

General Information

OBJECTIVES

Arizona State University provides an opportunity for students from all racial, cultural, and economic backgrounds to pursue a full range of high-quality academic programs. The university actively seeks to have reflected within its student body and among its employees the rich diversity of cultures found within the state, the nation, and the world.

Active research programs contribute to and expand knowledge, thereby serving the instructional needs of students, contributing to the professional advancement of the faculty, and enhancing economic, social, cultural, and technological progress.

The university's teaching, research, and service programs seek to instill in students sensitivity to other races and cultures and a spirit of critical inquiry and challenge them to seek answers to fundamental questions of human concern. The university's support programs contribute to the academic success and personal development of all students.

The university seeks to expand cultural horizons, enhance respect for human diversity, improve moral and ethical standards, and educate for responsible citizenship while preparing its graduates to accept and perform capably in rewarding careers in our pluralistic society.

MISSION

Arizona State University has emerged as a leading national and international research and teaching institution with a primary focus on Maricopa County, Arizona's dominant population center. This rapidly growing, multi-campus public research university offers programs from the baccalaureate through the doctorate for approximately 43,000 full-time and part-time students through ASU Main campus in Tempe, the ASU West campus in northwest Phoenix, a major educational center in downtown Phoenix, and other instructional, research, and public service sites throughout Maricopa County. Arizona State University is a modern university that applies the strongest features of the traditional major research university to the rapidly evolving needs of Maricopa County and the state. Arizona State University is governed by the Arizona Board of Regents.

As a leading public university, Arizona State University's goal is to become a world-class university in a multicampus setting, one of the very best public universities in the nation. The university's 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. To become competitive with the very best public universities, the institution recognizes that it must offer quality programs at all degree levels in a broad range of fundamental fields of inquiry. Arizona State University 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.

ORGANIZATION

Arizona State University is part of a three-university system governed by the Arizona Board of Regents, a body corporate and politic 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 one student regent serving for one year with the elected governor and state superintendent of public instruction as 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 senior vice president and provost, other provosts, vice presidents, deans, directors, department chairs, faculty, and other officers. Refer to "Academic Organization," page 6.

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.

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, sexual orientation, age, disability, special disabled 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, 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, 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 in subsection 1 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 the General Counsel.

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

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 import of many shrubs and trees and the planting of Palm Walk, continues to this day: the main campus is a nationally recognized arborum.

Matthews also saw to it that the Arizona 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 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 to "sweep clean," firing those faculty who did not have master's or doctoral degrees in order to follow North Central Association of Colleges and Secondary Schools guidelines.

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.

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% 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 five years after his death. He laid the groundwork for it with his contact 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 campus—a 300-acre ASU West campus serves the west side of the Phoenix metropolitan area, and smaller units such as the Downtown Center serve the Phoenix business community—and rising enrollment. With approximately 43,000 students, ASU is the sixth largest university in the nation.

On January 1, 1990, Dr. Lattie F. Coor, a native Arizonan, became 15th in the institution's succession of principals and presidents. He has highlighted undergraduate education, research, cultural diversity, and economic development as the "four pillars" of the university's agenda and has taken steps in these areas by further defining the role of ASU West and by initiating the establishment of the College of Extended Education, approved by the Arizona Board of Regents July 20, 1990.

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.

During President Matthews' tenure, some team competition began. The Tempe Bulldogs saw some interesting and rough competition with the University of Arizona Wildcats (almost always on the losing end), but usually they competed against smaller schools around the state.

Dr. Gammage realized that athletics was a way to garner monetary support from the community. With the establishment of the Sun Angel Foundation in 1946, a new era began. The college's teams became the Sun Devils and, with a succession of fine coaches and an increasingly strong commitment to sports, became known worldwide in athletics arenas. Today the university attracts students from throughout the world to its athletic programs.

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.

ACADEMIC ACCREDITATION AND AFFILIATION

Arizona State University is accredited by the North Central Association of Colleges and Secondary Schools. Programs in the various colleges, schools, divisions, and departments are accredited by or affiliated with the following national bodies.

