly, Stephen M. (2004), Assistant Professor, Department of Criminal Justice and Criminology; BA, MA, Southern Illinois University, Carbondale; PhD, University of Missouri, St. Louis

Schuett, Gordon W. (2004), Visiting Assistant Professor, Department of Integrated Natural Sciences; BA, University of Toledo; MS, Central Michigan University; PhD, University of Wyoming

Searle, Mark S. (1995), Professor, Department of Recreation and Tourism Management; Vice President, ASU; Provost, West campus; BA, University of Winnipeg (Canada); MS, University of North Dakota; PhD, University of Maryland

Sen, Nilanjan (1992), Associate Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BA, Jadavpur University (India); MA, PhD, Virginia Polytechnic Institute

Shaffer, Jennifer N. (2003), Assistant Professor, Department of Criminal Justice and Criminology; BA, University of Oklahoma; MA, PhD, Pennsylvania State University

Share, Jessica A. (2004), Lecturer, Women's Studies Program; BA, Arizona State University

Shell, Leslee B. (2001), Assistant Librarian, Fletcher Library; BA, Oklahoma State University; MLS, University of Arizona

Shirreffs, Janet H. (1977), Professor Emerita of Human Services, BS, Ithaca College; MS, Syracuse University; PhD, Texas Woman's University

Shome, Raka (1999), Associate Professor, Department of Communication Studies; BA, University of Calcutta (India); PhD, University of Georgia, Athens

Silberman, Jonathan (1992), Professor, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, Bowling Green State University; MS, PhD, Florida State University

Simmons, William P. (2002), Assistant Professor, Department of Social and Behavioral Sciences; BA, University of Wisconsin, Milwaukee; MA, PhD, Louisiana State University

Singh, Chaitanya (2004), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BC, University of Delhi (India); MBA, University of Louisiana, Monroe; DBA, Louisiana Tech University

Solis, Francisco J. (2003), Assistant Professor, Department of Integrated Natural Sciences; BS, Technological Institute of Pachuca (Mexico); MS, Center for Research and Advanced Studies (Mexico); PhD, University of Chicago

Soto, Leandro (2002), Senior Lecturer and Artist in Residence, Department of Interdisciplinary Arts and Performance; BFA, National School for the Arts (Cuba); MFA, University of Havana (Cuba)

Sowell, Evelyn J. (1990), Professor Emerita of Education; BA, Howard Payne College; MEd, Wichita State University; EdD, Northern Illinois University

St. Clair, Charles E. (1991), Fine Arts Specialist, Department of Interdisciplinary Arts and Performance; BFA Fairmount Center for Creative and Performing Arts

Stage, Sarah J. (1994), Professor, Women's Studies Program; BA, University of Iowa; MA, University of Massachusetts; MPhil, PhD, Yale University

Stanciff, Michael (2004), Assistant Professor, Department of Language, Cultures, and History; BA, Albion College; MA, PhD, State University of New York, Buffalo

Stanley, Linda L. (2003), Visiting Assistant Professor, Department of Management; BA, California State University, Sacramento; BS, PhD, Arizona State University

Stryker, Linda L. (1985), Associate Professor, Department of Integrative Studies; BA, Whittier College; BA, MS, San Diego State University; MA, California State University, Los Angeles; PhD, Yale University

Sullivan, Brian K. (1989), Professor, Department of Integrated Natural Sciences; BA, University of California, Berkeley; PhD, Arizona State University

Svoboda, William S. (1969), Professor Emeritus of Education; BS, MS, EdD, University of Kansas

Sweat, Ken Gunter (2000), Lecturer, Department of Integrated Natural Sciences; BA, Claremont McKenna College; MS, Arizona State University

Swenson, Daniel (2000), Associate Professor, Department of Accounting and Information Systems Management; BA, Memphis State University; PhD, University of Mississippi

T

Taylor, Robert D. (1996), Associate Professor and Chair, Department of Interdisciplinary Arts and Performance; BA, Crewe and Alsager College, Manchester Metropolitan University (United Kingdom); MA, University of Essex (United Kingdom); PhD, University of Kansas

Thording, Lars (2002), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BEd, Royal Danish School of Educational Studies (Denmark); MA, Odense University (Denmark); PhD, University of Southern Denmark

Tinsley, Barbara J. (2005), Professor, Department of Social and Behavioral Sciences; Chair, Department of Social and Behavioral Sciences; BS, MA, PhD, University of Illinois, Urbana-Champaign

Toth, Stephen A. (2000), Assistant Professor, Department of Language, Cultures, and History; BA, BS, University of Nebraska at Omaha; MA, Arizona State University; PhD, Indiana University

U

Ukpanah, Ime J. (2001), Assistant Professor, Department of Language, Cultures, and History; BS, MA, Sam Houston State University; PhD, University of Houston

V

Vakilzadeh, Ardeshir (2002), Lecturer, Department of Integrative Studies; BS, Florida Agricultural and Mechanical University; MS, PhD, Tehran University (Iran)

Van Fleet, David D. (1989), Professor, Department of Management; Director, Master of Business Administration Program; BS, PhD, University of Tennessee, Knoxville

Vaughan, Suzanne (1987), Associate Professor, Department of Social and Behavioral Sciences; BA, Roanoke College; MA, University of New Mexico; PhD, Ohio State University

Vickrey, Don W. (1992), Professor, Department of Accounting and Information Systems Management; BBA, University of Houston; MBA, PhD, University of Texas, Austin

W

Waldman, David A. (1995), Professor and Interim Chair, Department of Management; BA, University of Kentucky; MS, PhD, Colorado State University

Waldron, Kathleen M. (2002), Lecturer, Gerontology Program; BA, University of Dayton; MS, University of Texas, Dallas

Waldron, Vincent R. (1992), Professor, Department of Communication Studies; BA, MA, University of Arizona; PhD, Ohio State University

Webb, Vincent J. (1996), Professor, Department of Criminal Justice and Criminology; BA, University of Omaha; MA, University of Nebraska, Omaha; PhD, Iowa State University

Wertheimer, Eric H. R. (1995), Associate Professor, Department of Language, Cultures, and History; BA, Haverford College; MA, PhD, University of Pennsylvania

Wetzel, Keith (1991), Professor, Department of Elementary Education; BA, Greenville College; MA, Goddard College; MA, PhD, University of Oregon

Whitlock, Monica L. (2003), Assistant Professor, Department of Criminal Justice and Criminology; BA, Point Loma Nazarene College; MA, MMFT, PhD, University of Southern California

Wilhelm, Lance A. (2002), Assistant Professor, Department of Secondary Education; BS, MS, PhD, Iowa State University

Williams, Julia A. (2003), Lecturer, Department of Special Education; AB, MAEd, Washington University, St. Louis; EdD, Ohio State University

Williams, Mia K. (2002), Lecturer, Department of Elementary Education; BS, Northern Arizona University; MEd, Arizona State University West

Wise, John Macgregor (1999), Associate Professor and Chair, Department of Communication Studies; BA, Trinity University; MA, PhD, University of Illinois, Urbana-Champaign

Wosinska, Wilhelmina (1994), Senior Lecturer, Department of Social and Behavioral Sciences; BA, University of Warsaw (Poland); MA, PhD, Jagiellonian University (Poland)

Y

Yoshikawa, Elaine K. (2003), Lecturer, Department of Integrative Studies; BA, University of California, Berkeley; MA, PhD, Arizona State University

Z

Zambo, Debby (2003), Assistant Professor, Department of Elementary Education; BA, University of South Florida; MEd, PhD, Arizona State University

Zambo, Ronald W. (1991), Associate Professor, Department of Elementary Education; BS, Indiana University, Bloomington; MA, PhD, University of South Florida

Zorita, Paz Méndez-Bonito (1993), Associate Professor, Department of Social Work; AS, School of Social Work of Gijon (Spain); MSSA, PhD, Case Western Reserve University

West Campus Administrative Personnel

Administration

Vice President, ASU; Provost, West Campus	Mark S. Searle
Vice Provost for Academic Affairs	Michael A. Awender
Associate Vice Provost, Academic Programs and Graduate Studies	Joan F. Brett
Associate Vice Provost, Research and Faculty Development	Manuel Ávalos
Associate Vice Provost, Undergraduate Initiatives	Lesley Di Mare
Assistant Vice Provost, Information Technology	Connie McNeill
Associate Dean, Barrett Honors College	Andrew Kirby
Director, Curriculum and Academic Articulation	Julia R. Ramsden
Director, Research Consulting Center	Joseph M. Ryan
Faculty Director, Division of Collaborative Programs	Afsaneh Nahavandi
Vice Provost for Administrative Affairs	Barry R. Bruns
Vice Provost for Public Affairs	Carol A. Poore
Dean, Fletcher Library	Marilyn Myers
Dean of Student Affairs	Luoluo Hong

College of Human Services

Interim Dean, College of Human Services	John Hepburn
Chair, Department of Communication Studies	John Macgregor Wise
Chair, Department of Criminal Justice and Criminology	Chester L. Britt III
Chair, Department of Recreation and Tourism Management	Wendy Hultsman
Chair, Department of Social Work	Gary Lowe
Director, Gerontology Program	Richard Gitelson
Director, Partnership for Community Development	Richard C. Knopf
Liaison, Nursing (Tempe campus program)	Brenda Morris

College of Teacher Education and Leadership

Interim Dean, College of Teacher Education and Leadership	Joseph Ryan
Assistant Dean, College of Teacher Education and Leadership	Ray R. Buss
Chair, Department of Elementary Education	Michael F. Kelley
Interim Chair, Department of Graduate Studies and Professional Development	Ida M. Malian
Chair, Department of Secondary Education	Nancy S. Haas
Chair, Department of Special Education	Ida M. Malian

New College of Interdisciplinary Arts and Sciences

Dean, New College of Interdisciplinary Arts and Sciences	Emily F. Cutrer
Associate Dean, New College of Interdisciplinary Arts and Sciences	Candice D. Bredbenner
Chair, Department of Integrated Natural Sciences	Douglas Dennis
Chair, Department of Integrative Studies	Shari C. Collins-Chobanian
Chair, Department of Interdisciplinary Arts and Performance	Robert D. Taylor
Chair, Department of Language, Cultures, and History	Eduardo Pagán
Chair, Department of Social and Behavioral Sciences	Barbara Tinsley
Chair, Women's Studies Program	Astair G. M. Mengesha

School of Global Management and Leadership

Interim Dean, School of Global Management and Leadership	Leanne Atwater
Chair, Department of Accounting and Information Systems Management	William A. Duncan
Chair, Department of Economics, Finance, Marketing, and Quantitative Business Analysis	Joseph A. Bellizzi
Interim Chair, Department of Management	David A. Waldman
Director, Master of Business Administration Program	Mohan Gopalakrishnan

ASU Administrative Personnel

See "Administrative Personnel," page 376.

School of Extended Education

www.asu.edu/xed

Patricia A. Feldman, EdD, Interim Executive Director

PURPOSE

The need for higher education is growing every day, and yet balancing work, family, and learning can be challenging. To help students fit higher education into their busy schedules, the university provides additional access to quality education through the ASU School of Extended Education. The college provides flexible scheduling, innovative technologies, and a vast network of off-campus sites that makes it more convenient for students to pursue their education. Programming includes credit classes, degree programs, certificates, and continuing education.

For more information, access the Web site at www.asu.edu/xed or call 480/965-3986.

ORGANIZATION

The university-wide School of Extended Education provides an interactive link between ASU and the diverse communities it serves. The college assesses lifelong learning requirements and works in partnership with ASU campuses, colleges, and the community to serve learners using a network of locations, programs, schedules, and technologies. The college is composed of the following departments: Academic and Professional Programs, American English and Culture Program, Communications and Marketing, Distance Learning and Technology, Downtown Center and Property Administration, School of Extended Education Programs, and Planning and Business Services.

Credits, Tuitions, and Fees

Academic credits earned off-campus are equivalent in all considerations as those credits earned on-campus, and the credits are recorded on students' permanent records. Courses are published each fall and spring semester in the *ASU Schedule of Classes* and on the Web at www.asu.edu/xed and www.asuonline.asu.edu.

Tuition and fees for off-campus credit courses are the same as those offered on a campus. (See resident and non-resident rates in the latest *Schedule of Classes*.) Before the 21st calendar day of the each semester, any combination of on-campus and off-campus resident credit courses resulting in a combined registration of seven or more semester hours requires that the student pay full-time tuition. Off-campus credit courses and programs that commence on or after the 21st calendar day of the start of each semester require full-time and part-time students to pay tuition separate from (but in addition to) those courses starting before the 21st calendar day of the semester.

Schedule Options

Through the School of Extended Education, students have many opportunities to pursue their educational goals.

A variety of scheduling options are available for credit courses offered by the university's academic departments. Convenient times and locations, and innovative technologies, make it easier for students to earn degrees.

As a convenience to students, courses are conducted off campus in locations throughout the state, on campus in the evening, via the Internet and television, and during Winter Session. Academic credits earned off campus are equivalent in all considerations with credits earned on campus, and the credits are recorded on students' permanent records. Courses are published each fall and spring semester in the *ASU Schedule of Classes* and on the Web at www.asu.edu/xed and asuonline.asu.edu.

Evening Classes

Evening study is perfect for students with busy schedules. The School of Extended Education offers several program options.

The W. P. Carey MBA Evening Program offers working professionals a solid managerial degree at two locations: the Downtown Center at ASU and at the Tempe campus. For more information, see an advisor.

The Master of Public Administration offers several interdisciplinary courses during the evening at various locations, and the full program is available at the Downtown Center at ASU. For more information, see an advisor.

Weekend Courses

Each semester, ASU offers weekend courses that often are in a compressed format and involve meeting for several hours on select weekends. Some course work may be required outside of the regular course sessions. For a list of current weekend courses, refer to the searchable online course schedule at www.asu.edu/xed. A student wishing to enroll in a weekend course should contact the appropriate department for details, including specific dates and requirements.

Winter Session

This is an intensive, condensed session offered between the fall and spring semesters. Students may enroll in one course and earn up to three semester hours of credit, which are recorded on fall transcripts. Courses are offered at the Tempe campus. Registration begins October 1 and courses start in late December. The School of Extended Education schedules the Winter Session courses in collaboration with the university's academic departments.

For more information, call 480/727-9900.

Distance Learning

ASU offers more than 200 courses each semester through the Internet and television. Distance learning students



The Downtown Center at ASU

Tim Trumble photo

complete the course work and exams for the same academic credit as students on campuses. However, they experience the added value and flexibility of earning credit at home or work. Distance learning students keep in touch with instructors and classmates through teleconferencing, e-mail, and discussion boards.

Internet

Online courses offer students a great deal of scheduling flexibility. Various university departments offer Internet classes. Through the Web, students can access lectures, participate in class assignments, interact with the instructor, collaborate with other students, and earn ASU credit at convenient times and locations. A computer, Internet access, e-mail, and a Web browser are necessary to participate in Web-based courses; however, specific equipment and software requirements may vary by course. Students register for Internet courses through the normal university admissions and registration process.

For more information, visit ASUonline, the university's gateway to the "online campus," at asuonline.asu.edu. Inter-

ested individuals may also write to distance@asu.edu, or call 480/965-6738.

Television

Televised courses make it possible for students to earn course credits by viewing class sessions and completing work assignments at home or work. Courses are available throughout the Phoenix area via public and cable television providers. Televised courses are also available in university residence halls at the Tempe and East campuses. Most televised courses are available for viewing through University Libraries. Televised courses are listed each fall and spring in the *ASU Schedule of Classes* and online at asutv.asu.edu.

For more information about televised courses, send e-mail to asutv@asu.edu, or call 480/965-6738.

Interactive Instructional Television Program. Students employed by companies participating in this program may take courses for credit at their work sites. The teleconferencing system enables students to interact with other students and instructors in the classroom on campus.

Interactive instructional television sites are available at several locations in the Phoenix area. Each site has a coordinator to assist with registration, provide information, and proctor exams, which typically are held at the site. A daily courier service circulates course materials between faculty on campus and their students at remote sites.

