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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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,

Michael M. Crow
President
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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 Engineering Education (MEngEd)
- Master of Fine Arts (MFA)
- Master of Laws (LLM)
- 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

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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.
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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)

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<td>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</td>
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<tr>
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<td>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</td>
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<td></td>
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<td>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</td>
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<td>Dance</td>
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<td>Design</td>
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<td>165</td>
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<td>Electrical Engineering</td>
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<td>MSE</td>
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<td>Elementary Education</td>
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<td>Environmental Design and Planning</td>
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<td>Design; history, theory, and criticism; or planning</td>
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<td>Exercise and Wellness</td>
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<td>Exercise Science</td>
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<td>Biomechanics, motor behavior/sport psychology, or physiology of exercise</td>
<td>Tempe</td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Campus</th>
<th>Page</th>
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<tr>
<td>Family and Human Development</td>
<td>MS</td>
<td>Optional: family studies</td>
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<td>Family Science</td>
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<td>Tempe$^2$</td>
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<td>History and Theory of Art$^4$</td>
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<td>Humanities$^3$</td>
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<td>Industrial Engineering</td>
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<td>—</td>
<td>Tempe</td>
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<td>Information Management</td>
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<td>Interdisciplinary Studies</td>
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<td>Optional: criminal and juvenile justice; dispute resolution; law, justice, and minority populations; law, policy, and evaluation; or women, law, and justice</td>
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<td>Law</td>
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<td>Tempe</td>
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<td>Liberal Studies</td>
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<td>Tempe</td>
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<td>Mathematics</td>
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<td>Tempe</td>
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<td>Molecular and Cellular Biology</td>
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<td>Optional: Computational biosciences</td>
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</table>

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)

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Campus</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td>MA</td>
<td>Ethnomusicology, music history and literature, or music theory</td>
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<td></td>
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<td><strong>Music Education</strong></td>
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<td>Choral music, general music, instrumental music, or jazz studies</td>
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<td><strong>Music Therapy</strong></td>
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<td>Tempe</td>
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<tr>
<td><strong>Natural Science</strong></td>
<td>MNS</td>
<td>Biology, chemistry, geological sciences, mathematics, microbiology, physics, and/or plant biology</td>
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<td><strong>Nursing</strong></td>
<td>MS</td>
<td>Adult health nursing, community health nursing, family health nursing, nursing administration, parent-child nursing, psychiatric/mental health nursing, or women’s health</td>
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<td>DNS</td>
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<td><strong>Nutrition</strong></td>
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<td><strong>Performance</strong></td>
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<td>Tempe</td>
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<td><strong>Plant Biology</strong></td>
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<td></td>
<td>PhD</td>
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<td>Behavioral neuroscience, clinical psychology, cognitive/behavioral systems, developmental psychology, quantitative research methods, or social psychology</td>
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<td><strong>Public Health³</strong></td>
<td>MPH</td>
<td>Community health practice or health administration and policy</td>
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<td><strong>Social and Philosophical Foundations of Education</strong></td>
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<td><strong>Social Work</strong></td>
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<td>PhD</td>
<td>Advanced generalist practice</td>
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<tr>
<td><strong>Sociology</strong></td>
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<td>Tempe</td>
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</tbody>
</table>

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)**

<table>
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<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Campus</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Spanish</td>
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<td>Tempe</td>
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<td>PhD</td>
<td>Cultural studies or literature</td>
<td>Tempe</td>
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<tr>
<td>Special Education</td>
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<td>MEd</td>
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<td></td>
<td>PhD</td>
<td>Developmental neurolinguistic disorders, neuroauditory processes, or neurogerontologic communication disorders</td>
<td>Tempe</td>
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<td>Speech and Hearing Science</td>
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<td>Tempe</td>
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<tr>
<td>Statistics</td>
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<td>Tempe</td>
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<td>Taxation</td>
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<td>Teaching English as a Second Language</td>
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<tr>
<td>Technology</td>
<td>MSTech</td>
<td>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</td>
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<td>Theatre</td>
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<td>MFA</td>
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</table>

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ASU GRADUATE DEGREES

Concurrent and Dual Degrees

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<tr>
<td>JD/MHSM</td>
<td>College of Law/School of Health Management and Policy</td>
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<tr>
<td>JD/MS in Economics*</td>
<td>College of Law/Department of Economics</td>
</tr>
<tr>
<td>JD/PhD in Justice Studies</td>
<td>College of Law/School of Justice and Social Inquiry</td>
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<tr>
<td>MA in Anthropology/MS in Justice Studies</td>
<td>Department of Anthropology/School of Justice and Social Inquiry</td>
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<td>MAIS/MBA</td>
<td>W. P. Carey School of Business</td>
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<tr>
<td>MArch/MBA</td>
<td>School of Architecture and Landscape Architecture/W. P. Carey School of Business</td>
</tr>
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<td>MBA/MHSM</td>
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<td>MBA/MS in Economics*</td>
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<td>MBA/MS in Information Management</td>
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<td>Graduate School of Business Administration (Peru); Graduate School of</td>
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<td>Commerce (France); Monterrey Institute for Technical and Superior Studies,</td>
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<td>Mexico State Campus (Mexico); and Thunderbird, the Garvin School of</td>
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<td>International Management</td>
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</tr>
<tr>
<td>International Management of Technology</td>
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</table>

* 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.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Administered By</th>
<th>Campus</th>
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</thead>
<tbody>
<tr>
<td>African and African Diaspora Studies, Graduate Certificate in</td>
<td>African and African American Studies Program</td>
<td>Tempe</td>
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<tr>
<td>Asian Studies, Graduate Certificate in(^1)</td>
<td>Center for Asian Studies</td>
<td>Tempe</td>
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\(^1\) This program is also offered through the School of Extended Education.

\(^2\) This university-wide certificate program is administered by the West campus.
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

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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

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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

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<tr>
<th>Unit</th>
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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

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### 2005 Summer Sessions

- **Check the Summer Sessions Bulletin** and the Division of Graduate Studies Web site, [www.asu.edu/graduate](http://www.asu.edu/graduate) for details and to confirm these dates.

- **Mon., Mar. 21–** Registration and drop/add for first five-week session
- **Wed., June 1** and eight-week session
- **Mon., Mar. 21–** Registration and drop/add for second five-week session
- **Wed., July 6**
- **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](http://www.asu.edu/graduate) for details and to confirm these dates.

- **Thurs., Mar. 24–** Preregistration
- **Fri., Apr. 1**
- **Mon., Apr. 18–** Drop/add
- **Sun., Aug. 28** Registration
- **Wed., Apr. 20–** Early Teaching Assistant Orientation (8:15 A.M.–12:30 P.M.)
- **Sun., Aug. 28**
- **Mon., Aug. 1** Final tuition payment deadline for fall 2005
  - (For students who register on or after the deadline, fees are due daily.)
**August 2005**

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- Mon., Aug. 15– New Teaching Assistant Orientation (8:15 A.M.–12:30 P.M.)
- Tues., Aug. 16 International Student Fall Orientation and activities
- Tues., Aug. 16 Residence halls open (Check-in date varies by community/last name. Refer to the Residential Life schedule.)
- Sat., Aug. 20 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– Classes are excused for Thanksgiving recess
- Fri., Nov. 25 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– Final examinations
- 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
2006 Spring 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.

Mon., Oct. 24- Preregistration
Tues., Nov. 1, 2005
Mon., Nov. 14, 2005- Drop/add
Sun., Jan. 22, 2006
Wed., Nov. 16, 2005- Registration
Sun., Jan. 22, 2006
Tues., Dec. 13, 2005 Final tuition payment deadline for spring 2006 (For students who register on or after the deadline, fees are due daily.)
Mon., Jan. 9- New Teaching Assistant Orientation (8:15 A.M.–12:30 P.M.)
Tues., Jan. 10
Tues., Jan. 10 International Student Spring Orientation and activities
Wed., Jan. 11 Residence halls open
Mon., Jan. 16 Classes are excused for Martin Luther King Jr. Day holiday
Tues., Jan. 17 Instruction begins
Tues., Feb. 7 Thesis/Dissertation Workshop, Tempe campus
Thurs., Feb. 9 Thesis/Dissertation Workshop, East campus
Sun., Mar. 12- Classes are excused for spring recess; semester midpoint
Sun., Mar. 19
Fri., Mar. 31 May graduation filing deadline
Sun., Apr. 2 Course withdrawal deadline
Fri., Apr. 21 Deadline for submission of Doctoral Participation Form to reserve seat at commencement
Fri., Apr. 21 Last day to hold oral examination in defense of a thesis or dissertation
Fri., Apr. 28 Last day to obtain signature of the dean of Graduate Studies for thesis and dissertation approval
Tues., May 2 Complete withdrawal deadline
Tues., May 2 Instruction ends
Wed., May 3 Reading day
Thurs., May 4- Final examinations
Wed., May 10
Fri., May 5 Last day to submit thesis or dissertation to ASU Bookstore for binding (due by 3 P.M.)
Thurs., May 11 Commencement
Fri., May 12 Residence halls close
### 2006 Summer Sessions

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

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<tr>
<th>Date</th>
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<tr>
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<td>Registration and drop/add for first five-week session</td>
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<td>Wed., May 31</td>
<td>Registration and drop/add for eight-week session</td>
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<td>Mon., Mar. 20</td>
<td>Registration and drop/add for second five-week session</td>
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<td>Wed., July 5</td>
<td>Final tuition payment deadline for all summer sessions (For students who register on or after the deadline, fees are due daily.)</td>
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<td>Mon., May 29</td>
<td>Memorial Day holiday</td>
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<tr>
<td>Tues., May 30</td>
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<td>Fri., June 16</td>
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<td>Fri., June 30</td>
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<td>Fri., Aug. 4</td>
<td>Second five-week session ends</td>
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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.


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; 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

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<td>East campus</td>
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<td>Tempe campus</td>
<td>49,171</td>
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<tr>
<td>West campus</td>
<td>7,348</td>
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<tr>
<td>National Merit Scholars (incoming freshmen)</td>
<td>162</td>
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### 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, nondiscrimination 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...
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. Successful 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.


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.
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
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 databases, 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.
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, videocassettes, books, periodicals, and other materials of rarity or special significance. ASU also serves as the host for the Arizona Historical Foundation, a nonprofit 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 dialogs 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 Gam-
mage, 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 Bar-
bara V. Long—the building contains classrooms and work-
shops 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 depart-
ments across campus.

Katzin Concert Hall. Located in the new music building
expansion, the Katzin Concert Hall seats 350 people. Primar-
ily 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 Scotts-
dale, 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 per-
sons.

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 Build-
ing, 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 sto-
ries 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 Gal-
lery is dedicated to exhibitions by undergraduate students.

Sun Dome Center for the Performing Arts. As America’s
largest single-level theatre, the Sun Dome Center for the Per-
foming Arts in Sun City West has 7,169 seats. The theatre
is equipped with sophisticated, state-of-the-art lighting sys-
tems, and a single-span roof affords each seat a clear view.
As one of Arizona’s premier entertainment venues, the Sun-
dome 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 univers-
it’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 experi-
mental performances.

Harry Wood Gallery. Housed in the Art Building (ART
120), the Harry Wood Gallery provides temporary exhibi-
tions 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 exhibi-
tion 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, instruc-
tion, 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 devel-
opment, 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
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-led 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

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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/ecom, 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

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.
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

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: biliteracy; 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 ENGRC 115, call 480/965-8654, or access the Engineering Research Services Web site at www.eas.asu.edu/~ers.
RESEARCH CENTERS

CRESMET

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, ferroelectronics, 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 ENGRC 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 Hamly 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 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/asiangrad.

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.
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 nanospectroscopy, 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 2000º 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 religious-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


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 hominin 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/inho.

**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 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 Virginia G. Piper Center for Creative Writing at ASU 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/piperwcen.

**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
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.
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

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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.
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 Deferred 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

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of the semester</td>
<td>100%*</td>
</tr>
<tr>
<td>One through seven calendar days</td>
<td>80%</td>
</tr>
<tr>
<td>Eight through 14 calendar days</td>
<td>60%</td>
</tr>
<tr>
<td>15 through 21 calendar days</td>
<td>40%</td>
</tr>
<tr>
<td>22 through 28 calendar days</td>
<td>20%</td>
</tr>
<tr>
<td>After the 28th calendar day</td>
<td>No refund</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before first day of session</td>
<td>100%*</td>
</tr>
<tr>
<td>First and second days of session</td>
<td>80%</td>
</tr>
<tr>
<td>Third day of session</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth day of session</td>
<td>40%</td>
</tr>
<tr>
<td>Fifth day of session</td>
<td>20%</td>
</tr>
<tr>
<td>After fifth day of session</td>
<td>No refund</td>
</tr>
</tbody>
</table>

* 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.
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
FEES, DEPOSITS, AND OTHER CHARGES

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 recategorization 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.
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.

Key to Course Listings

<table>
<thead>
<tr>
<th>course number</th>
<th>course title</th>
<th>semester hours</th>
<th>semester offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>course prefix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>campus code</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MPGS 350 Social Psychology (3)
Fall, spring, summer
Human social behavior, including such concepts as aggression, attraction, attribution, conformity, groups, helping, person perception, and persuasion.

Prerequisite: PGS 101.
General Studies: SB
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

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

#### 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. (1–16)
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.
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 (MLSi)
- 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)

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.
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
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.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>—</td>
<td>4.33¹</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>—</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>—</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>—</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>—</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>No graduate credit</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>—</td>
</tr>
<tr>
<td>NR</td>
<td>No report</td>
<td>—</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>—</td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
<td>—</td>
</tr>
<tr>
<td>Y</td>
<td>Satisfactory</td>
<td>—</td>
</tr>
<tr>
<td>Z</td>
<td>Course in progress²</td>
<td>—</td>
</tr>
</tbody>
</table>

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.

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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
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 requirement, 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.

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**GRADUATE POLICIES AND PROCEDURES**

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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), non-tenure-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 refund 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/generinfo/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.
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/registrar/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.
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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 maximum 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
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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

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.
**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
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](http://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

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
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, research collections, 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/loans, 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 PFP 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.
  - Preparing Future Faculty: Orientation. (1)
  - Preparing Future Faculty: Participation. (1)

- **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
Professors: Carlson, Dubie, Ríos
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 painters, 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.”
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.

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.
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 471</td>
<td>Solid-State Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 541</td>
<td>Advanced Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>or MSE 530</td>
<td>Materials Thermodynamics and Kinetics (3)</td>
<td></td>
</tr>
<tr>
<td>PHY 481</td>
<td>Materials Physics I</td>
<td>3</td>
</tr>
<tr>
<td>SEM 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SEM 591</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Foreign Language Requirements. None.

Thesis Requirements. The thesis, 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 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: Kouvecakis, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 471</td>
<td>Solid-State Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or CHM 453</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 541</td>
<td>Advanced Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>CHM 545</td>
<td>Quantum Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>or EEE 434</td>
<td>Quantum Mechanics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 571</td>
<td>Quantum Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 511</td>
<td>Materials Physics I</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 512</td>
<td>Materials Physics II</td>
<td>3</td>
</tr>
<tr>
<td>SEM 500 RM</td>
<td>Introduction to Physical Materials</td>
<td>3</td>
</tr>
<tr>
<td>SEM 591 Seminar</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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
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.
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 an 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.
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 transportation-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.
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.

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).

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.
MORRISON SCHOOL OF AGROBIZINESS AND RESOURCE MANAGEMENT

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>AGB 511</td>
<td>Advanced Agribusiness Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AGB 560</td>
<td>Advanced Agribusiness Management Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AGB 570</td>
<td>Managerial Economics for Agribusiness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>AGB 528</td>
<td>Advanced Agribusiness Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AGB 532</td>
<td>Advanced Agribusiness Finance</td>
<td>3</td>
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<td>AGB 561</td>
<td>Agribusiness Research Methods</td>
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<td>AGB 589</td>
<td>Agribusiness Capstone</td>
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<td>500-level AGB emphasis electives</td>
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<td>Total</td>
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<td>9</td>
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</table>
AGRIBUSINESS

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 foodborne 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.
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  
Analyses 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 533 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 minetailing 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. 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.

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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

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
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<tr>
<td>Architecture</td>
<td>MArch</td>
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<td>School of Architecture and Landscape Architecture</td>
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<tr>
<td>Building Design</td>
<td>MS</td>
<td>Design knowledge and computing, energy performance and climate-responsive architecture, or facilities development and management</td>
<td>School of Architecture and Landscape Architecture</td>
</tr>
<tr>
<td>Design</td>
<td>MSD</td>
<td>Graphic design, industrial design, or interior design</td>
<td>School of Design</td>
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<tr>
<td>Environmental Design and Planning</td>
<td>PhD</td>
<td>Design; history, theory, and criticism; or planning</td>
<td>College of Architecture and Environmental Design</td>
</tr>
<tr>
<td>Urban and Environmental Planning</td>
<td>MUEP</td>
<td>—</td>
<td>School of Planning</td>
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</tbody>
</table>

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.
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, general 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 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 accepted 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**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
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<tr>
<td>Fall</td>
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**Second Year**

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Master of Architecture total: 56

**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**

<table>
<thead>
<tr>
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**Second Year**

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**Third Year**

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</table>

Total hours in program: 99

*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
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 BArch, 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.

**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

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.
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

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. Prerequisite with a grade of “C” (2.00) or higher: AAD 551. Corequisite: ADE 622.

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

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) 
tall

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) 
tall
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) 
tall

ANP 598 Special Topics. (1–4) 
tall or spring

ANP 599 Thesis. (1–12) 
tall or spring
Fee.

ANP 681 Project Development. (3) 
tall
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) 
tall
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) 
tall
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) 
tall or spring

ARCHITECTURE PROFESSIONAL STUDIES (ARP)

ARP 584 Clinical Internship. (1) 

fall or spring
Structured practical experience following a contract or plan, supervised by faculty and practitioners. Prerequisite: admission to graduate program.

ARP 664 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)  
tall 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, McDerrett, Patel, Sanft, Witt

Assistant Professors: Bender, Boradkar, Brungart, Herring, McCoy, Schoenhoff, Shin, Thibeau Catisis

Clinical Associate Professor: Weed

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; ergonometrics 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](http://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](http://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.

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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. 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.

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)

t 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
• 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 coursework 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 coursework 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 analysis, 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.
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.
W. P. Carey School of Business

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 workforce; 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.
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, 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 523 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.
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 systems. 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.
Business Administration

Master’s and Doctoral Programs
School of Accountancy
wpcarey.asu.edu/acc
480/965-3631
BA 223

Department of Finance
department of Finance
wpcarey.asu.edu/fin
480/965-3131
BA 235

Department of Information Systems
wpcarey.asu.edu/is
480/965-3252
BA 223

Department of Management
department of Management
wpcarey.asu.edu/mgt
480/965-3431
BAC 223

Department of Supply Chain Management
department of Supply Chain Management
wpcarey.asu.edu/scm
480/965-6044
BA 460

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, Hertzel, 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

Jeffrey Coles, 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 students 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; EGN 502; QBA 502.

M FIN 521 Investment Management. (1–4)
once a year

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.
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 supporting 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/catalog/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 cumulative GPA, a 2.50 ASU business GPA, and 36 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)
• Strategic Management. (3)
• Applied International Management. (3)
• International 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
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 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)
one or two semesters
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/catalog/courses. The campus designation—E (East), M (Tempe), or W (West)—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 MGT 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 MGT 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: EGN 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,

M MGT 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)

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 561 Management of Technology and Innovation. (2–4)  
Once a Year  
Technology life cycles, technology forecasting, new product development processes, 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. Prerequisites: both SCM 345 and upper-division standing or only instructor approval.

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, Refett, 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.
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 594 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: ECN 711 or 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 forecasting 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)
Discrete data analysis in business research. Multidimensional contingency tables and other discrete models. Prerequisite: QBA 525.

M QBA 530 Experimental Design. (3)
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)
Advanced statistical methods used in business research. Multivariate analysis of association and interdependence. Prerequisite: QBA 525.

M QBA 540 Forecasting. (2–4)
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.

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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.

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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

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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.

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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
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.
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.
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, Geographic Information Systems (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, species 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
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
7801 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
Pre- or corequisite: ABS 355.
Classification and biology of mammals, emphasizes North America.

ABS 470 Mammalogy. (3)
fall

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 504 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
Principles of ecosystem management, with emphasis on the evaluation and monitoring of implemented ecological restoration projects. Lab, field trips. Fee. Pre- or corequisite: ABS 440.

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 531 Multiple Regression in Psychological Research</td>
<td>3</td>
</tr>
<tr>
<td>E PSY 560 Advances in Theoretical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>E PSY 561 Methods in Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>E PSY 562 Advanced Human Factors</td>
<td>3</td>
</tr>
<tr>
<td>PSY 594 Conference and Workshop (two semesters)</td>
<td>2</td>
</tr>
<tr>
<td>Elective: seminar, special topics, etc.</td>
<td>6</td>
</tr>
<tr>
<td>Thesis or applied project*</td>
<td>12</td>
</tr>
</tbody>
</table>

* 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.
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.

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.
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 content-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
Addresses 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. 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 and spring
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
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.

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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 .......... 0–12
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 completing 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 corequisite: 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/exercise 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

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.
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)
tail, 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)
tail and spring
Applies classroom work in a supervised workplace environment. Pre- or corequisite: TWC 411 or 421 or 431.

TWC 490 Capstone. (3)
tail 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)
tail and spring
Basic principles of technical communication and the role of the author, editor, and reviewer. Pre- or corequisite: TWC 501.

TWC 503 Writing for Professional Publication. (3)
selected semesters
Analyze the market and examine the publication process, including the roles of the author, editor, and reviewer. Pre- or corequisite: TWC 501.