Architecture and Environmental Design. The Master of Architecture degree program is accredited by the National Architectural Accrediting Board. The Bachelor of Science in Design degree with a major in Interior Design is accredited by the Foundation for Interior Design Education Research. The Master of Environmental Planning degree program is accredited by the Planning Accreditation Board. The programs in Planning are affiliated with the Association of Collegiate Schools of Planning and the Council of Educators in Landscape Architecture. The programs in Industrial Design are affiliated with the Industrial Design Society of America.

Most states require that an individual intending to become an architect hold an accredited degree. There are two types of degrees that are accredited by the National Architectural Accrediting Board: (1) the Bachelor of Architecture, which requires a minimum of five years of study, and (2) the Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years following a related preprofessional bachelor's degree. These professional degrees are structured to educate those who aspire to registration/licensure as architects.

The four-year, preprofessional degree, where offered, is not accredited by NAAB. The preprofessional degree is useful for those wishing a foundation in the field of architecture, as preparation for either continued education in a professional degree program or for employment options in architecturally related areas.

Business. The College of Business and its School of Accountancy are accredited by the American Assembly of Collegiate Schools of Business (AACSB). The AACSB is the recognized accrediting agency in the field of business education. The School of Health Administration and Policy is accredited by the Accrediting Commission on Education for Health Services Administration.

Education. Various programs in the College of Education are accredited by the American Psychological Association. Some programs are also approved by the State Board of Education (Arizona) and the National Association of School Psychologists and others are affiliated with the University Council for Educational Administration.

Engineering and Applied Sciences. The Construction program is accredited by the American Council for Construction Education (ACCE).

The undergraduate programs in Aeronautical Engineering Technology, Electronics Engineering Technology, and Manufacturing Engineering Technology are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET).

The undergraduate programs in Aerospace Engineering, Bioengineering, Chemical Engineering, Civil Engineering, Computer Systems Engineering, Electrical Engineering, Industrial

Engineering, Mechanical Engineering, Engineering Special Studies, and Engineering Interdisciplinary Studies are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.

The Bachelor of Science program in Computer Science is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB).

Fine Arts. Programs in the College of Fine Arts are accredited by the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Theatre.

Law. Programs in the College of Law are accredited by the American Bar Association, and the college is a member of the Association of American Law Schools.

Liberal Arts and Sciences. Programs in the College of Liberal Arts and Sciences are accredited by the following agencies: American Psychological Association; American Speech-Language-Hearing Association; National Accrediting Agency for Clinical Laboratory Sciences.

Additional college scholarly memberships with nationally established standards of scholarly performance include the following: American Alliance for Health, Physical Education, Recreation and Dance; American Anthropological Association; American Association for Advancement of Science; American Association for State and Local History; American Association of Museums; American Association of Petroleum Geologists; American Association of Plant Physiologists; American Chemical Society; American College of Sports Medicine; American Council on Teaching Foreign Language; American Dietetic Association; American Geophysical Union; American Historical Association; American Institute of Biological Sciences; American Institute of Professional Geologists; American Mathematical Society; American Philosophical Association; American Physical Society; American Political Science Association; American Society for Advancement of Science; American Society of Clinical Pathologists; American Society of Medical Technology; American Society of Microbiology; American Society of Naturalists;

American Society of Zoologists; American Sociological Association; Animal Behaviorists' Society; Arizona Society of Medical Technology; Association for Women in Science; Association of American Geographers; Association of United States Army; Botanical Society of America; Committee on Allied Health Education; Council for Museum Anthropology; Geological Society of America; Institute of Historical Research; Inter-University Consortium for Political and Social Research; International Studies Association; Mathematical Association of America; Mineralogical Society of America; Modern Language Association; Mycological Society of America; National Association for Physical Education in Higher Education; National Women's Studies Association; North American Society for Sports History; North American Society for Sports Psychology and Physical Activity; Psychological Society of America; Rocky Mountain Mathematics Consortium; Sigma Psi; Society for Industrial and Applied Mathematics; and Society of Economic Paleontologists and Mineralogists.

Nursing. 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. The continuing education program is accredited by the American Nurses' Credentialing Center's Commission on Acceleration. 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 Academy of Colleges of Nursing (AACN).

Public Programs. Programs in the College of Public Programs are accredited by the Accrediting Council on Education in Journalism and Mass Communications and the National Association of Schools of Public Affairs and Administration.

Social Work. Programs in the School of Social Work are accredited by the Council on Social Work Education.