Public Sites. Certain sites provide the public with access to interactive television courses. Students can participate in most televised courses at locations such as the Downtown Center at ASU, the East and West campuses, Cactus Shadows High School, and the Gila River Indian Community.

Off-Campus Locations

ASU classes are held at more than 200 off-campus sites throughout metropolitan Phoenix, the state, and beyond. Many neighborhood sites, such as community colleges, schools, churches, and businesses, serve as hosts to university courses.

The anchor off-campus site is the Downtown Center at ASU, located in downtown Phoenix. The center is the educational hub for downtown workers, organizations, and residents, and serves as a meeting site for conferences and seminars.

For more information, see “Locations,” page 521.

Degree Programs

Convenient times and locations, as well as today’s innovative technologies, make it easier for working adults and other nontraditional students to earn a degree. Some of the degrees may be offered in different subject areas or concentrations, at various locations, or through technology. The School of Extended Education delivers courses offered by the university’s academic departments. The courses are published each fall and spring semester in the *ASU Schedule of Classes*. For complete details about any of these degree programs, contact the appropriate academic department.

Undergraduate Evening Degree Completion Programs.

These programs are perfect for the working adult seeking a bachelor’s degree. The programs offer a variety of courses and access to faculty and advisors at night. Most classes are held on the Tempe campus. Students enrolled in the program typically have completed 60 lower-division semester hours. Degrees offered are from the College of Liberal Arts and Sciences, and students can earn a bachelor’s degree in any of these disciplines: communication, English, history, political science, psychology, and sociology. The Undergraduate Evening Degree Completion Programs are offered in partnership with the Maricopa Community Colleges. For more information, contact the evening degree advisor at 480/965-6506, or contact the College of Liberal Arts and Sciences at 480/965-3391.

GRADUATE DEGREES

The following graduate degree programs are offered through the college:

Graduate Degrees and Majors

Major	Degree
Business Administration	MBA
Curriculum and Instruction	MEd
Educational Administration and Supervision	EdD
Electrical Engineering	MSE
Engineering	MEng
Engineering Science	MSE
Health Sector Management	MHSM
Nursing	MS
Public Administration	MPA
Social Work	MSW
Technology	MSTech

Certificates

GRADUATE AND POSTBACCALAUREATE CERTIFICATES

Asian Studies

A Graduate Certificate in Asian Studies is offered through the ASU Center for Asian Studies and is designed for graduate students in any department or discipline who wish to earn a transcript credential for an academic specialization in Asian Studies. All graduate students—including those engaged in master’s, doctoral, or nondegree studies—are eligible to apply for the certificate.

The certificate requires 18 semester hours of course work made up of classes with Asian studies content, including six hours of advanced language study in one of the following languages: Chinese, Japanese, Korean, Indonesian, Thai, or Vietnamese. In addition to the course work, students must complete a capstone paper, thesis, dissertation, an internship, or overseas experience. Students should make this decision in consultation with the advisor in the Center for Asian Studies.

For more information, call 480/965-7179, or access the Web site at www.asu.edu/asian.

Gerontology

The Gerontology certificate program brings together faculty from several disciplines to teach courses related to adult development and aging, to collaborate on gerontological research projects, and to participate in projects of service for older adults and the community.

The graduate certificate in Gerontology requires 21 semester hours of course work. Students must complete six semester hours of required courses, a capstone experience of at least three semester hours (internship, individualized instruction, reading and conference, or applied research), and four additional aging-related courses approved as electives.

For more information, see “Gerontology,” page 491, call 602/543-6642, or access the program Web site at www.west.asu.edu/chs/grn.

SCHOOL OF EXTENDED EDUCATION

Multimedia Writing and Technical Communication

A Postbaccalaureate Certificate in Multimedia Writing and Technical Communication requires 18 semester hours. Students learn the principles of technical communication, writing with technology, technical editing, and visual communication.

For more information, call 480/727-1190, or access the Web site at www.east.asu.edu/ecollege/multimedia.

Transportation Systems

This interdisciplinary studies certificate program offers current ASU graduate students and transportation professionals the opportunity to pursue a wide range of transportation-related issues from multimodal and interdisciplinary perspectives. The certificate is intended to be either a specialization within an existing master's degree program or a stand-alone 15-credit nondegree program.

For more information, access the Web site at www.asu.edu/caed/transportation, or call 480/965-6395.

Continuing Education

Ongoing continuing education programs address current issues and trends and are intended to increase competence in the topics. These programs are offered throughout the metropolitan Phoenix area.

Elderhostel

Elderhostel is an academic experience for older adults looking for a different kind of educational travel. Individuals 55 and older participate in week-long courses that include stimulating lectures and field trips. ASU Elderhostels are held throughout the valley and focus on Southwest history, computer technology, and the arts.

For more information, call 480/965-9200.

English as a Second Language

This program offers specially designed intensive English language programs for international students and local residents who wish to improve their English proficiency.

The intensive noncredit course of study is designed to help students become proficient in English as a second language. Beginning, intermediate, and advanced courses, divided into six language levels, provide instruction in listening, speaking, reading, and writing. Language-related computer skills, academic advising, and orientation to ASU, Arizona, and the United States are also integral elements of the program.

Most of the classes are offered during the day, but several evening classes also are available; these include American pronunciation, accent reduction, guided conversation, and business writing.

Some courses are offered that are specifically targeted to business professionals who speak English as a second language. These courses may lead to a certificate.

The fall and spring semesters are divided into two eight-week cycles. Students may enroll for one or more cycles. An eight-week summer session also is offered. Four-week sessions are also offered throughout the year.

While in the program, students have access to master's-level teachers, a student advisor, social and cultural activities, campus clubs, recreation facilities, credit classes, a graduate program, TOEFL and TOEIC testing, e-mail and

the Internet, ASU facilities, and university housing and meals. Admission to the program does not constitute admission to ASU. Advanced-level students may be permitted to enroll concurrently in up to two ASU credit classes with the approval of the director. Several special classes are offered through the program: business English, pronunciation, conversation, TOEFL and TOEIC preparation, grammar, and idioms.

For more information, call 480/965-2376, or access the Web site at www.asu.edu/esl.

Hispanic Leadership Institute

This institute's goal is to promote the participation of Hispanics in leadership roles. It serves as a resource for expertise and advocacy on leadership issues affecting the Latino community. It is a 17-week program with evening sessions once a week. The program format is a combination of lectures, panel discussions, and individual and group discussions. Leadership topics include cultural identity, communication skills, activism, ethics, diversity and multicultural issues, resource development, research and development, and public administration and policy.

To apply or request more information, access the Web site at www.asu.edu/xed/hli, or call 480/965-9200.

Income Tax Practitioners' Workshop

Each January, the School of Extended Education offers a two-day workshop for tax preparers, CPAs, and other income tax professionals. These professionals learn the latest information about federal tax legislation and new tax provisions, tax credits, capital gains, and technology changes that affect business and profitability. Participants also may be eligible for 15 CPE hours from the Arizona Board of Accountancy. This program is presented by the three state universities in cooperation with the U.S. Internal Revenue Service and the Arizona Department of Revenue.

For more information, call 480/965-9200, or access the Web site at www.asu.edu/xed/tax.

Real Estate Continuing Education

Arizona real estate agents and brokers, even in the most rural communities of the state, can obtain the 24 hours of continuing education credits they need for license renewal through a series of Web-based, continuing education courses. Courses are offered in the following categories: commissioner's standards, contract law, agency law, fair housing, real estate legal issues, and disclosure.

For more information and to register online, access the Web site at www.asu.edu/xed/renewal.

TravelLearn

TravelLearn® educational tours are designed to challenge an individual's mind and offer learning opportunities. These programs for adult learners have no exams, grades, or attendance requirements. Participants may attend any number of the scheduled learning experiences. TravelLearn students must be between the ages of 30 and 80.

For more information, call 800/235-9114.

Wealth Management

This program is a series of six evening classes that help personal investors manage their investments like a business. The program offers a comprehensive study of the major

advancements and practical application in portfolio theory and provides proven strategies in issues such as asset allocation, risk management, international markets, taxation, estate planning, and performance measurement. Classes are held throughout the valley and at other locations in the state.

For more information, call 480/965-9200, or access the Web site at www.asu.edu/xed/wealth.

Lectures

A variety of special programs of academic and cultural interest as well as personal enrichment are provided to the general community. These lectures cover an array of topics and are offered in central Phoenix at the Downtown Center at ASU.

For more information about these programs, access the Web site at www.asu.edu/xed/lectures, or call 480/965-3046.

ASU Community Fellows Lecture Program

This program, offered each spring, is a catalyst in fostering partnerships among neighborhood, university, and business interests seeking to improve the quality of life valley-wide. It also facilitates mutual learning experiences.

Brown Bag Lunch Lectures

These lectures feature topics of interest to the general public and cover areas such as fine arts, urban issues, history, and culture. While many are stand-alone lectures, some are part of a series of topics in a particular interest area. Examples of topics include Analyze This..., Matters of the Mind, Health Matters, Here's to Your Job, Hispanic Heritage Month, Native American Recognition Month, Meet the Authors, Out to Lunch and Into the Arts, Substance Abuse Awareness, and You and Your Money.

Downtown and Gown

These lectures are designed to give central Phoenix residents and the business community a greater awareness of the rich array of talent and resources available at the university. ASU faculty and deans from each of the campuses present the lectures each fall and spring semester.

John F. Roatch Global Lectures in Social Policy and Practice

This lecture series is an annual event that brings an internationally known scholar to Arizona to lecture on a topic of global reach and social significance to the community. The John F. and Mary Roatch Endowment supports the lectures and occasionally sponsors additional events. A publication of each lecture is disseminated by the School of Extended Education and is deposited at University Libraries.

Linda Haskell Memorial Master Class on Current Social Events

This annual event invites an internationally known expert to lead an interactive forum to discuss current topics of concern to human services practitioners in Arizona.

Urban Issues Lecture Series

These lectures encourage discussions of national public policy and its impact on local policy and economic development. The series is offered in partnership with the Phoenix

Community Alliance, the ASU College of Public Programs, and the Morrison Institute for Public Policy.

Downtown Partnerships

The university provides several services to the downtown Phoenix community.

Advanced Public Executive Program

This program is committed to enhancing the effectiveness of government services and operations. The program provides high-quality professional development and interventions tailored to the specific needs of public managers, executives, and elected officials.

For more information, call 480/965-4006.

Arizona Prevention Resource Center

This library and distribution center serves as a centralized source for individuals, schools, and communities throughout Arizona to support, enhance, and initiate prevention efforts. Planning, mobilizing, training, and evaluating community prevention efforts can be coordinated through this center.

For more information, call 480/727-2772.

Joint Urban Design Studio

The studio is the Joint Urban Design Program's physical location at the Downtown Center at ASU. It is a place where facilitated discussions among community, civic, and private sector interests can be held. The studio displays ideas and disseminates information on urban issues through models, the Web, and publications of local, regional, and national importance.

For more information, call 480/727-5146.

Office of Youth Preparation

This nationally recognized program is committed to increasing the flow of college-eligible minority students into higher education. The program provides academic support to Arizona youth through classroom, university, community, and research programs. The program's position within the university system allows for the development of diverse partnerships in order to maintain its commitment to positively impact Arizona's youth.

For more information, call 480/965-8510.

Urban Data Center

This center serves as a resource for analysis and implementation of public policy in metropolitan Phoenix and works closely with ASU researchers and organizations as well as local governments, state agencies, and other independent organizations.

For more information, call 480/965-3046.

Locations

More than 200 off-campus sites throughout metropolitan Phoenix, the state, and beyond are used to make classes more accessible to students. In addition, various technologies are used to deliver degree programs and credit courses to the workplace and home. Partnerships have been created with public and private organizations to deliver ASU courses off campus. Many neighborhood sites, such as

SCHOOL OF EXTENDED EDUCATION

community colleges, schools, churches, and businesses, serve as hosts to many university courses.

For more information about off-campus sites, call 480/965-9797. For information about Internet, televised, and independent learning courses, call 480/965-6738.

Downtown Center at ASU

The center is an educational, applied research, and community service facility in downtown Phoenix. It is host to traditional and interdisciplinary undergraduate and graduate credit classes, professional and continuing education programs, and lectures and community forums. It is the educational hub for downtown workers, organizations, and residents, and serves as a meeting site for conferences and seminars.

Each classroom is equipped with a sound system, video projection system, and Ethernet connections, and has the ability to receive satellite downlinks. The center has three rooms equipped with a teleconferencing system that allows students at corporate and community receiving sites, such as the center, to interact with instructors during televised class sessions. ASU students, faculty, and staff may take advantage of the center's two state-of-the-art computer labs, as well as Web stations throughout the facility and wireless networking. A lab assistant is available during posted hours. Students, faculty, and staff may also access the ASU University Libraries' online catalog, information, and resources. Students may order and return library books and order copied materials. Textbooks for all courses held at the center are available during the first week of classes each spring and fall semester.

The center provides attractive accommodations for meetings and conferences. Room rentals may include advice in logistics planning, professional equipment, technical support (including two computer classrooms), and food and beverage service. Break-out areas are conveniently located throughout the facility. Rooms are also available to non-ASU organizations, in accordance with university policies and procedures.

The center's art gallery, the Galleria, features works by ASU faculty, staff, students, and local artists. Exhibits rotate monthly. The Galleria participates in monthly and annual art tours, including First Friday and Art Detour, sponsored by ArtLink, a local artists' group.

Convenient parking is available in the Heritage and Science Park garage on the corner of Fifth and Monroe Streets.

For more information about the programs and services provided at the center, call 480/965-3046, or write

DOWNTOWN CENTER AT ASU
502 E MONROE ST
PHOENIX AZ 85004-4442

Several ASU programs and partnerships are located at the center.

The *Advanced Public Executive Program* provides quality professional development and interventions tailored to the specific needs of public organizations.

The *Arizona Prevention Resource Center* enables effective prevention in Arizona by promoting healthy families, schools and communities. The center is a statewide resource on best practices for prevention, and it provides assistance,

training, grant writing, and evaluation services. It is a centralized resource for individuals, practitioners, schools, and communities.

Building Great Communities serves as a liaison to targeted communities throughout the state, creating alliances among community organizations, faculty, staff, and students. It seeks to improve the quality of life in Arizona and addresses specific issues through various long- and short-term projects.

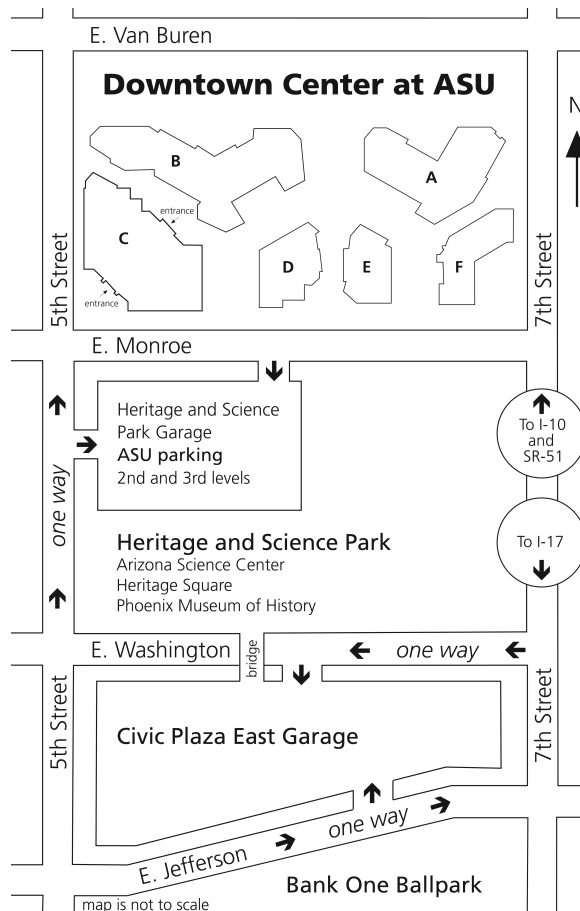
The *Center for the Future of Arizona* works with civic and political leaders to develop a statewide agenda to expand educational opportunities, encourage strategic investments, and achieve a sustainable quality of life for residents.