TWC 511 Principles of Visual Communication. (3)
tail 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)
tail 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)
tail 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)
tail
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)
tail, 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)
tail 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.
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/ecollege/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

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 558 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**  
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 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.
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 Millie 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 Graduate Degrees and Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>MC</td>
<td>—</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>PhD</td>
<td>—</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>MEd</td>
<td>—</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>MA</td>
<td>Bilingual education, early childhood education, elementary education, language and literacy, mathematics education, science education, secondary education, or social studies education</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>MEd</td>
<td>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</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>EdD</td>
<td>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</td>
<td>Division of Curriculum and Instruction</td>
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<tr>
<td></td>
<td>PhD</td>
<td>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</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>MEd, EdD</td>
<td>—</td>
<td>Division of Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Educational Leadership and Policy Studies</td>
<td>PhD</td>
<td>—</td>
<td>Division of Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>MA, MEd</td>
<td>—</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Learning; lifespan developmental psychology; measurement, statistics, and methodological studies; or school psychology</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>MEd, PhD</td>
<td>—</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>Higher and Postsecondary Education</td>
<td>MEd, EdD</td>
<td>Optional: higher education¹</td>
<td>Division of Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Social and Philosophical Foundations of Education</td>
<td>MA</td>
<td>—</td>
<td>Division of Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>Special Education</td>
<td>MA</td>
<td>—</td>
<td>Division of Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>MEd</td>
<td>Gifted, mildly disabled, multicultural exceptional, or severely/multiply disabled</td>
<td>Division of Curriculum and Instruction</td>
</tr>
</tbody>
</table>

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 coc.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 Education 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
coc.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 teaching 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
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 database 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
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 coursework; 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.

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**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


Associate Professors: Anijar, Arias, Blumenfeld-Jones, Cohn, Di Gangi, Gomez, MacSwan, McCoy, Middleton, Rader, Smith, Vallejo, Young

Assistant Professors: Baek, Clark, Fischman, Manueltio, 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 office 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.
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 multimeid 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 to kindergarten 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 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 attitude, related 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.
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)
tall, 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)
tall
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)
tall, 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)
tall 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)
tall
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)
tall

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)
tall, 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)
tall 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)
tall, 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)

M SED 400 Principles of Effective Instruction in Secondary Education. (3)
tall, 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)
tall and spring
Interdisciplinary approaches; production and collection of materials. Prerequisite: ITC admission.

M SED 502 Equity in Mathematics and Science Education. (2)
tall
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)
tail, 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)
tail, 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)
tail
Strategies and methodologies to teach mathematics in the middle grades (5–9). Lecture, discussion.

M SED 556 Teaching Mathematics with Technology. (3)
tail
Strategies and methodologies to teach mathematics with technology, focusing mainly on the middle grades (5–9).

M SED 560 Teaching Science with Technology. (3)
tail
Strategies and methodologies for effective technology-enhanced science classrooms and improved learning. Models student-driven inquiry teaching throughout the course.

M SED 564 Creating Classroom Climates. (3)
summer
Emphasizes classroom management and instructional strategies for establishing positive classroom climates that facilitate learning.

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)
tail 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

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)
tail
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.
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.
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 disorder 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)
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 and 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.
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

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,
authority, and perception. Concepts from political science, economics, and social-psychology useful to the administrator.

M EDA 526 Instructional Supervision. (3) 
tag, spring, summer
Administering curriculum improvement, in-service education, evaluat-
ing, and improving teaching competence; administrative instructional responsibilities.

M EDA 544 Public School Finance. (3) 
tag
Measures of ability, efforts, and educational need; capital outlay fund-
ing; 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 Ameri-
can life, and of connections between schools, families, and communi-
ties.

M EDA 555 Educational Facility Planning. (3) 
selected semesters
School building needs, educational planning for facilities, responsibili-
ties of architects, duties of contractors, and equipping and furnishing of school buildings.

M EDA 571 School Business Management. (3) 
tag, spring, summer
Purchasing, budgeting, accounting, payroll management, auditing, 
financial reporting, insurance, and administration of non-teaching per-
nel 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) 
tag
Problem and laboratory approaches used to provide application of 
administrative activities of elementary and secondary schools. Pre-
requisites: 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. Le-
ture, 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 elemen-
tary and secondary schools. Prerequisite: EDA 526.

M EDA 645 Leadership Development for Education Leaders. (3) 
spring
Principles, theories, attributes, and skills related to individual leader-
ship 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 con-
text 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) 
tag
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; responsibil-
ities of superintendents, principals, supervisors, and directors for spe-
cial 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 
emphas on social, political, and economic factors that affect access 
and equity. Lecture, travel. Cross-listed as SPF 685. Credit is allowed 
only for 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) 
tag
Emphasizes research in leadership: application of research findings to 
administrative and supervisory functions in educational endeavors. 
Prerequisites: EDA 624; 30 semester hours in educational administra-
tion; admission to doctoral program in education.

M EDA 722 Administration of Instructional Improvement. (3) 
spring
Recent research relating to administrative and supervisory responsi-
bilities for the improvement of the educational program. Effective pro-
cesses 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

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPF 591 S</td>
<td>Foundations of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>SPF 791 S</td>
<td>Pro-Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>Choose one diversity course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDA 691 S</td>
<td>Cultural Diversity in Educational Administration (3)</td>
<td></td>
</tr>
<tr>
<td>HED 691 S</td>
<td>Cultural Diversity in Education (3)</td>
<td></td>
</tr>
<tr>
<td>SPF 598 ST</td>
<td>Education of Women (3)</td>
<td></td>
</tr>
<tr>
<td>Choose one organizational theory course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HED 688 Organizational Theory (3)</td>
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<td></td>
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<tr>
<td>SPF 622 Organizational Theory (3)</td>
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<td>Total</td>
<td></td>
<td>12</td>
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</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 502</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COE 503</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>Research electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 573</td>
<td>Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 611</td>
<td>Educational Policy and the Law</td>
<td>3</td>
</tr>
<tr>
<td>EDA 645</td>
<td>Leadership Development for Education Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDA 675</td>
<td>Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 677</td>
<td>Foundations of Educational Reform Movements</td>
<td>3</td>
</tr>
<tr>
<td>EDA 685</td>
<td>Education in Global Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDA 711</td>
<td>Administrative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 791 S</td>
<td>Curricular and Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 791 S</td>
<td>Economics and Finance of Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDA 791 S</td>
<td>Evaluation and Assessment of School Change</td>
<td>3</td>
</tr>
<tr>
<td>EDA 791 S</td>
<td>Research on Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Courses for the PhD Specialization in Higher Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 510</td>
<td>Introduction to Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 602</td>
<td>Institutional Research/Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>HED 611</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>HED 649</td>
<td>Law of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 687</td>
<td>Governance, Coordination, and External Influences</td>
<td>3</td>
</tr>
<tr>
<td>HED 689</td>
<td>Leadership and Administration in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 691 S</td>
<td>Critical Policy Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED 691 S</td>
<td>Special Policy Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

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/elp/hs/hig/hig.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. Preapproval 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 EdD 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
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 562 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

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
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 551 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 577 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 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.
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: CED 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 lectureettes, self-awareness, and experiential components. Lectureettes, 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.
Counselor Education

Master’s Program

Terence J. G. Tracey, Academic Program Leader

MASTERS OF EDUCATION

The faculty in the Division of Psychology in Education offer graduate programs 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 available resources, the program is limited in the number of students admitted each admission 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/psyched 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. Critical 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.
Analyses. 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), T (Tempe), or W (West)—may affect how courses may be used to fulfill requirements.

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 learning 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. Prerequisite: EDT 455 (or instructor approval), 502.

M EDT 571 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 792 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.
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;
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
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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASE 582</td>
<td>Linear Algebra in Engineering</td>
<td>(3)</td>
<td>fall</td>
<td>MAT 242</td>
</tr>
<tr>
<td></td>
<td>Development and solution of systems of linear algebraic equations. Applications from mechanical, structural, and electrical fields of engineering.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASE 586</td>
<td>Partial Differential Equations in Engineering</td>
<td>(3)</td>
<td>spring</td>
<td>MAT 242, 274</td>
</tr>
<tr>
<td></td>
<td>Development and solution of partial differential equations in engineering. Applications in solid mechanics, vibrations, and heat transfer.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ENGINEERING CORE (ECE)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 500</td>
<td>Research Methods</td>
<td>(1–12)</td>
<td>selected semesters</td>
</tr>
</tbody>
</table>

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 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: Koziacki
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/biomedical engineering, biotechnology, bioinstrumentation, biomaterial engineering, and biocontrol engineering. Research topics include artificial organs, biocontrol systems, biomechanics,
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 Biocircuit 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.
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
- Study of imaging systems and nuclear devices for medical diagnosis, 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.

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Chemical Engineering

Master’s and Doctoral Programs

Graduate Record Examination

Chemical Engineering

Master’s and Doctoral Programs

fulton.asu.edu/~cme

480/965-3313

ECG 202

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Subhash Mahajan, Chair

Professors: Lin, Mahajan, Raupp, Wang

Associate Professors: Beckman, Burrows, Rivera, Sierks

Assistant Professors: Allen, Dillner, Heys, Park

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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 coursework 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


Biochemical Engineering. Biological colloids, bioadsorption, biofilms, biochips, protein engineering, enzyme kinetics, biomedical engineering, antibody-based therapeutics, neurodegenerative diseases, atomic force microscopy, protein-protein interactions, coagulation.


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.
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 microbiologically 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
Applying 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
Prerequisites: CHE 334 or 342. 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, Wiltzak
Associate Professors: Abbasszadegan, Fafitis, Mobasher, Muccino, Westerhoff
Assistant Professors: Allen, Kaloush, Peccia
Research Faculty: Alum, Chen, El-Basyouny, Kabiri-Badri, 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.
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. Rainfall-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

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

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 526 or MAE 527. Prerequisite: CEE 432 or MAE 404 (or their equivalents).

CEE 527 Advanced Concrete Structures. (3) selected semesters

CEE 530 Prestressed Concrete. (3) selected semesters

CEE 532 Developing Software for Engineering Applications. (3) spring

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.
CIVIL AND ENVIRONMENTAL ENGINEERING

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 440 or instructor approval.

CEE 548 Sedimentation Engineering. (3)
selected semesters
Introduces the transportation of granular sedimentary materials by moving fluids. Deposition, aggradation, 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
Oedometer, 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 environments, microbial detection methodologies, waterborne disease outbreaks, risk assessment, and regulations. Credit is allowed for only CEE 567 or 547. 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 CEE 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
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 but including CSE 590, CSE 592, CSE 593, CSE 599, 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.
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

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
Cryptographic 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 automatons. 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, Dijkstra's 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 481.

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

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, multiprocessor-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 556 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.
CSE 562 Software Process Automation. (3)

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)

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)

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)

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)

Project management, risk management, configuration management, quality management, and simulated project management experiences. Prerequisite: CSE 470.

CSE 570 Advanced Computer Graphics I. (3)


CSE 571 Artificial Intelligence. (3)

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)


CSE 574 Planning and Learning Methods in AI. (3)

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)

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, smoothness of curves; approximation of curves. 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)

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:

• Computer Graphics

• Database Management

• Distributed Computing with Java and CORBA

• Introduction to Artificial Intelligence

• Microcomputer System Hardware

• Microprocessor System Design I

• Operating Systems

• Real-Time Embedded Systems

• Signal Processing and Programming for the Arts. (3)

Spring

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

• 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, Wiezel
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CON 496 Construction Contract Administration</td>
<td>3</td>
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<tr>
<td>CON 500 RM: Research Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CON 533 Strategies of Estimating and Bidding</td>
<td>3</td>
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<tr>
<td>CON 540 Construction Productivity</td>
<td>3</td>
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<tr>
<td>CON 545 Construction Project Management</td>
<td>3</td>
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<tr>
<td>CON 547 Strategic Planning</td>
<td>3</td>
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<tr>
<td>CON 589 Construction Company Financial Control</td>
<td>3</td>
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<tr>
<td>CON 598 ST: Construction Business Strategies</td>
<td>3</td>
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<tr>
<td>CON 592 R: Directed Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>CON 593 Applied Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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 project 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)  
T
 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)  
T
 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)  
T
 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)  
T
 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)  
T
 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)  
T
T
 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)  
T
 Topics addressed include development, marketing, financing, legal issues, and sales.

CON 483 Advanced Building Estimating. (3)  
T
T
 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)  
T
 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)  
T
T
 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)  
T
T
 Surveys administrative procedures of general and subcontractors. Studies documentation, claims, arbitration, litigation, bonding, insurance, and indemnification. Discusses ethical practices. Lecture, field trips. Prerequisites: CON 225 or ECE 300; senior standing.

CON 500 Research Methods. (1–12)  
T
T
 selected semesters
 Topics may include the following:
• Research Techniques
• CON 533 Strategies of Estimating and Bidding (3)  
T
 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)  
T
 Productivity concepts. Data collection. Analysis of productivity data and factors affecting productivity. Means for improving production and study of productivity improvement programs. Pr- or corequisite: CON 495.

CON 543 Construction Equipment Engineering. (3)  
T
T
 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)  
T
 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 RFP/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 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

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.
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

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

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, observability, and pole placement. Observability and observers. Prerequisite: 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 corequisite: 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 and layout, 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 390 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 recombinaton theory, pn and Schotky 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: EEE 214, 334; EEE 434 (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 tees, 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
Applications statistical techniques to the representation and analysis of electrical signals and to communications systems analysis. Applications for communication and signal processing. 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 queueing 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
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  

EEE 572 Advanced Power Electronics. (3)  
spring  
Analyzes device operation, including thyristors, gate-turn-off thyristors, and transitron devices. Design of rectifier and inverter circuits. Applications such as variable speed drives, HVDC, motor control, and uninterruptable 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 575 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-variation 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 596.

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 lineups, 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.
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 (AECP) 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, 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 Fulton 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 engineering 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.

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Engineering Science

Master’s and Doctoral Programs

fulton.asu.edu
480/965-3313

Subhash Mahajan, Chair

Regents’ Professor: Mayer


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, anywhere” 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.
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.

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).
2. Four courses from one of the three primary areas of study (QRE, ORPS and ISE/MSE).
3. Two elective courses, 500-level or above. Elective courses in other departments are encouraged but must be approved by the student’s committee.
4. One semester hour of graduate seminar (IEE 594).
5. Successful completion of a written comprehensive exam with material from three of the four required core courses.
6. 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, economic, 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 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 592 Research. (1–12)  
selected semesters  

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, VanSchilfgaarde

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.

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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. electrorocermics;
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. Prerequisite: ECE 440 (or its equivalent).

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. Prerequisite: 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. Prerequisite: 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 solutions, precipitation, and transformation strengthening. Prerequisite: ECE 350 (or its equivalent).
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.

**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)**

Fall.
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 444 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 workspace; modes of control; vision; programming exercises; design of parts for assembly. Prerequisite: MAE 317.

**MAE 453 Computer-Aided Manufacturing and Control. (3)**

Fall.
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)**

Fall.
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.
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) 
fall
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) 
fall
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) 
tall 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) 
tall
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 489 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) 
tall
once a year
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) 
tall

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) 
tall
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) 
tall
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

MAE 540 Advanced Product Design Methodology. (3) 
tall
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) 
tall
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) 
tall
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) 
fall
on 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)
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

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

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.

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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

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. 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
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 hemispheric 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

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### Katherine K. Herberger College of Fine Arts Graduate Degrees and Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>MA</td>
<td>Art education or art history</td>
<td>School of Art</td>
</tr>
<tr>
<td></td>
<td>MFA</td>
<td>Ceramics, digital technology, drawing, fibers, intermedia, metals, painting, photography, printmaking, sculpture, or wood</td>
<td>School of Art</td>
</tr>
<tr>
<td>Composition</td>
<td>MM</td>
<td>Optional: interdisciplinary digital media and performance</td>
<td>School of Music</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>MFA</td>
<td>—</td>
<td>Creative Writing Committee</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>PhD</td>
<td>Art education</td>
<td>School of Art</td>
</tr>
<tr>
<td>Dance</td>
<td>MFA</td>
<td>Optional: interdisciplinary digital media and performance</td>
<td>Department of Dance</td>
</tr>
<tr>
<td>History and Theory of Art</td>
<td>PhD</td>
<td>—</td>
<td>School of Art</td>
</tr>
<tr>
<td>Music</td>
<td>MA</td>
<td>Ethnomusicology, music history and literature, or music theory</td>
<td>School of Music</td>
</tr>
<tr>
<td></td>
<td>DMA</td>
<td>Conducting, interdisciplinary digital media and performance, music composition, music education, or performance</td>
<td>School of Music</td>
</tr>
<tr>
<td>Music Education</td>
<td>MM</td>
<td>Choral music, general music, instrumental music, or jazz studies</td>
<td>School of Music</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>MM</td>
<td>—</td>
<td>School of Music</td>
</tr>
<tr>
<td>Performance</td>
<td>MM</td>
<td>Music theatre/opera musical direction, music theatre/opera performance, performance, performance pedagogy, or piano accompanying</td>
<td>School of Music</td>
</tr>
<tr>
<td>Theatre</td>
<td>MA</td>
<td>—</td>
<td>Department of Theatre</td>
</tr>
<tr>
<td></td>
<td>MFA</td>
<td>Directing, interdisciplinary digital media, performance, performance design, or theatre for youth</td>
<td>Department of Theatre</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Optional: theatre and performance of the Americas or theatre for youth</td>
<td>Department of Theatre</td>
</tr>
</tbody>
</table>

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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.
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 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, Siquieros, 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.
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.

MASTER OF FINE ARTS

Art

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 indicating 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.
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

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 after 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.
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 Jomon 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 58.
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:
- 3-D Fibers Fee.
- Fibers and Surface Design Fee.
- Print Textiles Fee.
- Senior Exhibition and Portfolio

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)
Fall in odd years
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 Design Fee.
- Print 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.

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. (4)
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 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. Prerequisite: 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 Fee.
• 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
Nonmultiply 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
  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.
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)
Examination of the role of modern dance technique and theory in the university curriculum, including current pedagogical theory, diversity, genre. May follow or precede internship in practical teaching.

DAH 501 Philosophy of Dance. (3)
Examination of traditional and contemporary theories of dance with regard to issues of expression, form, and meaning.

DAH 502 Cultural Concepts of Dance. (3)
Examination of 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
Introduction to digital 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 auditon.

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 auditon.

DAN 542 Ideokinetics. (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, genre. 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.
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
  - Competitive 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

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 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.

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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. (1–12)  
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.

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History and Theory of Art

See “PhD in History and Theory of Art,” page 208.
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
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 533 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 534 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)  
Spring  
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

MUC 509 Thesis. (1–12)
fall and spring

MUC 523 Advanced Composition. (3)
fall and spring

SPECIAL PROBLEMS IN WRITING IN COMPLEX FORMS AND TEXTURES. MAY BE REPEATED FOR CREDIT. STUDENT.

OMNIBUS COURSES. FOR AN EXPLANATION OF COURSES OFFERED BUT NOT SPECIFICALLY LISTED IN THIS CATALOG, SEE "OMNIBUS COURSES," PAGE 56.

MUSIC EDUCATION (MUC)

MUC 549 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.

MUC 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.

MUC 550 Studies in Music Curricula. (3)
onece a year

SCOPE AND SEQUENCE OF MUSICAL EXPERIENCES. DEVELOPMENT OF CRITERIA FOR THE EVALUATION OF MUSIC CURRICULUM.

MUC 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.

MUC 552 Advanced Studies in Secondary General Music. (3)
once a year

ORGANIZATION AND CONTENT OF SCHOOL MUSIC CLASSES THAT ARE NOT PERFORMANCE ORIENTED.

MUC 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.

MUC 562 Jazz Ensemble Rehearsal Techniques. (1)
fall and spring

CONDUCTING AND REHEARSAL TECHNIQUES FOR SCHOOL JAZZ ENSEMBLES. LAB. PREREQUISITE: MM, MUSIC EDUCATION MAJOR.

MUC 564 Instrumental Music, Advanced Rehearsal Techniques. (3)
onece a year

IN-DEPTH ANALYSIS OF INSTRUMENTAL TECHNIQUES IN PREPARATION FOR A TROUTHOUGH DISCUSSION OF MUSIC TUNING PROBLEMS AND SOLUTIONS. DISCUSSION OF PRODUCTIVE CONDUCTING AND REHEARSAL TECHNIQUES FOR SCHOOL MUSIC TEACHERS.

MUC 566 Instrumental Literature for Schools. (3)
onece a year

COMPREHENSIVE STUDY AND ANALYSIS OF ALL TYPES OF INSTRUMENTAL MUSIC.

MUC 568 Choral Music, Advanced Rehearsal Techniques. (3)
onece 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.

MUC 570 Choral Literature for Schools. (3)
onece a year

COMPREHENSIVE STUDY AND ANALYSIS OF CHORAL MUSIC FOR THE HIGH SCHOOL WITH SPECIAL EMPHASIS ON OCTAVO LITERATURE.

MUC 579 Psychology of Music. (3)
onece a year

NATURE OF MUSICALITY AND ITS EVALUATION. REVIEW OF RECENT RESEARCH.

MUC 585 Vocal Acoustics and Production. (3)
onece a year

IN-DEPTH APPROACH TO THE PSYCHOLOGICAL/PHYSIOLOGICAL WORKINGS OF THE VOCAL MECHANISM.

MUC 744 Higher Education Instruction. (3)
onece a year

PHILOSOPHICAL AND PSYCHOLOGICAL PRINCIPLES OF COLLEGE/UNIVERSITY TEACHING. PATTERNS OF MUSIC TEACHER EDUCATION AND A PROJECTION OF COURSE OUTLINES.

MUC 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 (MUC)

MUC 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.

MUC 508 Studio Observation. (1)
fall and spring

WEEKLY OBSERVATION OF CLASS BY VARIOUS STAFF MEMBERS. PAPER AS FINAL REQUIREMENT. PREREQUISITE: MM, MUSIC EDUCATION MAJOR. (PERFORMANCE PEDAGOGY OR SOLO PERFORMANCE CONCENTRATION).