UNIVERSITY CAMPUSES AND SITES

Location. Arizona State University is located near the heart of metropolitan Phoenix in the city of Tempe (popula-

tion 149,488). Nearby are the municipalities that make up the fast-growing Valley of the Sun: Chandler, Gilbert, Glendale, Mesa, Scottsdale, and other communities.

ASU Main. ASU Main comprises more than 700 acres and offers outstanding physical facilities to support the university's educational programs. Buildings are modern, air-conditioned, and attractively designed.

Broad pedestrian malls laid out in an easy-to-follow grid plan, bicycle lanes connecting all parts of the university, and spacious lawns and subtropical landscaping characterize a campus serving the physical, aesthetic, and educational needs of students, faculty, and staff.

ASU Research Park. The mission of the Research Park is to attract to Arizona new corporate and regional headquarters and research and development firms that broaden the base for potential research among ASU departments, interact with graduate students, consult with university faculty, co-sponsor high-level speakers and seminars on research topics, and provide employment opportunities for graduates of ASU.

Long-term excess revenues from ground leases within this 323-acre park will flow back to the ASU Foundation to be used for support of existing and new research programs at ASU. Currently, the Research Park has several major tenants—ICI America, VLSI, and the National Association of Purchasing Management—a 50,000-square-foot multitenant building developed by Transamerica Corporation, and a 44,000-square-foot multitenant building developed by Price-Elliott Research Park. The Research Park is part of the ASU effort to become a major research university by attracting high-quality private and public research firms and institutes.

ASU Sun Cities. The Center for Lifelong Learning at ASU Sun Cities educational facility is located at the Bell Plaza Professional Building South, 17220 Boswell Boulevard, in Sun City, Arizona, the nation's largest retirement community. The courses offered are predominantly noncredit and include a curriculum tailored specifically to the interests of the retirement community. Each year more than 150 courses from approximately 30 disciplines are

taught. Weekly lectures also are available throughout the year in a variety of subjects. See page 363 for more information.

ASU West. ASU West is a campus of Arizona State University that offers only upper-division and graduate courses. It is located in northwest Phoenix to serve the higher educational needs of residents of western Maricopa County. As a comprehensive campus, the institution is developing a broad spectrum of professional and academic programs that share a liberal arts foundation and an interdisciplinary emphasis.

The campus is located between 43rd and 51st Avenues on West Thunderbird Road in Phoenix. Immediately west of the campus is the city of Glendale. The core campus was completed in March 1991 and includes the Fletcher Library, the Sands Classroom Building, the Classroom Laboratory/Computer Building, the Faculty and Administration Building, and the University Center Building.

For more information, see pages 440–443 of the *General Catalog*. For complete information and course listings, see the *ASU West 1994–95 Catalog*.

Camp Tontozona. Located in the famed Mogollon Rim country near Kohl's Ranch, northeast of Payson, this continuing education facility of the university serves the needs of academic departments conducting teaching and research in mountain terrain.

Downtown Center. Located in downtown Phoenix at the Mercado, 502 E. Monroe, the Downtown Center offers credit and noncredit courses of interest to employees in private businesses and government agencies and to individuals seeking personal growth and enrichment. The center's personal computer training program offers noncredit, hands-on computer classes. The courses are taught during daytime and evening hours. The Professional and Continuing Education unit offers noncredit and certificate programs for working professionals. The center also provides students with mainframe access through its computer lab and library services. Information about the ASU curricula and programs is available by calling 602/965–3046.

UNIVERSITY LIBRARIES AND COLLECTIONS

The collections of the university's libraries comprise more than 2.8 million volumes, approximately 4.4 million microform units, and more than 31,600 periodical and serial subscriptions. Computer access to commercially and locally produced databases and the ability to borrow research materials from other libraries enhance local resources. ASU is a member of the Association of Research Libraries and the Center for Research Libraries.

Charles Trumbull Hayden Library. The main library houses the largest multidisciplinary collection. In addition to the open stack areas, separate collections and service areas include Current Periodicals and Microforms, Government Documents, Interlibrary Loan and Document Delivery Services, Labriola National American Indian Data Center, Library Instruction, Reference, Reserve, Special Collections, and Archives and Manuscripts, which includes the Arizona Collection, the Chicano Research Collection, and the Visual Literacy Collection.