The *Joint Urban Design Studio* is the Joint Urban Design Program's physical location at the Downtown Center at ASU.

The *Office of Youth Preparation* is a nationally recognized program committed to increasing the flow of college-eligible minority students into higher education.

The *Urban Data Center* serves as a resource for analysis and implementation of public policy in metropolitan Phoenix.

The *School of Extended Education* has several administrative offices located at the center, including the dean's office.



School of Extended Education Faculty and Academic Professionals

A

Alvarado, Ronald H. (1974), Professor Emeritus of Life Sciences; BA, University of California, Riverside; MS, PhD, Washington State University

B

Backer, Linda R. (1997), Assistant Instructional Professional, School of Extended Education; Manager, Interdisciplinary Programs, Academic and Professional Programs, School of Extended Education; BA, University of Colorado; MS, Colorado State University

C

Cole, Tom (1981), Lecturer, School of Extended Education; Associate Director, American English and Culture Program, School of Extended Education; BS, Northern Arizona University; MA, Arizona State University

D

DeGraw, Bette F. (1986), Professor Emerita of Public Affairs; Dean Emerita, School of Extended Education; BA, Thiel College; MSW, Rutgers, The State University of New Jersey; PhD, Arizona State University

Dehghanpisheh, Elaine (1983), Lecturer, School of Extended Education; BA, MA, Pahlavi University (Iran)

F

Feldman, Patricia A. (1990), Associate Administrative Professional, School of Extended Education; Executive Director, Academic and Professional Programs, School of Extended Education; BS, MEd, Colorado State University; EdD, Arizona State University

Fontaine, Steven (1990), Lecturer, School of Extended Education; BA, Shepherd College; MA, Temple University; PhD, Arizona State University

H

Honker, Andrew M. (2001), Academic Associate of Academic and Professional Programs, School of Extended Education; Academic Advisor, Bachelor of Interdisciplinary Studies, School of Extended Education; BA, Dartmouth College; MA, Utah State University; PhD, Arizona State University

J

Johnson-Becker, Gayle (1994), Lecturer, School of Extended Education; BA, University of Colorado; MA, University of California, Los Angeles

K

Kegelman, Jan (1978), Lecturer, School of Extended Education; Coordinator, International Teaching Assistants Program, American English and Culture Program; BS, University of Massachusetts; MA, Arizona State University

Kyselka, Christine K. (1990), Associate Administrative Professional, School of Extended Education; Associate Director, Extended Campus Programs, School of Extended Education; BS, MPA, Arizona State University

L

Lindeman, Mary (1988), Lecturer, School of Extended Education; BA, St. Mary's University; MA, University of Houston

Livingston, Mary (1978), Lecturer, School of Extended Education; BA, MA, Arizona State University

M

Miller, Charles D. (1998), Academic Associate, Academic and Professional Programs, School of Extended Education; Academic Advisor, College of Liberal Arts and Sciences

Mitchell, Marie (1980), Lecturer, School of Extended Education; BA, Fort Hays State University; MA, School for International Training

N

Navarrete, Carol (1994), Lecturer, School of Extended Education; BA, MA, University of Colorado

R

Rentz, Mark D. (1984), Lecturer, School of Extended Education; Director, American English and Culture Program, School of Extended Education; BA, Bethel College; MA, William Carey International University

S

Schlather, Erica (1993), Instructional Specialist, School of Extended Education; Marketing Coordinator, American English and Culture Program, School of Extended Education; BA, MA, Northern Arizona University

V

Verdini, William A. (1976), Associate Professor of Supply Chain Management; Interim Dean, School of Extended Education; BS, Case Western Reserve University; MBA, DBA, Kent State University

Vicens, Wendy (1977), Senior Lecturer, School of Extended Education; BA, MA, Northern Arizona University

W

Wagy, Scott (2001), Instructional Specialist, School of Extended Education; Coordinator for Cultural Activities and Programs, American English and Culture Program, School of Extended Education; BA, MA, West Virginia University

Wong, Michelle (2003), Instructional Specialist, School of Extended Education; International Student Advisor, American English and Culture Program, School of Extended Education; BA, University of Minnesota; MA, Arizona State University

SCHOOL OF EXTENDED EDUCATION

School of Extended Education Administrative Personnel

Interim Executive Director, School of Extended Education Patricia A. Feldman
 Interim Director, Academic and Professional Programs and Director, Student Services and Operations Gailynn Valdes
 Director, American English and Culture Program. Mark D. Rentz
 Interim Associate Executive Director and Director, Technology and Learning Innovation Marc Van Horne
 Director, Community Outreach. Jim Patzer

ASU Administrative Personnel

See “Administrative Personnel,” page 376.

School of Extended Education Directory

For the “East Campus Directory,” see page 386. For the “Tempe Campus Directory,” see page 394. For the “West Campus Directory,” see page 507.

Organization	Location	Telephone	Web Address
Extended Education, School of	ASUDC C319	480/965-3046	www.asu.edu/xed
Academic and Professional Programs	RITT B132	480/965-9797	—
	ASUDC	480/965-9200	—
American English and Culture Program	MARIP	480/965-2376	www.asu.edu/esl
Downtown Center at ASU and Property Administration	ASUDC	480/965-3046	www.asu.edu/xed/asudt
Communications and Marketing	ASUDC C319	480/965-9696	—
Distance Learning and Technology	RITT A129	480/965-6738	www.dlt.asu.edu
Extended Campus Programs	ASUDC C250	480/965-3046	—
Independent Learning	RITT B132	480/965-6563 or 1-800-533-4806	www.dlt.asu.edu/courses/independent/programinfo.cfm
Planning and Business Services	ASUDC C319	480/965-3046	—
Property Administration	ASUDC C295	480/965-3046	www.asu.edu/xed/asudt/
Winter Session	RITT B132	480/965-9797 or 480/727-9900	www.asu.edu/xed/winter

Accreditation and Affiliation

Tempe and East Campuses. The Tempe campus of Arizona State University is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. For more information, call 312/263-0456, access the Web site at www.ncahigherlearningcommission.org, or write

HIGHER LEARNING COMMISSION
30 N LASALLE ST
SUITE 2400
CHICAGO IL 60602-2504

The East campus is recognized by the Higher Learning Commission as a full-service campus and is accredited under the Tempe campus umbrella.

Programs in the various colleges, schools, divisions, and departments are accredited by, affiliated with, or members of national bodies as described in the “[Academic Accreditation at East Campus](#)” table, on this page; the “[Academic Accreditation at Tempe Campus](#)” table, page 526; the “[Academic Affiliation and Membership at East Campus](#)” table, page 527; and the “[Academic Affiliation and Membership at Tempe Campus](#)” table, page 527.

West Campus. The West campus of ASU is separately accredited by the Higher Learning Commission. Professional programs in the various academic areas are accredited by national bodies as described in the “[Academic Accreditation at West Campus](#)” table, page 527.

Academic Accreditation at East Campus

Unit or Program	Accredited By
College of Technology and Applied Sciences BS, Aeronautical Management Technology, with concentrations in professional flight and air transportation management	Council on Aviation Accreditation
BS, Electronics Engineering Technology; Manufacturing Engineering Technology; Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
BS, Industrial Technology, with concentrations in environmental technology management, graphic information technology, and industrial technology management	National Association of Industrial Technology
East College BS, Business Administration*	AACSB International—The Association to Advance Collegiate Schools of Business
BS, Nutrition (didactic program in dietetics); MS, Nutrition (dietetic internship)	American Dietetic Association
Morrison School of Agribusiness and Resource Management BS, Agribusiness, with a concentration in professional golf management	Professional Golfer’s Association of America

* This program is accredited through the ASU W. P. Carey School of Business.

ACCREDITATION AND AFFILIATION

Academic Accreditation at Tempe Campus

Unit or Program	Accredited By
College of Architecture and Environmental Design BSD, Graphic Design, Industrial Design BSD, Interior Design BSLA BSP, MEP MArch MSD, Design, with concentrations in graphic design and industrial design	National Association of Schools of Art and Design Foundation for Interior Design Education Research Landscape Architectural Accreditation Board Planning Accreditation Board National Architectural Accrediting Board National Association of Schools of Art and Design
College of Education MC, Counseling	Council for Accreditation of Counseling and Related Educational Programs
PhD, Counseling Psychology; Educational Psychology with a concentration in school psychology	American Psychological Association
College of Law JD	American Bar Association
College of Liberal Arts and Sciences BS, Clinical Laboratory Sciences MS, Communication Disorders MS, Family and Human Development, with a focus in marriage and family therapy under the family studies concentration PhD, Psychology, with a concentration in clinical psychology	National Accrediting Agency for Clinical Laboratory Sciences American Speech-Language-Hearing Association Commission on Accreditation for Marriage and Family Therapy Education—Candidacy Status American Psychological Association
College of Nursing BSN, MS, Nursing	Arizona State Board of Nursing Commission on Collegiate Nursing Education
College of Public Programs BS, Recreation BSW, MSW, School of Social Work MPA	National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation Council on Social Work Education National Association of Schools of Public Affairs and Administration
Ira A. Fulton School of Engineering BS, Computer Science BS, Construction BSE, Aerospace Engineering; Bioengineering; Chemical Engineering; Civil Engineering; Computer Systems Engineering; Electrical Engineering; Industrial Engineering; Materials Science and Engineering; Mechanical Engineering	Computer Science Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. American Council for Construction Education Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
Katherine K. Herberger College of Fine Arts School of Music	National Association of Schools of Music
W. P. Carey School of Business All programs	AACSB International—The Association to Advance Collegiate Schools of Business Accrediting Commission on Education for Health Services Administration
MHSM, School of Health Management and Policy	AACSB International—The Association to Advance Collegiate Schools of Business
School of Accountancy	AACSB International—The Association to Advance Collegiate Schools of Business
Walter Cronkite School of Journalism and Mass Communication All programs	Accrediting Council on Education in Journalism and Mass Communications

Academic Accreditation at West Campus

Unit or Program	Accredited By
College of Human Services BS, Recreation and Tourism Management	National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation Council on Social Work Education
BSW, MSW	AACSB International—The Association to Advance Collegiate Schools of Business
School of Global Management and Leadership All programs	AACSB International—The Association to Advance Collegiate Schools of Business

Academic Affiliation and Membership at East Campus

Unit or Program	Affiliation or Membership With
East College Department of Applied Biological Sciences Department of Exercise and Wellness	Society for Range Management American Academy of Kinesiology and Physical Education American Alliance for Health, Physical Education, Recreation and Dance American Association of Health Education American College of Sports Medicine Association of Worksite Health Promotion Committee on Allied Health Education Council on Physical Education for Children National Association for Physical Education in Higher Education National Strength and Conditioning Association National Wellness Association North American Society for Sports Psychology and Physical Activity North American Society for the Study of Obesity American Dietetic Association
Department of Nutrition	American Dietetic Association

Academic Affiliation and Membership at Tempe Campus

Unit or Program	Affiliation or Membership With
Barrett Honors College	National Collegiate Honors Council
College of Architecture and Environmental Design School of Architecture and Landscape Architecture	American Institute of Architects, Central Arizona and Rio Salado Chapters Architectural Research Centers Consortium Association for Computer-Aided Design in Architecture Association of Collegiate Schools of Architecture
School of Design	American Society of Interior Designers Human Factors and Ergonomics Society Industrial Designers Society of America Interior Design Educators Council Society of Environmental Graphic Designers
School of Planning	American Planning Association American Society of Landscape Architects Association of Collegiate Schools of Planning Council of Educators in Landscape Architecture
College of Education	American Association of Colleges for Teacher Education American Educational Research Association University Council for Educational Administration
PhD, Educational Psychology with a concentration in school psychology	National Association of School Psychologists
College of Law	Association of American Law Schools

ACCREDITATION AND AFFILIATION

Academic Affiliation and Membership at Tempe Campus (continued)

Unit or Program	Affiliation or Membership With
College of Liberal Arts and Sciences	
Department of Anthropology	American Anthropological Association Council for Museum Anthropology
Department of Chemistry and Biochemistry	American Association for the Advancement of Science American Chemical Society American Society for Advancement of Science
Department of Geography	Association of American Geographers
Department of Geological Sciences	American Association of Petroleum Geologists American Geophysical Union American Institute of Professional Geologists Geological Society of America Mineralogical Society of America Society of Economic Paleontologists and Mineralogists
Department of History	American Association for State and Local History American Association of Museums American Historical Association Coordinating Committee for History in Arizona Institute of Historical Research National Council on Public History Western History Association
Department of Kinesiology	American Academy of Kinesiology and Physical Education American Alliance for Health, Physical Education, Recreation, and Dance American College of Sports Medicine American Society of Biomechanics Committee on Allied Health Education Council on Physical Education for Children International Society of Biomechanics National Association for Physical Education in Higher Education North American Society for Sports Psychology and Physical Activity Physiological Society Society for Experimental Biology Society for Neuroscience
Department of Languages and Literatures	American Council on Teaching Foreign Language International Studies Association Modern Language Association
Department of Mathematics and Statistics	American Mathematical Society Mathematical Association of America Rocky Mountain Mathematics Consortium Society for Industrial and Applied Mathematics
Department of Military Science	Association of U.S. Army
Department of Philosophy	American Philosophical Association
Department of Physics and Astronomy	Acoustical Society of America American Association of Physicists in Medicine American Association of Physics Teachers American Astronomical Society American Crystallographic Association American Physical Society American Vacuum Society International Astronomical Union Materials Research Society Optical Society of America
Department of Political Science	American Political Science Association Inter-university Consortium for Political and Social Research
Department of Psychology	American Society of Clinical Psychologists
Department of Sociology	American Sociological Association

Academic Affiliation and Membership at Tempe Campus (continued)

Unit or Program	Affiliation or Membership With
College of Liberal Arts and Sciences (continued) Hugh Downs School of Human Communication	National Communication Association Western States Communication Association
School of Justice and Social Inquiry	Arizona Justice Educators Association of Criminal Justice Doctoral Programs Consortium for Graduate Law and Society Programs Justice Studies Association Law and Society Association National Academic Advising Onati International Institute for the Sociology of Law Society for the Study of Social Problems
School of Life Sciences	American Society for Photobiology American Society for Virology American Society of Cell Biology American Society of Horticultural Science American Society of Medical Technology American Society of Naturalists American Society of Plant Physiologists American Society of Plant Taxonomy American Society of Zoologists Animal Behavior Society Arizona-Nevada Academy of Science Botanical Society of America Botanical Society of Japan California Botanical Society Ecological Society of America International Association for Study of Plant Succulents International Association of Landscape Ecology International Association of Plant Taxonomy International Association of Wood Anatomists International Organization of Paleobotany International Photosynthesis Society International Phycological Society International Society of Arboriculture International Society of Ecological Modeling International Society of Plant Molecular Biology International Society of Plant Propagators International Union of Woody Plant Physiologists Microscopy Society of America Mycological Society of America Phycological Society of America Phytochemical Society of North America Sigma Psi Sigma Xi Society for Economic Botany Society for Neuroscience Society of Ecological Restoration Society of Wetlands Scientists Soil Science Society of America Southwestern Association of Naturalists
Women and Gender Studies Program	Association for Women in Science National Women's Studies Association
College of Nursing	American Association of Colleges of Nursing National Organization of Nurse Practitioner Faculties Western Institute of Nursing
Continuing and Extended Education Program	Arizona Nurses Association (American Nurses Credentialing Center's Commission on Accrediation)

ACCREDITATION AND AFFILIATION

Academic Affiliation and Membership at Tempe Campus (continued)