MUC 509 Jazz Keyboard Harmony. (1)
fall

EMPHASIZES JAZZ CHORDS AND CHORD PROGRESSIONS, HARMONIZATION, VOICING, AND GRAMMAR OF CHORDS. LAB. PREREQUISITE: MM, MUSIC EDUCATION MAJOR.

MUC 510 Jazz Keyboard Harmony. (1)
spring

CONTINUATION OF MUC 509. LAB. PREREQUISITE: MUC 509.

MUC 511 Studio Instruction. (2)
fall and spring

BASSOON, CELLO, CLARINET, CONTRABASS, CORNET, EUPHONIUM, FLUTE, GUITAR, HARP, HARPSICHORD, HORN, OBOE, ORGAN, PERCUSSION, PIANO, SAXOPHONE, TIMPANI, TROMBONE, TRUMPET, Tuba, 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.

MUC 517 Advanced Improvisation. (1)
fall

IMPROVISATION TECHNIQUES WITHIN THE CONTEXT OF ADVANCED JAZZ LITERATURE. MUST BE TAKEN IN SEQUENCE WITH MUC 518. LAB. PREREQUISITES: PLACEMENT EXAMINATION; AUDITION.

MUC 518 Advanced Improvisation. (1)
spring

CONTINUATION OF MUC 517. LAB. PREREQUISITE: MUC 517.

MUC 521 Studio Instruction. (1)
fall, summer

SECONDARY OR MINOR INSTRUMENT INSTRUCTION. BASSOON, CELLO, CLARINET, CONTRABASS, CORNET, EUPHONIUM, FLUTE, GUITAR, HARP, HARPSICHORD, HORN, OBOE, ORGAN, PERCUSSION, PIANO, SAXOPHONE, TIMPANI, TROMBONE, TRUMPET, Tuba, 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.

MUC 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, TIMPANI, TROMBONE, TRUMPET, Tuba, 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.

MUC 540 Advanced Conducting. (3)
fall and spring

SCORE PREPARATION AND CONDUCTING TECHNIQUES FOR INSTRUMENTAL MUSIC. CONCENTRATION ON HISTORICAL STYLES. REQUIRED OF DMA STUDENTS IN INSTRUMENTAL MUSIC.

MUC 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 575 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 576 New Music Ensemble. (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 577 Women’s Chorus. (1) fall and spring
2 hours per week. May be repeated for credit. Prerequisite: instructor approval.

MUP 579 Chamber Music Ensembles. (1) fall and spring
Rehearsal and performance of music written in the last 20 years. May be repeated for credit. Prerequisite: instructor approval.

MUP 580 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; instructor approval.

MUP 581 Performance Pedagogy and Materials. (2) selected semesters
Principles and methods of performance techniques for each performance field. May be repeated for credit.

MUP 582 Wind Ensemble. (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 583 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 584 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 585 Percussion Ensemble. (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 586 Jazz Band. (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 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
May be repeated for credit. Prerequisites: audition with director; instructor approval.

MUP 592 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 593 Solo Performance. (1) fall and spring
See MUP 596.

MUP 594 Seminar in Piano Literature. (2) selected semesters
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 595 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 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 department’s 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 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; 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 Josefine Aragón.
- Constructing Community: Youth Arts and Drama, Federal Funding Policy, and Social Services, by Lori L. Hager.
- Drama Activities at the Ethical Culture School, 1878–1930, by Virginia Page Tennyson.
- 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.
- Mapping the Cultural Geography of Childhood or Constructing the 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)
one 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 the history and dramatic literature 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.
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>THP 460</td>
<td>Advanced Playwriting. (3)</td>
<td></td>
<td>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.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 461</td>
<td>Scripts in Progress. (3)</td>
<td></td>
<td>Studio work with the instructor, centered on revisions of original plays. May be repeated for credit. Studio. Prerequisite: THP 460 or written instructor approval.</td>
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<td><strong>Notes:</strong> Fall and spring</td>
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<tr>
<td>THP 481</td>
<td>Secondary School Play Production. (3)</td>
<td></td>
<td>Methods of directing, designing, and coordinating play production experiences at the secondary school level. Off-campus practicum. Prerequisite: THP 318 or instructor approval.</td>
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<tr>
<td>THP 482</td>
<td>Theatre for Social Change. (3)</td>
<td></td>
<td>Interactive theatre techniques (e.g., Boal, drama therapy, playback theatre) to examine and combat institutional, social, cultural, interpersonal, and personal oppressions. Lecture, lab.</td>
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<td><strong>Notes:</strong> Fall and spring</td>
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<tr>
<td>THP 483</td>
<td>Acting: Viewpoints and Composition. (3)</td>
<td></td>
<td>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.</td>
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<td><strong>Notes:</strong> Spring</td>
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<tr>
<td>THP 484</td>
<td>Internship. (1–4)</td>
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<tr>
<td>THP 489</td>
<td>Acting: Career Development. (2)</td>
<td></td>
<td>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 &quot;B&quot; (3.00) or higher: both THP 101 (or 102) and junior (or senior) standing or only written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 498</td>
<td>Pro-Seminar. (1–7)</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 501</td>
<td>Performance: Solo Performance. (1–8)</td>
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<td>Students begin to define their mission in art. Emphasizes the actor as a solo storyteller, speaking as herself or himself. Studio. Prerequisite: instructor approval.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 502</td>
<td>Graduate Acting. (1–8)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 503</td>
<td>Performance: The Ensemble. (1–8)</td>
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<td>Ensemble, working with a playwright, creates a play that addresses social issues through improvisation and community input. Studio. Prerequisite: instructor approval.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 504</td>
<td>Acting: Styles. (1–8)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 506</td>
<td>Design Collaboration. (3)</td>
<td></td>
<td>Process of production collaboration. Taught in conjunction with THP 519. May be repeated for credit. Fee. Prerequisite: theatre graduate standing or written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 507</td>
<td>Acting: Advanced Research and Performance. (1–3)</td>
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<td>Acting in advanced theatre projects, productions, or collaborative performance in directing classes. May be repeated for credit. Studio. Prerequisite: instructor approval.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 509</td>
<td>Singing for Actors. (1)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Fall and spring</td>
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<td>THP 512</td>
<td>Puppetry Workshop. (3)</td>
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<td>Survey of puppetry in education, puppetry as an art form in design and performance. Fee. Prerequisite: graduate standing or written instructor approval.</td>
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<td><strong>Notes:</strong> Fall, spring, summer</td>
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<tr>
<td>THP 518</td>
<td>Advanced Directing Lab. (3)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<tr>
<td>THP 519</td>
<td>Directing: Works in Progress. (3)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Once a year</td>
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<td>THP 530</td>
<td>Advanced Costume Design. (3)</td>
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<td>Advanced studio projects in costume design for a variety of production forms. Prerequisite: written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 540</td>
<td>Scene Design Applications. (3)</td>
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<td>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.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<td>THP 545</td>
<td>Lighting Design Applications. (3)</td>
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<td>Advanced studio projects in stage lighting design. Prerequisite: written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<td>THP 560</td>
<td>Playwright's Workshop. (3)</td>
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<td>Practice and study of creating characters, dialogue, scenes, plays, and monologues for the stage. May be repeated for credit. Studio. Prerequisite: written instructor approval.</td>
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<td><strong>Notes:</strong> Fall and spring</td>
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<td>THP 584</td>
<td>Internship. (1–3)</td>
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<td>Studio work with the instructor, centered on revisions of original plays. May be repeated for credit. Studio. Prerequisite: THP 560 or written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 592</td>
<td>Research. (1–12)</td>
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<td>Field research and on-site training in theatre for youth, community theatre, and production techniques. Prerequisite: written instructor approval.</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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<tr>
<td>THP 593</td>
<td>Applied Project. (1–12)</td>
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<td><strong>Notes:</strong> Selected semesters</td>
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</table>
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.
 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 resume 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 301; 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
Explores 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
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.

Academic Standards and Policies
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 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 500 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 theoretical 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  
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 Biotechnology 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,
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;
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.
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

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)
one 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)
one year
Legal protections of personality, property, and relational interests against physical, economic, and emotional harms.

LAW 518 Civil Procedure. (3–5)
one 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)
one 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)
one year
Introduces the importance, origins, and methods of interpreting statutes, regulations, and court rules.

LAW 600 Administrative Law. (3)
one 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)
one 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)
one 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Terms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 605</td>
<td>Evidence</td>
<td>(3–4)</td>
<td>fall and spring</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 606</td>
<td>Federal Income Taxation</td>
<td>(3–4)</td>
<td>fall and spring</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 608</td>
<td>Business Associations I</td>
<td>(3)</td>
<td>once a year</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 609</td>
<td>Business Associations II</td>
<td>(3)</td>
<td>once a year</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 610</td>
<td>Advanced Criminal Procedure</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Topics in criminal procedure, with emphasis on legal constraints on grand jury investigations, police practices, pretrial release, preliminary hearings, prosecutorial discretion, and plea bargaining.</td>
</tr>
<tr>
<td>LAW 611</td>
<td>Estate and Gift Tax</td>
<td>(2–3)</td>
<td>selected semesters</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 612</td>
<td>Family Law</td>
<td>(3)</td>
<td>once a year</td>
<td>Legal and nonlegal problems that an individual may encounter because of a situation as a family member.</td>
</tr>
<tr>
<td>LAW 613</td>
<td>Federal Courts</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Federal judicial system; relationship of federal and state law; jurisdiction of federal courts and their relation to state courts.</td>
</tr>
<tr>
<td>LAW 615</td>
<td>Public International Law</td>
<td>(3)</td>
<td>once a year</td>
<td>Role of law in international disputes. Considers drafting and interpretation of treaties and multilateral conventions.</td>
</tr>
<tr>
<td>LAW 616</td>
<td>Jurisprudence</td>
<td>(3)</td>
<td>once a year</td>
<td>Introduces legal philosophy, with readings on the nature of law and legal reasoning, the relationship between law and morality and equality and social justice.</td>
</tr>
<tr>
<td>LAW 617</td>
<td>Genetics and the Law</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Provides background on genetics and recent genetic advances; addresses the legal consequences and issues associated with such advances.</td>
</tr>
<tr>
<td>LAW 618</td>
<td>Decedent's Estates</td>
<td>(3)</td>
<td>fall and spring</td>
<td>Substantive concepts involved in transmitting wealth, including inter-state 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.</td>
</tr>
<tr>
<td>LAW 619</td>
<td>Payments</td>
<td>(3)</td>
<td>fall</td>
<td>Law of credit obligations and payment devices. Focuses on Articles 3, 4, and 4A of the Uniform Commercial Code.</td>
</tr>
<tr>
<td>LAW 620</td>
<td>Civil Rights Legislation</td>
<td>(2–3)</td>
<td>selected semesters</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 621</td>
<td>Sales</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Advanced issues involving the formation and interpretation of sales and lease contracts. Focuses primarily on Articles 2 and 2A of the Uniform Commercial Code.</td>
</tr>
<tr>
<td>LAW 622</td>
<td>Secured Transactions</td>
<td>(3)</td>
<td>once a year</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 623</td>
<td>Commercial Torts</td>
<td>(3–4)</td>
<td>once a year</td>
<td>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.</td>
</tr>
<tr>
<td>LAW 624</td>
<td>Community Property</td>
<td>(1–2)</td>
<td>fall and spring</td>
<td>Property rights of husband and wife; the Arizona community property system; homestead.</td>
</tr>
<tr>
<td>LAW 625</td>
<td>Constitutional Law II</td>
<td>(3–4)</td>
<td>fall, spring, summer</td>
<td>Fundamental protection for person, property, political, and social rights.</td>
</tr>
<tr>
<td>LAW 626</td>
<td>Law, Biology, and Human Behavior</td>
<td>(1–3)</td>
<td>once a year</td>
<td>Considers whether recent advances in biology can usefully contribute to our understanding of behaviors that are relevant to law.</td>
</tr>
<tr>
<td>LAW 627</td>
<td>Corporate Taxation</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Problems in taxability of the corporation, corporate distributions, and corporate reorganizations.</td>
</tr>
<tr>
<td>LAW 628</td>
<td>Creditor-Debtor Relations</td>
<td>(3)</td>
<td>once a year</td>
<td>Creditors' remedies in satisfaction of claims and debtors' protection and relief under bankruptcy, other laws.</td>
</tr>
<tr>
<td>LAW 629</td>
<td>Employment Law</td>
<td>(3)</td>
<td>once a year</td>
<td>Employment law topics, including testing, privacy, OSHA, FLSA, benefits, worker's compensation, rights to compensation, workplace emotional injuries, termination, and sexual harassment.</td>
</tr>
<tr>
<td>LAW 630</td>
<td>Employment Discrimination</td>
<td>(2–3)</td>
<td>selected semesters</td>
<td>Focuses primarily on Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the Americans with Disabilities Act.</td>
</tr>
<tr>
<td>LAW 631</td>
<td>Environmental Law</td>
<td>(3)</td>
<td>once a year</td>
<td>Litigation, administrative law, and legislation relating to problems of environmental quality. Topics covered may include air and water pollution, toxic substances, pesticides, and radiation.</td>
</tr>
<tr>
<td>LAW 632</td>
<td>Indian Law I</td>
<td>(3)</td>
<td>once a year</td>
<td>Inquiry into legal problems special to American Indians and tribes.</td>
</tr>
<tr>
<td>LAW 633</td>
<td>Law, Litigation, and Science</td>
<td>(2–3)</td>
<td>once a year</td>
<td>Fills a gap in the education of most lawyers, namely, how to effectively think about and use empirical evidence.</td>
</tr>
<tr>
<td>LAW 635</td>
<td>Juvenile Justice System</td>
<td>(3)</td>
<td>selected semesters</td>
<td>Special problems in the juvenile system.</td>
</tr>
</tbody>
</table>
Covers basic bankruptcy law and practices.

LAW 653 Bankruptcy. (2–4)
Life and death decisions.
Covers a range of issues relating primarily to human reproduction and
once a year
LAW 652 Bioethics and the Law. (2–3)
health.
Examines the use of scientists and scientific tests or studies in crimi-
once a year
LAW 649 Scientific Evidence. (2–3)
and special district.
Examines the constitutional basis for federal land management and
once a year
LAW 643 Water Law. (3)
and other planning controls; issues of fairness and procedure in the
utilization of such controls.
LAW 637 Lawyering Theory and Practice. (4)
Issues of competency and professionalism in the practice of law.
LAW 638 Professional Responsibility. (3)
Emphasizes the Model Rules and Model Code that govern the profes-
sional responsibility of lawyers and their interpretation and application.
LAW 639 Natural Resource Law. (3)
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 regu-
lation of, the different uses of public lands and resources (e.g., mining,
grazing, timber, wildlife habitat, recreation).
LAW 640 Securities Regulation. (2–3)
Selected problems arising under the major statutes concerned with
regulating the securities market.
LAW 641 State and Local Government. (2–3)
Legal problems involved in the organization and administration of gov-
ernmental units, including the city, county, town, village, school district,
and special district.
LAW 642 White Collar Crime. (2–3)
Examines the ways in which “white collar” crime is prosecuted, princi-
pally in the federal system.
LAW 643 Water Law. (3)
Acquisition of water rights; water use controls; interstate conflicts.
LAW 645 Patent Law. (3)
In-depth examination of substantive patent law as it applies to the
commercialization and enforcement of patent rights.
LAW 646 Copyright Law. (3)
Legal rights in original forms of human expression.
LAW 647 Mass Tort Litigation. (2–3)
Examines unique procedural and substantive issues that arise in
mass tort litigation.
LAW 648 International Intellectual Property. (2–3)
Considers patents, copyrights, and trademarks under international law
and the major international treaties.
LAW 649 Scientific Evidence. (2–3)
Examines the use of scientists and scientific tests or studies in crimi-
nal and civil litigation. Pre- or corequisite: LAW 605.
LAW 650 Health Law. (2–3)
Introduction to health law.
LAW 651 Public Health Law. (2–3)
Addresses the relationship between the state and the population’s
health.
LAW 652 Bioethics and the Law. (2–3)
Covers a range of issues relating primarily to human reproduction and
life and death decisions.
LAW 653 Bankruptcy. (2–4)
Covers basic bankruptcy law and practices.
LAW 654 Business Organizations. (3–4)
Covers the primary forms of business organizations; partnerships, lim-
ited partnerships, limited liability companies, and corporations.
LAW 655 Chapter 11. (2–4)
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)
Focuses on the valuation of interests in real property and closely-held
businesses.
LAW 657 Private Property Rights. (2–3)
Examines the conflict between property rights and the right of the gov-
ernment to acquire private property for public use.
LAW 658 Arizona Constitutional Law. (2–3)
Examines the basic provisions of the Arizona Constitution and the
judicial decisions interpreting those provisions.
LAW 701 Arbitration. (2–3)
Examines the Federal Arbitration Act and the Uniform Arbitration Act
as it has been adopted in Arizona.
LAW 702 Alternative Dispute Resolution. (2–3)
Broad exposure to methods of settling disputes in our society such as
mediation, arbitrationconciliation, and negotiation, including examina-
tion of the current litigation model.
LAW 703 Law, Science, and Technology. (2–3)
Legal mechanisms used in dealing with various issues raised by con-
temporary science and technology. Explores current legal responses
to science and technology.
LAW 704 Indian Law II. (2–3)
Surveys the federal legal doctrines surrounding Indian ownership and
exploration of resources.
LAW 705 Media Law. (2–3)
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)
Explores political, economic, social, and legal issues concerning immi-
grantion. Specific topics covered include citizenship and naturalization,
denaturalization, deportation, and refugee rights and asylum.
LAW 707 Elder Law. (2–3)
Looks at legal and policy questions related to aging individuals and an
older society. Seminar.
LAW 708 Gender, Sexuality, and the Law. (2–3)
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)
International rules and procedures governing the protection of human
rights.
LAW 710 Real Estate Tax Planning. (2–3)
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)
In-depth study of the "establishment" and "free exercise" clauses of
the First Amendment to the U.S. Constitution.
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 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.
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 Sciences 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,
<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration¹</th>
<th>Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>MA</td>
<td>Archaeology, bioarchaeology, linguistics, museum studies, physical anthropology, or social-cultural anthropology</td>
<td>Department of Anthropology</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Archaeology, physical anthropology, or social-cultural anthropology</td>
<td>Department of Anthropology</td>
</tr>
<tr>
<td>Asian Languages and Civilizations—Chinese/Japanese</td>
<td>MA</td>
<td>—</td>
<td>Department of Languages and Literatures</td>
</tr>
<tr>
<td>Audiology</td>
<td>AuD</td>
<td></td>
<td>Department of Speech and Hearing Science</td>
</tr>
<tr>
<td>Biology</td>
<td>MS, PhD</td>
<td>Optional: ecology¹</td>
<td>School of Life Sciences</td>
</tr>
<tr>
<td>Chemistry</td>
<td>MS, PhD</td>
<td>Analytical chemistry, biochemistry, geochemistry, inorganic chemistry, organic chemistry, physical chemistry, or solid-state chemistry</td>
<td>Department of Chemistry and Biochemistry</td>
</tr>
<tr>
<td>Communication</td>
<td>MA</td>
<td></td>
<td>Hugh Downs School of Human Communication</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Communicative development, intercultural communication, or organizational communication</td>
<td>Hugh Downs School of Human Communication</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>MS</td>
<td></td>
<td>Department of Speech and Hearing Science</td>
</tr>
<tr>
<td>Computational Biosciences</td>
<td>PSM</td>
<td></td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Creative Writing²</td>
<td>MFA</td>
<td>—</td>
<td>Creative Writing Committee</td>
</tr>
<tr>
<td>English</td>
<td>MA</td>
<td>Comparative literature, English linguistics, literature and language, or rhetoric and composition</td>
<td>Department of English</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Literature or rhetoric/composition and linguistics</td>
<td>Department of English</td>
</tr>
<tr>
<td>Exercise Science²</td>
<td>PhD</td>
<td>Biomechanics, motor behavior/sport psychology, or physiology of exercise</td>
<td>Committee on Exercise Science</td>
</tr>
<tr>
<td>Family and Human Development</td>
<td>MS</td>
<td>Optional: family studies¹</td>
<td>Department of Family and Human Development</td>
</tr>
<tr>
<td>Family Science</td>
<td>PhD</td>
<td>Optional: marriage and family therapy¹</td>
<td>Department of Family and Human Development</td>
</tr>
<tr>
<td>French</td>
<td>MA</td>
<td>Comparative literature, linguistics, or literature</td>
<td>Department of Languages and Literatures</td>
</tr>
<tr>
<td>Geographic Information Systems</td>
<td>MAS</td>
<td></td>
<td>Department of Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>MA, PhD</td>
<td>—</td>
<td>Department of Geography</td>
</tr>
<tr>
<td>Geological Sciences</td>
<td>MS, PhD</td>
<td>—</td>
<td>Department of Geological Sciences</td>
</tr>
<tr>
<td>German</td>
<td>MA</td>
<td>Comparative literature, language and culture, or literature</td>
<td>Department of Languages and Literatures</td>
</tr>
<tr>
<td>History</td>
<td>MA</td>
<td>Asian history, British history, European history, Latin American history, public history, U.S. history, or U.S. Western history</td>
<td>Department of History</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Asian history, British history, European history, Department of History Latin American history, or U.S. history</td>
<td>Department of History</td>
</tr>
<tr>
<td>Humanities³</td>
<td>MA</td>
<td></td>
<td>Graduate Committee on Humanities</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration[^1]</th>
<th>Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice Studies</td>
<td>MS</td>
<td>—</td>
<td>School of Justice and Social Inquiry</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Optional: criminal and juvenile justice; dispute resolution; law, justice, and</td>
<td>School of Justice and Social Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>minority populations; law, policy, and evaluation; or women, law, and justice[^1]</td>
<td></td>
</tr>
<tr>
<td>Kinesiology</td>
<td>MS</td>
<td>—</td>
<td>Department of Kinesiology</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>MLSt</td>
<td>—</td>
<td>College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MA</td>
<td>—</td>
<td>Department of Mathematics and Statistics</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Optional: Computational biosciences[^1]</td>
<td>Department of Mathematics and Statistics</td>
</tr>
<tr>
<td>Microbiology</td>
<td>MS, PhD</td>
<td>—</td>
<td>School of Life Sciences</td>
</tr>
<tr>
<td>Molecular and Cellular Biology</td>
<td>MS</td>
<td>—</td>
<td>Interdisciplinary Committee on Molecular and Cellular Biology</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>Optional: Computational biosciences[^1]</td>
<td>Interdisciplinary Committee on Molecular and Cellular Biology</td>
</tr>
<tr>
<td>Natural Science</td>
<td>MNS</td>
<td>Biology, microbiology, or plant biology Chemistry</td>
<td>School of Life Sciences Department of Chemistry and Biochemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geological sciences Mathematics</td>
<td>Department of Geological Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics</td>
<td>Department of Physics and Astronomy</td>
</tr>
<tr>
<td>Philosophy</td>
<td>MA, PhD</td>
<td>—</td>
<td>Department of Philosophy</td>
</tr>
<tr>
<td>Physics</td>
<td>MS, PhD</td>
<td>—</td>
<td>Department of Physics and Astronomy</td>
</tr>
<tr>
<td>Plant Biology</td>
<td>MS, PhD</td>
<td>Optional: ecology or photosynthesis[^1]</td>
<td>School of Life Sciences</td>
</tr>
<tr>
<td></td>
<td>MA, PhD</td>
<td>American politics, comparative politics, international relations, or political</td>
<td>Department of Political Science</td>
</tr>
<tr>
<td>Psychology</td>
<td>PhD</td>
<td>Behavioral neuroscience, clinical psychology, cognitive/behavioral systems,</td>
<td>Department of Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>developmental psychology, quantitative research methods, or social psychology</td>
<td></td>
</tr>
<tr>
<td>Religious Studies</td>
<td>MA, PhD</td>
<td>—</td>
<td>Department of Religious Studies</td>
</tr>
<tr>
<td>Science and Engineering of Materials[^2]</td>
<td>PhD</td>
<td>High-resolution nanostructure analysis or solid-state device materials design</td>
<td>Committee on the Science and Engineering of Materials</td>
</tr>
<tr>
<td>Sociology</td>
<td>MA, PhD</td>
<td>—</td>
<td>Department of Sociology</td>
</tr>
<tr>
<td>Spanish</td>
<td>MA</td>
<td>Comparative literature, language and culture, linguistics, or literature Cultural</td>
<td>Department of Languages and Literatures</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>studies or literature</td>
<td>Department of Languages and Literatures</td>
</tr>
<tr>
<td>Speech and Hearing Science</td>
<td>PhD</td>
<td>Developmental neurolinguistic disorders, neuroauditory processes, or neurogerontologic communication disorders</td>
<td>Department of Speech and Hearing Science</td>
</tr>
</tbody>
</table>

[^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, archae-ology, and fluvial geomorphology to distinguished pro-grams 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 docu-ments of the Southwest.