Specialized collections include comprehensive holdings of the Pre-Raphaelite period, a 14th-century manuscript on algebra, the child drama collection, the Thomas Mosher collection, the William S. Burroughs collection, and the papers of several major Arizona political figures.

Entrance to Hayden Library is via a 97,000-square-foot underground addition completed in early 1989.

Architecture and Environmental Design Library. This library, located in the College of Architecture and Environmental Design contains books and periodicals pertinent to areas of study within the college.

Arizona Historical Foundation Library. Under a cooperative agreement with ASU, the foundation houses a library of several thousand volumes, manuscript collections, maps, and photographs at the Charles Trumbull Hayden Library. The collections focus on the history of Arizona and the Southwest.

Law Library. This comprehensive collection of legal materials is located in the College of Law.

Music Library. A large collection of music scores, recordings, books, music reference materials, and listening facilities for individuals and groups are located on the third floor of the Music Building.

Daniel E. Noble Science and Engineering Library. This major branch library houses books, journals, and microforms in the sciences and geography, the Map Collection, and the U.S. Patent Collection.

University Archives. The records of the university, its official publications, and the publications of its faculty, students, and staff are preserved in this collection, located in the historic President's Home on Tyler Mall. The University Archives building is also the home of the 1907 Gallery, which hosts exhibits of historical photographs from the collections of the Department of Archives and Manuscripts.

PERFORMING AND FINE ARTS FACILITIES

Computing Commons Gallery. One of the unique features of the new Computing Commons building is an art gallery, located off the main lobby in the northwest corner of the building. The gallery has design features that are unique for showcasing technology-based artwork and displays. The Commons gallery can support display of national online computer art networks (e.g., via Internet) and holographic displays, as well as more traditional two-dimensional graphic presentations. This is an exciting decade for the arts as new technology-based tools and techniques open new avenues for creativity, as demonstrated by the exhibits in the Computing Commons Gallery.

Dance Studio Theatre. Located in the Physical Education Building East, the Studio Theatre is a 6,000-square-foot dance studio that also serves as a proscenium-style performance space. The 215-seat theatre is devoted to informal and formal showcases of student and faculty choreographic work.

Drama City. Representing a synthesis of the creative energies of the Institute for Studies in the Arts and the Department of Theatre, Drama City is an 1,800-square-foot black-box theatre that serves as a laboratory for the development and presentation of experimental and innovative theatrical and interdisciplinary works.

Paul V. Galvin Playhouse. Built to stage the largest productions of the ASU Theatre, the 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 Drama City theatres.

Grady Gammage Memorial Auditorium. Designed by Frank Lloyd Wright and named for the late President Grady Gammage, this versatile center for the performing arts 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, with 58 ranks of pipes—the building contains classrooms and workshops for the College of Fine Arts.

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 center offers cultural events, especially in the performing arts, to the community.

Lyceum Theatre. A small but technically sophisticated 164-seat proscenium-theatre, the Lyceum Theatre is a theatre laboratory devoted to the work of student playwrights, directors, and actors.

Music Theatre. As part of the music complex, the 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 opera and musical productions.

J. Russell and Bonita Nelson Fine Arts Center. Designed by Albuquerque architect Antoine Predock, the 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. This facility is dedicated to museum-quality exhibitions of historical and contemporary photography. Located in Matthews Hall, it is open during the academic year.

Organ Hall. Also located in the new music building expansion, 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 175 persons.

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.

Sundome Center for the Performing Arts. As America's largest single-level theatre, the Sundome in Sun City West has 7,169 seats. The theatre is equipped with sophisticated and 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 a varied array of top entertainment from Las Vegas concerts to classical ballets to celebrity lectures.

Television Station KAET. KAET, Channel 8, Phoenix, is licensed and owned by the Arizona Board of Regents and operated by Arizona State University. Studios of the award-winning station are located in the Stauffer Communication Arts Building. The station is affiliated with the Public Broadcasting Service (PBS) and broadcasts 24 hours daily. Program information is available from the KAET program manager (602/965-3506).

University Art Museum. The University Art Museum 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 printmakers 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, Siqueros, 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.

University Dance Laboratory. An integral part of the Nelson Fine Arts Center, this flexible performance space is designed specifically for modern and experimental dance. Along with the Dance Studio Theatre in the Physical Education Building East, the Dance Laboratory is used by the Department of Dance for its season performances.