Unit or Program	Affiliation or Membership With
College of Public Programs	
School of Community Resources and Development	American Humanics, Inc. Arizona American Indian Tourism Association Arizona Heritage Alliance Arizona Park and Recreation Association Arizona State Therapeutic Recreation Association Association for Research on Nonprofit Organizations and Voluntary Action Association for Volunteer Administration Learning Institute National Center for Nonprofit Boards National Society of Fund Raising Executives Nonprofit Academic Centers Council Peter F. Drucker Foundation for Nonprofit Management Society for Nonprofit Organizations Travel Tourism Research Association
School of Public Affairs	National Association of Schools of Public Affairs and Administration
School of Social Work	Baccalaureate Program Directors Association Council on Social Work Education Group for the Advancement of Doctoral Education National Association of Deans and Directors of Social Work National Association of Social Workers
Division of Graduate Studies	Council of Graduate Schools
Ira A. Fulton School of Engineering	
Department of Chemical and Materials Engineering	American Association for the Advancement of Science American Association of Aerosol Research American Association of University Women American Chemical Society American Geological Union American Institute of Chemical Engineers American Physical Society American Society for Engineering Education American Society for Microbiology American Vacuum Society ASM International Association of Environmental Engineering and Science Professors Böhmische Physical Society Electrochemical Society Institute of Electrical and Electronic Engineers Iron and Steel Society Materials Research Society Metal Powders Industry Federation Microscopy Society of America Minerals, Metals and Materials Society National Academy of Engineers National Association of Corrosion Engineers National Society of Black Engineers
Katherine K. Herberger College of Fine Arts Department of Theatre	American Alliance for Theatre and Education Association for Theatre in Higher Education United States Institute of Theatre Technology American Music Therapy Association
School of Music	
Walter Cronkite School of Journalism and Mass Communication	Association of Schools of Journalism and Mass Communication Broadcast Education Association

Index

A

Abbreviations

- for buildings, 549
- for course prefixes, 7
- for graduate degrees, 10
- for omnibus courses, 56

Academic affiliations, 525

Academic freedom policies, 27

Academic integrity, 65

Academic organization, 18

Accountancy

- Business Administration (PhD) concentration, 115
- course descriptions, 111
- at West campus, 497
- School of, 115

Accountancy and Information Systems (MAIS), 111

Accreditation

- academic, 525
- of Agribusiness and Resource Management, Morrison School of, 525
- of Architecture and Environmental Design, College of, 526
- of Business, W. P. Carey School of, 526
- of East campus, 381, 525
- of East College, 525
- of Education, College of, 526
- of Engineering, Ira A. Fulton School of, 526
- of Fine Arts, Katherine K. Herberger College of, 526
- of Global Management and Leadership, School of, 527
- of Human Services, College of, 527
- of Journalism and Mass Communication, Walter Cronkite School of, 526
- of Law, College of, 526
- of Liberal Arts and Sciences, College of, 526
- of Management, School of, 527
- of Nursing, College of, 526
- of Public Programs, College of, 526
- of Social Work, School of, 526
- of Technology and Applied Sciences, College of, 525
- of Tempe campus, 526
- of West campus, 527

ACMRS (Arizona Center for Medieval and Renaissance Studies), 40

Administrative personnel

- East campus, 392
- Extended Education, School of, 524
- Tempe campus, 376, 469
- West campus, 516

Admission(s).

- to Agribusiness and Resource Management, Morrison School of, 85
- to Architecture and Environmental Design, College of, 90

to Architecture, School of, 94

to Business, W. P. Carey School of, 109

to Education, College of, 139

to Engineering, Ira A. Fulton School of, 167

to Fine Arts, Katherine K. Herberger College of, 204

to Global Management and Leadership, School of, 495

to Graduate Studies at West campus, 478

to Graduate Studies, Division of, 58

to Interdisciplinary Arts and Sciences, New College of, 486

to Journalism and Mass Communication, Walter Cronkite School of, 231

to Law, College of, 235

to Liberal Arts and Sciences, College of, 241

to Public Programs, College of, 338

to Social Work, School of, 349

to Teacher Education and Leadership, College of, 499

to Technology and Applied Sciences, College of, 353

See also Readmission, specific colleges and schools.

Advanced Public Executive Program, 341, 521

Advancement of Small Business, Center for the (CASB), 37

Advancing Business through Information Technology, Center for (CABIT), 37

Aeronautical Engineering Technology course descriptions, 370

Aeronautical Management Technology

course descriptions, 360

Department of, 358, 359

Aerospace Engineering (MS, MSE, PhD), 170, 171

Affiliations, academic, 527

Affirmative action policies, 26

Affordable Homes and the Family, Stardust Center for, 47

African and African American Studies

course descriptions, 245

Agribusiness

Agribusiness (MS), 86

course descriptions, 87

Agribusiness and Resource Management, Morrison School of,

accreditation of, 525

Sustainable Technologies, Agribusiness, and Resources Center (STAR), 38

American Humanics Program. *See* Nonprofit Leadership and Management.

American politics research area, 320

Analysis and systems course descriptions, 170

Anthony Gully Travel Fellowship, 204

Anthropology (MA, PhD), 246

Antiretaliation statement, 27

Appeals

Graduate Council Appeals Board (GCAB), 66

for Graduate Studies, Division of, 62

for Graduate Studies at West campus, 480

INDEX

- Application(s)
for admission, 58
Free Application for Federal Student Aid (FAFSA), 54
for Graduate Studies at West campus, 477
for graduation, 64
for international programs, 372
for international students at West campus, 477
See also specific colleges and degree programs.
- Applied Biological Sciences
Applied Biological Sciences (MS), 127
course descriptions, 129
Department of, 527
- Applied Ethics, Joan and David Lincoln Center for, 44
- Applied Psychology (MS), 130
- Arboretum, 31
- Archaeology concentration, 247
- Architectural administration and management course descriptions, 98
- Architectural communication course descriptions, 100
- Architectural design and technology studios course descriptions, 98
- Architectural philosophy and history course descriptions, 99
- Architectural technology course descriptions, 99
- Architecture
Architecture (MArch), 90, 93
and Business Administration (MBA), 95, 110
School of,
admission to, 94
programs of study, 95
- Architecture and Environmental Design, College of
accreditation of, 92
admission to, 90
advising, 92
facilities, 91
Herberger Center for Design Research (HCDR), 36
library for, 31
organization of, 18
research centers of, 36
special programs, 91
See also specific degree programs and courses.
- Architecture professional studies course descriptions, 99
- Archives
Susan Harnly Peterson Ceramics, 40
University, 32
- AREC (Arizona Real Estate Center), 38
- Arizona Biodesign Institute (AzBio).
See Biodesign Institute at Arizona State University.
- Arizona Board of Regents, 376
- Arizona Center for Medieval and Renaissance Studies (ACMRS), 40
- Arizona Hispanic Business Survey, 44
- Arizona Historical Foundation library, 32
- Arizona Prevention Resource Center (APRC), 521
- Arizona Real Estate Center (AREC), 38
Arizona State Law Journal, 235
- Arizona Students' Association (ASA) fee, 48
- Arizona Studies in the Middle Ages and the Renaissance* (book series), 40
- Art
Art (MA, MFA, PhD), 207
Arts, Media, and Engineering (AME) program, 204
School of, 204
- Art auxiliary course descriptions, 209
- Art Education
Art Education (MA, PhD), 208
course descriptions, 209
- Art History (MA, PhD)
concentration, 208
- Art Museum, ASU, 32
- Arts Center, J. Russell and Bonita Nelson, 33
- Arts, Institute for Studies in the (ISA), 36
- Arts, Media, and Engineering (AME) program, 204
course descriptions, 76
- Asian Languages and Civilizations—Chinese/Japanese (MA), 291
- Asian Studies
Center for, 41
certificate, 250
at Extended Education, School of, 519
- Assistantships and associateships, 65
- Astrobiology Institute, 278
- Astronomy and astrophysics program of study, 313
- Astronomy,
course descriptions, 315
- ASU Art Museum, 32
- ASU Community Fellows Lecture Program, 521
- ASU Downtown Center.
See Extended Education, School of.
- ASU Interactive, 50, 54
- ASU Research Park, 30
- ASUonline, 518
- Athletics, 28
- Atmospheric Science certificate, 250
- Audiology (AuD), 251
- Audit enrollment,
to Graduate Studies, Division of, 60
- Auditorium, Gammage Memorial, 33
- AZB/Arizona Business*, 38
- AZBio (Arizona Biodesign Institute).
See Biodesign Institute at Arizona State University.

B

- Bank One Economic Outlook Center (EOC), 37
- BERS (Educational Research and Services, Bureau of), 141
- Bicycles, 50
- Bike Co-op Repair Service, 50
- Bilingual education
course descriptions, 147
at West campus, 502
Bilingual Review Press, 44
- Bioarchaeology concentration, 247
- Biochemistry
course descriptions, 252
- Biodesign Institute at Arizona State University, 46

- Bioengineering
 Bioengineering (MS, PhD), 172
 course descriptions, 173
- Biology
 Biology (MS, PhD), 297
 course descriptions, 298
- Biology and Society, Center for, 41
- Biomechanics concentration, 78
- Biotechnology and Genomics (LLM), 234
- Brown Bag Lunch Lectures Program, 521
- Buckley Amendment, 66
- Building abbreviations, 549
See also Directories and Maps.
- Building Design (MS), 91, 93
- Bureau of Educational Research and Services (BERS), 141
- Bus transportation, 50
- Business Administration (MBA, PhD), 113, 114, 495
 and Architecture (MArch), 95, 110
 and Economics (MS), 110
 and Health Sector Management (MHSM), 123
 and Information Management (MS), 110
 and International Management (MIM), 110
 and Juris Doctor (JD), 110
 and Taxation (MTax), 110
- Business course descriptions, 119
 at West campus, 497
- Business education course descriptions, 148
- Business Research, Center for (CBR), 37
- Business, W. P. Carey School of, 109
 accreditation of, 110, 526
 admission to, 109
 centers of, 37
 programs of, 109
 research centers of, 37
- ## C
- CABIT (Center for Advancing Business through Information Technology), 37
- Cable/public television courses, 518
- Calendar, 21
- Camp Tontozona, 30
- Campus codes for courses, 55
- Campus Environment Team, 27
- Campus(es), 29
See East campus; Extended Education, School of; Tempe campus; West campus.
- Cancer Research Institute, 41
- CAP LTER (Central Arizona–Phoenix Long-Term Ecological Research project), 46
- CAPS Research (Center for Strategic Supply Research), 37
- Career Services, 74
- CARO (Community Art and Research Outreach), 44
- CASB (Advancement of Small Business, Center for), 37
- Catalogs, 55
- CBR (Center for Business Research), 37
- Center(s) and Institute(s)
 for the Advancement of Small Business (CASB), 37
 for Advancing Business through Information Technology (CABIT), 37
 for Affordable Homes and the Family, Stardust Center, 47
 Applied Ethics, Joan and David Lincoln Center for, 44
 of Architecture and Environmental Design, College of, 36
 Arizona Center for Medieval and Renaissance Studies (ACMRS), 40
 Arizona Prevention Resource Center, 521
 Arizona Real Estate (AREC), 38
 for Asian Studies, 41
 Astrobiology Institute, 278
 Bank One Economic Outlook (EOC), 37
 Biodesign Institute at Arizona State University, 46
 for Biology and Society, 41
 for Business Research (CBR), 37
 of Business, W. P. Carey School of, 37
 Cancer Research Institute, 41
 Ceramics Research, 40
 Counselor Training, 141
 Critical Languages Institute (CLI), 45
 Customer Assistance, 34
 Dance Multimedia Learning, 32
 Deer Valley Rock Art, 31
 Downtown (ASU), 30, 519
 of East campus, 38
 for Education Equity and Language Diversity, Southwest, 39
 of Education, College of, 38
 Educational Research and Services, Bureau of (BERS), 141
 of Engineering, Ira A. Fulton School of, 39
 Environmental Research and Policy, Southwest Center for (SCERP), 47
 Exercise and Sport Research Institute (ESRI), 43
 of Fine Arts, Katherine K. Herberger College of, 40
 Herberger Center for Design Research (HCDR), 36
 for High Resolution Electron Microscopy (CHREM), 42
 Hispanic Leadership Institute, 520
 Hispanic Research Center (HRC), 44
 Human Origins, Institute of (IHO), 44
 for Indian Education, 38
 InnovationSpace, 36
 Institute for Computing and Information Science and Engineering (InCISE), 46
 Institute of Human Origins (IHO), 44
 Institute for Manufacturing Enterprise Systems (IMES), 40
 Institute for Studies in the Arts (ISA), 36
 Intergroup Relations (IRC), 27
 International Institute for Sustainability, 46
 J. Russell and Bonita Nelson Fine Arts Center, 33
 Joan and David Lincoln Center for Applied Ethics (LCAE), 44
 Joint Urban Design Program, 37
 Kerr Cultural Center, 33
 L. William Seidman Research Institute, 38
 Latin American Studies, 44
 of Law, College of, 40
 Law, Science, and Technology, Center for the Study of, 40

INDEX

- for Learning and Teaching Excellence, 35
- of Liberal Arts and Sciences, College of, 40, 244
- Louise Lincoln Kerr Cultural, 33
- for Low Power Electronic Research (CLPE), 39
- for Manufacturing Enterprise Systems (IMES), 38
- Materials Facility (MF), 42
- Materials Research Science and Engineering (MRSEC), 42, 278
- Medieval and Renaissance Studies, Arizona Center for (ACMRS), 40
- for Meteorite Studies, 42, 278
- Morrison Institute for Public Policy, 46
- Nelson Fine Arts Center, 33
- for Nonprofit Leadership and Management (CNLM), 45
- of Public Programs, College of, 45
- for Research on Education in Science, Mathematics, Engineering, and Technology (CRESMET), 36
- Russian and East European Studies (REESC), 45
- Seidman Research Institute, L. William, 38
- for Services Leadership (CSL), 38
- for Solid State Electronics Research (CSSER), 40
- for Solid State Science, 42, 278
- Southwest Center for Education Equity and Language Diversity, 39
- Southwest Center for Environmental Research and Policy (SCERP), 47
- Stardust Center for Affordable Homes and the Family, 47
- for Strategic Supply Research, (CAPS), 37
- for Studies in the Arts (ISA), 36
- for the Study of Religion and Conflict, 43
- for the Study of Early Events in Photosynthesis, 43
- for the Study of Law, Science, and Technology, 40, 234
- Sundome, for the Performing Arts, 33
- Sustainable Technologies, Agribusiness, and Resources (STAR), 38
- for Urban Inquiry, 45
- of vice president for research and economic affairs, 46
- Virginia C. Piper Center for Creative Writing, 45
- See also* Facilities and Laboratory(ies).
- Central Arizona–Phoenix Long-Term Ecological Research (CAP LTER) project, 46
- Ceramics
 - course descriptions, 211
- Ceramics Research Center, 40
- Certificate(s), 17
 - in African and African Diaspora Studies, 245
 - in Asian Studies, 250, 519
 - Atmospheric Science, 250
 - in Communication and Human Relations, 487
 - in English as a Second Language, 520
 - offered by Extended Education, School of, 519
 - in Geographic Information Science, 79, 272
 - in Gerontology, 475, 492, 519
 - in Health Industry Leadership, 123
 - in Multimedia Writing and Technical Communication, 135, 520
 - Indian Law, 235
 - in Institutional Research, 160
 - in Law, Science, and Technology, 234
 - in Linguistics, 304
 - Medieval Studies, 309
 - Museum Studies, 246
 - Music, 221
 - Nonprofit Leadership and Management, 339
 - in Nurse Education, 334
 - Post-Bachelor's Artist Diploma, 221
 - Renaissance Studies, 309
 - Scholarly Publishing, 326
 - in Statistics, 83
 - in Translation, 292
 - in Transportation Systems, 84, 106, 520
- Certification for teachers, 141, 147, 502
- Chandler-Gilbert Community College Partnership, 382
- Channel 8 Television (KAET), 33
- Chemical Engineering
 - Chemical Engineering (MS, MSE, PhD), 174, 175
 - course descriptions, 176
- Chemistry
 - Chemistry (MS, PhD), 252
 - course descriptions, 252
- Child care
 - at East campus, 383
 - at West campus, 474
- Child development course descriptions, 270
- Child Drama Collection, 206
- Chinese
 - course descriptions, 293
- CHREM (Center for High Resolution Electron Microscopy), 42
- Civil and environmental engineering course descriptions, 178
- Civil Engineering (MS, MSE, PhD), 177
- Classification of courses, 55
- Classroom support, 34
- CLI (Critical Languages Institute), 45
- CLPE (Center for Low Power Electronics), 39
- CNLM (Nonprofit Leadership and Management, Center for), 45
- Cohort management course codes, 56
- Collections and galleries, 32, 206
 - ASU Art Museum, 33
 - Child Drama Collection, 206
 - Computing Commons Gallery, 32
 - Galleria, 32
 - Gallery 100, 33, 204
 - Gallery of Design, 91
 - Harry Wood Gallery, 33, 204
 - Map Collection, 31
 - Nelson Fine Arts Center, 33
 - Northlight Gallery, 33, 204
 - Step Gallery, The, 33
 - Susan Harnly Peterson Ceramics Archives, 40
 - University Archives, 32
- College Council of Nursing Students, 332
- College(s) and School(s),
 - Agribusiness and Resource Management, School of, 85
 - of Architecture and Environmental Design, 90
 - Business, W. P. Carey School of, 109