Graduate students in all disciplines have access to out-standing 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 aca-demic units. Also refer to “Computing Facilities and Ser-vices,” page 33.

FINANCIAL ASSISTANCE AND SUPPORT

In addition to the usual support for graduate students in the form of stipends and teaching and research assistant-ships, 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.
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 global 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 500 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis courses*</td>
<td>9</td>
</tr>
<tr>
<td>Capstone project</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

* 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/aframstu.
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
Associate Professors: Abbott, Baker, Reed, Stone, Welsh, Winkelman
Assistant Professors: Haenn, Isaac, Jonsson, Scharwtz, Spencer
Associate Research Professors: Simon, Sugiyama

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.

MAJOR 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](http://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.

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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 545 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 Idealational 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 Intraseite 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)
Spring
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 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)
Spring
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 578 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 seminars
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

(ART AND SCIENCE) (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 Geochaeology. (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: ASB 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 478 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 Certifi-
cate in Asian Studies in conjunction with their degree pro-
grams. 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 com-
posed of faculty from the Ira A. Fulton School of Engineer-
ing and the College of Liberal Arts and Sciences. The objec-
tive 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. Stu-
dents 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 depart-
ments. 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 specialties 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
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)**

*Fall and spring*

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)**

*Fall and 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 511 Advanced Topics in Chemistry. (3)
Spring
Overview of modern developments in chemical science. May be repeated for credit. Prerequisite: instructor approval.

CHM 512 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

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
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 346.

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 557 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 570 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 572 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
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)

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.

**CHM 599 Special Topics.** (1–12)
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.

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**Communication**

**Master’s Program**

[asu.edu/clas/communication/masters]

480/965-5096
STANF A412

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**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-

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;
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/cataloge/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. Prerequisites: 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)
one 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.
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) 
tag, spring, summer
Prerequisite: minimum ASU cumulative GPA of 2.50.

M COM 501 Research Methods in Communication. (3) 
tall
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) 
tag
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) 
tag
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) 
tag
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) 
tag, spring, summer
Fee.

M COM 604 Theory Construction in Communication. (3) 
tag
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) 
tag
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) 
tag
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) 
tag
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) 
tag, spring, summer
Lecture, discussion. Topics may include the following:
• Current Organizational Approaches to Communication. (3)
• Intercultural Aspects of Communication. (3)
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.
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 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

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).
SHS 500 Research Methods in Communication Disorders. (3)  
Survey research methods in areas related to speech, language, and hearing.

SHS 501 Introduction to Audiology. (3)  
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)  
Lecture, discussion, case studies, student presentations. Pre- or corequisite: SHS 513 or instructor approval.

SHS 504 Amplification I. (4)  
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 or 515 or only instructor approval.

SHS 505 Survival Sign Language. (2)  
Familiarizes students with major diseases, pathologies, and disorders of the human auditory system. Lecture, lab, discussion, seminar, student presentations. Prerequisites: both SHS 502 and 513 or 515 or only instructor approval.

SHS 508 Pediatric Audiology. (3)  
Emphasizes the principles and procedures for early identification and management of congenital and early-onset hearing loss. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: SHS 502 or instructor approval.

SHS 510 Amplification II. (4)  
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: both SHS 502 and 504 and 513 and 515 or only instructor approval.

SHS 511 Psychoacoustics of Hearing Impairment. (3)  
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)  
Focuses on varying topics in management of medically based speech and language disorders.

SHS 513 Neurophysiology of the Auditory System. (3)  
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)  
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)  
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)  
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)  
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)  
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)  
Advanced otologic, neurologic, and audiologic approaches in the differential diagnosis of peripheral and central disorders of the auditory system. Lecture, lab, discussion, seminar, student presentations. Prerequisites: a combination of SHS 502 and 513 and 516 and 552 or only instructor approval.

SHS 521 Auditory Aging. (2)  
Focuses on aging and related effects on the auditory system and audiograms. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: both SHS 502 and 513 or only instructor approval.

SHS 522 Hearing Conservation. (2)  
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)  
Focuses on the perception of speech by normal-hearing and hearing-impaired listeners. Lecture, discussion, case studies, seminar, student presentations. Prerequisites: both SHS 502 and 504 or only instructor approval.

SHS 525 Audiology Practice Management. (3)  
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)  
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)  
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)  
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)  
Speech and language development in the normal child. Prerequisite: SHS 366 (or its equivalent).

SHS 566 Psychology of Language. (3)  
Psycholinguistic study of the production and comprehension of language across the lifespan.

SHS 567 Neural Bases of Communication Disorders. (3)  
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 567 or instructor approval.

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
L.I. 542

Neal A. Lester, Chair

Regents’ Professors: Carlson, Dubie, Rios

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, Schwallm, 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: Giau, 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, Arizona 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.
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.

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 each 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.
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 224 or instructor approval.

ENG 436 Studies in Anglophone Literature and Culture. (3) selected semesters
Literary, cultural, and historical 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 466 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,
ENGL 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.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 540 Issues in Teaching Literature to Adolescents. (3)
selected semesters
Issues and new approaches in teaching contemporary literature in
high school.

ENGL 542 Studies in North American Ethnic Literatures. (3)
selected semesters
Selected works studied in their cultural contexts from authors repres-
ting ethnic experiences in the United States. May be repeated for
credit when topics vary.

ENGL 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.

ENGL 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.

ENGL 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.

ENGL 546 Gender Studies. (3)
selected semesters
Selected topics, periods, and themes in the study of gender and sexu-
ality, including attention to theoretical issues. May be repeated for
credit when topics vary.

ENGL 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.

ENGL 551 Rhetorical Traditions. (3)
selected semesters
Examines rhetorical traditions spanning ancient to contemporary rhet-
orics. May be repeated for credit when topics vary. Lecture, discus-
sion.

ENGL 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.

ENGL 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.
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 the novel, poetics, story into film, and others. May be repeated for credit when topics vary.
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) 
fall
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 656 Studies in Cross-Cultural Discourse. (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 656. Credit is allowed for only ENG 655 or LIN 655.
FIN 515 Disciplinary Discourses. (3) 
selected semesters
Investigation of professional and disciplinary 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 515. Credit is allowed for only ENG 615 or LIN 615.
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 532 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. Prerequisites: 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 411 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: PGPS 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.

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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.
course work is required of students insufficiently prepared

titative Methods in Geography. Additional prerequisite
to Cartography and Georepresentation and GCU 495 Quan-
to the equivalent of GPH 371 Introduction

demic year, students must be admitted by February 15.

ters of recommendation from professors. All applications
accompanied by the applicant's scores on the Graduate

At least 24 semester hours must be in geography.

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 back-
ground for further specialization or for immediate employ-
ment. 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 let-
ters 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 aca-
demic 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 Quan-
titative Methods in Geography. Additional prerequisite
course work is required of students insufficiently prepared

in geography. The program of study consists of the follow-
ing 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 suit-
able 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 Geo-
graphic Information Systems (GIS) program is a compact
one-year nonthesis degree fostering advanced study in man-
gement and the use of GIS technology in public and corpo-
rate environments. The degree meets important educational
needs of working professionals and recent college graduates
seeking to improve their career standing. The program pro-
vides 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 Stud-
es 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 profes-
sional experience and the successful completion of a bache-
or’s degree in an unrelated area as determined by the MAS-
GIS Steering Committee. Applicants must submit two let-
ters 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 aca-
demic 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 com-
posed of six two-semester-hour modules (12 hours total). Each module has a minimum of 30 hours of instructor con-
tact 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
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 seminars*

Prerequisite: GCU 323 or instructor approval.

**GCU 424 Geography of Mexico and Middle America.** (3)

*selected seminars*

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 seminars*

Examines the geography of Russia and other post-Soviet states. Prerequisite: GCU 121 or instructor approval.

**GCU 433 Geography of Southeast Asia.** (3)

*selected seminars*

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 seminars*

Current urban transportation issues in metropolitan Phoenix. Lecture, team project. Fee. Prerequisite: GCU 361.

**GCU 453 Recreational Geography.** (3)

*selected seminars*

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 seminars*

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 seminars*

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 seminars*

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 seminars*

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) 
tall, 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) 
tall 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) 
fall
Introduces physical geography and the physical elements of the environment. Credit is allowed for only GPH 411 or 111. Field trips.

GPH 412 Physical Climatology. (3) 
fall
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) 
fall
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) 
fall
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) 
fall
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) 
fall
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) 
tall
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) 
fall
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.
GPH 533 Snow and Ice. (3) spring
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 II. (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. 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. Fee. 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, Garnero, 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
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 (≤1.7 Å 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 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. Prerequisite: 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. Prerequisite: 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 272 (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

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 volcanic 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.
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)  
fell, spring, summer  
Special topics in geological sciences. May be repeated for credit. Topics may include the following:  
• Advanced Field Geology. (1–3)  
• Clastic Sedimentology and Petrology. (1–3)  
• Cordilleran Regional Geology. (1–3)  
• Fundamental Planetary Geology. (1–3)  
• Geology of Mars. (1–3)  
• Methods in Geoscience Teaching. (1–3)  
• Ore Deposits. (1–3)  
• Orogenic Systems. (1–3)  
• Petrology-Petrography. (1–3)  
• Principles of Stratigraphy. (1–3)  
• Remote Sensing. (1–3)  
• Sedimentology. (1–3)  
• Volcanology. (1–3)  
Fee. Prerequisite: instructor approval.

GLG 599 Thesis. (1–12)  
fall, spring, summer  
GLG 792 Research. (1–12)  
fell, spring, summer  
GLG 799 Dissertation. (1–15)  
fell, 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
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Noel J. Stowe, Chair

CORE FACULTY
Regents’ Professor: Iversen
Professors: Adelson, Batalden, Burg, Davis, Fuchs, Gratton, Green, Hirt, Lavrini, 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.
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

Examines the causes, conduct, and consequences of the American Civil War, concentrating on the years 1861 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: ECON 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.
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’ role in 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)  
one 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)  
one 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)  
one a year
Political, economic, social, and cultural developments from pre-Columbian times to 1810.

HST 447 Modern Mexico. (3)  
one 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)  
fall
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 483 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 596 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 287.
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 materials, 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 42 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 586 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.

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**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
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JUS 610 Law and the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>JUS 620 Justice Research and Methods</td>
<td>3</td>
</tr>
<tr>
<td>JUS 630 Data Analysis for Justice Research</td>
<td>3</td>
</tr>
<tr>
<td>JUS 640 Theoretical Perspectives on Justice</td>
<td>3</td>
</tr>
<tr>
<td>JUS 650 Advanced Qualitative Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

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/elas/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, Kulinda, 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 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.
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  

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.
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 Civilizations 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 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.

DEPARTMENT OF LANGUAGES AND LITERATURES

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 424 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.
FRE 453 Theater of the 19th Century. (3)  
**spring**  
From Romantic drama to the Symbolist Theater. Representative plays of Hugo, Musset, Vigny, Dumas, Becque, Rosstand, 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 Mallarme 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 412 or instructor approval.

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**  
Principals 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 courtous, 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, Molliere, 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, Guillelén, 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  
Exegetical study 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 works of the essay, within the framework of intellectual history and literary movements.

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  
Exegetical study of poetic developments, 1920–1940, with emphasis on Huidobro, Vallején, 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.
SPA 578 Novel of the Mexican Revolution. (3)  
Selected Semesters  
Representative works and authors of this genre (Guzmán, Azuela, Urquizo, 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.

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 contemporaneous, 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


Associate Professors: Armendt, Chang, Clark, Escalante, Fewell, Garcia-Pichel, Goldstein, Hoffman, Hogue, Joshi, Kumar, Mason, McGregor, Neuer, Orchink, Pigg, Ramakrishna, Rawls, Roberson, Slater, Stout, Stromberg, Szarek, Towill, Wu

Assistant Professors: Anderies, Chen, Crook, DeNardo, Gadau, Gerber, Kinzig, Laubicher, Liebig, McGraw, Minteer,
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 biology; 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 perquisites, 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.
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)
one 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 populations and communities, emphasizing animals. Theoretical and empirical approaches. Prerequisite: BIO 420 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)
spring
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)
one 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)
spring
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)
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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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 485 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 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 533 Molecular Genetics. (3) fall Nature and function of the gene; emphasis on the molecular basis of inheritance and gene expression in procaryotes and eucaryotes. 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) fall 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 Analysis of 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-oriented 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, neuromunology, and immunologic diseases. Prerequisite: MIC 420 or instructor approval.

MIC 428 Immunophysics. (3) selected semesters
Integrates immunology and physics, 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; mutageneses; 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.
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.
MOLECULAR AND CELLULAR BIOLOGY (MCB)

MCB 500 Research Methods in Molecular and Cellular Biology. (2)
tail 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)
tail 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)
tail
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 462; 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)
tail 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)
selcted 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)
tail 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)
tail 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)
tail 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 Perspectives 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/BIOTECHNOLOGY (MBB)

MBB 445 Techniques in Molecular Biology/Genetics. (2)
tail 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)
tail 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)
selcted semesters

MBB 490 Capstone: Issues in Biotechnology. (2)
tail 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.
Factors and controls on the physiological ecology and organization of spring in odd years.

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 coursework 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 Plant Physiology. (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 503 OTS: Fieldwork in Tropical Biology. (6–8) *spring and summer*
Intensive field-oriented 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 503. Credit is allowed for only BIO 503 or PLB 503. 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*
ANOVA, 1-way classification of factorial and partially hierarchical 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 436. 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, pollenation, 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; applications 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, Kadel, Kawski, Kierstead, Kostelich, Kuang, Kuiper, Lai, Lohr, Lopez, Mahalov, Mittelmann, Nicolaenko, Quigg, Renault, 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 nonlinear 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.
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, significand, 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: CSE 100 (or 110); MAT 242 (or 342 or 343), 300.

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 R^n: implicit function theorem, introduction to manifolds, Lebesque 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, Poincar-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  
Topics from the history of the origin and development of mathematical ideas. Prerequisite: MAT 272 (or its equivalent).

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 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 stiff 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.
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 nonparametric 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 probability, 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: Haefer, 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

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
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.


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 to 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, Venable, 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 in 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.
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.


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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST 521</td>
<td>Stars and Interstellar Medium I</td>
<td>3</td>
</tr>
<tr>
<td>AST 522</td>
<td>Stars and Interstellar Medium II</td>
<td>3</td>
</tr>
<tr>
<td>AST 523</td>
<td>Stars and Interstellar Medium III</td>
<td>3</td>
</tr>
<tr>
<td>AST 531</td>
<td>Galaxies and Cosmology I</td>
<td>3</td>
</tr>
<tr>
<td>AST 532</td>
<td>Galaxies and Cosmology II</td>
<td>3</td>
</tr>
<tr>
<td>AST 533</td>
<td>Galaxies and Cosmology III</td>
<td>3</td>
</tr>
</tbody>
</table>

Condensed Matter and Materials Physics. The following courses are required for all students enrolled in the emphasis on condensed matter and materials physics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 511</td>
<td>Materials Physics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 512</td>
<td>Materials Physics II</td>
<td>3</td>
</tr>
</tbody>
</table>
PHY 576 Quantum Theory ....................................................3
PHY 577 Quantum Theory ....................................................3
PHY 571 Quantum Physics ....................................................3
PHY 576 Quantum Theory ....................................................3
Select two of the following three courses ..............6
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 Mechanics ..............................................3
PHY 531 Advanced Electricity and Magnetism ..................3
PHY 532 Electrodynamics ..................................................3
PHY 541 Statistical Physics ...............................................3
PHY 571 Quantum Physics ...............................................3
or PHY 576 Quantum Theory (3)*

Total ....................................................................................15

* 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.
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 PHS 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.

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  

PHY 442 Statistical and Thermal Physics II. (3)  
Spring  
Principles and applications of statistical mechanics. Quantum statistics of ideal gases and simple solids. 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 Ill. (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  
Foundations 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.
**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.

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 graduate 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

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 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
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 analysis 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 liberalisms 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 Polimetrics 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 Polimetrics 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)

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 structures; 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.
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
RELIGIOUS STUDIES

REL 427 American Religious Thought. (3)
selected semesters
Thought of representative American religious thinkers, e.g., Jonathan 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)
tail 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
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.

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.

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 588 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


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.

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**SOCILOGY (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)

- **Fall**
  - Research practicum in survey field work, analysis, and reporting in the Phoenix Area Study. Prerequisite: SOC 391 (or its equivalent).
- **Spring**
  - Continuation of SOC 501. Prerequisite: SOC 501.

**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).
- **Spring**
  - Continuation of SOC 501. Prerequisite: SOC 501.

**M SOC 502 Practicum in Survey Research.** (3)

- **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.
- **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 503 Sociology as a Profession I.** (1)

- **Fall**
  - Computer applications. Prerequisites: SOC 390 (or its equivalent); proficiency examination.
- **Spring**
  - Laboratory.

**M SOC 504 Sociology as a Profession II.** (1)

- **Fall**
  - Multiple linear regression topics relevant to sociological data analysis. Computer applications. Prerequisites: SOC 290 (or its equivalent); proficiency examination.
- **Spring**
  - Logistic regression and related topics relevant to categorical data analysis in sociology. Computer applications. Prerequisite: SOC 505 or instructor approval.

**M SOC 505 Applied Regression Analysis.** (3)

- **Fall**
  - 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.
M SOC 509 Social Statistics II: 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;
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.
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.

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**Statistics**

Interdisciplinary Master’s and Certificate Programs

See “Statistics,” page 83.

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**Teaching English as a Second Language**

Master’s Program

www.asu.edu/clas/english/linguistics

480/965-2563

L.L. 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, 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 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.

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**COURSES**

For courses, see “Linguistics (LIN),” page 269.

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**Translation**


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**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.
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,
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.

### COLLEGE OF NURSING

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Concentration</th>
<th>Administered By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>MS</td>
<td>Adult health nursing, community health nursing, family health nursing,</td>
<td>College of Nursing</td>
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<tr>
<td></td>
<td></td>
<td>nursing administration,² parent-child nursing, psychiatric/mental health</td>
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<td></td>
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<td>nursing, or women’s health</td>
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<td>DNS</td>
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<td>College of Nursing</td>
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<tr>
<td>Public Health²</td>
<td>MPH</td>
<td>Community health practice or health administration and policy</td>
<td>College of Nursing</td>
</tr>
</tbody>
</table>

¹ If a major offers concentrations, one must be selected unless noted as optional.
² Applications are not being accepted at this time.
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: Armbuster, 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;
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.
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 503.

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, seminar, conferences. Fee. Prerequisite: admission to graduate Nursing program. Corequisite: NUR 501.

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 500, 551, 582, 586; all core courses. Corequisite: NUR 503.

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

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 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 556.

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. Corequisites: NUR 526, 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, lab, clinical. Fee. Corequisite: NUR 527. Prerequisites: admission to graduate Nursing program; all core and flexible core courses except thesis/project. Corequisites: all core courses.