Harry Wood Gallery. Housed in the Art Building (ART 120), the gallery provides temporary exhibitions of the visual arts during the academic year.

COMPUTING FACILITIES AND SERVICES

Computers are a fundamental tool for research, instruction, and learning in every college and department at ASU. A variety of computing equipment and services are available for use by students, faculty, and staff.

Programming, statistical, graphics, and other applications software are provided on microcomputers and mainframe computing systems. These services, including university-wide electronic mail and the library's online catalog, can be accessed through a communications network from many sites and offices on campus, as well as from off-campus offices and homes via a phone connection. Communication with other research facilities is possible through national networks such as BITNET and Internet.

A wide range of information on campus activities and related topics is available online. The ASU Gopher Server is available on a round-the-clock basis to anyone on or off campus who has a computer with an ethernet, broadband, or modem connection. Via the Internet Gopher, students, faculty, and staff of

ASU also have access to the thousands of Gopher and other information systems around the world. The wealth of information available via Gopher is growing geometrically. The ASU Gopher Server contains such information as a phone and electronic mail directory, the *Schedule of Classes*, the athletic calendar of events, weather forecasts from around the United States, and information from various colleges, departments, and organizations. For more information on accessing the ASU Gopher Server, send electronic mail to COMM-Q@ASU.EDU (COMM-Q) or call 602/965-CNCS (602/965-2627). Educational services to assist faculty, students, and staff include online documentation, online consulting facilities, online tutorials, videotaped and written materials, and noncredit seminars.

The following service centers are provided for the academic community.

Computing Commons. In August 1993, ASU opened a significant new addition to the main campus, the Computing Commons. The Computing Commons was established to provide the university with an ideal setting to learn and experience the vast new frontier of high-performance computing. The purpose of the Computing Commons is to draw together students, faculty, and staff from all disciplines and create an environment designed to foster maximum interaction. The building and its facilities are drawing national recognition and acclaim as a model facility for the support of instruction and research in a technology-based environment. The commons houses a 200-workstation student computing site open 24 hours a day, nine electronic classrooms, a Visualization Center, COMPASS, a computer store, and a technology-based art gallery.

Assistance Center. The Computing Assistance Center (COMPASS) has news publications, manuals, handbooks, and other information concerning computing systems and software. Faculty, staff, and students can obtain information about discounts for purchases of microcomputer hardware and software from this center.

Student Consulting. This service is available to ASU students using the academic computing systems either on campus or through dial in. Student

Consulting focuses on the needs of undergraduate and graduate students in classes.

Instructional Services. The Consortium for Instructional Innovation (CII) assists faculty with computing support for instructional and learning technologies, including graphics and courseware development. In addition, the CII assists in the development and implementation of new technological and pedagogical approaches to teaching. It is composed of support personnel from Information Technology, University Libraries, University Media Systems, Writing across the Curriculum, and the University Program for Faculty Development.

Research Computing Support. Assistance is available to researchers, including help with scientific programming and use of statistical software, and support for interactive visualization and "hard copy" presentation of data and analysis results.

Visualization Center. The Visualization Center provides support services for faculty, staff, and graduate students in visualizing the results of computational science and by acting as a test bed of software, hardware, and communications for interactive viewing of scientific data.

Computer Accounts. Computer accounts are needed to access many of the computing systems and can be obtained from the Computer Accounts Office.

Computation Facilities. A variety of computation facilities are provided to support the ASU community. Everything from workstations to mainframes are available as is access to the national NSF Centers. Contact COMPASS for current information about specific facilities.

ALUMNI ASSOCIATION

Founded in 1894, the Alumni Association involves graduates and former students throughout Arizona and around the world. It communicates with all alumni and provides services to dues-paying members. The Alumni Center (601 E. Apache Blvd.) maintains more than 160,000 files of graduates. The Alumni Association strives

to promote effective interest in and loyalty to ASU on the part of alumni and the general public.

PROGRAM ASSESSMENT AND THE OFFICE OF UNIVERSITY EVALUATION

The Office of University Evaluation is a research and service facility that focuses on assessing and improving the effectiveness of the university's academic and support programs. The office conducts, coordinates, and manages research designed to measure the degree to which courses, curricula, and academic programs impart knowledge and skills to students as well as the quality of support provided students. The results of these studies, or assessments, are used to enhance both the support provided students and the intellectual integrity of an ASU education.