- at East campus, 381
- East, 127
- of Education, 139
- Engineering, Ira A. Fulton School of, 167
- Extended Education, School of, 517
- of Fine Arts, Katherine K. Herberger, 204
- Global Management and Leadership, School of, 495
- Human Services, College of, 487
- Interdisciplinary Arts and Sciences, New College of, 485
- Journalism and Mass Communication, Walter Cronkite School of, 231
- of Law, 234
- of Liberal Arts and Sciences, 241
- of Nursing, 331
- of Public Programs, 338
- Teacher Education and Leadership, College of, 499
- of Technology and Applied Sciences, 353
- at West campus, 474
- Commercial services, 65
- Communication
 - and Human Relations postbaccalaureate certificate, 487
 - Communication (MA, PhD), 254, 256
 - Communication Disorders (MS), 259
 - Communication Studies (MA), 475, 487
 - course descriptions, 488
 - Hugh Downs School of Human, 254
 - course descriptions, 255
- Communicative development concentration, 257
- Community Art and Research Outreach (CARO), 44
- Community colleges
 - Chandler-Gilbert Community College Partnership and, 382
- Community health practice course descriptions, 334
- Community Resources and Development, School of, 338
- Comparative politics research area, 320
- Composition, 214
 - Composition (MM), 217
- Comprehensive examinations, 67, 70
 - fees for, 49
 - for West campus, 483
- Computational Biosciences
 - Computational Biosciences (PSM), 262
 - course descriptions, 262
- Computer Accounts, 34
- Computer-associated degrees, studies, and academic units
 - Accountancy and Information Systems (MAIS), 111
 - Computational Biosciences (PSM), 241
 - Computer Information Systems
 - Business Administration (PhD) concentration, 116
 - course descriptions, 125
 - Computer Science (MS, MCS, PhD), 180, 181
 - Computer Science and Engineering
 - course descriptions, 182
 - Computing and Information Science and Engineering, Institute for (InCISE), 46
 - Computing studies course descriptions, 356
 - digital systems research area, 362
 - Electronics and Computer Engineering Technology, Department of, 358, 361
 - engineering technology course descriptions, 362
 - Geographic Information Systems (MAS), 273
 - graphic information technology course descriptions, 367
 - Information and Management Technology, Department of, 358
 - Information Management (MS), 109
 - Information Systems, Department of, 116
 - Information Technology (MSTech), 364
- Computing Commons, 34
 - Gallery, 32
- Computing facilities and services
 - at East campus, 382
 - at Extended Education, School of, 35
 - at Tempe campus, 33
- Concurrent degree programs. *See* Dual Degree Programs.
- Construction
 - Construction (MS), 185
 - course descriptions, 186
- Construction engineering area of study, 177
- Continuing Education programs, 520
- Continuing registration, 56
- Coor, Lattie F., 28
- Counseling (MC), 161
- Counseling Psychology (PhD), 162
- Counseling services, East campus, 383
- Counselor Education
 - Counselor Education (MEd), 163
 - course descriptions, 162
- Counselor Training Center, 141
- Course(s)
 - classification of, 55
 - key to course listings, 55
 - minimum loads,
 - for Graduate Studies, Division of, 61
 - for Graduate Studies at West campus, 479
 - numbering system of, 55
 - omnibus, 56
 - prefix index of, 7
 - special fees for, 48
 - See also* specific degree programs and courses.
- Creative Writing (MFA), 76, 205
- Credit cards for tuition payments, 50
- Credit(s), academic
 - from Law, College of, 67, 69
 - transfer,
 - to Graduate Studies, Division of, 63
 - to West campus, 475, 480
 - undergraduate for graduate programs, 63
 - at West campus, 483
- CRESMET (Center for Research on Education in Science, Mathematics, Engineering, and Technology), 36
- Criminal Justice
 - course descriptions, 490
 - Criminal Justice (MA), 475
- Critical Language Institute (CLI), 45
- Crow, Michael M., 3, 28
- CSL (Center for Services Leadership), 38
- CSSER (Center for Solid State Electronics Research), 40

INDEX

Cultural geography course descriptions, 274, 276
Cummings Travel Fellowship, Nathan, 204
Current Social Events, Linda Haskell Memorial Master Class on, 521
Curriculum and Instruction
 course descriptions, 148
 Curriculum and Instruction (MA, MEd, EdD, PhD), 144, 147, 208
 Division of, 141
Customer Assistance Center, 34

D

Dance

 Arizona Repertory Theatre (DART), 204
 course descriptions, 215
 Dance (MFA), 214
 Department of, 204
 Multimedia Learning Center, 32
 Studio Theatre, 32

DART (Dance Arizona Repertory Theatre), 204

Debit cards for tuition payments, 50

Deer Valley Rock Art Center, 31

Definitions

 academic, 66
 of courses, 55
 of credit unit,
 in Graduate Studies, Division of, 60
 of records, 66
 for tuition, 48

Degree program(s),

 of Agribusiness and Resource Management, Morrison School of, 86
 of Architecture and Environmental Design, College of, 90
 of Business, W.P. Carey School of, 109
 of East College, 127
 of Education, College of, 139
 of Engineering, Ira A. Fulton School of, 167
 of Fine Arts, Katherine K. Herberger College of, 204
 of Global Management and Leadership, School of, 495
 of Human Services, College of, 487
 intercollegiate interdisciplinary, 73
 of Interdisciplinary Arts and Sciences, New College of, 485
 of Journalism and Mass Communication, Walter Cronkite School of, 231
 of Law, College of, 234
 of Liberal Arts and Sciences, College of, 241
 of Nursing, College of, 331
 of Public Programs, College of, 338
 of Teacher Education and Leadership, College of, 499
 of Technology and Applied Sciences, College of, 353
 at West campus, 483
 See also specific degree programs.

Dependency, definition of, 66

Design

 Building Design (MS), 96
 course descriptions 102
 Design (MSD), 91, 100

 Environmental Design and Planning (PhD), 104
 Design methodology, theory and criticism area of study, 101
 Design Research, Herberger Center for (HCDR), 36
 Digital Arts Ranch, 32, 36
 Digital Media and Instructional Technologies (DMIT) and Lab, 34
Directories
 East campus, 386
 Extended Education, School of, 524
 Tempe campus, 394
 West campus, 507
 See also Building Abbreviations and Maps.
Directory information, definition of, 66
Disability Resource Center (DRC), 34
Disability Resource Center for Access and Achievement (DRCAA), 34
Discriminatory harassment policies, 26
Dissertations
 fees for, 49
 formats for, 75
 for Graduate Studies, Division of, 64
 policies regarding, 68
Distance learning technology, 517
Diversity programs, 74
Division of Graduate Studies Awards for Tuition, 54
Doctoral degrees, 10, 68
 Aerospace Engineering (PhD), 171
 Anthropology (PhD), 246
 Audiology (AuD), 251
 Bioengineering (PhD), 172
 Biology (PhD), 298
 Business Administration (PhD), 114
 Chemical Engineering (PhD), 175
 Chemistry (PhD), 252
 Civil and Environmental Engineering (PhD), 177
 Communication (PhD), 256
 Computer Science (PhD), 180
 Counseling Psychology (PhD), 162
 Curriculum and Instruction (EdD, PhD), 144, 147, 208
 Economics (PhD), 121
 Education (EdD), 143
 Educational Administration and Supervision (EdD), 155
 Educational Leadership and Policy Studies (PhD), 157
 Educational Psychology (PhD), 164
 Educational Technology (PhD), 166
 Electrical Engineering (PhD), 188
 Engineering Science (PhD), 193
 English (PhD), 264
 Environmental Design and Planning (PhD), 90, 104
 Exercise Science (PhD), 78
 Family Science (PhD), 271
 Geography (PhD), 274
 Geological Sciences (PhD), 277
 Higher and Postsecondary Education (EdD), 158

- History (PhD), 281
 - History and Theory of Art (PhD), 208
 - Industrial Engineering (PhD), 195
 - Justice Studies (PhD), 287
 - Law (JD), 237
 - Mathematics (PhD), 305
 - Mechanical Engineering (PhD), 200
 - Microbiology (PhD), 300
 - Molecular and Cellular Biology (PhD), 301
 - Music (DMA), 219
 - Nursing Science (DNS), 334
 - Philosophy (PhD), 311
 - Physics (PhD), 314
 - Plant Biology (PhD), 302
 - Political Science (PhD), 319
 - Psychology (PhD), 322
 - Public Administration (PhD), 343
 - Religious Studies (PhD), 324
 - Science and Engineering of Materials (PhD), 81, 326
 - Social Work (PhD), 349
 - Sociology (PhD), 327
 - Spanish (PhD), 292
 - Speech and Hearing Science (PhD), 328
 - Theatre (PhD), 226
 - See also* specific degree programs.
 - Downtown and Gown Lecture Program, 521
 - Downtown Center at ASU, 30
 - computer lab, 35
 - See also* Extended Education, School of.
 - Downtown Phoenix campus, 380
 - Drawing
 - course descriptions, 211
 - Drug Resistance Strategies (DRS) Project, 350
 - Dual degree programs
 - Architecture (MArch)
 - and Business Administration (MBA), 16, 95, 110
 - Business Administration (MBA)
 - and Architecture (MArch), 16, 95, 110
 - and Economics (MS), 16, 110
 - and Health Sector Management (MHSM), 16, 123
 - and Information Management (MS), 16, 110
 - and International Management (MIM), 16, 110
 - and Juris Doctor (JD), 16, 110
 - and Taxation (MTax), 16, 110
 - of Business, W. P. Carey School of, 110
 - credit hours for, 68
 - Economics (MS)
 - and Business Administration (MBA), 16, 110
 - and Juris Doctor (JD), 16
 - Health Sector Management (MHSM)
 - and Juris Doctor (JD), 16, 110
 - Information Management (MS)
 - and Business Administration (MBA), 16, 110
 - International Management (MIM)
 - and Business Administration (MBA), 16, 110
 - Juris Doctor (JD)
 - and Business Administration (MBA), 16
 - and Economics (MS), 16
 - and Health Sector Management (MHSM), 16, 110
 - and Justice Studies (PhD), 288
 - Justice Studies (MS),
 - and Juris Doctor (JD), 288
 - Justice Studies (PhD)
 - and Juris Doctor (JD), 288
 - Taxation (MTax)
 - and Business Administration (MBA), 16, 110
 - at West campus, 483
 - of Law, College of, 234
 - Durham, G. Homer, 28
- ## E
- Early Childhood Education (BAE),
 - course descriptions, 131, 149
 - at West campus, 503
 - Early Events in Photosynthesis, Center for the Study of, 43
 - East campus, 38
 - accreditation of, 381, 525
 - administrative personnel, 392
 - child care, 383
 - computing services, 382
 - counseling services, 383
 - enrollment, 382
 - faculty and academic professionals, 387
 - Faculty Fellows, 384
 - health center, 383
 - housing and residential life, 383
 - Learning Center, 382
 - library services, 382
 - map of, 385
 - organization of, 18, 381
 - Physical Activity Center, 383
 - recreation facilities, 383
 - research centers of, 38
 - student services, 382
 - Student Union, 383
 - See also* specific colleges, degree programs, and schools.
 - East College,
 - accreditation of, 525
 - Applied Biological Sciences, 127
 - Applied Psychology, 130
 - Education, 131
 - Exercise and Wellness, 134
 - Multimedia Writing and Technical Communication, 135
 - Nutrition, 136
 - Economic Forecasts*, 37
 - Economic Outlook Center, Bank One, 37
 - Economics
 - course descriptions, 121
 - at West campus, 497
 - Economics (MS, PhD), 121
 - and Business Administration (MBA), 16, 110
 - and Juris Doctor (JD), 16, 110
 - Education (MEd, EdD), 142, 143

INDEX

- Education Equity and Language Diversity, Southwest Center for, 39
- Education Policy Analysis
 - course descriptions, 156
- Education Policy Studies Laboratory (EPSL), 39
- Education, College of, 38, 139
 - academic organization of, 18
 - accreditation of, 141
 - affiliation of, 141, 526
 - centers of, 38, 141
 - course descriptions, 146, 155
 - degree programs of
 - through Extended Education, School of, 518
 - graduate, 140
 - Education Equity and Language Diversity, Southwest Center for, 39
 - Education Policy Studies Laboratory (EPSL), 39
 - Psychology in Education, Division of, 161
 - research centers of, 38
 - teacher certification, 141, 147
 - See also* specific departments and programs and Teacher Education and Leadership, College of.
- Educational Administration and Supervision
 - course descriptions, 155, 503
 - Educational Administration and Supervision (MEd, EdD), 155, 475
- Educational Leadership and Policy Studies
 - Division of, 142, 155
 - Educational Leadership and Policy Studies (PhD), 157
- Educational Psychology
 - course descriptions, 164, 165
 - at West campus, 504
 - Educational Psychology (MA, MEd, PhD), 163, 164
- Educational records, 66
- Educational Research and Services, Bureau of (BERS), 141
- Educational Technology
 - course descriptions, 158, 166, 187
 - at West campus, 504
 - Educational Technology (MEd, PhD), 166
- Elderhostel Program, 520
- Electrical Engineering
 - course descriptions, 188
 - Electrical Engineering (MS, MSE, PhD), 188
- Electronics and Computer Engineering Technology,
 - Department of, 358, 361
- Elementary Education
 - course descriptions, 131, 149
 - at West campus, 504
 - course prefixes for, 57
 - Elementary Education (MEd), 475
 - Postbaccalaureate Program, 133, 475
- Employment and residency classification, 52
- Employment-based visa programs, 372
- Endorsements for teachers, 141
- Energy performance and climate-responsive architecture concentration, 97
- Engineering (MEng, MSE), 171, 192
- Engineering Science (MSE, PhD), 193, 194
- Engineering, Ira A. Fulton School of, 167
 - academic organization of, 19
 - accreditation of, 526
 - centers and institutes of, 39
 - graduate programs in, 168
 - InnovationSpace and, 36
 - Institute for Studies in the Arts and, 40
 - research centers of, 39
- English
 - course descriptions, 265
 - Creative Writing (MFA), 76
 - Department of, 263
 - English (MA, MTESL, PhD), 263, 264
 - English as a Second Language (ESL), 520
- Enrollment
 - at East campus, 382
 - numbers, 26
 - verification guidelines, 61
 - See also* Admission(s); Registration.
- Environmental analysis and programming,
 - course descriptions, 99
- Environmental Design and Planning
 - course descriptions, 105, 106
 - Environmental Design and Planning (PhD), 90, 104
- Environmental engineering research and study, 177
- Environmental Fluid Dynamics Program, 168
- Environmental Planning (MEP), 91
- Environmental Research and Policy, Southwest Center for (SCERP), 47
- Environmental Science and Ecology
 - course descriptions, 303
- Environmental Technology Management
 - concentration, 364
 - course descriptions, 366
- EOC (Bank One Economic Outlook Center), 37
- EPSL (Education Policy Studies Laboratory), 39
- Equal opportunity/affirmative action policies, 26
- ESRI (Exercise and Sport Research Institute), 43
- Ethics, Joan and David Lincoln Center for Applied (LCAE), 44
- Ethnomusicology concentration, 218
- Evelyn K. Smith Music Theatre, 33
- Exchange Programs, 372. *See also* International Programs.
- Exercise and Sport Research Institute (ESRI), 43
- Exercise and Wellness
 - course descriptions, 134, 135
 - Exercise and Wellness (MS), 134
- Exercise Biochemistry Lab, 44
- Exercise Endocrinology Lab, 44
- Exercise Science (PhD), 78
- Exercise Science/Physical Education
 - See* Kinesiology.
- Extended Education, School of,
 - administrative personnel, 524
 - certificate programs of, 519
 - continuing education, 520
 - degree programs of, 519
 - directory, 524
 - distance learning, 517

Downtown Center at ASU, 30
 downtown partnerships programs, 521
 faculty and academic professionals, 523
 internet programs, 518
 lectures, 521
 locations, 519, 521
 organization of, 18, 517
 schedule options, 517
 television courses, 518
 tuition and fees, 517
 undergraduate degree completion programs, 519
See also Degree program(s).