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 except thesis/project. 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. Fee. Prerequisites: admission to graduate Nursing program; all core and flexible core courses except thesis/project. Corequisite: NUR 531.

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, conferences. Fee. Prerequisites: NUR 529, 531; admission to graduate Nursing program. Corequisite: NUR 532.

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 533.

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. Lecture, seminar. Prerequisites: all core and flexible core courses except thesis/project. Corequisite: NUR 535.

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: all core and flexible core courses except thesis/project. Corequisite: NUR 536.

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 569.

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
Second didactic role specialty 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; all core and flexible core courses except thesis/project. Corequisite: NUR 569.

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 569.

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 569.

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 576 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 578 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 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 subspecialties 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.
College of Public Programs

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 Community Resources and Development. 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.
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.
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 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 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 nonprofit 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)  
*tall and spring*  

PAF 501 Public Service Research I. (3)  
*tall 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)  
*tall 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)  
*tall 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)  
*tall and spring*  
Basics of public sector economics, microeconomic and macroeconomic concepts applied to public sector decisions and policies.

PAF 505 Public Policy Analysis. (3)  
*tall 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)  
*tall 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)  
*tall 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)  
*tall and spring*  
Theory and application in the management of organizational behavior with emphasis on leadership and the public service.

PAF 509 Public Service. (3)  
*tall 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.
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 555 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
Extensive 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.
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 members 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
- Electives ..................................................................................6
- Introductory statistics (500-level) .............................................3
- Thesis .....................................................................................6
- 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

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 concentrations: 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 598 ST: Advanced Standing Bridge Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The following concentration courses are required:

Advanced Direct Practice (ADP)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 606 Assessment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SWG 611 Social Work with Families</td>
<td>3</td>
</tr>
<tr>
<td>SWG 619 Practice-Oriented Research</td>
<td>3</td>
</tr>
<tr>
<td>SWG 620 Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SWG 632 Social Policy and Services II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 641 Advanced Practicum: Direct Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWG 642 Advanced Practicum: Direct Practice II</td>
<td>3</td>
</tr>
<tr>
<td>One of the following approved advanced courses</td>
<td>3</td>
</tr>
<tr>
<td>SWG 623 Administration, Planning, and Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWG 613 Social Work with Families</td>
<td>3</td>
</tr>
<tr>
<td>SWG 626 Social Work with Chemically Dependent Families</td>
<td>3</td>
</tr>
<tr>
<td>SWG 617 Advanced Social Work Practice with Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>SWG 618 Domestic Violence</td>
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</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
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</table>

Planning, Administration, and Community Practice (PAC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWG 623 Agency and Community-Based Research in Social Work</td>
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</tr>
<tr>
<td>SWG 632 Social Policy and Services II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 643 Advanced Practicum: Planning, Social Work Administration, and Community Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWG 644 Advanced Practicum: Planning, Social Work Administration, and Community Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWG 680 Program Planning in Social Services</td>
<td>3</td>
</tr>
<tr>
<td>SWG 681 Social Work Administration</td>
<td>3</td>
</tr>
<tr>
<td>SWG 682 Community Participation Strategies</td>
<td>3</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

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, administration, 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.
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;
Cover expenses for the duration of the degree program. It is important that applicants have a sound financial plan to limit the resources available for stipends. Therefore, it is of human services and educational programs have severely restricted human potential in the distinct experiences and perspectives.

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

ACADEMIC SERVICES
SCHOOL OF SOCIAL WORK
ARIZONA STATE UNIVERSITY
PO BOX 871002
TEMPE AZ 85287-1003

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;
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 coursework 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 Mariglia is the principal investigator for the project. The program 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 30 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)**
  
  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)**
  
  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)  
Conceptual foundations and methods of nonothetic 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) 
Prerequisite: SWG 502.  

M SWG 533 Diversity and Oppression in a Social Work Context. (3)  
tall 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)  
tall 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)  
tall and spring  
See SWG 541. Fee. Prerequisite: SWG 541. Pre- or corequisite: SWG 511.

M SWG 550 Co-occurring Disorders. (3)  
tall  
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)  
tall  
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)  
tall 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)  
tall  
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 560 Community and Organizational Change. (3)  
tall 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)  
tall  
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)  
tall  
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)  
tall  
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)  
tall  
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)  
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 subsystems. 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)  
tall  
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  

M SWG 630 Brief Social Work Intervention. (3)  
tall 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.
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 642.

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 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.
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

<table>
<thead>
<tr>
<th>Technical area of emphasis</th>
<th>15–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting area</td>
<td>6–9</td>
</tr>
<tr>
<td>Thesis writing course</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>6</td>
</tr>
<tr>
<td>Total minimum semester hours required</td>
<td>33</td>
</tr>
</tbody>
</table>

Applied Project Option

<table>
<thead>
<tr>
<th>Technical area of emphasis</th>
<th>15–18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting area</td>
<td>9–12</td>
</tr>
<tr>
<td>Research/applied project</td>
<td>3</td>
</tr>
<tr>
<td>Research/writing course</td>
<td>3</td>
</tr>
<tr>
<td>Total minimum semester hours required</td>
<td>33</td>
</tr>
</tbody>
</table>

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

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.

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: Koehnemann, 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 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.

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
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. 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 590 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...
COLLEGE OF TECHNOLOGY AND APPLIED SCIENCES

**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)

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)

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, J2EE, 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


**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. OR, 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.
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 broadband 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  
Airlines 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  
Examines 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 diversity. Lecture, discussion. Prerequisite: admission to MS in Technology program.

AMT 541 Aviation Physiology. (3)  
Selected Semesters  
Survey 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, multicrow 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EET 500 Research/Writing</td>
<td>(3)</td>
<td>2</td>
</tr>
<tr>
<td>EET 591 Graduate Seminar</td>
<td>(1)</td>
<td>1</td>
</tr>
<tr>
<td>EET 592 Research</td>
<td>(3)</td>
<td>3</td>
</tr>
<tr>
<td>or CET 592 Research (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EET 599 Thesis</td>
<td>(3)</td>
<td>3</td>
</tr>
<tr>
<td>or CET 599 Thesis (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EET 500 Research/Writing</td>
<td>(3)</td>
<td>2</td>
</tr>
<tr>
<td>EET 591 Graduate Seminar</td>
<td>(1)</td>
<td>1</td>
</tr>
<tr>
<td>EET 593 Applied Project</td>
<td>(3)</td>
<td>3</td>
</tr>
<tr>
<td>or CET 593 Applied Project (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 CET 401. Credit is allowed for only CET 401 or EET 401. Prerequisites: EET 301; MAT 262.

CET 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).

CET 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.

CET 407 Energy Conversion and Applications. (4)
tail
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.

CET 410 Electronic Circuits II. (4)
tail 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.

CET 422 Electronic Switching Circuits. (4)
once a year
Analysis and design of electronic circuits operating in a switching mode. Wave shaping, timing, and logic. Computer simulation. Lecture, lab. Prerequisites: CET 350; EET 301, 310.

CET 430 Instrumentation Systems. (4)
tail
Measurement principles and instrumentation techniques. Signal and error analysis. Lecture, lab. Prerequisites: EET 301, 310.

CET 460 Power Electronics. (4)
spring
Analyzes circuits for control and conversion of electrical power and energy. Lecture, lab. Prerequisites: EET 301, 310, 407.

CET 470 Communication Circuits. (4)
spring

CET 500 Research/Writing. (2)
tail 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.

CET 501 Digital Signal Processing Applications. (3)
tail
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. Prerequisites: EET 401 or instructor approval.

CET 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.

CET 508 Digital Real-Time Control. (3)
once a year
Sample data control techniques and applications to process control. Prerequisites: CET 354; EET 406.

CET 522 Digital Integrated Circuits and Applications. (3)
spring
Analysis, design, and application of integrated circuits and systems. Prerequisites: CET 350; EET 301, 310.

ELECTRONICS ENGINEERING TECHNOLOGY (EET)

EET 401 Digital Signal Processing for Multimedia. (3)
tail
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)
tail
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)
tail 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. Wave shaping, timing, and logic. Computer simulation. Lecture, lab. Prerequisites: CET 350; EET 301, 310.

EET 430 Instrumentation Systems. (4)
tail
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

EET 500 Research/Writing. (2)
tail 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)
tail
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. Prerequisites: 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 576 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 micropro-
cessor 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 empha-
size 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 deposi-
tion processes used in IC fabrication. Lecture with Web support. Fee.
Credit is allowed for only UET 411 or 511. Corequisite: UET 417.

UET 416 Dopant Control Technology. (3) fall
Design and practical realization of charge distribution in microelec-
tronic 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 technol-
gy 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. Coreq-
quisite: UET 417.

UET 426 Software Tools for the Semiconductor Industry. (3) spring
Introduces software tools commonly used in the semiconductor indus-
try, such as SUPREM IV, PSPICE, VIEWLOGIC, and ICED. Prereq-
usitive: 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. Pre-
requisites: 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 manu-
ufacturing process. Lecture with Web support. Prerequisite: 300-level

UET 465 Digital Testing Techniques. (3) once a year
Hardware/software aspects of digital testing technology; systems,
board, and logic testing and equipment. Lecture, lab. Prerequisites:
ETC 350; EET 310.

UET 511 Layer Deposition Technology. (3) spring
Fundamentals, applications, and vacuum technology of layer deposi-
tion 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 microelec-
tronic 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. Pre-
requisite: 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 equiva-

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
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 service 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

<table>
<thead>
<tr>
<th>Technical area of emphasis</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting area</td>
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<tr>
<td>Research course</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
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</table>

Applied Project Option

<table>
<thead>
<tr>
<th>Technical area of emphasis</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting area</td>
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<tr>
<td>Research course</td>
<td>3</td>
</tr>
<tr>
<td>Applied project</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

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.
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 corequisite: 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. Prerequisites: CHM 101. Corequisite: CHM 231.

ETM 524 Integrated Emergency Management. (3) selected semesters

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/Resource 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 mining 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.
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)  
Fall and Spring  
IMC 593 Applied Project. (1–12)  
Selected Semesters  
IMC 595 Continuing Registration. (1)  
Fall and Spring  
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, antitrust, 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. Prerequisite: 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.
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

**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)**
tall 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)**
tall
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.
Research writing course/graduate seminar ........................................... 3
AET 592 Research ................................................................. 3
or MET 592 Research (3)
AET 599 Thesis ........................................................................ 3
or MET 599 Thesis (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)
tail
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)
tail
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 423 Applied Heat Transfer. (3)
tail
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)
tail
Energy conservation, steady-state and transient conduction, convection transfer, and forced convection Reynolds analogy, blackbody and environmental radiation. Prerequisite: MET 434 or instructor approval.
AET 525 Advanced Propulsion. (3)
tail
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
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  

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. Prerequisite: 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 519 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 520 Practicum. (1–12)  
Selected semesters  
MET 584 Internship. (1–12)  
Selected semesters  
MET 580 Reading and Conference. (1–12)  
Selected semesters  
MET 591 Seminar. (1–12)  
Selected semesters  
MET 590 Reading and Conference. (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. (1–4)  
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 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, visit 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

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
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luis R. Gomez-Mejia</td>
<td>Management</td>
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<tr>
<td>William L. Graf</td>
<td>Geography, Emeritus</td>
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<tr>
<td>Ronald Greeley</td>
<td>Geological Sciences</td>
</tr>
<tr>
<td>Gerald Thomas Heydt</td>
<td>Electrical Engineering</td>
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<tr>
<td>David R. Hickman</td>
<td>Music</td>
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<tr>
<td>Peter Iverson</td>
<td>History</td>
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<td>David H. Kaye</td>
<td>Law</td>
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<tr>
<td>Gary D. Keller</td>
<td>Languages and Literatures</td>
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<tr>
<td>Mark C. Klett</td>
<td>Art</td>
</tr>
<tr>
<td>Daniel M. Landers</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Sheng H. Lin</td>
<td>Chemistry and Biochemistry, Emeritus</td>
</tr>
<tr>
<td>Jane Maienschein</td>
<td>Biology and Society</td>
</tr>
<tr>
<td>James W. Mayer</td>
<td>Chemical and Materials Engineering and Solid State Science</td>
</tr>
<tr>
<td>Carleton B. Moore</td>
<td>Chemistry and Biochemistry and Geological Sciences, Emeritus</td>
</tr>
<tr>
<td>Jeffrie G. Murphy</td>
<td>Law and Philosophy</td>
</tr>
<tr>
<td>Michael O'Keeffe</td>
<td>Chemistry and Biochemistry, Emeritus</td>
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<tr>
<td>Caio Pagano</td>
<td>Music</td>
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<tr>
<td>Dennis J. Palumbo</td>
<td>Justice and Social Inquiry, Emeritus</td>
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<tr>
<td>G. Robert Pettit</td>
<td>Chemistry and Biochemistry</td>
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<tr>
<td>Stephen J. Pyne</td>
<td>Life Sciences</td>
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<tr>
<td>Alberto Alvaro Ríos</td>
<td>English</td>
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<tr>
<td>Nancy Felipe Russo</td>
<td>Psychology</td>
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<tr>
<td>Irwin N. Sandler</td>
<td>Psychology</td>
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<tr>
<td>David J. Smith</td>
<td>Physics and Astronomy and Solid State Science</td>
</tr>
<tr>
<td>Mary Lee Smith</td>
<td>Educational Leadership and Policy Studies and Psychology in Education</td>
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<tr>
<td>John C. H. Spence</td>
<td>Physics and Astronomy</td>
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<tr>
<td>Sumner G. Starrfield</td>
<td>Physics and Astronomy</td>
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<tr>
<td>Mary Beth Stearns</td>
<td>Physics and Astronomy</td>
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<tr>
<td>Christy G. Turner II</td>
<td>Anthropology, Emeritus</td>
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<tr>
<td>J. Bruce Wagner Jr.</td>
<td>Chemistry and Biochemistry and Solid State Science, Emeritus</td>
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<tr>
<td>Kurt Weiser</td>
<td>Art</td>
</tr>
<tr>
<td>Michael O'Keeffe</td>
<td>Chemistry and Biochemistry, Emeritus</td>
</tr>
</tbody>
</table>
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 .................................. To Be Appointed
Vice President for University Administration and General Counsel .... To Be Appointed
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 ........ To Be Appointed
Director, Budget Planning and Management ........................ James Sliwicki
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. Mawhinney
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. García
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) ................................................. To Be Appointed
  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 ................................................. To Be Appointed
  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

East Campus
See “East Campus Administrative Personnel,” page 392.

Intercollegiate Athletics
Vice President for University Athletics ................................................. Lisa Love

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 .......... To Be Appointed
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 ............................... To Be Appointed
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 Institute ................... 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 ....................................... To Be Appointed
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for University Administration and General Counsel</td>
<td>Paul J. Ward</td>
</tr>
<tr>
<td>Director, Equal Opportunity/Affirmative Action</td>
<td>Barbara Mawhiney</td>
</tr>
<tr>
<td>Associate Vice President, Human Resources</td>
<td>David Butler</td>
</tr>
<tr>
<td>Director, Consulting Services</td>
<td>To Be Appointed</td>
</tr>
<tr>
<td>Director, Employee Assistance Office/Wellness/Worklife Balance Programs</td>
<td>Phillip Potter</td>
</tr>
<tr>
<td>Senior Director, Human Resources</td>
<td>Christine Cervantes</td>
</tr>
<tr>
<td>Associate Vice President, University Administration</td>
<td>LeEtta Overmyer</td>
</tr>
<tr>
<td>Director, Internal Audit and Management Services</td>
<td>To Be Appointed</td>
</tr>
<tr>
<td>Director, Administration and Finance Information Technology</td>
<td>To Be Appointed</td>
</tr>
<tr>
<td>Associate Vice President for Legal Affairs</td>
<td>Nancy Tribbensee</td>
</tr>
<tr>
<td>Director/Chief of Police, Department of Public Safety</td>
<td>John Pickens</td>
</tr>
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### University Undergraduate Initiatives

<table>
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<th>Position</th>
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<tbody>
<tr>
<td>Vice President for University Undergraduate Initiatives</td>
<td>James A. Rund</td>
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<tr>
<td>Associate Vice President and Senior Advisor</td>
<td>Patricia Arredondo</td>
</tr>
<tr>
<td>Director, Undergraduate Initiatives Technology Services</td>
<td>Mike Schaefer</td>
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<tr>
<td>Director, Student Financial Assistance</td>
<td>Craig Fennell</td>
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<tr>
<td>Dean, Undergraduate Admissions</td>
<td>Tim Desch</td>
</tr>
<tr>
<td>University Registrar</td>
<td>Lou Ann Denny</td>
</tr>
</tbody>
</table>

### West Campus

See “West Campus Administrative Personnel,” page 516.
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.
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. Residental students can also take advantage of such amenities as outdoor swimming, sand volleyball, tennis, and picnic areas.
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.
## 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.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Agribusiness and Resource Management, Morrison School of Professional Golf Management</td>
<td>WANER 101</td>
<td>480/727-1585</td>
<td><a href="http://www.east.asu.edu/msabr">www.east.asu.edu/msabr</a></td>
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<td>Bookstore, ASU</td>
<td>UNION</td>
<td>480/727-1168</td>
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<td>Campus Copy Center, Williams</td>
<td>COPY</td>
<td>480/727-1600</td>
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<td>EAW 109</td>
<td>480/727-1945</td>
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<td>480/727-1728</td>
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<td>480/988-8400</td>
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<td>Technology and Applied Sciences, College of</td>
<td>CTDO</td>
<td>480/727-1874</td>
<td>technology.east.asu.edu/</td>
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<td>Aeronautical Management Technology, Department of</td>
<td>SIM 201</td>
<td>480/727-1381</td>
<td>eastair.east.asu.edu</td>
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</table>

* 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; M Tech, Arizona State University

Bergeron, Bette S. (2000), Professor of Education; Head, Faculty of Education; BSEd, University of Maine, Orono; MSEd, PhD, Purdue University

Biekert, Russell G. (2001), Associate Professor of Mechanical and Manufacturing Engineering Technology; BS, MS, Southern Illinois University; EdD, Arizona 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

Burl, 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

Cavalliere, 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; B Arch, 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
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, Conrad 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, M Tech, Arizona State University; PhD, University of Arizona

Hehner, 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
Koenemann, Harry E. (2001), Associate Professor of Computing Studies; BS, Northern Arizona University; MS, PhD, Arizona State University
Kulinn, 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 Pre-veterinary 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
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; MEd, 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