In order for the university to assess and improve its programs, periodic measurement of student experiences, perceptions, and intellectual growth must be obtained. When asked by the university, students are expected to participate in one or more evaluative procedures such as the Graduating Senior Report Card. These evaluative procedures are designed to assess the efficacy of the total university experience, including teaching and learning and support programs and is not used in individual grading. The information obtained is one of the means used to improve the quality of the educational experience for this and future generations of ASU students.

UNDERGRADUATE ACADEMIC SERVICES

The Division of Undergraduate Academic Services was formed in 1993 to provide a focus for the university's undergraduate initiative.

The goals of the division are to improve the five-year graduation rate of ASU undergraduates, increase the retention of first-year students, improve the foundational skills (numeracy and literacy) of undergraduates, and increase employer and graduate satisfaction with an ASU education.

The division includes the Writing across the Curriculum program (for course listings, see page 45), the University 100 program (for course listings, see page 45), and the University Academic Advising Center (see page 41).

CONSORTIUM FOR INSTRUCTIONAL INNOVATION

The Consortium for Instructional Innovation (CII) is a multidisciplinary organization committed to developing and supporting new pedagogical and technological approaches to teaching. CII uses a vast system of university resources to provide professors and members of the university teaching community with an opportunity to combine their talents and expertise to produce beneficial and productive new teaching initiatives for both faculty and students.

CII is particularly interested in developing and supporting innovations that lead to more active learning roles for students. In some instances, CII seeks to combine existing teaching methods with technological options such as the incorporation of computers, videotape, computer animation, and laser disks in order to create the best possible instructional methods.

As an incentive to innovating existing teaching programs, CII offers resource and personnel assistance to those members of the teaching community who seek to develop projects that contribute to improving the quality of education at ASU. In evaluating proposals for curricular innovation, CII considers the applicability of projects to other areas and settings; the impact of projects on both students and faculty; and the commitment from the college or department in support of proposed programs.

In addition to reviewing specific proposals, CII periodically sponsors workshops and serves as a clearing house for information and referrals.

The departments that make up CII are Computer and Network Consulting Services, University Libraries, University Media Systems, the University Program for Faculty Development, Writing across the Curriculum, and Distance Learning Technology.

CENTER/CONSORTIUM FOR ATLANTIC STUDIES

The Center/Consortium for Atlantic Studies (CAS) promotes research and programs of study relating to modern and contemporary Europe and European-American relations. The CAS sponsors international symposia, conferences, and lecture series. Regular projects on the European Community are among annual campus and off-campus programs. The *Yearbook of Ger-*

man-American Relations is a CAS publication. The CAS also houses the executive offices of the German Studies Association and the editorial offices of the *German Studies Review*. Workshops and special seminars on Europe and international trade are provided for business executives. International media studies and research on European integration are part of the CAS program. The CAS is an interdisciplinary unit and works with faculty and students in many departments. Regional and European fellows participate in research activities.

For more information, contact the director, Center/Consortium for Atlantic Studies, MOEUR 137, 602/965-4839; fax 602/965-8989.

INTERDISCIPLINARY STUDIES

Adult Development and Aging. The Adult Development and Aging Program (ADAP) brings together faculty from several disciplines to teach courses related to adult development and aging, to collaborate on gerontological research, and to participate in projects of service to older adults.

ADAP offers an undergraduate minor in Gerontology. The minor consists of 18 semester hours—six hours of required and 12 hours of elective course work. Courses related to aging are taught throughout the university by faculty who are active contributors to research, theory, and public policy and practice. In addition, ADAP provides students with opportunities to gain practical experience in working with elderly people. A Practicum in Gerontology, held at the Veterans Administration Hospital, is available to students who have completed some gerontology course work. ADAP also helps students find rewarding volunteer positions in community programs for older adults. For more information, refer to the current Student Handbook in Gerontology or call 602/965-3225.

Asian Studies. Students may elect an interdisciplinary program leading to a bachelor's degree with a major in a chosen field and an Asian studies emphasis, for example: History—Asian studies. Certificate programs in Asian studies and Southeast Asian studies (see the separate listing on page 22) are available to undergraduates, as well as an Asian emphasis in the University Honors College. A certificate program in East Asian studies is pending. To

undertake such a program, the student must fulfill the requirements of a departmental major and the degree requirements of the college.