F

Facilities

of Agribusiness and Resource Management, Morrison School of, 85
 of Architecture and Environmental Design, College of, 91
 Center for High Resolution Electron Microscopy (CHREM), 42
 Digital Media and Instructional Technologies (DMIT), 34
 Downtown Center at ASU Computer Lab, 35
 of East College, 127
 of Education, College of, 141
 of Engineering, Ira A. Fulton School of, 169
 of Fine Arts, Katherine K. Herberger College of, 206
 Goldwater Materials Science, 42
 Goldwater Materials Visualization (GMVF), 42
 for High-Pressure Research, 42
 Ion Beam Analysis of Materials (IBeAM) Facility, 42
 of Law, College of, 234
 of Liberal Arts and Sciences, College of, 244
 Materials Facility (MF), 42
 Materials Science Electron Microscopy (MSEML), 42
 of Nursing, College of, 332
 performing and fine arts, 32, 206
 research, 73
 Secondary Ion Mass Spectrometry (SIMS), 42
 University Dance, 33
See also Center(s) and Institute(s).
 Facilities, development, and management concentration, 97
 Faculty and academic professionals
 East campus, 387
 Extended Education, School of, 523
 Tempe campus, 400
 West campus, 509
 Faculty Fellows Program, 384
 FAFSA (Free Application for Federal Student Aid), 54
 Family and Human Development (MS), 270
 Family Educational Rights and Privacy Act of 1974, 66
 Family Science (PhD), 271
 Family studies course descriptions, 271
 FAQ, 25
 Farmer, Hiram Bradford, 27
 Fee(s)
 for delinquent payments, 51
 for dissertations, 49, 64

for instrument rental, 49
 for parking, 49
 for private music instruction, 49
 for programs, 48
 for returned checks, 50
 for theses, 49, 64
 special, 48
See also Tuition.

Fellowships, 54

from Art, School of, 204
 taxes on, 54

Fibers

course descriptions, 211

Fiction writing option in Creative Writing (MFA), 77

Finance

Business Administration (PhD) concentration, 115
 course descriptions, 115
 at West campus, 497
 Department of, 113, 115

Financial Aid Trust fee, 48

Financial aid, 54

for Graduate Studies, Division of, 74
 for Graduate Studies at West Campus, 484
 for Liberal Arts and Sciences, College of, 244
 for Nursing, College of, 332
 taxes on, 54

Financial Guarantee form, 59

Fine arts

and performance facilities, 32

Fine Arts Center, J. Russell and Bonita Nelson, 33

Fine Arts, Katherine K. Herberger College of

academic organization of, 19
 accreditation of, 526
 course descriptions, 209, 217
 graduate programs in, 205
 Institute for Studies in the Arts, 36
 research centers of, 40

Fire Service Administration

concentration, 364
 course descriptions, 368

FLASH-bus, 50

Fletcher Library, 475

Foreign languages

course descriptions, 293
 requirements for, 64
See also Languages and Literatures.

Free Application for Federal Student Aid (FAFSA), 54

Freedom of speech policies, 27

French

course descriptions, 293
 French (MA), 291

Frequently asked questions, 25

G

Galleria, The, 32

Gallery 100, 33, 204

Gallery of Design, 32

INDEX

- Gallery(ies). *See* Collections and galleries.
 - Galvin Playhouse, Paul V., 32
 - Gammage, Grady, 28
 - Gammage Memorial Auditorium, 33
 - GCAB (Graduate Council Appeals Board), 66
 - General information, 26
 - Geochemistry research area, 277
 - Geographic Information Science, interdisciplinary certificate
 - in, 79, 272
 - Geographic Information Systems, 273
 - Geography (MA, PhD), 273, 274
 - Geological Sciences
 - course descriptions, 278, 280
 - Geological Sciences (MS, PhD), 277
 - Geomorphology research area, 277
 - Geophysics research area, 277
 - Geotechnical/geoenvironmental engineering research and study, 177
 - German
 - course descriptions, 294
 - German (MA), 291
 - Gerontology
 - certificate in, 491, 519
 - course descriptions, 492
 - through Extended Education, School of, 519
 - Global Management and Leadership, School of
 - academic organization of, 20
 - Business Administration (MBA), 495
 - Global Technology and Development
 - concentration, 365
 - course descriptions, 367
 - Goldwater Materials Visualization Facility (GMVF), 42
 - Golf management, professional (PGM)
 - course descriptions, 89
 - Grades
 - academic standards and, 60
 - Graduate Studies at West campus, 481
 - Graduate Council, 75
 - Appeal Board policies, 66
 - Graduate degrees
 - abbreviations for, 10
 - at East campus, 10, 354
 - at Tempe campus, 10
 - at West campus, 10, 475
 - Graduate Nurse Organization (GNO), 332
 - Graduate Studies at West campus, 477
 - academic integrity, 480
 - admission to,
 - classifications of, 478
 - catalog requirement determination, 479
 - course loads, 479
 - degree requirements, 480
 - grading, 481
 - Graduate Council, 480
 - misconduct in research and creative activities, 480
 - nondegree students, 479
 - policies and procedures, 479
 - registration, 479
 - withdrawal, 479
 - Graduate Studies Awards for Tuition (GSAT)
 - for Tempe campus, 54
 - for West campus, 484
 - Graduate Studies, Division of,
 - academic integrity, 65
 - academic membership, 530
 - academic organization of, 19
 - admission to, 58
 - certificates offered by, 73
 - classification of courses, 63
 - course descriptions, 74
 - degree requirements, 61
 - diversity programs of, 74
 - fees for, 48
 - foreign language requirements, 64
 - format advising, 75
 - grading, 61, 481
 - Graduate Council, 75
 - interdisciplinary programs of, 73
 - library system, 73
 - misconduct in research and creative activities, 65
 - nondegree study, 73
 - offices of, 75
 - orientations, 75
 - procedures, 61
 - professional degrees offered, 72
 - research programs of, 73
 - student support services, 74
 - supervisory committees of, 64
 - theses and dissertations, 64
 - See also* Graduate Studies at West campus.
 - Graduation
 - application
 - from Graduate Studies, Division of, 64
 - from Graduate Studies at West campus, 483
 - fees for, 51
 - Grady Gammage Memorial Auditorium, 33
 - Graphic design concentration, 100
 - Graphic Information Technology
 - course descriptions, 367
 - Gully Travel Fellowship, Anthony, 204
- ## H
- Harassment policies, 26
 - Harry Wood Gallery, 33, 204
 - Hayden Library, 31
 - Hazardous materials and waste management area of study, 364
 - HCDR (Herberger Center for Design Research), 36
 - Health Sector Management
 - course descriptions, 124
 - Health Sector Management (MHSM), 123
 - and Juris Doctor (JD), 16
 - Help Desk/Consulting, 35
 - Herberger Center for Design Research (HCDR), 36

- Herberger College. *See* Fine Arts, Katherine K. Herberger College of.
- High Resolution Electron Microscopy, Center for (CHREM), 42
- High resolution nanostructure analysis concentration, 81
- Higher and Postsecondary Education
 course descriptions, 159, 160
 Higher and Postsecondary Education (MEd, EdD), 158
- Higher Education Tax Incentives, 54
- Higher Learning Commission, 525
- High-Pressure Research Facility, 42
- Hispanic Leadership Institute, 520
- Hispanic Research Center (HRC), 44
- History
 of ASU, 27
 course descriptions, 283
 History (MA, PhD), 280, 281
 History and Theory of Art (PhD), 208, 217
 History, theory, and criticism concentration in
 Environmental Design and Planning, 104
- Honors College, Barrett,
 academic organization of, 18
- HRC (Hispanic Research Center), 44
- Hugh Downs School of Human Communication, 254
- Human factors in design area of study, 101
- Human Origins, Institute of (IHO), 44
- Human Services, College of, 474, 527
 academic organization of, 18
 Communication Studies (MA), 487
 Communications and Human Relations certificate, 487
 Criminal Justice (MA), 489
 Gerontology certificate, 491
 Social Work (MSW), 492
- I**
- IBeAM (Ion Beam Analysis of Materials Facility), 42
- ID card, 49
- IGERT (Integrative Graduate Education and Research Training), 47
- IHO (Institute of Human Origins), 44
- IMES (Institute for Manufacturing Enterprise Systems), 38
- Immigration Programs for International Faculty and Scholars,
 Office of, 372
- InCISE (Institute for Computing and Information Science and Engineering), 46
- Income Tax Practitioners' Workshop, 520
- Indian (American)
 Indian education course descriptions, 150
 Indian Education, Center for, 38
 Indian Law certificate, 235
 Indian Legal Program, 235
 Journal of American Indian Education, 39
 See also Native Americans.
- Industrial Design
 concentration, 100
 Industrial Design (MSD), 91
- Industrial Engineering
 course descriptions, 196
 Industrial Engineering (MS, MSE, PhD), 195
- Industrial technology management
 course descriptions, 368
- Information and Management Technology, Department of, 364
- Information Management (MS), 125
 and Business Administration (MBA), 16, 110
- Information Systems, Department of, 116
- Information Technology, 34
 concentration, 364
 Digital Media and Instructional Technologies (DMIT), 34
 Information Technology (MSTech), 364
 See also Computer-associated degrees, studies, and academic units.
- Initial Teacher Certification Program (ITC), 141, 147
- InnovationSpace, 36
- Installment plan for tuition, 48
- Institute(s). *See* Center(s) and Institute(s).
- Instructor-initiated drop of courses, 61
- Integrative Graduate Education and Research Training (IGERT), 47
- Intelligent Stage, 33, 36
- Interactive Instructional Television Program (IITP), 518
- Interactive Nano-Visualization for Science and Engineering Education (IN-VSEE) project, 42
- Intercultural communication concentration, 257
- Interdisciplinary Arts and Sciences, New College of, 485
 academic organization of, 20
 course descriptions, 486
 Interdisciplinary Studies (MA), 475
- Interdisciplinary physics program of study, 313
- Interdisciplinary study, 58
- Intergroup Relations Center (IRC), 27
- Interior design concentration, 101
- Intermedia
 course descriptions, 211
- International Institute for Sustainability, 46
- International Management (MIM),
 and Business Administration (MBA), 16
- International Programs Office (IPO), 372
- International programs,
 course prefixes for, 57
- International relations research area, 320
- International students
 admission of, 59
 to Graduate Studies, Division of, 59
 to West campus, 477
 financial aid for, 54
- Internet courses, 518
- IN-VSEE (Interactive Nano-Visualization for Science and Engineering Education), 42
- Ion Beam Analysis of Materials (IBeAM) Facility, 42
- IPO (International Programs Office), 372
- IRC (Intergroup Relations Center), 27
- ISA (Institute for Studies in the Arts), 36
- Iter*, 40

INDEX

J

J. Russell and Bonita Nelson Fine Arts Center, 33
Japanese,
 Chinese/Japanese (MA), 291
 course descriptions, 294
Joan and David Lincoln Center for Applied Ethics (LCAE), 44
John F. Roatch Global Lectures in Social Policy and Practice,
 521
John J. Ross–William C. Blakley Law Library, 31, 234
Joint Admission Continuous Enrollment, 57
Joint Urban Design Program, 37, 521
Journal of American Indian Education, 39
JUDP (Joint Urban Design Program), 37, 521
Jurimetrics: Journal of Law, Science and Technology, 40
Juris Doctor (JD)
 and Business Administration (MBA), 16, 110
 and Economics (MS), 16, 110
 and Health Sector Management (MHSM), 16
 and Justice Studies (PhD), 16, 288
Justice Studies
 course descriptions, 286
 Justice Studies (MS, PhD), 285, 287
 and Juris Doctor (JD), 288

K

KAET Television, 33
Katzin Concert Hall, 33
Kerr Cultural Center, 33
Kinesiology
 course descriptions, 289
 Kinesiology (MS), 289
 Physical Education, Master of (MPE), 289
 See also Exercise and Wellness.

L

Laboratory(ies)
 Center for High Resolution Electron Microscopy (CHREM),
 42
 Digital Media and Instructional Technologies (DMIT), 34
 Downtown Center at ASU Computer Lab, 35
 Education Policy Studies (EPSL), 39
 Exercise and Sport Research Institute (ESRI), 43
 Exercise Biochemistry, 44
 Exercise Endocrinology, 44
 Goldwater Materials Science, 42
 Instruction Support (DMIT), 34
 Ion Beam Analysis of Materials (IBeAM) Facility, 42
 Materials Facility (MF), 42
 Materials Science Electron Microscopy Laboratory
 (MSEML), 42
 Motor Control, 44
 Scanning Probe Microscopy (SPM), 42
 Secondary Ion Mass Spectrometry (SIMS), 42
 Space Photography, 278
 Sport and Exercise Psychology, 44

 University Dance, 33
Landscape Architecture
 course descriptions, 107
Languages and Literatures, Department of, 291
Latin American Studies Center, 44
Law, College of
 academic memberships of, 527
 accreditation of, 237, 526
 admission to, 235
 credit from, 67, 69
 degree programs of, 235
 library, 234
 research centers, 40
Law, Science, and Technology
 Center for the Study of, 40
 certificate in, 234
LCAE (Joan and David Lincoln Center for Applied Ethics), 44
Learning and Teaching Excellence
 Center for, 35
 course descriptions, 35
Learning Center, at East campus, 382
Legal and Ethical Studies,
 course descriptions, 119
 at West campus, 497
Liberal Arts and Sciences, College of,
 academic memberships of, 528
 academic organization of, 18
 accreditation of, 526
 admission to, 241
 centers of, 40
 degree programs of, 242
 organization of, 18
 research centers of, 40
 See also specific departments and programs.
Library(ies),
 Architecture and Environmental Design, 31
 East campus services, 382
 Fletcher, 31
 of Institute of Human Origins, 44
 Law, College of, 31
 Music, 31
 Noble Sciences and Engineering, Daniel E., 31
 Tempe campus, 31
 West campus services, 475
Library Information, Systems, and Technology (L.I.S.T.), 31
Library science course descriptions, 150
Lifetime Learning Tax Credit, 54
Lincoln Center for Applied Ethics (LCAE), Joan and David, 44
Linda Haskell Memorial Master Class on Current Social
 Events, 521
Linguistics
 course descriptions, 269
Literature concentration in English, 264
L.I.S.T. (Library Instruction, Systems, and Technology), 31
Loans, 54, 484
Louise Lincoln Kerr Cultural Center, 33
Low Power Electronic Research, Center for, 39
Lyceum Theatre, 33

M**Management**

- Business Administration (PhD) concentration, 116
- course descriptions, 117
- at West campus, 497
- Department of, 116
- School of, 495

Management of technology concentration, 365

- Manufacturing and Aeronautical Engineering Technology, Department of, 369

Manufacturing Enterprise Systems, Institute for (IMES), 40**Map Collection, 31****Maps**

- of Downtown Center at ASU, 522
- of East campus, 385
- of Tempe campus, inside back cover
- of West campus, 506
- See also* Building Abbreviations and Directories.