Schnaveldt, 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

Sebren, 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. Schilidgen
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.
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.
## 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.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Telephone</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelphi Commons</td>
<td>739 E Apache</td>
<td>480/965-2192</td>
<td><a href="http://www.campushousing.com/asum">www.campushousing.com/asum</a></td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
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<tr>
<td>Graduate</td>
<td>WILSN 101</td>
<td>480/965-6113</td>
<td><a href="http://www.asu.edu/graduate/admissions">www.asu.edu/graduate/admissions</a></td>
</tr>
<tr>
<td>Law</td>
<td>LAW 120</td>
<td>480/965-1474</td>
<td><a href="http://www.law.asu.edu">www.law.asu.edu</a></td>
</tr>
<tr>
<td>Readmissions (undergraduate)</td>
<td>SSV 142</td>
<td>480/965-7550</td>
<td><a href="http://www.asu.edu/registrar/readmissions">www.asu.edu/registrar/readmissions</a></td>
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<tr>
<td>Undergraduate</td>
<td>SSV 112</td>
<td>480/965-7788</td>
<td><a href="http://www.asu.edu/admissions">www.asu.edu/admissions</a></td>
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<tr>
<td>Adult Re-Entry</td>
<td>MU 14</td>
<td>480/965-2252</td>
<td><a href="http://www.asu.edu/studentlife/reentry">www.asu.edu/studentlife/reentry</a></td>
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<tr>
<td>Architecture and Environmental Design,</td>
<td>ARCH 138</td>
<td>480/965-6384</td>
<td><a href="http://www.asu.edu/caed">www.asu.edu/caed</a></td>
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<tr>
<td>College of</td>
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<tr>
<td>Architecture and Landscape Architecture,</td>
<td>AED 162</td>
<td>480/965-3536</td>
<td><a href="http://www.asu.edu/caed/sala">www.asu.edu/caed/sala</a></td>
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<td>School of</td>
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<tr>
<td>Design, School of</td>
<td>AED 154</td>
<td>480/965-4135</td>
<td><a href="http://www.asu.edu/caed/SOD">www.asu.edu/caed/SOD</a></td>
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<tr>
<td>Herberger Center for Design Research</td>
<td>ARCH 119</td>
<td>480/965-6693</td>
<td><a href="http://www.asu.edu/caed/HCDE">www.asu.edu/caed/HCDE</a></td>
</tr>
<tr>
<td>Planning, School of</td>
<td>AED 158</td>
<td>480/965-7167</td>
<td><a href="http://www.asu.edu/caed/sop">www.asu.edu/caed/sop</a></td>
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<tr>
<td>Arizona Drug and Gang Prevention Resource Center</td>
<td>ASUDC Bldg. D</td>
<td>480/727-5015</td>
<td><a href="http://www.asu.edu/adgprc">www.asu.edu/adgprc</a></td>
</tr>
<tr>
<td>Arizona Prevention Resource Center</td>
<td></td>
<td>1-888-432-2347</td>
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</tr>
<tr>
<td>Associated Students of ASU (ASASU)</td>
<td>MU third floor</td>
<td>480/965-3161</td>
<td><a href="http://www.asu.edu/asasu">www.asu.edu/asasu</a></td>
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<tr>
<td>Graduate and Professional Student Association</td>
<td>MU 311</td>
<td>480/965-3162</td>
<td><a href="http://www.asu.edu/gpsa">www.asu.edu/gpsa</a></td>
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<tr>
<td>Programming and Activities Board</td>
<td>MU third floor</td>
<td>480/965-0089</td>
<td><a href="http://www.asu.edu/pab">www.asu.edu/pab</a></td>
</tr>
<tr>
<td>Undergraduate Student Government</td>
<td>MU third floor</td>
<td>480/965-4216</td>
<td><a href="http://www.asu.edu/usg">www.asu.edu/usg</a></td>
</tr>
<tr>
<td>ASU Alumni Association</td>
<td>MAIN 200</td>
<td>480/965-2586</td>
<td><a href="http://www.asu.edu/alumni">www.asu.edu/alumni</a></td>
</tr>
<tr>
<td>ASU Operator</td>
<td></td>
<td>480/965-9011</td>
<td><a href="http://www.asu.edu/directory">www.asu.edu/directory</a></td>
</tr>
<tr>
<td>Bookstore, ASU</td>
<td>BKSTR</td>
<td>480/965-7928</td>
<td>bookstore.asu.edu</td>
</tr>
<tr>
<td>Business, W. P. Carey School of</td>
<td>BA 109</td>
<td>480/965-4227</td>
<td>wpcarey.asu.edu</td>
</tr>
<tr>
<td>Accountancy, School of</td>
<td>BA 223</td>
<td>480/965-3631</td>
<td>wpcarey.asu.edu/acc</td>
</tr>
<tr>
<td>Business Administration (MBA)</td>
<td>BA 160</td>
<td>480/965-3332</td>
<td>wpcarey.asu.edu/mba</td>
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<tr>
<td>Business Administration (PhD)</td>
<td>BA 171</td>
<td>480/965-3368</td>
<td>wpcarey.asu.edu/grad/phd</td>
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<tr>
<td>Economics, Department of</td>
<td>BAC 659</td>
<td>480/965-3531</td>
<td>wpcarey.asu.edu/ecn</td>
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<tr>
<td>Finance, Department of</td>
<td>BAC 519</td>
<td>480/965-3131</td>
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<tr>
<td>Health Management and Policy, School of</td>
<td>BA 318</td>
<td>480/965-7778</td>
<td>wpcarey.asu.edu/hap</td>
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<tr>
<td>Information Systems, Department of</td>
<td>BA 223</td>
<td>480/965-3252</td>
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<tr>
<td>International Business Studies</td>
<td>BA 109</td>
<td>480/965-0596</td>
<td>wpcarey.asu.edu/up/ipof.cfm</td>
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<tr>
<td>Management, Department of</td>
<td>BA 323</td>
<td>480/965-3431</td>
<td>wpcarey.asu.edu/mgt</td>
</tr>
<tr>
<td>Marketing, Department of</td>
<td>BAC 460</td>
<td>480/965-3621</td>
<td>wpcarey.asu.edu/mkt</td>
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<tr>
<td>Supply Chain Management, Department of</td>
<td>BAC 446</td>
<td>480/965-6044</td>
<td>wpcarey.asu.edu/scm</td>
</tr>
<tr>
<td>Campus Card (See <a href="#">Student ID; page 398</a>)</td>
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<tr>
<td>Campus Children's Center</td>
<td>910 S Terrace</td>
<td>480/921-2737</td>
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<tr>
<td>Campus Dining at ASU</td>
<td></td>
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<td><a href="http://www.asucampusdining.com">www.asucampusdining.com</a></td>
</tr>
<tr>
<td>Administrative Office</td>
<td>MU 138</td>
<td>480/965-3464</td>
<td></td>
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<tr>
<td>Distinctive Catering Sales Office</td>
<td>MU 182</td>
<td>480/965-6508</td>
<td></td>
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<tr>
<td>Meal Plan Sales</td>
<td>MU 138</td>
<td>480/965-3464</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>SSV 329</td>
<td>480/965-2350</td>
<td>career.asu.edu</td>
</tr>
<tr>
<td>Career Testing Services</td>
<td>SSV 340</td>
<td>480/965-6777</td>
<td><a href="http://www.asu.edu/cts">www.asu.edu/cts</a></td>
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<td>EDB 108</td>
<td>480/965-3306</td>
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<td>Computer Support/Student Computer Lab</td>
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<td>480/965-2126</td>
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<td>480/965-6255</td>
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<td>Dean's Office</td>
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<td>Admissions (recording, voice mail)</td>
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<td>1000 E. Apache, No. 118</td>
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<td>Exercise Science (PhD)</td>
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<td>GHALL 132</td>
<td>480/965-6536</td>
<td>herbergercollege.asu.edu</td>
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<td>ART 102</td>
<td>480/965-3468</td>
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<td>PEBE 107A</td>
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<td>MUSIC E185</td>
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<td>480/965-5292</td>
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<td>Information Technology University Chief Information Officer Classroom Support Centers Computer Support Officers Computing Site Hours Computing Sites</td>
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<td>FOUND 1120</td>
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<td>LL 440</td>
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<td>Political Science, Department of</td>
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<td>Urban Inquiry, Center for</td>
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</tr>
<tr>
<td>West campus (See “West Campus Directory,” page 507.)</td>
<td>—</td>
<td>602/543-5500</td>
<td><a href="http://www.west.asu.edu">www.west.asu.edu</a></td>
</tr>
<tr>
<td>Fletcher Library</td>
<td>FLHLB</td>
<td>602/543-8501</td>
<td>library.west.asu.edu</td>
</tr>
<tr>
<td>Winter Session (See “School of Extended Education Directory,” page 524.)</td>
<td>RITT B132</td>
<td>480/727-9900</td>
<td><a href="http://www.asu.edu/xed/winter">www.asu.edu/xed/winter</a></td>
</tr>
</tbody>
</table>
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

Abbaspour-Tamijani, 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, MLS, 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

Aguilar, 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
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 California, Riverside; MS, PhD, Washington State University

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
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

Arthibe, 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 en Educación, 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

Ballou, William 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

Banisewski, 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, Helene (1990), Professor of Mathematics and Statistics; MS, University of Quebec (Canada); PhD, University of California, San Diego

Bardeywick, Loretta A. (1957), Professor Emerita of Nursing; Dean Emerita, College of Nursing; FHN, 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, Andres (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; MPA, 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, MPA, C.W. Post College, Long Island University
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

Bell, Emily 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

Benzinger, 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 California, Los Angeles

**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

**Birther, 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 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 North 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

**Bietzer, 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
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; M Tax, 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
Bohlander, George W. (1977), Professor Emeritus of Management; BA, San Francisco State College; MBA, University of Southern California; PhD, University of California, Los Angeles
Bohman, Herbert M. (1966), 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; MLS, 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 Emeritus of Music; BME, Murray State University; MME, Louisiana State University; EdD, University of Illinois
Boulin Johnson, Leanor (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; 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
Brant, 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, LLM, New York University; LLB, 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

Brenner, 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)

Brennenstuhl, 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

Bromm, 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

Brullen, 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

Brunhart, 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

Bruzzy, 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

Bukshaun, 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

Cabana, Graciela S. (2003), Adjunct Professor of Anthropology; BA, University of California, Berkeley; MA, PhD, University of Michigan

Cabiánca, William A. (1967), Professor Emeritus of Counselor Education; BEd, Gonzaga University; MEd, PhD, Washington State University

Cadly, 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

Canadan, Kasim Selcuk (1997), Associate Professor of Computer Science and Engineering; BS, Bilkent University (Turkey); PhD, University of Maryland, College Park

Candel, 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

Canella, 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; 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); Vorsemester 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

Cattlaw, 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

Cerveny, 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 Economia, National University of Cuyo (Argentina); MS, PhD, University of Nevada, Las Vegas

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

Chath, 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

Chauhuri, Joyotpal (1985), Professor Emeritus of Political Science; BA, Central State University, Oklahoma; MA, PhD, University of Oklahoma

Chawla, Nikhil (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)

Chistowa, Xenia (1980), Professor Emerita of Dance
CHRISTENSEN, Philip R. (1987)
Regents’ Professor of Geologic 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)

CLAILBORN, 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-CURTIS, 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

CLEMENTS, 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

COCHIArellA, 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
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

Cooke, 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)

Coudrouglou, Aliki (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

Coursesn, 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
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)

Crmic, 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

Curtis, 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

Cvorovicic, 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

Davuleu, 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 Jesus, 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
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

Demirkar, 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, Banaras Hindu University (India); MS, PhD, Alfred University

Dekelsky, 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

Doellie, 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

Dornfeld, Leslie G. (2004), Faculty Associate of Planning; BA, Vassar College; MCP, University of Pennsylvania

Dorner, 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

Doyel, 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

Duerten, 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

Duttagupta, Chitrakanta (2001), Lecturer of English; BA, Calcutta University (India); MA, Jadavpur University (India); MTESL, Arizona State University; PhD, Jadavpur University (India); PhD, Arizona State University

Duverney, 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

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 Speech and Hearing Science; BA, Minnesota State University

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 Speech and Hearing Science; BA, Minnesota 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-Radawy (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, Lora M. (1938), Professor Emeritus 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; BA, University of Notre Dame; MA, 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

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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

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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

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Facinelli, Diane A. (1993), Senior Lecturer of Barrett Honors College; BA, MA, PhD, Arizona State University
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, Arizona State University
Fall, Patricia L. (1989), Associate Professor of Geography; BA, Prescott College; MS, PhD, University of Arizona
Faitis, 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
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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
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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

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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
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Garrison, Eleanor (1973), Professor Emerita of Nursing; BSN, MSN, Wayne State University

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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

Gerebich, Joel D. (1978), Associate Professor of Religious Studies; Chair, Department of Religious Studies; BA, New York University; PhD, Brown University

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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

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Gilberg, Mark (2004), Adjunct Professor of Anthropology; BSc, Stanford University; PhD, University of London (United Kingdom)

Gillillan, 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

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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

Glat, Gregory R. (1994), Associate Instructional Professional of English; Director, Writing Programs; BA, University of Arizona; MA, Northern Arizona University; PhD, University of Arizona

Glausinger, 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

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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

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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

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Gonzalez-Santin, Edwin (1979), Senior Instructional Professional of Social Work; BA, Cameron State College; MSW, Arizona State University

Goon, Benjamin (1955), Professor Emeritus of Art; BFA, University of Iowa; MFA, Cranbrook Academy of Art

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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

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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)

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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

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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

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Hackbart, 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

Haefer, 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

Haggherson, 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, Randal D. (1999), Assistant Professor of Justice and Social Inquiry; BA, PhD, University of Minnesota
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

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Helms Tillery, Stephen (2000), Assistant Research Professor of Bioengineering; BS, Arizona State University; PhD, University of Minnesota

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Hembree, Gary G. (1986), Senior Research Scientist of Physics and Astronomy; BA, University of California, San Diego; PhD, Arizona State University

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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
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
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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, BAG, 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
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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
Hertz, 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; MS, PhD, Purdue University
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
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
Homo, 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)
Hoober, 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
Hoofer, 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
Horowath, Peter (1973), Professor of German; Abitur, Realgymnasium, Landshut (Germany); BA, MA, Indiana University, Bloomington; PhD, University of Michigan
Hokkisso, 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
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Howell, Susan (2001), Adjunct Professor of Anthropology; BA, San Jose State University; MA, PhD, Arizona State University

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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

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; BE, Sheffield City Polytechnic (United Kingdom); MS, University of Cambridge (United Kingdom)

Inskeep, 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

Ismom, 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); MSc, PhD, Georgia State University
J

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Jackiewicz, Elzbieta (1994), Lecturer of Mathematics and Statistics; MSc, University of Gdansk (Poland)

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Jacks, Mary L. (1955), Professor Emerita of Supply Chain Management; BA, MA, Arizona State University; CPS, Arizona State University

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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

Jacobsen, 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 Guildes 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 Polytechnic College; MS, Columbia University; JD, Arizona State University

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Jenkins, William (1970), 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

Joehnk, 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

Johnson, 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
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. Forbes (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

Jvet, Richard S., Jr. (1970), Professor Emeritus of Chemistry and Biochemistry; BS, PhD, University of California, Los Angeles

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; JD, University of California, Los Angeles; 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; MALTS, 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

Karpov, 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, Beatrix (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

Kayat, 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

Keeler, 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

Kez, 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

Kellergen, 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
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, Valparaso 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, 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

Kimbrel, 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

Kittilion, Miki (2004), Assistant Professor of Political Science; BA, Arizona State University; MA, PhD, University of California, Irvine

Kittie, 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

Kleinalenstein, Shirley (2002), Faculty Associate of Nursing; BSN, Bradley University; MSN, University of Phoenix

Kett, Mark C. (1982)

Knapp, Margaret M. (1990), Professor of Theatre; Associate Dean, Research and Administration, Herberger College of Fine Arts; BA, LeMoyne 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. (1983), 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, Craig (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

Kobitz, 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

Koemen, 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

Kolossi, Katalin (1994), Senior Lecturer of Mathematics and Statistics; BA, Eötvös University (Hungary); MA, PhD, Arizona State University

Komnenich, 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; MLS, 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

Kozacic, 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, Dusun (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

Krinisky, Charles (2004), Lecturer of Interdisciplinary Studies; BA, Wesleyan University; MA, New York University; PhD, University of California, Irvine

Krinzly, David (1976), Professor Emeritus of Geological Sciences; PhD, 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
Kruchek, Michael (2004), Adjunct Professor of Anthropology; BSc, Arizona State University; MA, PhD, University of Pittsburgh

Kruszynski, 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)

Kubly, Lauren H. (1995), Academic Associate, Communications Manager, International Institute for Sustainability; BA, University of Chicago; MA, Arizona State University

Kubly, 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

Kulina, 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

Kwansnoski, Michael A. (2003), Assistant Professor of Aerospace Studies; BA, Bloomsburg University; MBA, St. Mary’s University

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

Lamoree, 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)

Lander, 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

Lawson, Anton E. (1995), Professor of History; BA, University of Wisconsin; MA, Louisiana State University, Baton Rouge; PhD, University of Wisconsin, Milwaukee

Lebed, Richard F. (2000), Professor of Interdisciplinary Humanities; Director, Interdisciplinary Humanities Program; BS, MA, PhD, University of Wisconsin, Madison

Lee, Tae-woo (1993), Associate Professor of Mechanical and Aerospace Engineering; BS, Ohio State University; MSE, PhD, University of Michigan

Lee, Yunn-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

Leifer, 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; MA, PhD, Stanford University; Director, Interdisciplinary Humanities Program; BS, MA, PhD, University of Wisconsin, Madison

Lefkowitz, Barry H. (1989), Senior Administrative Professional and Clinical Professor of Journalism and Mass Communication; MA, University of South Dakota; MA, University of Iowa; EdD, Arizona State University

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

Lehninger, 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; MA, PhD, University of Wisconsin, Madison

Lenz, 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

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

Levensstein, 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 Institute

Lin, Sheng H. (1965)

Lin, Su (1997), Associate Research Professional of Chemistry and Biochemistry; BA, Bejing Normal University, (China); PhD, University of Rochester

Linder, Darwyn E. (1972), Professor of Psychology; BA, Macalester College; PhD, University of Minnesota, Twin Cities

Lindeman, 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; BA, 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; BA, 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

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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

Magana, 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)

Marcon, 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

Marsi, 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, PhD, 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, Mookencherril (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

Mattix, 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

Matyshev, Dmitry (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, 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
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
McGibney 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
McNeil, 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

Mendez, Antonio (2004), Lecturer of Mathematics and Statistics; BA, College of New Jersey; MA, Arizona State University

Mench, 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

Melyk, 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)

Mengelk, 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

Messa, 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; BA, University of Liverpool (United Kingdom); MA, 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

Mignevole, 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, MS, PhD, 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-Lloquis, 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

Ming, Robert C. (1971), Professor Emeritus of Geography; BS, MAT, Indiana University, Bloomington; PhD, Ohio State University

Minter, Ben (2003), Assistant Professor of Life Sciences; BA, University of Albany; MS, PhD, University of Vermont
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 (1997), 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
Monteiro, 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, Tsafrir (2000), Assistant Professor of Life Sciences; BSc, MSc, PhD, Hebrew University of Jerusalem (Israel)
Morgan, Don (2000), Associate Professor of Kinesiology; BSc, 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; BCEE, Villanova University; MS, PhD, University of Notre Dame

Mueller-Alexander, Jeannette 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, Josephine 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

Murdoch, 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

Murphy, 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

Muschino, Michael C. (1977), Professor Emeritus of Justice and Social Inquiry; BA, Lycoming College; MA, PhD, American University

Muthuswamy, Jitendra (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

Nagase, 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

Nielsen, 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, 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, MS, 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

Nuiez, Diane E. (1995), Clinical Associate Professor of Nursing; BSN, MS, Arizona State 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, Bredán (1987), Professor of Geography; BA, National University of Ireland; MA, Indiana University, Bloomington; PhD, University of Illinois, Urbana-Champaign

O’Keeffe, 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

O’Hern, 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

Orchikin, 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
TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

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 Pittsburg; 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

Pax, 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

Pecchia, 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

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Pecch-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

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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

Peterson, Kathleen A. (1967), Professor Emerita of Family and Human Development; BS, MS, Kansas State University

Peterson, Kenneth J. (2001), Assistant Professor of Supply Chain Management; BS, University of Alabama; MBA, University of Akron; PhD, Michigan State University

Peterson, Michael (2001), Assistant Professor of Accountancy; BS, MBA, MAcc, Brigham Young University; PhD, University of Iowa

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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

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Pettit, Robin K. (1997), Associate Research Professor, Cancer Research Institute; BS, University of Arizona; MS, Washington State University; PhD, University of Montana

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Pflüger, A.J. (1991), Distinguished Research Fellow Emeritus of Public Affairs; BS, JD, University of Arizona

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Phelan, Patrick E. (1983), 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; PhD, 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

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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

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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

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Plunkett, Paul E. (2004), Visiting Professor of Law; BA, MA, JD, Harvard University

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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, Bioscience Institute at ASU; DVM, PhD, University of Bristol (England)

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Poudrier, Almirer (2002), Lecturer of Latin; BA, Beloit College; MA, University of Minnesota, Minneapolis; PhD, State University of New York, Buffalo

Powelet, Christian D. (1995), Associate Research Professional of Physics and Astronomy; BA, Thomas Moore College; MA, Purdue University; PhD, University of Cincinnati

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Pratt, Melvin W. (1987), Senior Research Technologist, Center for Solid State Electronics Research

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Ramer, Michael, Captain (2002), Assistant Professor of Military Science; BS, DeVry Institute of Technology

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Ranalli, Ronald, Captain (2004), Assistant Professor of Military Science; BA, University of Ohio

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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

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Ravesloot, John C. (1993), Adjunct Professor of Anthropology; BA, MA, PhD, Southern Illinois University, Carbondale

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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

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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

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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

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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

Reznikoff, Sivon 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

Richter, Ranko (1999), Associate Professor of Chemistry and Biochemistry; PhD, Philippus University, Marburg (Germany)

Ridenour, Ronda L. (1970), Associate Librarian; Management Team, Technical Services Department; BA, Arizona State University; MLS, 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, Thanasssis (2001), Professor of Music; Director, Institute for Studies in the Arts; BA, Ithaca College; MA, DMA, Columbia University

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TEMPE CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

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Rio, Robin (1998), Associate Professor of Music; BM, East Carolina University; MA, New York University

Rios, 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

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Risseeuw, 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

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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

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Robinson Kurpius, Sharon E. (1978), Professor of Counseling Psychology and Counselor Education; BS, MS, University of Wisconsin, LaCrosse; PhD, Indiana University, Bloomington

Rocks, Jody (1997), Associate Professor of Music; BM, New England Conservatory, Boston; MFA, PhD, Princeton University

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Rody, Joseph (1994), Senior Lecturer of Mathematics and Statistics; BS, MS, University of Akron

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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

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Rosales, F. Arturo (1980), Professor of History; BA, Arizona State University; MA, Stanford University; PhD, Indiana University, Bloomington

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Rosen, Jonathan (1968), Professor of Law; BA, University of Pennsylvania; LLB, University of Minnesota, Twin Cities

Rosen, 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

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St. Louis, Robert D. (1982), Professor of Computer Information Systems; Chair, Department of Information Systems; AB, Rockhurst College; MS, PhD, Purdue University

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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, Angeles (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

Santamaria, 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, Syracuse University; MS, Oregon State University; PhD, Cornell University

Sargent, Charles S., Jr. (1971), Professor Emeritus of Geography; BA, University of Wisconsin; 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
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
Scheiner, Samuel M. (2000), Adjunct Professor of Life Sciences; MS, PhD, University of Chicago
Scheiner, Georganne (1983), Associate Professor of Women and Gender Studies; BA, Ithaca College; MA, University of Western Ontario (Canada); PhD, Arizona State University
Schexnayder, Clifford J. (1994), Visiting Eminent Scholar Emeritus of Construction; BCE, MSCE, Georgia Institute of Technology; PhD, Purdue University
Schield, 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
Schleifer, 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)
Schmeckle, Mark W. (2003), Assistant Professor of Geography; BS, MS, University of Washington; PhD, University of Colorado, Boulder
Schmidt, 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
Schuchard, Robert T. (1967), Associate Professor of Educational Psychology; AB, University of Chicago; MS, University of Arizona; PhD, Southern Illinois University
Schweitzer, Milton R. (1969), Professor of Law; BA, Wesleyan University; JD, University of Chicago
Schuck, Judith (2002), Assistant Professor 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
Schurig, Martin (1992), Associate Professor of Music; BM, Curtis Institute of Music; MA, Arizona State University
Schutt, Steven (1988), Associate Professor of Architecture; BS, 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

Seafoss, 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

Sehested, 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, Arunabh (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; PhD, Princeton University

Shackley, Linda A. (1984), Librarian; Team Leader, Noble Science Reference Services; BA, State University of New York, Oswego; MLS, State University of New York, Albany

Shaeffer, 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; MESc, 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

Sheflans, 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
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
Sheydaei, 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, Yuriy (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; Certificate de français usuel, degree supérieur, Certificate 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
Simson, Arleyn W. (1989), Associate Research Professor of Anthropology; BA, Montana State University; MA, Oregon State University; PhD, Arizona State University
Simson, 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); BScEng, 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, Chalalongkorn 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
Smith, Jonhathan 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, 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 Hawai, Manoa; PhD, University of Illinois