The Center for Asian Studies sponsors Asian film series, colloquia, and seminars as well as Asian-related conferences. The center also conducts student exchange programs with China and Japan and coordinates summer language study opportunities in Asia. For more information, contact the Center for Asian Studies, WHALL 109, 602/965-7184.

Energy Studies. An expanding instructional and research involvement in energy matters exists through the following three curricular paths:

1. general studies, which emphasize energy as an elective beyond the scope of a chosen major (for more information, contact the chair of the Energy Studies Committee, listed in the current *Schedule of Classes*);
2. specific studies in the College of Architecture and Environmental Design, for those pursuing the Master of Architecture degree, the Master of Science degree in Building Design, and the Master of Environmental Planning degree; and
3. specific studies in the College of Engineering and Applied Sciences, usually for those seeking a degree in a branch of engineering.

Environmental Studies. The Center for Environmental Studies was established to initiate, coordinate, and encourage research, community service, and academic programs. The center does not formally offer courses or a degree program. It sponsors special courses, conferences, and workshops on environmental topics. Drawing from faculty and students throughout the university, the center participates in research and community programs relating to environmental problem areas.

Film Studies. The Film Studies Program exists not only to provide information and experience, but also to serve as a means of creative expression for the student and as a useful subject and tool in teaching. The program is not designed to produce professional filmmakers. However, it may provide practical preparation for students desiring further film study in other institutions.

Inquiries about this program should be directed to the chair of the Interdisciplinary Film Committee or the film studies advisor in participating colleges.

Islamic Studies. The art, history, geography, and religion of the Islamic world are the subjects of several courses offered by departments in the College of Fine Arts and the College of Liberal Arts and Sciences. For information, call Dr. Richard Martin, Department of Religious Studies, at 602/965-7145.

Linguistics. Linguistics concentrations are offered in master's degree programs in the Departments of Anthropology, English, and Foreign Languages through the Graduate College. Numerous linguistics courses are offered in these and other departments. For information, call Dr. Daniel T. Brink, of the University Committee on Linguistics, at 602/965-3168.

Medieval and Renaissance Studies. Significant opportunities for the study of medieval and Renaissance culture exist at ASU. Hayden Library has an extensive microfilm collection and many rare books in medieval and Renaissance studies.

The Arizona Center for Medieval and Renaissance Studies (ACMRS) is housed in the College of Liberal Arts and Sciences. The center is a research unit composed of scholars from Arizona State University, Northern Arizona University, and the University of Arizona. ACMRS enriches departmental offerings in medieval and Renaissance studies by sponsoring one visiting professor for one semester each year. ACMRS also sponsors a lecture series each semester that covers a variety of topics.

ACMRS works in close conjunction with the following committees in establishing program scheduling: Committee on Medieval Studies, Robert Bjork, Chair; Committee on Renaissance Studies, Deborah Losse, chair; Committee on Textual Studies, Jean Brink, chair; Committee on the Survival of the Classical Tradition, Benjamin Victor, chair. In 1993 ACMRS established a local faculty advisory board composed of six ASU faculty members and faculty members from the University of Arizona, Northern Arizona University, and the Institute for Advanced Study at Princeton University.

For more information, call 602/965-5900 or write

DIRECTOR, ACMRS
ARIZONA STATE UNIVERSITY
BOX 872301
TEMPE AZ 85287-2301

Scholars in ACMRS represent a variety of disciplines, including art, history, languages, literature, music, philosophy, religion, and science.

Southeast Asian Studies. The study of Southeast Asian languages, linguistics, societies, religions, political systems, and historical traditions is offered through a variety of courses in the social sciences, humanities, and other disciplines. In addition, Thai and Indonesian are taught through the Department of Foreign Languages. Hayden Library houses a collection of monographs and periodicals on Southeast Asia in Western languages, Thai, and Indonesian. Students may enroll in a course of study leading to a Certificate in Southeast Asian Studies.

The Program for Southeast Asian Studies organizes conferences, colloquia, and similar events that bring together scholars and students with diverse disciplinary perspectives on Southeast Asia. The program publishes a semiannual newsletter, *Suvannabhumi*, invites to campus visiting scholars of Southeast Asia, and offers a limited number of graduate assistantships.