Marketing

- course descriptions, 118
- at West campus, 498
- Department of, 113, 118

Mass Communication (MMC), 231**Master of Liberal Studies**

- course descriptions, 296

Master's degree(s)

- Accountancy and Information Systems (MAIS), 111
- Aerospace Engineering (MS, MSE), 170, 171
- Agribusiness (MS), 86
- Anthropology (MA), 246
- Applied Psychology (MS), 130
- Architecture (MArch), 90, 93
- Art (MA, MFA), 207
- Asian Languages and Civilizations—Chinese/Japanese (MA), 291
- Bioengineering (MS), 172
- Biology (MS), 297
- Building Design (MS), 91, 96
- Business Administration (MBA), 113
- Chemical Engineering (MS, MSE), 174, 175
- Chemistry (MS), 252
- Civil and Environmental Engineering (MS, MSE), 177
- Civil Engineering (MS, MSE), 177
- Communication (MA), 254
- Communication Disorders (MS), 259
- Communication Studies (MA), 487
- Composition (MM), 217
- Computational Biosciences (PSM), 262
- Computer Science (MS, MCS), 181
- Construction (MS), 185
- Counseling (MC), 161
- Counselor Education (MEd), 163
- Creative Writing (MFA), 76
- Curriculum and Instruction (MA, MEd), 147
- Dance (MFA), 214
- Design (MSD), 91, 100
- Economics (MS), 121
- Education (MEd), 142
- Educational Administration and Supervision (MEd), 155, 502
- Educational Psychology (MA, MEd), 164
- Educational Technology (MEd), 166
- Electrical Engineering (MS, MSE), 188
- Elementary Education (MEd), 133, 500
- Engineering (MEng), 171, 192
- Engineering Science (MS, MSE), 193
- English (MA, MTESL), 263, 264, 330
- Exercise and Wellness (MS), 134
- Family and Human Development (MS), 270
- French (MA), 291
- Geographic Information Systems (MAS), 79, 273
- Geography (MA), 273
- Geological Sciences (MS), 277
- German (MA), 291
- Health Sector Management (MHSM), 123
- Higher and Postsecondary Education (MEd), 158
- History (MA), 280
- Industrial Engineering (MS, MSE), 195
- Information Management (MS), 125
- Justice Studies (MS), 285
- Kinesiology (MS), 289
- Mass Communication (MMC), 231
- Materials Engineering (MS, MSE), 198
- Materials Science (MS), 79, 198
- Mathematics (MA), 304
- Mechanical Engineering (MS, MSE), 200
- Microbiology (MS), 300
- Molecular and Cellular Biology (MS), 301
- Music (MA), 218
- Music Education (MM), 217
- Music Therapy (MM), 217
- Natural Science (MNS), 305, 309
- Nursing (MS), 333
- Nutrition (MS), 136
- Performance (MM), 217
- Philosophy (MA), 310
- Physical Education (MPE), 289
- Physics (MS), 313
- Plant Biology (MS), 302
- Political Science (MA), 319
- Public Administration (MPA), 340
- Recreation (MS), 344
- Religious Studies (MA), 324
- Secondary Education (MEd), 501
- Social and Philosophical Foundations of Education (MA), 160
- Social Work (MSW), 346
- through West campus, 475
- Sociology (MA), 326
- Spanish (MA), 291

INDEX

Special Education (MA, MEd), 153, 501
Statistics (MS), 83
Taxation (MTax), 126
Teaching English as a Second Language (MTESL), 330
Technology (MSTech), 353, 358
Theatre (MA, MFA), 224, 225
Materials Engineering (MS, MSE), 194
Materials Research Science and Engineering Center (MRSEC), 42, 278
Materials Science and Engineering
 area of study, 194
 course descriptions, 199
 Materials Science (MS), 79, 304
Materials Science Electron Microscopy Laboratory (MSEML), 42
Mathematics
 Mathematics (MA, PhD), 305
Mathematics and Statistics
 course descriptions, 305
Matthews, Arthur John, 31
Mechanical and Aerospace Engineering
 course descriptions, 201
Mechanical and Manufacturing Engineering Technology
 course descriptions, 370
Mechanical Engineering (MS, MSE, PhD), 200
Medieval and Renaissance Texts and Studies (MRTS), 40
Medieval Studies certificate, 309
Mediterranean Studies, 40
Metals
 course descriptions, 212
Meteorite Studies, Center for, 42, 278
Microbiology
 course descriptions, 300
 Microbiology (MS, PhD), 300
Microelectronics engineering technology course descriptions, 363
Microelectronics research area, 362
Military members and residency classification, 52
Mineral physics research area, 277
Mineralogy research area, 277
Misconduct in scholarly research and creative activities, 65
Molecular and Cellular Biology
 course descriptions, 302
 Molecular and Cellular Biology (MS, PhD), 301
Molecular biosciences/biotechnology course descriptions, 302
Morrison Institute for Public Policy, 46, 341
Morrison School of Agribusiness and Resource Management.
 See Agribusiness and Resource Management, Morrison School of.
Motor Control Lab, 44
MRSEC (Materials Research Science and Engineering Center), 42
MRTS (Medieval and Renaissance Texts and Studies), 40
MSEML (Materials Science Electron Microscopy Laboratory), 42
Multimedia Writing and Technical Communication
 postbaccalaureate certificate, 135

Music
 course descriptions, 221
 Doctor of Musical Arts (DMA), 219
 Master of Arts (MA), 218
 Master of Music (MM), 218
 Music Education, 224
 course descriptions, 222
 Music Education (MM), 219
 Music History/Literature (MA), 218
 course descriptions, 221
 Music Performance (MM), 219
 course descriptions, 222
 Music Theory and Composition (MA, MM), 218
 course descriptions, 221
 Music Therapy, 224
 Post-Bachelor's Artist Diploma, 221
 School of, 217
 instrument rental fee, 49
 library of, 31
 private instruction fee, 49
 special programs of, 205
Music Theatre, 33

N

Nathan Cummings Travel Fellowship, 204
Native Americans
 Indian Education, Center for, 38
 Indian Legal Program, 235
 Journal of American Indian Education, 39
 residency classification policy for, 53
Natural Science (MNS), 305, 309
Nelson Fine Arts Center, 33
New College of Interdisciplinary Arts and Sciences, 485
 academic organization of, 20
Noble Science and Engineering Library, 31
Nondegree admission
 graduate, 60, 73
Nonprofit Leadership and Management
 Center for (CNLM), 45
 certificate, 339
 course descriptions, 339, 340
Normal School of Arizona, 27
North Central Association, 525
Northlight Gallery, 33, 204
Notetaking, 65
Numbering system for courses, 55
Nursing
 College of, 331
 academic organization of, 19
 accreditation of, 332, 526
 course descriptions, 334
 Nursing (MS), 333
Nutrition
 course descriptions, 137
 Nutrition (MS), 136

O

Office of Youth Preparation, 521
 Omnibus course abbreviations, 56
 Online courses, 518
 Operations and Production Management
 course descriptions,
 at West campus, 498
 Organ Hall, 33
 Organization, academic, 18
 Organizational communication concentration, 257
 Orientations, 75

P

Painting
 course descriptions, 212
 Paleontology/paleoecology research area, 278
 Parking fees, 49
 refunds of, 51
 Passport Office, 31
 Paul V. Galvin Playhouse, 32
 Payments, tuition, 50
 Peace Corps' Master's International Program, 85, 87
 Performing arts facilities, 32
 Personally identifiable information, 66
 Petrology research area, 278
 Philosophy
 course descriptions, 312
 Philosophy (MA, PhD), 310
 Photography
 course descriptions, 212
 Photosynthesis, Center for the Study of Early Events in, 43
 Physical anthropology concentration, 247
 Physical Education (MPE), 289
 Physical geography course descriptions, 275
 Physical sciences course descriptions, 316
 Physics
 course descriptions, 316
 Physics (MS, PhD), 312, 314
 Planetary studies research area, 278
 Planning concentration in Environmental Design and
 Planning, 104
 Plant biochemistry and molecular biology
 course descriptions, 303
 Plant Biology
 course descriptions, 303
 Plant Biology (MS, PhD), 302
 Playwriting option in Creative Writing (MFA), 76
 Poetry option in Creative Writing (MFA), 77
 Political Science
 course descriptions, 320
 Political Science (MA, PhD), 318, 319
 Political theory research area, 320
 Portfolio
 for Architecture, School of, 94
 for Art, School of, 207
 for Design, 102

Postbaccalaureate certification for teachers, 502
 Post-Bachelor's Artist Diploma, 221
 Prefixes, course, 7
 omnibus courses, 56
 Preparing Future Faculty Program, 72
 President's Office research centers, 47
 Printmaking
 course descriptions, 213
 Prism Theatre, 33
 Professional Continuing Education, 520
 Professional golf management (PGM)
 course descriptions, 89
 Program(s)
 Advanced Public Executive Program, 521
 American Humanics Program, 45
 Distance Learning Technology, 517
 fees for, 48
 of Graduate Studies, Division of, 72
 Immigration, for International Faculty and Scholars, 372
 International, 372
 Joint Urban Design Program, 37, 521
 Preparing Future Faculty, 72
 See also Degree program(s).
 Project 1000, 44
 Psychology
 Applied Psychology (MS), 130
 course descriptions, 322, 324
 in Education, Division of, 161
 Psychology (PhD), 322
 Public Administration (MPA, PhD), 340, 343
 Public Affairs
 course descriptions, 341
 School of, 338
 Public history concentrations, 283
 Public Programs, College of, 338
 academic membership of, 529, 530
 academic organization of, 19
 accreditation of, 339
 centers of, 45
 Morrison Institute for Public Policy, 46
 organization of, 19
 research centers of, 45
 Publications program, 75

Q

Quantitative business analysis course descriptions, 122
 at West campus, 498

R

Rabiner Memorial Fellowship, 204
 Reading education
 course descriptions, 151
 at West campus, 505
 Readmission,
 to Graduate Studies, Division of, 60

INDEX

- Real Estate
 continuing education, 520
 course descriptions, 119
- Recital Hall, 33
- Records, 66
- Recreation
 course descriptions, 345
 facilities at East campus, 383
 Recreation (MS), 344
 Student Recreation Complex (SRC), 48
- REESC (Russian and East European Studies Center), 45
- Refugees, residency classification policy, 52
- Refunds, 51
- Regents' Professors, 374
- Registration,
 continuing, 56
 late fee for, 48
- Religion and Conflict, Center for the Study of, 43
- Religious Studies
 course descriptions, 325
 Religious Studies (MA, PhD), 324
- Remote sensing research area, 278
- Renaissance Studies certificate, 309
- Research
 centers, institutes, and laboratories, 35, 36
 facilities, 73
 programs, 73
 See also Center(s) and Institute(s); Laboratory(ies).
- Research assistantships and associateships, 65
 for Graduate Studies at West campus, 484
- Research Extensive Status, 26
- Research on Education in Science, Mathematics,
 Engineering, and Technology, Center for (CRESMET),
 36
- Research Park, 30
- Residency classification, 52
- Residential Life,
 at East campus, 383
 at West campus, 476
 housing fees, 50
- Rhetoric/Composition and Linguistics concentration, 264
- Russian and East European Studies Center (REESC), 45
- Russian course descriptions, 295
- S**
- SAM (Social and Academic Mentor Program), 74
- Scanning Probe Microscopy Laboratory (SPM), 42
- SCERP (Southwest Center for Environmental Research and
 Policy), 47
- Schedule of Classes*, 55
- Scholarly Publishing
 certificate, 326
 concentration in History, 283
 course descriptions, 326
- Scholarships
 for Graduate Studies at West campus, 483
 taxes on, 54
 See also Financial aid.
- Science and Engineering Library, Daniel E. Noble, 31
- Science and Engineering of Materials
 course descriptions, 82
 Science and Engineering of Materials (PhD), 81
- Science and Technology Law certificate, 17
- Sculpture
 course descriptions, 213
- Secondary Education
 course descriptions, 151
 at East campus, 133
 at West campus, 505
 foreign language emphasis, 291
 history emphasis, 281
 mathematics emphasis, 304
 Secondary Education (MEd), 475
- Secondary Ion Mass Spectrometry (SIMS) laboratory, 42
- Security engineering technology, 359
- Seeking Talent, Expanding Participation, Unleashing Potential
 (STEP-UP) awards, 484
- Seidman Research Institute, L. William, 38
- Services Leadership, Center for (CSL), 38, 109
- Sigma Theta Tau International, 332
- SIMS (Secondary Ion Mass Spectrometry), 42
- Smith Music Theatre, Evelyn K., 33
- Social and Academic Mentor Program (SAM), 74
- Social and Philosophical Foundations of Education
 course descriptions, 160
 Social and Philosophical Foundations of Education (MA),
 160
- Social Policy and Practice Lecture Program, John F. Roatch
 Global Lectures in, 521
- Social Work
 School of, 338
 accreditation of, 526
 course descriptions, 352
 degree programs of, 339
 Social Work (MSW, PhD), 346, 349, 475, 492
- Social-cultural anthropology concentration, 247
- Sociology
 course descriptions, 327, 328, 486
 Sociology (MA, PhD), 326
- Software systems and distributed applications research area,
 362
- Solid State Electronics Research (CSSER), Center for, 40
- Solid-state device materials design concentration, 81
- Solid State Science, Center for, 42, 278
- Southwest Center for Education Equity and Language
 Diversity, 39
- Southwest Center for Environmental Research and Policy
 (SCERP), 47
- Space Photography Laboratory, 278
- Spanish
 course descriptions, 295
 Spanish (MA, PhD), 291, 292
- Speaking Proficiency English Assessment Kit (SPEAK), 59

- Special Education
 - course descriptions, 133, 153
 - at West campus, 505
 - Special Education (MA, MEd), 153, 475
 - Special studio art course descriptions, 214
 - Speech and Hearing Science
 - course descriptions, 259
 - Speech and Hearing Science (PhD), 328
 - SPM (Scanning Probe Microscopy Laboratory), 42
 - Sport and Exercise Psychology Lab, 44
 - SSERC (Center for System Science and Engineering Research), 40
 - STAR (Sustainable Technologies, Agribusiness, and Resources Center), 38
 - Stardust Center for Affordable Homes and the Family, 47
 - Statistics
 - certificate in, 83
 - course descriptions, 308
 - Statistics (MS), 83, 126, 203
 - Step Gallery, 33
 - STEP-UP (Seeking Talent, Expanding Participation, Unleashing Potential) awards, 484
 - Strategic Supply Research, Center for (CAPS), 37
 - Strategies for Success series, 74
 - Structure and tectonics research area, 278
 - Structures/materials engineering area of study, 177
 - Student antiretaliation statement, 27
 - Student enrollment numbers, 26
 - Student Health
 - at East campus, 383
 - Student records, 66
 - Student Recreation Complex (SRC),
 - fee for, 48
 - Student services,
 - at East campus, 382
 - at Tempe campus, 74
 - at West campus, 476
 - Studies in the Arts, Institute for (ISA), 36
 - Studio Art
 - course descriptions, 211
 - Study abroad programs,
 - course prefixes for, 57
 - Latin American Studies, Center for, 44
 - Summer sessions, 373
 - fee for, 48
 - refunds for, 51
 - Sun Card, 49
 - SunDial, 50
 - Sundome Center for the Performing Arts, 33
 - Supervisory Committee, Graduate, 64
 - Supply Chain Management
 - Business Administration (PhD) concentration, 117
 - course descriptions, 119
 - Department of, 113
 - Susan Harnly Peterson Ceramics Archive, 40
 - Sustainable Technologies, Agribusiness, and Resources Center (STAR), 38
 - Swetman, Ralph W., 28
 - Systems control and instrumentation research area, 362
- ## T
- Taxation (MTax), 126
 - and Business Administration (MBA), 16, 110
 - Taxes
 - on financial aid, 54
 - Lifetime Learning Tax Credit, 54
 - Teacher certification, 502
 - Teacher Education and Leadership, College of,
 - academic organization of, 19
 - See also* Education, College of.
 - Teacher residency classification, 53
 - Teaching assistantships and associateships, 65
 - Teaching certification, 141, 147, 502
 - Teaching English as a Second Language (MTESL), 330
 - Technical physics program of study, 313
 - Technology and Applied Sciences, College of, 353
 - academic organization of, 19
 - accreditation of, 525
 - admission, 353, 358
 - Technology Development Studio, 36
 - Technology management concentration, 365
 - Technology (MSTech), 358
 - Technology-supported degree programs, 517
 - Television
 - courses, 518
 - KAET (Channel 8), 33
 - Tempe campus, 30
 - academic organization of, 18
 - accreditation of, 525
 - administrative personnel, 376, 469
 - degree programs of,
 - See* Degree program(s).
 - directory of, 394
 - faculty and academic professionals, 400
 - Test of English as a Foreign Language (TOEFL), 59
 - Test of Spoken English (TSE), 59
 - Theatre
 - course descriptions, 227
 - creative writing, 76
 - facilities, 32
 - special programs of, 205
 - Theatre (MA, MFA, PhD), 224, 226
 - Theses
 - binding fee for, 64
 - formats of, 75
 - requirements for, 67
 - Third-party sponsor billing,
 - tuition payment and, 50
 - TOEFL (Test of English as a Foreign Language), 59
 - Transcripts
 - fees for, 49, 51
 - Transfer of credits. *See* Credit(s), academic.
 - Transportation materials engineering research and study, 178