Somerville, Susan C. (1977), Professor of Psychology; BA, University of New England (Australia); PhD, Australan 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; MLS, University of Texas, Austin

Sorensen, Vibke (2004), Professor of Arts, Media, and Engineering; BA, Royal Academy of Art and Architecture (Denmark); MAH, State University of New York, Buffalo
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, MSEEE, 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

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 Emeritus of Education; BA, Albion College; MA, Arizona State University

Steffl, Bernita M. (1961), Professor Emerita of Nursing; BSN, MPH, University of Minnesota, Twin Cities
Stnimle, 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

Stevenson, 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

Stifel, 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

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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, Tina (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, Amherst; 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 Research Professional 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, University of California, San Diego

White, Patricia D. (1999), Professor of Law; Dean, College of Law; BA, MA, JD, University of Michigan

Whitecotton, 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

Whitney, Bong (1989), Professor of Engineering; BS, Seoul National University (South Korea); MS, PhD, Stanford University

Wiezel, Avi (1995), Associate Professor of Construction; BSCE, 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

Wilkins, 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

Wills, Wayne T. (1989), Associate Professor of Kinesiology; AB, University of California, Berkeley; MA, San Francisco State University; PhD, University of California, Berkeley

Wills, John B. (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

**Wintergelen, 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, Konstindustriskulan (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

**Wolffthal, 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 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

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**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

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**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)

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**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

**Wulff, Ned W.** (1957), Professor Emeritus Kinesiology; BS, Wisconsin State University; MEd, Xavier University

**Wurzbinger, 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
Wyckoff, Susan (1979), Professor Emerita of Physics and Astronomy; BA, Mount Holyoke College; PhD, Case Western Reserve University

Wynands, Harry (1974), Professor Emeritus of Accounting; BBA, MPA, Georgia State University; PhD, University of Georgia; CPA, Arizona, Georgia

Wysoki, Ken (1984–2006), Faculty Associate of Nursing; BSN, University of Wisconsin, Milwaukee; MS, Arizona State University; PhD, University of Arizona

Wytiko, Joseph R. (1975), Professor of Music; BME, West Virginia University; MM, DM, Northwestern University

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

Youngblood, Robert L. (1973), Professor of Political Science; BA, Willamette University; MA, University of Hawaii, Manoa; PhD, University of Michigan

Yabiku, Scott (1999), Associate Professor of Sociology; MS, Pennsylvania State University; PhD, University of California, Berkeley

Yeates, Ann M. (1978), Research Professional Emerita of Chemistry and Biochemistry; BS, Saint Lawrence University; PhD, Arizona State University

Ye, 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); MME, Chinese Academy of Sciences (China); PhD, Purdue University

Yeadon, James W. (1958), Professor Emeritus of Theatre; BA, Baker University; MA, University of Washington; PhD, University of Illinois

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
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

Zygmond, 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**: To Be Appointed
- **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**: To Be Appointed
- **Director, Center for Research on Education in Science, Mathematics, Engineering, and Technology**: Marilyn Carlson
- **Director, Summer Sessions**: Carol Switzer
- **Director, University Evaluation**: To Be Appointed

## Barrett Honors College
- **Dean**: 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**: To Be Appointed
- **Director, School of Design**: Jacques Giard
- **Director, School of Planning**: Hemalata Dandekar
- **Director, Herberger Center for Design Research**: To Be Appointed
- **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. García
- **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 Humnicutt
- **Director, Education Policy Studies Laboratory**: Alex Molnar
- **Academic Program Coordinator, DELTA Doctorate and EdD**: Kay Hartwell Humnicutt
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 .................................................. 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 ........................................................ Ilona 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 Bivener
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. Gerboff
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
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
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<td>Assistant Dean and Director, Center for Professional Development</td>
<td>Jeffrey S. Goss</td>
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<tr>
<td>Assistant Dean, Business and Fiscal Services</td>
<td>Ruth Bettenhausen</td>
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<td>Associate Dean, Planning and Administration</td>
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<td>Ronald J. Roedel</td>
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<tr>
<td>Assistant Dean</td>
<td>Michael A. Dickson</td>
</tr>
<tr>
<td>Associate Dean, Academic Programs</td>
<td>Filiz Ozel</td>
</tr>
<tr>
<td>Vice Provost and Dean of Graduate Studies</td>
<td>Maria T. Allison</td>
</tr>
<tr>
<td>Associate Dean, Student Support Services</td>
<td>Marjorie S. Zatz</td>
</tr>
<tr>
<td>Associate Dean, Academic Programs</td>
<td>Filiz Ozel</td>
</tr>
<tr>
<td>Assistant Dean, Academic Programs</td>
<td>Sarah B. Lindquist</td>
</tr>
<tr>
<td>Assistant Dean, Administrative Services and Information Systems</td>
<td>Kent D. Blaylock</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Michael A. Dickson</td>
</tr>
<tr>
<td>Dean</td>
<td>Bernadette M. Melnyk</td>
</tr>
<tr>
<td>Associate Dean for Graduate Programs and Research</td>
<td>Mary Killeen</td>
</tr>
<tr>
<td>Director, Continuing and Extended Education</td>
<td>David P. Hrabe</td>
</tr>
<tr>
<td>Director, Student Services</td>
<td>Jean Craig Stengel</td>
</tr>
<tr>
<td>Chair, Division of Adult Health/Parent-Child Nursing</td>
<td>Susan Mattson</td>
</tr>
<tr>
<td>Chair, Division of Community Public Health/Psych-Mental Health Nursing</td>
<td>Rojann Alpers</td>
</tr>
<tr>
<td>Manager, Community Health Services Clinic</td>
<td>M. Christina Lyons</td>
</tr>
<tr>
<td>Dean, College of Public Programs</td>
<td>Debra Friedman</td>
</tr>
<tr>
<td>Associate Dean, College of Public Programs</td>
<td>Elizabeth A. Segal</td>
</tr>
<tr>
<td>Assistant Dean, College of Public Programs</td>
<td>Nancy Gwilliam</td>
</tr>
<tr>
<td>Director, Academic Services</td>
<td>Rudy R. Garcia</td>
</tr>
<tr>
<td>Director, Alumni and Media Relations</td>
<td>Debra Palka</td>
</tr>
<tr>
<td>Director, Student Services</td>
<td>Cheryl Herrera</td>
</tr>
<tr>
<td>Coordinator, Student Services</td>
<td>Sara Lyness</td>
</tr>
<tr>
<td>Director, School of Community Resources and Development</td>
<td>Randy J. Virden</td>
</tr>
<tr>
<td>Director, School of Public Affairs</td>
<td>Robert Denhardt</td>
</tr>
<tr>
<td>Director, School of Social Work</td>
<td>Leslie Leighninger</td>
</tr>
<tr>
<td>Director, Advanced Public Executive Program</td>
<td>Peggy O’Sullivan</td>
</tr>
<tr>
<td>Director, Morrison Institute for Public Policy</td>
<td>Robert Melnick</td>
</tr>
<tr>
<td>Director, Center for Nonprofit Leadership and Management</td>
<td>Robert F. Ashcraft</td>
</tr>
<tr>
<td>Director, Center for Urban Inquiry</td>
<td>Peg Bortner</td>
</tr>
<tr>
<td>Director, American Indian Program</td>
<td>Eddie F. Brown</td>
</tr>
<tr>
<td>Director, Asian Pacific American Studies Program</td>
<td>Mary Romero</td>
</tr>
<tr>
<td>Director, Hugh Downs School of Human Communication</td>
<td>H.L. “Bud” Goodall, Jr.</td>
</tr>
<tr>
<td>Director, School of Justice and Social Inquiry</td>
<td>Doris Marie Prove</td>
</tr>
<tr>
<td>Director, School of Life Sciences</td>
<td>Robert E. Page</td>
</tr>
<tr>
<td>Director, Center for Asian Studies</td>
<td>Claudia Brown</td>
</tr>
<tr>
<td>Director, Cancer Research Institute</td>
<td>G. Robert Pettit</td>
</tr>
<tr>
<td>Director, Center for the Study of Early Events in Photosynthesis</td>
<td>Andrew N. Webber</td>
</tr>
<tr>
<td>Director, Climatology Laboratory</td>
<td>Robert C. Balling</td>
</tr>
<tr>
<td>Director, Computational Biosciences Program</td>
<td>Rosemary Renaut</td>
</tr>
<tr>
<td>Director, Hispanic Research Center</td>
<td>Gary D. Keller</td>
</tr>
<tr>
<td>Director, Interdisciplinary Humanities Program</td>
<td>Peter Lehman</td>
</tr>
<tr>
<td>Director, Interdisciplinary Committee for Molecular and Cellular Biology</td>
<td>Andrew N. Webber</td>
</tr>
<tr>
<td>Director, Institute of Human Origins</td>
<td>Donald C. Johanson</td>
</tr>
<tr>
<td>Director, Latin American Studies Center</td>
<td>Tod D. Swanson</td>
</tr>
<tr>
<td>Director, Arizona Center for Medieval and Renaissance Studies</td>
<td>Robert E. Bjork</td>
</tr>
<tr>
<td>Director, Center for Meteorite Studies</td>
<td>Laurie Leshin</td>
</tr>
<tr>
<td>Director, Center for Solid State Science</td>
<td>David J. Smith</td>
</tr>
<tr>
<td>Director, Program for Southeast Asian Studies</td>
<td>James F. Eder Jr.</td>
</tr>
<tr>
<td>Director, Women and Gender Studies Program</td>
<td>Mary Margaret Fonow</td>
</tr>
<tr>
<td>College of Nursing</td>
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<tr>
<td>College of Public Programs</td>
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<tr>
<td>Division of Graduate Studies</td>
<td></td>
</tr>
<tr>
<td>Ira A. Fulton School of Engineering</td>
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</tbody>
</table>
### TEMPE CAMPUS ADMINISTRATIVE PERSONNEL

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Del E. Webb School of Construction</td>
<td>William W. Badger</td>
</tr>
<tr>
<td>Chair, Harrington Department of Bioengineering</td>
<td>Eric J. Guilbeau</td>
</tr>
<tr>
<td>Chair, Department of Chemical and Materials Engineering</td>
<td>Subhash Mahajan</td>
</tr>
<tr>
<td>Chair, Department of Civil and Environmental Engineering</td>
<td>Sandra L. Houston</td>
</tr>
<tr>
<td>Chair, Department of Computer Science and Engineering</td>
<td>Sethuraman Panchanathan</td>
</tr>
<tr>
<td>Chair, Department of Electrical Engineering</td>
<td>Stephen M. Goodnick</td>
</tr>
<tr>
<td>Chair, Department of Industrial Engineering</td>
<td>Gary L. Hogg</td>
</tr>
<tr>
<td>Chair, Department of Mechanical and Aerospace Engineering</td>
<td>Robert E. Peck</td>
</tr>
<tr>
<td>Director, Engineering Core and Special Studies</td>
<td>Ronald J. Roedel</td>
</tr>
<tr>
<td>Director, Center for Flexible Panel Display Research</td>
<td>Gregory B. Raupp</td>
</tr>
<tr>
<td>Codirector, Center for Low Power Electronics Research</td>
<td>Dieter K. Schroder</td>
</tr>
<tr>
<td>Director, Center for Solid State Electronics Research</td>
<td>Trevor John Thornton</td>
</tr>
<tr>
<td>Director, Institute for Manufacturing Enterprise Systems</td>
<td>Thomas E. Callarman</td>
</tr>
</tbody>
</table>

**The Katherine K. Herberger College of Fine Arts**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, Katherine K. Herberger College of Fine Arts</td>
<td>J. Robert Wills</td>
</tr>
<tr>
<td>Associate Dean, Research and Administration</td>
<td>Margaret M. Knapp</td>
</tr>
<tr>
<td>Assistant Dean, Student Academic Services</td>
<td>Gina Stephens</td>
</tr>
<tr>
<td>Director, School of Art</td>
<td>Jon W. Sharer</td>
</tr>
<tr>
<td>Chair, Department of Dance</td>
<td></td>
</tr>
<tr>
<td>Director, School of Music</td>
<td>Wayne A. Bailey</td>
</tr>
<tr>
<td>Chair, Department of Theatre</td>
<td>Linda Essig</td>
</tr>
<tr>
<td>Director, Communications</td>
<td>Stacey Shaw</td>
</tr>
<tr>
<td>Director, Community Programs</td>
<td>Melanie Ohm</td>
</tr>
<tr>
<td>Director, Fine Art Programs</td>
<td>Catherine Fletcher</td>
</tr>
<tr>
<td>Director, Institute for Studies in the Arts</td>
<td>Thanassis Rikakis</td>
</tr>
<tr>
<td>Director, Public Art</td>
<td>Dianne Cripe</td>
</tr>
<tr>
<td>Director, ASU Art Museum</td>
<td>Marilyn A. Zeitlin</td>
</tr>
<tr>
<td>Senior Business Operations Manager</td>
<td>Marty Booher</td>
</tr>
<tr>
<td>Director, Enrollment and Student Success</td>
<td>Heather Landes</td>
</tr>
</tbody>
</table>

**School of Extended Education**

See “School of Extended Education Administrative Personnel,” page 524

**University College**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Vice Provost and Dean, University College</td>
<td>Gail Hackett</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>Elaine Sweet</td>
</tr>
<tr>
<td>Associate Dean, University College</td>
<td>Frederick C. Corey</td>
</tr>
<tr>
<td>Assistant Dean, University College</td>
<td>Shelly Potts</td>
</tr>
<tr>
<td>Director, Academic Community Engagement Services</td>
<td>Janice M. Kelly</td>
</tr>
<tr>
<td>Director, Academic Success Programs</td>
<td>Stephen Rippon</td>
</tr>
<tr>
<td>Director, Academic Advising Services</td>
<td>Casey Self</td>
</tr>
<tr>
<td>Director, Bachelor of Interdisciplinary Studies</td>
<td>Kevin H. Ellsworth</td>
</tr>
<tr>
<td>Director, Communications and Marketing</td>
<td>Randy Bailey</td>
</tr>
<tr>
<td>Director, Downtown Center at ASU and Property Administration</td>
<td>Cathie Fox</td>
</tr>
<tr>
<td>Interim Director, School of Interdisciplinary Studies</td>
<td>Frederick C. Corey</td>
</tr>
<tr>
<td>Senior Program Coordinator, General Studies</td>
<td>Phyllis Lucie</td>
</tr>
<tr>
<td>Senior Business Manager</td>
<td>Kathleen Renshaw</td>
</tr>
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</table>

**University Libraries**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>University Librarian and Dean</td>
<td>Sherrie Schmidt</td>
</tr>
<tr>
<td>Associate Dean, Library Services</td>
<td>Vicki Coleman</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>John B. Howard</td>
</tr>
<tr>
<td>Associate Dean, Personnel</td>
<td>Kurt R. Murphy</td>
</tr>
<tr>
<td>Head, Access Services/Interlibrary Loan and Document Delivery</td>
<td>Ginny Sylvester</td>
</tr>
<tr>
<td>Head, Architecture and Environmental Design Library</td>
<td>Deborah H. Koshinsky</td>
</tr>
<tr>
<td>Head, Archives and Special Collections</td>
<td>Robert F. Spindler</td>
</tr>
<tr>
<td>Head, Government Documents/Map Collection</td>
<td>Brad T. Vogus</td>
</tr>
<tr>
<td>Interim Head, Library Information Systems and Technology (LIST)</td>
<td>Philip J. Konomos</td>
</tr>
<tr>
<td>Head, Music Library</td>
<td>Brian Doherty</td>
</tr>
<tr>
<td>Management Team, Technical Services Department</td>
<td>Betsy J. Redman, Ronda L. Ridenour, and Rebecca S. Uhl</td>
</tr>
<tr>
<td>Team Leader, Noble Science Reference Services</td>
<td>Linda A. Shackle</td>
</tr>
<tr>
<td>Team Leader, Collection Development</td>
<td>Jeanne Richardson</td>
</tr>
<tr>
<td>Team Leader, Hayden Reference Services</td>
<td>Julie Tharp</td>
</tr>
</tbody>
</table>
TEMPE CAMPUS ADMINISTRATIVE PERSONNEL

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
Chair, Department of Accounting ................................................................. Arthur E. Blakemore
Chair, Department of Economics ................................................................. 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
Director, School of Health Management and Policy ....................................... Jeffrey L. Coles
Director, School of Accountancy ................................................................. James R. Boatsman
Director, School of Health Management and Policy ....................................... James R. Boatsman
Chair, Department of Economics ................................................................. Arthur E. Blakemore
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

ASU Administrative Personnel
See “Administrative Personnel,” page 376.
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](http://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.
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.
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.
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 schoolwork. 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
PO BOX 37100
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 study at ASU. Graduate Studies provides the Financial Guarantee form to international applicants, who then must verify 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, many academic units have specific and early deadlines. Applications are processed as they are received. Applications are processed when they are received. How-

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-

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 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.”
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 presumes 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. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>—</td>
<td>4.331</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>—</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>—</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>—</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>—</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Passing</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>No graduate credit</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>—</td>
</tr>
<tr>
<td>NR</td>
<td>No report</td>
<td>—</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal2</td>
<td>—</td>
</tr>
<tr>
<td>X</td>
<td>Audit</td>
<td>—</td>
</tr>
<tr>
<td>Y</td>
<td>Satisfactory</td>
<td>—</td>
</tr>
<tr>
<td>Z</td>
<td>Course in progress3</td>
<td>—</td>
</tr>
</tbody>
</table>

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.
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 comprehensive 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 Studies 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 refile 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 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.

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-Communique (asu.edu/graduate/ecomm), 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, Cuádrax, Élènes, 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...
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.

**SOCIOLGY (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.
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, lifelong 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 Studies

Master's Program

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

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.
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 semi-
ter 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 consulta-
tion with the student’s program advisor. When appropriate, stu-
dents 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 pro-
gram of study is the mutual responsibility of the student and
his or her advisor. Students are permitted to take compre-
hensive 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 profes-
sional 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 require-
ments are available from the Department of Communication
Studies office in the FAB S116-1.

Research Activity. Faculty in the Department of Communi-
cation Studies investigate the various ways in which com-
munication 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 commu-
nity. 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 contem-
porary 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 communi-
cation and advocacy; including hermeneutics, ethnography, and cul-
tural 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. Pre-
requisite: 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 communi-
cation 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 organiza-
tional 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 555 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.

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

Erectives*
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

* These courses should be selected in consultation with the faculty program committee.
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: Náñez
Associate Professor: Burleson
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
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
- W GRN 420 Health Aspects of Aging. (3)
  spring
- W GRN 450 Biology of Aging. (3)
  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 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 Practice .................3

Advanced Generalist Practice Concentration

Required Courses
W SWG 610 Advanced Social Work Practice III .................3
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 total ....................................................................60

Advanced standing total ..................................................34

* 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.
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 the essential tasks of human development and theories that inform practice. Prerequisites: 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 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.
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
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

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 to:

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 to:

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.

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
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.
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.
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
In the Secondary MEd program, students may complete a concentration in educational technology by taking 18 semester hours of W EDT courses.
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. Prerequisite: BLE 511.

W BLE 522 Literacy/Biliteracy Development. (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 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 odd 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.
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
Explore 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)
tall 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)
tall 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)
tall 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)
tall 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)
tall 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)
tall 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
Analyze 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 ECD 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.
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.