For information on a course of study for undergraduate and graduate students and on other program activities, please call 602/965-4232 or write to

PROGRAM FOR SOUTHEAST ASIAN
STUDIES
ARIZONA STATE UNIVERSITY
BOX 873101
TEMPE AZ 85287-3101

Women's Studies. An interdisciplinary perspective on women serves as a vehicle for critical explorations of the following: the roles and status of women past and present; assumptions about women accepted in American and other cultures; the validity of research on women; effects on women of political, economic, and social systems; the ethnic minority experience; and the contributions of women to world culture and development. The student has the opportunity to consider alternative ways of looking at the assumptions that affect the images, roles, and status of women and to make a research contri-

bution to the field. For more information, see pages 156-157, refer to the current women's studies brochure, or contact the director or associate director of the Women's Studies Program (602/965-2358).

CAMPUS COMMUNITIES

Campus Communities is an interdisciplinary program developed at ASU and designed to help connect students and faculty who share common interests in one of several broad theme areas. This program has both curricular and cocurricular elements. Students from a variety of backgrounds, academic interests, and intended careers participate in each community. Involvement in Campus Communities enables students to apply classroom learning to real-world issues and gain experience with larger, nonuniversity communities. There are no prerequisites for participation in any campus community; each community is open to any undergraduate with an interest in exploring its theme.

Campus Communities currently exist to investigate natural resources and the environment, American Indian issues and cultures, the individual in public life, the African and African-American experience, and Pacific Rim Asia; other community themes are under development.

Each community offers a residential option for its members; each "special interest" hall is also the base for academic, social, and cocurricular programs for all its community's participants, whether or not they choose to live there.

Once a year, each community offers a coordinated block of three or four courses drawn from across the disciplines and employing a range of methods addressing the community's theme (Campus Learning Community). These classes are scheduled to allow students to enroll in all of them concurrently. Participants in the community come together again in another integrative seminar either team-taught by the faculty conducting the learning community or led by a "master learner," a veteran teacher who also participates in the same classes as the students. This seminar helps students appraise and extend their experiences in those courses. Establishing a shared intellectual context and offering students the experience of a small, participatory seminar,

learning communities enhance students' skills in critical thinking, writing, and oral argumentation and help students develop a cooperative, collaborative approach to learning.

In addition, every semester students can choose from a menu of other courses identified as being particularly relevant to the community's theme. Students can also explore each chosen topic further through a variety of extracurricular programs organized by and for each Campus Community.

Academic recognition is based on fulfilling 18 semester hours of approved course work, including at least one campus learning community.

Students interested in participating in a Campus Community may do so by filing an "Intent to Participate" form, available from each community fellow, who is the faculty mentor and coordinator for each community, or from the University Honors College, MCL 112. Further information about the program and the names and telephone numbers of the community fellows are available through the University Honors College, 602/965-2359.

Natural Resources and the Environment. This program introduces students to the various pathways available for studying issues related to the environment at ASU and in the community. No special experience or training is necessary to participate, only an eagerness to learn and a willingness to develop a sense of environmental awareness.

Pacific Rim Asia. This program focuses on the cultures and values of the peoples of East and Southeast Asia. Students are challenged to learn about the history, language, politics, anthropology, religion, economics, and arts of a region mysterious to and often misunderstood by the rest of the world.

Umoja, the African American Experience. Students have the opportunity to explore the different dimensions of issues particularly relevant to African American culture. Umoja, the Swahili word for unity, is an invitation to study contemporary issues facing the African American community while enriching

understanding of old and new cultural traditions.

Public and Community Service. Participants are given the opportunity to study and experience the volunteer phenomenon. The course work might focus on conflicts between private values and public priority or on differing cultural attitudes toward charity, ethical issues, and the economics of volunteerism. In addition, by working with campus resources and community agencies, students can participate in volunteer opportunities.

American Indian Culture and Issues. Students have the chance to experience concentrated course work built upon a central theme particular to the American Indian experience. Social and cocurricular programs increase the students' understanding of such American Indian institutions as the powwow, the drum, or the sweat lodge. Field trips extend participants' acquaintance with the diversity of American Indian cultures.