INDEX

Transportation Systems
 certificate, 17, 84, 399, 520
 course descriptions, 84
Transportation to campus, 50
Travel grants, 204
TravelLearn tours, 520
TSE (Test of Spoken English), 59
Tuition, 49
 deadlines for, 51
 delinquent payments, 51
 installment plan, 48
 payments for, 50
 refunds for, 51
 residency classification and, 52
 veterans deferred, 51

U

U.S. Passport Office, 31
Understanding the Cultural Context, 350
University
 campuses and sites of, 29
 equal opportunity/affirmative action policies of, 26
 general information about, 26
 history of, 27
 libraries and collections of, 31
 organization of, 26
University Archives, 32
University Art Museum, 32
University College,
 academic organization of, 20
University Dance Laboratory, 33
Urban and environmental planning course descriptions, 107
Urban Data Center, 521
Urban horticulture
 Plant Biology (BS)
 course descriptions, 303
Urban Inquiry, Center for, 45
Urban Issues Lecture Series, 521

V

Verification guidelines for enrollment
 graduate, 61

Veterans services,
 tuition payment and, 51
Vice President for Research and Economic Affairs
 research centers of, 46
Virginia C. Piper Center for Creative Writing, 45
Visa programs, employment-based, 372
Volcanology research area, 278

W

Water resources engineering research and study, 178
Wealth Management program, 520
Web-based courses, 518
West campus, 30
 academic organization of, 18, 474
 accreditation of, 474
 administrative personnel, 516
 admission to, 475
 certificate programs of, 475
 degree programs of, 475
 directory, 507
 faculty and academic professionals, 509
 Global Management and Leadership, School of, 495
 graduate studies at, 477
 See also Graduate Studies at West campus.
 housing, 476
 Human Services, College of, 487
 Interdisciplinary Arts and Sciences, New College of, 485
 library, 474
 map of, 506
 student services, 476
 Teacher Education and Leadership, College of, 499
 Western Alliance to Expand Student Opportunities, 44
 Williams Campus. *See* East campus.
Winter Session, 517
Withdrawal
 from Graduate Studies, Division of, 61
 from Graduate Studies at West campus, 480
 refunds for, 51
 from the university, 61
Writing, Creative (MFA), 76

Building Abbreviations

For building abbreviations used in the *General Catalog*, *Graduate Catalog*, *Schedule of Classes*, and *Summer Sessions Bulletin*, see the “Building Abbreviations” table below. Tempe campus map coordinates are provided. For the Tempe campus map, see the inside back cover. For other

locations, see the “East Campus” map, page 385; “West Campus” map, page 506; and “Downtown Center at ASU” map, page 522. For the locations of campuses, see the “ASU Campus Locations” map, page 29.

Building Abbreviations

Abbreviation	Name	Wings	Location (Coordinate)
ADELA	Adelphi II Commons	—	Tempe campus (H-8)
ADM	Administration Building	A, B	Tempe campus (F-3)
ADMIN	Administration	—	East campus
ADPCM	Adelphi Commons	—	Tempe campus (G-8)
ADSVC	Administrative Services	—	East campus
AED	College of Architecture and Environmental Design/ North	—	Tempe campus (D-2)
AG	Agriculture Building	—	Tempe campus (F-3)
AGBC	Agribusiness Center	—	East campus
AIP	American Indian Programs	—	East campus
AIP2	American Indian Programs Annex	—	East campus
ALTCH	Altitude Chamber	—	East campus
ANTH	Anthropology Building	—	Tempe campus (D-3)
ANX	Visual Arts Annex	—	Tempe campus (B-3)
AQUAT	Mona Plummer Aquatics Center	A, B	Tempe campus (B-4)
ARCH	College of Architecture and Environmental Design/ South	—	Tempe campus (D-2)
ARCHV	University Library Archives	—	East campus
ARCV	University Archives	—	Tempe campus (D-4)
ART	Art Building	—	Tempe campus (D-2)
ARWH	Art Warehouse	—	Tempe campus (D-2)
ASEOC	Alternate State Emergency Operations Center	—	East campus
ASUDC	Downtown Center	A–F	502 E. Monroe St., Phoenix
BA	Business Administration Building	—	Tempe campus (F-4)
BAC	Business Administration C-Wing	—	Tempe campus (F-4)
BELL	Bell Hall	—	East campus
BDA	Biodesign Institute Building A	—	Tempe campus: 850 E. Terrace Dr., Tempe (E-7)
BDB	Biodesign Institute Building B	—	Tempe campus: 850 E. Terrace Dr., Tempe (E-7)
BKSTR	ASU Bookstore	—	Tempe campus: 525 E. Orange St., Tempe (F-5)
BYAC	Brickyard Artisan Court	—	Tempe campus: 30 E. Seventh St., Tempe (B-1)
BYENG	Brickyard Engineering	—	Tempe campus: 699 S. Mill Ave., Tempe (B-1)
BYOH	Orchidhouse at the Brickyard	—	Tempe campus: 21 E. Sixth St., Tempe (B-1)
CDC	Child Development Center	—	East campus: 6110 S. Sagewood, Mesa
CERA	Ceramics Annex	A, B	Tempe campus (D-8)
CFS	Center for Family Studies	—	Tempe campus (D-3)
CHAPL	Danforth Chapel	—	Tempe campus (E-3)

BUILDING ABBREVIATIONS

Building Abbreviations (continued)

Abbreviation	Name	Wings	Location (Coordinate)
CHOLA	Cholla Apartments	A–G	Tempe campus (E-9)
CLCC	Classroom Laboratory/Computer Classroom Building	—	West campus
CLRB	Classroom Building	—	East campus: 6113 S. Avery, Mesa
CNTR	Academic Center	—	East campus
COMM	Communications	—	East campus
COOR	Lattie F. Coor Hall	—	Tempe campus (E-2)
COPY	Williams Campus Copy Center	—	East campus
COWDN	Cowden Family Resources Building	—	Tempe campus (D-3)
CP	Central Plant	—	Tempe campus (E-4)
CPCOM	Computing Commons Building	—	Tempe campus (F-5)
CRI	Cancer Research Institute	—	Tempe campus (D-5)
CRNX	Classroom Annex	—	West campus
CSAC	Nadine and Ed Carson Student Athlete Center	—	Tempe campus (B-4)
CSB	Community Services Building	—	200 E. Curry Road, Tempe
CSC	Central Services Complex	—	West campus
CTDO	College of Technology and Applied Science Office of the Dean	—	East campus
DEAN	Dean Hall	—	East campus
DPSMN	Department of Public Safety	—	Tempe campus (G-7)
EAW	Exercise and Wellness Center	—	East campus: 7350 E. Unity Ave., Mesa
EAW2	Exercise Instructional Lab	—	East campus: 7429 E. Utah Ave., Mesa
ECA	Engineering Center A-Wing	—	Tempe campus (E-5)
ECANX	Engineering Center Annex	—	Tempe campus (E-5)
ECB	Engineering Center B-Wing	—	Tempe campus (E-5)
ECC	Engineering Center C-Wing	—	Tempe campus (E-5)
ECD	Engineering Center D-Wing	—	Tempe campus (E-5)
ECE	Engineering Center E-Wing	—	Tempe campus (E-5)
ECF	Engineering Center F-Wing	—	Tempe campus (E-5)
ECG	Engineering Center G-Wing	—	Tempe campus (E-5)
ED	Hiram B. Farmer Education Building	—	Tempe campus (F-2)
EDB	Ira D. Payne Education Hall	—	Tempe campus (E-2)
EDC	Education Lecture Hall	—	Tempe campus (F-2)
ELAB	Electronics Laboratory Building	—	West campus
ENGRC	Engineering Research Center	—	Tempe campus (E-5)
FAB	Faculty and Administration Building	N, S	West campus
FABNX	Faculty and Administration Building Annex	—	West campus
FAC	Nelson Fine Arts Center	—	Tempe campus (E-1)
FDSCI	Agribusiness Center	—	East campus
FLHLB	Fletcher Library	—	West campus
FMDPS	Facilities Management/DPS	—	East campus
FOUND	ASU Foundation	—	Tempe campus (C-4)
FST	Fire Science Technology	—	East campus
GGMA	Grady Gammage Memorial Auditorium	—	Tempe campus (F-2)
GHALL	Dixie Gammage Hall	—	Tempe campus (E-3)
GRNHS	Greenhouses	—	East campus: 7405 E. Unity Ave., Mesa

Building Abbreviations (continued)

Abbreviation	Name	Wings	Location (Coordinate)
GS	General Studies	—	East campus
GWC	Barry M. Goldwater Center for Science and Engineering Research	—	Tempe campus (D-6)
HAYDN	Hayden Hall	E, W	Tempe campus (G-3)
HSC	Health Sciences Center	—	East campus: 6950 E. Williams Field Road, Mesa
HSC2	Health Sciences Center Research	—	East campus: 6950 E. Williams Field Road, Mesa
IAPNX	Interdisciplinary Arts and Performance Annex	—	West campus
IRISH	Frederick M. Irish Hall	A–C	Tempe campus (G-3)
ISTB3	Interdisciplinary Science and Technology Building 3	—	East campus
LAW	John S. Armstrong Hall	—	Tempe campus (F-6)
LAWLB	John J. Ross–William C. Blakley Law Library	—	Tempe campus (F-6)
LCR	Las Casas Residences	—	West campus
LIB	Charles T. Hayden Library	—	Tempe campus (E-4)
LL	G. Homer Durham Language and Literature Building	—	Tempe campus (D-4)
LSA	Life Sciences A-Wing	—	Tempe campus (E-4)
LSC	Life Sciences C-Wing	—	Tempe campus (E-4)
LSE	Life Sciences E-Wing	—	Tempe campus (E-4)
LYC	Lyceum Theatre	—	Tempe campus (D-3)
MAIN	Old Main	—	Tempe campus (D-4)
MANZH	Manzanita Hall	—	Tempe campus (C-6)
MARIP	Mariposa Hall	A–C	Tempe campus (G-6)
MB	M.O. Best Hall	A–C	Tempe campus (G-3)
MCENT	A. J. Matthews Center	—	Tempe campus (E-3)
MCL	James H. McClintock Hall	—	Tempe campus (E-3)
MHALL	Carrie Matthews Hall	—	Tempe campus (E-3)
MOEUR	B. B. Moeur Administration	—	Tempe campus (F-3)
MTCHL	Mitchell School	—	900 S. Mitchell St., Tempe
MU	Memorial Union	—	Tempe campus (F-4)
MUR	John Murdock Lecture Hall	—	Tempe campus (E-4)
MUSIC	Music Building	E, W	Tempe campus (F-1)
NEEB	L. S. Neeb Hall	—	Tempe campus (D-2)
NOBLE	Daniel E. Noble Science and Engineering Library	—	Tempe campus (E-6)
NUR	Nursing Building	—	Tempe campus (D-3)
OCOT	Ocotillo Hall	A–E	Tempe campus (G-6)
PABLO	San Pablo Residence Hall	—	Tempe campus (C-5)
PAC	Physical Activity Center	—	East campus: 7411 E. Utah Ave., Mesa
PBS	Packard Baseball Stadium	—	Tempe campus (A-7)
PEBE	Physical Education Building East	—	Tempe campus (F-6)
PEBW	Physical Education Building West	—	Tempe campus (F-4)
PGM	Professional Golf Management	—	East campus: 5935 S. Edgewater, Mesa
PS	George M. Bateman Physical Sciences Center	A–H	Tempe campus (D-5)
PSA	Wexler Hall	—	Tempe campus (D-5)
PSY	Psychology Building	—	Tempe campus (E-6)
PSYN	Psychology Building North	—	Tempe campus (D-6)
PVE	Palo Verde East Hall	—	Tempe campus (C-5)

BUILDING ABBREVIATIONS

Building Abbreviations (continued)

Abbreviation	Name	Wings	Location (Coordinate)
PVM	Palo Verde Main Hall	A–E	Tempe campus (C-4)
PVW	Palo Verde West Hall	—	Tempe campus (C-4)
QUAD 1, 2, 4	Student Affairs Complex	—	East campus
QUAD 3	CERTT Lab	—	East campus
RES1	Freshman Experience Dorm	—	East campus
RITT	Ritter Building	A, B	Tempe campus (E-8)
SAHU	Sahuaro Hall	A–D	Tempe campus (H-7)
SANDS	Sands Classroom Building	—	West campus
SCD	Sonora Center Dormitory	—	Tempe campus (H-8)
SCOB	John W. Schwada Classroom Office Building	—	Tempe campus (E-6)
SCRED	Sonora Center Residence Education Center	—	Tempe campus (H-8)
SDF	Solar Demonstration Facility	—	Tempe campus (C-7)
SHC	Student Health Center	—	East campus: 7153 E. Thistle, Mesa
SHS	Student Health Service	A, B	Tempe campus (D-4)
SIM	Simulator Building	—	East campus: 7442 E. Tillman Ave., Mesa
SLB	Science Lab	—	East campus
SOLAR	Photovoltaics Testing Lab	—	East campus: 7349 E. Unity Ave., Mesa
SRC	Student Recreation Complex	—	Tempe campus (G-5)
SS	Social Sciences Building	—	Tempe campus (E-4)
SSV	Student Services Building	—	Tempe campus (F-3)
STAD	Sun Devil Stadium	—	Tempe campus (A-4)
STAUF	Charles Stauffer Communication Arts Building	A, B	Tempe campus (E-2)
SUTON	Sutton Hall	—	East campus
TECH	Technology Center	—	East campus
TECH2	Technology Center Annex	—	East campus
TMPCT	Tempe Center	—	Tempe campus: 929 (Suite 150) and 951 (Suite 190) S. Mill Ave., Tempe (E-1)
TOWER	Tower Center	A, B	Tempe campus (D-2)
TRACK	Joe Selleh Track	—	Tempe campus (A-7)
UASB	Undergraduate Academic Services Building	—	Tempe campus (E-4)
UCB	University Center Building	—	West campus
UCLUB	University Club	—	Tempe campus (D-4)
UNION	The Union	—	East campus
UNON2	Student Union Annex	—	East campus
UNIVT	University Towers	—	525 S. Forest Ave. Tempe (B-3)
USB	University Services Building	—	Tempe campus: 1551 S. Rural Road, Tempe (H-9)
USE	Urban Systems Engineering	—	Tempe campus (D-6)
UVCMN	University Commons	—	Tempe campus: 215 E. Seventh St., Tempe (C-2)
VISIT	ASU Visitor's Information Center	—	Tempe campus (G-8)
WANER	Wanner Hall	—	East campus
WFA	Wells Fargo Arena	—	Tempe campus (B-5)
WHALL	West Hall	—	Tempe campus (E-3)
WILSN	George W. Wilson Hall	—	Tempe campus (E-3)
WTC	Whiteman Tennis Center	—	Tempe campus (B-7)