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<td>Academic Affairs</td>
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<td>Admission and Enrollment Services</td>
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## WEST CAMPUS DIRECTORY

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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, Lauren 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

Avalos, 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 E. (1999), Associate Professor, Department of Management; Associate Vice Provost, Graduate Studies and Academic Programs; BA, BS, Ohio State University; PhD, New York University

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Brown, Lee H. (2001), Assistant Professor, Department of Secondary Education; BA, Union College; MA, EdD, State University of New York, Albany
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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
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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

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
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Chisholm, Inés M. (1991), Professor Emerita of Education; BA, MEd, University of Puerto Rico; PhD, University of Florida

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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, 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
Cuadráz, 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

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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
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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
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Goldman, Alan (2002), Lecturer, Department of Management; BEd, University of Miami, Coral Gables; MA, San Francisco State University; PhD, University of Colorado, Boulder

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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

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Hansen, Cory C. (2002), Assistant Professor, Department of Elementary Education; BEd, University of Calgary (Canada); MEd, Arizona State University West; PhD, Arizona State University

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Isbell, Dennis (1991), Associate Librarian, Fletcher Library; BS, MA, Northern Arizona University; MLS, University of Arizona

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Kirby, Andrew (1995), Professor, Department of Social and Behavioral Sciences; Associate Dean, Barrett Honors College; BA, PhD, University of Newcastle (United Kingdom)

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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

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

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WEST CAMPUS FACULTY AND ACADEMIC PROFESSIONALS

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McGovern, Thomas V. (1990), Professor, Department of Integrative Studies; AB, Fordham University; MA, PhD, Southern Illinois University, Carbondale

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Meán, Lindsey J. (2003), Assistant Professor, Department of Communication Studies; BSc, Plymouth Polytechnic (United Kingdom); PhD, University of Sheffield (United Kingdom)

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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

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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

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Nevin, Ann (1991), Professor Emerita of Education; BA, Westminster College; MEd, University of Vermont; PhD, University of Minnesota, Twin Cities

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Olander, George A. (2000), Lecturer, Department of Economics, Finance, Marketing, and Quantitative Business Analysis; BS, Xavier University, MBA, Pepperdine University

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Pagán, Eduardo Obregon (2004), Associate Professor and Chair, Department of Language, Culture, 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

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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

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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

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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

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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

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Schuett, Gordon W. (2004), Visiting Assistant Professor, Department of Integrated Natural Sciences; BA, University of Toledo; MS, Central Michigan University; PhD, University of Wyoming

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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)

Yoshikawa, Elaine K. (2003), Lecturer, Department of Integrative Studies; BA, University of California, Berkeley; MA, PhD, Arizona State University

Zambo, Debby (2003), Assistant Professor, Department of Elementary Education; BA, University of South Florida; MEd, 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 ........................................ Leanne Atwater
  Assistant Vice Provost, Information Technology ........................................... Connie McNeill
  Associate Dean, Barrett Honors College ..................................................... Emily F. Cutrer
  Dean, Fletcher Library .................................................................................. Marilyn Myers
  Dean of Student Affairs .............................................................................. Luoluo Hong
  Dean, New College of Interdisciplinary Arts and Sciences ............................ Andrew Kirby
  Director, Curriculum and Academic Articulation ............................................. Julia R. Ramsden
  Director, Research Consulting Center .......................................................... Joseph M. Ryan
  Faculty Director, Division of Collaborative Programs ...................................... Afshaneh Nahavandi
  Vice Provost for Administrative Affairs ....................................................... Barry R. Bruns
  Vice Provost for Public Affairs .................................................................... Carol A. Poore
  Interim Chair, Department of Management .................................................... David A. Waldman
  Chair, Department of Economics, Finance, Marketing, and Quantitative Business Analysis .................................................. Chester L. Britt III
  Chair, Department of Social and Behavioral Sciences ...................................... Barbara Tinsley
  Chair, Department of Language, Cultures, and History ................................. John Macgregor Wise
  Chair, Department of Integrative Studies ...................................................... John Hepburn
  Chair, Department of Special Education ........................................................ Ida M. Malian
  Chair, Department of Elementary Education ................................................ Ray R. Buss
  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
  Chair, Department of Gerontology Program.................................................. Richard Gitelson
  Chair, Department of Interdisciplinary Arts and Performance ....................... Robert D. Taylor
  Chair, Department of Communication Studies .............................................. John Macgregor Wise
  Chair, Department of Elementary Education ................................................ Ray R. Buss
  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
  Chair, Department of Gerontology Program.................................................. Richard Gitelson
  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 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

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

ASU Administrative Personnel
See “Administrative Personnel,” page 376.
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
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. Interested 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:

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>MBA</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>MEd</td>
</tr>
<tr>
<td>Educational Administration and Supervision</td>
<td>EdD</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MSE</td>
</tr>
<tr>
<td>Engineering</td>
<td>MEng</td>
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<tr>
<td>Engineering Science</td>
<td>MSE</td>
</tr>
<tr>
<td>Health Sector Management</td>
<td>MHSW</td>
</tr>
<tr>
<td>Nursing</td>
<td>MS</td>
</tr>
<tr>
<td>Public Administration</td>
<td>MPA</td>
</tr>
<tr>
<td>Social Work</td>
<td>MSW</td>
</tr>
<tr>
<td>Technology</td>
<td>MSTech</td>
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</tbody>
</table>

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 program 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/grm.
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.

TraveLearn
TraveLearn® 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. TraveLearn 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
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

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Alvarado, Ronald H. (1974), Professor Emeritus of Life Sciences; BA, University of California, Riverside; MS, PhD, Washington State University

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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)

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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

Fountaine, Steven (1990), Lecturer, School of Extended Education; BA, Shepherd College; MA, Temple University; PhD, Arizona State University

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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

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Johnson-Becker, Gayle (1994), Lecturer, School of Extended Education; BA, University of Colorado; MA, University of California, Los Angeles

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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

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N
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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

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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 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.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Location 1</th>
<th>Location 2</th>
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<td>ASUDC C250</td>
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<td>American English and Culture Program</td>
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<td>480/965-2376</td>
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<td><a href="http://www.asu.edu/esl">www.asu.edu/esl</a></td>
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<td>Downtown Center at ASU and Property</td>
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<td>Distance Learning and Technology</td>
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<td>480/965-6738</td>
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<td>independent/programinfo.cfm</td>
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<td>or 480/727-9900</td>
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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.

Academic Accreditation at East Campus

<table>
<thead>
<tr>
<th>Unit or Program</th>
<th>Accredited By</th>
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</table>
| 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.
### Academic Accreditation at Tempe Campus

<table>
<thead>
<tr>
<th>Unit or Program</th>
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<tr>
<td>College of Architecture and Environmental Design</td>
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<td>BSD, Graphic Design, Industrial Design</td>
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<td>BSD, Interior Design</td>
<td>Foundation for Interior Design Education Research</td>
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<td>BSLA</td>
<td>Landscape Architectural Accreditation Board</td>
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<td>BSP, MEP</td>
<td>Planning Accreditation Board</td>
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<td>MArch</td>
<td>National Architectural Accrediting Board</td>
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<tr>
<td>MSD, Design, with concentrations in graphic design and industrial design</td>
<td>National Association of Schools of Art and Design</td>
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<tr>
<td>College of Education</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
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<tr>
<td>MC, Counseling</td>
<td>American Psychological Association</td>
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<td>PhD, Counseling Psychology; Educational Psychology with a concentration in school psychology</td>
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<tr>
<td>College of Law</td>
<td>American Bar Association</td>
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<tr>
<td>JD</td>
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<tr>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>BS, Clinical Laboratory Sciences</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences</td>
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<tr>
<td>MS, Communication Disorders</td>
<td>American Speech-Language-Hearing Association</td>
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<td>MS, Family and Human Development, with a focus in marriage and family therapy under the family studies concentration</td>
<td>Commission on Accreditation for Marriage and Family Therapy Education—Candidacy Status</td>
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<td>PhD, Psychology, with a concentration in clinical psychology</td>
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<td>BSN, MS, Nursing</td>
<td>Arizona State Board of Nursing</td>
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<td></td>
<td>Commission on Collegiate Nursing Education</td>
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<tr>
<td>College of Public Programs</td>
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<tr>
<td>BS, Recreation</td>
<td>National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation</td>
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<tr>
<td>BSW, MSW, School of Social Work</td>
<td>Council on Social Work Education</td>
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<tr>
<td>MPA</td>
<td>National Association of Schools of Public Affairs and Administration</td>
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<tr>
<td>Ira A. Fulton School of Engineering</td>
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<tr>
<td>BS, Computer Science</td>
<td>Computer Science Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.</td>
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<td>BS, Construction</td>
<td>American Council for Construction Education</td>
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<tr>
<td>BSE, Aerospace Engineering; Bioengineering; Chemical Engineering; Civil Engineering; Computer Systems Engineering; Electrical Engineering; Industrial Engineering; Materials Science and Engineering; Mechanical Engineering</td>
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<td>Katherine K. Herberger College of Fine Arts</td>
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<td>School of Music</td>
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<td>W. P. Carey School of Business</td>
<td>AACSB International—The Association to Advance Collegiate Schools of Business</td>
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<td>All programs</td>
<td>Accrediting Commission on Education for Health Services Administration</td>
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<td>MHSM, School of Health Management and Policy</td>
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<td>School of Accountancy</td>
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<td>Walter Cronkite School of Journalism and Mass Communication</td>
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### Academic Accreditation at West Campus

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<tr>
<th>Unit or Program</th>
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<tr>
<td>College of Human Services</td>
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<tr>
<td>BS, Recreation and Tourism Management</td>
<td>National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation</td>
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<tr>
<td>BSW, MSW</td>
<td>Council on Social Work Education</td>
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<tr>
<td>School of Global Management and Leadership</td>
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<td>All programs</td>
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### Academic Affiliation and Membership at East Campus

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<th>Unit or Program</th>
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<td>Department of Applied Biological Sciences</td>
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<td>Department of Exercise and Wellness</td>
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<td>Department of Nutrition</td>
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<td>Barrett Honors College</td>
<td>National Collegiate Honors Council</td>
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<td>School of Architecture and Landscape Architecture</td>
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<td>School of Design</td>
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<td>School of Planning</td>
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<td>PhD, Educational Psychology with a concentration in school psychology</td>
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<td>College of Law</td>
<td>Association of American Law Schools</td>
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### ACCREDITATION AND AFFILIATION

#### Academic Affiliation and Membership at Tempe Campus (continued)

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<th>Unit or Program</th>
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<td>Department of Chemistry and Biochemistry</td>
<td>American Association for the Advancement of Science</td>
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<td>American Chemical Society</td>
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<td>Department of Geography</td>
<td>American Society for Advancement of Science</td>
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<td>Department of Geological Sciences</td>
<td>Association of American Geographers</td>
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<tr>
<td></td>
<td>American Association of Petroleum Geologists</td>
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<td>Department of History</td>
<td>American Geophysical Union</td>
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<td>Department of History</td>
<td>American Institute of Professional Geologists</td>
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<td>Geological Society of America</td>
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<td>Department of History</td>
<td>Mineralogical Society of America</td>
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<td>Society of Economic Paleontologists and Mineralogists</td>
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<tr>
<td>Department of History</td>
<td>American Association for State and Local History</td>
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<tr>
<td>Department of History</td>
<td>American Association of Museums</td>
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<td></td>
<td>American Historical Association</td>
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<td>Department of History</td>
<td>Coordinating Committee for History in Arizona</td>
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<td>Department of History</td>
<td>Institute of Historical Research</td>
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<td>Department of History</td>
<td>National Council on Public History</td>
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<tr>
<td>Department of History</td>
<td>Western History Association</td>
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<td>Department of Kinesiology</td>
<td>American Academy of Kinesiology and Physical Education</td>
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<td>American Alliance for Health, Physical Education, Recreation, and Dance</td>
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<td>Department of Kinesiology</td>
<td>American College of Sports Medicine</td>
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<td>Department of Kinesiology</td>
<td>American Society of Biomechanics</td>
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<td>Department of Kinesiology</td>
<td>Committee on Allied Health Education</td>
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<tr>
<td>Department of Kinesiology</td>
<td>Council on Physical Education for Children</td>
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<tr>
<td>Department of Kinesiology</td>
<td>International Society of Biomechanics</td>
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<td>National Association for Physical Education in Higher Education</td>
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<td>Department of Languages and Literatures</td>
<td>Society for Neuroscience</td>
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<td>Department of Mathematics and Statistics</td>
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<td>Department of Mathematics and Statistics</td>
<td>International Studies Association</td>
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<td>Department of Mathematics and Statistics</td>
<td>Modern Language Association</td>
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<td>American Mathematical Society</td>
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<td>Society for Industrial and Applied Mathematics</td>
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<td>American Physical Society</td>
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<td>Materials Research Society</td>
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<td>Department of Physics and Astronomy</td>
<td>Optical Society of America</td>
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<td>Department of Political Science</td>
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<td>Department of Political Science</td>
<td>Inter-university Consortium for Political and Social Research</td>
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<td>American Society of Clinical Psychologists</td>
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### ACCREDITATION AND AFFILIATION

**Academic Affiliation and Membership at Tempe Campus (continued)**

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<td>Society for the Study of Social Problems</td>
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<td>American Society for Photobiology</td>
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<td>American Society for Virology</td>
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<td>American Society of Zoologists</td>
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<td>Animal Behavior Society</td>
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<td>California Botanical Society</td>
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<td>International Association for Study of Plant Succulents</td>
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<td>International Association of Landscape Ecology</td>
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<td>International Photosynthesis Society</td>
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<td>International Society of Arboriculture</td>
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<td>International Society of Ecological Modeling</td>
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<td>International Union of Woody Plant Physiologists</td>
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<td>Sigma Psi</td>
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<td>Sigma Xi</td>
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<td>Society for Economic Botany</td>
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<td>Society for Neuroscience</td>
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<td>Association for Women in Science</td>
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<td>National Organization of Nurse Practitioner Faculties</td>
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<td>Western Institute of Nursing</td>
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<td><strong>Continuing and Extended Education Program</strong></td>
<td>Arizona Nurses Association (American Nurses Credentialing Center’s Commission on Accreditation)</td>
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### ACCREDITATION AND AFFILIATION

**Academic Affiliation and Membership at Tempe Campus (continued)**

<table>
<thead>
<tr>
<th>Unit or Program</th>
<th>Affiliation or Membership With</th>
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<td><strong>College of Public Programs</strong></td>
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## Building Abbreviations

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### Building Abbreviations

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<th>Wings</th>
<th>Location (Coordinate)</th>
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<tbody>
<tr>
<td>ADELA</td>
<td>Adelphi II Commons</td>
<td>—</td>
<td>Tempe campus (H-8)</td>
</tr>
<tr>
<td>ADM</td>
<td>Administration Building</td>
<td>A, B</td>
<td>Tempe campus (F-3)</td>
</tr>
<tr>
<td>ADMIN</td>
<td>Administration</td>
<td>—</td>
<td>East campus</td>
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<tr>
<td>ADPCM</td>
<td>Adelphi Commons</td>
<td>—</td>
<td>Tempe campus (G-8)</td>
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<tr>
<td>ADSVC</td>
<td>Administrative Services</td>
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</tr>
<tr>
<td>AED</td>
<td>College of Architecture and Environmental Design/ North</td>
<td>—</td>
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<tr>
<td>AG</td>
<td>Agriculture Building</td>
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<td>Tempe campus (F-3)</td>
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<td>AGBC</td>
<td>Agribusiness Center</td>
<td>—</td>
<td>East campus</td>
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<tr>
<td>AIP</td>
<td>American Indian Programs</td>
<td>—</td>
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<td>AIP2</td>
<td>American Indian Programs Annex</td>
<td>—</td>
<td>East campus</td>
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<tr>
<td>ALTCH</td>
<td>Altitude Chamber</td>
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<td>East campus</td>
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<tr>
<td>ANTH</td>
<td>Anthropology Building</td>
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<td>ANX</td>
<td>Visual Arts Annex</td>
<td>—</td>
<td>Tempe campus (B-3)</td>
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<tr>
<td>AQUAT</td>
<td>Mona Plummer Aquatics Center</td>
<td>A, B</td>
<td>Tempe campus (B-4)</td>
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<td>College of Architecture and Environmental Design/ South</td>
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<td>ARCHV</td>
<td>University Library Archives</td>
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<tr>
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<td>University Archives</td>
<td>—</td>
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<td>Art Building</td>
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<td>Art Warehouse</td>
<td>—</td>
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<td>Alternate State Emergency Operations Center</td>
<td>—</td>
<td>East campus</td>
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<tr>
<td>ASUDC</td>
<td>Downtown Center</td>
<td>A–F</td>
<td>502 E. Monroe St., Phoenix</td>
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<tr>
<td>BA</td>
<td>Business Administration Building</td>
<td>—</td>
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<td>BAC</td>
<td>Business Administration C-Wing</td>
<td>—</td>
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<tr>
<td>BELL</td>
<td>Bell Hall</td>
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<td>East campus</td>
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<tr>
<td>BDA</td>
<td>Biodesign Institute Building A</td>
<td>—</td>
<td>Tempe campus: 850 E. Terrace Dr., Tempe (E-7)</td>
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<tr>
<td>BDB</td>
<td>Biodesign Institute Building B</td>
<td>—</td>
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<td>ASU Bookstore</td>
<td>—</td>
<td>Tempe campus: 525 E. Orange St., Tempe (F-5)</td>
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<td>BYAC</td>
<td>Brickyard Artisan Court</td>
<td>—</td>
<td>Tempe campus: 30 E. Seventh St., Tempe (B-1)</td>
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<td>BYENG</td>
<td>Brickyard Engineering</td>
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<td>Tempe campus: 699 S. Mill Ave., Tempe (B-1)</td>
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<td>BYOH</td>
<td>Orchidhouse at the Brickyard</td>
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<td>Tempe campus: 21 E. Sixth St., Tempe (B-1)</td>
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<td>CDC</td>
<td>Child Development Center</td>
<td>—</td>
<td>East campus: 6110 S. Sagewood, Mesa</td>
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<tr>
<td>CERA</td>
<td>Ceramics Annex</td>
<td>A, B</td>
<td>Tempe campus (D-8)</td>
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<td>CFS</td>
<td>Center for Family Studies</td>
<td>—</td>
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<tr>
<td>CHAPL</td>
<td>Danforth Chapel</td>
<td>—</td>
<td>Tempe campus (E-3)</td>
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## BUILDING ABBREVIATIONS

### Building Abbreviations (continued)

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<th>Location (Coordinate)</th>
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<td>CHOLA</td>
<td>Cholla Apartments</td>
<td>A–G</td>
<td>Tempe campus (E-9)</td>
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<tr>
<td>CLCC</td>
<td>Classroom Laboratory/Computer Classroom Building</td>
<td>—</td>
<td>West campus</td>
</tr>
<tr>
<td>CLRB</td>
<td>Classroom Building</td>
<td>—</td>
<td>East campus: 6113 S. Avery, Mesa</td>
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<tr>
<td>CNTR</td>
<td>Academic Center</td>
<td>—</td>
<td>East campus</td>
</tr>
<tr>
<td>COMM</td>
<td>Communications</td>
<td>—</td>
<td>East campus</td>
</tr>
<tr>
<td>COOR</td>
<td>Lattie F. Coor Hall</td>
<td>—</td>
<td>Tempe campus (E-2)</td>
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<tr>
<td>COPY</td>
<td>Williams Campus Copy Center</td>
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</tr>
<tr>
<td>COWDN</td>
<td>Cowden Family Resources Building</td>
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<td>CP</td>
<td>Central Plant</td>
<td>—</td>
<td>Tempe campus (E-4)</td>
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<td>CPCOM</td>
<td>Computing Commons Building</td>
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<td>Tempe campus (F-5)</td>
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<td>CRI</td>
<td>Cancer Research Institute</td>
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<td>Tempe campus (D-5)</td>
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<td>CRNX</td>
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<td>Nadine and Ed Carson Student Athlete Center</td>
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<td>Tempe campus (B-4)</td>
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<tr>
<td>CSB</td>
<td>Community Services Building</td>
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<td>200 E. Curry Road, Tempe</td>
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<td>CSC</td>
<td>Central Services Complex</td>
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<tr>
<td>CTDO</td>
<td>College of Technology and Applied Science Office of the Dean</td>
<td>—</td>
<td>East campus</td>
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<tr>
<td>DEAN</td>
<td>Dean Hall</td>
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<tr>
<td>DPSMN</td>
<td>Department of Public Safety</td>
<td>—</td>
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<tr>
<td>EAW</td>
<td>Exercise and Wellness Center</td>
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<tr>
<td>EAW2</td>
<td>Exercise Instructional Lab</td>
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<td>ECA</td>
<td>Engineering Center A-Wing</td>
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<td>ECANX</td>
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<td>Hiram B. Farmer Education Building</td>
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<td>Ira D. Payne Education Hall</td>
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<td>Education Lecture Hall</td>
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<td>ELAB</td>
<td>Electronics Laboratory Building</td>
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<td>Engineering Research Center</td>
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<td>FAB</td>
<td>Faculty and Administration Building</td>
<td>N, S</td>
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<td>Faculty and Administration Building Annex</td>
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<td>Nelson Fine Arts Center</td>
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<td>Agribusiness Center</td>
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<td>Fletcher Library</td>
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<td>Facilities Management/DPS</td>
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<td>ASU Foundation</td>
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<td>FST</td>
<td>Fire Science Technology</td>
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<td>Grady Gammage Memorial Auditorium</td>
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<td>GHALL</td>
<td>Dixie Gammage Hall</td>
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<tr>
<td>GRNHS</td>
<td>Greenhouses</td>
<td>—</td>
<td>East campus: 7405 E. Unity Ave., Mesa</td>
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<th>Wings</th>
<th>Location (Coordinate)</th>
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<td>GS</td>
<td>General Studies</td>
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<tr>
<td>GWC</td>
<td>Barry M. Goldwater Center for Science and Engineering Research</td>
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<tr>
<td>HAYDN</td>
<td>Hayden Hall</td>
<td>E, W</td>
<td>Tempe campus (G-3)</td>
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<td>HSC</td>
<td>Health Sciences Center</td>
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<td>HSC2</td>
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<td>IAPNX</td>
<td>Interdisciplinary Arts and Performance Annex</td>
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<td>West campus</td>
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<td>Frederick M. Irish Hall</td>
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<td>Tempe campus (G-3)</td>
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<td>Interdisciplinary Science and Technology Building 3</td>
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<td>John S. Armstrong Hall</td>
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<td>Las Casas Residences</td>
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<td>LIB</td>
<td>Charles T. Hayden Library</td>
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<td>G. Homer Durham Language and Literature Building</td>
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<td>Tempe campus (E-4)</td>
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<td>MANZH</td>
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<td>Tempe campus (C-6)</td>
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<td>MARIP</td>
<td>Mariposa Hall</td>
<td>A–C</td>
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<td>M.O. Best Hall</td>
<td>A–C</td>
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<td>James H. McClintock Hall</td>
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<td>Carrie Matthews Hall</td>
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<td>Music Building</td>
<td>E, W</td>
<td>Tempe campus (F-1)</td>
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<td>L. S. Neeb Hall</td>
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<td>Daniel E. Noble Science and Engineering Library</td>
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<td>PABLO</td>
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<td>East campus: 7411 E. Utah Ave., Mesa</td>
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<td>PVW</td>
<td>Palo Verde West Hall</td>
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<td>QUAD 1, 2, 4</td>
<td>Student Affairs Complex</td>
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<td>East campus</td>
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<td>QUAD 3</td>
<td>CERTT Lab</td>
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<td>RES1</td>
<td>Freshman Experience Dorm</td>
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<td>SANDS</td>
<td>Sands Classroom Building</td>
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<td>West campus</td>
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<tr>
<td>SCD</td>
<td>Sonora Center Dormitory</td>
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<td>Tempe campus (H-8)</td>
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<td>John W. Schwada Classroom Office Building</td>
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<td>Sonora Center Residence Education Center</td>
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<td>Solar Demonstration Facility</td>
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<td>SHC</td>
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<td>Charles Stauffer Communication Arts Building</td>
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<td>Technology Center Annex</td>
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<td>East campus</td>
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<td>West Hall</td>
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